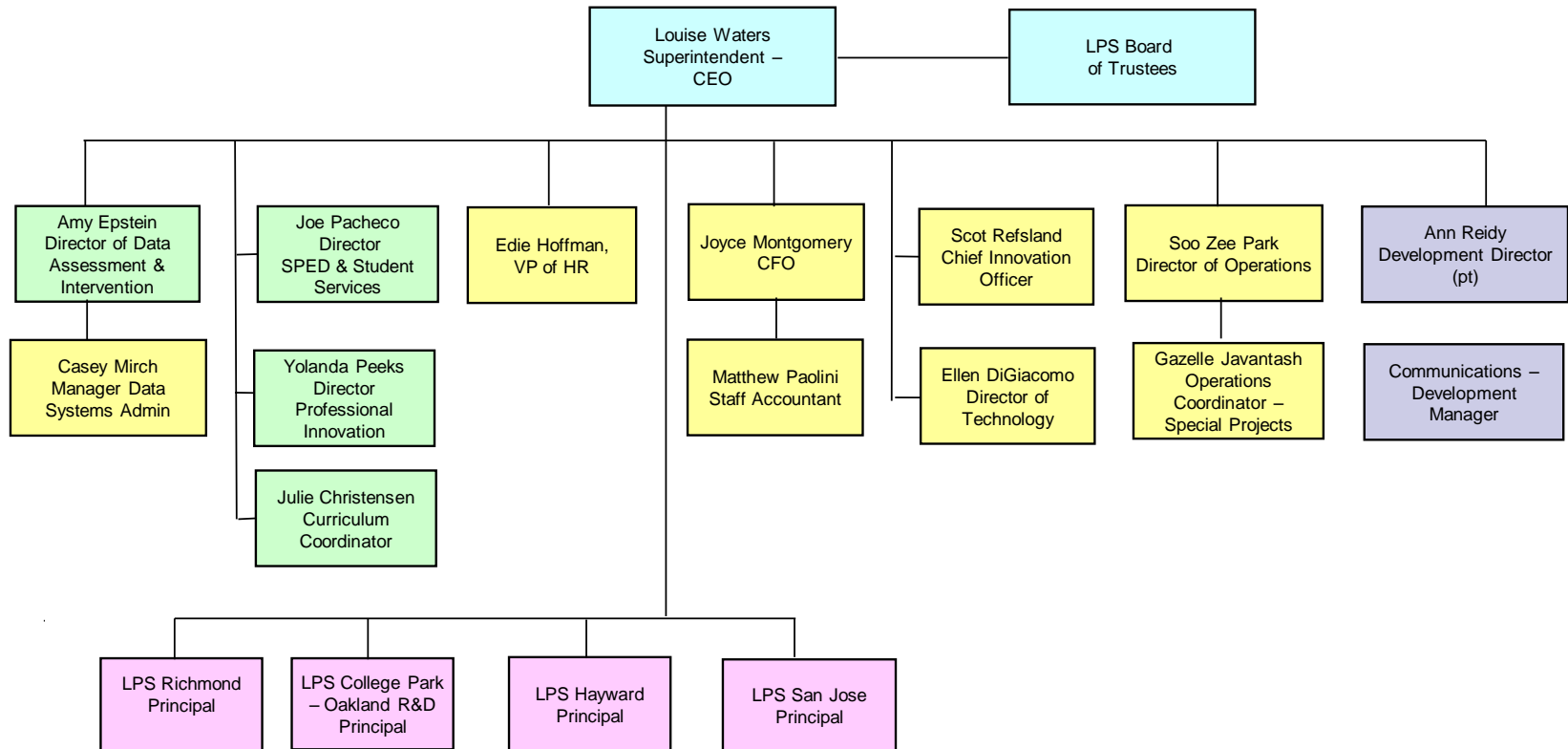


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LPS Organizational Chart

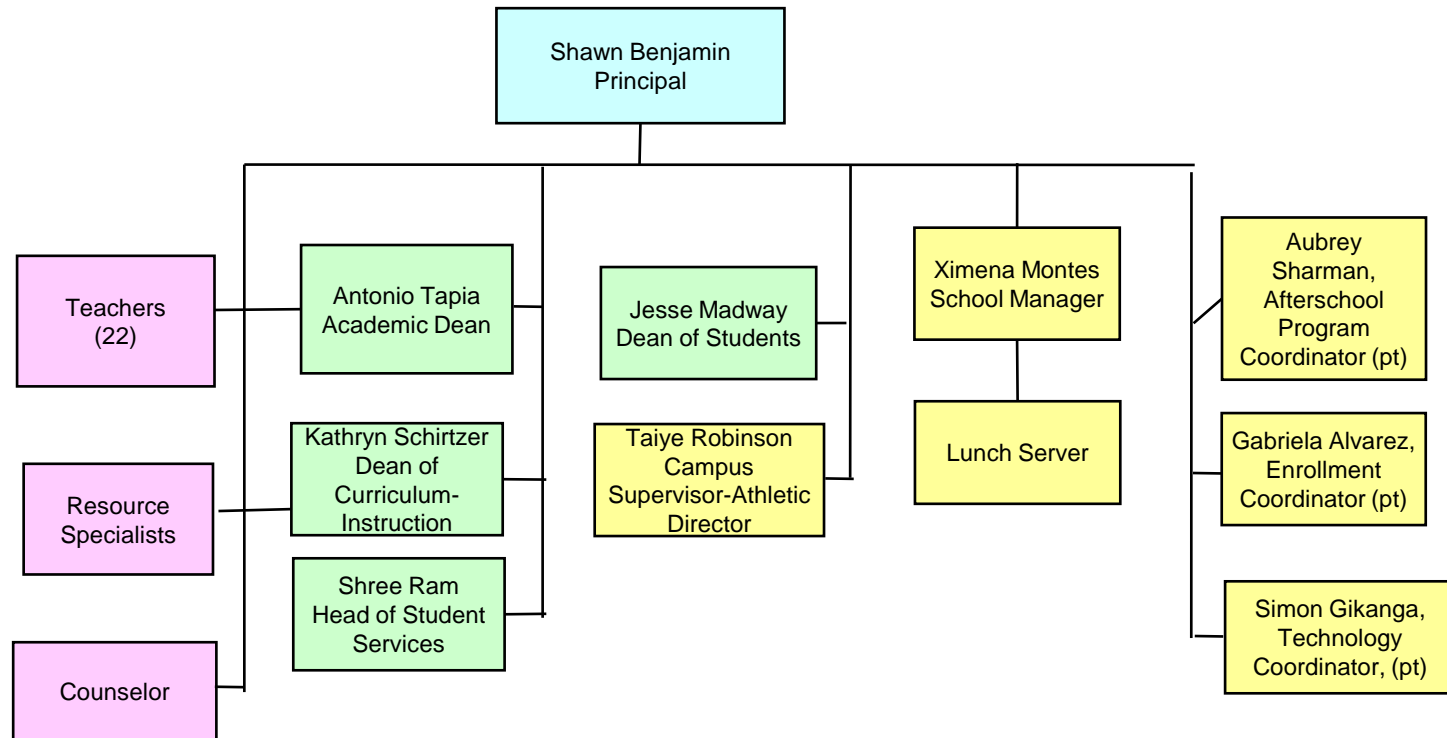
2012 – 2013



2.12

LPS Richmond Organizational Chart

2012 – 2013



LPS Administrator Contact Information

Home Office Information

Leadership Public Schools, Inc
 344 Thomas L. Berkley Way, Suite 340, Oakland, CA 94612
 Main Phone Number 510-830-3780
 Main Fax Number 510-225-2575
 HR Fax Number 510-225-2550
 General Mailbox Ext: 210

| Name | Position | Email Address | Phone |
|-------------------|---|-------------------------|--------------|
| Ellen DiGiacomo | Director of Technology | ediacomo@leadps.org | Ext. 213 |
| Edie Hoffman | VP of Human Resources | ehoffman@leadps.org | Ext: 214 |
| Ruth Herring | Major Gifts Officer | rherring@leadps.org | Ext: 215 |
| Ann Reidy | Development Director | areidy@leadps.org | Ext: 216 |
| Julie Christensen | Curriculum Manager | jchristensen@leadps.org | Ext. 217 |
| Joyce Montgomery | CFO | jmontgomery@leadps.org | Ext: 218 |
| Casey Mirch | Manager of Data & Systems Admin | cmirch@leadps.org | Ext: 222 |
| Scot Refsland | Chief Innovation Officer | srefsland@leadps.org | Ext: 224 |
| Soo Zee Park | Director of Operations | spark@leadps.org | Ext: 225 |
| Amy Epstein | Director of Data, Assessment & Intervention | aepstein@leadps.org | Ext. 230 |
| Matthew Paolini | Staff Accountant | mpaolini@leadps.org | Ext: 233 |
| Louise Waters | Superintendent & CEO | lwaters@leadps.org | Ext: 240 |
| Yolanda Peeks | Director Professional Innovation | ypeeks@leadps.org | Ext. 210 |
| Gazelle Javantash | Operations & Special Projects Manager | gjavantash@leadps.org | Ext: 241 |
| Joe Pacheco | Director of Special Ed & Student Services | jpacheco@leadps.org | 408-829-6872 |

School Site Information

Leadership Public Schools Richmond
251 S. 12th Street
Richmond, CA 94804
Main Phone Number 510-235-4522
Main Fax Number 510-588-4593

| Name | Position | Email Address | Phone |
|-------------------|--------------------------------------|-----------------------|--------------|
| Ximena Montes | School Manager | xmontes@leadps.org | Ext: 400 |
| Gabriela Alvarez | Enrollment Coordinator | galvarez@leadps.org | Ext: 401 |
| Jesse Madway | Dean of Students | jmadway@leadps.org | Ext: 402 |
| Antonio Tapia | Academic Dean | atapia@leadps.org | Ext: 403 |
| Shawn Benjamin | Principal | sbenjamin@leadps.org | Ext: 404 |
| Taiye Robinson | Campus Supervisor/ Athletic Director | trobinson@leadps.org | Ext: 405 |
| Shree Ram | Head of Student Services | sram@leadps.org | Ext: 406 |
| Simon Gikanga | Technology Coordinator | sgikanga@leadps.org | Ext: 424 |
| Aubrey Sharman | Afterschool Prgm Coordinator | asharman@leadps.org | Ext: 443 |
| Kathryn Schirtzer | Dean of Curriculum / Instruction | kschirtzer@leadps.org | Ext: 473 |

LEARN. LEAD. SUCCEED.



LEADERSHIP PUBLIC SCHOOLS

LEADERSHIP PUBLIC SCHOOLS, INC.

EMPLOYEE HANDBOOK

August 1, 2010

LEADERSHIP PUBLIC SCHOOLS, INC. EMPLOYEE HANDBOOK

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WHO WE ARE

Thank you from our CEO

On behalf of the LPS's Board of Trustees and our growing community of students, parents, teachers and staff, thank you for joining our team! We believe you can make a great contribution to communities of need. As embodied in the Leadership Way, your success is key to achieving our organization goals. We have a challenging and bold vision, to take students from under-served communities to readiness for college success in four short years! Welcome to the adventure! Sincerely, Louise Bay Waters

Introduction

As a Leadership Public Schools, Inc. ("LPS") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success and the success of our students. We trust that you will find your employment with LPS to be both challenging and rewarding.

LPS recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference not only in shaping the lives of our students, but in contributing to the effectiveness of our Leadership community. Toward this end, we encourage you to engage in open communication about any aspect of your employment with LPS.

The LPS Employee Handbook ("Handbook") is divided into seven sections. **Part One** contains a brief history of LPS, an explanation of LPS's nonprofit governance structure, an overview of the role of the Home Office, and a brief background of charter schools. **Part Two** presents "The Leadership Way," which summarizes our mission, culture and values. **Part Three** covers our professional expectations, and our support and evaluation process. **Part Four** addresses personnel information regarding payroll, benefits, and time off. **Part Five** covers additional important personnel policies and legal issues. **Part Six** addresses important operational considerations. **Part Seven** contains an acknowledgement form that must be signed by all employees. Please see the LPS Student Handbook for additional information regarding school rules, procedures and support for students.

This Handbook is intended for your use as a ready reference. Above all, we hope that the information contained will be useful to you. It is also, for legal purposes, an employee handbook. This means that certain legal language needs to be included. For example, nothing in this Handbook is intended to or shall alter in any way the policy of "at will" employment that LPS maintains with its employees. And from time to time the policies and practices described in this Handbook will need to be revised. Accordingly, LPS reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document. As policies are revised, updated pages will be distributed to you. Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee. We do not intend this to negatively impact the positive sense of community that exists among the faculty, staff, and administrators.

Leadership Public Schools History

Leadership Public Schools, Inc. ("LPS"), a not for profit school development organization, was founded in 2002 by experienced educators and entrepreneurs to develop quality public charter high schools. LPS serves ethnically and economically diverse student bodies and its schools are located in or near low-income neighborhoods.

LPS was founded by Mark Kushner, the founder of San Francisco's Leadership High School (a separate organization), one of the first start-up charter high schools in California and one of the most successful serving poor students and Students of Color.

Our Governance Structure

LPS is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)3 organization. All LPS schools operate as part of this one organization and all LPS employees are employees of this one non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct LPS's internal operating policies and procedures. LPS has the freedom to establish its own policies and procedures, as long as they comply with the LPS charter and applicable law. LPS is subject to portions of the education code governing public schools, but has considerably more flexibility than a typical public school.

The leader of each school is the school Principal. All school staff report to the Principal. The Principal, in turn, reports to the Superintendent-CEO of Leadership Public Schools. Each Principal will work with and receive guidance on local issues from a School Advisory Council ("SAC"), comprised of parents, teachers, students, and community members.

The LPS Board of Trustees is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of LPS. The Board is responsible for dealing with the strategic policies that effect the organization, as well as approving budgets, policies, and other important decisions. The Board is organized into several committees, including the Executive Finance and Development Committees. The Board is composed of a broad cross-section of the school community and community-at-large and, in addition to professionals and community leaders, may include faculty, student and parent members.

Role of the LPS Home Office

The LPS Home Office provides support and assistance to each school, and helps disseminate LPS's values, instructional programs, norms, and high standards. The Home Office focuses on:

- Ensuring quality,
- Facilitating learning across the network based on best practices, site innovation and research,
- Providing centralized services and support, including professional development, curriculum development, enrollment-outreach, startup fundraising, human resources, recruiting, payroll, accounting, facilities development, government compliance, technology planning, and purchasing.
- Guiding new school creating, including writing charter petitions, negotiating school district relationships, and building community partnerships.

LPS combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale or support our educational mission by enabling Principals, teachers and school staff to focus on teaching, students and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand alone charter school would be able to afford or acquire on its own. The Operations Guide provides additional information on the roles and Home Office responsibilities.

Leadership Network – An Innovation Laboratory for Urban Education

The Leadership Public Schools Network is designed to be an innovation laboratory for addressing the most challenging issues of urban secondary education. Having multiple sites with a common focus allows for intense site-level collaboration supported by network-wide sharing – an ideal “petri dish” for innovation. By removing many of the operational issues from the sites, the Network allows teachers and administrators to focus on developing these responses to the challenges we face

Charter Schools Background

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

What is a charter school? A charter school is a tuition-free independent public school working within the public school system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

A charter school is created or organized by a group of teachers, parents and community leaders or a non-profit organization like LPS, and is usually sponsored by an existing local public school board or county board of education.

Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring school board and charter organizers. The charter establishing each such school is a performance contract detailing the school's program, goals, students served, methods of assessment, and ways to measure success.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

For additional information on charter schools, please visit the following websites:

- Charter Schools Development Center: www.cacharterschools.org
- California Charter School Association www.charterassociation.org/
- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/cs/
- US Department of Education Charter Schools Site: www.uscharterschools.org

Look for the profile of Leadership High School: click on "Resource Directory," then on "Startup and Assistance," then on "Case Study of a Charter School."

THE LEADERSHIP WAY

Vision, Mission, and Values

Our Vision

Our vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

Our Mission

Our mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools.

Leadership Values

COMMITMENT: All students, staff and members of the LPS community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.

We show this commitment by:

- Working hard,
- Persisting in overcoming personal and societal obstacles when needed,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

RESPECT: All students, staff and members of the LPS community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by:

- Acting with honesty and integrity,
- Valuing the diversity of our community,
- Seeking first to understand before seeking to be understood,
- Assuming good intentions,
- When possible, resolving our own conflicts, going to the “source” (the person involved) rather than complaining to others, and
- Supporting each other when needed.

RESPONSIBILITY: All students, staff and members of the LPS community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by:

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to help others when needed, and
- Taking responsibility for both our own learning and the learning of others.

VALUING OUR STUDENTS AND OUR EMPLOYEES: The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

We show the importance of our students and employees by:

- Supporting the learning of our employees with ample professional development;
- Providing nurturing, personalized attention to our students and their families;
- Evaluating students and employees with clear, careful and fact-based evaluation processes;
- Offering competitive wages and benefits to employees;
- Having fun and celebrating success; and
- While seeking to deliver an ambitious mission, striving to create balance and respect the lives people have outside LPS.

HARNESSING THE POWER OF THE LEADERSHIP NETWORK: A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significantly startup, operational and educational support.

We help build a strong network of schools by:

- Focusing on student and school performance;
- Disseminating the innovations and lessons learned across the network;
- Encouraging students, parents, and all staff to use the network for learning;
- Forging strong relationships between the Home Office and the schools,;
- Maintaining a strong customer service ethic at the Home Office;
- Making decisions with the maximum appropriate involvement of affected constituencies; and by
- Being careful stewards of our resources.

STAFF PROFESSIONALISM

General Professional Expectations

As a charter and reform-minded network of schools, LPS requires staff roles to be different than some traditional schools. LPS teachers and administrators will, at times, assume and incorporate new roles such as student advisor, organizational leader, peer coach (as well as student coach), problem solver, and team member. It is important that each staff member be accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of LPS. LPS Staff will:

- Follow the Leadership Way including the norms listed in the Leadership Values.
- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events. While LPS operates leadership schools and student political and community involvement is encouraged, staff should be careful to find appropriate activities for LPS students that do not adversely affect students academically.
- Strive to support each other. Staff will go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports)
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.

LPS takes professional expectations seriously as we want to create a positive place to work and learn. Please note that a material violation of the standards laid out in this Employee Handbook, and in particular any of the general or specific professional expectations, may result in administrative support, interventions such as verbal warnings or written notice, suspension with or without pay, and/or termination of employment. Any such action does not alter the at-will nature of employment at LPS.

Finally, LPS adheres to a set of personal and organizational values embodied in a document entitled "The Leadership Way" (included above in Section II). These are the shared values of our community and it is important that we all strive to uphold them.

Job Duties

When you begin working at LPS, your supervisor will review your job description, responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the organization. LPS depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at Leadership Retreats, All School Meetings, Advisories and other school events/activities. In

addition, teachers are expected to share responsibility for attending Parent Association meetings, chaperoning dances, advising clubs, and participating on school committees.

Support, Evaluation and Intervention

The support, evaluation, and intervention process for LPS faculty and staff are constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. The process will involve three components that directly relate to each other, but also function independently of each other. These three components are Ongoing Support, Evaluation, and Intervention. Home Office Staff will also use these structures for Support, Evaluation and Intervention adapted for administrative functions. The Home Office formal evaluation process will typically occur annually.

Ongoing Support

LPS believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

LPS is committed to use faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations (“peer coaching”) and other protocols.

Our Coaching, Observation, Goal Setting, and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations
- Help each teacher improve his or her practice from year to year.

To assure that faculty and staff participate in meaningful activity beyond the classroom, the Principal, Assistant Principal, Dean, Curriculum Specialists, Director of Data & Assessment, and the Superintendent (with other Home Office staff and consultants) will work with faculty and staff in their Department or Team to plan time that will enhance their teaching and involvement in professional development. This work might include structured dialogues, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with other partner organizations, or involvement in other projects designed to enhance one's professional skill and knowledge. Faculty and staff will report on these activities in their periodic self-assessments.

Evaluation

Self-Assessments

Faculty and staff will write self-assessments each year.

These self-assessments are intended to encourage self-reflection and commitment to self-improvement, as well to provide more teacher voice in the evaluation process. The individual's self-assessment will be placed in their personnel file with the formal evaluation described below. Faculty and staff will be expected to reflect on and use the following to inform their self-assessments:

- Professional goals,
- Coaching experiences and documentation
- Student evaluations or evaluations by relevant group

While LPS will offer faculty and staff writing prompts to support them in writing their self-assessments, faculty and staff will be asked to supply evidence that aligns with their self-assessments and should anticipate the following strands in their self-assessments:

- Classroom practice, including any noteworthy lessons about curriculum or pedagogy, (or other relevant professional practice)
- Student achievement with a focus on results (e.g. assessments and use of data to improve teaching and learning)
- Reflection on your role as an advisor and effective teacher
- Leadership (within your department, committee, etc.)

Formal Evaluations

Formal evaluations for teachers will typically take place annually during a teacher's first years, and then every other year evaluation or as needed (as determined by LPS in its sole discretion). Other staff evaluations will typically be conducted on an annual basis. Written evaluations of teachers will be completed by the Principal and/or Administrative designees and be distributed during the final quarter of the academic year. Written evaluation of other staff will be completed by their respective supervisors and distributed during the final quarter of the academic year. The Principal (or appropriate supervisor) will meet with the faculty or staff member to discuss the evaluation. The person's self-assessment, as well as any informal observations or formal supervision notes created since the previous evaluation, inform this meeting. The Principal, administrator or supervisor will collaborate and create a formal evaluation which will be signed by the Principal or administrator and teacher, attached to the person's self-assessment and copied for the person's reflection and personnel file. Final evaluations will be placed in the person's personnel file. The person being evaluated may add additional comments for the file if desired.

Intervention

All LPS faculty and staff are expected to work to create a positive atmosphere. LPS encourages free and open communication between employees. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner (without resorting to adversarial processes). The following intervention process is designed to have issues of concern resolved and to have successful faculty and staff. Please note that this intervention policy does not apply to: (1) complaints of harassment or discrimination, which are governed separately by the Anti-Harassment Policy included in this Handbook, or (2) other situations requiring immediate response as determined in LPS's sole discretion. The Vice President Human Resources will act as the point person in the intervention process.

A. Go to the source. This means going directly to the person with whom you have an issue of concern. Ask clarifying questions and attempt to resolve the issue. This time frame may be mutually extended. If not successful, then discuss the issue with your manager or principal. This collaborative process makes every effort to resolve the complaint between the two people within twenty days. If not successful then go to step B.

B. Consider using an Intervention Team. This step is intended to support the person involved in resolving the issue by using an Intervention Team including an administrator, HR if requested, and a colleague of the person's choosing. All discussions should be treated as private and confidential, and should not be discussed by members of the Intervention Team outside of the team, except for discussion as needed with the Principal, LPS VP of HR and other members of the Home Office dealing with personnel issues.

It is a voluntary step in the process occurring within 10 days after the collaborative conference and, if the person involved does not wish to share the issues of concern with the members of an Intervention Team, the person may proceed directly to Step #C, below. In no event will a member of the Intervention Team be the subject of the complaint. Once formed, the Intervention Team will develop goals, an investigation of the facts, a plan and a timeline with the person involved. This process will be documented by the Intervention Team and a copy will be provided to the Principal and LPS VP of HR. If not successful, then...

C. Use an Administrative Team. In this step, either the person involved goes directly to the Administrative Team or the Intervention Team described in Step #B transfers responsibility and documentation to an Administrative Team. The Administrative Team may include the Principal, Dean, HR and colleagues. This team will follow the same process of developing goals, a plan, a full review of the facts and a timeline with the faculty or staff member involved. This process will be documented by the Administrative Team and a copy will be provided to the LPS VP of HR. A written response will be returned by the principal or supervisor within ten days. If not successful, then...

D. Appeal. In this step the person may appeal to the LPS VP of HR if not on previous intervention steps or to the LPS Superintendent within 15 days. The faculty or staff member may have a colleague present if desired at the time of the presentation, although all matters discussed and involved are private and confidential, and should not in any case be shared further. After a review of the facts, consultation with the LPS VP of HR, and General Counsel when appropriate, the Superintendent will make a decision. A decision to consider further action including and up to suspension and/or discharge of the involved employee will be made.

Note: This intervention process does not change any LPS employee's employment status, which remains at-will at all times. Nor does it guarantee any rights or process prior to a disciplinary decision or termination of employment. All documents and records dealing with the complaint process will be maintained in a separate confidential complaint file and may be referenced in the employee's personnel file. No reprisals will be taken by any person participating in an intervention process.

PAYROLL, BENEFITS, AND TIME OFF

Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, LPS assigns employees to one or more of the following employment categories. Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

School-Year Staff

School-Year teaching staff typically works a 190 day work year. School-Year staff typically does not have scheduled work days between mid-June and mid-August. This category generally includes all teachers and counselors, as well as some other school-site staff.

Year-Round Staff

Year-Round staff typically works a 12 month work year. This category includes all Home Office staff, as well as the Principal(s), Dean(s) and other school-site staff including the School Office Manager(s).

Full-Time Staff

Staff working 37 or more hours per week or who teach four or more regular courses or equivalent commitments per semester are considered Regular Full-Time staff, and are eligible for LPS' employee benefit programs.

Part-Time Staff

Staff working less than 32 hours per week or who teach less than four regular courses or equivalent commitments per semester are considered Part-Time staff, and are not eligible for LPS health benefits programs. Part-time staff working 20 hours per week or more is eligible for pro-rated time off benefits.

Temporary Staff

Temporary staff are those working on short term assignments or for less than 90 days. Temporary staff are not eligible for certain benefits, including health insurance, or paid time off (PTO).

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Non-exempt employees are required to keep a record of their time and submit that record to Payroll each month.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees are generally paid on a salary basis, and eligible for overtime for hours worked over 40 in a week. Overtime must be approved in advance by your supervisor and recorded on the time record for payroll each month.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are general paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in your job description.

Work Schedule

Following are work schedule expectations for all staff. Some specific job requirements demand staff presence at other times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at other times of the day or week, and staff members are expected to be present.

School Staff Arrival Time

School-site staff are expected to be at school every work day at least 15 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff, such as the Administrative Team, School Office Manager and the “Campus Supervisor” may be required to be on campus earlier because of their specific job responsibilities.

School Staff Departure Time

Unless otherwise indicated or required, teachers are expected to be at school until 30 minutes after classes end. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other staff (including Home Office staff) and administrators are expected to be at the school (or office) until 5:00 p.m., although later hours may be needed fairly often.

