

AGREEMENT

BETWEEN THE

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT



AND THE

UNITED TEACHERS OF RICHMOND



RICHMOND, CALIFORNIA

EFFECTIVE JULY 1, 2021 TO JUNE 30, 2022

**UNITED TEACHERS OF RICHMOND, CTA/NEA
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WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS

Kenneth C. Hurst Sr., Ed.D.

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Elizabeth Abruzinni	Negotiator
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Colleen Ballantine.....	Negotiator
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Amee Evangelista.....	Negotiator

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**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
AND
UNITED TEACHERS OF RICHMOND**

**ARTICLE 1
AGREEMENT**

Section 1. The Articles and provisions contained herein constitute a bilateral and binding Agreement by and between the Governing Board of the West Contra Costa Unified School District and the United Teachers of Richmond, CTA/NEA, an employee organization.

Section 2. This Agreement is entered into pursuant to Chapter 10.7, Division 4 of Title 1 of the Government Code ("Act").

Section 3. This Agreement shall remain in full force and effect from July 1, 2021 to June 30, 2022. New items, except as otherwise designated, will be effective upon ratification.

The parties agree to the following reopeners:

- A. For the 2021-22 school year, the parties agree to reopen Article 25 for the sole purpose of renegotiating the District healthcare contribution for calendar year 2022. The parties agree to meet by September 22 in order to complete negotiations by December 1.

**ARTICLE 2
DEFINITIONS**

Section 1. Unless otherwise specified in this Agreement, the term "teacher" refers to those employees represented by the Union.

Section 2. The term "Board" shall mean the Board of Education of the West Contra Costa Unified School District and/or its authorized agents.

Section 3. The term "Union" shall mean the United Teachers of Richmond, CTA/NEA.

Section 4. Minimum Day.

1. A "minimum day for students" shall require teachers to work according to their regular schedule.

2. A "student/teacher minimum day" shall mean the shortened teacher instructional day and fifteen (15) minutes before the teacher instructional day.

Section 5. "Teacher Instructional Day" shall mean the student instructional day and teacher preparation period.

Section 6. "Immediate family" shall mean: Mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, spouse, brother, brother-in-law, sister, sister-in-law, grandparent, great grandparent, grandchild, step-children, sibling and step-parents. For the purpose of bereavement and family illness leave, immediate family shall also include domestic partners who are registered in the Human Resources Office.

Section 7. Definition – the term ‘day’ shall refer to a member workday which is defined as a day that a bargaining unit member is to be present at work based on the contractual calendar and contracted number of days for the calendar.

ARTICLE 3 SUCCESSOR AGREEMENT

Section 1. Not later than November 30 of the calendar year before this Agreement expires, the Board and the Union shall meet and negotiate in good faith on a successor agreement.

Section 2. Either party may utilize the services of outside consultants to assist in the negotiations, not to exceed two (2) at any one session.

Section 3. The Union shall designate seven (7) representatives who shall receive a reasonable amount of release time, without loss of compensation, to participate in the negotiations process.

ARTICLE 4 RECOGNITION

Section 1. The Board recognizes the Union as the exclusive representative of all full or part-time non-management, non-supervisory certificated employees. The jobs or positions which are excluded from the unit are: Superintendent, assistant and associate superintendents, directors, supervisors, administrative assistants, administrators, coordinators, principals, vice-principals, deans, or any other employee excluded by Section 3540.1 of Chapter 10.7, Division 4, Title 1, of the California Government Code, paragraphs G and M.

ARTICLE 5

SCOPE OF REPRESENTATION

Section 1. The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment. "Terms and conditions of employment" mean health and welfare benefits as defined by Section 53200 of the Government Code, leave, transfer and reassignment policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, organizational security pursuant to Section 3546, and procedures for processing grievances pursuant to Sections 3548.5, 3548.6, 3548.7 and 3548.8 of the Rodda Act.

ARTICLE 6

MANAGEMENT RIGHTS

Section 1. As authorized in Article 10, Section 3549, Chapter 10.7, Division 4, Title 1 of the Government Code, the District reserves the right to make the final decision, with regard to all matters not within the scope of representation as defined in Section 3543.2 of the above-described law.

Section 2. Recognizing that the Board of Education is the elected body charged with conducting the affairs of the District, all rights which ordinarily vest in and have been exercised by the District shall continue to vest exclusively in and be exercised by the District unless otherwise modified by this Agreement. Such rights shall include, by way of example but not limitation, the right to:

1. Manage and control the District, its facilities and operations as well as to direct the working forces and affairs of the District.
2. Within existing law and this Agreement, direct the working forces, including the right to select, hire, layoff, promote, discipline, suspend, dismiss, transfer, assign work or extra duties, and determine the size of the work force.
3. Determine the services, instructional materials, supplies and equipment necessary to conduct the operation of the District and implement this Agreement and to determine the methods, schedules, and standard of operation essential to all District programs.
4. Adopt and enforce District rules and regulations not in conflict with this Agreement.
5. Determine the number, type, location, use, scheduling and functions of all District facilities except as modified by this Agreement.

ARTICLE 7 UNION RIGHTS

Section 1. The Union and its members shall have the right to make use of school buildings and facilities at all reasonable hours. Additional costs beyond normal operating expenses shall be borne by the Union.

Section 2. The Union shall have access to the school mail system, to the extent allowed by law and subject to reasonable regulations, in order to facilitate the conduct of its business. The Union may use work site mailboxes for communications with bargaining unit members.

Section 3. The Union shall have the right to post notices of activities and matters of Union concern on Union bulletin board space, an adequate amount of which shall be provided in each school building in areas frequented by bargaining unit members.

Section 4. The Union shall have the right of access to areas in which employees work at times that do not interfere with work done by bargaining unit members.

Section 5. UTR President

1. For each year that the UTR President holds office, he/she shall have the option of being full release-time President or working with a full-time teaching partner. In both cases, the District shall employ a full-time temporary contract teacher either to fill the vacancy created by the teaching partner or the vacancy created by the release-time President.
2. UTR shall reimburse the West Contra Costa Unified School District for the full cost of a temporary teacher. In the event that either party disagrees with the amount, the cost shall be calculated at the average cost of all temporary contract teachers employed by the District during the year in question.
3. The employee serving in the position of teaching partner shall be entitled to return to the same position he/she held prior to accepting the teaching partner assignment upon conclusion of the President's term. The District shall inform any employee accepting the teaching partner's regular assignment that the position is temporary.
4. The President shall be entitled to return to the same position that he/she held immediately before commencement of the leave. Per Article 13.21.5, the right to return to the same position shall be effective for a two-year leave. Should the president serve an additional term, that will be considered a new two-year, with the same rights. Should the president's previous position be eliminated, the president will then participate in the transfer rounds to obtain a new position.

Section 6. Names, addresses and telephone numbers of all bargaining unit members, arranged by zip code, shall be provided without cost to the Union no later than November 1 of each school year.

Section 7. The Union shall be meaningfully involved in the selection of bargaining unit members' representatives to all site councils, committees and task forces.

Section 8. Two (2) Wednesdays each month shall be reserved for the conduct of Union business. The District shall not schedule after-school meetings or staff development meetings on these days. The Union shall designate which Wednesdays are to be reserved by May 15 of the preceding year.

ARTICLE 8 ORGANIZATIONAL SECURITY

Section 1. Any educator who is a member of the United Teachers of Richmond, CTA/NEA, or who has applied for membership, shall have any unified membership dues, initiation fees and general assessments in the Union deducted from their paycheck. Such authorization shall continue in effect for the duration of the Agreement. Pursuant to such authorization, the District shall deduct one-eleventh (1/11th), or one-twelfth (1/12th), depending upon the number of paychecks received.

Section 2. With respect to all sums deducted by the District pursuant to authorization of the employee, for membership dues, the District agrees to remit promptly such monies to the agency designated by the Union accompanied by an alphabetical list of teachers for whom such deductions have been made.

Section 3. The Union agrees to furnish any information needed by the District to fulfill the provisions of this Article.

Section 4. Upon appropriate written authorization from any teacher, the District shall deduct from the salary of that teacher, and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other plans or programs jointly approved by the Union and the District.

Section 5. Indemnification: The Union agrees to indemnify the District in accordance with the requirements and limitations of Education Code 45060.

ARTICLE 9 DISCIPLINARY ACTION

Section 1. Disciplinary action is defined as:

- Verbal Warning – an informal conversation between the supervisor and the employee;

- Verbal Reprimand – a formal conversation between the supervisor and the employee. A summary may be emailed to the employee. It shall not be placed in the personnel file;
- Written Reprimand – a formal reprimand that is signed by the employee and is placed in the personnel file;
- Suspension;
- Demotion; and
- Dismissal.

Suspension without pay shall be limited to a maximum of fifteen (15) days.

Section 2. The Board and the Union agree that discussions with teachers regarding disciplinary action shall be conducted in an appropriately private setting apart from individuals not directly involved in the issue. This shall not constitute a waiver of representation.

1. Teachers shall have the right to be accompanied by a Union representative at any meeting with an administrator where disciplinary action is contemplated or discussed.

Section 3. In all cases, the action taken by the District shall be invoked at a level commensurate with the offense.

Section 4. The principles of Progressive Discipline shall be followed in the application of this Article.

Section 5. This Article does not apply to permanent teacher dismissal and temporary and probationary non-renewals of contract.

ARTICLE 10 HOURS OF EMPLOYMENT AND DUTY ASSIGNMENT

Section 1. “Teacher Instructional Day” shall mean the student instructional day and teacher preparation period.

1. Elementary and middle school teachers are to report to duty fifteen (15) minutes before their instructional day begins, and remain on duty twenty-two (22) and thirty (30) minutes respectively after their instructional day ends, with the exception of faculty meetings or adjunct duty assignments as per this Agreement. District-approved class scheduling exceptions may modify this requirement within the total of the above time constraints. In accordance with Education Code Section 46148 the first instructional period offered to all students at the middle school level shall not begin prior to 8:00 a.m.
2. High school teachers are to report to duty five (5) minutes before their instructional day begins and remain on duty five (5) minutes after their instructional day ends. The same exceptions which apply to the elementary and middle school requirements shall apply to high school schedules. In

accordance with Education Code Section 46148 the first instructional period offered to all students at the high school level shall not begin prior to 8:30 a.m.

3. Elementary/middle school teachers who engage in activities at middle/high school level for which extra-duty pay is provided may leave school at the end of the instructional day in order to begin their activities as soon as possible, pursuant to prior arrangements as determined by principals involved.
4. Instructional time for grade 6, 7, and 8 teachers in a departmentalized program in a K-8 school shall not exceed 1400 minutes per week. At least 100 minutes of preparation time per week shall be provided.
5. The Union and District agree that high school teachers find it necessary from time to time to meet with parents and/or students after school. The reduction in the after-school duty requirement from 30 to 5 minutes is not intended to preclude the continuation of this practice when such meetings cannot be scheduled during the teacher's conference period.
6. Work hours for Speech and Language Therapist/School Psychologists/Nurse shall be seven and one-half (7.5) hours including a 30-minute duty-free lunch. Start and end time shall be mutually agreed upon by Special Education Director and employees.

Section 2. The instructional day for middle school teachers shall begin with the students' regular school starting time, and shall not exceed 250 minutes for a regular teaching day (200 minutes on minimum days). The workday shall also contain a conference period equal in length to the teaching periods.

Section 3. The instructional day for senior high school teachers shall begin with the students' regular starting time and shall not exceed 280 minutes for a regular five (5)-period teaching day (216 minutes on minimum days).

Section 4. Secondary teachers in eight-period-day schools shall have one unassigned period per day set aside exclusively for preparation, planning, and conferencing and one period to be utilized for self-selected professional activities. Such activities shall be related to the enrichment of the school's educational program and/or the teacher's professional growth in a school-related discipline.

1. Teachers shall notify the principal of how they intend to utilize this period by the end of the third week of school. Principals shall not unreasonably and arbitrarily withhold their approval.

Section 5. Notwithstanding the provisions of Section 4, the following exceptions shall apply to the use of preparation/conference periods.

1. Assignment as a period substitute for an absent regular teacher pursuant to Article 27.
2. A mutually agreeable Added Duty Assignment pursuant to Section 6 below.

Section 6. Added Duty Assignments. Mutually agreeable Added Duty Assignments shall be governed by the following provisions:

1. Work performed and compensated for Added Duty Assignments shall be in addition to and separate from a teacher's regular contract and shall be processed by time card or equivalent method.
2. There will be no compensation for Added Duty Assignments beyond 120%. An exception to this limit may be made during the school year, in consultation with the Union, when the need arises.
3. In the event more than one equally qualified bargaining unit member at the site may be available for an Added Duty Assignment, seniority shall prevail. The following criteria shall be used to determine qualifications: credentials; major and minor fields of study; teaching experience; and special skills required by the particular assignment.
4. Regular Education in Secondary Schools: Mutually agreeable Added Duty Assignments may be issued to bargaining unit members for teaching a sixth (6th) period assignment. Compensation shall be at the teacher's regular rate of pay, prorated. There shall be no more than four (4) such assignments at each secondary school per credential area. An exception to this limit may be made during the school year, in consultation with the Union, when a need occurs or when a new qualified teacher cannot be hired.
5. Special Education: Added Duty Assignments may be issued to bargaining unit members for teaching a twenty (20) percent student load and/or extra period above his/her regular assignment. Compensation shall be at the teacher's regular rate of pay, prorated.
6. Regular and Special Education: Added Duty Assignments may be issued to bargaining unit members for teaching less than a twenty (20) percent student load above his/her regular assignment. Compensation shall be at the double sub rate prorated. It is not the intent of this Sub-Section to subvert class size maximums in this Agreement, and only in extraordinary circumstances shall an Added Duty Assignment be issued under this Sub-Section.
7. Regular and Special Education: Notwithstanding Sub-Section 6.2, Added Duty Assignments, or legally mandated Added Duty Assignments, may be issued to bargaining unit members for meeting compliance issues, for example, IEP meetings, due process hearings, expulsion hearings, Section 504 hearings, et cetera. Compensation shall be at the hourly rate.

Section 7. Each secondary school staff shall determine whether to implement alternative schedules within the contractual time constraints which may include components such as "sustained silent reading," homeroom, etc.

1. Alternate schedule proposals related to instructional day increases may be initiated by either the majority of the unit members at each secondary school or by the principal.
2. The particular configuration and implementation of the alternative schedule at each school shall be as mutually agreed upon by the majority of the school's unit members and the principal.
3. Principals shall not arbitrarily withhold their consent to the implementation of alternative schedules.

Section 8. The following instructional and preparation time requirements shall be in effect for elementary school teachers. The District shall make every effort to ensure that no elementary school is assigned Monday or Friday as a preparation time day more than twice in a five-year period.

1. The following conditions shall be in place at all schools offering kindergarten until such time the school offers full day kindergarten as outlined in Section 8, number 2.
 - a. Instructional time for kindergarten teachers shall be limited to 1,000 minutes per week including recess. Preparation time shall be 100 minutes per week in excess of the 1000 instructional minutes provided.
 - b. The Kindergarten teacher shall provide preparation times at grades 4, 5, and 6. In the event the teacher must provide time to meet their contractual obligation they will serve it at grades 1, 2, or 3.
2. The following conditions shall be implemented in Kindergarten classrooms at all full day kindergarten classrooms: Verde, Lake, Dover, Downer, Chavez, Lincoln, Grant, Stege, Nystrom, King, and Ford for the 2014-15 school year.
 - a. Teachers shall have 10 minute morning and 10 minute afternoon breaks;
 - b. Kindergarten teachers will have a duty free lunch, the same number of minutes as the primary (grades 1,2,3) lunch at that site;
 - c. Kindergarten workday will consist of instructional minutes and preparation time for the Kindergarten classroom. It is intended the Kindergarten teacher day will be the same number of minutes to a primary teacher day;
 - d. Instructional workday, minutes, and prep will return to the Bargaining Team Table for consultation and agreement with the intent of Kindergarten to match a primary teacher workday, instructional minutes, and prep;
 - e. For schools with full day Kindergarten, specialty prep teachers will be provided for grades 4, 5, 6;
 - f. The district shall provide materials, resources and training for specialty teachers to provide prep for grades 4-6 that include, but is not limited to art, music, computer training, and P.E.;
 - g. The district is committed to ongoing training for teachers providing specialty prep;
 - h. Schools designated for full day kindergarten will be selected from a list of schools which are identified as having available space and the highest number of unduplicated students.

3. The district will yearly add full day kindergarten sites until all schools have implemented full day kindergarten pending available funding.
 - a. The District shall notify UTR prior to February 15 of each year which schools are selected for full day kindergarten implementation for the following year.
4. Instructional time for teachers in grades 1-3 shall not exceed 1,415 minutes per week. 100 minutes per week of preparation time shall be provided.
5. Instructional time for teachers in grades 4-6 shall not exceed 1,415 minutes per week. 100 minutes per week of preparation time shall be provided.
6. Time schedules and the distribution of preparation time shall be as mutually agreed upon by the parties.
7. Preparation time in elementary schools shall be used exclusively for preparation, planning, and conferencing.

Section 9. Secondary teachers shall not teach more than the equivalent of twenty-five (25) instructional periods per week except as otherwise provided in this Agreement. Grade 6, 7, and 8 teachers in a departmentalized program in a K-8 school shall not teach more than the equivalent of thirty (30) instructional periods per week.

Section 10. In non-traditional schedule schools, the length of the instructional class meeting shall be flexible within the instructional day but shall not exceed 135 minutes.

The number of mods assigned to teachers per week for conferencing, office hours, open labs, scheduled labs, and classroom instruction shall be as comparable as possible depending on total program constraints and subject program configuration requirements.

Section 11. Secondary teacher preparation shall be limited to three (3) separate preparations in two (2) departments included in the teacher's class schedule. Upon request the administration shall furnish written reasons when it claims such limitation is not possible. This section applies to grade 6, 7, and 8 teachers in a departmentalized program in a K-8 school.

Section 12. Every classroom teacher shall be entitled to a duty-free uninterrupted lunch period of at least thirty (30) consecutive minutes daily. Elementary teachers shall be entitled to two (2) relief periods of ten (10) minutes during each day, one (1) in the morning and one (1) in the afternoon.

Section 13. Work schedules for non-classroom teacher members of the unit shall be so arranged as to afford ample time during their workday for comparable lunch and break time. Provision shall be made to guarantee adequate time for the completion of necessary responsibilities during the teachers' normal workday.

Section 14. No more than one (1) faculty meeting following the regular instructional day shall be held per month except as warranted by unusual circumstances. Faculty meetings shall begin no later than

fifteen (15) minutes after the student's instructional day and shall be limited to no more than one (1) hour in duration.

1. Every effort shall be made to distribute an agenda two (2) days before each faculty meeting except in case of emergency. Teachers shall have an opportunity for input on agenda items.

Section 15. Other Meetings.

1. No unit member shall be required to attend more than one (1) additional meeting per month after the teacher's normal work day.
2. Compensation for attending such required "other meetings" shall be at the teacher's regular rate of pay, or at the option of the teacher, by providing compensatory time off.
3. Teachers shall be notified at least one (1) week in advance of such meetings, whenever possible.
4. Notwithstanding the above provisions, compensatory time off or pay provisions shall not begin until the 31st minute after the students' instructional day in high schools.

Section 16. Except under extraordinary circumstances, teachers may leave school at the conclusion of the teachers' instructional day on Fridays and days before holidays.

Section 17. No teacher shall be required to accept a volunteer worker or observer in his/her classroom. However, parents of students enrolled in the class may make routine visits to their child's class, provided the teacher has been notified 24 hours prior to the visit. Parents who are a disruption to the learning environment will not be allowed to visit the classroom. Such visits may take place on less than 24 hours' notice by mutual agreement of the parent and the teacher. Length of parental visit may be extended at the teacher's discretion.

Consultants in Classroom: The District shall provide a minimum of 24 hours' notice to teachers regarding any visit by an outside consultant. Such visits may take place on less than 24 hours' notice by mutual agreement of the consultant and the teacher.

Section 18. AM/PM Kindergarten

1. Reasonable effort will be made to provide release time to kindergarten teachers for all staff meetings or inservice e.g. modified day scheduled during the AM or PM instructional day. All materials from meetings will be promptly provided to AM or PM teachers unable to attend meetings or inservice.
2. For AM/PM kindergarten teachers who share a classroom, the District will provide reasonable work areas for preparation time. If acceptable work areas cannot be provided, the District and the teacher shall work together to agree on an acceptable option.

ARTICLE 11

ADJUNCT (NON-INSTRUCTIONAL) DUTIES

Section 1. Adjunct duties are ongoing or specific activities of the school site in direct support of the curricular and co-curricular activities, as well as, site service related activities. Adjunct duties are a required part of the professional responsibilities and generally occurred outside of the instructional day. Teachers may be assigned to perform adjunct or non-instructional duties before, during and after the instructional day (student's regular day) pursuant to the following guidelines:

1. Such assignments shall be distributed fairly and equitably with due consideration for the employee's total responsibilities, with a minimum of one (1) assignment. Activities and events held at schools are to be considered adjunct duties and are not to take the place of work assignments for extra duty pay.
2. The number of employees involved shall be kept at the minimum reasonably necessary for the activity involved.
3. Reasonable notice shall be given to the employees involved.
4. The District shall take reasonable measure to provide for the personal safety of employees involved.
5. Volunteers shall be sought before mandatory assignments are made.
6. Teachers shall not be assigned noon yard supervision during student lunch periods except in cases of emergency. In such cases, teachers shall receive compensatory time off at the end of their workday.
7. By September 15, the district will provide UTR with a list of adjunct duties anticipated at each school site of the school year.

Section 2. The parties agree that the position of secondary department chairperson is a voluntary one. In those cases where teachers are willing to serve as department chairpersons, they shall be elected by members of the department. Each teacher assigned classes within the department shall have as many votes as the number of classes he/she teaches within the department.

Section 3. UTR/CTA/NEA Faculty Site Representatives require added responsibilities beyond the workday. The assignment is an adjunct duty. Site Representative duties shall take precedence over any other adjunct duties when they are in conflict.

ARTICLE 12 CLASS SIZE

Section 1.

Beginning July 1, 2021, the District shall not exceed the maximum elementary school class sizes as listed below:

Grades TK-3	per site average of 22, maximum of 23
Grades 4-6	per site average of 30, maximum of 31
Grades 6-8 in a K-8 school	per site average of 30, maximum of 31

Beginning June 30, 2022, the District shall not exceed the maximum elementary school class sizes as listed below:

Grades TK-3	22
Grades 4-6	30
Grades 6-8 in a K-8 school	30

Beginning July 1, 2018, the District shall not exceed the maximum elementary school class sizes as listed below:

Grades K-3	per site average of 24, maximum of 26
Grades 4-6	33
Grades 6-8 in a K-8 school	33

Beginning July 1, 2019, the District shall not exceed the maximum elementary school class sizes as listed below:

Grades K-3	per site average of 23, maximum of 25
Grades 4-6	32
Grades 6-8 in a K-8 school	32

Beginning July 1, 2020, the District shall not exceed the maximum elementary school class sizes as listed below:

Grades K-3	per site average of 22, maximum of 24
Grades 4-6	31
Grades 6-8 in a K-8 school	31

1. The District will make a reasonable effort (within budgetary constraints and the best interests of the students) to reduce the number of combination classes and/or to reduce them to less than maximum class size.
 - a. There shall be no bilingual combination classes, unless mutually agreed upon by the teacher and site administrator.

- b. If needed based on student need and geographic constraints. The District will confer with UTR and explore options prior to implementation of class.
- 2. In addition, regarding K-1 combination the following alternatives shall be explored and implemented if at all possible:
 - a. Freezing of class size in accordance with Section 1 and transferring other Kindergarten students.
 - b. Notwithstanding the provisions of this Section, no K-1 class shall be formed unless at least six students from each grade level are assigned.
- 3. In decreasing class size, it is the intent of the parties to not displace resident students. To this end, if a resident student enrolls in a site and the teacher agrees to maintain a class size above the maximum listed above, that teacher shall receive an increased salary for that school year.
 - a. If a resident student enrolling would need to be displaced due to class size caps a teacher who voluntarily goes above the cap listed above shall be placed on the UTR8+3.5 salary schedule for the remainder of the school year. Additional students shall be distributed equitably, and shall be limited to a maximum of three (3) students per educator. The teacher's consent must be obtained for each additional student added to the class. In the event more than one equally qualified bargaining unit member at the site may be available for this assignment, seniority shall prevail.
 - b. A union representative of the member's choosing shall be consulted.
 - c. The form, jointly created by the Union and District, will be signed off by the Principal, Teacher, and Site Union Representative.

Section 2. Secondary Class Size Grades 6 (where departmentalized)-12

Beginning July 1, 2021, the following class size maximums will be in effect:

Math, Social Science, Science, English, and ELD	36
PE	52
Other secondary classes (except Music, see section 5)	37

Beginning June 30, 2022, the following class size maximums will be in effect:

Math, Social Science, Science, English, and ELD	35
PE	51
Other secondary classes (except Music, see section 5)	36

Beginning July 1, 2019, the following class size maximums will be in effect:

Math, Social Science, Science, English and ELD	37
PE	54
Other secondary classes (except Music)	39

Beginning July 1, 2020, the following class size maximums will be in effect:

Math, Social Science, Science, English and ELD	36
PE	53
Other secondary classes (except Music)	38

Class size maximums may be waived at an individual teacher's discretion subject to the following limitations:

- a. The relevant department chair shall be consulted.
 - b. The form jointly created by the Union and District will be signed off by the Principal, Teacher, and Site Union Representative of the member's choosing.
 - c. If a secondary teacher voluntarily takes additional students under the conditions described below, the teacher shall be placed on the UTR8+3.5 salary schedule for the remainder of the school year.
 - i. Up to three (3) students above their maximum class size in an individual section.
 - ii. Up to five (5) students beyond their total student contacts.
 - iii. The teacher's consent must be obtained for each additional student added up to these limits.
2. Beginning July 1, 2021, the class size shall be 24 for alternative education programs and continuation schools. Beginning June 30, 2022, the class size shall be 23 for alternative education programs and continuation schools. Beginning July 1, 2019, the class size shall be 25 for alternative education programs and continuation schools. Beginning July 1, 2020, the class size shall be 24 for alternative education programs and continuation schools.
3. Grade 6, 7, and 8 teachers in a departmentalized program in a K-8 school shall be assigned a maximum number of student contacts equivalent to four classes.
4. There shall be a committee at each secondary school site, consisting of two (2) district representatives and a minimum of two (2) association representatives selected by site members to study the entire class size issue at that site. The committee will be convened by the site principal prior to April 15 to review class size for the following school year, and prior to December 15 to review class size for the beginning of the spring semester.

The Class Size Staffing Committee is charged and empowered to review all projections, programs, student enrollment, and relevant information for the following school semester to ensure that the staffing of the school site and the master schedule for the following semester is in compliance with the bargaining unit agreement.

Section 3. Class size census to determine compliance with these Sections shall begin during the first week of school. The process of assigning personnel shall be completed for elementary schools by the end of fifteen (15) school days. For secondary schools the process shall be essentially completed by fifteen (15) school days and fully completed at the end of twenty-three (23) school days. However, the District shall assign day-to-day substitutes as necessary to maintain class size maximums during the adjustment period. If a day-to-day substitute cannot be provided to maintain class size maximums, teachers shall be compensated \$45 per day for overages up to 7 students per classroom or section.

- a. The Union and District agree that in many cases, compliance with the maximum class size provision of this Article can and will be achieved within the fifteen (15) school day period specified in Article 12, Section 3.
- b. In those cases when it is not readily apparent if a school will need additional staff or when the actual number of necessary staff additions is uncertain, the District may wait for actual enrollment to materialize during the first school month.
- c. Therefore, in such cases, compliance will not be achieved until the 23rd day of school.

Section 4.

1. Academic Support Counselors shall be assigned on the basis of the estimated enrollment divided by 338 at the junior high/middle school and K-8 level and by 350 at the senior high level. For K-8 schools this ratio shall be calculated using the number of students enrolled in 7th and 8th grade. Additional counselor time shall be allocated when this ratio is exceeded. This section shall remain in effect for as long as the community parcel tax is in effect.
 - a. Counselors who voluntarily take on a caseload ratio that exceeds the school-level maximums listed above shall be placed on the UTR6+3.5 salary schedule for the remainder of the school year.
 - b. A union representative of the member's choosing shall be consulted.
 - c. The form, jointly created by the Union and District, will be signed off by the Principal, Teacher, and Site Union Representative.
2. College and Career Counselors: Each comprehensive high school shall have a dedicated College and Career Counselor that is not included within the ratios above. One College and Career Counselor shall be assigned to Greenwood Academy/Gateway, with a second position shared among Vista, Virtual Academy, and Middle College.

The parties agree to update the job descriptions for both the Academic Counselor and College and Career counselor to have these completed by August. The College and Career position shall be

open for interview at each site that does not already have an existing College and Career counselor.

Section 5. One (1) secondary music teacher will be allocated for each comprehensive secondary site that currently has a music teacher to serve a total of 180 music students, i.e., one period (0.2 teachers) allocated for each thirty-six (36) music students. Secondary music teachers who voluntarily choose to take additional students above this ratio shall be placed on the UTR8+3.5 salary schedule for the remainder of the school year.

Section 6. Elementary music teachers will be allocated considering the following factors:

1. Size of school.
2. Percentage of students who participate in the music program.
3. Number of groups; i.e., Beginning Band, Advanced Band, Glee Club, etc.
4. Teaching assignment of the teacher; i.e., instrumental, vocal or a combination of the two.
5. All reasonable effort will be made to equalize each teacher's load.

Section 7. Each middle school shall have one (1) full-time librarian, and each high school shall have one (1) full-time librarian. (Regardless of staffing levels, each librarian will be paired with an instructional literacy assistant). This section shall remain in effect for as long as parcel tax measures are in effect or if the WCCUSD decides to repurpose the funding. If the WCCUSD decides to repurpose the funding the parties agree to negotiate the impact of that decision.

Section 8. A half-time credentialed librarian and six (6) library assistants will be assigned to the elementary schools. This section shall remain in effect for as long as parcel tax measures are in effect or if the WCCUSD decides to repurpose the funding. If the WCCUSD decides to repurpose the funding the parties agree to negotiate the impact of that decision.

Section 9. The District shall not implement new programs at any school if such implementation will displace a unit member from his/her work space unless such displacement will result in similar work space. This provision shall also apply to teachers' lounges/work rooms and school libraries.

Section 10. The District shall make every effort to assign students to grade level classes and subjects in such a way as to equalize the sizes of like classes.

Section 11. When article 12 is opened for negotiations, Article 52, Section 3 (Special Education: Class Size) will also be opened for negotiations.

ARTICLE 13 LEAVES

Section 1. Union Leave.

1. Elected or appointed officers or delegates of the Union may be permitted to be absent from duty at no salary deduction for purposes of representing their organization at regional, state, and national meetings. A total of twenty (20) days shall be allocated to the Union for this purpose. The Union shall pay the costs of substitutes replacing employees on such leave beyond the first ten (10) days.
2. Leave for officers of state and national organizations shall be granted pursuant to the Education Code and shall be separate from that in Section 1.1.

Section 2. Bereavement Leave.

1. Every unit member shall be entitled to five (5) days paid leave of absence or seven (7) days if out-of-state travel or travel in excess of 400 miles one way is required on account of death of any member of his/her immediate family. This leave shall not be deducted from sick leave. Leave may be broken up at the discretion of the employee.
2. For the purpose of bereavement leave immediate family is defined as: mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, spouse, sibling, brother, brother-in-law, sister, sister-in-law, grandparent, great grandparent, grandchild, step-children, step-parents, foster parent, aunt, uncle, niece and nephew, cousin or any relative living in the immediate household of the employee. For the purpose of bereavement and family illness leave, immediate family shall also include domestic partners who are registered in the Human Resources Office.

Section 3. Court Summons-Jury Duty.

1. All certificated employees who are subpoenaed to appear in court as witnesses in other than their own personal cases shall be allowed full salaries. Employees who are absent for court appearances involving their own interests, or in cases in which they are plaintiff or defendant, shall be entitled to personal necessity leave. In all cases, summons or proof of required presence in court must be presented to one's immediate supervisor and the Human Resources Department.
2. When unit members are appearing as co-defendants or as co-plaintiffs with the West Contra Costa Unified School District in cases involving themselves and the District, their salaries shall continue as though they were meeting their assignments.
3. Unit members who receive a Summons for Jury Duty shall be allowed full salary on the specific date designated on the Summons as long as the absence is reported through Sub-Finder and a copy of Summons is presented to one's immediate supervisor within five days of absence.
4. Unit members who are selected to serve on a jury shall do so with full salary as long as proof from the court is provided to one's immediate supervisor within five (5) days of service. While serving as a juror, the unit member shall continue to report his or her absence in sub-finder and to his or her immediate supervisor. The unit member is not required to turn over juror's pay to the District.

Section 4. Extended Illness Leave.

1. If a unit member has utilized all of his/her accumulated sick leave and is still absent from his/her duties on account of illness or accident for a period of five (5) school months or less, then the amount of salary deducted in any month shall not exceed the sum which was actually paid or would have been paid a substitute. The five (5) months or less period during which the above deductions occur shall not begin until all other paid sick leave provisions have been exhausted.
2. A unit member may receive only one five month period per illness or injury and per school year, regardless of the reasons for the leave. This leave does not accumulate.
3. Use of extended illness must be verified by a licensed physician.
4. A member who is utilizing extended illness leave shall use the sub-finder to secure a substitute for the full number of days of leave days authorized by his or her licensed physician. The purpose of this is to be better able to secure classroom coverage in the unit member's absence. For example, if the unit member has a doctor's note taking her/him off of work for three weeks, (s)he shall call in the absence for three weeks which is consistent with the unit member's knowledge and/or physician's note.
5. This leave will run concurrently with state and federal family leave and pregnancy disability laws, as applicable.

Section 5. Extended Personal Leave.

1. Upon request of the employee, and at the discretion of the District, the District may grant a one-time unpaid leave for one (1) semester or one (1) year.
2. This leave will run concurrently with state and federal family leave and pregnancy disability laws, as applicable.

Section 6. Family Emergency Illness Leave.

1. A certificated employee shall be granted two (2) days emergency absence per year from service without loss of pay for the following reasons: Sudden or unexpected illness or injury of a member of the immediate family, or necessary surgery on a member of the immediate family. This leave shall not be deducted from sick leave.

Section 7. Health Leave.

1. A certificated employee classified as a permanent employee may be granted an extended unpaid leave of absence for reasons of health, recuperation or injury. Extended leave may be granted one time for a maximum of one semester or one-year period to correspond as nearly as possible with the schedule for the school year.

2. Upon request, the employee shall provide a health affidavit from a licensed physician to verify the need for the requested health leave.
3. Prior to the granting of a health leave, the District may require a physical examination by a physician selected by the District. Such examination shall be at no cost to the employee.
4. This leave will run concurrently with state and federal family leave and pregnancy disability laws, as applicable.

Section 8. Industrial Accident or Illness Leave. Pursuant to the provisions of Education Code, Section 44984 a certificated employee shall be provided leave of absence for industrial accident or illness under the following rules and regulations.

1. The accident or illness must have arisen out of and in the course of the employment of the employee, and must be accepted as a bona fide injury or illness arising out of and in the course of employment.
2. Allowable leave shall be for a total of sixty (60) days per injury or illness, during which the schools of the District are required to be in session, or when the employee would otherwise have been performing work for the District in any one fiscal year for the same accident.
3. Allowable leave shall not be accumulated from year to year.
4. The leave under these rules and regulations shall commence on the first day of absence.
5. When a person is absent from his/her duties because of industrial accident or illness, he/she shall be paid such portion of the salary due him/her for any month in which absence occurs which, when added to his/her temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code, will result in a payment to him/her of not more than his/her full salary.
6. Industrial accident or illness leave shall be reduced by one day, no matter the amount of time out in one day and if authorized as industrial leave per Human Resources.
7. When an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due him/her for the same illness or injury.
8. During any paid leave of absence, the employee shall endorse to the District the temporary disability indemnity checks received for his/her industrial accident or illness. The District, in turn, shall issue the employee's salary and shall deduct normal retirement and other authorized contributions.
9. The benefits provided by these rules and regulations shall be applicable to all employees immediately upon becoming employed by the District.
10. An employee receiving benefits as a result of these rules and regulations shall, during period of injury or illness, remain within the State of California unless the Governing Board authorizes travel outside the state.

11. The District shall post in each school building information about the basic procedures to be followed in cases of on-the-job and in-course-of-employment illness or injury.
12. The leave will run concurrently with state and federal family leave and pregnancy disability laws, as applicable.

Section 9. Isolation and Quarantine. No salary or sick leave deduction is made for absence due to a contagious disease, and upon medical verification from the County Health Department, for which isolation or quarantine is usually mandated, and which may be presumed to have been contracted during the performance of school duties with other persons having the contagious disease, for the normal period of isolation or quarantine.

Section 10. In-Service Leave. Upon prior approval, each unit member may be granted two (2) days paid leave each school year for the purposes of improving his/her performance. Such leave may be used to observe classes and/or programs in other schools or districts.

Section 11. Legislative Leave. Legislative leave shall be granted pursuant to the Education Code.

Section 12. Family and Medical Leaves.

A. Serious Medical Condition Leave – Unit Member.

1. Intent: To make contract language consistent with federal and state laws governing medical, pregnancy and family leave laws including but not limited to the federal Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA) and California Pregnancy Disability Leave (PDL) statutes. Any changes in the law shall supersede the leave language in this contract.
2. Calculation: Members may take up to twelve (12) work weeks of unpaid family care in a rolling twelve (12) month period, which shall be counted backward from the date family leave is taken due to his or her own serious medical condition or serious medical condition of a family member.
3. Benefits: Members will be entitled to health benefits in the same manner as if working.
4. Eligibility: To qualify for this leave, the employee must have:
 - a. Been employed with the District for at least twelve (12) months;
 - b. Actually, worked one thousand two hundred and fifty (1250) hours during the twelve (12) month period immediately prior to commencement of the leave;
 - c. Provided notice to their immediate supervisor and the Human Resources Department at least thirty (30) days in advance, if such leave is foreseeable; and

- d. Provided Human Resources with a WCCUSD Medical Verification setting forth the reason, timing, duration and medical restrictions pertaining to such leave, etc.
5. Members who qualify for this leave must use all available paid leaves while on FMLA.
6. This leave will run concurrently with all applicable state and family medical leave laws, i.e. including but not limited to FMLA, CFRA and/or Pregnancy Disability Leave.
7. Any changes in the law shall supersede the leaves language within this agreement.

B. Child Care Leave/Baby Bonding.

1. Calculation: Members may take up to twelve (12) work weeks of unpaid family care leave in any twelve (12) month period, which shall be counted backward from the date family leave is taken to care for a newborn child or placement of a child for adoption or foster care.
2. Benefits: Members will be entitled to health benefits in the same manner as if working.
3. Eligibility: To qualify for this leave, the member must have:
 - a. Been employed with the District for at least twelve (12) months;
 - b. Actually worked one thousand two hundred and fifty (1250) hours during the twelve (12) month period immediately prior to commencement of the leave;
 - c. A newly born, adopted or foster child placement;
 - d. Provided notice to their immediate supervisor and the Human Resources Department at least 30 days in advance, if such leave is foreseeable; and
 - e. Provided Human Resources with a WCCUSD Parental Leave Verification.
4. Such leave must be taken within one year of the birth, adoption or placement. This leave may be used all at once or in separate 2-week blocks.
5. This leave will run concurrently with all applicable state and family medical leave laws, i.e., including but not limited to FMLA and/or CFRA.

C. Enhanced CFRA Leave.

1. Beginning July 1, 2018, for each year of service to the District completed, a prospective parent shall earn one (1) calendar week of enhanced CFRA up to a maximum of six (6) weeks. This leave is fully paid and may be utilized at the commencement of any adoption,

birth of a newborn, or foster of a child age 0-3 years for up to a maximum of two (2) weeks per calendar year.

2. The two weeks must be continuous, cannot be used intermittently and are not applicable during break or non-work time.
3. The enhanced CFRA is used as a “bank”. As a member uses this leave, it is taken out of their bank. A member may keep earning one week per every year of service, but may only utilize two (2) weeks at a time with each child. This leave is not transferable to another member.
4. If the employee has earned less than two (2) weeks of enhanced CFRA, they may utilize their accumulated sick leave for the balance of the two (2) calendar week period.
5. After June 30, 2022, this provision will sunset. Continuation of this leave will need to be renegotiated as part of the successor agreement.

D. Family Care Leave.

1. Intent: To make contract language consistent with federal and state laws governing medical and family leave laws. Any changes in the laws shall supersede the leave language in this contract.
2. Application: Members may take up to twelve (12) work weeks of unpaid family care in any twelve (12) month period, which shall be counted backward from the date family leave is taken to care for a child under age eighteen (18) or over eighteen (18) and incapable of self-care due to disability; parent; spouse; or domestic partner registered with the State of California, with a serious health condition.
3. Benefits: Members will be entitled to health benefits in the same manner as if working.
4. Eligibility: To qualify for this leave, the member must have:
 - a. Been employed with the District for at least twelve (12) months;
 - b. Actually worked one thousand two hundred and fifty (1250) hours during the twelve (12) month period immediately prior to commencement of the leave;
 - c. Have a family member with a “serious” medical condition;
 - d. Provided notice to their immediate supervisor and Human Resources at least thirty (30) days in advance, if such leave is foreseeable; and

- e. Provided Human Resources with a WCCUSD Medical Verification setting forth the reason, timing and duration of such leave, etc.
- 5. This leave will run concurrently with all applicable state and family medical leave laws, i.e., including but not limited to FMLA and/or CFRA.

E. Pregnancy Disability Leave.

- 1. Intent: To make contract language consistent with federal and state laws governing medical and pregnancy leave laws. Any changes in the law shall supersede the leave language in this contract.
- 2. Eligibility: This leave is available to members immediately if disabled due to pregnancy, childbirth or related medical condition and the member has:
 - a. Provided notice to their immediate supervisor and Human Resources at least thirty (30) days in advance, if such leave is foreseeable; and
 - b. Provided Human Resources with a WCCUSD Medical Leave Verification.
- 3. Duration: Members may take up to four months per pregnancy of unpaid leave while disabled by pregnancy, childbirth or related medical condition. This leave may be taken all at once or intermittently.
- 4. Benefits: Members will be entitled to health benefits in the same manner as if working.
- 5. The District shall not discriminate against a member because of pregnancy.
- 6. This leave will run concurrently with all applicable state and family medical leave laws which specifically, excludes CFRA.
- 7. Upon request unit members, returning from Pregnancy Disability Leave will be provided a lactation room that is a place other than a bathroom that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk. These members will be provided a reasonable amount of break time as needed by the nursing mother, which shall, if possible, run concurrently with any break time already provided to the employee.

Section 13 Child Care Leave.

- 1. Child Care Leave. Upon request, the Board shall provide a male or female unit member who is a natural or adopting parent an unpaid leave of absence for the purpose of rearing his/her infant. Such leave shall remain in effect at least until the end of the semester following the birth of the child and no longer than the end of the second semester following the birth of the child. This

unpaid leave shall be available for up to one year. A unit member shall notify Human Resources that he/she intends to take such leave at least four (4) weeks prior to the anticipated date on which leave is to commence. (May qualify under the Family and Medical Leave Act. Contact Human Resources for information.).

2. Non-birthing Parent Leave: Non-birthing parent shall be entitled to three (3) days with pay and may utilize personal necessity leave.

Section 14. Personal Leave. An employee may request leave for personal reasons not to exceed two (2) days. Request for personal leave shall be on District forms and well in advance of the anticipated absence. Personal leave not considered an emergency shall not be taken during the initial or final week of the school year; exceptions must be approved in advance by the Assistant Superintendent for Human Resources. Absences for personal reasons shall be at full salary deduction.

Section 15. Military Leave. Such leave shall be granted pursuant to provisions of the Education Code and federal leave statutes. This leave will run concurrently with state and federal leave laws, as applicable.

Section 16. Personal Necessity Leave.

1. Absence for personal necessity is defined as “absence which through pressure of circumstance is logically urgent or unavoidable.” Employees must secure advance approval for personal necessity leave taken Monday, Fridays, and during the first and last weeks of school and on days which would extend vacation periods.
2. However, the employee shall not be required to secure advance permission for leave taken for any of the following reasons:
 - a. Death or serious illness of a member of his or her immediate family.
 - b. Accident, involving his or her person or property of a member of his or her immediate family.
3. A maximum of seven (7) days of accumulated sickness or injury leave in any school year may be used by the employee as long as the unit member has sick leave available.
4. The leave will run concurrently with state and federal family leave and pregnancy disability laws, as applicable.

Section 17. Professional Leave.

1. The following regulations shall govern the attendance of a school employee at professional meetings and conferences:
 - a. Approval by the Assistant Superintendent for Human Resources must be granted.

- b. Employees who are authorized to represent the District at educational meetings and conferences may be allowed to attend at no loss of salary, and actual and necessary expenses shall be paid.
- c. Employees other than those authorized to represent the District shall be allowed to attend recognized educational conferences held by organizations whose sole purpose is education. This shall be at no cost to the District.

Section 18. Formal Study Leave

1. **Eligibility.** Any certificated employee of the West Contra Costa Unified School District who has been an employee of the West Contra Costa Unified Schools for not less than seven (7) consecutive years shall upon request and pursuant to the qualifications below, be granted a leave of absence for one (1) semester or one (1) year. The District shall grant up to two (2) Formal Study Leaves annually.
 - a. Applications for formal study leaves shall be submitted to the Human Resources Office between September 1 and December 31 of the school year prior to the proposed leave.
 - b. Recommendations to the Board of Education for approval will be made on the basis of number of years of service, with priority being given to employees who have not had a formal study leave. In cases of prior formal study leave having been granted, the employee with the most years of service since last formal study shall have priority.
 - c. Applications for single-semester formal study leaves will be considered on the same basis as those for full year. Employees having used a half-year formal study shall have priority over those having used a full year.
 - d. The deadline for withdrawing a request shall be April 1.
2. **Formal Study.** An applicant who applies for professional leave under this Section shall agree to undertake at least twelve (12) upper division or eight (8) graduate units, or a total of ten (10) upper division and graduate units per semester, or a doctoral dissertation study in an accredited university of higher learning. Evidence of the successful completion of the formal study program shall be filed in the form of a transcript, certified by an approved institution, of work taken and grades earned.
3. **General Regulations.**
 - a. **Compensation.** While upon formal study leave of absence, properly authorized by the Governing Board, the employee shall receive one-half (1/2) of the contract salary which would normally be paid for the year.
 - b. **Liability.** The Governing Board shall not be held responsible for any liability or payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

- c. **Status.** A year of formal study leave shall be credited as a year of service in the District for salary purposes. At the expiration of the leave the employee shall, unless otherwise agreeable or unless transfer policy indicates otherwise, be returned to the position held at the time leave was granted.
- d. **Terms of Payment.** Salary for a certificated employee on formal study leave may be paid in one of the following manners:
 - (1) Salary for formal study leave may be paid in two (2) equal annual installments, without the necessity of posting an indemnity bond. The first installment will be paid at the end of the first semester after the return of the employee from leave, provided that the employee has received salary, for a minimum of seventy-five (75) days during the first semester of return to duty. If the employee has not received salary for such a minimum number of days during the first installment, the employee will be paid at the end of the second semester. The second installment will be paid at the end of the third semester as explained above.
 - (2) Indemnity Bond. Prior to entering upon a formal study leave, the employee may file with the Governing Board a suitable bond indemnifying the school district for any salary paid the employee during the period of formal study leave in the event said employee fails to return and to render two (2) full years of service in the West Contra Costa Unified Schools following the termination of the formal study leave, or in the event said employee fails satisfactorily to carry out the program of study, approved by the Assistant Superintendent, Human Resources, the Superintendent of Schools, and the Governing Board. Failure of an employee to return and render service satisfactorily to complete the scheduled program of study or travel shall not result in a forfeiture of the bond when such failure is due to death, or certification by the school physician that failure was due to physical or mental disability

Section 19. Sick Leave. Every full-time teacher employed five (5) days per week shall be entitled to eleven (11) days of paid sick leave per year.

- 1. Unused sick leave shall accrue from school year to school year.
- 2. At the beginning of each school year, every unit member shall receive a sick leave allotment credit, equal to his/her sick leave entitlement for the school year. A unit member may use his/her credited sick leave at any time during the school year.
- 3. The District shall include sick leave statements on pay stubs.
- 4. Part-time employees, or those employed longer than the regular unit member work year, shall be allowed sick leave on a pro rata basis.
- 5. Personal illness of more than seven (7) school days duration shall be verified by a certificate from a licensed physician. Such certificate shall be forwarded to the Human Resources Department. Upon request of the administration, personal illness of five (5) school days shall be so verified.

Section 20. Study Leave.

1. A leave without pay for study purposes may be granted to tenured unit members for a period not to exceed one (1) year.
2. Additional leaves may be granted an employee providing that at least seven (7) years occur between such leaves.
3. A leave of this type shall not constitute a break in the continuity of service required for formal study leave and shall not count as one of the seven (7) years of service required for the granting of a formal study leave. There must be a minimum of a two-year interval between a study leave and a formal study leave.
4. A study plan shall be submitted in advance to the Human Resources Office for approval by the Assistant Superintendent for Human Resources.
5. Evidence of the successful completion of the study program shall be filed in the form of an official transcript or as may be otherwise required.
6. Appropriate academic units earned while on study leave will apply for academic increment requirements; experience (annual) increment shall not be allowed for period of leave.

Section 21. Miscellaneous Provisions.

1. Unit members on unpaid leave shall not receive credit for annual salary increments. Unit members on paid leave shall not receive credit for annual salary increment except as specifically noted in this agreement.
2. Unit members on unpaid leave may, at their option and with the continued concurrence of the insurance carriers, assume the cost of fringe benefit premiums for the period of leave.
3. An unpaid leave of absence shall not constitute a break in continuity of service.
4. Unit members on paid or unpaid leave of absence are to notify the Human Resources Office by December 1 of their intent to return at the start of the second semester and before April 1 of their intent to return at the start of the first semester.
5. Unless otherwise provided in this Article, a unit member on a paid or unpaid leave of absence shall be entitled to return to the same position which he/she held immediately before commencement of the leave unless he/she would have been transferred or reassigned pursuant to Article 14 had service been rendered during the period of leave. Provisions of this section shall not apply to leaves extended or renewed beyond two (2) full school years.

ARTICLE 14

TRANSFERS AND REASSIGNMENTS

Section 1. Definitions of Transfer and Transfer Seniority Date.

1. "Transfer" is defined as the movement of a teacher from the position he/she holds at one school location to a different site or school location.
2. "Transfer Seniority Date" is the first date of most recent District employment under probationary and permanent contracts. In cases where previous employment under temporary, probationary and/or permanent contracts has occurred, the Transfer Seniority Date will be backdated an amount of time comparable to that time. Service outside the UTR unit shall not be counted for purposes of implementing this Article.

Section 2. Voluntary Transfer.

1. A permanent teacher may request a voluntary transfer to take effect either during a school year or at the beginning of the next school year. Except by mutual agreement, transfers will not be made during the school year. However, vacancies which are filled during the regular school year will be advertised for transfer in the subsequent school year if the position still exists.
2. Bargaining Unit members with a Notice of Unprofessional Conduct, Does Not Meet Standard Evaluation and/or mandatory referral to the Teacher Support and Teacher Assistance Program (Article 51) within the previous 12 (twelve) months shall be eligible to voluntarily transfer with the written approval of Human Resources.
3. Transfer rounds will occur with one round in March, a second round in April, and a flexibly scheduled third round prior to May 15. All known vacancies shall be posted as follows:

Prior to the posting of bargaining unit vacancies, the District shall make every effort to secure from site principals/administrators all known vacancies.

- a. As vacancies become available, they shall be communicated to members in the following ways:
 - A live list of vacancies available to District employees including: site, position (including grade level and/or subject), application deadline and instructions to apply.
 - An email will be sent to all credentialed employees at least one week prior to the transfer opening.
- b. A streamlined application process in which members will apply for transfer by filling out an online form to indicate the desired position.

- c. All Bargaining unit Members who express an interest in a position by the deadline shall be given the opportunity to interview for it.
 - d. If a qualified, internal candidate is available, that candidate shall be placed and shall permanently own the position.
 - e. All interviewees shall be notified of the disposition of the transfer request. Written specific reasons for non-selection shall be furnished upon request.
4. Request for voluntary transfer shall be considered on the basis of:
- a. Qualifications
 - (1) Credentials.
 - (2) Major and minor fields of study.
 - (3) Teaching experience. (This shall not exclude from consideration teachers seeking a change in subject area or grade level or type of assignment.)
 - (4) Special skills required by the particular assignment (i.e. bilingual, mental health training, authorizations, units and coursework for limited assignments and teacher consent).
 - (5) Gender balance in the Physical Education programs.

Under no circumstances will this criterion result in the involuntary transfer or layoff of any bargaining unit member.

If all items from above are equal, the process will move to (b)
 - b. Seniority

District-wide seniority, i.e., those teachers with the required qualifications and the greatest seniority, shall be transferred.
5. The position of a teacher requesting transfer will not be declared open until the teacher has accepted another position of his/her own choice.
6. While teacher-administrator discussion regarding possible transfer may be appropriate, no teacher shall be pressured to seek a voluntary transfer.

Section 3. Involuntary Transfers Due to Declining Enrollment and/or School Closure.

- 1. In the event staffing allocations require the transfer of a teacher, volunteers for the involuntary transfer shall be considered first. If there are no volunteers for involuntary transfer, the teacher at the affected site with the least District-wide seniority shall be transferred unless, by doing so, the school would be unable to meet the needs of its educational program. In such cases, the next least senior teacher shall be transferred.

2. When a school closes, the teachers at the closing school shall be considered first to fill any and all vacant positions at the schools where their students are being placed. This shall also apply to teachers in any school which is established as an alternative program and/or magnet school.
3. In the event a teacher is involuntarily transferred from a school and the eliminated position is restored at the beginning of the subsequent school year, the transferred teacher shall have the right to return to his/her previous school.
4. Teachers transferred under this Section shall have the right to indicate preferences from a list of vacancies and shall be assigned pursuant to the qualifications listed in Section 2.4 of this Article.

Section 4. Transfers Due to the Opening of New School(s)

1. In the event staffing allocations require the transfer of a teacher to the new school due to overstaffing, volunteers for the involuntary transfer shall be considered first. If there are no volunteers for the involuntary transfer, the teacher at the affected site with the least District-wide seniority shall be transferred unless, by doing so, the school would be unable to meet the needs of its educational program. In such cases, the next least senior teacher shall be transferred.
2. When a school opens, the teachers at the school, whose students are moving to the new school, shall be considered first to fill any positions where their students are being placed, in proportion to the movement of students.
3. In the event a teacher is involuntarily transferred to a new school and the eliminated position at the sending school is restored at the beginning of the subsequent school year, the transferred teacher shall have the right to return to his/her previous school.
4. Teachers transferred under this Section shall have the right to indicate preferences from a list of vacancies and shall be assigned pursuant to the qualifications listed in Section 2.4 of this Article.

Section 5. Administrative Transfer for Cause (Employer Initiated).

1. In the event that a teacher be transferred for his/her welfare and/or the welfare of the District, the following procedures shall be followed:
 - a. The teacher and the Union shall be notified in writing of the intent to transfer.
 - b. If requested, the intent to transfer must be discussed with the teacher at a mutually agreed upon time no less than five (5) or more than ten (10) school days after receipt of written notification. A representative of the Union shall, upon request, be present at this conference.
 - c. The conference shall include a discussion of the specific reasons for the transfer which upon request shall also be furnished in writing.

- d. The teacher transferred shall have the right to apply for any subsequent vacancy for which he/she is qualified.
- e. This procedure shall be followed regardless of the administrative level from which the transfer originated.
- f. Transfers shall not be made for arbitrary or capricious reasons.

Section 6. Counselor-Special Provisions.

- 1. The provisions of this Article shall apply to counselors except that:
 - a. Seniority provisions shall be interpreted as seniority as a counselor.
 - b. Gender and racial balance as mandated by state and federal statutes as well as practical needs at a school site shall also be considered in determining qualifications for transfer.

Section 7. Reassignment. Reassignment is defined as any movement of a teacher to a different grade level or subject area at or within a school site. Reassignment shall be based solely upon the educationally related needs of the school and shall not be for arbitrary and capricious reasons.

- 1. By February 15 of each year, each teacher shall receive a form upon which he/she shall list program or grade level choices for the following year. This form shall be considered a request for voluntary reassignment. By May 15 of each year, returning teachers will be given a preliminary notice of their prospective assignment for the following academic year. Changes to these assignments shall not be made for arbitrary or capricious reasons.
- 2. If the vacancy occurs as a result of the closure of another school, it shall be posted for transfer.
- 3. In the event the educationally related needs of the school can be met by the reassignment of more than one teacher, seniority shall prevail.
- 4. Written specific reasons for rejection of a voluntary request for reassignment or an involuntary reassignment shall be furnished.
- 5. Preschool positions at the site shall be considered as part of the regular school site faculty for the purposes of reassignment.

Section 8. Miscellaneous Transfer Provisions.

- 1. In the event a teacher is involuntarily transferred from one location to another, the District shall assist in the moving of that teacher's materials and supplies which cannot be reasonably moved by the teacher.
- 2. Teachers transferred from one school site to another school site after the first workday shall receive two (2) days of planning and preparation time before beginning the new assignment. Appropriate moving assistance will be provided to all teachers required to move.

3. A list including the transfer seniority date for each teacher at each work location shall be posted by March 1, annually.
4. In the event the appropriate transfer criteria has been applied and two (2) or more teachers with identical seniority are involved in the same transfer consideration, the tie shall be broken as follows:
 - a. Unpaid leave time, if any, shall be deducted.
 - b. Gender and racial balance at the school site.
 - c. Seniority at the site.
 - d. Remaining ties shall be broken by lot. This shall be done in the presence of all teachers affected.
5. Notwithstanding the provisions of this article, no bargaining unit member may be involuntarily transferred or assigned to any alternative (magnet) school, program, or schedule.

ARTICLE 15 EVALUATIONS

Section 1. The primary purpose of evaluation is to improve the educational programs, practices, and services within the schools through increased effectiveness of each teacher.

The parties mutually agree to form a committee of seven (7) bargaining unit members, seven (7) site administrators, the UTR President, and the Superintendent to develop a new Administrative Observation form.

The parties agree the final product will be completed during the 2018-2019 school year and ratified by a majority vote of Unit members. If ratified, it will be implemented via a Memorandum of Understanding (MOU) beginning in the 2019-20 school year.

Section 2. Objectives.

1. To improve the quality of instruction for each student.
2. To stimulate professional growth.
3. To provide formal evaluation rather than incidental judgment.
4. To improve job satisfaction and morale.
5. To strengthen and clarify roles and responsibilities.

6. To provide a basis for giving recognition for excellent and effective service.
7. To aid in assignment, promotion, or retention.
8. To strengthen/encourage administrator and member collegiality towards effective practice.
9. To allow constructive administrator and member feedback.

Section 3. The District and the Union accept as a fundamental premise for a successful evaluation program the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. The teacher evaluation system provides a standards-based assessment system designed to promote significant professional growth for certificated staff and success for students. The California Standards for the Teaching Profession (CSTP) is the foundation for all teachers in this evaluation process. An ideal evaluation process includes and encourages the teacher's participation in a meaningful way. The CSTP provides both the tool for self-analysis and reflection as well as the standards by which a teacher's practice may be objectively measured, thereby connecting the teacher with his or her evaluator in a process, which fosters meaningful professional growth and development. (The evaluation packet is located in Appendix J).

Tenured teachers with Proficient, Distinguished or Meets Standard evaluations may select from the following evaluation options developed with the CSTP as their foundation.

1. The Administrator Observation Option
2. The Portfolio Option
3. The Critical Friends Option
4. The Action Research Option

Options 2 – 4 are set forth in Appendix J. If a teacher does not complete an Option (2-4) during the evaluation year he/she shall, in the next year, be evaluated using the Administrator Observation Option.

If options 2-4 are selected, the next evaluation will be an administrator observation. It is intended the Administrator will evaluate a member through the Administrator Observation Option at least once every four years.

Section 4. Evaluation Procedure.

1. Every temporary and probationary certificated employee shall be evaluated by the administration in writing at least once each school year, no later than March 1. Probationary employees shall be evaluated based on three elements selected from Standards 1-5 of the California Standards for the Teaching Profession (CSTP): one element selected by the evaluator, one selected by the employee, and one selected by mutual agreement.
2. Every permanent certificated employee shall be evaluated by the administration in writing every other year of active duty, no later than April 15 of the year in which evaluation takes place, except as provided herein. Unit members with permanent status who have been employed at least 10

years with the school district, and are highly qualified as required by the state and federal law, and whose previous evaluation rated the employee as Proficient, Distinguished or Meets Standard shall be evaluated up to every five years if the unit member and current evaluator consent to this schedule. The teacher or evaluator may withdraw his/her consent and return to the two year cycle.

3. No later than the end of the 35th working day of the year in which evaluation is to take place, the evaluator and the permanent certificated employee with a Proficient, Distinguished or Meets Standard evaluation shall meet and discuss the Standards upon which evaluation is to be based. The evaluation shall be based on three elements selected from Standards 1-5 of the CSTP: one element selected by the evaluator, one selected by the employee, and one selected by mutual agreement. A permanent employee who receives an overall Does Not Meet Standard rating on his/her evaluation shall be evaluated the next year on the Standard(s) for which the teacher received a Does Not Meet Standard rating.
4. In no case shall performance objectives, stated in percentages, be required. In addition, the assessment of competence shall not include the use of publisher's norms established by standardized tests.
5. During the course of the evaluation period, mitigating circumstances may require modification of the evaluation parameters. The necessity for review of the evaluation criteria shall be determined mutually by the employee and the evaluator and shall be determined in the same manner as is stated in Section 4.3.
6. At least three (3) observations of at least fifteen (15) minutes each shall take place prior to the placement of any negative comments or judgments in the final evaluation.
7. Any certificated employee who receives a negative evaluation shall, upon request, be entitled to at least one (1) additional observation, conference and written evaluation as prescribed above. At the employee's request, the additional observation and subsequent evaluation shall be performed by a different administrator as assigned by the Human Resources Department in consultation with UTR.
8. The evaluator shall take affirmative action to assist employees in correcting any cited deficiencies. Such action shall include specific recommendations, and may include adequate release time for the employee to visit and observe other similar classes.
9. This process may be constrained by anomalies noted by the evaluatee on the appropriate form. Assessment of performance shall be with due consideration of constraints over which the evaluatee has no authority to correct and current Board-adopted guidelines not in conflict with this Agreement.
10. Each evaluation shall be based upon at least one (1) pre-scheduled observation, the result of which shall be recorded on the confidential Certificated Evaluation Observation form. Each evaluation observation shall be followed by a conference in which the evaluator and the employee shall review the observation. The conference shall be held within (5) school days of the observation.

Teachers shall have the right to list their comments on the Certificated Evaluation Observation form.

11. Non administrative certificated personnel shall not participate in the evaluation and/or observation of other non administrative certificated personnel, nor shall they be required to assess their own performance.
12. The evaluator or designee shall not base his/her evaluation of a certificated employee on any information which was not collected through the direct observation of such employee, with the exception of information collected, not by direct observation, but fully investigated, documented, substantiated and discussed with the employee. Hearsay statements shall be excluded from written evaluation.
13. If as a result of an adverse evaluation an employee is notified that the District intends to institute dismissal proceedings, the adverse evaluation based on possible procedural violations becomes non-grievable. In the event dismissal proceedings are not instituted, the adverse evaluation may then be grieved based on possible procedural violations. This procedural prohibition shall not apply to Section 4.12.
14. Adverse evaluations shall not be based upon the use of materials or methods or exchange of ideas which may be deemed unpopular or controversial provided such materials, methods and ideas comply with the approved course of study for the subject being taught, present both sides of an issue, and are appropriate to the maturity level of students.
15. The summary of final evaluations shall provide for a rating of Does Not Meet Standard, Meets Standard, Proficient, or Distinguished.
16. After the tenth (10th) year of service, and if the bargaining unit member received a Proficient, Distinguished, or Meets Standard evaluation the administrator and member can mutually agree to a five year evaluation cycle. If the administrator and member agree on a five year cycle, the evaluation at the end of the five year cycle shall be an Administrator Evaluation Option.
17. If an evaluator does not complete an evaluation under the Administrator Observation option, the member shall automatically receive a Proficient rating and be considered to have completed the Administrator Observation evaluation. The member will next be evaluated according to their evaluation cycle, as outlined in Section 3.

Section 5. Teachers desiring to continue employment beyond age sixty-five (65) may do so pursuant to the same health and competency standards which apply to other bargaining unit members.

Section 6. Evaluation Procedure: School Psychologists. Evaluation procedures and timelines for school psychologists shall be the same as for other certificated employees as specified in the contractual agreement except as noted below:

1. "Elements of evaluation" shall refer to the following:

- a. Psychoeducational evaluation of students for learning, behavioral, and/or developmental difficulties and subsequent written reports of such evaluations.
 - b. Consultation with school administrators, teachers, SST teams, parents, community agencies.
 - c. Professional growth and development.
 - d. Crisis intervention participation and inservice training.
 - e. Inservice staff development and parent education.
 - f. Counseling (e.g., related services or crisis).
 - g. Special assignments as appropriate, e.g., GATE evaluations, PIP supervision and consultation, infant and preschool evaluations, department chair responsibilities, non-public school services, special projects, Chapter I services, SED evaluations, TEP services, bilingual assessments.
2. Evaluation elements for psychologists shall be limited to no more than three (3) areas with no more than two (2) goals and two (2) objectives for each goal. For psychologists whose assignment is at least 50% special education assessment, "psychoeducational assessment" shall be one of the areas.
3. Each evaluation of a school psychologist shall be based on appropriate documentation of the individual's evaluation elements.
 - a. For "psychoeducational assessment" the psychologist shall submit to the evaluator at least two (2) written reports which document appropriate test data and validity and eligibility statements.
 - b. For programs, inservice or professional growth, or special assignments, the psychologist will provide to the evaluator documentation of the extent of participation, (e.g., related services monthly reports, consolidated program monthly time sheets, brochures or schedules from professional growth or inservice programs).
 - c. For consultation and crisis intervention, the psychologist will discuss with the evaluator examples of school site, parental, or community agency interactions and outcomes.
4. This evaluation conference shall take place no later than April 30th of the evaluation year.
5. Any psychologist who receives a negative evaluation shall be given the opportunity for one (1) additional conference and written evaluation. The evaluator shall take affirmative action to assist the psychologist in correcting any cited deficiency. Such action shall include specific

recommendations and may include the opportunity to consult with colleagues or to attend professional development activities as appropriate.

ARTICLE 16 GRIEVANCE PROCEDURE

Section 1. Definitions. A grievance is a claim by one or more of the members of the Unit or by the Union that there has been a violation or misapplication of the Agreement which has adversely affected the member or members of the Unit or the Union.

Grievances (Level 1 and above) shall be submitted through the “Grievance Form”, agreed upon by both parties, which documents dates and times of each event throughout the grievance process. (See Appendix L.)

Informal Procedure

Section 2.

1. An aggrieved person shall first discuss the grievance with the appropriate Principal or immediate supervisor, either directly or accompanied by the Union's Grievance Representative, with the objective of resolving the matter informally. The grievant may, however, authorize the Union's Grievance Representative to represent him/her. The Principal may request that such authorization be in writing. This discussion will meet the requirement for an informal meeting when it is documented on the agreed upon Grievance Form by the grievant.
2. This discussion must be requested within thirty-five (35) days of the alleged violation or within thirty-five (35) days of when the grievant knew or should have known of the facts constituting the alleged violation.
3. This informal meeting must occur within ten (10) days of the grievance request.

Formal Procedure

Section 3. Level I.

1. If the matter is not resolved informally, the grievant may submit the claim as a formal grievance no later than ten (10) days after the informal conference.
2. Within five (5) days after receipt of the written grievance by the Principal or the immediate supervisor, the Principal or immediate supervisor shall meet with the aggrieved and/or the Union Representative, if requested by the aggrieved, in an effort to resolve the matter.

3. Within five (5) days after receipt of the grievance, or after the Level I conference, if requested, the Principal or immediate supervisor shall render a decision in writing, together with supporting reasons.

Section 4. Level II.

1. Within five (5) workdays of receipt of the decision at Level I, or if no decision is rendered within the required time, if the grievant is not satisfied with the decision, the grievance may be appealed to the Superintendent.
2. The Superintendent or his/her designee shall, within ten (10) workdays of receiving the appeal, meet with the aggrieved teacher and the Union Representative, if requested by the aggrieved, in an effort to resolve the grievance.
3. The Superintendent or designee shall, within five (5) workdays of the meeting in Section 4.2, forward a decision in writing.

Section 5. Level III.

1. If the aggrieved is not satisfied with the decisions of Level II, or if no decision is rendered within the time limits specified in Section 4.2, the grievant may request the Union to submit the grievance to arbitration.
2. If the Union decides to appeal the grievance, notification of such must be sent to the Superintendent within ten (10) days.
3. The Union Representative and the Superintendent or designee shall meet within five (5) days to select an arbitrator.
4. If agreement is not reached within five (5) days, either party may request the State Conciliation Service to submit a list of five (5) arbitrators qualified to hear the dispute. The parties shall select one individual from the list supplied by the alternate strike method. The parties agree to notify the arbitrator immediately to schedule a hearing.