Home Office Arrival and Departure Time

Home Office staff are generally expected to be in the office from 9 a.m. to 6 p.m. unless arrangements are approved by one’s supervisor. Longer hours may be required from time to time, although some of these hours could be completed elsewhere.

Total Work Days (School-Year Staff Only)

Full-time School-Year staff members are expected to work at least 190 school days per academic year. This typically includes 180 days of school and up to 15 full or partial staff development days. Certain administrators and staff, such as counselors, are expected to work additional days. This may include several days at the beginning and end of the School Year or Winter Break, and additional time during the summer before the teachers return.

Payroll Information

Paydays are generally scheduled on the last business day of each month. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check in certain cases must be arranged in writing in advance.

All employees are required to submit Time-Reports. Time Reports are kept from the 16th day of the month to the 15th day of the following month. Time Reports are submitted to your supervisor for approval no later than the 15th (your supervisor will forward your approved Time Report to the Home Office for processing). You are responsible for accurately recording your time on your Time Report. Falsification of any time records is cause for disciplinary action, up to and including termination. The Time Reports must be signed by the employee and the supervisor.

If you believe there is a mistake on your paycheck, please contact the Senior Accountant at the Home Office immediately.

Overtime Pay

As necessary, employees may be required to work overtime with the supervisor’s approval in advance. However, only non-exempt employees are eligible to receive overtime pay for approved hours worked over 8 hours a day; or over 40 hours in one (1) week, which must be approved in advance by the supervisor.

Meal and Rest Periods

As required by law, for those non-exempt employees working five (5) hours/day or more, you are entitled to a 30 unpaid minute meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work.

Automatic Payroll Deposit Option

LPS offers automatic payroll deposit for all employees, and strongly encourages all employees to participate. Your paycheck will be deposited on or before the last business day of each month. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office at least 15 days before the pay period for which you would like the service to begin. The automatic deposit should begin with the second payroll following your submission of the cancelled check. You should carefully monitor your payroll deposit statements for the first two pay periods after the service is set up.

To stop automatic payroll deposit, notify the Home Office in writing at least 15 days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the notification, provided it is received no later than 15 days before the end of the pay period.

Reimbursement of Expenses

To ensure the expenses are within budgetary guidelines, employees must obtain approval prior to incurring expenses on behalf of LPS. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by actual receipts and submitted to the Staff Accountant at Home Office.

LPS will reimburse employees for pre-approved reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the LPS established mileage reimbursement amount per mile after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace if you were to drive. Our LPS Operating Guidelines contain more detailed information on our reimbursement and travel policies. If you have any questions about LPS's expense reimbursement policy, please contact the Home Office.

Employee Referral Bonus Program

We are always looking for outstanding employees and greatly appreciate recommendations made by existing employees. If you recommend someone who has not previously been introduced to LPS, and he/she is hired on a full-time, regular basis, you are eligible to be paid a recruiting bonus. The current referral fee is \$500; to be paid on the payday that immediately follows the new employee's 90th day of service. Human Resource employees, Principals, and the CEO are not eligible to receive this bonus, nor are hiring managers of open positions. Thus, you may not receive a bonus for referring a candidate for a position that reports to you directly. The dollar amount of the bonus, along with the program in general, may be changed at any time depending upon existing market.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is LPS's objective to attract and retain talented and dedicated employees. LPS desires to pay all regular employees' wages and salaries that are competitive with other non-profit employers and local school districts. LPS has a teacher compensation system that incorporates experience and introduces skills-based and performance-based pay. This compensation structure is constantly being improved.

Group Benefits

LPS is committed to providing competitive benefits. Given the rising cost of health care, employee contributions, benefits, and choices offered are likely to change from year to year. The benefits outlined below apply to the 2010 school year.

The following benefits are currently provided to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and Part-time working in excess of 32 hours per week.) Health benefits eligibility begins the first of the month following hire date. You are responsible for completing the necessary paperwork in a timely matter to ensure activation of your benefits. If you have questions regarding any of these benefits, please contact Human Resources. Also, please refer to the separate LPS benefits summary for more information. If there is any conflict between this Handbook and the official Summary Plan Descriptions (SPDs) or plan documents, the official SPDs and/or plan documents will govern. Copies are available for your review from Human Resources.

Health Insurance

Health insurance is currently provided through Anthem Blue Cross with a Kaiser option. A choice of HMO and PPO options are offered. Employee contributions vary based on the plan selected and whether the employee's spouse, domestic partner, and/or dependents are covered. You may elect deductions from your paycheck for these premiums on a pre-tax basis. Only health insurance plans offer an open enrollment annually to make changes in coverage or dependents.

Dental Insurance

Dental benefits are provided by Delta Dental in a DPO plan. Employee contributions vary based on whether the employee's spouse, domestic partner, and/or dependents are covered. Currently there is no charge for employee-only coverage and small charges for coverage of dependents. These charges may be deducted pre-tax from your paycheck.

Vision Insurance

Vision benefits are provided by Vision Service Plan (VSP). LPS currently covers the entire cost of the vision plan for employees and their dependents.

Disability Insurance

All employees contribute through payroll tax to California's state disability insurance (SDI) programs. Disability insurance is payable when you cannot work because of illness or injury not work related. An additional tax funds the state's Paid Family Leave program, and provides partial wage replacement for absences related to care of a family member, or bonding with a new child. Specific rules and regulations governing disability are available from Human Resources. SDI benefits do not replace all of your usual wages. Your SDI benefits will be supplemented with any accrued and unused sick leave.

You are eligible to enroll in Disability insurance from Standard Insurance. This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. This plan is integrated with SDI. Disability insurance claim applications are required. Partial salary replacement begins after a 7 day waiting period for Short-Term Disability or a 90 day waiting period for Long-Term Disability. Please see the Summary Plan Description and/or Human Resources for details.

Life Insurance

Life and Accidental Death and Dismemberment Insurance from Standard Insurance is payable up to \$50,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

Commuter Checks

Commuter checks are vouchers that may be used to purchase public transit tickets, such as bus, train, ferry and, BART tickets. Commute Bike checks are also available. Employees may purchase Commuter Checks through pre-tax payroll deductions. Employees may enroll in this program on a quarterly basis. Once enrolled, you will be assumed to continue in the program until you notify Human Resources in writing of your intention to discontinue.

Section 125 Premium Only Plan

LPS offers a "Section 125 Premium Only Plan," which allows employee contributions for health benefits to be taken out pre-tax. Employees must submit the required paperwork in order to participate in the plan. The plan is free of charge to all staff.

Note: All employee insurance benefits are subject to employee's timely and accurate submission of all required paperwork. Benefits generally begin the month after the start date, provided all forms are complete and submitted on time.

Flexible Spending Account

LPS offers a Flexible Spending Account plan for Health Reimbursement, Dependent Care and Parking Reimbursement. Healthcare Spending Account will reimburse you with pre-tax dollars for medical expenses not covered by your health plans. You can set aside up to \$3,000 per year. All funds must be used during the plan year (July 1 to June 30) or are forfeited. Dependent Care Spending Account plan will reimburse you with pre-tax dollars for daycare expenses for your child(ren) and other qualifying dependents so you (and your spouse) may work or go to school. You can set aside up to \$5,000 per year. All funds must be used during the plan year (July 1 to June 30) or are forfeited. Parking Reimbursement Account will reimburse you with pre-tax dollars for the cost of parking for your work commute. You can set aside up to \$230 monthly for parking expenses.

Other Coverage**Domestic Partners Coverage**

To recognize current family arrangements, LPS offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant partner of either gender under our medical and dental plans. "Domestic partner" is defined as a person with whom the employee's life is interdependent for a minimum period of time and with whom the employee shares a mutual residence.

Paid Family Leave Insurance

California employees may file a claim for up to six (6) weeks of Paid Family Leave (PFL) benefits with the Employment Development Department (EDD) within a 12 month period to care for a seriously ill dependent or bond with a new child. This leave is sponsored within the State Disability Insurance (SDI) program and funded through mandatory employee contributions.

Workers' Compensation

LPS maintains a workers' compensation insurance policy for the benefit of all LPS employees with York through the Alliance of Schools for Cooperative Insurance Programs ("ASCIP"). This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of their injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for LPS should report the incident to their supervisor and to the Human Resources immediately. The injured employee should contact Company Nurse to establish an initial report and treatment plan. Human Resources will make a record of the incident and provide instructions on filing a claim. You are required to go to the LPS designated medical clinic to receive medical attention unless you pre-designate a physician with Human Resources.

Workers' compensation coverage is effective immediately upon the occurrence of an injury; sick leave may be used during the waiting period in work-related injury cases. In the event of a lost time injury, an employee's regular salary will be discontinued and subsequent compensation will be made through the workers' compensation policy.

Unemployment Compensation

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with LPS. Eligibility for unemployment compensation is determined by the State Employment Development Department and not LPS.

Retirement

LPS currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Non-teaching staff are automatically enrolled in the LPS 401(a) Retirement Plan. Teachers working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System (CalSTRS or STRS). In addition, any teacher or substitute already enrolled in STRS through a previous job must participate in STRS while working at LPS.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, substitute teachers who are not already members of STRS can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

LPS 401(a) Retirement Plan

LPS provides a “defined contribution” retirement plan for all employees who do not participate in STRS. The employee contributes 8% of salary towards the plan and LPS contributes an equal matching amount. The LPS contribution is subject to vesting over a five year period. Employees select among about twenty investment options using either a phone-based system or the plan website. The value of the each employee’s retirement account depends on the performance of the investments each employee chooses.

California State Teachers Retirement System

For eligible staff, LPS offers STRS, a “defined benefit” retirement plan which covers most California public school teachers. Employees contribute 8% of salary, and LPS contributes 8.25% of salary (these rates may change over time). STRS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the members years of service and salary. Complete information on STRS is available at www.calstrs.com.

Voluntary Supplemental Retirement Plan (Section 457 Plan)

LPS offers an additional voluntary retirement plan for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at \$16,500 per year). Employees can select investment options and manage their account using the same website as the 401(a) plan described above.

Social Security

LPS does not participate in Social Security, since it offers qualified alternatives.

Time Off

Scheduled Holidays

LPS observes the following 12 holidays for all staff:

January 1 — New Year's Day
Martin Luther King Jr's Birthday
Presidents Day
Cesar Chavez Birthday
Memorial Day
Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving Day
December 25 – Christmas Day
December 31 – New Years Eve

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, LPS may close on another day or grant alternative time off instead of closing. Holiday observance will be announced in advance.

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to avoid absences on days preceding or following vacations or long weekends. We strongly discourage the families of LPS students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours.

Staff have an obligation to make sure their responsibilities are covered, including arranging Substitutes, if they need to be out (either during an agreed upon absence, approved professional development day, approved personal day, or sick day).

Paid Time Off: Year-Round Staff Only

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time records (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Exempt staff must report time off in full day increments. Non-exempt staff must report time off in hourly increments.

Year-Round staff are entitled to 28 days of Paid Time Off ("PTO") for each year of active service. PTO can be used for sick leave, personal necessities, and vacation. Year-Round staff do not receive separate allowances for sick leave or personal necessity days. Year round staff accrue PTO on a monthly basis. PTO accrues while on certain medical leaves, FMLA, CFRA, and PDL, but not during other unpaid leaves. (Please refer to the following Leave Policies section.)

Active service commences with an employee's first day of work and continues thereafter unless broken by an absence without pay, a leave of absence, or termination of employment. PTO does not accrue during absences without pay or leaves of absence. PTO accrues monthly, on a pro-rated basis. Temporary or part-time employees working less than 50% do not accrue PTO. Part-time staff working more than 50% receives pro-rated time off.

PTO can accrue up to a maximum of 42 days. Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO accrual will begin again. LPS does not grant PTO compensation for any period of time during which the accrued PTO compensation was at the cap. We encourage Year-Round staff to take PTO annually.

The school schedule and work flow determine permissible PTO periods, for which employees may need to defer or otherwise adjust accordingly. In addition, staff may be required to use PTO time during extended School breaks (e.g., Winter Break, Spring Break). The actual number of available work days in these breaks will vary according to the School calendar.

Employees may not take or borrow PTO before it is accrued, except with the express, written approval of the Vice President Human Resources. The employee will be required to sign a written agreement, authorizing deduction from the final paycheck if termination occurs with a negative PTO balance. Employees on unpaid leave or leave of absence do not accrue PTO time. If a holiday occurs during your PTO period, it will not be considered a PTO day.

An employee whose employment terminates will be paid for accrued unused PTO days on a pro rata basis, at the rate of pay in effect on the date of termination.

Employees must notify their supervisors as early as possible of their intention to use PTO days. Normal PTO requests (e.g., for vacations) should be made at least three weeks in advance and must be approved by your supervisor. Employees are responsible for keeping track of their PTO usage. Supervisors must report employees' use of PTO days to the Home Office.

School-Year Staff

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time reports (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Personal Necessity Days: School-Year Staff Only

All full-time School-Year staff are entitled to three paid personal days off per year for any reason. Staff working more than 50% time is eligible for pro-rated personal leave. Teachers hired mid-year are eligible for pro-rated personal leave. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Senior Accountant at Home Office.

All personal days are granted on the first day of the school year. Accrual of personal days is capped at four days, and once this cap is reached, staff will not accrue additional personal days until some personal days are used. Only when an employee terminates his or her employment will unused personal days be paid, at the rate of pay in effect on the date of termination.

Teachers must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school needs (i.e., substitute availability, number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend). If a faculty or staff member wants to take a personal day on the day before or after a vacation, he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis.

Sick Leave: School-Year Staff Only

In order to help prevent employees' loss of earnings that may be caused by accident or illness, LPS provides paid sick leave to School-Year staff. Sick leave also may be used by employees for the purpose of securing necessary medical treatment. All full-time School-Year staff are entitled to seven (7) days paid sick leave per year, granted at the beginning of the employment year. Temporary and part-time employees are not entitled to sick leave benefits. Staff working more than 50% time is eligible for pro-rated sick leave. Teachers hired mid-year are eligible for pro-rated sick leave.

Employees may use up to half of their annual accrual of sick leave to attend to the illness of a child, parent, or spouse. However, such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness. For example, employees must give as much prior notice as possible of such need to be absent, are subject to the same verification of illness requirements, and are subject to termination for any falsification of information related to such family illness sick leave usage.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

LPS reserves the right to request verification from a health care provider for all absences due to illness or disability. Sick pay may be withheld if a satisfactory verification is not provided by the employee.

Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any accrued but unused sick leave at the close of any calendar year or at the time of termination.

Leave Policies

LPS may grant leaves of absence to employees in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or Human Resources during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or human resources LPS will assume that you do not plan to return and that you have terminated your employment. Upon return from a leave of absence, you will resume all aspects of your employment status that existed prior to the start of your leave.

Family and/or Medical Leave of Absence

Eligible employees may be entitled to unpaid job-protected family or medical leaves of absence under Family Medical Leave Act (FMLA) or California Family Rights Act (CFRA) if they are unable to work due to their own serious medical condition or the serious medical condition of a family member. Accrued paid time off or sick leave may be used during these leaves. Health insurance continues through paid time off. Employees are eligible through COBRA to continue their insurance coverage during unpaid leave.

Employees are eligible if they have been employed for twelve (12) months, and worked at least 1,250 hours during the twelve months prior to the commencement of the leave. The twelve weeks of leave will be measured on a twelve month rolling period dating back from the time you requested the leave.

Employees are eligible for one or more unpaid family care or medical leaves; however, the total amount of leave taken cannot exceed twelve workweeks in any twelve month period. Leave because of a serious health condition, including pregnancy-related disabilities, may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced work schedule (reducing the usual number of hours you work per workweek or workday) if medically necessary. Employees may also be eligible for intermittent leave for birth or placement of a child.

Family Leave

Leave can be taken for the birth of a child, placement of a child for adoption, or placement of a child for foster care for up to twelve (12) weeks. Leave must be completed within twelve (12) months of birth, adoption, or foster placement. PTO, personal or sick leave may be used during Family Leave.

Employee Responsibilities during Medical Leaves

Employees must give thirty (30) days' notice if the leave is foreseeable. If leave is not foreseeable, employees must give notice as soon as it is practicable. Failure to provide thirty (30) days foreseeable notice may result in the employee being asked to delay leave for up to thirty (30) days after notice was provided.

To facilitate your return to work, we also ask that you provide us with two (2) days' advance notification of your intended return date. Failure to do so may delay your return date.

In the case of your own illness, a doctor's signed release stating that you are able to resume work must be submitted before or upon your return to work.

Should your attendance or job performance suffer during the period preceding and/or following a disability leave, we will accommodate you to the extent provided by law.

Required Certifications

An employee who requests family/medical leave must provide written certification from the doctor or other health care provider treating the employee or the employee's affected family member. The certification must contain:

- the date on which the serious health condition commenced;
- the probable duration of the condition;
- an estimate of the amount of time that the health care provider believes the employee needs for his/her own illness or to care for the affected family member; and
- a statement that the seriousness of the family members' health condition warrants the participation of the employee during a period of treatment or supervision or, if the leave is for the employee's own health condition, a statement that the employee is unable to perform the functions of his/her position.
 - Recertification from a health care provider maybe required if additional leave is requested.

Employees must provide certification by the health care provider that you are fit to return to your job.

Restoration to Position

Upon completion of a family/medical leave, employees will be reinstated to their original position or to an equivalent one if such position is available. If, due to your own medical circumstances, you are no longer able to perform your original job, we will attempt to transfer you to alternate suitable work, if available.

Coordination of Benefits

For non-exempt employees, sick time will be charged in quarter-hour, hour, and full-day increments. Exempt employees will be charged sick or vacation time only in full-day increments. If you are receiving California state disability benefits and/or benefits under the group disability plan, your accrued leave will be used only to supplement those benefits.

While you are on a paid family/medical leave of absence, we will continue your group health insurance benefits under the same terms as provided while you were an actively working employee, for up to a maximum of twelve (12) weeks' leave during any one (1) year period for care of a family member, or twelve (12) weeks for your own illness. You will be expected to continue the monthly co-premium payments for your insurance by arrangement with Human Resources prior to your leave. Co-premium payment is due monthly at the end of each month. If you do not return to work following this leave, you will be expected to repay these premiums. If your leave extends beyond the designated periods, you will be offered the opportunity to purchase continuing coverage under COBRA continuation rules.

Other accumulated benefits, including, for example, retirement, sick pay, and PTO pay, shall be preserved at the level accrued as of commencement of the leave, but shall not accrue further during any unpaid leave period.

During a period of disability, you may be eligible for California state and/or LPS disability benefits. Please refer to the applicable plan documents for details on eligibility, benefit amounts, and other particulars.

Pregnancy Disability Leave

LPS will grant an unpaid leave of absence to employees disabled due to pregnancy, childbirth, or related medical condition. An approved pregnancy disability leave will be granted for up to a total of four (4) months during which time you must be medically disabled as determined by your physician. You are required to give as much advance notice as possible of your pending need for a pregnancy disability leave of absence.

Please inform your supervisor as soon as possible of the date you and your doctor anticipate that you will begin your leave. To request a pregnancy disability leave that begins more than four (4) weeks prior to your anticipated delivery date, you must submit a doctor's statement of disability to your supervisor. Your job status will be protected in that we will make every effort to hold your position open, or return you to a similar position if one is available for which you may be qualified.

You can use any accrued personal time or other accrued paid time off as part of your pregnancy disability leave before taking the remainder of your leave on an unpaid basis. The substitution of any paid leave will not extend the duration of your pregnancy disability leave.

Bereavement Leave

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by Human Resources, in the event of a death of the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner's child, and any relative living in the household of the employee or domestic partner. Personal days or PTO may be used in the event of a death of others not listed.

Time Off for Schoolchildren

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or day care activities. LPS may require proof of your participation in these activities. You may use accrued vacation or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

Military Leave of Absence

If you are a full-time employee and are inducted into the U.S. Military, Reserves, or California National Guard, you will be eligible for unpaid military leave of absence. LPS will comply with all applicable laws regarding veterans' reemployment. Military leave is unpaid, your benefits will continue as required by law, and you will not accumulate paid leave during your absence. You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for coverage during this absence. Upon application within the appropriate time period after your date of discharge from military service, you will receive the then-current rate of pay and benefits.

Employees who work more than 20 hours per week and have a spouse in the Armed Forces, National Guard or Reserves who have been deployed during a period of military conflict are eligible for up to 10 unpaid days off when their spouse is on leave from (not returning from) military deployment. Employees must request this leave in writing to Human Resources within two business days of receiving official notice that their spouse will be on leave. Employees requesting this leave are required to attach to the leave request written documentation certifying the spouse will be on leave from deployment.

Volunteer Civil Service Personnel Leave

LPS will grant volunteer civil service leave to employees who require time off to perform emergency duty as a volunteer firefighter, peace officer, or emergency rescue personnel. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please alert your supervisor that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert your supervisor before doing so when possible.

Domestic Violence Leave

Victims of domestic violence may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. LPS may require proof of your participation in these activities. You may use accrued vacation or sick leave or time without pay. When possible, give your supervisor reasonable notice.

Jury and Witness Duty

Staff should notify their supervisor and Human Resources upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff are also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. LPS permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, LPS will continue your salary or pay during jury service for a maximum of five business days.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. LPS requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Human Resources.

PERSONNEL POLICIES

At-Will Employment Status

All employment at LPS is on an at-will basis. That means that either the employee or LPS may terminate employment at-will with or without cause and with or without notice at any time. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of LPS has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the CEO, or the Board of Trustees, has the authority to make any such agreement, which is binding only if it is in writing.

The CEO or Vice President Human Resources and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be enforceable, any commitment must be in writing and signed by both parties.

For School-Year employees, salary agreements are generally agreed on an annual basis and are renewed during the spring of the preceding academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by March 1, and certainly no later than June 1. This Handbook is not intended to create an “express” or “implied” employment contract that is inconsistent with the fact that you and LPS have entered into an at will employment relationship.

Equal Opportunity Employer (Discrimination policy)

Leadership Public Schools is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to hire the best available people for each job. LPS cultivates a work environment that encourages fairness, teamwork and respect among all employees. We are firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. Employment decisions are based without regard to race, color, creed, citizenship, gender, religion, marital status, age, national origin or ancestry, veteran status, physical or mental disability, medical condition including genetic characteristics, sexual orientation, family care status, sex or any other consideration made unlawful by federal, state, or local laws.

LPS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of LPS and prohibits unlawful discrimination by any employee of LPS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, LPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Anti-Harassment Policy

LPS is proud of its collegial work environment where every person is treated with respect and dignity. Everyone has the right to work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including sexual harassment. At LPS, harassment, whether verbal, physical, or environmental, is unacceptable and will not be tolerated. Any employee who violates this harassment policy is subject to discipline up to and including discharge.

LPS is committed to providing a work environment free of unlawful harassment. LPS policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. The LPS anti-harassment policy applies to all persons involved in the operation of LPS and prohibits unlawful harassment by any employee of the organization. It also prohibits harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors;
- Conduct having the effect of creating an intimidating, hostile or offensive working environment; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed:

- Submit a written complaint to your supervisor, your Principal, or Vice President Human Resources in the Home Office as soon as possible after the incident.
- Your complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses.
- Supervisors will immediately refer all harassment complaints to the Vice President Human Resources.
- LPS will immediately undertake an effective, thorough, discrete and objective investigation of the harassment allegations.
- All information disclosed during the course of the investigation will remain confidential, except as necessary to conduct the investigation and take any remedial action, and in accordance with applicable law.

If LPS determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by LPS to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. A representative of the organization will advise all parties concerned of the results of the investigation. LPS will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

LPS encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Open Door Policy

Suggestions for improving LPS are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the Vice President Human Resources, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Vice President Human Resources as soon as possible after you believe that your immediate supervisor has failed to resolve it.

- If the issue is not resolved, you may present it in writing to the CEO, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and LPS, cannot guarantee that every problem will be resolved to your satisfaction. However, LPS values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Child Abuse Reporting Requirements

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury which is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgement are in your employment materials and must be filed with the Home Office.

Personal Information

Since tax deductions, insurance benefits, and other administrative matters are often affected by changes in your personal status, it is very important that you notify Human Resources immediately in writing of any changes to your personal information, such as your name, address, telephone number, marital status, number of dependents, insurance beneficiaries, and names of persons to be notified in case of emergency.

Inspection of Property

For the safety and security of our community, LPS reserves the right to inspect its own property, as well as of any of the personal property of its employees on work premises during work hours. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they should not have a reasonable expectation of privacy with regards to LPS property and personal property while on LPS premises.

Administrative Paperwork

Staff are responsible for submitting the following forms required either by our charters, insurance carriers, local law or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) employee benefit forms, if applicable; (e) a W-4 form; and (f) an I-9 Form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Confidentiality and Proprietary Information

The security of LPS property is of vital importance to LPS. School property includes not only tangible property, such as desks and computers, but also intangible property such as data and information. All employees share responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding LPS, its students, its suppliers, its customers, or perhaps even fellow employees. You have responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of LPS, which impairs an employee's ability to exercise good judgment on behalf of LPS, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Vice President Human Resources, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, LPS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Should two employees who work together or supervise each other enter into a personal, non-work-related relationship, one or both employees may have to be transferred. If you are involved in any relationship that might have an impact on the workplace, please speak with your supervisor or the Vice President Human Resources.

Discipline and Rules of Conduct

LPS expects all employees to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit integrity at all times. Employees must comply with LPS policies and procedures, and observe the highest standards of professionalism. When an employee violates LPS rules, it is cause for concern and action.

How LPS chooses to administer employee discipline in particular cases in no way alters or limits the at-will employment relationship. LPS may choose to exercise its discretion to use forms of discipline that are less severe than termination, depending on the circumstances. Although one or more of these steps may be taken in connection with a particular employee, no particular order or system is required, and LPS may or may not adhere to a "progressive" series of disciplinary actions. LPS has the discretion to use whatever form of discipline it believes is appropriate under the circumstances.

Drug and Alcohol Abuse

It is LPS's policy to maintain a drug and alcohol-free workplace. Use of these substances, whether on or off the job can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to LPS. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes LPS to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on LPS property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on LPS property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible termination. In addition, LPS will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. LPS also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off LPS property will not be tolerated because such conduct, even though off duty, reflects adversely on LPS. In addition, LPS must keep people who sell or possess controlled substances off LPS premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

LPS will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. LPS is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is LPS obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect LPS' treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Alcohol is not permitted on LPS campus or at events with students present. On occasion, employees participating in events or celebrations are expected to show good judgment and reasonable behavior with respect to alcohol.