Section 6. Level IV. Arbitration Hearing.

1. The arbitrator shall convene a hearing as soon as possible, no later than twenty (20) days after his/her selection, to consider evidence and arguments.
2. The conduct of the hearing shall be at the discretion of the arbitrator who shall be guided by commonly accepted rules of procedure for holding arbitration hearings.
3. The arbitrator shall forward his/her decision to both parties within ten (10) days after the hearing is concluded or as soon as possible thereafter.
4. The award of the arbitrator shall be binding on both parties.

5. The Union and District shall share the cost of the arbitrator. All other costs shall be paid by the party incurring them.
6. The arbitrator shall have no power to add to, subtract from, disregard, alter or modify any of the terms of this Agreement.

Section 7. Individual Grievances.

1. Any members of the unit may at any time present grievances to the employer and have such grievances adjusted without the intervention of the exclusive representative as long as the adjustment is reached prior to Level IV and the adjustment is not inconsistent with the terms of this Agreement, provided that the employer shall not agree to a resolution of the grievance until the exclusive representative has received a copy of the grievance and the proposed resolution, and has been given the opportunity to file a response.

Section 8. General Provisions.

1. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum. "Workday" shall be defined as a day "school is in session." The time specified, however, may be extended by mutual agreement.
2. In the event a grievance is filed at such time that it cannot be processed through all levels in this grievance procedure by the end of the school year, the time limits set forth herein will be reduced so that the grievance procedure may be completed prior to the end of the school year or as soon after as is practicable.
3. If a grievance arises from action or inaction on the part of a member of the administration at the level above the Principal or immediate Supervisor, the aggrieved may submit such grievance in writing to the superintendent and the Union directly, and the processing of such grievance will be commenced at Level II.
4. Decisions rendered at Levels I and II of the grievance procedure will be in writing setting forth the decision and the reasons therefore, and will be transmitted promptly to all parties in interest and to the Union. Time limits for appeal provided in each level shall begin the day following the day of receipt of written decisions by the parties in interest.
5. A reasonable number of Union Representatives shall receive reasonable release time for the presentation of arguments and testimony of witnesses at grievance hearings.
6. Records of the grievance process shall be kept in a special file, not the employee's personnel file.
7. Failure to render a decision within the prescribed deadlines shall constitute a default and permit the lodging of an appeal to the next level.

ARTICLE 17

PARENT COMPLAINT PROCEDURE

Section 1. A parent complaint is defined as an expression of dissatisfaction over the action or actions of a teacher which is related to the welfare of the parent's child or children.

Section 2. Informal Procedure.

1. The parent shall first try to settle the concern on an informal basis with the employee involved or responsible.
2. If, however, the complaint is filed with the employee's supervisor instead of the employee, the employee will be notified immediately. Within five (5) school days, the employee shall confer on an informal basis with the parents alone. The employee's immediate supervisor shall attend this conference if the employee so requests.

Section 3. Formal Procedure. If the matter is not resolved at the informal level by the end of the fifth school day and the parent desires to file a formal complaint, the parent must file the complaint in writing on the form provided by the District.

1. The parent shall first try to settle the concern on an informal basis with the employee involved or responsible.
2. The employee shall be notified immediately and within five (5) school days of the receipt of a written complaint, the supervisor shall arrange a meeting with the individual parent and the employee. The employee may, however, authorize the supervisor to solve the complaint within the five (5) school day period.
3. Both parent and employee shall be entitled to have a representative present.
4. The supervisor shall attend and act as a recorder and fact finder and shall render a written decision no later than five (5) school days after the meeting. The supervisor shall send a copy of the written decision to the parties making the complaint.
5. If the matter is not settled to the satisfaction of either party, an appeal may be made in writing to the Superintendent of Schools within five (5) school days. The Superintendent shall schedule a meeting with the parties involved within five (5) school days and shall send a copy of the decision rendered to all of the parties involved.
6. If the matter is not settled at the Superintendent's level, either party may appeal to the Board of Education within five (5) school days. Within twenty (20) calendar days, the Board shall, in a closed session, review the appeal and render a final decision at that time. A copy of this decision shall be sent to all parties involved.

Section 4. No adverse action shall be taken against a teacher nor any notation placed in any school or teacher file based upon an anonymous complaint or a complaint not properly submitted in writing.

ARTICLE 18

PERSONNEL FILES

Section 1. No adverse action shall be taken against a teacher based upon materials not in the personnel file. The Board shall not initiate any adverse action against a teacher based upon materials which are contained in a teacher's personnel file unless the materials had been placed in the file at the time of the incident giving rise to such materials, or at the time the District becomes aware of the existence of such material.

Section 2. Material in personnel files of employees which may serve as a basis for affecting the status of their employment is to be made available for the inspection of the person involved. Such material is not to include ratings, reports, or records which (1) were obtained prior to employment of the person involved, (2) were prepared by identifiable examination committee members, or (3) were obtained in connection with a promotional examination. Every employee shall have the right to inspect such materials on request, provided that the request is made at a time when such person is not actually required to render services to the District.

Section 3. Information of a derogatory nature, except material mentioned in Section 2 above, shall not be entered in an employee's file or any other file maintained by the Board unless and until the employee is given notice and an opportunity to review and comment thereon. An employee shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review shall take place during normal business hours, and the employee shall be released from duty for this purpose without salary deduction.

Section 4. Upon written authorization by the teacher, a representative of the Union shall be permitted to examine authorized materials in such teacher's personnel file.

Section 5. The person or persons who draft and/or place material in a teacher's personnel file shall sign the material and signify the date on which such material was drafted and/or placed in the file.

Section 6. Access to personnel files shall be limited to the members of the District administration or designees on a need-to-know basis. The member may view their personnel files or designate the UTR President, UTR Uniserv Director, or CTA attorney to view the files. When the member requests a designee to view the personnel file the request must be in writing, signed, and dated by the member. District administration or designee(s), UTR member or member designees, accessing personnel files shall log in with their name, date of viewing, reason for viewing, and signature. The contents of all personnel files shall be kept in the strictest confidence.

Section 7. In no case shall unsubstantiated derogatory material be included in the file.

Section 8. Adverse materials, with the exception of formal evaluations, and those which are required to be kept in the file as required by law (e.g., credible complaints of, substantiated investigations into, or discipline for, egregious misconduct, unless the documents contain allegations that were determined to be false, non-credible, or unsubstantiated, or that the discipline was not warranted), shall be removed from the employee's personnel file and destroyed after remaining in the file for a period of four (4) years.

Section 9. There shall be only one official personnel file, which shall be maintained at the Human Resources Office.

Section 10. The teacher rights delineated in Sections 1 through 8 shall include any teacher files maintained by administrators.

ARTICLE 19 SAFETY

Section 1. A teacher may suspend any pupil from class under his/her direction for any of the acts enumerated in Appendix E, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the Principal for appropriate action. As soon as possible, the teacher shall ask the parents or guardian of the pupil to attend a parent-teacher conference regarding the suspension. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the Principal. During the period of the suspension, the student shall not be placed in the class of another teacher.

1. Suspensions and/or disciplinary referrals. The pupil will be seen and appropriate consequences applied in a timely manner. Upon written request, the Principal or designee shall provide the teacher with a written explanation of the steps taken to address the disciplinary issue with a student in accordance with a revised version of the Discipline Code referenced in section 4 of this Article. The information provided shall be kept confidential in accordance with the Education Code.

Section 2. A copy of the revised Discipline Code delineating the rights and duties of all administrators and teachers with respect to student discipline shall be presented to all teachers no later than the first week of September and thereafter shall be presented to all new teachers during the first week of school.

1. In order to provide a maximum amount of supervision and assistance in the event safety-related problems occur, meetings of school administrators shall, whenever possible, take place after regular school hours.
2. Except in an emergency, there will be an administrator on site at all high school sites during school hours. In case of an emergency, an administrator will immediately be identified to cover the site.

Section 3. When, in the judgment of a teacher, a student requires the attention of a psychologist, physician, or other specialist, he/she shall so inform in writing his/her Principal or immediate supervisor. The Principal or immediate supervisor shall within one week arrange for a conference to be held as soon as possible between himself/ herself, the teacher, the parent when appropriate, and the appropriate specialist to discuss the problem and to decide upon appropriate steps for its resolution. Routine referrals to local school staff shall result in appropriate action being taken at the time of the referral.

Section 4. Teachers may use reasonable force in the performance of their duties when such force is required to defend themselves or insure the safety of other teachers or students.

Section 5. Teachers shall immediately report cases of serious verbal threats or physical assault suffered by them in connection with their employment to their Principal or other immediate supervisor who shall immediately report the incident to the appropriate police authorities.

1. Such notification shall be immediately forwarded to the Superintendent who shall comply with any reasonable request from the teacher for information in the possession of the Superintendent relating to the incident or the persons involved, and shall act in appropriate ways as liaison between the teacher, the police, and the District Attorney's Office.
2. The Board shall do all in its power to see that law enforcement officials properly investigate and otherwise discharge their duties relating to reported cases of involvement and/or physical assault.
3. Information with regard to the disposition of disciplinary action taken against students at a site by the District or civil authorities shall be made available to the teachers at that site.

Section 6. The Board shall remain continually enrolled in an Agreement with a qualified insurer. Such Agreement shall provide that any teacher who, in the course of duty, is prosecuted for an alleged act for which the employee is held liable, shall be entitled without restriction to all reasonable expenses incurred in connection with defending against such prosecution including, but not limited to, reasonable attorney fees for litigation and appeal, court costs, costs for obtaining witnesses, payments for transcripts, monies expended for subpoenas, depositions, interrogatories, and reasonable expenses incurred in investigations made to prepare such defense. The Board shall pay the premium for such insurance policy.

Section 7. Because of the inability of the District to secure primary liability insurance to cover incidents arising from accidents involving a teacher's personal automobile in the scope of employment, the refusal to transport students in such a manner shall not constitute cause for adverse action against the teacher. In the event a teacher does transport students in his/her personal automobile and a claim of liability is filed, the insurance coverage enumerated in Sections 8 and 9 shall provide secondary coverage up to the limits enumerated in those Sections.

Section 8. The Board shall remain continually enrolled in an Agreement with a qualified insurer. Such Agreement shall provide each teacher acting within the scope of his/her employment with \$5,500,000 worth of coverage against personal liability for damage or death of a person, injury to a person, or damage or loss of property. Such insurance policy shall also cover all reasonable expenses incurred by the teacher in connection with his/her defense of a civil suit enumerated in Section 8.

Section 9. Teachers shall not be required to work under unsafe conditions nor to perform tasks which endanger their health, safety, or well-being.

1. Safety-related repairs or modifications shall be given priority.
2. Every effort shall be made to provide teachers with classrooms, work places, and faculty rooms which are adequately heated, cleaned, lighted, and ventilated.
3. The Board shall provide, with Union input, that adequate procedures are in place at each school site to deal with earthquakes, fires, chemical spills, weapon-related emergencies, community unrest, school crises and traumas, and other related emergencies. Employees shall be inserviced on these procedures annually during District time.

The District shall work with school sites and communities to secure the needed supplies.

Section 10. The Board shall provide for adequate two-way communications procedures between the site offices and all classrooms.

Section 11. Any teacher who is asked to receive or who is assigned a student with known serious behavior problems or violence-related potential or whose parent or guardian has similar potential shall be immediately informed by means of the District form. During the first quarter of each school year, each principal will dedicate a portion of a regularly scheduled staff meeting to strategies for managing disruptive students and adults and providing protections for the safety of teachers and students.

Section 12. In cases of assault on a teacher, the duration of the student's suspension shall be discussed with the teacher or teachers involved prior to implementation of the suspension.

Section 13. The District shall implement procedures at all sites for checking in outside visitors. The specific procedures at each site shall be agreed upon by the parties. The outside visitor policy at each school site shall, at minimum, include the following:

1. A means of communicating to outsiders that they must check in at the front office (e.g., visible signs, student, or adult monitors).
2. A front office check-in procedure that includes:
 - a. Sign-in and sign-out.
 - b. Issuance of a visitor's permit indicating full name and date.

It is agreed that each site may develop procedures best suited for their specific needs. Additionally, representatives of UTR and Teamsters and/or SSA-Local 21 may meet to consider changes in the above policy and develop procedures. Teamsters and/or SSA-Local 21 site secretaries will be provided a representative at such a meeting.

Section 14. The number of students who are allowed to utilize secondary school libraries during lunch periods must be held to a reasonable maximum.

Secondary school librarians may use their discretion in determining when safety conditions and supervising responsibilities warrant a limitation on the number of students in the library at any one time.

Such a limitation is subject to the concurrence of the principal, who shall not unreasonably withhold his/her agreement.

ARTICLE 20

UNIT MEMBER TRAVEL AND MAIL EXPENSES

Section 1. Whenever possible, unit members who are assigned to more than one school shall be notified of any changes in their schedules at least ten (10) school days prior to the proposed change.

Section 2. Unit Members who may be requested to use their own automobiles in the performance of their duties and unit members who are assigned to more than one (1) school per day shall be reimbursed for all such travel at the per mile rate provided for in IRS regulations for all driving done between the arrival at the first assignment and subsequent driving to additional assignment locations. In the event the Board authorizes an additional rate increase to any other employee group, it shall also apply to unit members. Unit Members who make voluntary visits to homes of their students shall receive these benefits provided they notify their principal in advance of the visit.

Section 3. Unit Members who return to a particular work location to attend a school-related activity which is a part of their job assignment and is scheduled to begin two (2) hours or more after their normal workday shall also be reimbursed with a twenty-five (25) mile limitation. Unit Members receiving an extra duty stipend shall be excluded from this provision.

Section 4. The District shall reimburse employees for the cost of mailing to parents those letters, notices, etc., deemed necessary by the employer.

ARTICLE 21

PHYSICAL EXAMINATION

Section 1. Examinations for tuberculosis will be required every four (4) years at Board expense, in accordance with California Education Code and Health and Safety Codes.

ARTICLE 22

SCHOOL CALENDAR

Section 1. Effective July 1, 2018, the number of work days for members on UTR8 shall be 184 days plus 60 additional hours of work as specified below. To compensate for these additional requirements, the district will add four and fifty-five hundredths percent (4.55%) to the UTR8 salary schedule. Members on the UCAM salary schedule will also follow the guidelines outlined in points (a) through (g) below for an additional four and fifty-five hundredths percent (4.55%) on the salary schedule.

- a. One workday shall be scheduled for elementary and secondary teachers on the day immediately preceding the first day of school.
- b. The second workday shall be scheduled in conjunction with the five mutually agreed upon minimum days for parent conferences for elementary teachers. For secondary teachers, the second workday shall be scheduled between the first and second semesters. Grade 6, 7, and 8 teachers in a K-8 school shall be considered secondary teachers for the purpose of this section.
- c. Two days prior to school starting inclusive of district, site, grade level, and principal meetings. All site-level meetings shall be planned according to the requirements of Article 46: Staff Development.
- d. Six (6) hours of online local, state and federal mandated training. This training shall be completed prior to October 1 of each year.
- e. Thirty (30) hours of collaboration to be planned and implemented at the site according to the requirements of Article 46: Staff Development. Collaboration on school days shall follow a “minimum day for students” schedule as defined in Article 2, Section 4. Sites may elect to maintain their current collaboration under this provision or alter it. Sites that elect to collaborate for more than 30 hours per year shall complete a Memorandum of Understanding between the Union and the District.
- f. Twelve (12) hours of self-directed professional development activities as defined in Appendix K: (1) Self-directed peer collaboration; (2) Self-directed online professional learning; (3) District-directed professional learning; (4) Site-directed professional development or peer collaboration; (5) Work to maintain a safe and supportive school environment for students and the school community; (6) Attend IEP meetings.

General education teachers shall be paid at the hourly rate for attending IEP meetings after they have fulfilled their 12-hour commitment.

Special Education teachers may elect to be paid at the hourly rate for attending IEP meetings if they do not count them toward self-directed hours, and they meet their 12-hour commitment by other means.

The Union and District shall agree on a process to track these hours, which will be specified as a Memorandum of Understanding (MOU). This process will be monitored by site administrators to support educators in fulfilling this requirement. To that end, administrators will notify members at least one month before the deadline if they have not yet completed this requirement.

- g. Twelve (12) hours outside their normal workday assessing student performance in regard to Common Core State Standards as part of their regular grading process. This time will be used to analyze and report student performance to students and parents.
 - For elementary teachers, the process of completing and submitting standards-based report cards shall fulfill this requirement.
 - The Union and District will agree on a method for secondary teachers to fulfill this requirement, which will be included in the MOU of paragraph (f).

Section 2. The following shall be minimum days for students and teachers as described in Article 2:

Elementary

- a. Halloween Day.
- b. The day of Back-to-School Night.
- c. The day before Thanksgiving break.
- d. The day before Winter break.
- e. The day of Open House.

Secondary

- a. The day after Back-to-School Night.
- b. Halloween Day (middle school).
- c. The day before Thanksgiving break.
- d. The day before Winter break.
- e. The day after Open House.

UTR members shall not be required to attend more than one and one-half (1.5) hours each for Back to School Night (BTSN) and Open House.

Section 3. The following shall be minimum days for students only and shall require teachers to work according to their regular schedule:

Elementary

- a. Parent conference days [five (5) days].
- b. The first and last days of school.

Students shall be dismissed at twelve noon on the last day of school; however, if minutes are needed to meet state requirements in regards to minutes, up to fifteen (15) minutes may need to be added to this day. The Bargaining Unit will be notified of the exact schools and number of

minutes needed to complete these requirements as part of the validation of each site's plan for the year.

Secondary

- a. Two report card marking days at the end of the first and third quarters.
- b. The first and last days of school.
Students shall be dismissed at twelve noon on the last day of school; however, if minutes are needed to meet state requirements in regards to minutes, up to fifteen (15) minutes may need to be added to this day. The Bargaining Unit will be notified of the exact schools and number of minutes needed to complete these requirements as part of the validation of each site's plan for the year.

Section 4. Principals may implement special activity day schedules according to the program needs of the school.

Section 5. The number of work days for secondary school counselors and elementary and secondary project assistants shall be 189 days and 39 additional hours of work as specified below.

One workday on the day immediately preceding the first day of school.

- b. The second workday shall be scheduled as described in Section 1b.
- c. Two days prior to school starting inclusive of district, site, grade level, and principal meetings. All site-level meetings shall be planned according to the requirements of Article 46: Staff Development.
- d. Six (6) hours of online local, state and federal mandated training. This training shall be completed prior to October 1 of each year.
- e. Eleven (11) hours of collaboration to be planned and implemented at the site according to the requirements of Article 46: Staff Development. Collaboration on school days shall follow a "minimum day for students" schedule as defined in Article 2, Section 4. Sites may elect to maintain their current collaboration under this provision or alter it.
- f. Twelve (12) hours of self-directed professional development activities as defined in Appendix K: (1) Self-directed peer collaboration; (2) Self-directed online professional learning; (3) District-directed professional learning; (4) Site-directed professional development or peer collaboration; (5) Work to maintain a safe and supportive school environment for students and the school community; (6) Attend IEP meetings.

Members may elect to be paid at the hourly rate for attending IEP meetings after they have fulfilled their 12-hour commitment.

This process will be monitored by site administrators to support educators in fulfilling this requirement. To that end, administrators will notify members at least one month before the deadline if they have not yet completed this requirement.

- g. Counselors and project assistants shall complete at least ten (10) hours outside their normal workday assessing student performance in regard to college and career readiness. This time will also be used to report this information to students, educators and families.

- 1. In order to adhere to the work year calendar each secondary school counselor, elementary, and secondary project assistant shall submit a work year calendar specifying the days to be worked. The work year calendar shall be signed off by their supervisor.

Section 6. The number of work days for psychologists, school nurses and speech and language pathologists shall be 197 days plus 39 additional hours of work as specified below.

- a. Two (2) district or site work days.
- b. Six (6) hours of online local, state and federal mandated training. This training shall be completed prior to October 1 of each year.
- c. Twelve (12) hours of self-directed professional development activities as defined in Appendix K: (1) Self-directed peer collaboration; (2) Self-directed online professional learning; (3) District-directed professional learning; (4) Site-directed professional development or peer collaboration; (5) Work to maintain a safe and supportive school environment for students and the school community; (6) Attend IEP meetings. Members may elect to be paid at the hourly rate for attending IEP meetings if they do not count them toward self-directed hours.

These members may elect to be paid at the hourly rate for attending IEP meetings if they do not count them toward self-directed hours, and they meet their 12-hour commitment by other means.

- d. Administrators will notify members at least one month before the deadline if they have not yet completed this requirement.
- e. Twenty one (21) hours of work requirements.

This process will be monitored by the employees' immediate supervisor to support educators in fulfilling this requirement. To that end, supervisors will notify members at least one month before the deadline if they have not yet completed this requirement.

- 1. In order to adhere to the work year calendar each psychologist, school nurse, and speech and language pathologist shall submit a work year calendar specifying the days to be worked. The work year calendar shall be agreed to and signed off by their supervisor.

ARTICLE 23

SALARY

Section 1.

1. Effective March 1, 2018 the district will make a five percent (5%) salary increase to all salary schedules for UTR bargaining unit members.
2. Effective July 1, 2019 the district will make a three percent (3%) salary increase to all salary schedules for UTR bargaining unit members.
3. Effective July 1, 2020 the district will make a two percent (2%) salary increase to all salary schedules for UTR bargaining unit members.
4. Effective July 1, 2017, the School Nurses shall be placed on the same salary schedule as Speech and Language Pathologist and Psychologist. (Exhibit A1 -Proposed Schedule; Exhibit A2 –Current Schedule: A3 Calculations)
5. Effective July 1, 2017 the district will make the following adjustments to the UTR Salary Schedule 8, UCAM, UTR6 and CPS 6:
 - a. Range A is eliminated. The new range will be BA 0-29 units.
 - b. Step 1 is eliminated and all members on the above salary schedules will advance one step. (I.e.: on July 1, 2017, all members on the above salary schedules will advance one step in their range as per contract. After this is complete, all members on the above schedules will advance another.
 - c. All members who will be on the new step 27 will receive a one-time \$1,500 off-schedule payout.
 - d. UTR Speech Language Pathologists, Psychologists & Nurses will receive a one-time \$1,500 off- schedulepayout.
6. Effective July 1, 2016, an annual stipend of Two Thousand Five Hundred Dollars (\$2500) Dollars will be provided for each language other than English (which is needed to serve the student population of the District) in which the speech therapist is fluent under guidelines issued by the American Speech, Language & Hearing Association.

7. Effective July 1, 2016 an annual stipend of Two Thousand Five Hundred Dollars (\$2500) will be provided for each language other than English (which is needed to serve the student population of the District) in which the school psychologist is fluent under provisions set forth by the National Association of School Psychologists.
8. Effective July 1, 2016 an annual stipend of Two Thousand Five Hundred Dollars (\$2500) will be provided to the School Psychologist which holds any of the following Clinical Counseling Licenses (LCSW, LPCC, MFT, BCBA and Licensed Clinical Psychologist).
9. Effective July 1, 2016 an annual stipend of Two Thousand Dollars (\$2000) will be provided to any bargaining unit member who holds a doctorate degree from an accredited university.
10. Effective July 1, 2016, any bargaining unit member with National Board certification shall receive an annual stipend of Three Thousand Dollars (\$3000).
11. The district has an interest in discussing the issue of placing CTE teachers on the salary schedule with UTR with the intent of resolution.
12. Beginning July 1, 2017, the following positions will be selected by the manager of the department and given a stipend of three-thousand (\$3,000) to perform duties in the role of:
 - a. Lead Counselor
 - b. Lead Psychologist
 - c. Lead Speech and Language Pathologist
 - d. Lead Nurse
13. Effective July 1, 2018 any bargaining unit member who is required to use a BCLAD credential in a classroom assignment (TBE or Dual Immersion) will receive a yearly stipend of Three Thousand Dollars (\$3000.00).
14. Effective July 1, 2018 department chairs will be compensated with a yearly stipend of One Thousand Five Hundred Dollars (\$1500.00) for chairs serving at the comprehensive high school and comprehensive middle schools consisting of current UTR members serving 80% of their time in one of the following departments: English, Social Science, Science, Math, Physical Education, Special Education and one at large (all other subjects). These chairs will be selected according to the requirements of Article 11.2. Duties will be the normal duties of a department chair: attend ILT meetings, plan department meetings, coordinate department activities, and provide feedback on department master scheduling needs.
15. One educator from each site/department who has demonstrated his/her effective use of technology in an instructional setting will be designated as the Technology Teacher Leader (TTL) for that site. TTLs serve as “effective use of technology” leads with their colleagues and shall receive a stipend of Two Thousand Dollars (\$2000.00) per year. Educators shall apply to their site or department

administrator. The District Ed Tech team will collaborate with UTR to make the selection. Duties include: Provide support to educators on the instructional use of district provided technology, assist with professional development on educational technology at the district level, provide three (3) one hour Tech Teacher Leader professional development sessions at their site or department per year, and participate in 90-minute TLL PLC's per year.

16. The District and UTR mutually agree to meet by August 2021 to negotiate a possible Memorandum of Understanding for stipend positions to facilitate cross-district collaboration and to continue to support the discussion on race and equity in the district.

Section 2.

Effective February 1, 2016 the hourly rate shall be \$32.00 per hour.

Effective July 1, 2016 the hourly rate shall be \$33.00 per hour.

A secondary teacher substitute teaching during their assigned preparation period shall be compensated \$45.00 for one period covered per day. When a school has a block period, which requires the certificated employee to cover the equivalent of two periods the amount shall be \$90.00 per block period covered.

An elementary teacher taking students from other classes when no substitute teacher is available shall be compensated at \$45.00 per day. A maximum of 7 extra students will be placed in any one class.

Section 3. Secondary School Counselors and elementary and secondary Project Assistants shall be paid according to Appendix C.

Section 4. Salary Schedule Policies.

1. Evaluation and verification of training and experience.
 - a. All credited semester hours must have been earned at institutions recognized by the Commission on Teacher Credentialing in the issuance of credentials.
 - b. The basis of the professional schedule is the Bachelor's Degree or its recognized equivalent. Only units earned after securing the degree, in upper division or graduate courses, at an institution recognized by the Commission on Teacher Credentialing will be recognized for initial placement on the salary schedule. Units recognized by the college as post baccalaureate are acceptable for salary credit. (This may be verified by a statement from the Registrar's Office or appropriate Department Head, or official transcript.) No lower division units earned after securing the Bachelor's degree will be acceptable for advancement on the schedule except by permission of the Personnel Committee.
 - c. Each year of verified service as a full-time, Registered, Bachelor of Science in Nursing-educated nurse (certificated employee) in a public or private health institution or health

service (school) may be counted as a year of service for initial salary placement, provided the applicant held a valid registered nurse license and BSN degree (teaching credential or teaching license) during such time of service: Must have served at least 9 months of each prior employment as a bachelors prepared, registered nurse to garner up to one full year of credit. A maximum of fifteen (15) years may be so credited beginning with teachers hired for the 2016-17 school year.

- d. For initial placement, the minimum credited school year shall be seventy-five (75) percent of the number of days school is maintained. Service in not more than two (2) school districts in one (1) school year may be counted to make up the requisite seventy-five (75) percent.
- e. For a teacher currently employed in the West Contra Costa Schools, the minimum credited school year for all purposes, including attainment of salary increments based on a year of experience, shall be three-fourths of the teaching days of the preceding year.
- f. All credited training and experience must be verified within thirty (30) days after the signing of the individual contract.
- g. Teachers who resign or secure leave of absence to accept a scholarship grant for one year's study, or who accept exchange teacher's positions, or who accept an overseas teaching position with the Armed Services of the United States, and who are reemployed after not more than one (1) year of absence, shall be placed on the salary schedule on the same experience step that they would have attained had they remained in the continuous employment of the District.

Section 5. Professional Growth.

- 1. There shall be no limit on the number of units acquired for professional growth annually.
- 2. After an individual has earned six (6) equivalent units (workshops, in-service), an equal number of college or university credits must be earned before continuing work on additional equivalent credits.
- 3. Upon approval of the Personnel Committee, one (1) unit per year and a maximum of six (6) units of credit for work in lieu of college course work will be granted for salary advancement. Requests for in lieu credit must be submitted to the Personnel Committee prior to participation in any activity for credit, and must include data or material showing relationship to professional assignment.
- 4. Advancement on the salary schedule from one range to another will be permitted if the total number of units earned is within one-half unit of the total number of units required to make a change in range. Lack of evidence of the successful completion of the fractional unit when due will result in overpayment, and the employee either will be invoiced for the amount due, or an

adjustment will be made to reflect proper salary placement. Notification to the Human Resources Office should be made prior to April 1, if this requirement cannot be met.

5. Advance credit for a fractional unit will be authorized one time only for each certificated employee.
6. Employees contemplating a change in salary placement must file Work-in-Progress forms with the Human Resources Office on or before May 1 in the school year preceding eligibility.
7. Transcripts verifying the successful completion of acceptable training must be filed with the Human Resources Office on or before November 1. Movement on the salary schedule based on the successful completion of training or units will be implemented for January payroll.

Section 6. Graduation Ceremonies. Teachers who work the Graduation Ceremonies are guaranteed five (5) hours at the hourly rate. Assignment and selection procedures shall be as mutually agreed upon by the Union and District.

Section 7. When the District makes an error resulting in underpayment of salary or payment for additional activities, the District shall, within not more than five (5) workdays following such determination, correct the error and provide supplemental payment.

Whenever it is determined that the District has made an overpayment error, arrangement for the repayment shall be mutually determined by the District and the employee.

The District and the Union shall meet to discuss methods to reduce or eliminate payroll errors.

Section 8. All salary agreements are applied to all schedules, rates, and stipends, unless specifically noted otherwise.

Section 9.

1. UTR bargaining unit members shall have the choice to receive annual compensation in either eleven (11) or twelve (12) payments. If the choice is twelve (12) payments, unit members will receive the July check at the end of June.
2. UTR bargaining unit members currently on 11 or 12-advance pay, stay on advance pay.

Any UTR bargaining unit member who works eleven (11) months per year (e.g. counselors, psychologists, project assistants) will continue to be paid as all eleven month employees are paid, and they may opt for 12 month pay as described in section 9.1.

Section 10.

1. Employees shall serve 75% or more of the work year in order to advance to the next salary step. An exception shall be made for employees who use the following leaves listed below, in accordance with Article 13. These members shall serve 60% or more of the work year in order to advance to the next salary step:

Section 4: Extended Illness
Section 7: Health Leave
Section 8: Industrial Accident or Illness Leave
Section 12: Family and Medical Leaves
Section 13: Child Care Leave
Section 15: Military Leave

ARTICLE 24 EXTRA DUTY PAY

Section 1. The extra duty pay schedule is attached as Appendix D.

Section 2. All K-12 unit members may be assigned extra duty beyond the workday at the hourly rate by the site administrator.

Section 3. After being offered to all bargaining unit members, if no bargaining unit member accepts a posted Extra Duty/Stipend position, the position may be offered to outside candidates.

ARTICLE 25 EMPLOYEE BENEFITS

Section 1. Health Insurance.

1.

Employee Only:	\$651.91
Employee Plus One:	\$1,301.82
Employee Plus Dependents:	\$1,692.37

Effective January 1, 2021, the district shall calculate the District contribution as eighty percent (80%) of the CalPERS Bay Area Kaiser Permanente published rates as shown above. These amounts will be used as the published contributions for future years unless otherwise negotiated.

Employees may choose from among a list of such plans mutually agreed upon by the Union and the District. When an employee selects a health benefits plan that exceeds the District contribution the District shall make a payroll deduction to cover the difference.

2. The District shall provide all eligible employees, their dependents, and domestic partners with the dental insurance plan currently offered by Delta Dental Service.
3. The District shall provide Vision Service Plan, option B, with a \$10 deductible, to all eligible employees, subject to the limitations set forth in paragraph one above. This plan shall also provide coverage for dependents and domestic partners.
4. Regular part-time employees shall receive the benefits of this section but shall reimburse the District for that portion of the premium equal to the difference between their work schedule and a full-time work schedule.
5. A teacher who completes a full school year shall receive benefits for a full twelve (12) month period. Teachers who resign or retire during the school year shall receive proportional coverage.
6. Employees who certify coverage by another group health plan or spouses/domestic partner/parent of WCCUSD employees covered by a District health plan may waive their health plan. In such cases the District shall pay cash in lieu \$75 per month.
7. It is understood that all provisions of this article and other negotiable items related to benefits are subject to negotiations, in successor contracts.

Section 2. Retired Employees. The district shall continue to provide benefits to retired employees as set forth below. This includes those teachers on STRS Disability Allowance and/or retirement who would otherwise be eligible for retired teacher coverage. The District and Union agree to continue studying cost containment measures for retiree health benefit programs.

1. The District shall offer to eligible retiring employees the same health plans as are offered to active employees during the term of the employee's retirement. To be eligible for this benefit the employee must retire from WCCUSD, directly into PERS or STRS, be eligible for health benefits at the time of retirement and have attained the required years of service to the District as stated below. The effective date of this section shall be June 30, 2010. Employees who retire between ratification and June 30, 2010 shall be entitled to retire under the practice in place prior to imposition.
2. Eligibility:
 - a. Current regular employees hired prior to January 1, 2007 who attain ten continuous years of service with WCCUSD (as defined by PERS/STRS) shall have met the required years of service to the District for the purposes of this section. The maximum district contribution towards benefits for employees in this category shall be \$450.00 per month.
 - b. Current regular employees hired prior to January 1, 2007 who have attained twenty continuous years of service with WCCUSD (as defined by PERS/STRS) as of June 30, 2010 shall have met the required years of service to the District for the purposes of this

section. The maximum district contribution towards benefits for employees in this category shall be \$750.00 per month.

- c. For employees hired after January 1, 2007, who attain ten years of service under CALPERS rules the District shall only pay a total of the CalPERS Health Benefits Program minimum allowable monthly unequal contribution amount for the enrollment in a health benefits plan of each eligible retiree, including enrollment of a maximum of one dependent. This amount shall increase by the minimum increase required by law. The District shall make no payment to retirees under this section for prescription coverage by CalPERS Health Benefits Program, vision or dental.
- d. For employees hired after July 1, 2016, who attain fifteen years of service under CALPERS rules the District shall only pay a total of the CalPERS Health Benefits Program minimum allowable monthly unequal contribution amount for the enrollment in a health benefits plan of each eligible retiree, including enrollment of a maximum of one dependent. This amount shall increase by the minimum increase required by law. The District shall make no payment to retirees under this section for prescription coverage by CalPERS Health Benefits Program, vision or dental.
- e. For employees hired after July 1, 2017, who attain twenty-five years of service under CALPERS rules the District shall only pay a total of the CalPERS Health Benefits Program minimum allowable monthly unequal contribution amount for the enrollment in a health benefits plan of each eligible retiree, including enrollment of a maximum of one dependent. This amount shall increase by the minimum increase required by law. The District shall make no payment to retirees under this section for prescription coverage by CalPERS Health Benefits Program, vision or dental.
- f. For employees hired after July 1, 2018, the District shall make no payment to retirees under this section for benefits upon retirement.