Lactation Accommodation

LPS will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee.

We will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. LPS may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Vice President Human Resources for additional information.

Recycling and Conservation

LPS actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to conserve resources, prevent waste and recycle reusable materials.

Relatives

We have no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct or indirect supervisory relationship between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

Workplace Violence

LPS is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only people specifically designated by the CEO or Principal may comment to news reporters on LPS policy or events relevant to LPS.

Smoking

Smoking is not allowed in or on the grounds of any LPS facilities.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of LPS facilities. Employees may not use loading zones or parking areas specifically designated for LPS vehicles. LPS is not responsible for any loss or damage to employee vehicles or contents while parked during LPS sessions, nor is it responsible for employees' parking violations.

Solicitation and Distribution of Literature

In order to ensure efficient operation of LPS' business and to prevent disruption to students and employees, we have established control of solicitations and distribution of literature unrelated to LPS business on LPS property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by LPS may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or CEO.

Health and Safety

LPS has adopted policies and procedures to promote a safe workplace and protection from injuries while on the job. You are expected to do your part by keeping your work area free of potential hazards, complying with LPS's safety rules and policies, and immediately reporting any unsafe conditions to your supervisor or the Home Office.

If you are injured or experience discomfort in the course of your employment, notify the Vice President Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately.

We respect our facilities and believe that having a pleasant place to work is an important part of maintaining job satisfaction. We believe that our employees share in this belief and it is for that reason that we ask everyone to do his or her fair share in keeping our work areas, offices, meeting areas, classrooms, conference rooms, and eating areas neat and attractive. If you consume food or beverages at your desk, or in a classroom, meeting room, or conference room, it is your responsibility to dispose of the related trash. All employees are responsible for ensuring that students respect LPS premises in promptly disposing of food and beverage trash.

Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible, and either "lock" or shut down your computer. LPS is unable to reimburse for lost, stolen or damaged personal items.

Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately call 911 and then notify your supervisor when

unknown persons are acting in a suspicious manner in or around the facilities. Also, immediately notify your supervisor and the Home Office when keys, security fobs, or identification badges are missing.

Separation of Employment

Termination Documentation

A Personnel Action Form signed by the departing employee's supervisor will authorize the employee's official termination and final paycheck. Employees must submit time-off reports recording their work through their termination date in order to be paid.

Exit Interview

Employees who leave LPS for any reason, including at the end of a contract year, may be asked to participate in an exit interview or survey. This interview is intended to permit terminating employees the opportunity to communicate their views regarding their work with LPS. At the time of the exit interview or before, the employee is expected to return all LPS-furnished property, such as keys, computer equipment and ID cards. During the exit interview, you can provide your reasons for leaving, other impressions, and insights into areas for improvement that the LPS can make. Certain information may be considered confidential. An exit interview or survey will be scheduled with the Vice President Human Resources.

Insurance Conversion Privileges

Your medical and dental coverage remain in effect until the end of the month of employment. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with LPS or loss of eligibility to remain covered under our group medical insurance program, you and your eligible dependents may have the right to continued coverage under our medical insurance program for a limited period of time at your own expense. COBRA information will be provided to you on or before your final day of work, or mailed to your home address. Teachers resigning during the Summer, will use the last day worked as the last day of employment. COBRA eligibility for continued health coverage will begin the first day of the month following the last day worked.

Employees will receive distribution information regarding the LPS retirement plans from Human Resources during your exit process.

Staff Resignation Process

Although an employee may resign at any time, with or without advance notice, she or he is requested to offer as much advance notice as possible for the sake of the students and the best interests of the school. At a bare minimum, two (2) weeks notice should be offered so that plans and/or a replacement may be found. It is at LPS's discretion whether the offered resignation notice period is accepted or whether the resignation and exit is effective immediately. The resignation notice should be submitted in writing to your supervisor and to Vice President Human Resources.

LPS may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

The last day worked will be considered the last day of employment for Teachers who resign over the summer.

All LPS-owned property, including vehicles, computers, instructional materials, student grades, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

OPERATIONAL CONSIDERATIONS

More details on operational considerations are included in the LPS Operating Guidelines.

Emergency Plans

LPS's emergency plan is intended to provide general instructions and guidelines for the protection, safety and well being of students and staff in an emergency. The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and employees. Do not hesitate to call 911 in the event of an emergency. Please review the Emergency Plan carefully, and familiarize yourself with the roles and responsibilities in the event of an emergency.

School Facilities and Security

LPS facilities are generally located in or near urban neighborhoods with higher than average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security related information.

Volunteers

LPS encourages the use of volunteers to support the work of the school. This may include, among other things, volunteering in the office, assisting in a classroom or the Academic Support Program, speaking, organizing an event or chaperoning. As required by state law, any volunteers in significant contact with students are required to undergo a fingerprinting background check through the Department of Justice. All volunteers must also sign a "hold harmless" form which is available from the Home Office or the School Office Manager. This is extremely important for the safety of our students. Parents of our students, however, are exempt from this 'hold harmless' agreement.

Student Files

Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of LPS, the school will not release the files without written notification from the requesting school.

Technology and Security of Passwords

LPS provides an email system, voice mail system, access to the Internet and other technology systems to assist employees in conducting LPS business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of LPS. These systems are to be used solely for business related purposes. LPS does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be offensive, defamatory, obscene or harassing. LPS has software and systems in place that are capable of monitoring and recoding all network traffic to and from any computer employees may use. LPS reserves the right to inspect any and all files stored in all areas of the LPS network in order to assure compliance with this and other policies.

LPS relies on PowerSchool, a student information system, and other software to run mission critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to PowerSchool, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account.

Social Networking

Staff are not authorized to participate in forms of social networking (e.g., Facebook, Twitter, etc.) or blogging with students. Staff are not authorized to speak on behalf of LPS unless specifically instructed. Staff are cautioned to have no expectation of privacy while using LPS computers including email and internet usage. Employees must acknowledge their acceptance of LPS Acceptable Use Policy in order to use LPS technology resources.

ACKNOWLEDGEMENT

PLEASE READ THE LPS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION (or the Policy Acknowledgement Form in the New hire packet) TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIVING THE HANDBOOK.

Employee Name: _____

I acknowledge that I have received and read a copy of the LPS Employee Handbook. I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following LPS policies regarding: anti-harassment; discrimination policy; child abuse reporting; alcohol and drug abuse; and technology use.

I understand that my employment with LPS is not for a specified period of time. I know that this at-will relationship can only be modified in writing signed by the CEO of LPS, and that no other supervisor, manager, or other employee can alter the foregoing.

I understand LPS reserves the right to revise, delete, and/or add to the provisions of this Staff Handbook. All such changes must be in writing.

Finally, I understand that the foregoing agreement is the sole and entire agreement between me and LPS concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes any and all prior agreements, understandings, and/or representations concerning these topics.

Date: _____

Signed: _____

This Acknowledgement will be placed in the employee's personnel file.

LEARN. LEAD. SUCCEED.



LEADERSHIP PUBLIC SCHOOLS

LEADERSHIP PUBLIC SCHOOLS, INC.

LPS RICHMOND TEACHER EMPLOYEE HANDBOOK

August 1, 2010

LEADERSHIP PUBLIC SCHOOLS, INC. EMPLOYEE HANDBOOK

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I. WHO WE ARE

Thank you from our CEO

On behalf of the LPS's Board of Trustees and our growing community of students, parents, teachers and staff, thank you for joining our team! We believe you can make a great contribution to communities of need. As embodied in the Leadership Way, your success is key to achieving our organization goals. We have a challenging and bold vision, to take students from under-served communities to readiness for college success in four short years! Welcome to the adventure!

Sincerely, Louise Bay Waters

Introduction

As a Leadership Public Schools, Inc. ("LPS") employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success and the success of our students. We trust that you will find your employment with LPS to be both challenging and rewarding.

LPS recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference not only in shaping the lives of our students, but in contributing to the effectiveness of our Leadership community. Toward this end, we encourage you to engage in open communication about any aspect of your employment with LPS.

The LPS Employee Handbook ("Handbook") is divided into seven sections. **Part One** contains a brief history of LPS, an explanation of LPS's nonprofit governance structure, an overview of the role of the Home Office, and a brief background of charter schools. **Part Two** presents "The Leadership Way," which summarizes our mission, culture and values. **Part Three** covers our professional expectations, and our support and evaluation process. **Part Four** addresses personnel information regarding payroll, benefits, and time off. **Part Five** covers additional important personnel policies and legal issues. **Part Six** addresses important operational considerations. **Part Seven** contains an acknowledgement form that must be signed by all employees. Please see the LPS Student Handbook for additional information regarding school rules, procedures and support for students.

This Handbook is intended for your use as a ready reference. Above all, we hope that the information contained will be useful to you. It is also, for legal purposes, an employee handbook. This means that certain legal language needs to be included. From time to time the policies and practices described in this Handbook will need to be revised. Accordingly, LPS reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document. As policies are revised, updated pages will be distributed to you. Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee. We do not intend this to negatively impact the positive sense of community that exists among the faculty, staff, and administrators.

Leadership Public Schools History

Leadership Public Schools, Inc. ("LPS"), a not for profit school development organization, was founded in 2002 by experienced educators and entrepreneurs to develop quality public charter high schools. LPS serves ethnically and economically diverse student bodies and its schools are located in or near low-income neighborhoods.

LPS was founded by Mark Kushner, the founder of San Francisco's Leadership High School (a separate organization), one of the first start-up charter high schools in California and one of the most successful serving poor students and Students of Color.

Our Governance Structure

LPS is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)3 organization. All LPS schools operate as part of this one organization and all LPS employees are employees of this one non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct LPS's internal operating policies and procedures. LPS has the freedom to establish its own policies and procedures, as long as they comply with the LPS charter and applicable law. LPS is subject to portions of the education code governing public schools, but has considerably more flexibility than a typical public school.

The leader of each school is the school Principal. All school staff report to the Principal. The Principal, in turn, reports to the Superintendent-CEO of Leadership Public Schools. Each Principal will work with and receive guidance on local issues from a School Advisory Council ("SAC"), comprised of parents, teachers, students, and community members.

The LPS Board of Trustees is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of LPS. The Board is responsible for dealing with the strategic policies that effect the organization, as well as approving budgets, policies, and other important decisions. The Board is organized into several committees, including the Executive Finance and Development Committees. The Board is composed of a broad cross-section of the school community and community-at-large and, in addition to professionals and community leaders, may include faculty, student and parent members.

Role of the LPS Home Office

The LPS Home Office provides support and assistance to each school, and helps disseminate LPS's values, instructional programs, norms, and high standards. The Home Office focuses on:

- Ensuring quality,
- Facilitating learning across the network based on best practices, site innovation and research,
- Providing centralized services and support, including professional development, curriculum development, enrollment-outreach, startup fundraising, human resources, recruiting, payroll, accounting, facilities development, government compliance, technology planning, and purchasing,
- Guiding new school creation, including writing charter petitions, negotiating school district relationships, and building community partnerships,

LPS combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale or support our educational mission by enabling Principals, teachers and school staff to focus on teaching, students and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand alone charter school would be able to afford or acquire on its own. The Operations Guide provides additional information on the roles and Home Office responsibilities.

Leadership Network – An Innovation Laboratory for Urban Education

The Leadership Public Schools Network is designed to be an innovation laboratory for addressing the most challenging issues of urban secondary education. Having multiple sites with a common focus allows for intense site-level collaboration supported by network-wide sharing – an ideal "Petri dish" for innovation. By removing many of the operational issues from the sites, the Network allows teachers and administrators to focus on developing these responses to the challenges we face

Charter Schools Background

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

What is a charter school? A charter school is a tuition-free independent public school working within the public school system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

A charter school is created or organized by a group of teachers, parents and community leaders or a non-profit organization like LPS, and is usually sponsored by an existing local public school board or county board of education.

Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring school board and charter organizers. The charter establishing each such school is a performance contract detailing the school's program, goals, students served, methods of assessment, and ways to measure success.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

For additional information on charter schools, please visit the following websites:

- Charter Schools Development Center: www.cacharterschools.org
- California Charter School Association www.charterassociation.org/
- California Department of Education Charter Schools Home Page: www.cde.ca.gov/sp/cs/
- US Department of Education Charter Schools Site: www.uscharterschools.org
 - Look for the profile of Leadership High School: click on "Resource Directory," then on "Startup and Assistance," then on "Case Study of a Charter School."

II. THE LEADERSHIP WAY

Vision, Mission, and Values

Our Vision

Our vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

Our Mission

Our mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond,
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools.

Leadership Values

COMMITMENT: All students, staff and members of the LPS community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.

We show this commitment by:

- Working hard,
- Persisting in overcoming personal and societal obstacles when needed,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

RESPECT: All students, staff and members of the LPS community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by:

- Acting with honesty and integrity,
- Valuing the diversity of our community,
- Seeking first to understand before seeking to be understood,
- Assuming good intentions,
- When possible, resolving our own conflicts, going to the “source” (the person involved) rather than complaining to others, and
- Supporting each other when needed.

RESPONSIBILITY: All students, staff and members of the LPS community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by:

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to help others when needed, and
- Taking responsibility for both our own learning and the learning of others.

VALUING OUR STUDENTS AND OUR EMPLOYEES: The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

We show the importance of our students and employees by:

- Supporting the learning of our employees with ample professional development;
- Providing nurturing, personalized attention to our students and their families;
- Evaluating students and employees with clear, careful and fact-based evaluation processes;
- Offering competitive wages and benefits to employees;
- Having fun and celebrating success; and
- While seeking to deliver an ambitious mission, striving to create balance and respect the lives people have outside LPS.

HARNESSING THE POWER OF THE LEADERSHIP NETWORK: A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significantly startup, operational and educational support.

We help build a strong network of schools by:

- Focusing on student and school performance;
- Disseminating the innovations and lessons learned across the network;
- Encouraging students, parents, and all staff to use the network for learning;
- Forging strong relationships between the Home Office and the schools,;
- Maintaining a strong customer service ethic at the Home Office;
- Making decisions with the maximum appropriate involvement of affected constituencies; and by
- Being careful stewards of our resources.

III. STAFF PROFESSIONALISM

General Professional Expectations

As a charter and reform-minded network of schools, LPS requires staff roles to be different than some traditional schools. LPS teachers and administrators will, at times, assume and incorporate new roles such as student advisor, organizational leader, peer coach (as well as student coach), problem solver, and team member. It is important that each staff member be accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of LPS. LPS Staff will:

- Follow the Leadership Way including the norms listed in the Leadership Values.
- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others' points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events. While LPS operates leadership schools and student political and community involvement is encouraged, staff should be careful to find appropriate activities for LPS students that do not adversely affect students academically.
- Strive to support each other. Staff will go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports)
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.

LPS takes professional expectations seriously as we want to create a positive place to work and learn. Please note that a material violation of the standards laid out in this Employee Handbook, and in particular any of the general or specific professional expectations, may result in administrative support, interventions such as verbal warnings or written notice, suspension with or without pay, and/or termination of employment. Any such action does not alter the at-will nature of employment at LPS.

Finally, LPS adheres to a set of personal and organizational values embodied in a document entitled "The Leadership Way" (included above in Section II). These are the shared values of our community and it is important that we all strive to uphold them.

Job Duties

When you begin working at LPS, your supervisor will review your job description, responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the organization. LPS depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at Leadership Retreats, All School Meetings, Advisories and other school events/activities. In addition, teachers are expected to share responsibility for attending Parent Association meetings, chaperoning dances, advising clubs, and participating on school committees.

Support, Evaluation and Intervention

The support, evaluation, and intervention process for LPS faculty and staff are constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. The process will involve three components that directly relate to each other, but also function independently of each other. These three components are Ongoing Support, Evaluation, and Intervention. Home Office Staff will also use these structures for Support, Evaluation and Intervention adapted for administrative functions. The Home Office formal evaluation process will typically occur annually.

Ongoing Support

LPS believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

LPS is committed to use faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations (“peer coaching”) and other protocols.

Our Coaching, Observation, Goal Setting, and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations
- Help each teacher improve his or her practice from year to year.

To assure that faculty and staff participate in meaningful activity beyond the classroom, the Principal, Assistant Principal, Dean, Curriculum Specialists, Director of Data & Assessment, and the Superintendent (with other Home Office staff and consultants) will work with faculty and staff in their Department or Team to plan time that will enhance their teaching and involvement in professional development. This work might include structured dialogues, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with other partner organizations, or involvement in other projects designed to enhance one's professional skill and knowledge. Faculty and staff will report on these activities in their periodic self-assessments

Evaluation

Self-Assessments

Faculty and staff will write self-assessments each year.

These self-assessments are intended to encourage self-reflection and commitment to self-improvement, as well to provide more teacher voice in the evaluation process. The individual's self-assessment will be placed in their personnel file with the formal evaluation described below. Faculty and staff will be expected to reflect on and use the following to inform their self-assessments:

- Professional goals,
- Coaching experiences and documentation
- Student evaluations or evaluations by relevant group

While LPS will offer faculty and staff writing prompts to support them in writing their self-assessments, faculty and staff will be asked to supply evidence that aligns with their self-assessments and should anticipate the following strands in their self-assessments:

- Classroom practice, including any noteworthy lessons about curriculum or pedagogy, (or other relevant professional practice)
- Student achievement with a focus on results (e.g. assessments and use of data to improve teaching and learning)
- Reflection on your role as an advisor and effective teacher
- Leadership (within your department, committee, etc.)

Formal Evaluations

Formal evaluations for teachers will typically take place annually during a teacher's first years, and then every other year evaluation or as needed (as determined by LPS in its sole discretion). Other staff evaluations will typically be conducted on an annual basis. Written evaluations of teachers will be completed by the Principal and/or Administrative designees and be distributed during the final quarter of the academic year. Written evaluation of other staff will be completed by their respective supervisors and distributed during the final quarter of the academic year. The Principal (or appropriate supervisor) will meet with the faculty or staff member to discuss the evaluation. The person's self-assessment, as well as any informal observations or formal supervision notes created since the previous evaluation, inform this meeting. The Principal, administrator or supervisor will collaborate and create a formal evaluation which will be signed by the Principal or administrator and teacher, attached to the person's self-assessment and copied for the person's reflection and personnel file. Final evaluations will be placed in the person's personnel file. The person being evaluated may add additional comments for the file if desired.

Intervention

All LPS faculty and staff are expected to work to create a positive atmosphere. LPS encourages free and open communication between employees. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner (without resorting to adversarial processes). The following intervention process is designed to have issues of concern resolved and to have successful faculty and staff. Please note that this intervention policy does not apply to: (1) complaints of harassment or discrimination, which are governed separately by the Anti-Harassment Policy included in this Handbook, or (2) other situations requiring immediate response as determined in LPS's sole discretion. The Vice President Human Resources will act as the point person in the intervention process.

- Go to the Source. This means going directly to the person with whom you have an issue of concern. Ask clarifying questions and attempt to resolve the issue. This time frame may be mutually extended. If not successful, then discuss the issue with your manager or principal. This collaborative process makes every effort to resolve the complaint between the two people within twenty days. If not successful then go to step B.
- Consider using an Intervention Team. This step is intended to support the person involved in resolving the issue by using an Intervention Team including an administrator, HR if requested, and a colleague of the person's choosing. All discussions should be treated as private and confidential, and should not be discussed by members of the Intervention Team outside of the team, except for discussion as needed with the Principal, LPS VP of HR and other members of the Home Office dealing with personnel issues.

It is a voluntary step in the process occurring within 10 days after the collaborative conference and, if the person involved does not wish to share the issues of concern with the members of an Intervention Team, the person may proceed directly to Step #C, below. In no event will a member of the Intervention Team be the subject of the complaint. Once formed, the Intervention Team will develop goals, an investigation of the facts, a plan and a timeline with the person involved. This process will be documented by the Intervention Team and a copy will be provided to the Principal and LPS VP of HR. If not successful, then...

- C. Use an Administrative Team. In this step, either the person involved goes directly to the Administrative Team or the Intervention Team described in Step #B transfers responsibility and documentation to an Administrative Team. The Administrative Team may include the Principal, Dean, HR and colleagues. This team will follow the same process of developing goals, a plan, a full review of the facts and a timeline with the faculty or staff member involved. This process will be documented by the Administrative Team and a copy will be provided to the LPS VP of HR. A written response will be returned by the principal or supervisor within ten days. If not successful, then...
- D. Appeal. In this step the person may appeal to the LPS VP of HR if not on previous intervention steps or to the LPS Superintendent within 15 days. The faculty or staff member may have a colleague present if desired at the time of the presentation, although all matters discussed and involved are private and confidential, and should not in any case be shared further. After a review of the facts, consultation with the LPS VP of HR, and General Counsel when appropriate, the Superintendent will make a decision. A decision to consider further action including and up to suspension and/or discharge of the involved employee will be made.

IV. PAYROLL, BENEFITS, AND TIME OFF

Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, LPS assigns employees to one or more of the following employment categories. Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

School-Year Staff

School-Year teaching staff typically works a 190 day work year. School-Year staff typically does not have scheduled work days between mid-June and mid-August. This category generally includes all teachers and counselors, as well as some other school-site staff.

Year-Round Staff

Year-Round staff typically works a 12 month work year. This category includes all Home Office staff, as well as the Principal(s), Dean(s) and other school-site staff including the School Office Manager(s).

Full-Time Staff

Staff working 37 or more hours per week or who teach four or more regular courses or equivalent commitments per semester are considered Regular Full-Time staff, and are eligible for LPS' employee benefit programs.

Part-Time Staff

Staff working less than 32 hours per week or who teach less than four regular courses or equivalent commitments per semester are considered Part-Time staff, and are not eligible for LPS health benefits programs. Part-time staff working 20 hours per week or more is eligible for pro-rated time off benefits.

Temporary Staff

Temporary staff are those working on short term assignments or for less than 90 days. Temporary staff are not eligible for certain benefits, including health insurance, or paid time off (PTO).

Non-Exempt Staff (Eligible for overtime)

Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as 'non-exempt' in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Non-exempt employees are required to keep a record of their time and submit that record to Payroll each month.

Salaried Non-Exempt Employees (Eligible for overtime)

Salaried Non-Exempt employees are generally paid on a salary basis, and eligible for overtime for hours worked over 40 in a week. Overtime must be approved in advance by your supervisor and recorded on the time record for payroll each month.

Exempt Employees (Not eligible for overtime)

Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are general paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in your job description.

Work Schedule

Following are work schedule expectations for all staff. Some specific job requirements demand staff presence at other times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at other times of the day or week, and staff members are expected to be present.

School Staff Arrival Time

School-site staff are expected to be at school every work day at least 15 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff, such as the Administrative Team, School Office Manager and the “Campus Supervisor” may be required to be on campus earlier because of their specific job responsibilities.

School Staff Departure Time

Unless otherwise indicated or required, teachers are expected to be at school until 30 minutes after classes end. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other staff (including Home Office staff) and administrators are expected to be at the school (or office) until 5:00 p.m., although later hours may be needed fairly often.

Home Office Arrival and Departure Time

Home Office staff are generally expected to be in the office from 9 a.m. to 6 p.m. unless arrangements are approved by one’s supervisor. Longer hours may be required from time to time, although some of these hours could be completed elsewhere.

Total Work Days (School-Year Staff Only)

Full-time School-Year staff members are expected to work at least 190 school days per academic year. This typically includes 180 days of school and up to 15 full or partial staff development days. Certain administrators and staff, such as counselors, are expected to work additional days. This may include several days at the beginning and end of the School Year or Winter Break, and additional time during the summer before the teachers return.

Payroll Information

Paydays are generally scheduled on the last business day of each month. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check in certain cases must be arranged in writing in advance.

All employees are required to submit Time-Reports. Time Reports are kept from the 16th day of the month to the 15th day of the following month. Time Reports are submitted to your supervisor for approval no later than the 15th (your supervisor will forward your approved Time Report to the Home Office for processing). You are responsible for accurately recording your time on your Time Report. Falsification of any time records is cause for disciplinary action, up to and including termination. The Time Reports must be signed by the employee and the supervisor.

If you believe there is a mistake on your paycheck, please contact the Senior Accountant at the Home Office immediately.

Overtime Pay

As necessary, employees may be required to work overtime with the supervisor’s approval in advance. However, only non-exempt employees are eligible to receive overtime pay for approved hours worked over 8 hours a day; or over 40 hours in one (1) week, which must be approved in advance by the supervisor.

Meal and Rest Periods

As required by law, for those non-exempt employees working five (5) hours/day or more, you are entitled to a 30 unpaid minute meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work.

Automatic Payroll Deposit Option

LPS offers automatic payroll deposit for all employees, and strongly encourages all employees to participate. Your paycheck will be deposited on or before the last business day of each month. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office at least 15 days before the pay period for which you would like the service to

begin. The automatic deposit should begin with the second payroll following your submission of the cancelled check. You should carefully monitor your payroll deposit statements for the first two pay periods after the service is set up.

To stop automatic payroll deposit, notify the Home Office in writing at least 15 days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the notification, provided it is received no later than 15 days before the end of the pay period.

Reimbursement of Expenses

To ensure the expenses are within budgetary guidelines, employees must obtain approval prior to incurring expenses on behalf of LPS. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by actual receipts and submitted to the Staff Accountant at Home Office.

LPS will reimburse employees for pre-approved reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee's personal automobile for company business will be reimbursed at the LPS established mileage reimbursement amount per mile after 'basic' miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace if you were to drive. Our LPS Operating Guidelines contain more detailed information on our reimbursement and travel policies. If you have any questions about LPS's expense reimbursement policy, please contact the Home Office.

Employee Referral Bonus Program

We are always looking for outstanding employees and greatly appreciate recommendations made by existing employees. If you recommend someone who has not previously been introduced to LPS, and he/she is hired on a full-time, regular basis, you are eligible to be paid a recruiting bonus. The current referral fee is \$500; to be paid on the payday that immediately follows the new employee's 90th day of service. Human Resource employees, Principals, and the CEO are not eligible to receive this bonus, nor are hiring managers of open positions. Thus, you may not receive a bonus for referring a candidate for a position that reports to you directly. The dollar amount of the bonus, along with the program in general, may be changed at any time depending upon existing market.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is LPS's objective to attract and retain talented and dedicated employees. LPS desires to pay all regular employees' wages and salaries that are competitive with other non-profit employers and local school districts. LPS has a teacher compensation system that incorporates experience and introduces skills-based and performance-based pay. This compensation structure is constantly being improved.

Group Benefits

LPS is committed to providing competitive benefits. Given the rising cost of health care, employee contributions, benefits, and choices offered are likely to change from year to year. The benefits outlined below apply to the 2010 school year.

The following benefits are currently provided to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and Part-time working in excess of 32 hours per week.) Health benefits eligibility begins the first of the month following hire date. You are responsible for completing the necessary paperwork in a timely matter to ensure activation of your benefits. If you have questions regarding any of these benefits, please contact Human Resources. Also, please refer to the separate LPS benefits summary for more information. If there is any conflict between this Handbook and the official Summary Plan Descriptions (SPDs) or plan documents, the official SPDs and/or plan documents will govern. Copies are available for your review from Human Resources.

Health Insurance

Health insurance is currently provided through Anthem Blue Cross with a Kaiser option. A choice of HMO and PPO options are offered. Employee contributions vary based on the plan selected and whether the employee's spouse, domestic partner, and/or dependents are covered. You may elect deductions from your paycheck for these

premiums on a pre-tax basis. Only health insurance plans offer an open enrollment annually to make changes in coverage or dependents.

Dental Insurance

Dental benefits are provided by Delta Dental in a DPO plan. Employee contributions vary based on whether the employee's spouse, domestic partner, and/or dependents are covered. Currently there is no charge for employee-only coverage and small charges for coverage of dependents. These charges may be deducted pre-tax from your paycheck.

Vision Insurance

Vision benefits are provided by Vision Service Plan (VSP). LPS currently covers the entire cost of the vision plan for employees and their dependents.

Disability Insurance

All employees contribute through payroll tax to California's state disability insurance (SDI) programs. Disability insurance is payable when you cannot work because of illness or injury not work related. An additional tax funds the state's Paid Family Leave program, and provides partial wage replacement for absences related to care of a family member, or bonding with a new child. Specific rules and regulations governing disability are available from Human Resources. SDI benefits do not replace all of your usual wages. Your SDI benefits will be supplemented with any accrued and unused sick leave.

You are eligible to enroll in Disability insurance from Standard Insurance. This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. This plan is integrated with SDI. Disability insurance claim applications are required. Partial salary replacement begins after a 7 day waiting period for Short-Term Disability or a 90 day waiting period for Long-Term Disability. Please see the Summary Plan Description and/or Human Resources for details.

Life Insurance

Life and Accidental Death and Dismemberment Insurance from Standard Insurance is payable up to \$50,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

Commuter Checks

Commuter checks are vouchers that may be used to purchase public transit tickets, such as bus, train, ferry and, BART tickets. Commute Bike checks are also available. Employees may purchase Commuter Checks through pre-tax payroll deductions. Employees may enroll in this program on a quarterly basis. Once enrolled, you will be assumed to continue in the program until you notify Human Resources in writing of your intention to discontinue.

Section 125 Premium Only Plan

LPS offers a "Section 125 Premium Only Plan," which allows employee contributions for health benefits to be taken out pre-tax. Employees must submit the required paperwork in order to participate in the plan. The plan is free of charge to all staff.

Note: All employee insurance benefits are subject to employee's timely and accurate submission of all required paperwork. Benefits generally begin the month after the start date, provided all forms are complete and submitted on time.

Flexible Spending Account

LPS offers a Flexible Spending Account plan for Health Reimbursement, Dependent Care and Parking Reimbursement. Healthcare Spending Account will reimburse you with pre-tax dollars for medical expenses not covered by your health plans. You can set aside up to \$3,000 per year. All funds must be used during the plan year (July 1 to June 30) or are forfeited. Dependent Care Spending Account plan will reimburse you with pre-tax dollars for daycare expenses for your child(ren) and other qualifying dependents so you (and your spouse) may work or go to school. You can set aside up to \$5,000 per year. All funds must be used during the plan year (July 1 to June 30) or

are forfeited. Parking Reimbursement Account will reimburse you with pre-tax dollars for the cost of parking for your work commute. You can set aside up to \$230 monthly for parking expenses.

Other Coverage

Domestic Partners Coverage

To recognize current family arrangements, LPS offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant partner of either gender under our medical and dental plans. “Domestic partner” is defined as a person with whom the employee’s life is interdependent for a minimum period of time and with whom the employee shares a mutual residence.

Paid Family Leave Insurance

California employees may file a claim for up to six (6) weeks of Paid Family Leave (PFL) benefits with the Employment Development Department (EDD) within a 12 month period to care for a seriously ill dependent or bond with a new child. This leave is sponsored within the State Disability Insurance (SDI) program and funded through mandatory employee contributions.

Workers’ Compensation

LPS maintains a workers’ compensation insurance policy for the benefit of all LPS employees with York through the Alliance of Schools for Cooperative Insurance Programs (“ASCIP”). This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of their injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for LPS should report the incident to their supervisor and to the Human Resources immediately. The injured employee should contact Company Nurse to establish an initial report and treatment plan. Human Resources will make a record of the incident and provide instructions on filing a claim. You are required to go to the LPS designated medical clinic to receive medical attention unless you pre-designate a physician with Human Resources.

Workers’ compensation coverage is effective immediately upon the occurrence of an injury; sick leave may be used during the waiting period in work-related injury cases. In the event of a lost time injury, an employee’s regular salary will be discontinued and subsequent compensation will be made through the workers’ compensation policy.

Unemployment Compensation

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with LPS. Eligibility for unemployment compensation is determined by the State Employment Development Department and not LPS.

Retirement

LPS currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Non-teaching staff are automatically enrolled in the LPS 401(a) Retirement Plan. Teachers working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System (CalSTRS or STRS). In addition, any teacher or substitute already enrolled in STRS through a previous job must participate in STRS while working at LPS.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, substitute teachers who are not already members of STRS can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

LPS 401(a) Retirement Plan

LPS provides a “defined contribution” retirement plan for all employees who do not participate in STRS. The employee contributes 8% of salary towards the plan and LPS contributes an equal matching amount. The LPS contribution is subject to vesting over a five year period. Employees select among about twenty investment options using either a phone-based system or the plan website. The value of the each employee’s retirement account depends on the performance of the investments each employee chooses.

California State Teachers Retirement System

For eligible staff, LPS offers STRS, a “defined benefit” retirement plan which covers most California public school teachers. Employees contribute 8% of salary, and LPS contributes 8.25% of salary (these rates may change over time). STRS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the members years of service and salary. Complete information on STRS is available at www.calstrs.com.

Voluntary Supplemental Retirement Plan (Section 457 Plan)

LPS offers an additional voluntary retirement plan for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at \$16,500 per year). Employees can select investment options and manage their account using the same website as the 401(a) plan described above.

Social Security

LPS does not participate in Social Security, since it offers qualified alternatives.

Time Off**Scheduled Holidays**

LPS observes the following 12 holidays for all staff:

January 1 — New Year's Day
Martin Luther King Jr's Birthday
Presidents Day
Cesar Chavez Birthday
Memorial Day
Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving Day
December 25 – Christmas Day
December 31 – New Years Eve

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, LPS may close on another day or grant alternative time off instead of closing. Holiday observance will be announced in advance.

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to avoid absences on days preceding or following vacations or long weekends. We strongly discourage the families of LPS students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours.

Staff have an obligation to make sure their responsibilities are covered, including arranging Substitutes, if they need to be out (either during an agreed upon absence, approved professional development day, approved personal day, or sick day).

Paid Time Off: Year-Round Staff Only

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time records (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Exempt staff must report time off in full day increments. Non-exempt staff must report time off in hourly increments.

Year-Round staff are entitled to 28 days of Paid Time Off (“PTO”) for each year of active service. PTO can be used for sick leave, personal necessities, and vacation. Year-Round staff do not receive separate allowances for sick leave or personal necessity days. Year round staff accrue PTO on a monthly basis. PTO accrues while on certain medical leaves, FMLA, CFRA, and PDL, but not during other unpaid leaves. (Please refer to the following Leave Policies section.)

Active service commences with an employee’s first day of work and continues thereafter unless broken by an absence without pay, a leave of absence, or termination of employment. PTO does not accrue during absences without pay or leaves of absence. PTO accrues monthly, on a pro-rated basis. Temporary or part-time employees working less than 50% do not accrue PTO. Part-time staff working more than 50% receives pro-rated time off.

PTO can accrue up to a maximum of 42 days. Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO accrual will begin again. LPS does not grant PTO compensation for any period of time during which the accrued PTO compensation was at the cap. We encourage Year-Round staff to take PTO annually.

The school schedule and work flow determine permissible PTO periods, for which employees may need to defer or otherwise adjust accordingly. In addition, staff may be required to use PTO time during extended School breaks (e.g., Winter Break, Spring Break). The actual number of available work days in these breaks will vary according to the School calendar.

Employees may not take or borrow PTO before it is accrued, except with the express, written approval of the Vice President Human Resources. The employee will be required to sign a written agreement, authorizing deduction from the final paycheck if termination occurs with a negative PTO balance. Employees on unpaid leave or leave of absence do not accrue PTO time. If a holiday occurs during your PTO period, it will not be considered a PTO day.

An employee whose employment terminates will be paid for accrued unused PTO days on a pro rata basis, at the rate of pay in effect on the date of termination.

Employees must notify their supervisors as early as possible of their intention to use PTO days. Normal PTO requests (e.g., for vacations) should be made at least three weeks in advance and must be approved by your supervisor. Employees are responsible for keeping track of their PTO usage. Supervisors must report employees' use of PTO days to the Home Office.

School-Year Staff

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time reports (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Personal Necessity Days: School-Year Staff Only

All full-time School-Year Richmond Teaching staff are entitled to three paid personal days off per year for any reason to be charged as part of the 10 sick days granted. Staff working more than 50% time is eligible for pro-rated personal leave. Teachers hired mid-year are eligible for pro-rated personal leave. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Senior Accountant at Home Office.

All personal days are granted on the first day of the school year. Accrual of personal days is capped at four days, and once this cap is reached, staff will not accrue additional personal days until some personal days are used.

Teachers must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee's supervisor. Approval is subject to school needs (i.e., substitute availability, number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend). If a faculty or staff member wants to take a personal day on the day before or after a vacation, he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis.

Sick Leave: School-Year Staff Only

In order to help prevent employees' loss of earnings that may be caused by accident or illness, LPS provides paid sick leave to School-Year staff. Sick leave also may be used by employees for the purpose of securing necessary medical treatment. All full-time School-Year teaching staff are entitled to ten (10) days paid sick leave per year including the 3 personal necessity days, granted at the beginning of the employment year. Temporary and part-time employees are not entitled to sick leave benefits. Staff working more than 50% time is eligible for pro-rated sick leave. Teachers hired mid-year are eligible for pro-rated sick leave.

Employees may use up to half of their annual accrual of sick leave to attend to the illness of a child, parent, or spouse. However, such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness. For example, employees must give as much prior notice as possible of such need to be absent, are subject to the same verification of illness requirements, and are subject to termination for any falsification of information related to such family illness sick leave usage.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

LPS reserves the right to request verification from a health care provider for all absences due to illness or disability. Sick pay may be withheld if a satisfactory verification is not provided by the employee.

Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any accrued but unused sick leave at the close of any calendar year or at the time of termination.

Leave Policies

LPS may grant leaves of absence to employees in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or Human Resources during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or human resources LPS will assume that you do not plan to return and that you have terminated your employment. Upon return from a leave of absence, you will resume all aspects of your employment status that existed prior to the start of your leave.

Family and/or Medical Leave of Absence

Eligible employees may be entitled to unpaid job-protected family or medical leaves of absence under Family Medical Leave Act (FMLA) or California Family Rights Act (CFRA) if they are unable to work due to their own serious medical condition or the serious medical condition of a family member. Accrued paid time off or sick leave may be used during these leaves. Health insurance continues through paid time off. Employees are eligible through COBRA to continue their insurance coverage during unpaid leave.

Employees are eligible if they have been employed for twelve (12) months, and worked at least 1,250 hours during the twelve months prior to the commencement of the leave. The twelve weeks of leave will be measured on a twelve month rolling period dating back from the time you requested the leave.

Employees are eligible for one or more unpaid family care or medical leaves; however, the total amount of leave taken cannot exceed twelve workweeks in any twelve month period. Leave because of a serious health condition, including pregnancy-related disabilities, may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced work schedule (reducing the usual number of hours you work per workweek or workday) if medically necessary. Employees may also be eligible for intermittent leave for birth or placement of a child.

Family Leave

Leave can be taken for the birth of a child, placement of a child for adoption, or placement of a child for foster care for up to twelve (12) weeks. Leave must be completed within twelve (12) months of birth, adoption, or foster placement. PTO, personal or sick leave may be used during Family Leave.

Employee Responsibilities during Medical Leaves

Employees must give thirty (30) days' notice if the leave is foreseeable. If leave is not foreseeable, employees must give notice as soon as it is practicable. Failure to provide thirty (30) days foreseeable notice may result in the employee being asked to delay leave for up to thirty (30) days after notice was provided.

To facilitate your return to work, we also ask that you provide us with two (2) days' advance notification of your intended return date. Failure to do so may delay your return date.

In the case of your own illness, a doctor's signed release stating that you are able to resume work must be submitted before or upon your return to work.

Should your attendance or job performance suffer during the period preceding and/or following a disability leave, we will accommodate you to the extent provided by law.

Required Certifications

An employee who requests family/medical leave must provide written certification from the doctor or other health care provider treating the employee or the employee's affected family member. The certification must contain:

- the date on which the serious health condition commenced;
 - the probable duration of the condition;
 - an estimate of the amount of time that the health care provider believes the employee needs for his/her own illness or to care for the affected family member; and
 - a statement that the seriousness of the family members' health condition warrants the participation of the employee during a period of treatment or supervision or, if the leave is for the employee's own health condition, a statement that the employee is unable to perform the functions of his/her position.
- Recertification from a health care provider maybe required if additional leave is requested.
- Employees must provide certification by the health care provider that you are fit to return to your job.

Restoration to Position

Upon completion of a family/medical leave, employees will be reinstated to their original position or to an equivalent one if such position is available. If, due to your own medical circumstances, you are no longer able to perform your original job, we will attempt to transfer you to alternate suitable work, if available.

Coordination of Benefits

For non-exempt employees, sick time will be charged in quarter-hour, hour, and full-day increments. Exempt employees will be charged sick or vacation time only in full-day increments. If you are receiving California state disability benefits and/or benefits under the group disability plan, your accrued leave will be used only to supplement those benefits.

While you are on a paid family/medical leave of absence, we will continue your group health insurance benefits under the same terms as provided while you were an actively working employee, for up to a maximum of twelve (12) weeks' leave during any one (1) year period for care of a family member, or twelve (12) weeks for your own illness. You will be expected to continue the monthly co-premium payments for your insurance by arrangement with Human Resources prior to your leave. Co-premium payment is due monthly at the end of each month. If you do not return to work following this leave, you will be expected to repay these premiums. If your leave extends beyond the designated periods, you will be offered the opportunity to purchase continuing coverage under COBRA continuation rules.

Other accumulated benefits, including, for example, retirement, sick pay, and PTO pay, shall be preserved at the level accrued as of commencement of the leave, but shall not accrue further during any unpaid leave period.

During a period of disability, you may be eligible for California state and/or LPS disability benefits. Please refer to the applicable plan documents for details on eligibility, benefit amounts, and other particulars.

Pregnancy Disability Leave

LPS will grant an unpaid leave of absence to employees disabled due to pregnancy, childbirth, or related medical condition. An approved pregnancy disability leave will be granted for up to a total of four (4) months during which time you must be medically disabled as determined by your physician. You are required to give as much advance notice as possible of your pending need for a pregnancy disability leave of absence.

Please inform your supervisor as soon as possible of the date you and your doctor anticipate that you will begin your leave. To request a pregnancy disability leave that begins more than four (4) weeks prior to your anticipated delivery date, you must submit a doctor's statement of disability to your supervisor. Your job status will be protected in that we will make every effort to hold your position open, or return you to a similar position if one is available for which you may be qualified.

You can use any accrued personal time or other accrued paid time off as part of your pregnancy disability leave before taking the remainder of your leave on an unpaid basis. The substitution of any paid leave will not extend the duration of your pregnancy disability leave.

Bereavement Leave

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by Human Resources, in the event of a death of the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner's child, and any relative living in the household of the employee or domestic partner. Personal days or PTO may be used in the event of a death of others not listed.

Time Off for Schoolchildren

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or day care activities. LPS may require proof of your participation in these activities. You may use accrued vacation or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

Military Leave of Absence

If you are a full-time employee and are inducted into the U.S. Military, Reserves, or California National Guard, you will be eligible for unpaid military leave of absence. LPS will comply with all applicable laws regarding veterans' reemployment. Military leave is unpaid, your benefits will continue as required by law, and you will not accumulate paid leave during your absence. You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for coverage during this absence. Upon application within the appropriate time period after your date of discharge from military service, you will receive the then-current rate of pay and benefits.

Employees who work more than 20 hours per week and have a spouse in the Armed Forces, National Guard or Reserves who have been deployed during a period of military conflict are eligible for up to 10 unpaid days off when their spouse is on leave from (not returning from) military deployment. Employees must request this leave in writing to Human Resources within two business days of receiving official notice that their spouse will be on leave. Employees requesting this leave are required to attach to the leave request written documentation certifying the spouse will be on leave from deployment.

Volunteer Civil Service Personnel Leave

LPS will grant volunteer civil service leave to employees who require time off to perform emergency duty as a volunteer firefighter, peace officer, or emergency rescue personnel. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please alert your supervisor that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert your supervisor before doing so when possible.

Domestic Violence Leave

Victims of domestic violence may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. LPS may require proof of your participation in these activities. You may use accrued vacation or sick leave or time without pay. When possible, give your supervisor reasonable notice.

Jury and Witness Duty

Staff should notify their supervisor and Human Resources upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff are also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. LPS permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, LPS will continue your salary or pay during jury service for a maximum of five business days.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. LPS requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Human Resources.

V. PERSONNEL POLICIES

Discipline

Articles 7 and 10 of the LPS Collective Bargaining Agreement between Leadership Public Schools and Leadership Public Schools Federation of Teachers-Richmond (“CBA”) provides that teachers may be subject to discipline for just cause. The CBA further sets forth a process for resolution of disputes involving discipline.

For School-Year employees, salary letters are generally agreed on an annual basis and are renewed during the spring of the preceding academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by March 1, and certainly no later than June 1.

Equal Opportunity Employer (Discrimination policy)

Leadership Public Schools is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to hire the best available people for each job. LPS cultivates a work environment that encourages fairness, teamwork and respect among all employees. We are firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. Employment decisions are based without regard to race, color, creed, citizenship, gender, religion, marital status, age, national origin or ancestry, veteran status, physical or mental disability, medical condition including genetic characteristics, sexual orientation, family care status, sex or any other consideration made unlawful by federal, state, or local laws.

LPS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of LPS and prohibits unlawful discrimination by any employee of LPS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, LPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Anti-Harassment Policy

LPS is proud of its collegial work environment where every person is treated with respect and dignity. Everyone has the right to work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including sexual harassment. At LPS, harassment, whether verbal, physical, or environmental, is unacceptable and will not be tolerated. Any employee who violates this harassment policy is subject to discipline up to and including discharge.

LPS is committed to providing a work environment free of unlawful harassment. LPS policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. The LPS anti-harassment policy applies to all persons involved in the operation of LPS and prohibits unlawful harassment by any employee of the organization. It also prohibits harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors;
- Conduct having the effect of creating an intimidating, hostile or offensive working environment; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed:

- Submit a written complaint to your supervisor, your Principal, or Vice President Human Resources in the Home Office as soon as possible after the incident.
- Your complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses.
- Supervisors will immediately refer all harassment complaints to the Vice President Human Resources.
- LPS will immediately undertake an effective, thorough, discrete and objective investigation of the harassment allegations.
- All information disclosed during the course of the investigation will remain confidential, except as necessary to conduct the investigation and take any remedial action, and in accordance with applicable law.

If LPS determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by LPS to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. A representative of the organization will advise all parties concerned of the results of the investigation. LPS will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

LPS encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Open Door Policy

Suggestions for improving LPS are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:

- Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.
- If the issue persists, you may describe it in writing and present it to the Vice President Human Resources, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Vice President Human Resources as soon as possible after you believe that your immediate supervisor has failed to resolve it.
- If the issue is not resolved, you may present it in writing to the CEO, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and LPS, cannot guarantee that every problem will be resolved to your satisfaction. However, LPS values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Child Abuse Reporting Requirements

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury which is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. The California Penal Code section and acknowledgement are in your employment materials and must be filed with the Home Office.

Personal Information

Since tax deductions, insurance benefits, and other administrative matters are often affected by changes in your personal status, it is very important that you notify Human Resources immediately in writing of any changes to your personal information, such as your name, address, telephone number, marital status, number of dependents, insurance beneficiaries, and names of persons to be notified in case of emergency.

Inspection of Property

For the safety and security of our community, LPS reserves the right to inspect its own property, as well as of any of the personal property of its employees on work premises during work hours. An employee's consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they should not have a reasonable expectation of privacy with regards to LPS property and personal property while on LPS premises.

Administrative Paperwork

Staff are responsible for submitting the following forms required either by our charters, insurance carriers, local law or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) employee benefit forms, if applicable; (e) a W-4 form; and (f) an I-9 Form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

Confidentiality and Proprietary Information

The security of LPS property is of vital importance to LPS. School property includes not only tangible property, such as desks and computers, but also intangible property such as data and information. All employees share responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding LPS, its students, its suppliers, its customers, or perhaps even fellow employees. You have responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.

Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of LPS, which impairs an employee's ability to exercise good judgment on behalf of LPS, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Vice President Human Resources, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, LPS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Should two employees who work together or supervise each other enter into a personal, non-work-related relationship, one or both employees may have to be transferred. If you are involved in any relationship that might have an impact on the workplace, please speak with your supervisor or the Vice President Human Resources.

Discipline and Rules of Conduct

LPS expects all employees to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit integrity at all times. Employees must comply with LPS policies and procedures, and observe the highest standards of professionalism. When an employee violates LPS rules, it is cause for concern and action.

Articles 7 and 10 of the Collective Bargaining Agreement (“CBA”) provides that teachers may be subject to discipline for just cause. The CBA further sets forth a process for resolution of disputes involving discipline.

Drug and Alcohol Abuse

It is LPS’s policy to maintain a drug and alcohol-free workplace. Use of these substances, whether on or off the job can detract from an employee’s work performance, efficiency, safety, and health, and therefore seriously impair the employee’s value to LPS. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes LPS to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on LPS property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on LPS property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible termination. In addition, LPS will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. LPS also may bring the matter to the attention of appropriate law enforcement authorities.

An employee’s conviction on a charge of illegal sale or possession of any controlled substance while off LPS property will not be tolerated because such conduct, even though off duty, reflects adversely on LPS. In addition, LPS must keep people who sell or possess controlled substances off LPS premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee’s ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

LPS will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. LPS is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired

because of drug or alcohol use, nor is LPS obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect LPS' treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Alcohol is not permitted on LPS campus or at events with students present. On occasion, employees participating in events or celebrations are expected to show good judgment and reasonable behavior with respect to alcohol.

Lactation Accommodation

LPS will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee.

We will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. LPS may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Vice President Human Resources for additional information.

Recycling and Conservation

LPS actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to conserve resources, prevent waste and recycle reusable materials.

Relatives

We have no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct or indirect supervisory relationship between relatives. Relatives include the employee's spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

Workplace Violence

LPS is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only people specifically designated by the CEO or Principal may comment to news reporters on LPS policy or events relevant to LPS.

Smoking

Smoking is not allowed in or on the grounds of any LPS facilities.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of LPS facilities. Employees may not use loading zones or parking areas specifically designated for LPS vehicles. LPS is not responsible for any loss or damage to employee vehicles or contents while parked during LPS sessions, nor is it responsible for employees' parking violations.

Solicitation and Distribution of Literature

In order to ensure efficient operation of LPS' business and to prevent disruption to students and employees, we have established control of solicitations and distribution of literature unrelated to LPS business on LPS property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by LPS may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or CEO. Article 4 of the CBA additionally provides certain rights of access and communication with AFT. Please consult that section for other information.

Health and Safety

LPS has adopted policies and procedures to promote a safe workplace and protection from injuries while on the job. You are expected to do your part by keeping your work area free of potential hazards, complying with LPS's safety rules and policies, and immediately reporting any unsafe conditions to your supervisor or the Home Office.

If you are injured or experience discomfort in the course of your employment, notify the Vice President Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately.

We respect our facilities and believe that having a pleasant place to work is an important part of maintaining job satisfaction. We believe that our employees share in this belief and it is for that reason that we ask everyone to do his or her fair share in keeping our work areas, offices, meeting areas, classrooms, conference rooms, and eating areas neat and attractive. If you consume food or beverages at your desk, or in a classroom, meeting room, or conference room, it is your responsibility to dispose of the related trash. All employees are responsible for ensuring that students respect LPS premises in promptly disposing of food and beverage trash.

Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible, and either "lock" or shut down your computer. LPS is unable to reimburse for lost, stolen or damaged personal items.

Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately call 911 and then notify your supervisor when unknown persons are acting in a suspicious manner in or around the facilities. Also, immediately notify your supervisor and the Home Office when keys, security fobs, or identification badges are missing.

Separation of Employment

Termination Documentation

A Personnel Action Form signed by the departing employee's supervisor will authorize the employee's official termination and final paycheck. Employees must submit time-off reports recording their work through their termination date in order to be paid.

Exit Interview

Employees who leave LPS for any reason, including at the end of a contract year, may be asked to participate in an exit interview or survey. This interview is intended to permit terminating employees the opportunity to communicate their views regarding their work with LPS. At the time of the exit interview or before, the employee is expected to return all LPS-furnished property, such as keys, computer equipment and ID cards. During the exit interview, you can provide your reasons for leaving, other impressions, and insights into areas for improvement that the LPS can make. Certain information may be considered confidential. An exit interview or survey will be scheduled with the Vice President Human Resources.

Insurance Conversion Privileges

Your medical and dental coverage remain in effect until the end of the month of employment. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with LPS or loss of eligibility to remain covered under our group medical insurance program, you and your eligible dependents may have the right to continued coverage under our medical insurance program for a limited period of time at your own expense. COBRA information will be provided to you on or before your final day of work, or mailed to your home address. COBRA eligibility for continued health coverage will begin the first day of the month following the last day worked.