Section 3. Property Damage.

- 1. The Board shall reimburse employees for any loss, damage or destruction of clothing or personal property worn or carried on his/her person suffered while performing services for the District on campus, or as assigned, providing such employee has taken reasonable measures to protect such property. The value of such items shall be determined as of the time of the damage thereto. The District liability shall be limited to \$800 per incident.
- 2. The Board shall reimburse employees for vandalism damage to their autos occurring during duty time, pursuant to the following guidelines: reimbursable damage is limited to broken glass replacement and that which would affect the mechanical operation or proper movement of the auto and could reasonably be assumed to have occurred while the vehicle was parked. The district liability shall be limited to \$800 per incident.

Section 4. The District currently offers Employee Assistance Program (EAP) through the Workers Compensation Provider. If the agreement between the District and Workers Compensation Provider of the EAP ceases, the District and UTR agree to explore options to provide an Employee Assistance Program as soon as feasible.

ARTICLE 26 SPECIALLY FUNDED TEACHERS

Section 1. Project teachers (probationary and permanent) shall be retained in a project position in the District based on seniority in the District, and special qualifications if needed.

Section 2. Project teachers (probationary and permanent) shall be retained in project positions at a school based on seniority in the District and special qualifications if needed.

Section 3. Surplus project teachers may transfer to project position vacancies. If no vacancies exist, they may displace the project teachers in the District with the least District seniority.

Section 4. To the extent permissible by law, project teachers who so request shall be considered first to fill vacant regular District positions. Such consideration shall be based on written evaluations and in order of District seniority.

Section 5. Project teachers who wish to transfer to a project position in a different school because of a reduced work assignment may do so if a project vacancy exists. Interested teachers are to utilize the regular transfer procedure as outlined in Article 14, Section 2. Transfers will be made on the basis of District seniority.

Section 6. The District shall not utilize categorical funding for intersession programs in year-round schools in any manner which would result in a reduction of teacher positions and/or hours in such schools.

ARTICLE 27 SUBSTITUTE TEACHING

Section 1. Definitions.

1. Short-term substitute--one who substitutes twenty (20) or fewer workdays for a teacher(s).
2. Long-term substitute--one who substitutes twenty-one (21) or more consecutive workdays for the same teacher.

Section 2. Selection and Assignment.

1. The District shall select and assign all substitute teachers pursuant to the provisions of this section.

2. The District shall make every possible effort to secure a substitute teacher for absent members of the bargaining unit and for absent aides assigned to unit members.
3. At the secondary level, the District shall assign substitute teachers to classes in their credential subject areas, when feasible.
4. In the event a substitute cannot be found for teachers absent for less than a full day at the secondary level, teachers may volunteer to perform "period substitution" during their conference periods. Assignments shall be rotated among volunteers. If no volunteers are available, assignments may be made by the Principal. Remuneration shall be a prorated portion of the daily substitute rate in the event the regular teacher is absent less than a full school day or twice that prorated portion if the regular teacher is absent the full day.
5. In the event a substitute teacher cannot be found at the elementary school level, every effort shall be made to cover the class with a certificated employee who is not a member of the bargaining unit. Teachers may volunteer to receive students or substitute during their conference periods in eight-period day schools. Assignments shall be rotated among volunteers. If no volunteers are available, assignments may be made by the Principal. Compensation shall be at the same rate as secondary teachers.
6. Teachers may request the assignment of specific substitutes from the District-approved list.
7. All efforts will be made to not reassign substitute teachers who have been preassigned to a specific classroom or have been secured by prior arrangement.
8. The District shall secure substitutes for teachers-in-charge if the principal is out or absent for two or more days.

Section 3. Miscellaneous.

In the event of an absence, teachers, shall provide lesson plans that are useful and understandable to substitute teachers. These lesson plans could be special lesson plans created for the absence, the teacher's regular lesson plans, or emergency lesson plans. Teachers will provide emergency lesson plans to cover at least three days to the principal electronically at the beginning of each school year. This requirement can be fulfilled by submitting electronic directions of where to find needed materials in the classroom to carry out the lesson.

ARTICLE 28 PART-TIME TEACHING

Section 1. Full-time members of the bargaining unit may reduce their status to part-time pursuant to the following provisions:

1. Application to transfer to part-time status must be made prior to April 1.
2. The Board shall make every effort to accommodate the request.
3. Depending on the availability of part-time positions, teachers in part-time status shall remain in that status from year to year. Part-time teachers may transfer back to full-time by making application to do so by April 1.
4. Transfer from part-time to full-time status shall be determined by the availability of vacancies which exist after the normal transfer process for full-time teachers has occurred.
5. Ranking of applicants pursuant to Sections 1.1 and 1.3 shall be according to the provisions of Article 14, Section 2 (voluntary transfer).
6. Salaries and benefits for part-time teachers shall be proportionate to those of full-time teachers with the same preparation and experience.
7. The Board shall not hire a part-time employee from outside the bargaining unit unless there is no full-time employee available who seeks and is qualified to fill the part-time position.
8. Teachers working part of a school year shall be notified of their replacements at least two weeks prior to the change. The period of paid service shall overlap by three (3) school days in order to provide for a smooth transition.
9. Job Sharing. Teachers may share assignments during the day or week at the elementary or secondary level pursuant to the following guidelines:
 - a. Job sharing shall refer to two (2) unit members sharing one (1) full-time position.
 - b. Unit members may apply for sharing of a position either of the applicants holds. Application may also be made for filling vacancies. In such cases, the vacancy must be one which could be filled by at least one of the applicants pursuant to Article 14.
 - c. Job sharing assignments shall be filled only by teachers who have jointly agreed to work together and who have indicated in writing to the Assistant Superintendent for Human Resources or his/her designee, their desire to job share.
 - d. Job sharing assignments shall be granted annually upon mutual agreement of the teachers and the Human Resources Office. Job share requests may be denied only for cause (e.g., educationally related reasons).
 - e. Responsibilities of an assignment by two (2) job sharers may be divided and/or allocated according to a plan designed by the job sharers, with the concurrence of their immediate supervisor. This shall include, but not be limited to, attendance at regular staff meetings, District meetings, parent conferencing, etc.

- f. Participants shall be placed appropriately on the teacher's salary schedule, receive one step increment for each year of service, and be given appropriate added increments for advanced degrees or longevity.
- g. Unit members working in job sharing positions shall receive a prorated amount of health, welfare, and leave benefits.
- h. Job sharing teachers sharing positions who hold full-time tenure rights shall be transferred to full-time employment at the beginning of the school year provided they have informed the Human Resources Office of their desire to do so prior to April 1.
- i. Substituting: Job sharers shall substitute for each other whenever possible.
- j. The provisions in Article 13, section 21.5 shall apply to teachers who take a leave from a position in order to job share.
- k. A teacher wishing to job share who is unable to find a suitable partner already employed by the District may propose a qualified individual from outside the District or a retired District teacher.

ARTICLE 29 SPECIAL SERVICES SUPPORT PERSONNEL

Section 1. Provisions of this Agreement shall apply to School Psychologists except as follows:

- 1. School psychologists shall be assigned to schools based upon the following factors:
 - a. Enrollment and number of special education classes.
 - b. Differential weighing for elementary and secondary schools.
 - c. Special assignments as determined by mutual agreement.
 - d. When any new programs are created, additional school psychology time shall be determined by mutual agreement.
- 2. The Union and District agree that the criteria listed in section 1.1 shall produce the basic allocation of School Psychologists. Specially funded positions would be in addition to the basic allocation.
- 3. Every effort shall be made to equalize the total work load among staff members. The needs of each school and requests of the School Psychologists and administrators involved shall be considered.

4. Evaluation shall be conducted by the School Psychologist's supervisor in consultation with appropriate school site administrators.
5. The work year for School Psychologists shall be the same as that established for all consultants. The distribution of workdays which are in addition to those required of teachers shall be mutually determined by the Psychologist and supervisor. School psychologists may work up to six (6) of these workdays during evening or Saturday hours during the school year. The evening/Saturday schedule shall be by mutual agreement, pursuant to past practice.
6. School Psychologists shall be paid according to the UTR NS & P salary schedule.

Section 2. School Public Health Nurses. The District shall employ at least a ratio of below 3000:1 student enrollment per School Public Health Nurses.

Section 3. Program Specialists, Program Assistants, and the Curriculum Development Specialist. Provisions of this Agreement shall apply to Program Specialists and the Curriculum Development Specialist except as follows:

1. The salary and work year shall be the same as secondary school counselors.

Section 4. Speech and Language Therapists working in DIS and speech and language credentialed teachers in SDC classes specifically designed for communicatively handicapped students shall be included in Schedule UTR NS & P, and both shall be required to work the same work year as other unit members paid on Schedule UTR NS & P.

ARTICLE 30 SUBCONTRACTING

Section 1. The Board shall not hire an individual from outside the bargaining unit to perform a service if there is a qualified bargaining unit member available to perform that service.

ARTICLE 31 ITINERANT TEACHERS

Section 1. To the extent possible, itinerant teachers shall be provided with adequate, permanent work space; mail boxes; keys; and safe storage space in all schools to which they are assigned.

ARTICLE 32 TEMPORARY TEACHERS

Section 1.

Temporary teachers shall only be hired to replace teachers on leave or to serve in programs with short-term funding.

ARTICLE 33 CONSULTATION

Section 1. Upon request, the District will consult with the Union on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within District discretion under the law.

ARTICLE 36 SUMMER SCHOOL

Section 1. Summer school positions shall be filled by applying the following order (see *note below):

1. Application for position;
2. Credentials;
3. Major and minor field of study;
4. Teaching Experience, preference will be given to teachers with three or more years of experience in the grade level or subject matter;
5. Special skills required by the particular assignment. Examples of special skills are: computer knowledge for computer class teachers; “signing ability” for speech therapists serving hearing – impaired students; and knowledge of photography for teachers of photography classes.
6. District-wide seniority, i.e., those teachers with the required qualifications and the greatest seniority.

It is clearly understood that when a bargaining unit member accepts a summer school position it is for the duration of summer school. Bargaining unit members who leave prior to fulfilling the entire summer school contract, unless extenuating circumstances occur, will be ineligible to apply for summer school the following year.

*Note: Bargaining Unit members with a Notice of Unprofessional Conduct, Does Not Meet Standard Evaluation and/or mandatory referral to Teacher Support and Assistance Program (Article 51) within 12 (twelve) months shall not be considered for summer school employment.

ARTICLE 37 CONTINUITY OF SERVICE

Section 1. During the term of this Agreement neither the Union nor members of the bargaining unit shall take part in any strike, work stoppage or activity during duty hours which would interfere with the normal operation of the District.

Section 2. All parties signatory to this Agreement agree that neither the Union or members of the bargaining unit will collectively, concertedly, or individually induce, engage, or participate directly or indirectly in any strike, picketing other than informational, slowdown, stoppage, or other curtailment or interference with the employer's operation, or interfere or cause interference with the flow of material or persons in or out of the premises or property.

Section 3. All parties to this Agreement will comply with all articles of the Agreement and perform all agreed-upon duties regardless of any agreement or disagreement with any other District employee.

Section 4. During the term of this Agreement, The Board of Education shall not authorize or permit lockout of persons covered by this Agreement.

Section 5. It is expressly understood that the provisions of this article do not apply to those matters subject to the reopener provision of this Agreement.

ARTICLE 38 EFFECT OF AGREEMENT

Section 1. Unless otherwise provided for in the Agreement, the Board shall not unilaterally reduce or eliminate any teacher benefit within this Agreement.

Section 2. The parties recognize that those teacher benefits which are enumerated in the scope of bargaining, and which have not been reduced or eliminated through the negotiations process as reflected in this Agreement shall continue at the same level during the period of this Agreement.

Section 3. Should the scope of representation be broadened by statutory amendment, the parties will institute negotiations on such amendment(s) within ten (10) days of the effective date of the statutory change. Should any provision of this Agreement become inoperative by statutory amendment, the same procedure shall obtain.

ARTICLE 39 HARASSMENT

The Board will not tolerate harassment of District employees by any other employee of the District. Harassment is defined as unwelcome verbal or physical contact when:

- a. Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of employment;
- b. Submission to or rejection of such conduct by an individual is used as a basis for making personnel decisions affecting an employee; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an employee's performance or creating an intimidating, hostile, or offensive working environment.

ARTICLE 40 NON-DISCRIMINATION

The Board shall not discriminate against any bargaining unit member on the basis of race, color, creed, age, gender, national origin, political affiliation, domicile, marital status, sexual orientation, disability, membership or participation in the activities of an employee organization.

ARTICLE 41 SAVINGS CLAUSE

Section 1. If any provision of this Agreement should be held invalid or unenforceable by operation of law or by any court or tribunal of competent jurisdiction, then the remainder of this Agreement shall not be affected thereby and shall remain in full force and effect. In such event, the employer and the Association shall, upon request of either party, immediately commence negotiations regarding the means of compliance with such law or decision.

ARTICLE 42 MISCELLANEOUS PROVISIONS

Section 1. Individual Contracts.

Any individual contract between the Board and an individual member of this bargaining unit shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement during its duration shall be controlling.

1. Individual contracts for Temporary and Probationary employees as well as tenure notification shall be issued by September 15 of each year or within 15 days of appointment, whichever is later.

Section 2. Distribution of Agreement. Following ratification of this Agreement by both parties herein, said parties shall share equally the cost of preparing and distributing a sufficient number of copies to all members of the bargaining unit.

Section 3. Education Reform

The United Teachers of Richmond/CTA/NEA uphold that adequate and equitable school funding is the first step toward building school capacity that ensures equal education and economic opportunity for all students.

To meet that end the United Teachers of Richmond/CTA/NEA and the West Contra Costa Unified School District shall create a Joint Committee to explore all aspects of Educational Reform. The Joint Committee shall be convened no later than 30 days from ratification of both parties.

This Joint Committee shall convene during the duration of this Agreement to bring forward recommendations for implementation no later than April 1, 2015. These recommendations shall be brought back for negotiations between the parties.

The Joint Committee shall be comprised of equal parts United Teachers of Richmond/CTA/NEA designated representatives and West Contra Costa Unified School District designated representatives.

In addition the Joint Committee shall have the capability and support from both the United Teachers of Richmond/CTA/NEA and the West Contra Costa Unified School District to bring any and all required resources to assist the committee as mutually agreed upon.

Section 4 Side Letters and Memorandums of Understanding

Upon ratification of this Agreement, the parties agree to assign designees to review all Side Letters and Memorandums of Agreements to ascertain whether said agreements shall be added/modified and/ or deleted from the Collective Bargaining Agreement.

ARTICLE 43 PHASED-IN-RETIREMENT (See Appendix H)

ARTICLE 44 EARLY RETIREMENT (See Appendix I)

ARTICLE 45 PROMOTIONS

Section 1. A promotional position is defined as a Unit position for which a salary differential is paid.

Section 2. The District shall maintain eligibility lists for promotional positions by periodically interviewing applicants. Those judged qualified by the interview team shall be named on this list.

Section 3. One-third of the members of the interview team shall be appointed by UTR.

Section 4. Vacancies which arise after normal transfer procedures are completed shall be filled from the eligibility list for the position.

ARTICLE 46

STAFF DEVELOPMENT

Section 1. School-based staff development plans shall be designed by site councils in conformance with the School-Based Program Coordination Act.

Section 2. School-based staff development activities shall be jointly designed by the schools' principals and staffs as defined in this article.

1. The meeting schedule and content for school-based staff development (including collaboration) shall be developed jointly, approved by the principal and ratified by a majority of all teachers assigned to the site in accordance with Union by-laws. The plan for each academic year must be approved before the end of the previous academic year and distributed to the staff at the beginning of the new academic year. The plan may be modified during the year by agreement of the principal and a supermajority of 60% all teachers assigned to the site.

For the inaugural year, 2018-19, sites will devote significant time to jointly develop and ratify a plan for collaboration for the year during the two days of site meetings prior to the beginning of the school year (Article 22, section 1c, 5c, 7c). During this time, the following activities will occur:

- Input will be solicited from members regarding their needs for collaboration.
- This input will be considered in developing a plan for collaboration for the year.
- The plan will be ratified by a majority of all teachers assigned to the site as described above. The vote for ratification must be held on a different day from the day on which the initial discussion occurs.

The following examples are provided to help sites plan their collaboration. For these examples, we will assume members must complete 30 hours of collaboration. The actual requirement is specified in Article 22: school Calendar

Option 1: Teachers could collaborate for 50 minutes every week for 36 sessions after the teacher instructional day.

Option 2: Teachers collaborate for 1 hour after the teacher instructional day for a total of 30 sessions. On modified days without collaboration, teachers may leave at the end of their work day (as defined by Article 10.1.1).

Option 3: Teachers collaborate for 1.5 hours after the teacher instructional day on alternating weeks for a total of 20 sessions. On modified days without collaboration, teachers may leave at the end of their work day (as defined by Article 10.1.1).

Option 4: Sites may design their own plan to implement the 30 hours of collaboration through the process described above.

Collaboration meetings are a time for teachers to work together. The general intent of collaboration at all grade levels shall be for, but not be limited to the following topics:

- Developing common assessments
 - Curriculum alignment guide development
 - Unit development
 - Sharing best practices
 - Analyzing student assessment data
 - Student placement
 - Interdisciplinary planning
 - Student social-emotional well-being
 - Partner collaboration
 - Professional learning communities
 - Technology integration
 - Departmental interdepartmental instructional planning, etc.
 - Planning for improved student instruction and achievement
2. The Association and the District shall meet at least two (2) times during each school year to gather feedback for the purpose of assessing and improving professional development. School sites will collect feedback on all staff development to be analyzed at the mid-year ILT meeting.

Section 3. Staff development activities for non-teaching unit members shall be jointly designed by such members and their department leads and ratified according to the requirements of Section 2.

Section 4. Staff development activities shall be subject to the following provisions:

1. No required staff development outside of work hours.
2. Any optional staff development outside of work hours shall be paid at the hourly rate.

Section 5. TK-6 and TK-8 schools, Middle Schools (7-8 and 6-8) and High Schools (non-Continuation): Collaboration meetings shall not exceed times stated in the approved collaboration plan. Collaboration meetings will begin no later than fifteen (15) minutes after the end of the teacher instructional day.

Non-traditional schools will develop a collaboration meeting schedule that will be suitable to their respective settings.

Section 6. Part-time teachers shall be responsible for attending collaboration on days they are scheduled to teach. For example, part-time teachers that are 0.8 FTE and teach every day will attend 80% of the allotted collaboration time. Each site administrator shall work collaboratively with part-time teachers to develop a calendar for their attendance at collaboration at the beginning of the school year.

Section 7. Collaboration time shall not be scheduled during finals week in a secondary setting.

Section 8. Members shall document collaboration by reporting the following information to their principal or immediate supervisor: date, beginning time, ending time, attendees and topic(s).

ARTICLE 47 SHARED DECISION-MAKING

Section 1. District Site Agreement Coordinating Council (DSACC)

A District Site Agreement Coordinating Council (DSACC) will be established to serve as a steering committee to implement and monitor Shared Decision-Making. The purpose of the DSACC includes, but is not limited to, the following:

- Develop an application for Shared Decision-Making which sites will use to initiate the Shared Decision-Making process; Coordinate inservice and training in Shared Decision-Making;
- Review application requests from school sites entering into a Shared Decision-Making model;
- Work with school sites or departments to ensure that Shared Decision-Making models are consistent with "implementation guidelines" and the "scope of authority" parameters of this agreement;
- Serve as a clearinghouse for research and resources;
- Provide a vehicle for networking and communication among the school sites/departments on issues of Shared Decision-Making;
- Allocate all funds available for Shared Decision-Making.

COMPOSITION: The DSACC will be established promptly after the effective date of this agreement. The DSACC will consist of ten (10) members, five (5) of whom will be appointed by UTR and five (5) by the Superintendent. The DSACC will establish its own rules of procedure, including selection of a chairperson.

FUNDING: Funding provided to the DSACC shall be determined by the parties as it becomes available. Any portion of an annual appropriation that is not expended during the school year in question will be carried over for use by the DSACC in subsequent school years.

Section 2. Selection of Sites for Shared Decision-Making

All WCCUSD school sites will have the option of entering into a Shared Decision-Making process. The parties agree that there shall be no limit on the number of sites approved by the DSACC.

The DSACC shall determine the feasibility and process for including non-school site departments in Shared Decision-Making. This process shall be completed within six months of the effective date of this agreement.

Section 3. Scope of Authority

The parties agree that Shared Decision-Making should provide a great potential for more effective and efficient school management, increased communications between all staff, and most importantly, enhancement of educational opportunities and delivery of educational services to the District's students.

In determining matters of school policy and budget, the Local Decision-Making Councils (LDMC) operate within the same set of powers and constraints as previously applied to site administrators. However, for the purpose of defining bargaining unit members under the terms of the E.E.R.A., nothing in the Article shall be construed as altering the previous relationship between the parties. This scope of authority shall include, but not be limited to, the following:

- Staff development program
- Student discipline guidelines
- Planning of school activities and events, and special schedules such as final exams and modified days
- Guidelines for use of all school equipment, including copiers
- Expenditure of all funds allocated to sites for instructional materials and supplies within the limits of site discretion
- School climate
- Staff recognition
- Master schedule
- Textbooks
- Technology
- Parental involvement
- Business outreach
- Room utilization

No decision will be made that violates District policy or local, state, or federal law; nor will any decision be made which violates the Collective Bargaining Agreement between UTR and the District. It is agreed that any decision made by Local Decision-Making Councils shall not impact on the Contractual rights or affect the negotiable issues of Teamsters and/or SSA-Local 21 bargaining units.

Local Decision-Making Councils shall consider all points of view and shall solicit the advice and counsel of parent organization, other employee unions, and all other interested parties.

The focus of the Local Decision-Making Councils shall be upon establishment of local policy and planning directions rather than day-to-day administration or execution of policy and plans. The Local Council shall not be obligated to act in all areas of its scope of authority and may delegate some of its responsibilities to existing school committees.

The Local Decision-Making Councils are expected, but not required, to supplant any previous local school/department planning committees dealing with the prescribed scope of authority. However, the

LDMC shall not supplant other existing councils and committees which have an independent statutory basis, e.g., Chapter I Councils, Bilingual Advisory Councils, or S.I.P. Councils.

Section 4. Steps for Local Shared Decision-Making Implementation

1. **SELECT A PROPOSAL WRITING TEAM:** A proposal writing team will be selected at any school site wishing to develop a Shared Decision-Making proposal. This team will be selected through a democratic election, supervised by UTR faculty representatives. The proposal writing team will be selected from the certificated staff and should include the UTR Faculty Representative and the Principal/Supervisor or designee.

The proposal writing team will develop a method of soliciting input from and reporting to the staff as a whole. The proposal writing team may appeal to the DSACC for training and assistance as needed.

The team chair shall notify the DSACC of its intent to submit a Shared Decision-Making proposal and will arrange a meeting with a member or members of the DSACC, including representatives from UTR and the District, to review the Shared Decision-Making proposal guidelines, and answer questions. The DSACC shall be available as a resource for facilitating the process.

2. **WRITE A SHARED DECISION-MAKING PROPOSAL:** The proposal writing team shall write a proposal which includes:

- **Skills** Participant training plan covering communication, consensus building, conflict resolution, etc.;
- **Timeline**
- **Budget**
- **Bylaws** The Bylaws shall provide, but are not limited to, the following:
 - Composition of the LDM Council
 - Method of selection of the LDM Council
 - Title of the LDM Council
 - Scope of Authority of the LDM Council
 - Meeting schedule of the LDM Council
 - A method of reporting information and decisions to the staff. (A process should be developed for two-way communication between the site level team and the staff.)
 - A method for making decisions, which may be modified after training
 - A procedure for the conduct of meetings, such as Robert's Rules of Order
 - Election of officers, such as chair and clerk
 - A procedure for amending the Bylaws

The proposal is not limited to these areas. School sites may wish to address specific site/department issues in the structure of their model.

Approval of a Shared Decision-Making proposal may be granted for a maximum of two years.

3. **FACULTY APPROVAL OF PROPOSAL:** The school site must approve the proposal by two-thirds (2/3) of the bargaining unit members at the site or the department.
4. **DSACC REVIEW OF PROPOSAL:** The DSACC shall review the application and may request additional information it considers necessary in order to process the proposal. Within thirty (30) working days after receiving the application, the DSACC will respond in writing to the proposal team. The response will indicate approval or modification as needed.

Section 5. Conflicts with Board Policy or the Collective Bargaining Agreement

It is recognized that Shared Decision-Making is an innovative process and that proposals may be considered which are in conflict with current Board of Education policy and/or the current UTR Collective Bargaining Agreement. In the event that there is a conflict between the LDM proposal and School Board policy or the UTR Collective Bargaining Agreement, the Board and UTR shall each consider whether, in their discretion, a waiver in the conflicting policy and/or contracts is appropriate. Such waivers shall be limited to the term of the Shared Decision-Making program at the specific school and shall not constitute establishment of practice or modification of the overall Collective Bargaining Agreement.

Section 6. Escape Clause

At the beginning of each school year, a faculty may void an existing Shared Decision-Making arrangement by a two-thirds (2/3) vote in an election supervised by UTR and the District. At the beginning of each school year, the principal can appeal to the DSACC to void an existing Shared Decision-Making arrangement; however, the DSACC must approve such an appeal by a majority vote. This does not prohibit a site or department from submitting a new proposal at a future date.

ARTICLE 48 ACADEMIC FREEDOM

A bargaining unit member shall have freedom in classroom or other District-approved presentations and discussions and may introduce political, religious, or otherwise controversial material, provided that said material is relevant to the course content, consistent with District-and-State-adopted curriculum goals and objectives, and within the scope of the law.

ARTICLE 49 RESTRUCTURING

The District and the Union agree to work together to review improvement and cost containment measures in the following areas:

- Copy machines
- Special Education (including Full Inclusion)
- Health Benefits (including Domestic Partners in benefit coverage)
- Affirmative Action
- Workers' Compensation

ARTICLE 51 TEACHER SUPPORT AND ASSISTANCE PROGRAM (tsap)

Section 1. The District shall utilize teacher input in its efforts to recruit and retain bargaining unit members. The Superintendent or the designee shall call a quarterly meeting with five (5) bargaining unit members designated by UTR for this purpose.

Section 2. New teachers on contract (temporary, probationary, permanent) with less than three full years in the District shall receive the following in order to assist them in becoming successful teachers.

1. New Teacher Workshops: The District shall offer no fewer than five (5) voluntary workshops during the school year. Workshop topics shall be determined after a survey of all new teachers created and distributed by the Union.
2. Observation Enrichment: New teachers shall, upon request and with principal's approval, be granted at least two (2) days to observe other public school teachers. This enrichment shall be with no loss of salary, other leaves, or benefits. Authorization of the principal shall not be unreasonably withheld. The date(s) shall be mutually agreed upon.

Section 3. Teacher Support and Teacher Assistance Program

1. Purpose

The Teacher Support and Teacher Assistance Program ("Program") is created to provide support and assistance to veteran teachers who are eligible for the program. Further, it is also designed to assist all newly hired teachers in the WCCUSD in order to help make their first years' experience in the West Contra Costa Unified School District successful.

2. Prioritizing Needs

Human Resources will provide a list of teachers who meet the qualifications listed in a, b, c and d below by August 1st. Human Resources will provide updated hiring information to the Lead Coach monthly through December. Depending upon the funds available, teachers shall be eligible for participation in the Program in the following order:

- a. Permanent teachers who are eligible for the program due to receiving - a Does Not Meet Standard in the previous school year's evaluation (Referred Participation Teacher).
- b. Teachers which have been recommended to the Program by an administrator.
- c. Teachers who are new to teaching and are hired under a probationary or temporary contract or as a long-term substitute. This shall include but not be limited to preinterns, interns, emergency permit and/or waiver holders, and newly credentialed teachers.
- d. Teachers returning from administrative leave not due to disciplinary reasons.
- e. Experienced teachers who are new to the district and are hired under a temporary or probationary contract or as a long-term substitute.
- f. Permanent teachers who request assistance and entry into the Program on a voluntary basis. To be admitted to the Program, these teachers must be accepted by the Panel.

3. Program Administration

- a. The Programs will be administered by a Panel composed of seven (7) members. Four (4) of the members will be appointed by the President of United Teachers of Richmond and three (3) by the Superintendent of the WCCUSD. (The term for the panel members shall be 3 years.) This term can be extended for one additional term. The terms of the panel members will be staggered.
- b. The Panel will be chaired in the first year by a teacher appointed by UTR. Thereafter, the chair will be elected from among the members of the Panel.
- c. For the Panel to conduct business, at least five (5) members must be present.
- d. The Panel will establish operational procedures, develop all necessary forms and documents, select coaches, and generally manage the Program. The District will provide the Panel with the staffing needed to perform these duties.

4. Panel Duties

The Panel shall be responsible for the following duties:

- a. Attending annual training in teacher support/PAR best practices.

- b. Establishing its own rules of procedure.
- c. Selecting the Coaches and selecting trainers and/or training providers.
- d. Providing training for Coaches prior to the teachers' participation in the Program.
- e. Sending written notification of participation in the TSAP program to only teachers who "Did Not Meet Standard" on their previous year's evaluation, the Coaches and the site principal.
- f. Making available the Coaches for selection by the referred Participating Teacher.
- g. Reviewing and developing all forms and documents necessary to manage the Program.
- h. Adopting rules and procedures to affect the provisions of this Article. Said rules and procedures will be consistent with the provisions of this Agreement, and to the extent there is an inconsistency, the Agreement will prevail.
- i. Create interview questions for Coach hiring panel.
- j. Determining the number of Coaches in any school year, based upon participation in the Program, the available budget and other relevant considerations. Notifying Coaches of assignment by May 1, regarding their assignments for the next school year.
- k. Monitoring the progress of each participant by reviewing status reports regarding the involuntarily referred Participating Teacher's progress in the Program. A report will be given to the UTR president to share with the UTR Executive Board if needed.
- l. Determining and providing professional development offerings deemed relevant to the Program.
- m. Determining which volunteer permanent teachers will be admitted to the program.
- n. Evaluating (annually) the impact of the program in order to improve the program.
- o. Overseeing the Budget expenditures and submitting its budget to the WCCUSD Superintendent and the UTR President.
- p. Identifying and making available intervention resources that can be used by the Coaches to meet specific needs of Participating Teachers.
- q. Providing a cadre of substitute Coaches to maintain the support program for Participating Teachers. The Panel will decide when substitutes are assigned.

5. Panel Meetings

The Panel will meet as necessary, on District time. Any hours worked beyond the teacher's regular workday shall be compensated at the unit member's per diem and notified to UTR and HR.

6. Coach Selection Process and Employment Status

- a. An announcement will be posted annually via district email and at each work site seeking applicants for the position of Coach. The completed application shall be submitted to the Human Resources Office and shall be accompanied by no less than three (3) nor more than five (5) letters of reference, including a reference from a building principal or immediate supervisor, a reference from a UTR representative, and a reference from another classroom teacher. Priority will be given to the UTR bargaining unit members to apply for the position of Coach.

The Program Panel will review the applications and identify applicants for further consideration. The Panel will interview the finalists and select the Coaches from that group. Part of the selection process shall include classroom observation of the applicant by at least two (2) panel members. These observers must be equally divided between district and teacher members.

The applicants shall be selected using the following criteria:

- i. Interpersonal skills and effective communication skills.
- ii. Credibility with stakeholders.
- iii. Exemplary teaching ability
- iv. Experience working with colleagues in a collaborative role.
- v. Minimum of (3) three years teaching experience with the District.

Additional recommended criteria:

1. Language and writing skills.
2. Knowledge of the California Standards of the Teaching Profession.
3. Curriculum expertise.

- b. All applicants will be notified in writing of the Panel's decision.
- c. Coaches shall be full-time. Those who are selected by the Panel shall continue in their current assignment until the Panel determines the need for a Coach(s). All Coaches shall receive training and will either be given release time or per diem compensation, to be determined by the Panel. There shall be no less than two coaches per year. If the panel decides that less than 2 coaches are needed, they will inform UTR and HR with supporting data.
- d. The term of active assignment for a Coach will be three (3) years. An individual who begins service more than one-fourth (1/4) of the way through the school year may serve a fourth year in order to complete his/her term at the end of the school year. The terms of the Coaches shall be staggered.
- e. Once an individual has served as a Coach, the individual may reapply to be a Coach after returning to his/her regular duties for a period of three (3) years.

- f. Upon completion of a term as a Coach, the right to return to the most recent teaching assignment held by the teacher is guaranteed.
- g. The Coach's work year will follow the Schedule 6 guidelines. Additional days worked shall be determined by the Panel and shall be paid on a per diem basis at the regular rate of pay and/or compensated with compensatory time.
- h. The Coach shall not evaluate a District bargaining unit member. Site principals will evaluate teachers participating in the program consistent with this Agreement. The District will take no action to terminate a permanent bargaining unit member who is participating in the program, based upon deficiencies in teaching strategies and/or subject matter knowledge.
- i. For referred teachers the initial introduction to the program shall be the responsibility of the principal. After referral to the Program, the involuntarily referred Participating Teacher will choose a Coach (if multiple coaches are available). After meeting the Referred Participating Teacher, the Coach will arrange a meeting to be attended by the Coach, the principal or the evaluator of the Participating Teacher, and the Participating Teacher. The Coach shall meet with the Referred Participating Teacher to discuss the TSAP program, to establish performance goals consistent with the California Standards for the Teaching Profession (CSTP), to develop the assistance plan and to develop a process for determining successful completion of the Program. The duration of support will be no longer than 3 years.
- j. The Coach shall prepare written progress reports for the Panel regarding the progress of Referred Participating Teachers. In accordance with section 4.k of this article the Coach will submit periodic reports that cite dates, duration of the consultation and the precise focus of the meeting(s) with the Referred Participating Teacher. The Panel may also call on the principal or evaluator to provide an assessment. The written progress reports shall be on forms and shall, at a minimum, include an assessment as to whether the Participating Teacher is making satisfactory progress toward the California Standards for the Teaching Profession and whether continued assistance is necessary. A different reporting process shall be utilized for teachers in the program who have not been referred because of a Does Not Meet Standard evaluation. No report assessing performance will be made to the panel for those who volunteer for the program. A Referred Participating Teacher shall have the right to timely reports of progress made and to review all reports generated by the Coach prior to their submission to the Panel and to have his/her comments attached. A different Coach may be selected to work with the Referred Participating Teacher at any time during the first six weeks of the process when requested to do so by the Coach or the Participating Teacher.
- k. Coaches shall prepare a Final Report by April 1, which shall note the progress made by the Referred Participating Teacher. The progress reports and Final Report shall be made available to be placed in the personnel file of the Referred Participating Teacher. The

Referred Participating Teacher shall have the right to submit a written response, and have it attached to the final report. In addition, the Referred Participating Teacher shall have the right to request a meeting with the Panel, and to be represented at this meeting by the UTR representative of his or her choice.