Employees will receive distribution information regarding the LPS retirement plans from Human Resources during your exit process.

Staff Resignation Process

Although an employee may resign at any time, with or without advance notice, she or he is requested to offer as much advance notice as possible for the sake of the students and the best interests of the school. At a bare minimum, two (2) weeks notice should be offered so that plans and/or a replacement may be found. It is at LPS's discretion whether the offered resignation notice period is accepted or whether the resignation and exit is effective immediately. The resignation notice should be submitted in writing to your supervisor and to Vice President Human Resources.

LPS may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

The last day worked will be considered the last day of employment for Teachers who resign over the summer.

All LPS-owned property, including vehicles, computers, instructional materials, student grades, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

VI. OPERATIONAL CONSIDERATIONS

More details on operational considerations are included in the LPS Operating Guidelines.

Emergency Plans

LPS's emergency plan is intended to provide general instructions and guidelines for the protection, safety and well being of students and staff in an emergency. The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and employees. Do not hesitate to call 911 in the event of an emergency. Please review the Emergency Plan carefully, and familiarize yourself with the roles and responsibilities in the event of an emergency.

School Facilities and Security

LPS facilities are generally located in or near urban neighborhoods with higher than average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security related information.

Volunteers

LPS encourages the use of volunteers to support the work of the school. This may include, among other things, volunteering in the office, assisting in a classroom or the Academic Support Program, speaking, organizing an event or chaperoning. As required by state law, any volunteers in significant contact with students are required to undergo a fingerprinting background check through the Department of Justice. All volunteers must also sign a "hold harmless" form which is available from the Home Office or the School Office Manager. This is extremely important for the safety of our students. Parents of our students, however, are exempt from this 'hold harmless' agreement.

Student Files

Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of LPS, the school will not release the files without written notification from the requesting school.

Technology and Security of Passwords

LPS provides an email system, voice mail system, access to the Internet and other technology systems to assist employees in conducting LPS business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of LPS. These systems are to be used solely for business related purposes. LPS does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be offensive, defamatory, obscene or harassing. LPS has software and systems in place that are capable of monitoring and recoding all network traffic to and from any computer employees may use. LPS reserves the right to inspect any and all files stored in all areas of the LPS network in order to assure compliance with this and other policies.

LPS relies on PowerSchool, a student information system, and other software to run mission critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to PowerSchool, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account.

Social Networking

Staff are not authorized to participate with students in forms of social networking (e.g., Facebook, Twitter, etc.) or blogging. Staff are not authorized to speak on behalf of LPS unless specifically instructed. Staff are cautioned to have no expectation of privacy while using LPS computers including email and internet usage.

Employees must acknowledge their acceptance of LPS Acceptable Use Policy in order to use LPS technology resources.

VII. ACKNOWLEDGEMENT

PLEASE READ THE LPS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIVING THE HANDBOOK.

Employee Name: _____

I acknowledge that I have received and read a copy of the LPS Richmond Teacher Employee Handbook. I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following LPS policies regarding: anti-harassment; discrimination policy; child abuse reporting; alcohol and drug abuse; and technology use.

I understand LPS reserves the right to revise, delete, and/or add to the provisions of this Staff Handbook. All such changes must be in writing.

I also understand that the terms and conditions are also regulated by the Collective Bargaining Agreement which is accessible at the Leadership Public Schools Richmond administrative office.

Date: _____

Signed: _____

This Acknowledgement will be placed in the employee's personnel file.

| Leadership Public Schools - Richmond Staff 2011-2012 | | | | | | | |
|--|--------------------|----------------------------------|----------------|--|-----------------------|--------------|------|
| Teacher Last Name | Teacher First Name | Subject - Position | Type of course | Credential | Fingerprint Clearance | TB Clearance | NCLB |
| Brooks | Laelena | Math Teacher | Core | Preliminary Single Subject Foundational Math | yes | yes | yes |
| Chavez | Laura | College Counselor | Non-core | Pupil Personnel Services | yes | yes | yes |
| Garland | Taylor | Algebra Teacher | Core | Internship Single Subject Math | yes | yes | yes |
| Gore | Elizabeth | English Teacher | Core | Preliminary Single Subject- English | yes | yes | yes |
| Haller | Sara | Resource Specialist | Non-core | Education Specialist Level I, Mild/ Moderate | yes | yes | yes |
| Hester | W. Tyler | English Teacher | Core | Preliminary Single Subject English | yes | yes | yes |
| Horowitz | Alex | Resource Specialist | Non-core | Internship Education Specialist, Mild/ Moderate | yes | yes | yes |
| Jriage | Panayiota | Resource Specialist | Non-core | Education Specialist Level I, Mild/ Moderate | yes | yes | yes |
| Kharrazi | Shira | Biology Teacher | Core | Education Specialist Level I, Mild/ Moderate; Biology STSP | yes | yes | yes |
| King | Arminda | Geometry Algebra Teacher | Core | Clear Single Subject Math | yes | yes | yes |
| Kondonijakos | Adam | World History Government Teacher | Core | Clear Single Subject Social Science | yes | yes | yes |
| Lac | Van | Academic Leadership Teacher | Non-core | Clear Single Subject English | yes | yes | yes |
| Layfield | Carolyn | Resource Specialist | Non-core | Education Specialist Level I, Mild/ Moderate | yes | yes | yes |
| Lopez | Karina | Spanish AP Teacher | Core | District Intern, Spanish | yes | yes | yes |
| Manaserro | Jeff | World History-Gov Teacher | Core | Preliminary Single Subject Social Science | yes | yes | yes |
| Melvin | Ryan | Physics Teacher | Core | Internship Single Subject Physics | yes | yes | yes |
| O'Brien | Teresa | Reading Teacher | Non-core | Preliminary Single Subject English | yes | yes | yes |
| Omosefe | Whitney | Spanish Teacher | Core | Preliminary Single Subject Spanish | yes | yes | yes |
| Papas | David | Biology Teacher | Core | Internship Single Subject Biology | yes | yes | yes |
| Pinkerton | Charlotte | English Teacher | Core | Preliminary Single Subject English | yes | yes | yes |
| Rivera | Lucy | Art Teacher | Core | Preliminary Single Subject Art | yes | yes | yes |
| Rozeville | Chris | Calculus Teacher | Core | Clear Single Subject Mathematics | yes | yes | yes |

| | | | | | | | |
|----------------------------|----------|--------------------------------------|------|--|-----|-----|-----|
| Sharar | Rudy | Chemistry Teacher | Core | Internship Single Subject Chemistry | yes | yes | yes |
| Sharman | Aubrey | English Teacher | Core | Preliminary Single Subject English | yes | yes | yes |
| Thapar | Gautam | US History Teacher | Core | Preliminary Multiple Subject - Limited Assignment Social Science | yes | yes | yes |
| Thomas | Sophia | Math Teacher | Core | Preliminary Single Subject Math | yes | yes | yes |
| Trujillo | Liliana | Spanish Teacher | Core | Preliminary Single Subject English, Spanish | yes | yes | yes |
| Site Administration | | | | | | | |
| Benjamin | Shawn | Principal | | n/a | yes | yes | |
| Madway | Jesse | Dean of Students | | Clear Single Subject English | yes | yes | |
| Montes | Ximena | School Manager | | n/a | yes | yes | |
| Ram | Shree | Head of Student Services | | n/a | yes | yes | |
| Robinson | Taiye | Athletic Director, Campus Supervisor | | n/a | yes | yes | |
| Schirtzer | Kathryn | Dean of Curriculum & Instruction | | Level I Education Specialist | yes | yes | |
| Tapia | Antonio | Academic Dean | | Clear Multiple Subject | yes | yes | |
| Alvarez | Gabriela | Enrollment Coordinator - part-time | | Clear Single Subject Spanish | yes | yes | |
| Gikanga | Simon | Technology Coordinator - part time | | | yes | yes | |

LPS Effective Teaching Rubric

| A. Planning and Preparation & Delivery of Instruction | | | | | |
|---|-------------------------|---|---|---|---|
| | The Teacher | 4 Expert | 3 Effective | 2 Progressing | 1 Needs Improvement |
| 1 | Knowledge | Is expert in the subject pedagogy and standards at, above & below grade level. Has an understanding of adolescent development, urban students and how students learn. | Knows the subject matter well and has a good grasp of adolescent development and how students learn. | Has basic familiarity with the subject and has a few ideas of ways students develop and learn. | Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. |
| 2 | Planning for Engagement | Designs highly relevant lessons that will motivate and consistently engage all students in active learning. | Designs lessons that are relevant, motivating, and likely to engage students in active learning. | Plans lessons that will catch some students' interest and perhaps get a discussion going. | Plans lessons with very little likelihood of motivating or involving students. |
| | Engaging Instruction | Gets all students highly involved in focused work in which they are active learners and problem-solvers. | Has students actively think about, discuss, and use the ideas and skills being taught. | Attempts to get students actively involved but some students are disengaged. | Mostly lectures to passive students or has them passively work through textbooks and worksheets. |
| 3 | Resources | Uses a variety of resources, including technology and primary language, to scaffold struggling students & ELs. Brings rigor & multiple voices in through original-source & other materials. | Designs grade-level appropriate lessons with some scaffolds that use an effective, multicultural mix of materials. | Plans lessons that involve a mixture of good and mediocre learning materials that frequently reflect student diversity. | Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. |
| | Matching | Designs lessons that break down complex tasks and that match specific student learning needs, styles, and interests. | Designs lessons that target diverse learning needs, styles, and interests. | Plans lessons with some thought as to how to accommodate special needs of students. | Plans lessons aimed at the "middle" of the class. |
| | Differentiation | Skillfully meets the learning needs and styles of specific students by differentiating and scaffolding. | Differentiates and scaffolds instruction to accommodate most students' learning needs. | Attempts to accommodate students with special needs, with mixed success. | Fails to provide for differentiated instruction for students with special needs. |
| 4 | Goals | Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes. Posts and communicates essential questions, goals, rubrics, and exemplars. | Designs lessons focused on outcomes aligned with unit goals and state standards. Sets a clear purpose by communicating and posting essential questions and goals. | Plans lessons with unit goals in mind and posts agenda of lesson activities. Goals are mostly task driven. | Plans lessons without clear instructional purpose. Agenda not always present. |
| | Planning | Has a well-honed game plan for the year that is tightly aligned with state standards and benchmark assessments. | Plans the year so students will meet state standards and be ready for external assessments. | Has done some thinking about how to cover high standards and test requirements this year. | Plans lesson by lesson and has little familiarity with state standards and tests. |
| | Alignment | Plans all units backwards, aligned with high standards, college readiness, state & benchmark assessments, and all of Bloom's levels. | Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind. | Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. | Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals. |
| 5 | Repertoire | Has a wide range of effective strategies, materials, and groupings skillfully matched to student needs so as to involve and motivate all students. | Orchestrates effective strategies, materials, and classroom groupings to foster student learning. | Uses a limited range of classroom strategies, materials, and groupings with mixed success. | Uses only one or two teaching strategies and types of materials and fails to reach most students. |
| | Strategy | Skillfully implements LPS instructional strategies that actively engage students in critical thinking. (e.g. Toulmin writing, Socratic Seminars, Questioning Strategies) | Effectively utilized LPS instructional strategies the promote critical thinking. And often engage students. | Uses some LPS instructional strategies with mixed success; students sometimes engaged in critical thinking. | Uses few if any LPS instructional strategies; students rarely engaged in critical thinking. |
| 6 | Connections | Consistently grabs students' interest and makes connections to prior knowledge, experience, and reading. Consistently and specifically links to college-readiness skills. | Activates students' prior knowledge and hooks their interest in each unit and lesson. Talks about how lessons will prepare students for college. | Tries to make the subject interesting and relate it to things students already know. | Rarely hooks students' interest or makes connections to their lives. |
| | Clarity | Consistently & intentionally pays attention to lesson clarity with well-chosen examples and vivid and appropriate language. | Uses clear explanations, appropriate language, and good examples to present material. | Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. | Often presents material in a confusing way, using language that is inappropriate. |

LPS Effective Teaching Rubric

| B. Monitoring, Assessment, and Follow-Up | | | | | |
|--|-------------------------|---|---|---|--|
| | The Teacher | 4 Expert | 3 Effective | 2 Progressing | 1 Needs Improvement |
| 1 | Criteria | Posts and reviews the criteria for proficient work, including rubrics and exemplars; students internalize criteria. | Posts clear criteria for proficiency, including rubrics and exemplars of student work. | Tells students some of the qualities that their finished work should exhibit. | Expects students to know (or figure out) what it takes to get good grades. |
| | Self-Assessment | Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance. | Has students set goals, self-assess, and know where they stand academically at all times. | Urges students to look over their work, see where they had trouble, and aim to improve those areas. | Allows students to move on without assessing and improving problems in their work. |
| | Recognition | Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort. | Regularly posts students' work to make visible and celebrate their progress with respect to standards. | Posts some 'A' student work as an example to others. | Posts only a few samples of student work or none at all. |
| 2 | Assessments | Prepares diagnostic, on-the-spot, formative, and summative assessments to monitor student learning. | Plans on-the-spot and unit assessments to measure student learning. | Drafts unit tests as instruction proceeds. | Writes final tests shortly before they are given. |
| | Diagnosis | Gives students a well constructed diagnostic assessment at the beginning of a unit, and uses the information to fine-tune instruction. | Diagnoses students' knowledge and skills at the beginning of a unit and makes small adjustments based on the data. | Does a quick check, such as K-W-L (Know, Want to Know, Learned) exercise, before beginning a unit. | Begins instruction without diagnosing students' skills and knowledge. |
| | Formative Assessment | Works with colleagues to use formative & benchmark assessment data, fine tunes teaching, re-teaches, and helps struggling students. | Uses data from formative & benchmark assessments to adjust teaching, re-teaches, and follows up with failing students. | Looks over students' tests to see if there is anything that needs to be re-taught. | Gives tests and moves on without analyzing them and following up with students. |
| 3 | Check for Understanding | Uses a variety of methods to effectively to check for understanding; immediately unscrambles confusion and clarifies. | Frequently checks for understanding and gives students helpful information if they seem confused. | Sometimes checks for understanding during instruction with limited impact. | Uses ineffective methods ("Is everyone with me?") to check for understanding. |
| | Application of Learning | Consistently has students summarize and reflect on what they learn and apply it to real-life situations. | Has students sum up what they have learned and apply it in a different context. | Asks students to think about real-life applications for what they are studying. | Moves on at the end of each lesson and unit without having students summarize. |
| 4 | Analysis | Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others. | Analyzes data from assessments, draws conclusions, and shares them appropriately. | Records students' grades and notes some general patterns for future reference. | Records students' grades and moves on with the curriculum. |
| 5 | Reflection | Works with colleagues to reflect on what worked and what didn't and continuously improves instruction. | Reflects on the effectiveness of lessons and units and continuously works to improve them. | At the end of a teaching unit or semester, thinks about what might have been done better. | Does not draw lessons for the future when teaching is unsuccessful. |
| | | | | | |
| B1. Student Achievement | | | | | |
| | The Teacher | 4 Expert | 3 Effective | 2 Progressing | 1 Needs Improvement |
| 6 | Achievement | Demonstrates student progress on multiple measures of course assessment data across subgroups and learning levels and accelerates achievement of lowest performing students | Demonstrates student progress on course assessment data across subgroups and learning levels and accelerates achievement for some students. | Demonstrates student progress on course assessment data for some groups of students or learning levels. | Demonstrates limited student progress. |

LPS Effective Teaching Rubric

| C. Classroom Management | | | | | |
|-------------------------|-------------------------|--|--|---|---|
| | The Teacher | 4 Expert | 3 Effective | 2 Progressing | 1 Needs Improvement |
| 1 | Relationships | Shows warmth, caring, respect, and fairness for all students and intentionally builds relationships in and out of the classroom. Shows a high level of cultural proficiency across multiple cultures | Is fair and respectful toward students and builds positive relationships. Interacts positively with students from a range of cultures. | Is fair and respectful toward most students and builds positive relationships with some. Is not intimidated by cultural differences | Is sometimes unfair and disrespectful to the class; plays favorites. Shows discomfort with some cultures. |
| | Respect | Wins the respect of students across cultures, languages and academic levels. Creates a climate in which disruption of learning is unthinkable. | Commands respect of a wide range of students and refuses to tolerate disruption. | Wins the respect of some students but there are regular disruptions in the classroom. | Is not respected by students and the classroom is frequently chaotic and sometimes dangerous. |
| | Social-emotional | Proactively implements a program that successfully develops a safe and academically oriented classroom. | Fosters positive interactions among students to develop a positive academic culture. | Often lectures students on the need for good behavior, and makes an example of "bad" students. | Publicly berates "bad" students, blaming them for their poor behavior. |
| 2 | Exemplars | Shows students exactly what's expected by posting and communicating essential questions, goals, rubrics, and exemplars. | Sets a clear purpose by communicating and posting the unit's essential questions and the lesson's goals. | Posts agenda of lesson activities. | Begins lessons without giving students a sense of where instruction is headed. |
| 3 | Planning & Preparation | Students are able to communicate purpose and outcomes for the lesson. | Teacher consistently structures class with clear outcomes and agenda. Lesson has clear purpose and objectives. | Teacher may post objectives and agendas, but lesson does not follow and/or students are confused about what they are doing. | Inconsistent lesson planning. Objectives, outcomes, purpose are unclear to students. |
| 4 | Repertoire | Has a highly effective disciplinary repertoire and can capture and hold students' attention any time. | Has a repertoire of discipline "moves" and can capture and maintain students' attention. | Has a limited disciplinary repertoire and students are frequently not paying attention. | Has few discipline "moves" and constantly struggles to get students' attention. |
| | Incentives | Has an effective and intentional system of intrinsic rewards. | Uses incentives wisely to encourage and reinforce student cooperation. | Uses extrinsic rewards in an attempt to get students to cooperate and comply. | Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior. |
| 5 | Routines | Successfully inculcates routines so that students maintain them throughout the year without teacher direction. | Teaches routines and has students maintain them all year. | Tries to train students in class routines but many of the routines are not maintained. | Does not teach routines and is constantly nagging, threatening, and punishing students. |
| | Efficiency | Maximizes coherence, lesson momentum, and smooth transitions to get the most out of every minute. | Effectively uses academic learning time through coherence, lesson momentum, and transitions. | Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions. | Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions. |
| 6 | Behavioral Expectations | Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations for student behavior and academic culture. | Clearly communicates and consistently enforces high standards for student behavior and academic culture. | Announces and posts classroom rules and punishments and expectations for homework and academic preparedness. | Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year. |
| | Academic Expectations | Models high expectations, determination and convinces all students that they will master the material and be ready for college. | Conveys to students: This is important, you can do it, and I'm not going to give up on you. Reinforces college-going expectation. | Tells students that the subject matter is important and they need to work hard. Talks about the importance of college. | Gives up on some students as hopeless. |
| 7 | Responsibility | Successfully develops intrinsically engaged students with self-discipline, self-confidence, and a sense of responsibility. | Effectively manages students' self-discipline and teaches them to take responsibility for their own actions. | Tries to get students to be responsible for their actions, but many lack self-discipline. | Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave. |

LPS Effective Teaching Rubric

| D. Leadership Way | | | | | |
|-------------------|-----------------|---|---|--|---|
| | The Teacher | 4 Expert | 3 Effective | 2 Progressing | 1 Needs Improvement |
| 1 | Professionalism | Presents as a consummate professional and always observes agreed upon LPS norms. | Demonstrates professional demeanor and observes LPS norms. | Occasionally acts and/or dresses in an unprofessional manner or violates LPS norms or violates boundaries. | Frequently acts and/or dresses in an unprofessional manner and violates LPS norms or violates boundaries. |
| | Teamwork | Consistently displays the LPS values of respect, responsibility, and commitment; regularly goes above and beyond to respond to emerging needs of the school community | Displays LPS values of respect, responsibility, and commitment; and responds to emerging school needs | Generally displays the LPS values and will respond to school needs when asked. | Sometimes displays LPS values; at times undermines the sense of school community |
| 2 | Collaboration | Takes responsibility for insuring collaboration focuses on student outcomes and makes a personal commitment to applying results in own classroom | Actively participates in looking at student work, reviewing data and applying best practices. | Shares personal best practices and helps colleagues problem solve. | Meets obligations and fills in collaboration time. |
| 3 | Tenacity | Relentlessly follows up with struggling students with personal attention to reach proficiency. | Takes responsibility for students who are not succeeding and gives them extra help. | Offers students who fail tests some additional time to study and do re-takes. | Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum. |
| | Support | Makes sure that students who need specialized diagnosis and help receive appropriate services immediately. | When necessary, refers students for specialized diagnosis and extra help. | Sometimes doesn't refer students promptly for special help, or refers students who don't need it. | Fails to refer students for special services or refers students who do not need them. |
| 4 | Expectations | Models high expectations, determination and convinces all students that they will master the material and be ready for college. | Conveys to students: This is important, you can do it, and I'm not going to give up on you. Reinforces college-going expectation. | Tells students that the subject matter is important and they need to work hard. Talks about the importance of college. | Gives up on some students as hopeless. |
| | Effort-Based | Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will succeed. | Creates a classroom environment where students are encouraged to persist after making mistakes. | Tells students that making mistakes doesn't mean failure; they can learn from errors. | Provides inadequate support for students who make mistakes in class. |
| 5 | Responsibility | Successfully develops intrinsically engaged students with self-discipline, self-confidence, and a sense of responsibility. | Effectively manages students' self-discipline and teaches them to take responsibility for their own actions. | Tries to get students to be responsible for their actions, but many lack self-discipline. | Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave. |

LPS Effective Teaching Rubric

| E. Professional Responsibilities | | | | | |
|----------------------------------|---|--|--|---|---|
| | The Teacher | 4 Expert | 3 Effective | 2 Progressing | 1 Needs Improvement |
| 1 | Participating in Professional Development | Consistently participates in and leads site professional development, applies and models practices that result in student progress. professional development | Actively participates in site professional development, and applies best practices. | Shares personal best practices and helps colleagues problem solve. | Meets obligations, not active in collaboration time. |
| 2 | Openness | Actively seeks out feedback and suggestions and uses them to improve performance. | Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. | Is somewhat defensive but does listen to feedback and suggestions. | Is very defensive about criticism and resistant to changing classroom practice. |
| | Communication | Informs the administration of any concerns and reaches out for help and suggestions when needed. | Keeps the administration informed about concerns and asks for help when it's needed. | Is reluctant to share concerns with the administration or ask for help. | Bottles up concerns or constantly complains, and is not open to help. |
| 3 | Attendance | Has perfect or near-perfect attendance. | Has very good attendance. | Has mediocre attendance. | Has poor attendance. |
| | Reliability | Carries out assignments conscientiously and punctually, keeps meticulous records and attendance, and is never late. | Is punctual and reliable with paperwork, attendance, duties, and assignments; keeps accurate records. | Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. | Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. |
| 4 - 6 | LPS Responsibilities | Maximizes Advisory, Week without Walls and tutorial programs to support student learning and college readiness. | Consistently & effectively implements Advisory, WWW & tutorial programs to support student learning & college readiness. | Somewhat effectively implements Advisory, WWW, and tutorial programs. | Ineffectively implements Advisory, Week without Walls and tutorial programs. |
| 7 | Relationships | Shows warmth, caring, respect, and fairness for all students and intentionally builds relationships in and out of the classroom. Shows a high level of cultural proficiency across multiple cultures | Is fair and respectful toward students and builds positive relationships. Interacts positively with students from a range of cultures. | Is fair and respectful toward most students and builds positive relationships with some. Is not intimidated by cultural differences | Is sometimes unfair and disrespectful to the class; plays favorites. Shows discomfort with some cultures. |
| | Respect | Wins the respect of students across cultures, languages and academic levels. Creates a climate in which disruption of learning is unthinkable. | Commands respect of a wide range of students and refuses to tolerate disruption. | Wins the respect of some students but there are regular disruptions in the classroom. | Is not respected by students and the classroom is frequently chaotic and sometimes dangerous. |
| 8 | Professional Growth | Seeks out and critically uses best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources to further student achievement. | Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet. | Keeps an eye out for new ideas for improving teaching and learning. | Is not open to ideas for improving teaching and learning. |

LEADERSHIP PUBLIC SCHOOLS
Resource Teacher Evaluation 2011- 2012

| | |
|-----------------------------|------------------|
| Teacher: | Reviewer: |
| School: | Date: |
| Grade(s)/Subject(s): | |

| A. PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION | | | | | |
|---|---|-------------------|-------------|-----------|--------|
| | | Needs Improvement | Progressing | Effective | Expert |
| 1 | The teacher demonstrates a good understanding of the subject area he/she supports and a good understanding of how individual students learn. | | | | |
| 2 | The teacher creates learning experiences that engage students in active learning. | | | | |
| 3 | The teacher differentiates and scaffolds instruction to support both content and grade level skills and target remedial skills. | | | | |
| 4 | The teacher provides direct instruction in the academic areas of need to students within the general education setting, in small groups and one on one. | | | | |
| 5 | The teacher plans lessons and units with clear outcomes that meet individual students IEP goals and grade level content standards. | | | | |
| 6 | The teacher uses instructional strategies and research or evidence based interventions that promote critical thinking (e.g., questioning, essential questions, critical reading and writing, labs) and student achievement. | | | | |
| 7 | The teacher presents material clearly and explicitly and makes connections to prior knowledge and experience. | | | | |
| 8 | The teacher monitors pupil progress on a regular basis, and uses the data to review and revise the IEP based on the recommendations and findings of the IEP team. | | | | |
| 9 | The teacher provides emphasis at the secondary school level on students being able to be independently successful in the areas of: academic achievement, meeting proficiency standards, career and vocational development, and preparation for adult life | | | | |

| B. MONITORING, ASSESSMENT and FOLLOW-UP | | | | | |
|--|--|-------------------|-------------|-----------|--------|
| | | Needs Improvement | Progressing | Effective | Expert |
| 1 | The teacher uses diagnostic assessments to determine individual student baseline information, formative assessments on a daily basis that measure student progress towards IEP goals and CA state standards and inform day to day instructional decisions and the IEP process and mid year and end of year assessments to demonstrate growth and progress. | | | | |
| 2 | The teacher regularly checks for understanding and provides students ongoing feedback on their learning during direct instruction from either the RS teacher or the Gen Ed teacher. | | | | |
| 3 | Teacher uses school wide and state wide data points (CST, MAP, CAHSEE, Benchmarks and Final Exams) to track student progress and academic success and uses the information to target specific areas of need. | | | | |

| C. CLASSROOM MANAGEMENT | | | | | |
|--------------------------------|--|-------------------|-------------|-----------|--------|
| | | Needs Improvement | Progressing | Effective | Expert |
| 1 | The teacher creates and maintains a positive, respectful, classroom climate that supports a safe academic culture. | | | | |
| 2 | There is evidence of clear lesson planning with a lesson goal, agenda And materials that are differentiated to the individual student needs and daily assesses students progress. | | | | |
| 3 | The teacher manages student behavior, proactively, effectively and appropriately. | | | | |
| 4 | Learning time is maximized (e.g., beginning / end of period, transitions), students are on task and focused at all times when in the Gen Ed environment or in the RSP rooms. | | | | |
| 5 | The teacher develops students' self discipline, teaches students to take responsibility for their own actions, and helps them believe that through effective effort they will succeed. | | | | |

| D. COORDINATION | | | | | |
|------------------------|--|-------------------|-------------|-----------|--------|
| | | Needs Improvement | Progressing | Effective | Expert |
| 1 | Coordinates referral and assessment procedures | | | | |
| 2 | Coordinates the collection of relevant data points for students who are being referred to the Special Education setting. | | | | |
| 3 | Coordinates the 30-day, initial, annual and three year IEP review process by collecting student work samples, assessing students level of achievement on IEP goals, determining students areas of strengths and areas of growth, and working collaboratively with the entire IEP team to create an individualized plan that all team members agree upon. | | | | |
| 4 | Coordinates instructional planning with the Gen Ed teachers to act as a resource for learning strategies that will best target the needs of individual students. | | | | |
| 5 | Coordinates the implementation of special education services provided individuals with exceptional needs; assists in the coordination of designated instruction and services; | | | | |
| 6 | Coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum | | | | |
| 7 | Coordinates special education in-service workshops and workshops for staff and/or parents in conjunction with the program specialist; | | | | |
| 8 | Coordinates tracking of service delivery to all individuals with exceptional needs to ensure that they are receiving their specified services. | | | | |

| E. INTERPRETATION AND IMPLEMENTATION OF LAWS, REGULATION, AND OTHER COMPLIANCE REQUIREMENTS | | | | | |
|--|---|-------------------|-------------|-----------|--------|
| | | Needs Improvement | Progressing | Effective | Expert |
| 1 | Monitors the development of the referral to SPED process in accordance with the legal requirements. | | | | |
| 2 | Monitors the development of IEPs and conduct review meetings in accordance with legal requirements | | | | |
| 3 | Facilitates the involvement of parent's approval and knowledge of services during the entire IEP process. | | | | |
| 4 | Maintains caseload responsibilities in full compliance with legal requirements | | | | |

| F. PROFESSIONAL RESPONSIBILITIES | | | | | |
|---|---|-------------------|-------------|-----------|--------|
| | | Needs Improvement | Progressing | Effective | Expert |
| 1 | The teacher takes responsibility for participating in and applying professional development that results in student progress. | | | | |
| 2 | The teacher seeks and welcomes constructive feedback from General Education teachers, other RSP teachers (both site and district level), RSP Lead teacher and other Administration. | | | | |
| 3 | The teacher efficiently and effectively fulfills classroom and school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.) | | | | |
| 4 | The teacher effectively implements the interventions during Enrichment that lead to student achievement/growth. | | | | |
| 5 | The teacher effectively implements tutoring for homework support outside of school hours. | | | | |
| 6 | The teacher effectively supports the Student Life Program (student activities, enrichment, WWW, etc). | | | | |
| 7 | The teacher demonstrates cultural competence in interacting with the full range of students, family and colleagues. | | | | |
| 8 | The teacher continually seeks to grow as a professional and effectively incorporate feedback into practice in a timely manner. | | | | |
| G. LEADERSHIP WAY | | | | | |
| | | Needs Improvement | Progressing | Effective | Expert |
| 1 | The teacher models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise. | | | | |
| 2 | The teacher works in a collegial and collaborative manner with personnel at the school, across the network, with the students and with their student's families. . | | | | |
| 3 | The teacher demonstrates a sense of urgency and tenacity in approaching student learning issues. | | | | |
| 4 | The teacher continually reinforces the mission of having all students with learning differences gain strategies to become independently successful in the high school, college and work force settings. | | | | |
| 5 | The teacher fosters student leadership | | | | |
| 6 | The teacher forges partnerships with parents that foster learning and well being at home and at school. | | | | |

RATING KEY

Expert: An area in which the teacher clearly excels and is a role model for other teachers within the profession.

Effective: Teacher demonstrates strength in this area and clearly meets the standards.

Progressing: Teacher has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.

Needs Improvement: An area that the teacher needs focus. Not yet meeting the standards.

COMMENTS ON SECTION A: PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION**COMMENTS ON SECTION B: MONITORING, ASSESSMENT and FOLLOW-UP**

| COMMENTS ON SECTION C: CLASSROOM MANAGEMENT | |
|---|--|
| | |

| COMMENTS ON SECTION D: COORDINATION | |
|-------------------------------------|--|
| | |

COMMENTS ON SECTION E: INTERPRETATION OF LAWS, REGULATIONS, AND OTHER COMPLIANCE REQUIREMENTS

COMMENTS ON SECTION F: PROFESSIONAL RESPONSIBILITIES

COMMENTS ON SECTION G: LEADERSHIP WAY

Signature of Reviewer: _____ **Date:** _____

Teacher and Reviewer signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I may attach additional comments to this report.

Signature of Teacher: _____ **Date:** _____

LPS Teacher Professional Growth and Evaluation Process

Our Coaching, Observation, Goal Setting, and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations
- Help each teacher improve his or her practice from year to year.

Coaching Support

- Each teacher will receive support approximately 2/ month to incorporate Responsive Teaching practices (looking at formative assessment results in relation to daily/unit/BM and year-long objectives).

Teacher Observation

- At the start of the year, all teachers will have a full observation (w/ video-tape) as a way to establish base-line data and areas of growth for the year.
- All teachers receive on-going informal observations and feedback connected the Responsive Teaching Coaching Cycle and Rubric focus areas. These informal observations happen approx. 1 x month.
- Every teacher receives one formal observation by the end of Semester 1. The focus is on the work the teacher has been doing during the 1:1 coaching sessions as well as the Rubric focus areas.
- Every teacher has a 3rd formal Observation by the end of May.

Goal Setting

- All teachers will self-assess their practice by reviewing a video-taped lesson using the LPS Effective Teacher Rubric at the start of the year.
- The instructional coach and teacher will identify key areas that the teacher will focus on for the school year. They will create a modified rubric that contains approx. 3 areas of focus.
- The teacher will receive feedback on these areas during the mid-year and final observation process.
- In addition, teachers may identify their own personal and professional goals

Learning from Colleagues

- Each teacher will be a member of a Professional Learning Community. This peer group provides growth-oriented feedback to the teacher on lesson design, instructional practices, and student work.
- There will be on-going peer observations on campus connected to PLC and PD work.
- Peer coaches may be provided to teachers who request or need additional support in the classroom.

Teacher Final Evaluation includes:

- 1 initial goal-setting observation, 1 mid-year observation, and 1 end of year observation with written feedback.
- On-going informal observations that focus on the key initiatives of the school, such as the responsive teaching coaching process.
- The work during the 1:1 Coaching session. There should be evidence that the teacher incorporates the use of data into their practice and differentiates practice to meet needs of students. Teacher also should make progress in their use of writing, using, and assessing SMART objectives, etc.
- Demonstrated use of essential LPS Richmond practices, including but not limited to, Pre-Assessments, Benchmark exams, SMART objectives, etc.
- Evidence of progress made on the agreed upon areas of focus on the Effective Teacher Rubric
- Feedback on any relevant topics within the Effective Teaching Rubric, including mastery of the subject area, classroom management, effective use of formative assessments, instructional planning and lesson design, and participation in professional development.
- If a teacher is in need of improvement for satisfactory performance, the teacher will have a mid-year evaluation and may need to address issues designated on an improvement plan.
- If applicable, any other relevant and significant evidence the teacher has done to push his or her own practice.

LPS Teacher Professional Growth and Evaluation Process

Key terms:

Formal Observation includes:

A 60 min scheduled observation
feedback
Post conference
Pre-conference, if requested

Informal Observation includes:

A portion of a 60 min class
Feedback

Self Assessment Process:

All teachers will self-assess on the LPS Effective Teacher Rubric and highlight 2-3 areas of focus for the school year.

Mid-year Evaluation

A written evaluation using the format of the end of the year final evaluation
Evaluation conference has a written narrative and highlights areas of improvement

Improvement Plan

This document includes instructional focus areas, measurable outcomes, action items/steps and evidence of completion. The improvement plan is signed by both the teacher and supervisor.

LPS Teacher Evaluation Cycle 2010-2011-2012

LPS Coaching, Observation, Goal Setting and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement.
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations.
- Help each teacher improve his or her practice from year to year.

New and Progressing Teacher Evaluation Cycle

- September planning meeting with each teacher
- Each Month a new and progressing teacher receives a Informal or Formal Observation
- One Formal observation by November 30th
- Second Formal Observation in January/February
- Mid-year Evaluation for new and progressing teachers by January 31st
- Non-returning notice by March 31st
- Formal Evaluation by May 31st

Effective and Expert Teacher Evaluation Cycle

- September planning meeting with each teacher
- Two Informal Observations with feedback by December 15th
- One Formal Observation by February 28th
- One Reflection-Career Development meeting in January/February
- Formal Evaluation by May 31st

Key evaluation terms:

Formal Observation includes:

A full-period scheduled observation with written feedback in a post conference

Pre-conference, if requested

Informal Observation includes:

A portion of a full period class with informal written feedback

Walk-Throughs include:

Instructional snapshots of under 10 minutes with limited feedback

Self Assessment Process:

All teachers (except first-year teachers) will self-assess on the LPS Effective Teacher Rubric and highlight 3-5 areas of focus for the school year.

Mid-year Evaluation:

A written evaluation using the format of the end-of-the-year final evaluation

Evaluation conference has a written narrative and highlights areas for improvement

Improvement Plan:

This document includes instructional focus areas, measurable outcomes, action items/steps and evidence of completion. The improvement plan is signed by both the teacher and supervisor.

Self-Assessment Meeting

Outcomes:

1. Establish 2-3 instructional focus areas for the year.
2. Set goal for each Instructional Area.
3. Determine how you will monitor growth towards focus areas.

Before the Meeting:

1. Have teachers complete a self-assessment (using the Effective Teacher Rubric) based on watching himself/herself teach and self-reflection.
2. Watch the video yourself. In addition, make sure you've visited the teacher's classroom enough so you have other data points about his/her performance that you can reference.
3. Fill out the Effective Teacher Rubric as well for the meeting and identify the highest leverage areas for the teacher to focus on (from Category A, B and C only).

During the Meeting: Proposed Agenda:

5 Minutes: Review/Clarify Evaluation Process

20 Minutes:

- Review Highly Effective Teacher Rubric.
- Compare what teacher and admin marked on the Rubric.
 - Use evidence (teacher actions/in-actions and/or student actions/inactions) from the lesson (or other lessons) to justify your response.
 - If there are major discrepancies, do one of the following:
 - agree to watch for that area in the future and revisit
 - state that this is not the case
 - have the teacher observe another teacher who is at the proficient standard
- Calibrate on the first 2 Areas – (Category A - Planning and Preparation and Category B - Assessment and Monitoring.)
- Choose 2 most High leverage Areas as focus areas

10 Minutes: Teacher sets SMART goal

10 Minutes: Discuss how you will monitor towards reaching goal



REFLECT ON DATA. IMPROVE RESULTS.

Instructional leaders focused on improving student achievement need access to two critical data sources: student assessment and classroom instruction. Information about teacher practice and classroom instruction are as critical as students' formative and summative assessment data in ensuring strong gains in student learning. As teachers, principals, and coaches gather around both sets of data to reflect on practice, educators have the chance to collaborate on improvement goals and set ever-increasing student learning objectives.

Teachscape's Classroom Walkthrough offers both a process and a technology to help instructional leaders promote, support, and sustain data-informed instructional improvement and higher student achievement. The Classroom Walkthrough process provides a framework for the walk and for the reflective discussions, data analysis, action planning, and progress monitoring that follow. The Classroom Walkthrough technology provides instructional leaders with an easy-to-use data collection, reporting, and analysis system which tracks improvement relative to research-based indicators.





WHAT TO LOOK FOR.

Classroom Walkthrough offers a variety of pre-developed indicators, or "look fors," based on a wide range of research. Alternatively, you can create your own look fors to meet specific needs in your district.

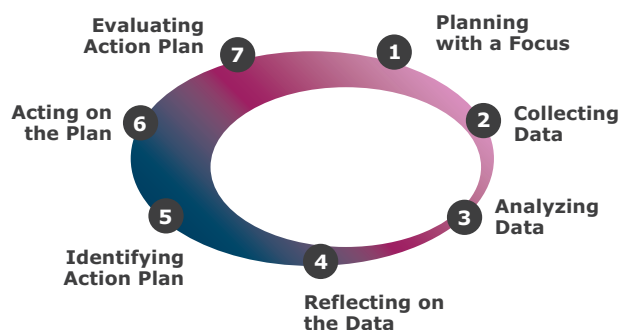
The CWT Standard Look Fors contain some of the most impactful research-based instructional factors in use today. These include:

- Use of Marzano's High Yield Strategies by teachers and students
- Bloom's Taxonomy to determine the levels of critical thinking skills
- Student engagement
- Diverse instructional methods and resources
- Quality of the learning environment
- Differentiation

Additional look fors are also included:

- Math look fors
- Reading look fors
- Higher-Order Thinking Skills look fors from our partner, the Great Books Foundation

Classroom Walkthrough Process



The research-based Classroom Walkthrough process ensures that data becomes actionable, making improvement possible.

Classroom Walkthrough supports improved instruction by collecting and reporting data about teaching and learning, which are essential for continuous improvement.



FOCUSED REFLECTION. POWERFUL TECHNOLOGY.

Teachscape's Classroom Walkthrough technology offers a simple, easy-to-use interface for data collection, reporting, and analysis of key instructional practices and student behaviors. Classroom Walkthrough provides a rich array of management tools that allow you to report on every look for, map against goals, and much more.

| FEATURES | BENEFITS |
|--|--|
| ROBUST, CUSTOMIZABLE WALKTHROUGHS | <ul style="list-style-type: none"> Select from several pre-developed forms or create your own |
| VARIOUS DATA COLLECTION METHODS | <ul style="list-style-type: none"> Collect data on paper forms, a laptop or tablet computer, iPod touch, iPhone, or other wireless handheld device |
| HANDHELD SOFTWARE INCLUDED | <ul style="list-style-type: none"> Enables instructional leaders to quickly collect walkthrough data via a wireless connection for seamless data entry—Palm OS, Blackberry, and Windows Mobile devices are supported |
| EXTENSIVE REPORTING OPTIONS | <ul style="list-style-type: none"> A simple interface allows for robust reporting of collected walkthrough data through standard or customized reports |
| SECURITY AND EASE OF ACCESS | <ul style="list-style-type: none"> The secure Web-based system provides easy access to walkthrough data from anywhere at any time, while relieving district staff from hosting and supporting additional applications |
| TECHNICAL SUPPORT INCLUDED | <ul style="list-style-type: none"> Context-sensitive support to users who need assistance Automated lost password recovery Telephone support to district leaders from 9am–9pm Eastern Time 24/7 email support with “next business day” maximum response time |



Classrooms are rich with data about student engagement, teaching strategies, cognitive difficulty, and more — data that can help drive student achievement.

teachscape®



EFFECTIVE IMPLEMENTATION. QUALITY TRAINING.

Teachscape offers a wide range of implementation services, ensuring that districts will have a positive experience with Classroom Walkthrough. The following training options offer flexibility based on budget, available time, and previous experience with classroom walkthroughs.

Outcomes-Driven Face-to-Face Training

This option provides three full days of on-site training in Classroom Walkthrough's philosophy, process, and technology. Our most popular service option, this approach to implementation ensures better quality data, a thorough understanding of the improvement process, and the strongest integration with professional learning communities.

Classroom Walkthrough Blended Learning

This book-ended approach allows participants the benefit of support in a face-to-face setting during the first and last of three sessions. In the interim session, participants attend a facilitated Web conference and engage in online self-study. The content of this virtual learning continues the exploration of CWT Standard Look Fors from the first session, then delves into action planning, use of CWT technology to support collecting and analyzing data, and creating a plan to introduce CWT to the school community.

Online Classroom Walkthrough Training

In this virtual learning option, your district implements its Classroom Walkthrough training in an online format. Participants take responsibility for learning all content through online resources, online facilitated discussion, and Web conferences. This option is most effective when guided by a motivated, organized coordinator at the district, or when the district already has significant experience in conducting classroom walkthroughs.

To learn more about Teachscape's Classroom Walkthrough, visit our Web site at www.teachscape.com/cwt or call us at 1-877-988-3224.

TEACHSCAPE CWT STANDARD LOOK FORs

| Date: | Course/Content: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| Time: | Subject: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade: | Focus: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Focus on Curriculum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1a. What is the learning objective(s) for the lesson? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective(s)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1b. Learning objective(s) is evident to the students (select one) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Evident | <input type="checkbox"/> Not evident | <input type="checkbox"/> Unable to determine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1c. Learning objective(s) on target for grade-level standards (select one) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unable to determine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Focus on Instruction | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2a. Identify instructional practices | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Coaching | <input type="checkbox"/> Discussion | <input type="checkbox"/> Hands-on experiences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Informal assessment | <input type="checkbox"/> Lecture | <input type="checkbox"/> Learning centers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Presentation | <input type="checkbox"/> Providing directions/instructions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Providing opportunities for practice | <input type="checkbox"/> Teacher-directed Q & A | <input type="checkbox"/> Testing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <input type="checkbox"/> None | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2b. Identify grouping format | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Whole group | <input type="checkbox"/> Small group | <input type="checkbox"/> Paired | <input type="checkbox"/> Individual | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2c-2d. Identify research-based instructional strategies (2c. Teacher, 2d. Student) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="display: inline-table; vertical-align: top;"> <tr><th>T</th><th>S</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> | T | S | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifying similarities and differences Summarizing/note-taking Reinforcing effort/recognition Homework/practice Nonlinguistic representations | <table border="1" style="display: inline-table; vertical-align: top;"> <tr><th>T</th><th>S</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> | T | S | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Cooperative learning Setting objectives/providing feedback Generating/testing hypotheses Cues/questions/advance organizers |
| T | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| T | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Focus on the Learner | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3a. Identify student actions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Reading | <input type="checkbox"/> Speaking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Working with hands-on materials | <input type="checkbox"/> Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3b. Identify instructional materials | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Computer software | <input type="checkbox"/> Content-specific manipulatives | <input type="checkbox"/> Handheld technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Lab/activity sheet | <input type="checkbox"/> Overhead/board/flip chart | <input type="checkbox"/> Published print materials | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Real-world objects | <input type="checkbox"/> Student-created materials | <input type="checkbox"/> Textbook | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Video | <input type="checkbox"/> Web sites | <input type="checkbox"/> Worksheets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> None | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3c. Determine level(s) of student work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Recalling information (Knowledge) | <input type="checkbox"/> Understanding information (Comprehension) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Using information in a new way (Application) | <input type="checkbox"/> Breaking down information into parts (Analysis) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Putting information together in new ways (Synthesis) | <input type="checkbox"/> Making judgments and justifying positions (Evaluation) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3d. Determine level of class engagement (select one) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Highly engaged—Most students are authentically engaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Well managed—Students are willingly compliant, ritually engaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Dysfunctional—Many students actively reject the assigned task or substitute another activity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Focus on Classroom Environment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Materials are available in the classroom | <input type="checkbox"/> Models/exemplars of quality student work posted | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Routines and procedures are evident | <input type="checkbox"/> Scoring rubrics are displayed/provided | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Students interact with classroom environment | <input type="checkbox"/> Student work displayed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> None | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Focus on the Needs of All Learners | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The teacher is responding to specific learning needs through differentiation of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Content | <input type="checkbox"/> Process | <input type="checkbox"/> Product | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Learning environment | <input type="checkbox"/> Unable to determine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Literacy Observation Tool

School: _____

Course: _____ Teacher: _____ Date: _____
 Time in Class: 5 – 10 minutes 15 – 20 minutes 25+ minutes ____ Beginning ____ Middle ____ End

| | | | | |
|---------------------|---|-----|----|------------|
| Lesson Plans | Is lesson plan available? | YES | NO | N/A |
| | Does lesson plan include literacy strategies? | YES | NO | N/A |
| Objective | Is the learning objective evident to students? | YES | NO | Can't Tell |
| | Is the learning objective literacy-focused? | YES | NO | Can't Tell |
| | Is instruction closely aligned to the objectives? | YES | NO | Can't Tell |

Assessment

In-class assessment: 1. Reading comprehension 2. Vocabulary knowledge 3. Writing proficiency 4. Other

Instructional Strategies:

Literacy Practices

- | | | | |
|-------------------------------------|---|--|----------------------------------|
| 1. Reading strategy instruction | 2. Reading + questions | 3. Modeled text reading | 4. Reading + annotation |
| 5. Reading + graphic organizer | 6. Predictions | 7. Free reading /SSR | 8. Reading + strategy practice |
| 9. Concept map | 10. Vocabulary instruction | 11. Vocabulary practice | 12. Vocabulary Word Wall work |
| 13. Writing instruction | 14. Writing practice | 15. Reading + related writing activity | 16. Socratic seminar |
| 17. Building schema | 18. Setting purpose/context for reading | 19. Reading comprehension check | 20. Test-based reading / writing |
| 21. Project-based reading / writing | | | |

Student Action

1. Reading 2. Writing / Computing 3. Listening 4. Talking / Demonstrating 5. Working with hands-on materials

Grouping

1. Whole group 2. Small group 3. Paired 4. Individual 5. Other

Scaffolding

Pre-Reading / Pre-Lecture Vocabulary and Comprehension Supports

Building schema (essential questions, what / why / how; anticipation guide, KWL, predictions, graphic organizer / semantic web, skimming text, text features) YES NO N/A

Direct vocabulary instruction (context clues, affixes/roots, word maps, word forms / parts of speech, Spanish cognates, structured vocabulary practice, visuals) YES NO N/A

During Reading / During Lecture Comprehension Supports

Choral reading, annotation, scaffolded note taking, paraphrasing, interspersed summarizing, pause/ think / retell, identifying key vocabulary, questioning, assessing and revising predictions, graphic organizer YES NO N/A

Post-Reading / Lecture Comprehension Supports (orally, graphically, in writing)

Analyze, summarize, define, interpret, describe, evaluate, illustrate, justify, compare, contrast, persuade YES NO N/A

Expository Writing / Lab Write ups

Explicit modeling, structured writing frames, rubrics or guidelines, group editing YES NO N/A

General Scaffolding

Is there enough appropriate support so that all populations are engaged? YES Somewhat NO

Rigor: Bloom's Taxonomy (Choose all that apply)**High** (Analysis, Synthesis, Evaluation)

YES NO

Mid (Application)

YES NO

Low (Knowledge, Comprehension)YES NO

Summary

Based on the evidence, what is the likelihood that the students will attain the learning objective(s)?

HIGHLY
SOMEWHAT
NOT LIKELY

Based on the evidence, to what extent do the literacy strategies appear to support students' mastery of the learning objective(s)?

SIGNIFICANT
SOME
NO

Comments**Objectives****Assessment****Instructional Strategies****Rigor****General**

LEADERSHIP PUBLIC SCHOOLS

Teacher Evaluation 2011-12

| | | | |
|-----------------|--------------|-----------------------------|--|
| Teacher: | | Reviewer: | |
| School: | Date: | Grade(s)/Subject(s): | |

| A. PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION | | | | | |
|---|--|--------|-----------|-------------|-------------------|
| | | Expert | Effective | Progressing | Needs Improvement |
| 1 | The teacher demonstrates a good understanding of his or her subject area and how students learn the subject best. | | | | |
| 2 | The teacher creates learning experiences that engage students in active learning. | | | | |
| 3 | The teacher differentiates and scaffolds instruction to meet both the range of students' diverse needs (e.g., content literacy scaffolds, SDAIE strategies, organizers.) as well as specific individual student needs. | | | | |
| 4 | The teacher plans lessons and units with clear outcomes that meet California subject matter and teaching standards as LPS prioritizes. | | | | |
| 5 | The teacher uses instructional strategies that promote critical thinking (e.g., questioning, essential questions, critical reading and writing, labs). | | | | |
| 6 | The teacher presents material clearly and explicitly and makes connections to prior knowledge and experience. | | | | |

| B. MONITORING, ASSESSMENT and FOLLOW-UP | | | | | |
|---|---|--------|-----------|-------------|-------------------|
| | | Expert | Effective | Progressing | Needs Improvement |
| 1 | The teacher appropriately documents student learning and provides clear grading criteria to students (e.g. rubrics or other tools) for that are fair and enhance students' abilities to self-assess. | | | | |
| 2 | The teacher uses a variety of standards-based diagnostic, formative, summative, benchmark and other assessments to measure important student outcomes in a cycle of feedback and instructional improvement. | | | | |
| 3 | The teacher regularly checks for understanding and provides students ongoing feedback on their learning. | | | | |
| 4 | Individually and with colleagues, the teacher uses data to reflect on and improve teaching and learning (STAR, Benchmarks, Formative, MAP). CAHSEE, discipline, grades or other data). | | | | |
| 5 | Individually & with colleagues, the teacher reflects on lesson/unit effectiveness and continuously works to improve them. | | | | |
| 6 | The Teacher demonstrates improved student achievement. | | | | |

C. CLASSROOM MANAGEMENT

| | | Expert | Effective | Progressing | Needs Improvement |
|---|--|--------|-----------|-------------|-------------------|
| 1 | The teacher creates and maintains a positive, respectful, classroom climate that supports a safe academic culture. | | | | |
| 2 | Materials, exemplars and student work that support student learning are evident. | | | | |
| 3 | There is evidence of clear lesson planning with a lesson goal, agenda, launch and homework. | | | | |
| 4 | The teacher manages student behavior, proactively, effectively and appropriately. | | | | |
| 5 | Learning time is maximized (e.g., beginning / end of period, transitions) | | | | |
| 6 | The teacher demonstrates high expectations for student behavior and academic culture. | | | | |
| 7 | The teacher develops students' self discipline, teaches students to take responsibility for their own actions, and helps them believe that through effective effort they will succeed. | | | | |

D. LEADERSHIP WAY

| | | Expert | Effective | Progressing | Needs Improvement |
|---|--|--------|-----------|-------------|-------------------|
| 1 | The teacher models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise. | | | | |
| 2 | The teacher works in a collegial and collaborative manner with personnel at the school and across the Network. | | | | |
| 3 | The teacher demonstrates a sense of urgency and tenacity in approaching student learning issues. | | | | |
| 4 | The teacher continually reinforces the college-going mission of LPS. | | | | |
| 5 | The teacher fosters student leadership | | | | |
| 6 | The teacher forges partnerships with parents that foster learning and well being at home and at school. | | | | |

E. PROFESSIONAL RESPONSIBILITIES

| | | Expert | Effective | Progressing | Needs Improvement |
|---|--|--------|-----------|-------------|-------------------|
| 1 | The teacher takes responsibility for participating in and applying professional development that results in student progress. | | | | |
| 2 | The teacher seeks and welcomes constructive feedback from others. | | | | |
| 3 | The teacher efficiently and effectively fulfills classroom and school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.) | | | | |
| 4 | The teacher effectively implements the Advisory Program. | | | | |
| 5 | The teacher effectively implements the Tutorial Program. | | | | |
| 6 | The teacher effectively supports the Student Life Program (student activities, enrichment, WWW, etc). | | | | |
| 7 | The teacher demonstrates cultural competence in interacting with the full range of students, family and colleagues. | | | | |
| 8 | The teacher continually seeks to grow as a professional | | | | |

RATING KEY

Expert: An area in which the teacher clearly excels and is a role model for other teachers within the profession.