7. Caseload Levels

The caseload for Coach shall be determined by the Panel and in no event shall be higher than fifteen (15). Referred Participating Teachers shall be weighed as 2.

8. Lead Coach

There shall be a lead Coach, with a work year of 200 workdays. These additional days shall be compensated at his/her per diem rate. The caseload for this position shall be 5 for the first year and 6 in subsequent years. The caseload will be phased in during the first year of this agreement. Additional duties for this position shall include scheduling the work of the Coaches and facilitating the work of the Panel.

9. Participating Teachers

a. Teachers may participate in the Program in one of four ways:

1. Referred Participating Teachers-Permanent teachers who receive a Does Not Meet Standard evaluation, as per AB1x, in the areas of “teaching strategies and subject matter knowledge” will be required to participate in the Program no later than the beginning of the next school year.
2. The intent of the parties is that all newly hired teachers will be required to participate in the Program. Actual participation will be based on the annual budget and priorities set by the Panel. The period of duration will be determined by the panel, based on recommendations made by the Coach.
3. Permanent teachers may volunteer to participate in the Program. Their admission to the Program will be determined by the Panel based on the Panel’s annual budget and priorities.
4. And, on a space available basis other teachers may participate in professional growth programs developed by the Panel.

10. Funding and Revenue

- a. The District and UTR will jointly explore funding sources from local business and industry. The District, with the support of UTR, will attempt to secure grant funding.
- b. The parties agree to continue the Teacher Induction Program (TIP, formerly BTSA) funding and support for the current teachers participating in the TIP program.

11. Functions performed pursuant to this Article by bargaining unit members shall not constitute either management or supervisory functions. The Coach shall continue to have all rights of a bargaining unit member. In addition to the regular salary, a Coach shall receive Per Diem for all work beyond the regular workday and/or work year, approved by the Panel. The administrator overseeing the Program will evaluate the lead coaches and coaches.
12. Upon completion of his or her service as a full-time released Coach the teacher shall be entitled to return to the same position which he/she held immediately before commencement of the assignment unless he/she would have been transferred or reassigned pursuant to Article 14.
13. The District agrees to indemnify and provide a defense for the UTR panel members and Coaches against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the UTR Panel Members and/or Coach's participation in the Program, pursuant to Division 8.6 (commencing with 8.10 of title I of the California Code).
14. Reopener

The provisions of the Program may be revised or reopened by the mutual consent of the District and UTR on an annual basis.

ARTICLE 52

SPECIAL EDUCATION

(The contents of Article 52 are also reference in various Articles of the existing contract)

Section 1. Designation of Employees

1. Mild/Moderate Support Needs (MMSN) specialists support students with mild to moderate needs. This designation replaces "Non-Severely Handicapped" (NSH) specialists.
2. Extensive Support Needs (ESN) specialists support students with moderate to severe needs. This designation replaces "Severely Handicapped" (SH) specialists.

Section 2. Definitions

Prior to the placement of a student into a program, an Individual Education Program (IEP) meeting must be held to determine the appropriate placement of a student.

1. Self-Contained Classroom (SCC) shall replace what is referred to as a "Special Day Class". A given SCC can support students with either mild-to-moderate support needs or extensive support needs according to their IEP.
2. Full Inclusion (FI) is a program intended to support students with IEPs - who are enrolled in and integrated within the general education environment with the appropriate support and

collaboration of an ESN specialist or MMSN specialist with an autism authorization who may provide targeted instruction.

3. “The Resource Specialist Program” (RSP) - is intended to support students with mild/moderate support needs by an MMSN specialist.
4. Counseling Enriched Classroom (CEC) will replace “Transition Educational Program” (TEP) classes and is intended to provide specialized academic instruction, educationally related mental health services (ERMHS) and/or behavioral supports in an academic school setting.
5. Instructional Support Program (ISP) is a service model of instructional support where providers offer services to students with MMSN. Students with MMSN may participate in General Education for part of the day or periods, SSAI, and in a SCC for part of the day or periods in accordance with their IEPs.

Section 3. Workday

1. Added Duty Assignments for Special Education shall be governed by Article 10: Hours of Employment and Duty Assignment, Section 6: Added Duty Assignments.
2. The workday for Special Education specialists shall be the same as that for regular education teachers.
3. The instructional day for Special Education Specialists shall be the same as that for regular educational teachers.
4. Each SC or RSP teacher shall have aide(s) in proportion to his/her assignment. In collaboration with the site administrator, the classroom - specialist shall build the daily schedule and work assignment for the aide(s) that work in their classroom. The specialist may recommend to the site administrator start and end times for the aide(s) in their classroom based on the needs of students. The following aide assignments shall be in addition to any 1:1 aides required by student(s) IEPs (with the exception of the elementary FI program as specified below):
 1. Every MMSN, ESN, CEC and RSP specialist shall be assigned one aide for the length of the school day plus 15 minutes before and 15 minutes after the school day. Additional program aides will be assigned based on the special education staffing model.
 2. Aide assignments for Elementary FI specialists shall be no more than a 3:1 student to aide ratio for the length of the school day plus 15 minutes before and 15 minutes after the school day. The aides can be a combination of program aides and/or 1:1 aides.
5. Mandatory Special Education in-service meetings for all teachers shall be conducted during the normal workday.

6. Special Education-related activities such as IEP meetings shall be conducted during the normal workday, whenever feasible.
7. Psychologists, Speech Therapists and Nurses work a seven and one-half (7.5) hour day including a thirty (30) minute duty free lunch as described in Article 10.

Section 4. Class Size:

1. RSP: RSP specialists shall be assigned on the basis of one (1) for each twenty-four (24) students. No RSP specialists shall be assigned more than twenty-five (25) students. If feasible, a maximum of eight (8) students per period in a secondary SCC (such as a tutorial) shall be maintained.
2. MMSN SCC: Beginning July 1, 2021, MMSN specialists working in an SCC program shall be assigned on the average of one (1) specialist for every fourteen (14) MMSN students served in an SCC setting, with no class to exceed fifteen (15) students.

Beginning June 30, 2022, no MMSN SCC class shall exceed fourteen (14) students.

3. ESN: ESN specialists shall be assigned on the average of one (1) specialist for every ten (10) ESN students, with no class to exceed eleven (11) students.
4. Counseling Enriched Classes (CEC) shall be assigned on the average of one (1) specialist for every eight (8) CEC students, with no class to exceed ten (10) students.
5. Full Inclusion (FI): Specialists working with students placed in the full inclusion program shall be assigned on the average of (1) specialist for every twelve (12) students, with no caseload size to exceed thirteen (13) students.
6. As the district transitions to new special education caseloads and class sizes specified in this agreement, class size and caseload maximums may be waived for the 2021-2022 school year subject to the following limitations:
 - a. The specialist will be compensated for each student over the maximum, per diem pro-rated based on the caseload/class size for that specialist.
 - b. For specialists in a secondary setting, the relevant department chair shall be consulted.
 - c. For specialists in an elementary setting, a union representative of the member's choosing shall be consulted.
 - d. The appropriate form will be signed off by the administrator, specialist, and union representative.

7. Every effort shall be made to keep assignments in reasonable geographical proximity.
8. Every effort shall be made to equalize the total workload among specialists. The needs of each school and requests of the specialists and administrators involved shall be considered.
9. Each related-service provider specialist shall be assigned one-half day per week for indirect therapy time.

Section 5. Caseload Size

1. Speech-Language Pathologist (SLP) caseloads shall be assigned consistent with State and Federal requirements which currently are as follows:
 - a. The average caseload for Speech-Language Pathologists in districts, county offices, or special education local plan areas shall not exceed fifty-five (55) cases, unless the special education local plan specifies a higher average caseload and the reasons for the greater average caseload.
 - b. Caseloads of full-time equivalent Speech-Language Pathologists providing instruction and services within the District, special education local plan area, or county office shall not exceed a District-wide, special education local plan area-wide, or county-wide average of fifty-five (55) individuals unless prior written approval has been granted by the State Superintendent of Public Instruction.
 - c. The maximum caseload for a Speech-Language Pathologist providing services exclusively to individuals with exceptional needs, between the ages of three and five years, inclusive as defined in Education Code Sections 56441.11 or 56026, shall not exceed a count of forty (40).
2. The parties agree to additional support of 10 total bilingual support positions for speech pathologists, school psychologists, and itinerant MMSN and ESN Specialists based out of the SPED central office for the 2021 - 2022 school year. A committee will convene and evaluate the effectiveness of these positions. The configuration and duties of this support position shall be defined over the summer for implementation in the fall.

Section 6. Instructional Support Program- Elementary

It is the intent of The District and UTR to negotiate language regarding Elementary ISP Programs in the 2021-2022 school year.

Section 7. Instructional Support Program- Secondary

1. For the secondary Instructional Support program, MMSN specialists shall be assigned on the basis of one (1) for each twenty-three (23)– students. The caseload of an MMSN specialist shall not exceed twenty-four students (24). MMSN specialists shall be assigned no more than twenty-four (24) students, with if at all possible, a maximum of 12 students per period, that can be waived by the teacher.

2. If at all possible, special education departments at secondary school sites will work to maintain grade-level purity for all case managers. At high schools, the highest priority will be to maintain grade-level purity for 9th and 10th grade case managers.
3. When a new student is enrolled in the school sites program, they will be placed on a specialist's caseload using the following criteria:
 - a. Consideration will be given to placing the new student with a grade-specific case manager (i.e. 9th grade student with a 9th grade case manager).
 - b. In the event all case manager's caseload for the given grade-level is full, the members of the special education department team will look to see if a similar grade-specific case manager has room on their caseload.
 - c. If there is not room on a grade specific caseload, the student will be assigned to a specialist with the fewest number of students on their caseload.
 - d. New additions to a specialist's caseload will be made until the case manager's caseload is equal to the case manager with the next fewest students assigned to their caseload.
 - e. A rotation will be established by the department at the beginning of the year to determine which specialist will receive another student in the event that all specialists have the same number of students on their caseloads.
4. At the beginning of the year, the special education departments at secondary school sites will establish protocols for collaboration strategies to share information about topics including, but not limited to the following: IEP goals, progress monitoring, present levels of performance, behavior goals and plans, update student portfolios with work, scheduling, staff concerns, overall school/program integration. The collaboration/department team may time card up to 4 hours per quarter at the hourly rate to be used for the purpose of updating progress, monitoring on a quarterly basis. Employees may opt to collaborate as grade level teams or as a whole department.
5. Case managers can mutually agree to take certain students on their caseloads in so far as the caseloads are still equally balanced.
6. Case managers can mutually agree upon placing a student in a grade specific tutorial taught by another case manager teaching the same grade specific tutorial.
7. Every effort shall be made to equalize the total workload among specialists (caseload size, number of classes to teach, interim IEPs, testing). The needs of each school and requests of the specialists and administrators involved shall be considered.

Section 8. Special Services Support Personnel

Provisions of this Agreement shall apply to School Psychologists except as follows:

1. School psychologists shall be assigned on a basis not to exceed the National Association of School Psychologist (NASP) recommended ratio of 500-700:1 of students to school psychologists. School psychologists shall be assigned to schools based upon the following factors:
 - a. Enrollment and number of special education classes.
 - b. Differential weighing for elementary and secondary schools.
 - c. Special assignments as determined by mutual agreement.
 - d. When any new programs are created, additional school psychology time shall be determined by mutual agreement.
2. The Union and District agree that the criteria listed in section 1.1 shall produce the basic allocation of School Psychologists. Specially funded positions would be in addition to the basic allocation.
3. Every effort shall be made to equalize the total workload among staff members. The needs of each school and requests of the School Psychologists and administrators involved shall be considered.
4. Evaluation shall be conducted by the School Psychologist's supervisor in consultation with appropriate school site administrators.
5. The work year for School Psychologists shall be the same as that established for all consultants. The distribution of workdays which are in addition to those required of teachers shall be mutually determined by the Psychologist and supervisor. School psychologists may work up to six (6) of these workdays during evening or Saturday hours during the school year. The evening/Saturday schedule shall be by mutual agreement, pursuant to past practice.
6. School Psychologists shall be paid according to the Nurses, Speech and Language Pathologists, & Psychologists salary schedule.

Section 9. School Public Health Nurses

The number of District nurses employed is specified in Article 29, Section 2.

1. Nurses salary and work year on Schedule UTR NS &P.

Section 10. Program Specialists, Program Assistants, Transition Program, and the Curriculum Development Specialist.

Provisions of this Agreement shall apply to Program Specialists and the Curriculum Development Specialist except as follows:

1. The salary and work year shall be the same as secondary school counselors.
2. Transition Program Specialists, salary and work year shall be the same as teachers on Salary Schedule UTR8

Section 11. Speech and Language Therapists

Speech-Language Pathologists working in related services, and language credentialed teachers in SCC classes specifically designed for students with alternative and/or augmentative communication (AAC) needs shall be included in Schedule UTR NS & P.

Section 12 . Cameron Early Intervention

Rationale: It is the intent of the bargaining unit to continue surveying our membership in order to better understand and then define Cameron programs by the end of the 2021-2022 school year.

Section 13 . Transition Program

Rationale: It is the intent of the bargaining unit to continue surveying our membership in order to better understand and then define Transition programs by the end of the 2021-2022 school year.

SALARY SCHEDULES

Appendix A: Schedule UTR 8, UCAM Teachers, Librarians

Effective July 1, 2021

SCHEDULE UTR8

**TEACHERS AND LIBRARIANS
2021-2022**

STEP		Cred. Plus	Cred. Plus	Cred. Plus
	RANGE BA BA + 0 - 29 SEM. UNITS	RANGE 1 BA + 30 or BA + 15 with MA	RANGE 2 BA + 45 or BA + 30 with MA	RANGE 3 BA + 60 or BA + 45 with MA
	Annual	Annual	Annual	Annual
1	50,921.72	55,107.06	55,447.07	57,333.31
2	51,288.71	55,447.07	57,283.39	59,824.01
3	51,654.36	56,971.72	59,640.52	62,387.57
4	52,493.58	59,092.72	61,976.05	64,897.16
5	54,231.41	61,174.60	64,303.49	67,364.92
6	56,123.04	63,253.78	66,586.41	69,856.97
7	57,836.58	65,469.24	68,873.37	72,350.37
8	59,617.58	67,659.06	71,270.98	74,974.64
9	61,287.94	69,763.87	73,582.23	77,352.01
10		71,913.22	75,821.97	79,887.23
11		74,016.68	78,150.76	82,334.76
12		76,183.56	80,416.13	88,365.86
13		76,183.56	80,416.13	88,365.86
14		76,183.56	80,416.13	88,365.86
15		76,183.56	80,416.13	88,365.86
16		77,138.83	81,370.05	89,319.78
17		77,138.83	81,370.05	89,319.78
18		78,672.91	82,901.44	90,861.96
19		78,672.91	82,901.44	90,861.96
20		78,672.91	82,901.44	90,861.96
21		80,765.59	84,992.76	92,953.29
22		80,765.59	84,992.76	92,953.29
23		83,952.50	88,352.37	96,627.27
24		83,952.50	88,352.37	96,627.27
25		86,780.51	91,180.38	99,455.28
26		86,780.51	91,180.38	99,455.28
27		91,019.82	95,419.70	103,799.02

Employees on Range BA:

1. Will receive yearly step and column increases commensurate with their teaching and education experience; and
2. May move, commensurate with their education experience, to Ranges 1, 2, 3 **when they have their Preliminary or Clear Teaching Credential.**

All Employees:

1. Range placement is based on upper division and graduate units taken after a BA degree.
2. Employees new to the District : Each year of verified service as a full-time certificated employee in a public or private school may be counted as a year of service for initial salary placement, provided the applicant had a valid teaching credential or teaching license during the time of service. A maximum of fifteen (15) years shall be so credited (with the exception of Range BA).
3. Employees shall serve 75% or more of the work year in order to advance to the next salary step.
4. See Article 22 Section 1
5. Work Year: 184 Days plus 60 Hours
6. Doctorate: \$2,000
7. All other stipends see Article 23

Adopted by the Board of Education on 9/26/2018

SCHEDULE UTR8+3.5
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT SALARY SCHEDULE
TEACHERS AND LIBRARIANS
2021-2022 Effective July 1, 2021 (Increased 3.5%)
(Utilized for Supporting Additional Student Caseload)

STEP	RANGE BA BA + 0 - 29 SEM. UNITS	Cred. Plus RANGE 1 BA + 30 or BA + 15 with MA	Cred. Plus RANGE 2 BA + 45 or BA + 30 with MA	Cred. Plus RANGE 3 BA + 60 or BA + 45 with MA
	Annual	Annual	Annual	Annual
1	52,703.98	57,035.81	57,387.72	59,339.98
2	53,083.82	57,387.72	59,288.31	61,917.85
3	53,462.26	58,965.73	61,727.93	64,571.14
4	54,330.86	61,160.97	64,145.21	67,168.56
5	56,129.51	63,315.71	66,554.12	69,722.69
6	58,087.35	65,467.67	68,916.93	72,301.97
7	59,860.86	67,760.66	71,283.94	74,882.63
8	61,704.19	70,027.12	73,765.46	77,598.76
9	63,433.02	72,205.61	76,157.60	80,059.33
10		74,430.18	78,475.74	82,683.28
11		76,607.27	80,886.03	85,216.47
12		78,849.99	83,230.70	91,458.67
13		78,849.99	83,230.70	91,458.67
14		78,849.99	83,230.70	91,458.67
15		78,849.99	83,230.70	91,458.67
16		79,838.69	84,218.00	92,445.97
17		79,838.69	84,218.00	92,445.97
18		81,426.47	85,802.99	94,042.13
19		81,426.47	85,802.99	94,042.13
20		81,426.47	85,802.99	94,042.13
21		83,592.38	87,967.51	96,206.65
22		83,592.38	87,967.51	96,206.65
23		86,890.83	91,444.71	100,009.22
24		86,890.83	91,444.71	100,009.22
25		89,817.82	94,371.70	102,936.21
26		89,817.82	94,371.70	102,936.21
27		94,205.52	98,759.39	107,431.98

Employees on Range BA:

1. Will receive yearly step and column increases commensurate with their teaching and education experience; and
2. May move, commensurate with their education experience, to Ranges 1, 2, 3 **when they have their Preliminary or Clear Teaching Credential.**

All Employees:

1. Range placement is based on upper division and graduate units taken after a BA degree.
2. Employees new to the District : Each year of verified service as a full-time certificated employee in a public or private school may be counted as a year of service for initial salary placement, provided the applicant had a valid teaching credential or teaching license during the time of service. A maximum of fifteen (15) years shall be so credited (with the exception of Range BA).
3. Employees shall serve 75% or more of the work year in order to advance to the next salary step.
4. See Article 22 Section 1
5. Work Year: 184 Days plus 60 Hours
6. Doctorate: \$2,000
7. All other stipends see Article 23

Adopted by the Board of Education on August 4, 2021

SCHEDULE UCAM
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT SALARY SCHEDULE
CAMERON TEACHERS - 200 DAYS
2021-2022

STEP	RANGE BA BA + 0 - 29 SEM. UNITS	Cred. Plus RANGE 1 BA + 30 or BA + 15 with MA	Cred. Plus RANGE 2 BA + 45 or BA + 30 with MA	Cred. Plus RANGE 3 BA + 60 or BA + 45 with MA
	Annual	Annual	Annual	Annual
1	55,349.70	59,899.00	60,268.55	62,318.81
2	55,748.60	60,268.55	62,264.55	65,026.11
3	56,146.05	61,925.77	64,826.64	67,812.58
4	57,058.24	64,231.21	67,365.27	70,540.40
5	58,947.18	66,494.14	69,895.11	73,222.74
6	61,003.32	68,754.11	72,376.54	75,931.48
7	62,865.86	71,162.22	74,862.38	78,641.69
8	64,801.71	73,542.44	77,468.44	81,494.18
9	66,617.34	75,830.30	79,980.68	84,078.26
10		78,166.55	82,415.19	86,833.94
11		80,452.91	84,946.47	89,494.30
12		82,808.23	87,408.85	96,049.85
13		82,808.23	87,408.85	96,049.85
14		82,808.23	87,408.85	96,049.85
15		82,808.23	87,408.85	96,049.85
16		83,846.56	88,445.71	97,086.71
17		83,846.56	88,445.71	97,086.71
18		85,514.04	90,110.25	98,763.00
19		85,514.04	90,110.25	98,763.00
20		85,514.04	90,110.25	98,763.00
21		87,788.67	92,383.44	101,036.19
22		87,788.67	92,383.44	101,036.19
23		91,252.72	96,035.18	105,029.65
24		91,252.72	96,035.18	105,029.65
25		94,326.64	99,109.10	108,103.57
26		94,326.64	99,109.10	108,103.57
27		98,934.58	103,717.07	112,711.51

Employees on Range BA:

1. Will receive yearly step and column increases commensurate with their teaching and education experience; and
2. May move, commensurate with their education experience, to Ranges 1, 2, 3 **when they have their Preliminary or Clear Teaching Credential.**

All Employees:

1. Range placement is based on upper division and graduate units taken after a BA degree.
2. Employees new to the District : Each year of verified service as a full-time certificated employee in a public or private school may be counted as a year of service for initial salary placement, provided the applicant had a valid teaching credential or teaching license during the time of service. A maximum of fifteen (15) years shall be so credited (with the exception of Range BA).
3. Employees shall serve 75% or more of the work year in order to advance to the next salary step.
4. Work Year: 200 Days
5. Doctorate: \$2,000
6. All other stipends see Article 23

Adopted by the Board of Education on 9/26/2018

SALARY SCHEDULES

APPENDIX B: UTR NS & P NURSES, SPEECH AND LANGUAGE PATHOLOGISTS & PSYCHOLOGISTS

Effective July 1, 2021

**SCHEDULE UTR NS&P
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
NURSES, SPEECH AND LANGUAGE PATHOLOGISTS, & PSYCHOLOGISTS
2021-2022**

Step	RANGE A	RANGE B
	Annual	Annual
1	62,662.79	89,967.63
2	64,024.67	91,566.65
3	65,387.83	93,165.68
4	66,749.70	94,764.70
5	68,111.56	96,363.73
6		97,962.75
7		99,561.78
8		101,160.80
9		102,759.83
10		104,358.85
11		105,226.14
12		106,093.43
13		106,960.71
14		107,828.00
15		108,695.29
16		109,562.58
17		110,429.87
18		111,297.15
19		112,164.44
20		113,031.73
21		113,899.02
22		114,766.31
23		115,633.59
24		116,500.88
25		117,368.17

Placement on the Salary Schedule:

1. Initial placement for new hires is on Range A or B depending on holding a Waiver or License. Each year of verified service may be credited to a maximum of fifteen (15) years.
2. Upon receiving a license the unit member will move from Range A (waiver) to Range B (license) and will be placed on Step 1.
3. Employees shall serve 75% or more of the work year in order to advance to the next salary step.
4. Speech Therapists whose assignment is that of a classroom teacher shall remain on Salary Schedule 6.
5. Work Year: 197 Days plus 39 Hours
6. Doctorate: \$2,000
7. All other stipends see Article 23

Adopted by the Board of Education on 9/26/2018

SALARY SCHEDULES

APPENDIX C: SCHEDULE 6, CPS6

COUNSELORS, PROGRAM AND PROJECT ASSISTANTS, PROGRAM SPECIALISTS

Effective July 1, 2021

SCHEDULE 6
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT SALARY SCHEDULE
COUNSELORS, PROGRAM ASSISTANTS, PROJECT ASSISTANTS AND PROGRAM SPECIALISTS
2021-2022

STEP	RANGE BA BA + 0 - 29 SEM. UNITS	RANGE 1 BA + 30 or BA + 15 with MA	RANGE 2 BA + 45 or BA + 30 with MA	RANGE 3 BA + 60 or BA + 45 with MA
	Annual	Annual	Annual	Annual
1	54,121.77	57,082.17	58,411.57	60,932.80
2	54,508.03	58,236.96	60,878.56	63,582.34
3	54,899.57	60,545.22	63,385.24	66,303.31
4	55,789.81	62,804.54	65,865.47	68,974.01
5	57,636.42	65,014.91	68,339.07	71,595.77
6	59,645.73	67,223.97	70,766.39	74,241.34
7	61,463.24	69,581.17	73,197.67	76,892.21
8	63,358.79	71,907.95	75,746.67	79,681.96
9	65,140.58	74,142.14	78,201.76	82,211.13
10		76,429.23	80,584.10	84,905.64
11		78,664.74	83,057.71	87,504.92
12		80,969.03	85,462.54	93,912.49
13		80,969.03	85,462.54	93,912.49
14		80,969.03	85,462.54	93,912.49
15		80,969.03	85,462.54	93,912.49
16		81,982.29	86,475.79	94,929.71
17		81,982.29	86,475.79	94,929.71
18		83,611.96	88,109.43	96,566.00
19		83,611.96	88,109.43	96,566.00
20		83,611.96	88,109.43	96,566.00
21		85,834.24	90,331.71	98,793.57
22		85,834.24	90,331.71	98,793.57
23		89,221.89	93,897.94	102,694.46
24		89,221.89	93,897.94	102,694.46
25		91,888.63	96,563.35	105,359.88
26		91,888.63	96,563.35	105,359.88
27		95,883.44	100,558.16	109,354.69

Initial Placement:

1. Current WCCUSD Employees: Current employees of the District shall receive year-for-year service credit for initial salary placement.
2. Employees new to the District : Each year of verified service as a full-time certificated employee in a public or private school may be counted as a year of service for initial salary placement, provided the applicant had a valid credential or teaching license during the time of service. A maximum of fifteen (15) years shall be so credited (with the exception of Range BA).
3. Employees shall serve 75% or more of the work year in order to advance to the next salary step.
4. Work Year: 189 Days plus 39 Hours
5. Doctorate: \$2,000
6. All other stipends see Article 23

Adopted by the Board of Education on 9/26/2018

SCHEDULE 6+3.5
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT SALARY SCHEDULE
COUNSELORS, PROGRAM ASSISTANTS, PROJECT ASSISTANTS AND PROGRAM SPECIALISTS
2021-2022 Effective July 1, 2021 (Increased 3.5%)
(Utilized for Supporting Additional Student Caseload)

STEP	RANGE BA BA + 0 - 29 SEM. UNITS	RANGE 1 BA + 30 or BA + 15 with MA	RANGE 2 BA + 45 or BA + 30 with MA	RANGE 3 BA + 60 or BA + 45 with MA
	Annual	Annual	Annual	Annual
1	56,016.04	59,080.04	60,455.97	63,065.45
2	56,415.81	60,275.25	63,009.31	65,807.72
3	56,821.06	62,664.30	65,603.73	68,623.92
4	57,742.45	65,002.70	68,170.76	71,388.10
5	59,653.69	67,290.44	70,730.94	74,101.63
6	61,733.33	69,576.81	73,243.21	76,839.79
7	63,614.45	72,016.51	75,759.58	79,583.43
8	65,576.34	74,424.73	78,397.81	82,470.83
9	67,420.50	76,737.11	80,938.83	85,088.52
10		79,104.26	83,404.55	87,877.34
11		81,418.01	85,964.73	90,567.59
12		83,802.95	88,453.72	97,199.43
13		83,802.95	88,453.72	97,199.43
14		83,802.95	88,453.72	97,199.43
15		83,802.95	88,453.72	97,199.43
16		84,851.67	89,502.44	98,252.25
17		84,851.67	89,502.44	98,252.25
18		86,538.38	91,193.26	99,945.81
19		86,538.38	91,193.26	99,945.81
20		86,538.38	91,193.26	99,945.81
21		88,838.44	93,493.32	102,251.34
22		88,838.44	93,493.32	102,251.34
23		92,344.66	97,184.37	106,288.77
24		92,344.66	97,184.37	106,288.77
25		95,104.73	99,943.07	109,047.47
26		95,104.73	99,943.07	109,047.47
27		99,239.36	104,077.70	113,182.10

Initial Placement:

1. Current WCCUSD Employees: Current employees of the District shall receive year-for-year service credit for initial salary placement.
2. Employees new to the District : Each year of verified service as a full-time certificated employee in a public or private school may be counted as a year of service for initial salary placement, provided the applicant had a valid credential or teaching license during the time of service. A maximum of fifteen (15) years shall be so credited (with the exception of Range BA).
3. Employees shall serve 75% or more of the work year in order to advance to the next salary step.
4. Work Year: 189 Days plus 39 Hours
5. Doctorate: \$2,000
6. All other stipends see Article 23

Adopted by the Board of Education on August 4, 2021

SCHEDULE CPS6
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT SALARY SCHEDULE
CAMERON PROGRAM SPECIALIST
2021-2022

STEP	RANGE BA BA + 0 - 29 SEM. UNITS	RANGE 1 BA + 30 or BA + 15 with MA	RANGE 2 BA + 45 or BA + 30 with MA	RANGE 3 BA + 60 or BA + 45 with MA
	Annual	Annual	Annual	Annual
1	57,271.72	60,404.42	61,811.18	64,479.15
2	57,680.45	61,626.41	64,421.76	67,282.90
3	58,094.78	64,069.00	67,074.32	70,162.23
4	59,036.84	66,459.84	69,698.91	72,988.38
5	60,990.92	68,798.84	72,316.48	75,762.72
6	63,117.18	71,136.48	74,885.07	78,562.26
7	65,040.45	73,630.86	77,457.85	81,367.43
8	67,046.35	76,093.07	80,155.20	84,319.54
9	68,931.83	78,457.30	82,753.18	86,995.89
10		80,877.50	85,274.18	89,847.24
11		83,243.11	87,891.75	92,597.80
12		85,681.52	90,436.55	99,378.29
13		85,681.52	90,436.55	99,378.29
14		85,681.52	90,436.55	99,378.29
15		85,681.52	90,436.55	99,378.29
16		86,753.73	91,508.77	100,454.73
17		86,753.73	91,508.77	100,454.73
18		88,478.25	93,237.50	102,186.24
19		88,478.25	93,237.50	102,186.24
20		88,478.25	93,237.50	102,186.24
21		90,829.88	95,589.10	104,543.47
22		90,829.88	95,589.10	104,543.47
23		94,414.70	99,362.89	108,671.40
24		94,414.70	99,362.89	108,671.40
25		97,236.64	102,183.44	111,491.94
26		97,236.64	102,183.44	111,491.94
27		101,463.95	106,410.76	115,719.25

Initial Placement:

1. Current WCCUSD Employees: Current employees of the District shall receive year-for-year service credit for initial salary placement.
2. Employees new to the District : Each year of verified service as a full-time certificated employee in a public or private school may be counted as a year of service for initial salary placement, provided the applicant had a valid credential or teaching license during the time of service. A maximum of fifteen (15) years shall be so credited (with the exception of Range BA).
3. Employees shall serve 75% or more of the work year in order to advance to the next salary step.
4. Work Year: 200 Days
5. Doctorate: \$2,000
6. All other stipends see Article 23

Adopted by the Board of Education on 9/26/2018

SALARY SCHEDULES

APPENDIX D: TEACHER EXTRA-DUTY PAY SCHEDULE

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
TEACHER EXTRA-DUTY PAY SCHEDULE
Effective July 1, 2016

MALE SPORTS		FEMALE SPORTS	
Baseball, Varsity	2,100	Basketball, Varsity	2,100
Baseball, J.V.	1,775	Basketball, J.V.	1,775
Basketball, Varsity	2,100	Basketball, Freshman	1,775
Basketball, J.V.	1,775	Cross-Country	1,775
Basketball, Freshman	1,775	Golf, Varsity	1,775
Cross-Country	1,775	Pep Squad	1,800
Football, Varsity	2,275	Soccer, Varsity	2,100
Football, Varsity Assistant	1,775	Soccer, J.V.	1,775
Football, J.V.	1,775	Softball, Varsity	2,100
Football, J.V. Assistant	1,625	Softball, J.V.	1,775
Football, Freshman	1,775	Swimming, Varsity	2,100
Football, Freshman Assistant	1,625	Swimming, J.V.	1,775
Golf, Varsity	1,775	Tennis, Varsity	1,775
Soccer, Varsity	2,100	Tennis, J.V.	1,625
Soccer, J.V.	1,775	Track, Varsity	2,100
Swimming, Varsity	2,100	Track, Assistant	1,625
Swimming, J.V.	1,775	Volleyball, Varsity	2,100
Tennis, Varsity	1,775	Volleyball, J.V.	1,775
Tennis, J.V.	1,625	Water Polo, Varsity	1,775
Track, Varsity	2,100	Water Polo, J.V.	1,625
Track, F/S or Varsity Assistant	1,625		
Volleyball, Varsity	2,100	FINE ARTS - (per semester)	
Volleyball, J.V.	1,775		
Water Polo, Varsity	1,775	Dance	975
Water Polo, J.V.	1,625	Drama	975
Wrestling, Varsity	2,100	Forensics	975
Wrestling, J.V.	1,775	Instrumental Music	975
		Vocal Music	975
		Middle School Intramural	975
CO-ED		High School Yearbook	975
Badminton, Varsity	2,100	Middle School Yearbook	975
Badminton, J.V.	1,175	High School Leadership Advisor	1,100
		Misc. Athletic Director (M and F)	1,100
		Journalism (if printed)	975

APPENDIX E
EDUCATION CODE SECTION 48900
Grounds for Suspension of Pupils by Teachers from Class

A teacher may suspend a pupil from his/her class for the day of the suspension and the following day if the pupil committed one of the following acts, (a) to (o):

- (a)
 - 1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
 - 2. Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the cause of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawful possessed of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - 1. While on school grounds.
 - 2. While going to or coming from school.
 - 3. During the lunch period whether on or off the campus.
 - 4. During, or while going to or coming from, a school sponsored activity.
- (q) It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats.1994, c. 1198 (A.B.2543), § 5; Stats.1995, c. 972 (S.B.996), § 6; Stats.1996, c. 915 (A.B.692), § 1; Stats.1997, c. 637 (A.B.412), § 1.)

EDUCATION CODE SECTION 48900.2
Additional Grounds for Suspension or Expulsion;
Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Added by Stats.1992, c. 909 (S.B.1930), § 2.)

EDUCATION CODE SECTION 48900.3
Hate Violence

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. (Added by Stats.1994, c. 1198 (A.B.2543), § 6. Amended by Stats.1999, c. 646 (A.B. 1600), § 25.)

EDUCATION CODE SECTION 48900.4
Additional Grounds for Suspension or Expulsion;
Harassment, Threats, or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. (Added by Stats.1994, c. 1017 (A.B.2752), § 1.)

EDUCATION CODE SECTION 48900.7
Additional Grounds for Suspension or Expulsion;
Terroristic Threats Against School Officials, School Property, or Both

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Added by Stats.1997, c. 405 (A.B.307), § 1.)

APPENDIX G
DISTRICTS' CALENDAR

2021-2022

2022-2023

2023-2024

West Contra Costa Unified School District School Calendar

2021-2022 (August 16-June 8) **Revised**

July '21

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5 – Independence Day Holiday

January '22

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3– Class Reconvene after recess
14 – End of 2nd Quarter
17 – Martin Luther King Holiday
18 – Secondary Work Day (No School Middle & High Schools)
28 – 100th day

School Days 20E 19S

August '21

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10– New Teacher Orientation
11-12 – Professional Development
12 – In-Service Training Day
13 – Teacher Work Day
16 – First Day of School Min. Day
23 – Terence Martin Day (Memorial Day)

School Days 12

February '22

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21-25– Presidents' Week Recess (District Holidays)

School Days 15

September '21

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2 – Back to School Night-Elementary Schools (Min. Day)
6 – Labor Day (District Holiday)
9 – Back to School Night-Middle Schools
10- Middle Schools Only- Min. Day
23 – Back to School Night-High Schools
24- High Schools Only-MIN day

School Days 21

March '22

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 – End of Trimester 2
17 – Open House-Middle Schools
18 – Middle Schools Only-MIN day
24 – Open House- High Schools-
25 – High Schools Only- MIN day
31 – End of 3rd Quarter

School Days 23

October '21

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11–No School (reserved day1)
19–End of 1st Quarter
20–Minimum Day Middle/High Schools (Mark Report Cards)
29–End of Trimester 1
29–Minimum Day, K-8

School Days 20

April '22

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1–No School (reserved day1)
4-8 – Spring Recess (No School)
4 – District Holiday
11– Middle & High School MIN (Mark Report Cards)
21 – Open House Elementary Schools -Minimum Day

School Days 15

November '21

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1– Elementary Conference Day (No School, Elementary Only)
2,4,5,8-Elementary Conference (Min. Days, Elementary)
2-Minimum Day Middle & High
11 – Veterans' Day Holiday
19 – Minimum Day All Schools
22-26 – No School
25-26 – Thanksgiving Holiday

School Days 15E 16S

May '22

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

27– No School (reserved day 3)
30 – Memorial Day - Holiday

School Days 20

December '21

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

*17 – Minimum Day All Schools
20-31 – Winter Recess (No School)
23-24 & 31 – District Holidays

School Days 13

June '22

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

8 – Last day of School (Noon Dismissal)
20- Juneteenth Holiday

School Days 6

	Holiday	<div><div><div>Total School Days 180</div><div>Total Teacher Workdays 184</div><div>**{2 Self-Directed Learning Days}</div></div><div><div>*MIN-Minimum Day</div><div>First Semester 93</div><div>Second Semester 87</div></div><div><div>End-Trimester 1 -56</div><div>End-Trimester 2 - 62</div><div>End-Trimester 3 - 62</div></div></div>
	No School	
	Teacher Workday	
	Professional Development	
	New Teacher Orientation	
8/23	Terence Martin Day	
	First/Last day of school	
	100 th Day	
	No School Reserved Days to be utilized for a foreseen circumstance	
	Board Approved 5.20.20-Revised:	

West Contra Costa Unified School District School Calendar 2022-2023 (August 16-June 9) Revised

July '22

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 – Independence Day Holiday

January '23

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

School Days 20E 19S

2-District Holiday
3- Class Reconvene after recess
13 – End of 2nd Quarter
16- Martin Luther King Holiday
17 – Secondary Work Day (No School Middle & High Schools)
31 – 100th day

August '22

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	*16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

School Days 12

10- New Teacher Orientation
11-12 – Professional Development
11- In- Service Training Day
15 – Teacher Work Day
16- First Day of School Min. Day
23 – Terence Martin Day (Memorial Day)

February '23

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

School Days 15

20-24- Presidents' Week Recess (District Holidays)

September '22

S	M	T	W	T	F	S
				*1	2	3
4	5	6	7	8	*9	10
11	12	13	14	15	16	17
18	19	20	21	22	*23	24
25	26	27	28	29	30	

School Days 21

1 – Back to School Night- Elementary Schools (Min. Day)
5 – Labor Day (District Holiday)
8 – Back to School Night- Middle Schools
9- Middle Schools Only- Min. Day
22 – Back to School Night- High Schools
23- High Schools Only-MIN day

March '23

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	*17	18
19	20	21	22	23	*24	25
26	27	28	*29	30	31	

School Days 22

1 – End of Trimester 2
16 – Open House-Middle Schools
17 – Middle Schools Only-MIN day
23 – Open House- High Schools-
24 – High Schools Only- MIN day
28 – End of 3rd Quarter
29- Middle & High School (Mark Report Card- MIN day)
31-No School (reserved day2)

October '22

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	*20	21	22
23	24	25	26	27	28	29
30	*31					

School Days 20

10- No School (reserved day1)
19 – End of 1st Quarter
20 – Minimum Day Middle/High Schools (Mark Report Cards)
31 – Minimum Day, K-8

April '23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	*20	21	22
23	24	25	26	27	28	29
30						

School Days 15

3- District Holiday
3-7 – Spring Recess (No School)
20* – Open House Elementary Schools -Minimum Day

November '22

S	M	T	W	T	F	S
		*1	*2	*3	*4	5
6	*7	*8	9	10	11	12
13	14	15	16	17	*18	19
20	21	22	23	24	25	26
27	28	29	30			

School Days 15E 16S

1- Elementary Conference Day (No School, Elementary Only) 2,3,4,7,8-Elementary Conference (Min. Days, Elementary Only)
1-End of Trimester 1
8- Middle & High Schools – Min. Day
11 – Veterans' Day Holiday
18 – Minimum Day All Schools
21-25 – No School
24-25 – Thanksgiving Holiday

May '23

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

School Days 21

26-No School (reserved day 3)
29 – Memorial Day - Holiday

December '22

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	*16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School Days 12










*16 – Minimum Day All Schools
19-30 – Winter Recess (No School)
23,26- District Holidays

June '23

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	*9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

School Days 7

9 – Last day of School (Noon Dismissal)

	Holiday	<p>Total School Days 180 Total Teacher Workdays 184 **{2 Self-Directed Learning Days}</p> <p>*MIN-Minimum Day First Semester 91 Second Semester 89</p> <p>End-Trimester 1 -55 End-Trimester 2 - 62 End-Trimester 3 - 63</p> <p> No School Reserved Days to be utilized for an foreseen circumstance Board Approved 5.20.20-revised</p>
	No School	
	Teacher Workday	
	Professional Development	
	New Teacher Orientation	
	8/23 Terence Martin Day	
	First/Last day of school	
	100 th Day	

West Contra Costa Unified School District School Calendar

2023-2024 (August 15-June 7) **Revised**

July '23

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 – Independence Day Holiday

January '24

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-District Holiday
2- Class Reconvene after recess
12- End of 2nd Quarter
15- Martin Luther King Holiday
16 – Secondary Work Day (No School Middle & High Schools)
30 – 100th day

School Days 21E 20S

August '23

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	*15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

9- New Teacher Orientation
10-11 – Professional Development
10- In- Service Training Day
14 – Teacher Work Day
15- First Day of School Min. Day
23 – Terence Martin Day (Memorial Day)

School Days 13

February '24

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19-23- Presidents' Week Recess (District Holidays)

School Days 16

September '23

S	M	T	W	T	F	S
					1	2
3	4	5	6	*7	8	9
10	11	12	13	14	*15	16
17	18	19	20	21	22	23
24	25	26	27	28	*29	30

4 – Labor Day (District Holiday)
7 – Back to School Night- Elementary Schools (Min. Day)
14 – Back to School Night- Middle Schools
15- Middle Schools Only- Min. Day
28 – Back to School Night- High Schools
29- High Schools Only-MIN day

School Days 20

March '24

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	*15	16
17	18	19	20	21	*22	23
24	25	26	27	*28	29	30
31						

6- End of Trimester 2
14 – Open House-Middle Schools
15- Middle Schools Only-MIN day
21 – Open House- High Schools-
22 – High Schools Only- MIN day
27 – End of 3rd Quarter
28- Middle & High School (Mark Report Cards- MIN day)
29-No School (reserved day2)

School Days 20

October '23

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	*25	26	27	28
29	30	*31				

9- No School (reserved day1)
24 – End of 1st Quarter
25 – Minimum Day Middle/High Schools (Mark Report Cards)
31 – Minimum Day, K-8

School Days 20

April '24

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	*18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5- Spring Recess (No School)
1- District Holiday
18* – Open House Elementary Schools -Minimum Day

School Days 17

November '23

S	M	T	W	T	F	S
			1	*2	*3	4
5	*6	*7	*8	9	10	11
12	13	14	15	16	*17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1- Elementary Conference Day (No School, Elementary Only-2,3,4,7,8-Elementary Conference (Min. Days, Elementary Only)
7- Middle & High Schools – Min. Day
8- End of Trimester 1
10 – Veterans' Day Holiday
17 – Minimum Day All Schools
20-24 – No School
23-24 – Thanksgiving Holiday

School Days 15E 16S

May '24

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

24-No School (reserved day 3)
27 – Memorial Day - Holiday

School Days 21

December '23

S	M	T	W	T	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	*15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

*15 – Minimum Day All Schools
18-29 – Winter Recess (No School)
25,26- District Holidays

School Days 11

June '24

S	M	T	W	T	F	S
						1
2	3	4	5	6	*7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7- Last day of School (Noon Dismissal)

19-Juneteenth Holiday

School Days 5

	Holiday	<p>Total School Days 180 Total Teacher Workdays 184 **{2 Self-Directed Learning Days}</p> <p>*MIN-Minimum Day First Semester 91 End-Trimester 1 -58 Second Semester 89 End-Trimester 2 - 64 End-Trimester 3 - 58</p> <p> No School Reserved Days to be utilized for an unforeseen circumstance Board Approved 5.20.20-revised</p>
	No School	
	Teacher Workday	
	Professional Development	
	New Teacher Orientation	
	8/23	
	Terence Martin Day	
	First/Last day of school	
	100 th Day	
	No School Reserved Days to be utilized for an unforeseen circumstance	

APPENDIX H
PHASED-IN-RETIREMENT
(PROGRAM CURRENTLY NOT AVAILABLE)

In accordance with Education Code Sections 44922 and 22724, the West Contra Costa Unified School District will consider applications from certificated personnel for participation in a plan for Phased-In-Retirement.

Section 44922

Notwithstanding any other provision, the governing board of a school district may establish regulations which allow their certificated employees to reduce their workload from full-time to part-time duties.

Such regulations shall include, but shall not be limited to, the following, if such employees wish to reduce their workload and maintain retirement benefits pursuant to Section 22724.

- a. The employee must have reached the age of fifty-five (55) prior to reduction of workload.
- b. The employee must have been employed full-time in a position requiring certification for at least ten (10) years of which the immediate preceding five (5) years were full-time employment.
- c. During the period immediately preceding a request for a reduction in workload, the employee shall have been employed full time in a position requiring certification for a total of at least five years without a break in service. For purposes of this subdivision, formal study leave and other approved leaves of absence shall not constitute a break in service. Time spent on a formal study leave or other approved leave of absence shall not be used in computing the five-year full-time service requirement prescribed in this subdivision.
- d. The option of part-time employment must be exercised at the request of the employee and can be revoked only with the mutual consent of the employee and the employer.
- e. The employee shall be paid at a salary which is the pro rata share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment but shall retain all other rights and benefits for which he/she makes the payments that would be required if he/she remained in full-time employment.

The employee shall receive health benefits as provided in Section 53201 of the Government Code in the same manner as a full-time employee.

- f. The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the employee's contract of employment during his/her final year of service in a full-time position.
- g. This option is limited in pre-kindergarten through grade 12 to certificated employees who do not hold positions with salaries above that of a school principal.

- h. The period of this part-time employment shall not exceed five years for employees subject to Section 20815 of the Government Code or ten years for employees subject to Section 22724 of this code.
- i. The period of part-time employment of employees subject to Section 20815 of the Government Code shall not extend beyond the end of the school year during which the employee reaches his or her 70th birthday. The subdivision shall not apply to any employee subject to Section 22724 of this code.

Section 22724

Notwithstanding any other provisions of this chapter, a member employed on a part-time basis shall receive the service credit he/she would receive if he/she was employed on a full-time basis and have his/her retirement allowance, as well as any other benefits that he/she is entitled to under this chapter, based upon the salary that he/she would have received if employed on a full-time basis, if he/she and his/her employer both elect to contribute to the Teachers' Retirement Fund the amount that would have been contributed if the member was employed on a full-time basis. This section shall be applicable only to members who have met the criteria provided in Section 44922 of this code or Section 24215 of the Government Code and are not older than sixty-five (65) years and is limited to a period of five (5) years of such part-time status. The employer shall maintain the necessary records to separately identify each employee receiving credit pursuant to this section.

Employees wishing to be considered for participation in the plan must submit applications to the Human Resources Office by January 1.

The District reserves the right to accept or reject any or all applications based on the criteria below:

- a. Best interests of the students and the educational program.
- b. Economic advantages to the District.
- c. Availability of replacement personnel.
- d. Advantages to the employee.
- e. Recommendations of principal and/or supervisor.
- f. Projected student enrollment and certificated needs.
- g. Type of certification.
- h. Length of participation time being requested.
- i. Seniority in the District.

Participants in the plan will be expected to sign an agreement to resign from the District at the conclusion of the agreed-upon time for participation. In cases of unusual and financially pressing circumstances, upon request of the employee and by mutual agreement, the agreement to resign may be revoked and the employee returned to full-time employment. For the purposes of the plan, a part-time assignment shall be a regular teaching assignment for one semester.

Mutually agreeable terms and conditions of participation in the plan shall be reduced to writing and signed by the employee and a representative of the District.

Teachers may be accompanied by a person or persons of their choice during discussions of their proposed part-time assignment programs.

For purposes of computing eligibility for the District's retired personnel health plan, each year of part-time employment under this program shall count as a full year of service.

APPENDIX I
EARLY RETIREMENT
(PROGRAM CURRENTLY NOT AVAILABLE)

A. Definition.

Early retirement is an incentive plan whereby an employee may retire early and have the opportunity to enter into an ancillary services contractual agreement with the School District.

B. Requirements.

The employee shall have reached fifty (50) years and have rendered a minimum of ten (10) years to the District. The employee in this program shall resign his/her position with the District and shall not return to regular employment with the District except under exceptional circumstances approved by the Board.

C. Length of Contract.

Contract for services shall be for a period of five (5) years. A participant will serve thirty (30) days per fiscal year in services determined by the District. Termination of the contract may be by mutual agreement, or by the District should there be a failure in performance of required services.

D. Compensation.

A participant approved for this program shall be eligible for the following benefits:

1. A contract for a period of five (5) years.
2. Thirty (30) days per year at activities determined by the District at a compensation rate that is equivalent to the number of days of service times the per diem rate of the last year of service with the District. Per diem pay is calculated by dividing the annual salary by the number of days of required service to the District.
3. The District will pay the premiums for fringe benefits.
4. The benefits listed in 2 and 3 shall change each year at an amount equivalent to the change in salaries and fringe benefits granted full-time employees of the same consideration.

E. Request Procedure.

The employee shall file an application with the Human Resources Office. Application shall be subject to Board approval.

F. Services to the District.

Services performed may include but not be limited to the following:

1. Demonstration teaching
2. Staff development in-service program
3. Assisting in the testing program
4. Substitute teaching
5. Individualized instruction
6. Orientation of new teachers
7. Evaluation of learning materials

8. Community/school projects
9. Updating and revision of District publications (policies, regulations, handbooks, etc.)
10. Conducting research projects
11. Curriculum development
12. Developing a voluntary aide program

G. Services may not include those normally performed by regularly employed unit members.

APPENDIX J
EVALUATION PACKET

West Contra Costa Unified School District

**CERTIFICATED EVALUATION
Booklet**



West Contra Costa Unified School District

CERTIFICATED EVALUATION

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WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Teacher Evaluation:

An Introduction

The teacher evaluation system for the West Contra Costa Unified School District is set up to be an interactive process between the evaluator and certificated employee with an overall goal of improving instruction for students. The “California Standards for the Teaching Profession” (CSTP) guidelines are the foundation of the evaluation process. The evaluation instruments provide for self-analysis, reflection, and feedback to objectively measure the teacher’s practice.

TEACHER EVALUATION OPTIONS

All temporary and probationary teachers must be evaluated using the Administrator Observation instrument (forms included in packet). Veteran teachers who receive an unsatisfactory/does not meet standard evaluation will also be evaluated using the administrative Observation instrument.

Also, veteran teachers who in their last observation used the Portfolio Option, Critical Friends Option, or Action Research Option shall be evaluated using the Administrative Evaluation Option.

Veteran teacher with satisfactory evaluations may select from the following evaluation options developed with the CSTP as their foundation.

1. The Administrator Observation Option
2. The Portfolio Option
3. The Critical Friends Option
4. The Action Research Option

Each option is defined and explained in this booklet. Timelines and forms are included for each option as well.

Unit members with permanent status who have been employed at least 10 years with the school district, and are highly qualified as required by the state and federal law, and whose previous evaluation rated the employee as satisfactory, shall be evaluated up to every five years if the unit member and current evaluator consent to this schedule. The teacher or evaluator may withdraw his/her consent and return to the two year cycle.

It should be understood that the evaluation process completed through any of these options is circumscribed by Article 15 of the *Contractual Agreement between the WCCUSD and the UTR* (see *Appendix A*).

LIST OF CHOICES FOR THE CERTIFICATED EVALUATION PROCESS

Permanent employees may choose from the following:

- 1) A five-year evaluation cycle if these conditions are met:
 - a. employee has ten years of teaching in the WCCUSD
 - b. employee is NCLB compliant
 - c. employee and current evaluator agree to this schedule
- 2) A two-year cycle with evaluation based on *one* of the following:
 - a. *Administrative Observation Option*
 - b. *Portfolio Option*
 - c. *Critical Friend Option*
 - d. *Action Research Option*

*The Administrative Observation Option is used if the previous observation was 1, b, c or d.

Probationary employees are evaluated in Year 1 and Year 2 and must be evaluated using the *Administrative Observation Option*.

Temporary employees are evaluated using the *Administrative Observation Option*.

Administrator Observation



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

ADMINISTRATOR OBSERVATION

The Administrator Observation Option requires the Administrator to evaluate the employee through direct observation using the *California Standards for the Teaching Profession (CSTP)* as the basis for evaluation:

- Every temporary and probationary certificated employee shall be evaluated by the administration in writing at least once each school year, no later than March 1. (Article 15, Section 4.1)
- Every permanent certificated employee shall be evaluated by the administration in writing every other year of active duty, no later than April 15 of the year in which evaluation takes place. (Article 15, Section 4.2)

Timeline and Procedures:

No later than the 35th working day of the year in which evaluation is to take place, the evaluator and the employee shall meet and discuss the *CSTP* as the elements upon which evaluation is to be based. (Article 15, Section 4.3)

Each evaluation shall be based upon at least one (1) pre-scheduled observation, the result of which shall be recorded on the confidential Certificated Evaluation Observation Form. Each evaluation observation shall be followed by a conference in which the evaluator and the employee shall review the observation. The conference shall be held within five (5) school days of the observation. Teachers shall have the right to list their comments on the Certificated Evaluation Observation Form. (Article 15, Section 4.10)

At least three (3) observations of at least fifteen (15) minutes each shall take place prior to the placement of any negative comments or judgments in the final evaluation. (Article 15, Section 4.6)

Any certificated employee who receives a negative evaluation shall, upon request, be entitled to at least one (1) additional observation, conference and written evaluation as prescribed above. (Article 15, Section 4.7)

The evaluator shall take affirmative action to assist employees in correcting any cited deficiencies. Such action shall include specific recommendations, and may include adequate release time for the employee to visit and observe other similar classes. (Article 15, Section 4.8)

The summary of final evaluation shall provide for a rating of either Proficient, Distinguished, Basic Meets Standard or Does Not Meet Standard (Article 15, Section 4.15)

For more information, see Appendix A of this booklet.

West Contra Costa Unified School District
CERTIFICATED EVALUATION SUMMARY
(Administrator Observation)

Employee's Name	School	1 st Meeting Date
Teaching Assignment	Temporary <input type="checkbox"/> Probationary <input type="checkbox"/> 1 st Year <input type="checkbox"/> 2 nd Year <input type="checkbox"/>	Permanent <input type="checkbox"/>

PRE-EVALUATION CONFERENCE

Permanent Employees

No later than the 35th working day of the year in which evaluation is to take place, the evaluator and the permanent certificated employee with a satisfactory evaluation shall meet and discuss the Standards (CSTP) upon which evaluation is to be based. The evaluator shall select one Standard, the employee shall select one Standard, and the parties shall mutually select a third Standard on which to base the evaluation. A permanent employee who receives an overall unsatisfactory rating on his/her evaluation shall be evaluated the next year on the Standard(s) for which the teacher received an unsatisfactory rating.

Employee Selected Standard	Evaluator Selected Standard	Mutually Agreed Upon Standard

Temporary and Probationary Employees

No later than the 35th working day of the year in which evaluation is to take place, the evaluator and the temporary or probationary employee shall meet to set forth the Standards upon which evaluation is to be based. Temporary and probationary employees shall be evaluated based on three Standards selected by the teacher the first year and the other three Standards the second year.

Year One:

Employee Selected Standard	Employee Selected Standard	Employee Selected Standard

Year Two:

Remaining Standard	Remaining Standard	Remaining Standard

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

FINAL EVALUATION CONFERENCE

The *Certificated Evaluation Observation* form for each Standard selected shall be attached to this page. The Final Evaluation shall be based upon at least one pre-scheduled observation. The evaluation process must be completed by March 1 for Probationary employees and April 15 for Permanent employees. The summary of the Final Evaluation shall be designated below.

Summary of Final Evaluation: ☐ Basic Meets Standard ☐ Proficient
 ☐ Distinguished ☐ Does Not Meet Standard

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION

☐ Observation 1 ☐ Observation 2 ☐ Observation 3 ☐ Final Evaluation

Evaluatee _____ Position _____ School _____

Employee ID# _____ Standard Selected (at least 2) _____

Status: ☐ Temporary ☐ Prob Intern/Probationary I ☐ Probationary II ☐ Permanent

Peer Assistance and Review (PAR) Program: ☐ Yes ☐ No

Rating: B=Basic (Meets Standard) ☐ P=Proficient ☐ D=Distinguished ☐ DN=Does not meet Standard ☐


Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Original 1 - Personnel

Copy 2 - Evaluator

Copy 3 - Evaluatee


Standard 1: Engaging and Supporting All Students in Learning			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> 			
Element 1.1: Connect students' prior knowledge, life experience, and interests with classroom learning.			
The teacher makes some connections between classroom learning and students' prior knowledge, experiences, or interests. The teachers elicits some questions from students during a lesson to monitor their understanding.	The teacher makes many connections between classroom learning and students' prior knowledge, experiences, or interests. The teacher elicits students' cultural, socio-economic, ethnic diversities and perspectives. Teacher uses students' questions and comments during a lesson to extend their understanding.	The teacher helps students make ongoing connections between classroom learning and their own prior knowledge and experiences. The teacher facilitates activities that focus on students' interests, experiences and diverse individual perspectives. The teacher adjusts instruction to enhance student voice.	The teacher makes few or no connections between the classroom learning and the students' prior knowledge, experiences, backgrounds, and perspectives. The teacher rarely elicits relevant student questions or comments during a lesson.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 1.2: Use a variety of instructional strategies to respond to students' diverse needs.			
The teacher uses more than one alternate instructional strategy that are appropriate to address the students' developmental needs, learning styles, and language needs. The teacher sometimes makes modifications through scaffolding to respond to students' individual needs.	The teacher uses several instructional strategies to effectively address the students' developmental needs, learning styles, and language needs. The teacher consistently makes modifications to respond to students' individual needs.	The teacher engages students in a variety of learning experiences that accommodate different learning styles. Instructional strategies consistently address students' diverse needs and include adaptations, modifications and differentiations to meet students' individual needs. Students identify optimal strategies for their learning.	The teacher uses instructional strategies, however they lack variety, and are sometimes not responsive to the students' learning needs. Few or no modifications are made to respond to students' individual needs.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 1.3: Facilitate learning experiences that promote autonomy, interaction, and choice.			
The teacher usually directs the learning experiences, although s/he permits some student interaction. The teacher sometimes encourages student independence or choice.	The teacher facilitates the learning experiences to promote constructive student interactions. Students develop decision-making responsibility through choices about learning, and their use of time and materials.	The teacher uses a variety of collaborative structures to promote interaction and student leadership in support of learning. Students regularly work independently and collaboratively, and effectively manage their learning, time and materials.	The teacher directs the learning experiences, and student interactions are infrequent and limited. Student autonomy or choice is rarely encouraged.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 1.4: Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful.			
The teacher models and encourages open ended, depth of knowledge questions, and provides opportunities for students to ask questions and solve problems within a subject. However teacher seldomly develops students' questioning skills. Teachers and students ask depth of knowledge questions.	The teacher regularly provides opportunities and support for students to engage in multiple strategies to problem solve, and explores diverse perspectives of concepts within a subject matter area. Students' questions exhibit a depth of knowledge. Teacher scaffolds to support various student needs.	The teacher frequently engages students in problem solving and depth of knowledge question posing, and the investigation and critical analysis of diverse perspectives of concepts within a subject area. Students identify and explore their own interests to extend understanding of content.	The teacher provides few opportunities for students to problem solve, analyze, or investigate in lessons. Teacher encourages student questioning, and most are low order, fact based.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 1.5: Promote self-directed, reflective learning in all students.			
The teacher usually directs the learning activities and provides some choices for student learning. S/he monitors student learning, and provides some opportunities for students to reflect individually on their learning.	The teacher supports students in developing the skills needed to monitor their own learning and make decisions during activities. Students use Common Core Standards and other criteria to assess their learning. Teacher encourages student collaboration.	The teacher creates opportunities for all students to initiate their own learning and to monitor and describe their learning process and progress. Students use Common Core Standards and other criteria to assess their own and their peers' learning, and to set new learning and improvement goals.	The teacher provides few or no opportunities for students to initiate, make decisions about, or reflect upon their own learning.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Standard 2: Creating and Maintaining an Effective Environment for Learning			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Each Level is inclusive of the one before 			
Element 2.1: Create a physical environment that engages all students.			
The physical environment is clean and arranged for safety and accessibility for all students in the classroom. It facilitates individual student engagement in learning and access to necessary instructional materials. The teacher creates room displays which include some student work and are related to current topics of study.	The physical environment allows for group interaction and movement between activities, or different simultaneous activities. The teacher creates room displays, which contain key information, are used in learning activities and represent current topics of study. A variety of student work is regularly displayed and related to current topics of study.	The physical environment reflects, promotes, and supports group, as well as, individual student learning and responsibility. The teacher manages materials, technology, and resources to accommodate individual student needs, and promote positive interactions. Students help create room displays used in learning activities that represent current study topics. A variety of student work is regularly displayed, related to current study topics, and representative of all students.	The physical environment is not appropriate for student learning, classroom appears unorganized. The physical environment may have one or more safety hazards, and materials are difficult to access by students with special needs. There are few or no room displays and few or no student work products are observed.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 2.2: Establish a climate that promotes fairness and respect.

Teacher establishes a climate of caring, equity and respect. Teacher has developed relationships and rapport with students. The pattern of teacher response to students is usually fair, consistent, and equitable. Teacher acknowledges and shows respect for student race, class, sexual orientation, religion, culture, language, and/or gender.	The teacher models and promotes fairness, caring, equity, and respect. Teacher acknowledges and shows respect for student race, socio-economic, sexual orientation, religion, culture, language, and/or gender. The teacher encourages students to take academic risks and be creative.	The teacher actively responds to and respects diversity. S/he encourages, supports, and recognizes creativity, risk-taking and unique contributions of all. The teacher's response to student behavior also demonstrates flexibility and adaptations as needed.	Teacher has not established a classroom environment that promotes fairness or respect with regard to race, class, culture, language, sexual orientation, religion, or gender. Teacher responses to student behaviors are often unfair, inconsistent, or inequitable.
Rating (Mark one X)			
Observer/Evaluator	Observed/Evaluated		
Comments:			
Recommendations:			
Evidence:			

Element 2.3: Promote social development and group responsibility.

Students respect each other's differences most of the time and work together fairly well. The teacher provides some opportunities for students to assume individual responsibility. The teacher sometimes provides opportunities for students to work collaboratively.	Students respect each other's differences and points of view. The teacher regularly provides opportunities for students to work independently and collaboratively, and to take responsibility for themselves and their peers.	The students effectively communicate and collaborate together. Teacher helps students to develop and practice leadership skills, demonstrate responsibility, and to understand differences in experiences, feelings, and points of view.	The teacher does not actively support students' social development, self-esteem, or diversity. Students have little or no sense of responsibility for one another. Teacher rarely provides opportunities for students to work collaboratively.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 2.4: Establish and maintain standards for student behavior.			
The teacher has established and consistently enforces standards for behavior that are aligned with the school and district standards. The patterns of teacher responses to student behavior are generally appropriate, if limited in variety.	The teacher consistently models and maintains standards for behavior. The teacher's response to student behavior reflects a range of appropriate and effective responses.	The teacher establishes/maintains opportunities for students to share in decision-making, and the establishment of rules and conflict resolution. Teacher's response to student behavior reflects students' developmental and personal needs.	Few or no standards for behavior appear to have been established or enforced. The teacher's response to student behavior is inconsistent and often inappropriate.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 2.5: Plan and implement classroom procedures and routines that support student learning.			
Classroom procedures and routines work moderately well. Teacher periodically clarifies or reinforces a procedure or timeline, with little loss of instructional time. Teacher sometimes monitors student readiness and time on task.	Procedures and routines work smoothly. Students can explain and follow classroom procedures and routines with no loss of instructional time. Students understand and follow directions with no loss of instructional time. Teacher holds all students accountable for time on task.	The teacher implements reasonable and flexible procedures and routines that promote student self-sufficiency. S/he modifies procedures and routines to support and maximize student learning.	Classroom procedures and routines are not clearly established or effectively enforced, resulting in teacher and student confusion and loss of instructional time. Teacher rarely monitors or holds students accountable for being ready and on task.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Standard 3: Understanding and Organizing Subject Matter Knowledge

Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> →			
Element 3.1: Demonstrate Knowledge of subject matter.			
The teacher has a clear, basic knowledge of subject matter and understands which skills and key concepts to teach. The teacher sometimes makes direct connections between subject knowledge and expected student outcomes.	The teacher's knowledge of subject matter has breadth and depth and incorporates key concepts and different perspectives. Teacher consistently and directly connects subject knowledge to student learning outcomes.	Teacher knowledge of content has depth, is current and consistently incorporates key concepts, themes, connections, and student learning outcomes. Teacher actively has students address a variety of perspectives in demonstrating depth of knowledge.	The teacher's lack of knowledge of subject matter is frequently evident. Student learning outcomes are rarely evident, or rarely linked to subject knowledge.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 3.2: Organize curriculum to support student understanding of subject matter based on the *Common Core Standards*

<p>The teacher organizes and designs curriculum based on essential, grade level appropriate Common Core Standards, which results in students demonstrating understanding of key concepts within those standards. Teacher encourages critical thinking about standards.</p>	<p>The teacher clearly organizes and aligns curriculum to the Common Core Standards. The curriculum design clearly focuses on key themes, concepts and facilitates standards based achievement. Teacher engages students in critical thinking in regards to the standards and objectives of the lesson.</p>	<p>The teacher builds curriculum that is developmental, demonstrates depth, and connects various concepts and themes. The Common Core Standards are used to plan and adapt instruction, and to create specific outcomes for all students, which include demonstrating critical, depth of knowledge about the subject matter.</p>	<p>The teacher rarely organizes the curriculum or incorporates key concepts, themes or skills; curriculum is often not directly connected to the Common Core Standards. There is no evidence the teacher encourages students to think critically.</p>
<p>Rating (Mark one X)</p>			
<p>Observer/Evaluator</p>		<p>Observed/Evaluated</p>	
<p>Comments:</p>			
<p>Recommendations:</p>			
<p>Evidence:</p>			

Element 3.3: Interrelate ideas and information within and across subject matter areas.			
The teacher usually identifies and connects the key concepts within the content being taught. S/he sometimes relates content to previous or future learning, other subject areas, and students' needs and experiences.	The teacher identifies and integrates for students the key concepts and information within the Core Curriculum, routinely makes connections to other subjects and routinely relates content to students' lives, previous and future learning.	The teacher routinely uses strategies and activities that integrate concepts and information within and across subject areas and Standards. S/he challenges students to make their own connections and extend and apply knowledge.	The teacher rarely identifies or integrates key concepts and information when presenting curriculum. S/he rarely relates content to previous learning to enhance understanding.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 3.4: Develop student understanding through instructional strategies that are appropriate to the subject.			
The teacher uses at least one appropriate instructional strategy from a larger repertoire to make content accessible to students. S/he encourages students to think critically and to extend their knowledge of the subject matter.	The teacher uses a variety of appropriate instructional strategies to make content accessible to students and develop understanding. S/he challenges and supports students to think critically and to extend their knowledge of subject matter.	The teacher selects from a wide variety of appropriate instructional strategies to address individual learning styles and needs so all students understand. S/he challenges and supports students to construct their own knowledge, think critically, and see relationships.	The teacher rarely matches instructional strategies appropriately to subject matter content or concepts and there is no evidence that students are encouraged to think critically.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 3.5: Use materials, resources, and technologies to make subject matter accessible and engaging to students.			
The teacher sometimes uses varied instructional materials, resources, and technologies to convey key subject matter concepts, and sometimes provides opportunities for student use. Teacher locates or adapts some supplementary materials to reflect diverse perspectives, or to relate to cultural and linguistic backgrounds of students.	The teacher uses varied instructional materials, resources, and technologies, including adaptive technologies if needed, to promote students' understanding of core content and standards. A rich variety of resources is consistently available to students and reflects diverse perspectives, experiences, and cultural and linguistic needs of students.	The teacher integrates and uses a variety of instructional resources to organize curriculum, address learning styles, and promote student understanding. Students can independently access a variety of materials, resources, and technologies that reflect the diversity of the classroom and support students' learning needs and styles.	The teacher rarely uses instructional materials, resources and technologies. The instructional materials are either not adequately used, or may be inaccessible to some students. There is no evidence of supplementary materials being used appropriately. Materials do not reflect diverse perspectives or relate to cultural and linguistic backgrounds of students.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Standard 4: Planning, Designing and Delivering Learning Experiences for All Students

Meets Standard (Basic)

Proficient

Distinguished

Does Not Meet Standard

Each Level is inclusive of the one before



Element 4.1: Design lesson plans to foster and support student learning.