Effective: Teacher demonstrates strength in this area and clearly meets the standards.

Progressing: Teacher has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.

Needs Improvement: An area that the teacher needs focus. Not yet meeting the standards.

(A.1.) Maps to LPS Effective Teacher Rubric.

COMMENTS ON SECTION A: PLANNING AND PREPARATION & DELIVERY OF INSTRUCTION

COMMENTS ON SECTION B: MONITORING, ASSESSMENT and FOLLOW-UP

COMMENTS ON SECTION C: CLASSROOM MANAGEMENT

| COMMENTS ON SECTION D: LEADERSHIP WAY | |
|---------------------------------------|--|
| | |

| COMMENTS ON SECTION E: PROFESSIONAL RESPONSIBILITIES | |
|--|--|
| | |

SECTION 2: SUMMARY AND SPECIFIC OBJECTIVES FOR 2011-12 (Specific and Actionable)

| SUMMARY COMMENTS | |
|------------------|--|
| | |

| |
|--|
| |
|--|

| |
|---------------------------------------|
| PROFESSIONAL DEVELOPMENT GOALS |
|---------------------------------------|

Comment on the objectives agreed upon during the last review cycle.

Development focus for the coming year (teacher effectiveness and professional development):

Signature of Reviewer: _____ **Date:** _____

Teacher and Reviewer signatures are required. The teacher's signature indicates that the teacher has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I will attach my self-evaluation and that I may attach additional comments to this report.

Signature of Teacher: _____ **Date:** _____

Leadership Public Schools Academic Dean Evaluation 2011-12

| | | | |
|---------------|--|---|--|
| Dean | | Reviewer (or self-evaluation) | |
| School | | Date | |

| A. INSTRUCTIONAL and ASSESSMENT SUPPORT | | | | |
|---|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Guides teachers in instruction that is standards based and backwards mapped from clear student achievement outcomes that are linked to college success. | | | | |
| Supports teachers' clear daily instructional plans including strategies that scaffold and support struggling students and English Learners and ongoing checks for understanding | | | | |
| Supports classroom differentiation and scaffolding instruction to meet both the range of students' diverse needs (e.g., content literacy scaffolds, SDAIE strategies, organizers) as well as specific individual student needs. | | | | |
| Coordinates student intervention team. Creates a clear, effective system for identifying and supporting students in need of intervention – including IEP & 504 plans, credit recovery, ongoing course support and CAHSEE prep | | | | |
| Supports lesson and unit planning with clear outcomes that meet teaching standards as LPS prioritizes. | | | | |
| Facilitates use ongoing formative assessment and benchmark assessments to improve instruction as well as target students in need of additional support | | | | |
| Supports LPS Benchmark assessments for planning instruction, and assessment results for modifying and targeting instruction. | | | | |
| Individually and with colleagues uses data to reflect on and improve teaching and learning (STAR, Benchmarks, Formative, MAP, CAHSEE, discipline, grades, etc.) | | | | |
| Articulates a clear vision for how curriculum, instruction, assessment, professional development and intervention work together to improve student achievement and reflects this in daily leadership | | | | |
| Effectively organizes regular classroom observations, coaching, and follow up on the instructional and learning environment priorities emphasized in professional development | | | | |

| | | | | |
|---|--|--|--|--|
| Assigned teachers are engaged in learning and refining their craft both alone and with their colleagues. Assistant Principal articulates a clear PD that includes presentation and collaboration as well as opportunities to review data and student work. PD / collaboration time is well utilized with clear implementation outcomes. | | | | |
| Assigned teachers and school is on track for expected achievement gains on CAHSEE, CST, API and in terms of individual student growth, graduation and continuing education | | | | |
| Organizes BTSA support for assigned teachers as liaison with OUSD BTSA-Induction program and BTSA Coach for assigned new teachers | | | | |
| Comments: | | | | |

| B. SCHOOL CLIMATE and VITALITY | | | | |
|---|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Creates and maintains effective, organized, clear and well known systems and procedures for students, families and staff which serve to create calm and confidence in the school and a focus on responsibility and achievement. | | | | |
| Supports a clear academic culture, high expectations are pervasive, and a focus on college and leadership – and how to get there - is clear and concrete. This culture is expressed in classroom engagement (including tardiness and homework), in advisory, and in college counseling. | | | | |
| Supports a vibrant student life of clubs, activities, college field trips, sports, WWW, and school / social service | | | | |
| Coordinates school rituals and celebrations to promote positive culture and leads effective family meetings | | | | |
| Builds a clear sense of community with positive, on-going interactions across ethnic lines, between staff and students, between families and the school and inclusive of students with a range of challenges and differences. Students are engaged in community service expectations. | | | | |
| | | | | |
| Comments: | | | | |

C. ORGANIZATIONAL LEADERSHIP

| | Needs Improvement | Progressing | Effective | Expert |
|---|-------------------|-------------|-----------|--------|
| Monitors departmental expenditures and works within budget parameters. Effectively allocates resources to ensure a well-maintained facility, clean, and safe learning environment and the prioritization of resources to support student achievement. | | | | |
| Creates a work environment where teachers make practice public, continually seek to improve their instruction, and see themselves as part of a community of professionals committed to preparing under-prepared students for college success. Provides on-going informal feedback and performance evaluations for assigned staff. | | | | |
| Recruits, interviews, orients, and manages a high quality afterschool tutors and coaches that work together to move student achievement and inspire success; Works effectively with the Principal and VP of HR in promoting school success | | | | |
| Meets state, federal, WASC and other compliance mandates, including special education and school site councils. | | | | |
| Provides constituent satisfaction as evidenced by student, staff and parent survey results and other indicators. | | | | |
| Coordinates monthly PGA meetings | | | | |
| Designs, implements, adjusts and manages the school schedule to meet the needs of students and staff; makes sure that all students have a path to college that addresses their academic needs | | | | |
| Monitors student achievement and transcripts; monitors student attendance and recommends appropriate responses. | | | | |
| Takes responsibility for results. Designs systems, problem solves, and facilitates so that plans produce results. Has a sense of urgency, making sure that students are receiving high quality instructional and support in a timely and effective manner. | | | | |
| | | | | |

Comments:

| D. LEADERSHIP WAY | | | | |
|---|--------------------------|--------------------|------------------|---------------|
| | Needs Improvement | Progressing | Effective | Expert |
| Models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise | | | | |
| Works in a collegial and collaborative manner with personnel at the school and across the Network | | | | |
| Demonstrates a sense of urgency and tenacity in approaching student learning issues | | | | |
| Continually reinforces the college-going mission of LPS | | | | |
| Fosters student leadership | | | | |
| Forges partnerships with parents that foster learning and well being at home and at school | | | | |
| Comments: | | | | |

| E. PROFESSIONAL RESPONSIBILITIES | | | | |
|--|--------------------------|--------------------|------------------|---------------|
| | Needs Improvement | Progressing | Effective | Expert |
| Takes responsibility for participating in and applying professional development that results in student progress. | | | | |
| Seeks and welcomes constructive feedback from others. | | | | |
| Efficiently and effectively fulfills school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.) | | | | |
| Effectively implements the Advisory Program. | | | | |
| Effectively implements the Tutorial Program. | | | | |
| Effectively supports the Student Life Program (student activities, enrichment, student government, etc). | | | | |
| Manages Week without Walls | | | | |
| Demonstrates cultural competence in interacting with the full range of students, family and colleagues. | | | | |
| Continually seeks to grow as a professional | | | | |
| Comments: | | | | |

RATING KEY**Expert:** An area in which the dean clearly excels and is a role model for other teachers within the profession.**Effective:** Dean demonstrates strength in this area and clearly meets the standards.**Progressing:** Dean has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.**Needs Improvement:** An area that the dean needs focus. Not yet meeting the standards.**SECTION 2: EVALUATION OF LPS SITE-SPECIFIC PRIORITIES****INDIVIDUAL DEAN RESPONSIBILITIES**

| | Needs Improvement | Progressing | Effective | Expert |
|--|-------------------|-------------|-----------|--------|
| | | | | |
| | | | | |
| | | | | |

(Comment on the objectives agreed upon for this review cycle)

SECTION 3: SUMMARY AND SPECIFIC OBJECTIVES FOR 2009-2010
(Specific and Actionable)**SUMMARY COMMENTS****PROFESSIONAL DEVELOPMENT GOALS**

Comment on the objectives agreed upon during the last review cycle.

Development focus for the coming year (leadership effectiveness and professional development):

Signature of Reviewer: _____ **Date:** _____

Dean and Reviewer signatures are required. The dean's signature indicates that the dean has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I will attach my self-evaluation and that I may attach additional comments to this report.

Signature of Dean: _____ **Date:** _____

Distribution: Copy – Principal file Copy – Employee Original – Personnel File

**Leadership Public Schools
Dean of Students Evaluation 2011-12**

| | | | |
|---------------|--|---|--|
| Dean | | Reviewer (or self-evaluation) | |
| School | | Date | |

| A. INSTRUCTIONAL and ASSESSMENT SUPPORT | | | | |
|---|----------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Supports teachers' understanding of how students learn the subject best. | | | | |
| Creates learning experiences that engage students in active learning. | | | | |
| Supports classroom differentiation and scaffolding instruction to meet both the range of students' diverse needs (e.g., content literacy scaffolds, SDAIE strategies, organizers) as well as specific individual student needs. | | | | |
| Supports lesson and unit planning with clear outcomes that meet teaching standards as LPS prioritizes. | | | | |
| Supports diagnostic and formative assessments that measure important student outcomes. | | | | |
| Supports LPS Benchmark assessments for planning instruction, and assessment results for modifying and targeting instruction. | | | | |
| Individually and with colleagues uses data to reflect on and improve teaching and learning (STAR, Benchmarks, Formative, MAP, CAHSEE, discipline, grades, etc.) | | | | |
| Comments: | | | | |

| B. CLASSROOM MANAGEMENT | | | | |
|---|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Creates and maintains a positive, respectful climate that supports a safe academic culture | | | | |
| Supports teachers with classroom management and student interaction challenges | | | | |
| Tracks and monitors all student conduct issues in PowerSchool log entries and follows up with teachers | | | | |
| Manages student behavior, proactively, effectively and appropriately | | | | |
| Meets with all student referrals, creates student contracts when appropriate, and facilitates meetings and partnering with parents | | | | |
| Demonstrates high expectations for student behavior and academic culture | | | | |
| Develops students' self discipline, teaches students to take responsibility for their own actions, and helps them believe that through effective effort they will succeed | | | | |
| Comments: | | | | |

| C. SCHOOL CLIMATE and VITALITY | | | | |
|---|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Creates and maintains effective, organized, clear and well known systems and procedures for students, families and staff which serve to create calm and confidence in the school and a focus on responsibility and achievement. | | | | |
| Supports a clear academic culture, high expectations are pervasive, and a focus on college and | | | | |

Dean of Students Evaluation
2011

| | | | | |
|--|--|--|--|--|
| leadership – and how to get there - is clear and concrete. This culture is expressed in classroom engagement (including tardiness and homework), in advisory, and in college counseling. | | | | |
| Creates a vibrant student life of clubs, activities, sports, WWW, and school / social service | | | | |
| Coordinates school rituals and celebrations to promote positive culture | | | | |
| Runs an effective weekly family meeting | | | | |
| Creates a clear sense of community with positive, on-going interactions across ethnic lines, between staff and students, between families and the school and inclusive of students with a range of challenges and differences. Students are engaged in community service expectations. | | | | |
| Coordinates athletic teams and intramural activities as Athletic Director | | | | |
| Comments: | | | | |

| D. ORGANIZATIONAL LEADERSHIP | | | | |
|---|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Monitors departmental expenditures and works within budget parameters. Effectively allocates resources to ensure a well-maintained facility, clean, and safe learning environment and the prioritization of resources to support student achievement. | | | | |
| Creates a work environment where teachers make practice public, continually seek to improve their instruction, and see themselves as part of a community of professionals committed to preparing under-prepared students for college success. Provides on-going informal feedback and performance evaluations for assigned staff. | | | | |
| Recruits, interviews, orients, and manages a high quality afterschool tutors and coaches that work together to move student achievement and inspire success; Works effectively with the Principal and VP of HR in promoting school success | | | | |

Dean of Students Evaluation
2011

| | | | | |
|--|--|--|--|--|
| Meets state, federal, WASC and other compliance mandates, including special education and school site councils. | | | | |
| Provides constituent satisfaction as evidenced by student, staff and parent survey results and other indicators. | | | | |
| Effectively manages summer school | | | | |
| Coordinates monthly PGA meetings | | | | |
| Comments: | | | | |

| D. LEADERSHIP WAY | | | | |
|---|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Models the Leadership Way values and norms of Commitment, Respect, Responsibility, responding as part of a team to meet the needs of the school as they arise | | | | |
| Works in a collegial and collaborative manner with personnel at the school and across the Network | | | | |
| Demonstrates a sense of urgency and tenacity in approaching student learning issues | | | | |
| Continually reinforces the college-going mission of LPS | | | | |
| Fosters student leadership | | | | |
| Forges partnerships with parents that foster learning and well being at home and at school | | | | |
| Comments: | | | | |

Dean of Students Evaluation
2011

| E. PROFESSIONAL RESPONSIBILITIES | | | | |
|--|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| Takes responsibility for participating in and applying professional development that results in student progress. | | | | |
| Seeks and welcomes constructive feedback from others. | | | | |
| Efficiently and effectively fulfills school administrative duties. (e.g., regular attendance, log supplemental hours, grades in on time, IEP commitments.) | | | | |
| Effectively implements the Advisory Program. | | | | |
| Effectively implements the Tutorial Program. | | | | |
| Effectively supports the Student Life Program (student activities, enrichment, student government, etc). | | | | |
| Manages Week without Walls | | | | |
| Demonstrates cultural competence in interacting with the full range of students, family and colleagues. | | | | |
| Continually seeks to grow as a professional | | | | |
| Comments: | | | | |

RATING KEY

Expert: An area in which the dean clearly excels and is a role model for other teachers within the profession.
Effective: Dean demonstrates strength in this area and clearly meets the standards.
Progressing: Dean has strength in the area and also room to grow. Approaching the standard, not yet fully proficient.
Needs Improvement: An area that the dean needs focus. Not yet meeting the standards.

SECTION 2: EVALUATION OF LPS SITE-SPECIFIC PRIORITIES

| INDIVIDUAL DEAN RESPONSIBILITIES | | | | |
|----------------------------------|-------------------|-------------|-----------|--------|
| | Needs Improvement | Progressing | Effective | Expert |
| | | | | |
| | | | | |
| | | | | |

(Comment on the objectives agreed upon for this review cycle)

SECTION 3: SUMMARY AND SPECIFIC OBJECTIVES FOR 2011-12 (Specific and Actionable)

| SUMMARY COMMENTS |
|------------------|
| |

| PROFESSIONAL DEVELOPMENT GOALS |
|--|
| Comment on the objectives agreed upon during the last review cycle. Development focus for the coming year (teacher effectiveness and professional development): |

Dean of Students Evaluation
2011

Signature of Reviewer: _____ **Date:** _____

Dean and Reviewer signatures are required. The dean's signature indicates that the dean has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that I will attach my self-evaluation and that I may attach additional comments to this report.

Signature of Dean: _____ **Date:** _____

Distribution: Copy – Principal file Copy – Employee Original – Personnel File



**LEADERSHIP
PUBLIC SCHOOLS**
LEARN. LEAD. SUCCEED.

LEADERSHIP PUBLIC SCHOOLS PRINCIPAL EVALUATION FORM 2011-12

| | |
|---|---------------|
| Employee: | Title: |
| Reviewer: (enter employee name if this is a self-evaluation) | Date: |

SECTION 1: EVALUATION OF JOB-SPECIFIC EXPECTATIONS

| AREA 1: INSTRUCTION | | |
|---|-------------------------------|----------|
| INSTRUCTIONAL MANAGEMENT | Needs Improvement / Exemplary | Comments |
| Rigorous Curriculum: Instruction is standards based and backwards mapped from clear student achievement outcomes that are linked to college success. | | |
| Powerful Instruction: Clear daily instructional plans include strategies that scaffold and support struggling students and English Learners and ongoing checks for understanding | | |
| Use of Assessment: Teachers use ongoing formative assessment and benchmark assessments to improve instruction as well as target students in need of additional support | | |
| Intervention: The school has a clear, effective system for identifying and supporting students in need of intervention – including credit recovery, ongoing course support and CAHSEE prep | | |

| | | |
|--|--|--|
| Instructional Vision and Implementation: The principal can articulate a clear vision for how curriculum, instruction, assessment, professional development and intervention work together to improve student achievement and reflects this in daily leadership | | |
| Monitoring and Supporting Instruction: The principal effectively organizes the administrative team for regular classroom observations, coaching, and follow up on the instructional and learning environment priorities emphasized in professional development | | |
| Professional Development: Teachers are engaged in learning and refining their craft both alone and with their colleagues. There is a clear plan of professional development that includes presentation and collaboration as well as opportunities to review data and student work. PD / collaboration time is well utilized with clear implementation outcomes. | | |
| Results: The school is on track for expected achievement gains on CAHSEE, CST, API and in terms of individual student growth, graduation and continuing education | | |

| AREA 2: BUDGET | | |
|---|---------------------------------|--|
| BUDGET MANAGEMENT | Needs Improvement/ Exemplary | |
| Revenue: Maximizes revenue sources through effective management of Enrollment, ADA, SHI, Revolution Foods. Works effectively with Director of Finance and Director of Development | | |
| Expenditures: Monitors expenditures and works within budget parameters. Effectively allocates resources to ensure a well-maintained facility, clean, and safe learning environment and the prioritization of resources to support student achievement. | | |

| AREA 3: CLIMATE | | |
|--|-------------------------------|--|
| SCHOOL CLIMATE and VITALITY | Needs Improvement / Exemplary | |
| Climate: The school has effective, organized, clear and well known systems and procedures for students, families and staff which serve to create calm and confidence in the school and a focus on responsibility and achievement. | | |
| Academic Culture: There is a clear academic culture, high expectations are pervasive, and a focus on college and leadership – and how to get there - is clear and concrete. This culture is expressed in classroom engagement (including tardiness and homework), in advisory, and in college counseling. | | |
| Student Life: There is a vibrant student life of clubs, activities, sports, WWW, and school / social service | | |
| Sense of Community: There is a clear sense of community with positive, on-going interactions across ethnic lines, between staff and students, between families and the school and inclusive of students with a range of challenges and differences. Students are engaged in community service expectations. | | |

| AREA 4: ORGANIZATIONAL LEADERSHIP | | |
|--|------------------------------|--|
| ORGANIZATIONAL LEADERSHIP | Needs Improvement/ Exemplary | |
| Human Resources: Creates a work environment where teachers make practice public, continually seek to improve their instruction, and see themselves as part of a community of professionals committed to preparing under-prepared students for college success. Provides on-going informal feedback and annual formal performance evaluations for all staff. | | |
| Human Resources: Recruits, interviews, orients, and | | |

| | | |
|---|--|--|
| manages a high quality faculty and administrative team that work together to move student achievement and inspire success. Works effectively with the Superintendent and VP of HR in promoting school success | | |
| Schedules: Effectively designs, implements, adjusts and manages the school schedule to meet the needs of students and staff. Makes sure that all students have a path to college that addresses their academic needs. | | |
| Leveraging the Network: Works as a collaborative team member with others in the network, leveraging learnings from other sites, contributing to solutions, and valuing the needs and perspectives of the network as a whole. Actively participates in principal meetings and network professional development. | | |
| Implementation: Takes responsibility for results. Designs systems, problem solves, and manages people so that plans produce results. Has a sense of urgency, making sure that every student is receiving high quality instructional and support in a timely and effective manner. | | |
| Compliance: Meets state, federal, WASC and other compliance mandates, including special education and school site councils. Understands the intent behind the mandates and seeks to both streamline them and leverage them for school improvement goals. | | |
| Constituency Satisfaction: Provides constituent satisfaction as evidenced by student, staff and parent survey results and other indicators. | | |

| AREA 5: PERSONAL LEADERSHIP | | |
|--|-------------------------------|--|
| THE LEADERSHIP WAY | Needs Improvement / Exemplary | |
| Belief in the LPS Mission: The principal selects, inspires, and supports staff who believe that all students have the potential to graduate ready for | | |

| | | |
|---|--|--|
| success in college and beyond. Displays a sense of urgency | | |
| Commitment: The principal shows persistence and determination in overcoming obstacles. Follows up on commitments and agreements. Strives for both continual improvement and excellence | | |
| Respect: Sets a tone of decency and respect that permeates all relationships and interactions demonstrates the value of all constituencies. Works as a collaborative and collegial team player. Shows appreciation for the diversity of our community. Seeks first to understand before seeking to be understood; assumes good intentions. When possible, resolves conflicts by going to the source. | | |
| Responsibility: Takes responsibility for his/her own actions and behavior and learning. Steps in to help others when needed. Avoids blaming others and instead looks for solutions. Effectively uses data and fact-based evaluation processes. | | |

SECTION 2: SUMMARY

| SUMMARY COMMENTS |
|------------------|
| |

| SELF REFLECTION AND INITIAL GOAL SETTING FOR COMING YEAR |
|--|
| |

Signature of Reviewer: _____ **Date:** _____

Employee and Reviewer signatures are required. The employee's signature indicates that he/she has seen the completed evaluation form and attached report but does not imply agreement with the evaluation conclusion.

I have read this evaluation report. I understand that my self-evaluation will be attached and that I may attach additional comments if desired.

Employee Signature: _____ **Date:** _____

Distribution: Copy – Employee Copy – Personnel File

LPS Master Teacher Portfolio Process

2011-12

I. Introduction

II. Portfolio Expectations

- a. Introduction from the Master Teacher Candidate

III. Domains

- a. I. Student Achievement
- b. II. Domain: Planning, Preparation, and Delivery of Instruction
- c. III. Domain: Monitoring, Assessment and Follow-up
- d. IV. Domain: Classroom Management and Culture
- e. V. Domain: Professionalism

IV. Portfolio Process

- a. Letter of intent
- b. Portfolio Timeline
- c. Portfolio Review
- d. Master Teacher Renewal and Relationship with National Board Certification

V. Appendix

- a. Master Teacher Role
- b. Student Achievement Value-Add Matrix
- c. Intent to Apply
- d. References
 - i. National Board Certification
 - ii. Alignment
- e. LPS Master Teacher Rubric

I. Introduction

Dear LPS Teachers,

It is my pleasure to introduce the Leadership Public Schools Career Path process for Master Teachers. LPS has long envisioned an organization that recognizes and rewards teacher leadership. Two years ago, we piloted the LPS Effective Teacher Rubric, making modifications based on teacher and administrator input as we sought to better define what effective teaching means at LPS. We also received input on the design of the Master Teacher Portfolio Process from teacher meetings at each site. Last year the first pioneers participated in the inaugural Master Teacher Institute, either as candidates or as peer reviewers on the panel. The Master Teacher process for 2011-12 has been updated to reflect the learning from this pilot.

The Master Teacher designation represents both a role and the achievement of an Expert level of teaching on the LPS Effective Teaching Rubric. The process to become a Master Teacher includes the following components:

- Preparation of a portfolio demonstrating Expert-level teaching on the LPS Effective Teaching Rubric and student achievement. The portfolio draws from the processes of National Board Certification but is not identical.
- Review by a panel composed of four teachers and four administrators with representation from all sites and across subject areas. Included in the review is a presentation to the panel allowing panel members to ask clarifying questions from their prior portfolio review. The review protocols draw on the University promotion process.
- Design of an individualized Master Teacher role description in tandem with the site principal.

As discussed in section IV, a person applying for Master Teacher must have successfully completed a full year of teaching at LPS and be an Accomplished teacher. The designation lasts for three full years at the end of which a Master Teacher decides whether to renew (with a shortened, streamlined process) or revert to Accomplished status while retaining any step increases accrued.

I wish to thank the many LPS staff members who have contributed to the design of this process. I am excited about the increased professionalization that the formalization of the Master Teacher Portfolio Process represents. I think that together we have created a plan that offers a common sense third path in the dialog on teacher advancement. Specifically, the LPS process includes a component on student outcomes. However, unlike ones based on single test scores, it is multi-dimensional, based on value-add measures, and tailored to each subject area. Similarly, the LPS review includes substantive roles for both teachers and administrators and institutionalizes peer review with processes similar to those long established at the university level.

Thank you for your partnership as we move forward with this exciting new step to better serve our students, *Louise*

Dr. Louise Bay Waters, Superintendent & CEO, Leadership Public Schools, 10/2011

Master Teacher Portfolio 2011-2012

II. LPS Master Teacher Portfolio Expectations

The Master Teacher Portfolio consists of an Introduction from the Teacher along with responses to Overarching Questions and Annotated Exhibits in five Domains of the LPS Master Teaching Rubric:

- Student Achievement
- Planning, Preparation, and Delivery of Instruction
- Monitoring, Assessment and Follow-up
- Classroom Management and Culture
- Professionalism & The Leadership Way

Page lengths have been specified for the introduction and responses but not for the annotations. It is anticipated that these will range from sentences to paragraphs as appropriate. The annotations are seen as windows into your level of expertise at the Expert Teacher level, in contrast to that of an Accomplished teacher or to that expected of someone serving in a Lead Teacher role.