Individual lesson plans have a structure with meaningful elements that will develop students’ conceptual understanding and application of Common Core content. Provision for review and assessment may be inconsistently evident.	Individual lesson plans have all pertinent Common Core concepts, are well-sequenced, and build upon previous learning to promote understanding. Long-term plans are organized, coherent, and developmental.	Individual, weekly, unit, and long-term curriculum plans are organized, developmental in nature, and provide for review and assessment. They include opportunities for all students to access challenging and diverse content and apply learning in a variety of contexts.	Individual lesson plans rarely have effective structure or often lack some elements necessary for student learning. They rarely relate to a continuum of learning outcomes in a unit or long-range plan or make connections to other learning or content areas.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 4.2: Value students' backgrounds, interests, languages, and developmental needs.			
The teacher's lesson design uses information about students' backgrounds, experiences, language, and developmental needs.	The teacher's lesson design and instructional strategies consistently reflect backgrounds, experiences, interests, language, and developmental needs. The teacher utilizes appropriate adopted and supplementary instructional materials to address these needs.	The teacher solicits students' input for curriculum design which reflects their backgrounds, experiences, interests, and languages. Lessons challenge and extend students at their own physical, social, and academic developmental levels.	The teacher's instructional plans show limited reflection of students' backgrounds, experiences, interests, and developmental needs.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 4.3: Establish and articulate student learning outcomes, consistent with <i>Common Core Standards</i> .			
The teacher sometimes articulates student learning outcomes. Expectations for most students that are generally high and realistic.	The teacher clearly articulates short-term and long-term student learning outcomes that are challenging and represent Common Core Standards. Expectations for students are generally high and realistic.	The teacher consistently articulates how instructional activities are related to student learning outcomes and Standards. Expectations promote achievement by all students at high and realistic levels.	The teacher rarely establishes clear instructional learning outcomes, or aligns outcomes with standards. Expectations for students are usually low or unrealistic.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 4.4: Sequence and use instructional time effectively.

Instructional time is paced so that most students complete the learning activities. Transitions are used to move students into activities with little or no loss of instructional time. Lessons have a clear opening and closing.	Pacing and the time spent on lesson are appropriate to the activities and enable all students to engage successfully with the content. Transitions are efficient and smooth. Students have time to complete learning activities. Lesson opening and closing effectively engage students in learning.	Individual, weekly, unit, and long-term curriculum plans are paced so that all students have adequate time for learning, remain engaged, and have time for reflection and assessment. Beginning and closing activities make connections to previous and future learning.	Pacing and time spent on learning activities is either rushed or too long. Transitions are rough or confusing, resulting in a loss of instructional time. There is rarely an effective opening or closing to the lessons.
Rating (Mark one X)			
Observer/Evaluator	Observed/Evaluated		
Comments:			
Recommendations:			
Evidence:			

Element 4.5: Modify instructional plans to adjust for student needs.

The teacher sometimes adapts instructional plans to address aspects of the lesson that were ineffective and some of the individual learning needs of the students. (IEP, CELDT, SBAC, Standardized Tests, etc.)	The teacher adapts and modifies instruction to enhance student learning based on formal and informal assessment. The teacher uses strategies identified in pertinent assessment resources.(IEP, CELDT, SBAC, Standardized Tests, etc.)	The teacher adapts plans, modifies, and differentiates instruction, to ensure opportunities for ALL students to successfully participate in learning activities. Teacher revises plans and instructional practices based upon on-going assessment. (IEP, CELDT, SBAC, Standardized Tests, etc.)	The teacher's instructional plans are rarely modified, adapted or differentiated in spite of evidence that modifications would improve student learning. (IEP, CELDT, SBAC, Standardized Tests, etc.)
Rating (Mark one X)			
Observer/Evaluator	Observed/Evaluated		
Comments:			
Recommendations:			
Evidence:			

Standard 5: Assessing Student Learning

Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> →			
Element 5.1: Establish and communicate learning outcomes for students.			
The teacher establishes expected learning outcomes for students based on Common Core Standards. Teacher communicates student progress to all students and families.	The teacher establishes student learning outcomes based on the Common Core Standards. Teacher communicates learning progress to students and families on a regular basis.	The teacher uses the Common Core Standards to guide and modify specific student learning outcomes, ensuring that outcomes are appropriate to students' developmental, language, or other special needs. Teacher uses multiple avenues to communicate student progress.	There are few or no student learning outcomes established or clearly communicated to students or families.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 5.2: Use multiple sources of information to assess learning.			
The teacher regularly uses one or more appropriate sources of information and strategies to monitor student progress and assess student learning.	The teacher uses a variety appropriate assessment strategies to monitor and assess student progress on an ongoing basis, including formative and summative assessment. Assessment strategies are aligned to Common Core.	The teacher uses a wide variety of assessment strategies aligned with Common Core Standards. The teacher uses student work and varied assessments to reflect upon, modify assessment strategies to drive instruction.	The teacher rarely uses appropriate data or strategies to monitor and assess student learning and achievements.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			


Element 5.3: Involves and guides students in assessing their own learning.

The teacher encourages and guides student reflection during some learning activities. The teacher provides some opportunities for students to discuss and assess their work with peers.	The teacher includes student reflection and self-assessment in most learning activities. The teacher has established Common Core Standards. S/he uses a variety of tools to help students assess and reflect upon their own work as well as discuss it with their peers.	The teacher uses assessments to help students understand and articulate their learning process. S/he uses reflective tools including rubrics and portfolios, that help students assess, monitor, and reflect upon their own work as well as discuss work with peers.	The teacher rarely provides opportunities for students to reflect on or assess their own work or discuss work with their peers.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 5.4: Uses results of assessments to guide instruction.			
The teacher uses information from one or more assessment sources to plan learning activities, but not necessarily to adjust instruction during a lesson.	The teacher uses information from a variety of sources of assessments to plan and modify learning activities as well as to adjust instruction during a lesson to meet class and individual needs.	The teacher uses ongoing formal and informal assessments to guide planning and modify instruction. Assessment data is used to address individual student needs and prepare individual education plans.	The teacher rarely uses results of assessments to plan, guide, or adjust instruction.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 5.5: Communicate with students and families about progress.

The teacher provides information about student learning to students and families to promote understanding and academic progress. This information may be used on an ongoing basis in response to learning difficulties exhibited by the student.	The teacher regularly provides all students with information about their learning. The teacher regularly exchanges information about student learning with students and families, using multiple methods of communication. This communication occurs as an ongoing review of student work.	The teacher provides all students, and their families with ongoing information about their progress towards learning outcomes and relevant Common Core Standards. Students and their families frequently discuss academic and social progress with the teacher, based on a variety of assessments.	The teacher provides little or no information about student progress to students and their families, aside from progress reports and report card grades.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Standard 6: Developing as a Professional Educator			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<i>Each Level is inclusive of the one before</i> 			
Element 6.1: Reflect upon teaching practice			
The teacher reviews student work and examines the results of his/her teaching in relation to student achievement and performance. Professional development may not be related to teacher's own practices.	The teacher reflects on student work and achievement in designing his/her professional development. Professional development is related to the teacher's instructional practices and content expertise.	The teacher assesses own growth over time by analyzing his/her practices related to student learning. The teacher makes Professional Development Plans and decisions based on individual and collaborative reflection and analysis of student work.	The teacher rarely demonstrate reflection on his/her practices. There is minimal evidence to demonstrate professional development plans are based on analysis of school priorities, objectives and student needs.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 6.2: Work with families to foster collaboration and ensure student success.			
The teacher provides periodic communication to families about student learning and achievement. The teacher sometimes engages families in learning opportunities at school.	The teacher engages families in two-way communication as a source of information related to student needs. Families are engaged in school activities for students and to enhance their own learning to support students.	The teacher promotes interactions with all families, and responds to their concerns about student progress. S/he provides opportunities for all families to participate in classroom and school activities and learning opportunities.	The teacher rarely uses families as a source of information about students, actively communicates with families, or involves them in opportunities for student learning.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 6.3: Work with communities to foster collaboration and ensure student success.			
The teacher uses appropriate schools/community services or agencies to provide support to students in identified areas. The teacher seeks greater understanding of students' community and life experiences.	The teacher uses a variety of school and schools/community services to support student learning and personal areas of need. The teacher seeks greater understanding of students personal, cultural, language and learning strengths, and individual areas of need.	The teacher promotes school/community collaboration to support student learning and help address their needs. S/he identifies and uses community services and resources to benefit students and families.	The teacher minimally utilizes or works with schools/community services to enhance student learning or improve his/her own professional knowledge.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 6.4: Establish professional goals and pursue growth opportunities.			
The teacher participates in school-based and/or district offered professional development activities.	The teacher participates in a variety of school and district professional development activities aligned with school priorities, personal growth goals, and the identified needs of students.	The teacher establishes professional goals and pursues continuous professional growth. S/he refines skills and strategies, uses research, resources and engages in opportunities such as peer support, coaching, or mentoring to increase understanding of teaching and learning.	The teacher minimally engages in ongoing learning opportunities or participate in school or district professional development opportunities.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 6.5: Work with colleagues to improve professional practice.			
The teacher collaborates and actively works with colleagues in grade level, cross curricular groups, small learning communities, and/or content areas to ensure that all students' diverse learning needs are met.	The teacher also actively collaborates with colleagues in school-wide activities to promote student learning. S/he works with others to solve problems and address school goals and objectives.	The teacher maintains positive relationships with others, takes leadership roles in the school, district or professional organizations. S/he actively seeks to solve problems, resolve conflicts, and advance common school goals.	The teacher rarely collaborates with colleagues in meeting to improve professional practice, or to implement school, department, or grade level activities.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Element 6.6: Share in responsibility for implementing school expectations, priorities, policies, and procedures.			
The teacher participates in school-wide activities, meets basic professional expectations, including timely record keeping, attendance, grading, and enforcement of school regulations.	The teacher consistently participates in school-wide activities. Professional expectations which include reflections of student progress, and actively supports school expectations for students and staff.	The teacher regularly exhibits leadership in support of school and student needs. The teacher models professional expectations including active contributions to school planning, and school programs.	The teacher rarely meets basic professional expectations to follow procedures or participate in required teacher activities.
Rating (Mark one X)			
Observer/Evaluator		Observed/Evaluated	
Comments:			
Recommendations:			
Evidence:			

Portfolio Option



West Contra Costa Unified School District

PORTFOLIO OPTION

Defining the Portfolio: The portfolio for the evaluation process is not a “showcase” or “best work” portfolio. It is a “learning” or “working” portfolio. In a learning/working portfolio the teacher gathers and reflects on teaching and learning artifacts which relate to a particular professional standard among the California Standards for the Teaching Profession. Student work might be one such artifact. Reflection then guides decision making regarding next steps in professional development and growth. Reflection and decision making continue throughout the selection of the following three artifacts until, at the end of the year, the selections and their accompanying written reflections show learning and growth over time.

The **Portfolio** includes:

1. A statement establishing the self-selected **Area of Professional Growth** which relates to one of the *California Teaching Standards for the Teaching Profession*.
2. **Four teaching and learning artifacts** gathered throughout the year which support the **Area of Professional Growth** chosen.
3. **Written reflections** on those artifacts which explore their implications for continued professional development.
4. A **Final Self-Assessment** which summarizes the portfolio development evaluation experience and offers the administrator the opportunity to add comments.

The **Portfolio** is developed according to these steps:

1. The teacher selects the element of the *California Standards of the Teaching Profession* which he/she wishes to develop and completes the form attached stating the self-selected **Area of Professional Growth** and establishing a plan to develop this element.
2. By the 35th working day of the school year, the teacher meets with the administrator to discuss the portfolio option and the completed form **Area of Professional Growth**. The *Certificated Evaluation Summary* is discussed and signed.
3. The teacher selects and reflects upon the first artifact.
4. In the first semester, the administrator and teachers who have chosen this evaluation option meet as a group to discuss their selections and the accompanying reflections. The purpose of this meeting is to:
 - *analyze* the first selection for the **Portfolio** in order to get a deeper understanding of the process through dialogue and to get additional ideas for new strategies or improvements

- *make connections* with other teachers regarding the process and the **Area of Professional Growth** selected
 - *add to or revise* the first written reflection as a result of the analysis and *dialogue*
5. The teacher continues to select three more artifacts which show development in the selected **Area of Professional Growth**, writing reflections for each.
 6. When all artifacts have been collected and reflected upon, the teacher completes the **Final Self-Assessment**.
 7. By April 15, the teacher and administrator meet to discuss the Portfolio; the administrator adds comments to the teacher's **Final Self-Assessment** and they complete the *Certificated Evaluation Summary*.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

CERTIFICATED EVALUATION SUMMARY
(Portfolio, Critical Friend, Action Research)

Employee's Name	School	1 st Meeting Date
Employee's ID Number	Teaching Assignment	

PRE-EVALUATION CONFERENCE

Permanent Employees

No later than the 35th working day of the year in which evaluation is to take place, the evaluator and the permanent certificated employee with a satisfactory evaluation shall meet and discuss the Option chosen and the Element of the Standard upon which evaluation is to be based. A permanent employee who does not complete the Option selected shall be evaluated the next year using the Administrator Observation Option. This shall not preclude a teacher from choosing an Option (2-4) in the next evaluation cycle which shall commence two years later.

Employee Selected Option	Employee Selected Standard and Element

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

FINAL EVALUATION CONFERENCE

All forms completed during the evaluation process shall be attached to this page. The timeline set forth in Appendix J of the *Contractual Agreement between the WCCUSD and the UTR* shall be followed and the Final Evaluation conference completed by April 15. The summary of the Final Evaluation shall be designated below.

Summary of Final Evaluation: ☐ Basic Meets Standard ☐ Proficient
☐ Distinguished ☐ Does Not Meet Standard

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Name _____

School _____

West Contra Costa Unified School District
PORTFOLIO OPTION
(To be completed before your first meeting with your administrator.)

Signature of Teacher

Signature of Administrator

Date

A. Area of Professional Growth

Name the element of the California Standards of the Teaching Profession you wish to focus on as your Area of Professional Growth.

Specifically, what aspect of this element would you like to improve or enhance? Why? What evidence led you to this decision?

B. Desired Outcomes

How will you grow in your teaching through this Area of Professional Growth?

How will your growth enhance the teaching and learning process in your classroom?

What evidence will you gather to reflect upon for your portfolio throughout the year?

C. Timeline for Portfolio Development (Insert dates) Initial Meeting with Administrator _____

1st Selection _____

1st Semester Group Meeting with Administrator and Peers _____

2nd Selection _____

3rd Selection _____

4th Selection _____

Final meeting with Administrator _____

8/24/09 - Saveable/mk

**West Contra Costa Unified School District
Portfolio Option
REFLECTION ON PORTFOLIO**

Name _____

School _____

Portfolio Selection # _____

(Copy this page for each of your 4 selections.)

1. What does this selection show about progress in your Area of Professional Growth?

2. What will be your next steps? -- Improvements? New strategies?

8/24/09 - Saveable/mk

West Contra Costa Unified School District
FINAL SELF-ASSESSMENT: PORTFOLIO
(To be completed before your final meeting with your administrator.)

Name _____

School _____

A. Area of Professional Growth

As you progressed through your Area of Professional Growth, how did you and your students benefit? What did you learn about teaching and learning?

B. Recommendations or Considerations for the Future

Describe how you will continue to work on this Area of Professional Growth.

Describe what you think is most important about what you learned in your Area of Professional Growth that you think should be shared with others?

C. Administrator's Comments

Signature of Teacher

Date: _____

Signature of Administrator

8/24/09 - Saveable/mk

Critical Friends Option



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

CRITICAL FRIENDS OPTION

The Critical Friends Option for evaluation gives teachers an opportunity to collaborate with colleagues in an atmosphere of professional growth and learning. With this option for evaluation, a group or pair of teachers can design a plan that will help them become better teachers. This option may include group study as well as specific projects designed to improve the educators' skill toward a professional goal.

Critical Friends shall:

1. Agree on a **statement** of the self-selected Area of Professional Growth which relates to one of the *California Standards of the Teaching Profession*.
2. Choose a **focus** that each friend wants to explore.
3. Set a **meeting schedule** for reflection, discussion and joint planning.

Timeline

1. By the 35th working day of the school year, the Critical Friends will meet with the administrator(s) to discuss the focus and schedule and the completed form stating the self-selected **Area of Professional Growth**. The *Certificated Evaluation Summary* is discussed and signed.
2. By the end of the first semester, the Critical Friends will meet with the administrator(s) to discuss progress with the specific focus, possible modification of the focus, and progress on the project. These reflections shall be recorded on the form **Reflections on Progress** prior to this meeting.
3. By April 15, the Critical Friends will meet with the administrator(s) to make a final report based on the **Final Self-Assessment** completed prior to this meeting. The *Certificated Evaluation Summary* is completed and signed.

Suggestions

A format or tool for supporting a focus might include studying the writings on a particular subject or author, examining and practicing specific teaching strategies to improve literacy, holding evening workshops for parents on reading or homework help, etc.

West Contra Costa Unified School District
CERTIFICATED EVALUATION SUMMARY
 (Portfolio, Critical Friend, Action Research)

Employee's Name	School	1 st Meeting Date
Employee's ID Number	Teaching Assignment	

PRE-EVALUATION CONFERENCE

Permanent Employees

No later than the 35th working day of the year in which evaluation is to take place, the evaluator and the permanent certificated employee with a satisfactory evaluation shall meet and discuss the Option chosen and the Element of the Standard upon which evaluation is to be based. A permanent employee who does not complete the Option selected shall be evaluated the next year using the Administrator Observation Option. This shall not preclude a teacher from choosing an Option (2-4) in the next evaluation cycle which shall commence two years later.

Employee Selected Option	Employee Selected Standard and Element

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

FINAL EVALUATION CONFERENCE

All forms completed during the evaluation process shall be attached to this page. The timeline set forth in Appendix J of the *Contractual Agreement between the WCCUSD and the UTR* shall be followed and the Final Evaluation conference completed by April 15. The summary of the Final Evaluation shall be designated below.

Summary of Final Evaluation: ☐ Basic Meets Standard ☐ Proficient
☐ Distinguished ☐ Does Not Meet Standard

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Name _____

School _____

West Contra Costa Unified School District
CRITICAL FRIENDS
(To be completed before your first meeting with your administrator.)

Signature of Teacher

Signature of Administrator

Date

A. Area of Professional Growth

Name the element of the California Standards of the Teaching you wish to focus on as your Area of Professional Growth.

Specifically, what aspect of this element would you like to focus on to explore? Why?

B. Desired Outcomes

How will you grow in your teaching through this focus?

How will your growth enhance the teaching and learning process in your classroom?

What activity will you complete to support your focus?

C. Timeline for Critical Friends Option (Insert dates)

Initial Meeting with Administrator _____

1st Semester Meeting with Administrator and Critical Friend _____

Final Meeting with Administrator and Critical Friend _____

8/24/09 - Saveable/mk

West Contra Costa Unified School District
Critical Friends Option
REFLECTION ON PROGRESS

Name _____

School _____

1st Semester Meeting Date _____

1. What is your progress so far on your focus in your Area of Professional Growth?

2. What will be your next steps? – Will you modify your focus?

8/24/09 - Saveable/mk

West Contra Costa Unified School District
FINAL SELF-ASSESSMENT: CRITICAL FRIENDS
(To be completed before your final meeting with your administrator.)

Name _____
School _____

A. Area of Professional Growth

As you progressed through your Area of Professional Growth, how did you and your students benefit? What did you learn about teaching and learning?

B. Recommendations or Considerations for the Future

Describe how you will continue to work on this Area of Professional Growth.

Describe what you think is most important about what you learned in your Area of Professional Growth that you think should be shared with others?

C. Administrator's Comments

Signature of Teacher

Date: _____

Signature of Administrator

8/24/09 - Saveable/mk

Action Research Option



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

ACTION RESEARCH OPTION

The Action Research Option for evaluation gives teachers an opportunity to work alone or collaborate with colleagues in Action Research to improve education in their classroom or in their school. With this option, one or more teachers can design a plan that will help them become better teachers. This option should be used in coordination with the goals of the teacher, the school or the district.

An Action Research participant shall:

1. **Select** an area of action research which relates to one of the California Standards for the Teaching Profession.
2. **Collect** data and **organize** for launching the project.
3. **Analyze and interpret** the data.
4. **Take action** in the classroom or the school based on the interpretation of the data collected.
5. **Assess** the action.

Timeline

1. By the 35th working day of the school year, the action researcher(s) will meet with the administrator(s) to discuss the area of action research and the completed form stating the self-selected **Area of Professional Growth**. The *Certificated Evaluation Summary* is discussed and signed.
2. By the end of the first semester, the action researcher(s) will meet with the administrator(s) to discuss the progress and possible modification of the project. These reflections shall be recorded on the form **Reflections on Progress** prior to this meeting.
3. By April 15, the action researcher(s) will meet with the administrator(s) to make a final report based on the **Final Self-Assessment** completed prior to this meeting. The *Certificated Evaluation Summary* is completed and signed.

Suggestions

The book, *How to Use Action Research in the Self-Renewing School*, by Emily F. Calhoun, is an excellent resource for this project. It is available through Association of Supervision and Curriculum Development (ASCD) in Alexandria, Virginia. (www.acsd.org)

West Contra Costa Unified School District
CERTIFICATED EVALUATION SUMMARY
(Portfolio, Critical Friend, Action Research)

Employee's Name	School	1 st Meeting Date
Employee's ID Number	Teaching Assignment	

PRE-EVALUATION CONFERENCE

Permanent Employees

No later than the 35th working day of the year in which evaluation is to take place, the evaluator and the permanent certificated employee with a satisfactory evaluation shall meet and discuss the Option chosen and the Element of the Standard upon which evaluation is to be based. A permanent employee who does not complete the Option selected shall be evaluated the next year using the Administrator Observation Option. This shall not preclude a teacher from choosing an Option (2-4) in the next evaluation cycle which shall commence two years later.

Employee Selected Option	Employee Selected Standard and Element

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

FINAL EVALUATION CONFERENCE

All forms completed during the evaluation process shall be attached to this page. The timeline set forth in Appendix J of the *Contractual Agreement between the WCCUSD and the UTR* shall be followed and the Final Evaluation conference completed by April 15. The summary of the Final Evaluation shall be designated below.

Summary of Final Evaluation: ☐ Basic Meets Standard ☐ Proficient
 ☐ Distinguished ☐ Does Not Meet Standard

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Name _____

School _____

West Contra Costa Unified School District
ACTION RESEARCH OPTION
 (To be completed before your first meeting with your administrator.)

 Signature of Teacher

 Signature of Administrator

 Date

A. Area of Professional Growth

Name the element of the California Standards of the Teaching Profession you wish to focus on as your Area of Research.

What method (formal or informal) will you use to make a needs assessment?

B. Collecting Data

What data will you collect about the learner? What data will you collect about the learning environment?

C. Organizing Data

How will you format the data you will collect?

D. Analyzing and Interpreting Data

What questions will you ask when you gather your data?

E. Timeline for Action Research Option (Insert dates)

Initial Meeting with Administrator _____

1st Semester Meeting with Administrator _____

Final Meeting with Administrator _____

8/24/09 - Saveable/mk

West Contra Costa Unified School District
Action Research Option
REFLECTION ON PROGRESS

Name _____

School _____

1st Semester Meeting Date _____

1. Discuss the data you are collecting and the progress you are making in your research.

2. What will be your next steps? – Improvements? New strategies?

West Contra Costa Unified School District
FINAL SELF-ASSESSMENT: ACTION RESEARCH
(To be completed before your final meeting with your administrator.)

Name _____

School _____

A. Area of Professional Growth

As you progressed through your Area of Professional Growth, how did you and your students benefit? What did you learn about teaching and learning?

B. Recommendations or Considerations for the Future

Describe your efforts in gathering data, analyzing and interpreting the data.

What actions did you take based on your research project? Was this action effective in dealing with the problem?

C. Administrator's Comments

Signature of Teacher

Date: _____

Signature of Administrator

8/24/09 - Saveable/mk

Certificated Personnel

FIVE-YEAR EVALUATION CYCLE



**West Contra Costa Unified School District
CERTIFICATED EVALUATION
FIVE-YEAR CYCLE**

Employee's Name	School	Meeting Date
Teaching Assignment		

EVALUATION CONFERENCE

Permanent Employees

No later than the 35th working day of the year in which evaluation is to take place, the evaluator and the permanent certificated employee shall meet to establish the five-year Certificated Evaluation cycle. The following conditions must be met:

- 1) The employee has been employed for at least ten years in the WCCUSD
- 2) The employee is NCLB compliant and was rated as *Satisfactory* in the previous evaluation
- 3) The employee and current evaluator agree to this schedule

Last <i>scheduled</i> Evaluation year (e.g. 2005-06)	Year of <i>next</i> scheduled Evaluation (e.g. 2010-2011)

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

MID-CYCLE CONFERENCE (optional)

Either the employee or the evaluator may withdraw consent for the five-year cycle which necessitates a return to the two-year cycle. If this occurs, the rest of this form must be completed. The employee may choose from any of the Evaluation Options available when he/she returns to the two-year cycle.

Teaching Assignment	School	Meeting Date
Year for next Evaluation		

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Certificated Personnel Counselor Evaluation Forms



COUNSELOR EVALUATION

PRELIMINARY CONFERENCE

Counselor's Name:

DATE:

- I. Evaluator and Counselor are to review the general counselor job description. Note below any exceptions to that job description that would apply to this counselor.

Evaluator:

Counselor: (Optional)

- II. Evaluator and Counselor are to review the criteria used for final evaluation (Performance Rating Form).

Evaluator: (Optional)

Counselor: (Optional)

- III. Evaluator is to indicate plans for observation.

Evaluator:

Counselor: (Optional)

Signature and Position of Evaluator

Signature of Counselor

Counselor's signature certifies (s)he has read this completed form and has received a copy. It does not necessarily express agreement.

Copies to: Evaluator and Counselor

COUNSELOR EVALUATION**GOALS AND OBJECTIVES**

COUNSELOR'S NAME

Prepared before seventh week of school year designated for evaluation and Presented to evaluator.

Completed and presented to evaluator before March 1 for Probationary counselor, April 15 for permanent counselor.

Counselor's Goals and Objectives	Evaluator's Review of Goals and Objectives	Counselor's Estimate of Degree of Achievement	Evaluator's Review of Achievement and Dates of Observations

Signature of Counselor_____
Date_____
Signature of Counselor_____
Date_____
Signature of Evaluator_____
Date_____
Signature of Evaluator_____
Date

Counselor's signature certifies (s)he has read this completed form and received a copy. It does not necessary express agreement.

Copies to: Evaluator and Counselor

COUNSELOR EVALUATION

PERFORMANCE RATING

NAME OF COUNSELOR

SCHOOL

DATE

DIRECTIONS: After each topical heading put a check on the continuum at the place which best suggests this counselor's performance level.

I. Services to Students:

<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
--	--

For Example:

1. Uses and interprets accumulated data for appraisal of behavior.
2. Assists in solving academic, programming and career selection problems.
3. Assists in solving personal problems.
4. Uses school and community resources.
5. Identifies, refers and/or handles discipline, health, welfare and attendance problems.
6. Assists students in recognizing their potentials and limitations.

Comments, commendations, recommendations

II. Services to Staff

<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
--	--

For Example:

1. Interprets information related to records.
2. Works with teachers in the solution of students' problems.
3. Arranges and conducts parent-teacher conferences.
4. Interprets the philosophy of the district counseling and guidance program
5. Maintains rapport with the staff.
6. Compiles required statistical data.
7. Keeps the administration informed of problems and actions taken.
8. Recommends curriculum revision and improvement.
9. Performs supervision services which may be required.

Comments, commendations, recommendations

III. Services to Parents

<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
--	--

For Example:

1. Interprets school policy and philosophy.
2. Conducts liaison functions between parents and school personnel, i.e., teachers, administrators, special services and community agencies.
3. Interprets student's social, emotional and academic progress in school
4. Assists with realistic educational and vocational planning.
5. Establishes and maintains rapport.

Comments:

IV. SERVICES TO PROFESSION

<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory	Unsatisfactory

For Example:

1. Meets professional obligations.
2. Seeks Opportunities to improve professional training.
3. Demonstrates professional ethics.

Comments, commendations, recommendations

V. SERVICES INCIDENT TO ACCOMPLISHMENTS OF COUNSELOR'S ROUTINE IN THE SCHOOL

<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory	Unsatisfactory

For Example:

1. Administers and interprets individual and group tests.
2. Conducts articulations processes with other schools.
3. Plans and conducts orientation of new students.
4. Prepares individual student programs and adjusts them if necessary.
5. Enrolls new students.
6. Is responsible for up-dating, maintenance, interpretation and security of student records.
7. Keeps students informed of scholarship opportunities.
8. Initiates and/or participates in research programs.
9. Tries to meet the adopted "Goals of the WCCUSD Counseling Department."
10. Tries to meet adopted goals and objectives of school.

Comments, commendations, recommendations

VI. PERSONAL QUALITIES

<input type="checkbox"/>	<input type="checkbox"/>
Satisfactory	Unsatisfactory

For Example:

1. Cooperation
2. Dependability
3. Initiative
4. Tact
5. Punctuality
6. Personal Appearance

Comments, commendations, recommendations

VII. GENERAL EVALUATIONS

<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto;"></div> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 0 auto;"></div> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>
Satisfactory	Unsatisfactory

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
Counselor's Signature	Principal's Signature

Counselor's signature certifies (s)he has read this completed form and received a copy. It does not necessarily express agreement.

Counselor's Response: (Optional, but must be recorded within 2 school days of the final evaluation conference.

Comments by Supervisor of Counseling: (Optional)

Copies to: Assistant Superintendent for Personnel, Principal and Counselor.

Certificated Personnel
New AASL Teacher Librarian Evaluation



AASL Teacher Librarian Standards

Summary of the Domains

Domain 1: Planning and Preparation

Both directly and indirectly, the teacher librarian plays an important role in planning for instruction. Supporting instruction requires having the necessary resources available; achieving availability requires knowledge of curriculum and knowledge of students. The teacher librarian is involved in ensuring that units of instruction help students develop and practice:

- information literacy skills (the ability to define the task/problem/need for information; develop a search strategy; locate, evaluate, and use information effectively)
- the research process
- media and digital literacy and technology skills

This integration requires that teacher librarians collaborate with teachers in planning, implementing, and assessing some units of study.

Domain 2: The Library Environment

In this domain many elements and components are similar to those of the classroom environment. The components of managing classroom procedures and organizing the learning environment have been adapted to meet specific needs within the library. Traffic flow - the ability to move freely and easily within a space – and the importance of self-directed use are important concepts to consider in the organization of the library as a flexible learning environment capable of simultaneously supporting a variety of groups and activities.

Domain 3: Instruction

The components in this domain have been adapted to show how the teacher librarian is involved in instruction. The research process, as well as information, media, and digital literacy and technology skills are emphasized when working with classes, small groups, or individuals. Additionally, much one-on-one teaching occurs in the library.

Domain 4: Professional Responsibilities

Within this domain, components dealing with reflection, communication, contributing to the school and school district, and growing professionally are much the same as the teachers' components documented by Danielson.

Included in the L4L sample evaluation system are additional components unique to librarianship and professional responsibilities involving the management of the library, including:

- developing and administering the budget
- keeping accurate records regarding collection, circulation, and use
- analyzing data for planning and decision making
- supervising staff
- developing and maintaining a collection of resources

Additionally, enhancement of professional knowledge in the specialty and service to the profession are in this domain.