In your portfolio relate your exhibits and annotations to support your Overarching Question response. Evidence is expected to be comprehensive, detailed and aligned with the master teacher rubric, language and standards.

Master Teacher Portfolios are submitted both as an electronic portfolio (or web-based) and in binder format for the review panels. You may integrate supporting document evidence and/or organize your evidence in a separate appendix/binder. The organization and presentation of your portfolio will impact the scoring.

Introduction from Teacher

An Introduction of 1-3 pages describing:

Context of classroom(s)

Personal goals for instruction in focus year(s)

Potential contributions in the role of Master Teacher

Master Teacher Portfolio 2011-2012

III. Master Teacher Domains

I. Domain: Student Achievement

30 %

Overarching Question: What evidence can you provide that the full range of students in your courses is making significant academic progress, that you are *accelerating* the achievement of the lowest students, and overall your students show strong achievement? (2-6 pages)

Exhibit 1: Provide data for the “student achievement value-add matrix and assessment options” to show student growth in your courses (*minimum* 1 course 1 year); you may elect to use relevant data over more than 1 year. **Note:** *it is anticipated that you will be using summative data from the 2010-2011 academic year since limited summative data from the current year will be available by June. Candidates without strong summative data and growth metrics may consider waiting until the next year to complete their portfolios.*

Annotation: Describe and discuss how the data demonstrates achievement and progress across types of students and how you help students entering academically behind to catch up.

Exhibit 2: Provide student work samples or individual student data from across the year for 2 or 3 students (for a high and low student including an English Learner) that demonstrates student growth (*Reference: NBC Entry 1 Mathematics*).

Annotation: Describe what you learned about the student from the data, how you responded to it, the progress you saw and the challenges you encountered.

II. Domain: Planning, Preparation, and Delivery of Instruction

25 %

Overarching Question: How do you plan and prepare lessons that result in growth for the full range of students, including differing achievement levels, language proficiency and cultural backgrounds? (2-6 page overview)

Exhibit 1: Provide a unit plan from one course with one or more daily lesson plans and the affiliated year-long plan including relevant diagnostic, formative, and summative assessments.

Annotation: Annotate your plan for the 7 highlighted elements in this domain included in the Master Teacher Scoring Rubric. Annotation includes reflections on level of effectiveness and changes made in implementation and/or subsequent units. Include commentary on how the unit plan includes the most

critical elements of teaching in your subject area (ex key standards, critical activities such as science labs, etc).

Exhibit 2: Provide a continuous video segment of 20-30 minutes. **Note:** *Your video selection is extremely important in representing your expertise. It is important to deliberately videotape a segment that fully demonstrates your teaching ability.*

Annotation: Describe how the video demonstrates the rubric elements of student engagement, repertoire and strategies (others may be also addressed).

(Reference: NBC – General Portfolio Instructions: Video Recording Tips)

III. Domain: Monitoring, Assessment and Follow-up

20 %

Overarching Question: How do you use diagnostic, formative and summative assessments to plan and modify instruction for full class and individual students? What have you learned about using assessment and data? (2-4 pages)

Exhibit 1: Provide sample diagnostic, formative, and summative assessments and data generated from the assessments.

Annotate: Describe how each assessment impacted your planning and/or delivery of instruction for the whole class and for individual students. **Note:** *Your level of analysis and self-reflection are at least as important as the assessments themselves.*

Exhibit 2: Provide evidence of student involvement in goal setting and/or self monitoring (ex. tracking own progress; setting goals for course / unit / skill; self-evaluation on rubrics).

IV. Domain: Classroom Management and Culture

10 %

Overarching Question: How do you provide a classroom environment that supports high academic expectations and shows evidence of cultural inclusion? (2-4 pages)

Exhibit 1: Provide a 20 minute video showing evidence of academic expectations and/or cultural inclusion. **Note:** *Your video selection is extremely important in representing your expertise – while this may be the same video as in Domain II, be sure that it adequately addresses this Domain.*

Annotation: Explain how the video shows routines, expectations, engagement, modeling, linkage to college or other processes to promote high academic expectations; and/or explain how video shows responsiveness to students' cultural or language backgrounds and/or culturally inclusive context

Exhibit 2: Provide other evidence showing how the daily operation and environment of your classroom supports high academic achievement and provides a culturally inclusive classroom.

Annotation: Explain how the evidence addresses this domain and rubric elements included in the Master Teacher Scoring Rubric.

V. Domain: Professionalism & The Leadership Way

15 %

Overarching Question: What evidence can you show of your role as a professional beyond the classroom that advances learning at your school? (2-4 pages)

Exhibit 1: Provide evidence of leadership in professional development and other roles outside the classroom at your school site, at the LPS network and/or the educational community. **Note:** *If you include artifacts such as PowerPoint presentations or agendas, etc., include annotations. Please limit evidence to no more than two years.*

Exhibit 2: Provide evidence of teamwork, collaboration and effective communication at your school site and in the LPS network.

Exhibit 3: Provide evidence of personal characteristics of positive leadership, high expectations, tenacity and reflection (include annotations).

Exhibit 4: Provide evidence of engaging and communicating with parents (include annotations) representing high expectations for their students.

Exhibit 5: Provide evidence of ongoing growth as a professional.

Optional Exhibit for any Domain: Observations and Evaluations

Candidate may include LPS observations and evaluations with annotations as an exhibit for one or more domains. Observations or evaluations may span no more than three years and may include responses to the evaluation or observation.

IV. Portfolio Process

Letter of Intent (see Appendix page 13)

Portfolio Timeline

- October Candidate self reflection with Master Teacher Scoring Rubric
- November meeting or webinar to review exemplar portfolio and rubric
- November/December Intent to Apply filed with Principal & HR
- February optional data check in with Amy
- Intent confirmation to submit or postpone by April 1
- Teacher self assess with rubric/exemplar
- Optional submission of draft portfolio to Edie on Monday after Spring Break
- June 1 submission of final portfolio
- Panel Review second week following school year end
- Panel Presentation second week following school year end
- Awarding of Master Level in July

Portfolio Review

Review Panel

Four Teachers:

- 1 Accomplished Teacher from each school (distributed across content areas)
- CEO invites interest and selects Teachers from interested pool to ensure site and subject representation

Four Administrators:

- 3 LPS members: Dean or Assistant Principal, HR, Home Office Ed Team
- 1 Dean or AP from the candidate's school

Review Process

- Portfolio review at the Home Office or electronically during the second week after school in June
- Portfolio Presentation:
 - 15 minute introduction about why the candidate wants to become a Master Teacher
 - Clarifying questions from panel related to 5 Overarching Questions

Master Teacher Portfolio 2011-2012

Decision Process

- Panel recommends granting or encouragement to re-apply
- CAO/CEO approves or disapproves Panel decision
- Panel facilitators meet with each candidate to debrief

Master Teacher Renewal and National Board Certification Alignment

Master Teacher Renewal

- The Master Teacher designation is granted for 3 years. At the end of the third year, the teacher will submit a letter of intent to seek renewal or will revert to Accomplished Teacher status while maintaining Step advances accrued during Master Teacher service.
- Master Teacher Renewal Portfolio (50 pt) will consist of:
 - Domain I, Exhibit I (15 points)
 - Domain III (20 points)
 - Domain V (15 points)

National Board Certification Alignment

- National Board Certified teachers who wish to apply for LPS Master Teacher designation
 - Must complete one full year of LPS teaching and may submit their “Intent to Apply” letter in the fall of their second year
 - Must submit the full LPS Master Teacher Portfolio but may use exhibits from their National Board portfolio.

V. Appendix

Master Teacher Role

The Master Teacher serves as a bridge between teachers and administrators in a role that has both common features across Master Teachers and individualized aspects mutually designed by the Master Teacher and Principal.

Master Teacher Portfolio 2011-2012

Common Roles:

- serving on the Instructional Leadership Team
- fully implementing all site initiatives in a model classroom
- participating in site planning and school-year preparation

Individualized Roles which could include:

- coaching
- designing , implementing and leading professional development
- leading data analysis and intervention initiatives
- leading site support for English Learners and other types of differentiation
- providing content-area expertise at site and across network
- leading work with the School Site Council / PGA and Single Site Plan
- other roles mutually agreed upon

LPS Master Teacher Rubric

- LPS Master Teacher Rubric is attached at the end of this document.
- LPS Master Teacher Scoring Rubric is attached at the end of this document.

Measuring Student Performance Matrix

Measurement may focus on either 1) performance by the same students over time or 2) performance of groups made up each year of different students, such as all 9th graders in 2010-2011 compared to all 9th graders in 2011-2012. A teacher selects 3 measures from the available options. We recommend that you include CST results if they are relevant and available for your course(s).

English language arts metrics such as MAP and CAHSEE may be included by teachers across the curriculum doing content literacy work. In these cases, please be sure to describe how these results are linked to your teaching.

You are strongly encouraged to solicit information, thought partnership and support as needed for your data presentation and discussion.

| COURSE | CAHSEE | CST Annual Results | CST Scale Score Growth | MAP | LPS Benchmarks & Other Assessments | Teacher-Constructed or Selected Assessments | Presentation of Student Work | Other |
|-----------------------|--------|--------------------|------------------------|-----|------------------------------------|---|------------------------------|--------|
| Academic Leadership | | ✓ | * | ✓ | | ✓ | ✓ | |
| Reading | ✓ | ✓ | * | ✓ | | ✓ | ✓ | SRI |
| English 1 | | ✓ | * | ✓ | ✓ | ✓ | ✓ | |
| English 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| English 3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | EAP |
| English 4 | ✓ | | | ✓ | ✓ | ✓ | ✓ | AP |
| Academic Numeracy | ✓ | ✓ | * | ✓ | ✓ | ✓ | ✓ | |
| Algebra 1 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Geometry | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Algebra 2 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | EAP |
| Pre Calculus | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | EAP |
| Calculus | | | | ✓ | ✓ | ✓ | ✓ | AP/EAP |
| Statistics | | | | ✓ | ✓ | ✓ | ✓ | AP/EAP |
| Biology | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Chemistry | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Physics | | ✓ | | ✓ | ✓ | ✓ | ✓ | AP |
| World History | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| US History | | ✓ | | ✓ | ✓ | ✓ | ✓ | AP |
| Government | | | | ✓ | | ✓ | ✓ | AP |
| Economics | | | | ✓ | | ✓ | ✓ | |
| Spanish | | | | ✓ | ✓ | ✓ | ✓ | AP |
| Art, Drama, Electives | | | | ✓ | ✓ (Visual Art) | ✓ | ✓ | AP |

* Middle school CST scores are available for some but not all schools

✓ MAP Reading growth can be used as a measure for non-ELA subject teachers doing content literacy work

Master Teacher Portfolio 2011-2012

| ASSESSMENT OPTIONS | Metrics | Measures and Scores | Available For: |
|---|---|---|--|
| SAME STUDENTS OVER TIME | | | |
| CAHSEE Pre-test/Post-test | The percent of students who became 1) CAHSEE-proficient during the school year and 2) who met or surpassed the higher federal proficiency target (scale score ≥ 380) | Scores from a prior spring or beginning-of-year CAHSEE or CAHSEE practice test compared with scores from a end-of-year CAHSEE or CAHSEE practice test | Available for math and ELA teachers for students who have not yet passed CAHSEE (9 th and 10 th grades plus 11 th and 12 th grade students who have not yet passed. Data must be available for 15 or more students |
| CST Scale Score Growth | The percent of students meeting scale score growth targets on the English Language Arts CST from the prior year (<i>targets vary by test and by starting scale score</i>) | Prior and current year CST scale scores | Available for English Language Arts teachers only. <i>Not available for 9th grade because students' 8th grade CST scores are not widely available.</i> |
| MAP RIT & Grade Level Equivalency | The percent of students making accelerated growth – gaining 1.5 or more grade levels in one year | Measures of Academic Progress (MAP) RIT and grade level equivalency scores | Available for all teachers of ELA or math, plus all teachers doing content literacy work |
| LPS Common Assessments (<i>vary by course; discussed in more detail on next page</i>) | The percent of students meeting network or school growth and achievement targets | Assessments vary by course; performance level, overall percent correct, and percent correct by standard/cluster | Available for teachers of most courses |
| Teacher-Constructed/Selected Assessments | The percent of students meeting school or teacher growth and achievement targets | Assessments and scores vary by course and teacher and are subject to pre-approval by the principal | Available for teachers of all courses |
| Presentation of Student Work | The percent of students demonstrating standards-based mastery and significant growth toward mastery | Assessments and scores vary by course and teacher and are subject to pre-approval by the principal | Available for teachers of all courses |
| Other: SRI | The percent of students gaining 1.5 grade levels or more as measured by the SRI | SRI lexile score | Teachers of Reading/Read 180 |

Master Teacher Portfolio 2011-2012

| One-Year Snapshots and/or Year-to-Year Comparisons | | | |
|--|--|--|---|
| CST Year-End Performance | High percentages of students scoring proficient or advanced on the CST; and/or strong performance in comparison to the state average | One or more years of CST performance levels | Available for teachers of courses tested by the CST |
| CAHSEE Pass and Proficiency Rates | High percentages of students passing and/or scoring proficient (>380) on CAHSEE | One or more years of CAHSEE pass and proficiency results | For teachers of CAHSEE takers only |
| LPS Benchmarks and Unit Tests | Improvement 1 year over the next in the percent of students scoring proficient and advanced on the same assessments | One or more years of LPS benchmark and/or unit test results | For teachers with LPS benchmark results only |
| LPS Benchmarks and Unit Tests | Improvement 1 year over the next in the percent of students scoring proficient and advanced on the same assessments | One or more years of LPS benchmark and/or unit test results | For teachers with LPS benchmark results only |
| Teacher-Constructed/Selected Assessments | Improvement 1 year over the next in the percent of students scoring proficient and advanced on the same assessments | Assessments and scores vary by course and teacher and are subject to pre-approval by the principal | Available for teachers of all courses |
| Other: AP | Percent scoring 3, 4 & 5 on AP exams | AP Exam performance levels | Teachers of AP courses |
| Other: EAP | Percent scoring "Ready" or "Conditionally Ready" on the EAP (11 th grade ELA, Algebra 2, Pre Calculus, or Calculus only) | EAP readiness status results | |

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Master Teacher Portfolio 2011-2012

Intent to Apply for LPS Master Teacher Designation

Name: _____

Date: _____

Application Intent Statement:

Process Acknowledgement:

I understand that a Master Teacher application for LPS Career Path Program is teacher initiated. The process is grounded in the Expert Level of the LPS Effective Teaching Rubric. A full-time Accomplished LPS Teacher with at least one year of service at LPS may be eligible to apply

The LPS Master Teacher Designation Process includes:

- Portfolio
- LPS Artifacts
- Assessments
- Video
- Written Commentary and Analysis
- Evaluations & Formal Observations (optional)
- Submission Checklist
- Portfolio submission
- Presentation to network panel

The Process Calendar includes:

- October Candidate self reflection with Master Teacher Scoring Rubric
- November meeting or webinar to review exemplar portfolio and rubric
- November/December Intent to Apply filed with Principal & HR
- February optional data check in with Amy
- Intent confirmation to submit or postpone by April 1
- Teacher self assess with rubric/exemplar
- Optional submission of draft portfolio to Edie on Monday after Spring Break
- June 1 submission of final portfolio
- Panel Review second week following school year end
- Panel Presentation second week following school year end
- Awarding of Master Level in July

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Master Teacher Portfolio 2011-2012

References

LPS Master Teacher Portfolio Exemplar

Arrange with HR to view the 2011 Master Teacher Portfolio and Evidence in binders or electronically.

National Board for Professional Teaching Standards

Portfolio Instructions

These sections of the National Board Portfolio instructions may be helpful to review in preparing your LPS Master Teacher Portfolio. These references are optional and may help in gathering and organizing your teaching practice evidence.

http://www.nbpts.org/for_candidates/the_portfolio

General Portfolio Instructions:

Phase I Prepare, Develop (*pages noted*)

- I-9 Architecture of Accomplished Teaching Helix
- 1.13 Ethics and Collaboration
- 1.23-26 Writing About Teaching
- 1.39-42 Video Recording Tips
- 1.44-47 Analyzing Student Work

LPS Domain References:

- Master Teacher Portfolio Exemplar 2011
- **(Reference: NBC- Entry 1 Mathematics):**

National Board Portfolio Instructions: AYA Math page 10

http://www.nbpts.org/userfiles/File/AYA_Math_Portfolio_Instructions10.pdf

- **(Reference: NBC – General Portfolio Instructions: Video Recording Tips)**

Part 1 General Portfolio Instructions page 41

http://www.nbpts.org/userfiles/file/Part1_general_portfolio_instructions_022010.pdf

Master Teacher Portfolio 2011-2012



Director of Professional Innovation

Learn about Leadership Public Schools. Our mission is to prepare students for college success and community leadership. LPS provides pathways to college for urban students of poverty and color in small charter high schools. You will be part of a dedicated, hardworking team that collaboratively shapes the school culture and professional development across our network of schools.

LPS is seeking a Director of Professional Innovation with experience as an instructional leader and coach to support our principals and staff in translating their passion and dedication into academic empowerment for our students. LPS is seeking an exceptional leader who can both build professional development systems to support coherence and collaboration across the Network while at the same time encouraging innovation at all levels of the organization. You will become part of the LPS Network leadership, functioning as a member of an R & D team addressing the challenges of urban secondary education.

Responsibilities:

Overall Responsibility for the Instructional Program implementation:

- Develop academic strategy for LPS working closely with CEO
- Assess needs of sites and network through classroom observations, discussions with site administrators and teachers, and review of data
- Identify needs and plan strategies in the areas of data and intervention with Director of Data & Intervention
- Design implementation strategy for instructional program with Ed Team
- Lead Ed Team in implementation of instructional program

Common Spine Implementation – Lead in concert with Curriculum Coordinator

- Responsible for overall implementation of common spine
 - Content resources, Assessment resources and Access resources
- Supervision of Curriculum Coordinator who manages
 - Revision, roll-out, version control of content resources
 - Coordination of course assessment liaisons and revision, roll-out and version control of common assessments
 - Coordination with resource manager in production and distribution of assessments and maintenance of Base Camp

Professional Development – Lead with support of Ed Team

- Network PD (June Curriculum Institute, Network Retreat, Network PD days)
- New teacher PD
- Supporting site PD – working with principals and academic deans on site PD
- Cross-site virtual PD
- PD to support new initiatives
- Administrator PD
- Master / accomplished teacher and career pathways in concert with VP of HR

Coach-Lead in concert with Curriculum Coordinator

- Coach the administrative lead and site lead teacher for Springboard implementation
 - Listening, monitoring, improving implementation
- Supervise Curriculum Coordinator in coaching of literacy programs
 - Read 180, DynEd, and Tech literacy

Collaborative partner in development of R & D and blended teaching / blended learning approaches

- Serve as collaborative team member with CEO, Director of Data & Intervention and Chief Innovation Officer and others in strategic development of
 - Instructional approaches utilizing technology
 - College launch program providing early college experiences and first year college support
 - Expanded college and career paths in Spanish

- The development of collaborative innovation and distributed incubation R & D strategies
- The involvement of teachers in students in research and development
- Other strategic initiatives related to increased and expanded college readiness

Other duties as assigned to best serve our students and organization.

Essential qualifications:

- Demonstrated commitment to improving urban high schools with an urgency for increasing educational opportunities for urban students
- Experience as an effective Principal and Teacher with diverse urban students
- Experience effectively coaching principals in an urban district
- Experience in managing and coaching teachers and other staff in the implementation of varied instructional strategies and curricular initiatives
- Expertise in educational program design and implementation in diverse communities
- Experience with data and assessment systems and providing professional development related to data inquiry
- Expertise in, or experience with, English Learner, literacy, and leadership programs
- Experience and facility with the use of technology in instruction, data inquiry, and professional development and supporting teachers and administrators in these areas
- Experience with research, innovation and / or design within and beyond the school setting
- Comfort with the iteration and development process of an incubator environment
- Success as a team player and collaborator
- Track record as a strategic thinker with proven ability to execute effectively against strategy; ability to produce results
- Masters degree or PhD in secondary education or a related field

Skills and Characteristics:

- Passion for our mission of college success for all students
- Creative and innovative thinker; eager to venture in new directions and inspire others
- Energized by complex challenges and uncharted territory
- Systems thinker who can translate vision into implementation; willing to get hands dirty
- Personification of professional and personal integrity

For more information about our educational philosophy and our background, we invite you to visit our website at www.leadps.org with links to each school's website or follow us on Facebook. <http://www.facebook.com/leadps>

We are strongly committed to hiring a diverse and multicultural staff.
Please send a resume and letter of interest via email, mail or fax to:
Email: jobs@leadps.org

Edie Hoffman, VP of HR
Leadership Public Schools
344 Thomas L Berkeley Way Suite 344
Oakland, CA 94612
Fax: 510-225-2550



Educational Data Assessment Administrative Contractor

Job Posting

Leadership Public Schools (LPS) is seeking a short term full-time contractor to implement and manage data projects and provide administrative support to the Director of Data and Assessment.

The Data Administrative Contractor would work with LPS Education Team in compiling data into integrated files and posting instructional resources in Base Camp.

- Proficiency in Microsoft Office products
- Understanding of educational assessment tools and data
- Ability to perform complex, specialized office work involving independent judgment and requiring speed and accuracy
- Critical thinking and problem solving skills
- Precision and attention to detail
- Ability to manage projects independently with little direction
- Estimated Time: 150 hours
- Compensation: \$20 - \$25/hr depending on qualifications

**If interested, please send a resume and cover letter via email or mail or fax to:
Email: jobs@leadps.org**

HR, Leadership Public Schools, 344 Thomas L Berkley Way #340, Oakland, CA 94612



Curriculum Content Consultants – Science, Spanish, Special Education and Math Job Postings

Physics and Chemistry Content Consultants

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in physics and in chemistry. Applicants should have a strong background as a high school physics or chemistry teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Science Consultants would Interview LPS physics or chemistry teachers to ascertain current practices and needs in physics or chemistry instruction and work with teachers and the LPS Education Team in

- Refining physics benchmark assessments including multiple choice and free-response sections
- (or) Refining chemistry benchmark assessments including multiple choice and free-response sections
- Defining and refining a Network scope and sequence
- Compiling, refining and expanding physics labs

Estimated Time: 100-150 hours variable

Compensation: \$35 - \$50/hr depending on qualifications

Biology Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in biology. Applicants should have a strong background as a high school biology teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

The Biology Consultant would work with LPS biology teachers and the LPS Education Team in

- Refining biology benchmark assessments including multiple choice and free-response sections
- Editing and refining the LPS – CK12 online collaboratively-developed biology textbook, including working with literacy staff on embedded literacy supports to the biology content
- Compiling, refining and expanding biology labs
- Estimated Time: 100-150 hours
- Compensation: \$35 - \$50/hr depending on qualifications

Spanish – Non-Native Speakers - Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in Spanish. Applicants should have a strong background as a high school Spanish teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Spanish for Non-Native Speakers consultant would Interview LPS Spanish NNS teachers to ascertain current practices and needs in Spanish NNS instruction and work with teachers and the LPS Education Team in

- Defining and refining a Network scope and sequence
- Building and refining benchmark assessments including multiple choice and free-response sections
- identifying instructional materials needs and resources

Estimated Time: 100-125 hours

Compensation: \$35 - \$50/hr depending on qualifications

Spanish – Native Speakers - Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in Spanish. Applicants should have a strong background as a high school Spanish teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Spanish for Native Speakers consultant would Interview LPS NS Spanish teachers to ascertain current instructional practices and needs in Spanish for Native Speakers and work with teachers and the LPS Education Team in

- Defining and refining a Network NS Spanish scope and sequence, backwards mapping from AP Spanish
- Building and refining benchmark assessments including multiple choice and free-response sections
- identifying instructional materials needs and resources

Estimated Time: 100-125 hours

Compensation: \$35 - \$50/hr depending on qualifications

Special Education Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in Special Education. Applicants should have a strong background as a high school Special Education teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

In preparation for the tasks listed below, the Special Education instructional consultant would Interview LPS Resource teachers to ascertain current instructional practices and needs in Special Education and work with teachers, the Director of Student Services and Special Education and the LPS Education Team in

- providing coaching / professional development in the Resource Room / Guided Studies portion of the program
- providing coaching / professional development in the push-in portion of the program
- providing coaching / professional development in the design of individual instructional supports

Estimated Time: 50 hours

Compensation: \$35 - \$50/hr depending on qualifications

Math Content Consultant

Leadership Public Schools (LPS) is seeking a part-time consultant to support assessment and curriculum work in math. Applicants should have a strong background as a high school math teacher along with experience in professional development, curriculum development and/ or assessment development working with multiple schools or district. Professional experience with urban youth, English Learners, special education students and / or struggling readers is also strongly desired. Strong writing skills are essential.

The Math Consultant would Interview LPS math teachers to ascertain current practices and needs in Algebra 2, and pre-calculus and statistics instruction and work with teachers and the LPS Education Team in

- Defining and refining a Network scope and sequence in both courses
- Refining / developing benchmark assessments including multiple choice and free-response sections
- Identifying instructional materials needs and resources

Estimated Time: 100-125 hours

Compensation: \$35 - \$50/hr depending on qualifications

If interested, please send a resume and cover letter via email or mail or fax to:

Email: jobs@leadps.org

HR, Leadership Public Schools, 344 Thomas L Berkley Way #340, Oakland, CA 94612



On-line College Coordinator Consultant

Job Posting

Leadership Public Schools (LPS) is seeking a part-time consultant to implement and manage the on-line college projects and provide organizational collaboration with the Director of Professional Innovation and Principal.

The On-line College Coordinator would work with LPS Education Team

- Enrollment – assess student interest and strengths to best match with appropriate college level class – in order to advance skills and provide success
- Facilitate and monitor
- Available for office hours for support
- Estimated Time: 500 hours
- Compensation: \$35 - \$50/hr depending on qualifications

**If interested, please send a resume and cover letter via email or mail or fax to:
Email: jobs@leadps.org**

HR, Leadership Public Schools, 344 Thomas L Berkley Way #340, Oakland, CA 94612