AASL Teacher Librarian Standards

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content Curriculum and Process			
Elements: Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian is familiar with the curriculum but cannot articulate connections with literacies and the research process.	Teacher librarian displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	Teacher librarian displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.	Teacher librarian is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students			
Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Teacher librarian occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	Teacher librarian demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Teacher librarian uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	Teacher librarian demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Teacher librarian employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.	Teacher librarian makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Teacher librarian does not understand the need for this information in planning and developing the collection.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Supporting Instructional Goals			
Elements: Instructional resources and technology, instructional services			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	Teacher librarian displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	Teacher librarian displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.	Teacher librarian does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge and Use of Resources			
Elements: Instructional materials and resources, search strategies			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	Teacher librarian has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	Teacher librarian has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.	Teacher librarian has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Demonstrating a Knowledge of Literature and Lifelong Learning			
Elements: Children's and young adult literature; reading promotion			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	Teacher librarian has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	Teacher librarian has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	Teacher librarian has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

AASL Teacher Librarian Standards

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Collaborating in the Design of Instructional Experiences			
Elements: Collaborative skills; instructional materials and resources; research process; information, media, digital and technology literacy			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	Teacher librarian collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	Teacher librarian collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.	Teacher librarian does not collaborate with teachers in planning, implementing, and assessing learning activities
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

AASL Teacher Librarian Standards

DOMAIN 2: The Library Environment

Component 2a: Creating an Environment of Respect and Rapport			
Elements: Interpersonal relations; student interactions; staff interactions			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the teacher librarian is not always evident.	Teacher librarian demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the teacher librarian.	Teacher librarian demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the teacher librarian.	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the teacher librarian. Some student interactions are characterized by conflict, sarcasm, or put-downs.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 2: The Library Environment

Component 2b: Establishing a Culture for Learning			
Elements: Ethos; expectations for learning			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian maintains an environment that is attractive with expectations that students use the library appropriately.	Teacher librarian maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	Teacher librarian maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.	Teacher librarian maintains a controlled and stifling environment not conducive to learning.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

AASL Teacher Librarian Standards

DOMAIN 2: The Library Environment

Component 2c: Managing Library Procedures			
Elements: Circulation procedures; scheduling procedures			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the teacher librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the teacher librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the teacher librarian.	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the teacher librarian.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 2: The Library Environment

Component 2d: Managing student behavior			
Elements: Expectations; monitoring of student behavior; response to misbehavior			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	Teacher librarian has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	Teacher librarian has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.	Teacher librarian has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 2: The Library Environment

Component 2e: Organizing physical space			
Elements: Safety; traffic flow; self-directed use; consideration of functions; flexibility			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 3: Instruction

Component 3a: Communicating Clearly and Accurately			
Elements: Directions and procedures; use of different methods			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	Teacher librarian clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	Teacher librarian clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.	Teacher librarian does not communicate clearly and directions and procedures are often confusing or not provided at all.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 3: Instruction

Component 3b: Using Questioning and Research Techniques			
Elements: Quality of questions; research techniques; student inquiry			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian asks questions that guide students and help them think about their research topic.	Teacher librarian often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	Teacher librarian nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.	Teacher librarian does not use questions effectively and usually tells the student what to do or leaves them on their own
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

AASL Teacher Librarian Standards

DOMAIN 3: Instruction

Component 3c: Engaging Students in Learning			
Elements: Instructional materials and resources; expectations for students			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.	Teacher librarian usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	Teacher librarian recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the teacher librarian.	Teacher librarian is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 3: Instruction

Component 3d: Assessment in Instruction (whole class, one-on-one and small group)			
Elements: Assessment criteria; monitoring of student learning; quality feedback; student self-assessment and monitoring of progress			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The teacher librarian monitors a class of students as a whole but elicits no diagnostic information. The teacher librarian provides some feedback to students when working with them on a one-to-one basis or with small groups. Students occasionally assess the quality of their own work.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The teacher librarian monitors groups of student but makes limited use of diagnostics. The teacher librarian is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The teacher librarian actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The teacher librarian provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.	In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The teacher librarian does not monitor student learning. The teacher librarian does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-assessment or monitoring of progress.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness			
Elements: Teaching strategies; lesson adjustments; response to students; persistence			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
The teacher librarian attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	The teacher librarian uses some diverse strategies in seeking ways to ensure successful learning for all students. The teacher librarian usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	The teacher librarian uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The teacher librarian makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.	The teacher librarian adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The teacher librarian makes minimal adjustments to the instructional plan.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4a: Reflecting on Practice			
Elements: Reflection; vision; change			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
The teacher librarian sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The teacher librarian often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The teacher librarian sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The teacher librarian is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The teacher librarian regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.	The teacher librarian rarely reflects on the effectiveness of services, resources, and instructional strategies.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

Modified from AALS

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4b: Maintaining Accurate Records			
Elements: Catalog; circulation; statistics; inventory; using data			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
The teacher librarian maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The teacher librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The teacher librarian maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.	The teacher librarian does not maintain accurate or current records.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

Modified from AASL

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4c: Communicating with School Staff and Community			
Elements: Information about the library program; advocacy			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
<p>The teacher librarian communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.</p>	<p>The teacher librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.</p>	<p>The teacher librarian effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on <i>AASL's Standards for the 21st Century Learner</i> and additionally utilizes elements of <i>Empowering Learners: Guidelines for School Library Media Programs</i> to communicate the development of the library program, new resources and services. The teacher librarian actively solicits feedback and input from the schools staff and community to improve instruction, program and services.</p>	<p>Teacher librarian does not communicate with the school community about the library program and services.</p>
<p>Rating (Mark one X)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Observer/Evaluator</p>		<p>Observed/Evaluated</p>	

Comments:

Recommendations:

Evidence

Modified from AALS

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4d: Participating in a Professional Community			
Elements: Service to the School; participation in school and district projects; involvement in a culture of professional inquiry; relationship with colleagues			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian participates in school and district events and projects when specifically requested. Teacher librarian usually maintains a positive collaborative relationship with colleagues.	Teacher librarian contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	Teacher librarian makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.	Teacher librarians' relationships with colleagues are frequently negative or self-serving and the teacher librarian avoids or refuses to be involved in school and district events and projects.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4e: Growing and Developing Professionally			
Elements: Enhancement of professional knowledge; receptivity to feedback from colleagues; service to the profession			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian participates in professional activities when convenient. Teacher librarian accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. Teacher librarian contributes to the profession to a limited extent.	Teacher librarian seeks out opportunities for professional development to enhance professional practice. Teacher librarian welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher librarian participates actively in assisting other educators.	Teacher librarian seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. Teacher librarian seeks out feedback from both supervisors and colleagues. Teacher librarian initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.	Teacher librarian makes no attempt to go beyond what is required for maintaining certification. Teacher librarian resists feedback on performance from either supervisors or more experienced colleagues. Teacher librarian makes no effort to share knowledge with others or to assume professional responsibilities.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4f: Collection Development and Maintenance			
Elements: Assessment; selection; weeding			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Teacher librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the teacher librarian constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. Teacher librarian advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.	Teacher librarian makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4g: Managing the Library Budge			
Elements: Data driven decisions; budget development; record keeping			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian develops budget proposals necessary to maintain the library program. Teacher librarian follows department and/or district policies for managing the budget and maintains records.	Teacher librarian develops budget proposals necessary for a comprehensive library program. Teacher librarian follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the teacher librarian develops budget proposals necessary for a progressive and comprehensive library program. Teacher librarian follows department and/or district guidelines for managing the budget and maintains accurate records.	Teacher librarian develops a budget proposal that inadequately reflects the needs of the library program. Teacher librarian is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4h: Managing Personnel			
Elements: Motivating leadership; delegating responsibility; training; supervision; evaluation			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian provides training and supervision and uses district tools to evaluate support staff.	Teacher librarian effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, Teacher librarian objectively evaluates support staff.	Teacher librarian establishes expectations that motivate and guide support staff to perform with initiative and independence. Teacher librarian effectively delegates responsibility and provides training and the necessary supervision and support. Teacher librarian uses district evaluation tools and objectively evaluates support staff.	Teacher librarian provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

AASL Teacher Librarian Standards

DOMAIN 4: Professional Responsibility

Component 4i: Professional ethic			
Elements: Library Bill of Rights; copyright law; ethical use of information; intellectual freedom; privacy; confidentiality			
Meets Standard (Basic)	Proficient	Distinguished	Does Not Meet Standard
Teacher librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).	Teacher librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	Through teaching and practice the teacher librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	Teacher librarian does not adhere to the professional ethics of librarianship.
Rating (Mark one X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observer/Evaluator		Observed/Evaluated	

Comments:

Recommendations:

Evidence:

AASL TEACHER LIBRARIAN FINAL EVALUATION SUMMARY

School Librarian _____ Date Reviewed _____

School Librarian Evaluator _____ Date Reviewed _____

FINAL EVALUATION CONFERENCE

The *Certificated Evaluation Observation* form for each Standard selected shall be attached to this page. The Final Evaluation shall be based upon at least one pre-scheduled observation. The evaluation process must be completed by March 1 for Probationary employees and April 15 for Permanent employees. The summary of the Final Evaluation shall be designated below.

Summary of Final Evaluation: ☐ Basic Meets Standard ☐ Proficient
☐ Distinguished ☐ Does Not Meet Standard

Employee's Signature _____ Date completed _____

Evaluator's Signature _____ Date completed _____

Certificated Personnel
New Nurse Competence Evaluation



WCCUSD - SCHOOL NURSE COMPETENCIES EVALUATION TOOL

School Nurse _____

Date Completed _____

School Nurse Evaluator _____

Date Reviewed _____

In developing these competencies, district policies and structure must be in place. The competencies listed are examples and not exhaustive and applicability depends on circumstances. Each school nurse should select 3 of standards below, with 3 measures for each standard selected to rate their performance using the following criteria:

- Exemplary- Substantially exceeding indicators of performance and offers examples of evidence.
- Proficient- Meeting indicators of performance.
- Developing- Meeting some indicators of performance within the standards and at times with support of others
- Below Standard- Not meeting the indicators of performance

For all selected ratings, the school nurse should provide examples.

STANDARD 1 - ASSESSMENT: The school nurse collects comprehensive data pertinent to the healthcare consumer's health/ or the situation.	Developing	Proficient	Exemplary	Below Standard
• Collects, prioritizes, evaluates and documents data in more complex situations (e.g. medically complex students; students with ongoing health issues) using knowledge and skills in accordance with established policies, guidelines and protocols.				
• Identifies barriers (e.g. psychosocial, literacy, financial, cultural) to effective communication and makes appropriate adaptations.				
• Completes comprehensive health history assessment summaries for individual students.				
• Collaborates with interdisciplinary team to assure maintenance of the student's health and care planning.				
• Synthesizes available data, information, and knowledge relevant to the situation to identify patterns and variances for the individual student's health.				
• Prioritizes and analyzes individualized and comprehensive data as indicated by family concern/ request or school team request.				
• Documents relevant data in a retrievable format.				

STANDARD 2 - DIAGNOSIS: The school nurse analyzes the assessment data to determine the nursing diagnoses or issues.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Assigns appropriate diagnoses or functional health related issues for individual students after analysis of assessment data. 				
<ul style="list-style-type: none"> Documents diagnoses or health related issues for individual students according to district procedures in order to facilitate expected outcomes and a plan of care. 				
<ul style="list-style-type: none"> Engages in the diagnostic process for individual students through analysis of a broad range of assessment data, including data from the student, family, school staff and health care providers (both verbal and written). 				
<ul style="list-style-type: none"> Validates the diagnosis or issues with the healthcare consumer, family, and other healthcare providers. 				
<ul style="list-style-type: none"> Explains and interprets the diagnosis or issues to the student and school team. 				
<ul style="list-style-type: none"> Validates, identifies and confirms appropriate health related issues for groups of students and for the school community. 				
STANDARD 3 - OUTCOMES IDENTIFICATION: The school nurse identifies expected outcomes for a plan individualized to the student or the situation.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Identifies expected short-term student health outcomes based on immediate diagnoses or health related issues that are developmentally appropriate. 				
<ul style="list-style-type: none"> Possesses awareness of the educational implications of health concerns or problems. 				
<ul style="list-style-type: none"> Identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential capabilities. 				
<ul style="list-style-type: none"> Identifies short- and long-term outcomes for ongoing health diagnosis or health related issues that are ongoing and mutually formulated with the student, family, school staff, community and other providers, as appropriate. 				
<ul style="list-style-type: none"> Identifies and uses trends in student outcomes to guide district planning for future school health related programs. 				
<ul style="list-style-type: none"> Acts as a resource for the school community in the development of health and educational outcomes for students. 				

STANDARD 4 - PLANNING: The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Establishes a plan of interventions to meet the immediate needs of students making health office visits for wellness concerns, injuries and illnesses. 				
<ul style="list-style-type: none"> Recognizes and prioritizes students' needs for written, individualized health care plans for students that reflect applicable federal and state laws and regulations, and professional standards of practice. 				
<ul style="list-style-type: none"> Collaborates with other school team, family members and other health care providers to develop individualized health care plans. 				
<ul style="list-style-type: none"> Includes all the essential components of the health care plan such as an emergency care plan, routine interventions, transportation plans, off-site plans and medication plans. 				
<ul style="list-style-type: none"> Communicates the health care plan to the individual student when appropriate. 				
<ul style="list-style-type: none"> Develops individualized health care plans within the appropriate educational programs (regular education, Section 504 and special education), while recognizing any program differences. 				
<ul style="list-style-type: none"> Uses current health care standards, trends, alternative or complimentary strategies and evidence-based information to develop health care plans in a timely manner. 				
<ul style="list-style-type: none"> Modifies the plan based on the ongoing assessment of the student's response and other outcome indicators. 				
<ul style="list-style-type: none"> Considers the impact of the potential recommendations on available school and family resources, such as staffing patterns and availability of equipment and supplies. 				
STANDARD 5 - IMPLEMENTATION: The school nurse implements the interventions identified in the plan.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Provides interventions including using the written health care plan and district policies, procedures and clinical protocols to address health needs. 				
<ul style="list-style-type: none"> Implements changes or modifications in the plan of care as needed. 				
<ul style="list-style-type: none"> Documents implementation of the nursing interventions in the appropriate health records according to school district policies and procedures (nursing notes, medication administration sheets, IHP, 504 Plan, IEP, etc.) and using standardized nursing language or equivalent terminology. 				
<ul style="list-style-type: none"> According to the established health care plan, provides education and direction to school staff members in carrying out specific aspects of the plan. 				
<ul style="list-style-type: none"> Oversees the delivery and supervises the delegation of nursing procedures or medication administration. 				

<ul style="list-style-type: none"> Incorporates new knowledge and strategies to initiate change in nursing care practices if desired outcomes are not achieved. 				
<ul style="list-style-type: none"> Serves as an advocate for students, families and staff members on the implementation of care. 				
STANDARD 5A - COORDINATION OF CARE: The school nurse coordinates care delivery.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Documents coordination of care in the appropriate health care records (such as IHP, nursing notes, 504 plan/IEP service plan). 				
<ul style="list-style-type: none"> Serves as nurse case manager for students with health needs. 				
<ul style="list-style-type: none"> Works with colleagues to integrate the health care plan into routine school programs. 				
<ul style="list-style-type: none"> Coordinates delivery and provides for the continuity of supports and services as identified in the healthcare plan. 				
<ul style="list-style-type: none"> Promotes coordination of the plan with agencies involved in the student's care (such as CCS, community-based providers, etc.). 				
STANDARD 5B - HEALTH TEACHING AND HEALTH PROMOTION: The school nurse uses strategies to promote a healthy and a safe environment, especially regarding health education.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Gives consideration to developmental, cultural and linguistic differences among students in their school when providing health information. 				
<ul style="list-style-type: none"> Provides basic staff wellness education (such as universal precautions, flu prevention, etc.) per site request. 				
<ul style="list-style-type: none"> Integrates evidence-based health promotion concepts into teaching with individuals and groups of students in the school setting. 				
<ul style="list-style-type: none"> Promotes and provides staff health information. 				
STANDARD 6 - EVALUATION: The school nurse evaluates progress toward attainment of outcomes.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Evaluates whether or not individual student plans were implemented and effective. 				
<ul style="list-style-type: none"> Involves the student and others to evaluate outcomes. 				
<ul style="list-style-type: none"> Documents the results of the evaluation in Nursing Record. 				
<ul style="list-style-type: none"> Evaluates whether student health outcomes had the desired impact on educational progress. 				

STANDARD 7 - ETHICS: The school nurse practices ethically.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Adheres to ANA and NASN Codes of Ethics, as well as school district policies, educational laws and health care laws to guide decision making in his or her practice. 				
<ul style="list-style-type: none"> Delivers care in a manner that preserves and protects the autonomy, dignity and rights of students and, when applicable, their families. 				
<ul style="list-style-type: none"> Maintains therapeutic and professional student-nurse relationships, including appropriate role boundaries. 				
<ul style="list-style-type: none"> Adheres to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality. 				
<ul style="list-style-type: none"> Takes appropriate action regarding instances of illegal, unethical, or inappropriate behavior that can endanger or jeopardize the best interests of the student or situation. 				
<ul style="list-style-type: none"> Delivers care in a manner that is sensitive to diversity within the school community. 				
<ul style="list-style-type: none"> Advocates for equitable health care for students and families as appropriate. 				
STANDARD 8 - EDUCATION: The school nurse attains knowledge and competency that reflect current nursing practice.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the specialty practice of school nursing, including but not limited to: Growth and Development; Pediatric and adolescent primary care issues; Infectious and communicable disease or infestations; Chronic disease management for school-aged youth; School Health laws and regulations; Family Centered Care; Information Technology; and Roles of school team members. 				
<ul style="list-style-type: none"> Participates in continuing education activities to enhance current clinical knowledge and professional issues in consultation with a supervisor. 				
<ul style="list-style-type: none"> Identifies personal needs for professional development and ongoing formal education. 				
<ul style="list-style-type: none"> Acquires more in-depth knowledge related to: Special education; Section 504 and IHP/IEP process. 				
<ul style="list-style-type: none"> Pursues or has achieved an advanced degree or certificate (i.e. clear school nurse credential). 				

STANDARD 9 - EVIDENCED-BASED PRACTICE AND RESEARCH: The school nurse integrates evidence and research findings into practice.	Developing	Proficient	Exemplary	Below Standard
• Participates in data collection (surveys, pilot projects, studies).				
• Uses evidence-based data to guide practice decisions and professional growth.				
• Participates on a formal committee or program (e.g., indoor air quality, crisis, wellness, school health advisory).				
• Uses school-based data to identify patterns and trends in student health and health services programs.				
• Uses evidence-based research to develop, implement and disseminate policies and protocols (health and academic) of practice.				
• Researches and synthesizes information on national, state and local issues and their impact on health in schools.				
STANDARD 10 - QUALITY OF PRACTICE: The school nurse contributes to quality nursing practice.	Developing	Proficient	Exemplary	Below Standard
• Participates in activities to enhance the quality of nursing practice such as identifying aspects of practice to evaluate and improve day to day practice or the daily work routine.				
• Appropriately documents all essential communications.				
• Participates in evaluation efforts to test the quality and effectiveness of nursing care.				
• Contributes to the development of policies, procedures and practice guidelines to improve the quality of care and effectiveness of nursing care.				
• Formulates recommendations to improve school nursing practice and/or student outcomes at the district level and when appropriate collaborates with others.				
• Initiates changes in nursing practice at the district level based on evaluation of current practice, current literature and best practice guidelines.				

STANDARD 11 - COMMUNICATION: The school nurse communicates effectively in a variety of formats in all areas of nursing practice.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Establishes rapport with students, family, school staff and members of the health team. 				
<ul style="list-style-type: none"> Utilizes effective methods of communication relevant to individual student care management, including active listening, reassurance, interpreting and validating non-verbal cues, visual aids and interpreters as necessary. 				
<ul style="list-style-type: none"> Uses appropriate information technology to facilitate communication (e.g. telephone, mobile phone, electronic and social media.) 				
<ul style="list-style-type: none"> Professionally articulates the nurse's role and the importance of health services to support learning, health and achievement by students to multidisciplinary colleagues. 				
<ul style="list-style-type: none"> Shares nursing knowledge and skills with nursing colleagues and multidisciplinary colleagues. 				
<ul style="list-style-type: none"> Produces appropriate and persuasive written materials on student health needs and related policies (e.g. asthma, attendance). 				
STANDARD 12 - LEADERSHIP: The school nurse provides leadership in the professional practice setting and the profession.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Is recognized as a team participant who demonstrates energy, excitement and a passion for quality work. 				
<ul style="list-style-type: none"> Encourages lifelong learning for self and others. 				
<ul style="list-style-type: none"> Maintains active member status in state and national professional organizations. 				
<ul style="list-style-type: none"> Pursues clear credential in school nursing or advanced certification. 				
<ul style="list-style-type: none"> Convenes a multidisciplinary team, including relevant school and community members, to address health needs of students and the school community (e.g., teen pregnancy). 				
<ul style="list-style-type: none"> Serves in formal and informal leadership roles within the school community (e.g., serving as an expert or resource in particular areas such as insulin pumps). 				
<ul style="list-style-type: none"> Mentors colleagues and new school nurse professionals in the role of the school nurse. 				
<ul style="list-style-type: none"> Serves in formal and informal leadership roles in professional organizations and committees at the local, state or national level. 				

STANDARD 13 - COLLABORATION: The school nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Partners with and establishes cooperative relationships with core school staff, district staff, and essential community-based partners. 				
<ul style="list-style-type: none"> When serving on a school or community based team maintains confidentiality through protected communication standards to protect students' health, mental health and educational information, including obtaining appropriate authorizations. 				
<ul style="list-style-type: none"> Identifies and helps to resolve barriers to effective collaboration. 				
<ul style="list-style-type: none"> Advocates for a collaborative approach to student supports and services. 				
<ul style="list-style-type: none"> Initiates multidisciplinary teams to build consensus and promote collaboration. 				
<ul style="list-style-type: none"> Collaborates with a multidisciplinary team to initiate systems change. 				
<ul style="list-style-type: none"> Functions as a liaison between family, school and community. 				
STANDARD 14 - PROFESSIONAL PRACTICE EVALUATION: The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Participates in performance appraisal on a regular basis in order to identify strengths and areas for improvement. 				
<ul style="list-style-type: none"> Seeks and uses constructive feedback from peers to improve one's practice. 				
<ul style="list-style-type: none"> Seeks new knowledge and skills from educational colleagues to enhance nursing practice within the educational setting. 				
<ul style="list-style-type: none"> Independently identifies professional strengths and areas for improvement including identifying errors and making recommendations to avoid future errors. 				
<ul style="list-style-type: none"> In collaboration with a supervisor, develops annual goals and objectives to enhance performance. 				
<ul style="list-style-type: none"> Initiates and participates in peer review, as appropriate. 				
<ul style="list-style-type: none"> Implements performance strategies to achieve personal goals identified through the evaluation process. 				
<ul style="list-style-type: none"> Contributes to the development and revision of the district nurse's performance appraisal process. 				

STANDARD 15 - RESOURCE UTILIZATION: The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Assigns or delegates tasks to school personnel as defined by the California Nurse Practice Act, and other relevant statutes and regulations. 				
<ul style="list-style-type: none"> Follows district procedures for purchasing and maintaining health office supplies and equipment. 				
<ul style="list-style-type: none"> Assists students and families in securing appropriate services and resources within the school and community. 				
<ul style="list-style-type: none"> Considers factors such as safety, effectiveness, cost and impact on practice when choosing interventions that result in desired student outcomes. 				
<ul style="list-style-type: none"> Plans and evaluates school health programs that consider cost effectiveness, cost-benefit, and efficiency factors. 				
<ul style="list-style-type: none"> Independently seeks resources (grant-writing, special funds, etc.) for appropriate school health programs. 				
STANDARD 16 - ENVIRONMENTAL HEALTH: The school nurse practices in an environmentally safe and healthy manner.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> Participates on school or district level to manage environmental health and safety issues. 				
<ul style="list-style-type: none"> Follows hazardous waste management policies at the local school and district level. 				
<ul style="list-style-type: none"> Follows guidelines concerning blood borne pathogens in the school setting. 				
<ul style="list-style-type: none"> Documents and reports to administration health events that may be caused by environmental exposures. 				
<ul style="list-style-type: none"> Participates in the development of policies and practices that reduce exposure to environmental hazards and improves environmental safety. 				
<ul style="list-style-type: none"> Participates in emergency response plan for environmental toxin/hazardous chemical exposure accidents. 				

STANDARD 17 - PROGRAM MANAGEMENT: The district nurse manages school health services.	Developing	Proficient	Exemplary	Below Standard
• Uses technology (assistive, informational and medical) to effectively manage school health programs.				
• Orients, trains, and supervises assistants or other unlicensed school staff performing health related tasks.				
• Evaluates and recommends changes to school health programs for effectiveness and efficiency.				
• Adopts available technology appropriate for the work setting.				
• Communicates health data findings to administrators, boards of education and boards of health.				
• Develops Standardized health procedures in collaboration with nursing team and community healthcare providers.				
• Advocates, using supportive data, for needed resources, such as staffing and technology, to efficiently provide school health services.				

Final Performance Rating: ☐ Exemplary ☐ Proficient ☐ Developing ☐ Below Standard

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Certificated Personnel
Speech-Language Pathologist Evaluation



SPEECH-LANGUAGE PATHOLOGIST SUMMARY RATING FORM

Name: _____ Date: _____

DOMAIN:

Excellent (3) Proficient (2) Needs Improvement (1) Unsatisfactory (0)

A. Planning

1. The SLP wrote individualized goals that reflect the students' level of expectations, conceptual understanding, and the importance of learning.
2. The SLP can explain how goals were established.
3. The SLP wrote goals that are related to the Common Core State Standards.
4. Goals are clear and written in a form that includes the level of accuracy, number of trials, and method/s of measuring the goal.
5. Goals are attainable for the student's age, prior knowledge, language ability, and background.
6. SLP displays knowledge of typical developmental characteristics specific to age group, as well as expectations to general patterns and the impact of the disability on student performance.
7. SLP demonstrates knowledge of students' culture and respect for students' diversity.
8. SLP infuses cultural awareness in the therapy session.
9. SLP has a solid understanding of students' goals and objectives as they apply to therapy sessions.
10. SLP adjusts therapy sessions as necessary. SLP determines student's annual Present levels of performance in relation to measurable goals and objectives.

11. SLP is able to discuss how the PLOP impacts the student's performance in the learning environment.
12. SLP's goals for the student are aligned to the student's situation and learning environment and developed collaboratively with all relevant school stakeholders.
13. SLP schedules therapy sessions that are most beneficial to the students.
14. SLP provides a copy of his/her schedule to teachers, staff, and administrator about his/her schedule and informs them about changes to the schedule as necessary.

OVERALL RATING

- B. The Environment
- C. Delivery of Service
- D. Professional

Responsibilities

<i>DOMAIN</i>	<i>Total Maximum Score SLP's Score</i>
A. Planning	
B. The Environment	
C. Delivery of Service	
D. Professional	
Responsibilities	

OVERALL RATING:

COMMENTS:

RECOMMENDED PLAN FOR IMPROVEMENT:

Evaluatee Signature: _____ Evaluator Signature: _____

Date: _____ Date: _____

Appendix A

Article 15 of the Contractual Agreement between WCCUSD and UTR

ARTICLE 15

EVALUATIONS

Section 1. The primary purpose of evaluation is to improve the educational programs, practices, and services within the schools through increased effectiveness of each teacher.

The parties mutually agree to form a committee of seven (7) bargaining unit members, seven (7) site administrators, the UTR President, and the Superintendent to develop a new Administrative Observation form.

The parties agree the final product will be completed during the 2018-2019 school year and ratified by a majority vote of Unit members. If ratified, it will be implemented via a Memorandum of Understanding (MOU) beginning in the 2019-20 school year.

Section 2. Objectives.

2. To improve the quality of instruction for each student.
2. To stimulate professional growth.
3. To provide formal evaluation rather than incidental judgment.
4. To improve job satisfaction and morale.
5. To strengthen and clarify roles and responsibilities.
6. To provide a basis for giving recognition for excellent and effective service.
7. To aid in assignment, promotion, or retention.
8. To strengthen/encourage administrator and member collegiality towards effective practice.
9. To allow constructive administrator and member feedback.

Section 3. The District and the Union accept as a fundamental premise for a successful evaluation program the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. The teacher evaluation system provides a standards-based assessment system designed to promote significant professional growth for certificated staff and success for students. The California Standards for the Teaching Profession (CSTP) is the foundation for all teachers in this evaluation process. An ideal evaluation process includes and encourages the teacher's participation in a meaningful way. The CSTP provides both the tool for self-analysis and reflection as well as the standards by which a teacher's practice may be objectively measured, thereby connecting the teacher with his or her evaluator in a process, which fosters meaningful professional growth and development. (The evaluation packet is located in Appendix J).

Tenured teachers with Proficient, Distinguished or Meets Standard evaluations may select from the following evaluation options developed with the CSTP as their foundation.

5. The Administrator Observation Option
6. The Portfolio Option

7. The Critical Friends Option
8. The Action Research Option

Options 2 – 4 are set forth in Appendix J. If a teacher does not complete an Option (2-4) during the evaluation year he/she shall, in the next year, be evaluated using the Administrator Observation Option.

If options 2-4 are selected, the next evaluation will be an administrator observation. It is intended the Administrator will evaluate a member through the Administrator Observation Option at least once every four years.

Section 4. Evaluation Procedure.

17. Every temporary and probationary certificated employee shall be evaluated by the administration in writing at least once each school year, no later than March 1. Probationary employees shall be evaluated based on three elements selected from Standards 1-5 of the California Standards for the Teaching Profession (CSTP): one element selected by the evaluator, one selected by the employee, and one selected by mutual agreement.
18. Every permanent certificated employee shall be evaluated by the administration in writing every other year of active duty, no later than April 15 of the year in which evaluation takes place, except as provided herein. Unit members with permanent status who have been employed at least 10 years with the school district, and are highly qualified as required by the state and federal law, and whose previous evaluation rated the employee as Proficient, Distinguished or Meets Standard shall be evaluated up to every five years if the unit member and current evaluator consent to this schedule. The teacher or evaluator may withdraw his/her consent and return to the two year cycle.
19. No later than the end of the 35th working day of the year in which evaluation is to take place, the evaluator and the permanent certificated employee with a Proficient, Distinguished or Meets Standard evaluation shall meet and discuss the Standards upon which evaluation is to be based. The evaluation shall be based on three elements selected from Standards 1-5 of the CSTP: one element selected by the evaluator, one selected by the employee, and one selected by mutual agreement. A permanent employee who receives an overall Does Not Meet Standard rating on his/her evaluation shall be evaluated the next year on the Standard(s) for which the teacher received a Does Not Meet Standard rating.
20. In no case shall performance objectives, stated in percentages, be required. In addition, the assessment of competence shall not include the use of publisher's norms established by standardized tests.
21. During the course of the evaluation period, mitigating circumstances may require modification of the evaluation parameters. The necessity for review of the evaluation criteria shall be determined mutually by the employee and the evaluator and shall be determined in the same manner as is stated in Section 4.3.
22. At least three (3) observations of at least fifteen (15) minutes each shall take place prior to the placement of any negative comments or judgments in the final evaluation.
23. Any certificated employee who receives a negative evaluation shall, upon request, be entitled to at least one (1) additional observation, conference and written evaluation as prescribed above. At the

employee's request, the additional observation and subsequent evaluation shall be performed by a different administrator as assigned by the Human Resources Department in consultation with UTR.

24. The evaluator shall take affirmative action to assist employees in correcting any cited deficiencies. Such action shall include specific recommendations, and may include adequate release time for the employee to visit and observe other similar classes.
25. This process may be constrained by anomalies noted by the evaluatee on the appropriate form. Assessment of performance shall be with due consideration of constraints over which the evaluatee has no authority to correct and current Board-adopted guidelines not in conflict with this Agreement.
26. Each evaluation shall be based upon at least one (1) pre-scheduled observation, the result of which shall be recorded on the confidential Certificated Evaluation Observation form. Each evaluation observation shall be followed by a conference in which the evaluator and the employee shall review the observation. The conference shall be held within (5) school days of the observation. Teachers shall have the right to list their comments on the Certificated Evaluation Observation form.
27. Non administrative certificated personnel shall not participate in the evaluation and/or observation of other non administrative certificated personnel, nor shall they be required to assess their own performance.
28. The evaluator or designee shall not base his/her evaluation of a certificated employee on any information which was not collected through the direct observation of such employee, with the exception of information collected, not by direct observation, but fully investigated, documented, substantiated and discussed with the employee. Hearsay statements shall be excluded from written evaluation.
29. If as a result of an adverse evaluation an employee is notified that the District intends to institute dismissal proceedings, the adverse evaluation based on possible procedural violations becomes non-grievable. In the event dismissal proceedings are not instituted, the adverse evaluation may then be grieved based on possible procedural violations. This procedural prohibition shall not apply to Section 4.12.
30. Adverse evaluations shall not be based upon the use of materials or methods or exchange of ideas which may be deemed unpopular or controversial provided such materials, methods and ideas comply with the approved course of study for the subject being taught, present both sides of an issue, and are appropriate to the maturity level of students.
31. The summary of final evaluations shall provide for a rating of Does Not Meet Standard, Meets Standard, Proficient, or Distinguished.
32. After the tenth (10th) year of service, and if the bargaining unit member received a Proficient, Distinguished, or Meets Standard evaluation the administrator and member can mutually agree to a five year evaluation cycle. If the administrator and member agree on a five year cycle, the evaluation at the end of the five year cycle shall be an Administrator Evaluation Option.

18. If an evaluator does not complete an evaluation under the Administrator Observation option, the member shall automatically receive a Proficient rating and be considered to have completed the Administrator Observation evaluation. The member will next be evaluated according to their evaluation cycle, as outlined in Section 3.

Section 5. Teachers desiring to continue employment beyond age sixty-five (65) may do so pursuant to the same health and competency standards which apply to other bargaining unit members.

Section 6. Evaluation Procedure: School Psychologists. Evaluation procedures and timelines for school psychologists shall be the same as for other certificated employees as specified in the contractual agreement except as noted below:

1. "Elements of evaluation" shall refer to the following:
 - h. Psychoeducational evaluation of students for learning, behavioral, and/or developmental difficulties and subsequent written reports of such evaluations.
 - i. Consultation with school administrators, teachers, SST teams, parents, community agencies.
 - j. Professional growth and development.
 - k. Crisis intervention participation and inservice training.
 - l. Inservice staff development and parent education.
 - m. Counseling (e.g., related services or crisis).
 - n. Special assignments as appropriate, e.g., GATE evaluations, PIP supervision and consultation, infant and preschool evaluations, department chair responsibilities, non-public school services, special projects, Chapter I services, SED evaluations, TEP services, bilingual assessments.
2. Evaluation elements for psychologists shall be limited to no more than three (3) areas with no more than two (2) goals and two (2) objectives for each goal. For psychologists whose assignment is at least 50% special education assessment, "psychoeducational assessment" shall be one of the areas.
3. Each evaluation of a school psychologist shall be based on appropriate documentation of the individual's evaluation elements.
 - a. For "psychoeducational assessment" the psychologist shall submit to the evaluator at least two (2) written reports which document appropriate test data and validity and eligibility statements.
 - b. For programs, inservice or professional growth, or special assignments, the psychologist will provide to the evaluator documentation of the extent of participation, (e.g., related services monthly reports, consolidated program monthly time sheets, brochures or schedules from professional growth or inservice programs).

- d. For consultation and crisis intervention, the psychologist will discuss with the evaluator examples of school site, parental, or community agency interactions and outcomes.
- 4. This evaluation conference shall take place no later than April 30th of the evaluation year.
- 5. Any psychologist who receives a negative evaluation shall be given the opportunity for one (1) additional conference and written evaluation. The evaluator shall take affirmative action to assist the psychologist in correcting any cited deficiency. Such action shall include specific recommendations and may include the opportunity to consult with colleagues or to attend professional development activities as appropriate.

APPENDIX- K
WCCUSD Self-Directed Learning Days, Collaboration and PD
Documentation Requirements

APPENDIX K

WCCUSD Self-Directed Learning Days: Collaboration and Professional Development Documentation Requirements

Per Article 22, of the United Teachers of Richmond Collective Bargaining Agreement, bargaining unit members will complete twelve (12) hours of peer collaboration or professional development that furthers professional growth and develops instructional practices to better support student learning.

For each school year, complete documentation shall be provided by June 1 in the manner agreed between the Union and District as described in Article 22.

Peer collaboration and professional development options include:

Category of Work	Examples of Options	Documentation Requirements
1. Self-directed peer collaboration	<ul style="list-style-type: none"> • Collaborative lesson planning • Collaborative student intervention • Collaborative review of instructional practices and student outcomes 	<p>All of the items below should be uploaded to for verification of completion in the manner agreed between the Union and District.:</p> <ol style="list-style-type: none"> 1. An agenda 2. Sign-in sheet 3. Minutes
2. Self-directed online professional learning	<ul style="list-style-type: none"> • Teaching Channel .org • Edutopia.org/videos • TeachersNetwork.org/videos • www.teachertube.com 	When submitting documentation respond to a reflective prompt for each video watched.
3. District-directed professional learning	<ul style="list-style-type: none"> • Keenan SafeSchools Training • Edivate PDs • WCCUSD PD via online • PD calendar • New Teachers series 	Documentation is done through the training itself. It must also be reported in the manner agreed between the Union and District
4. Site-directed professional development or peer collaboration	Any other peer collaboration or professional development that furthers professional growth and develops instructional practices to better support student learning, as determined by the teacher's ILT or site administrator.	Signed agreement by teacher and principal or ILT. A work product must be uploaded in the manner agreed between the Union and District
5. Work to maintain a safe and supportive school environment for students and the school community	Any self-directed or collaborative work to ensure that the school environment is safe and supportive of students, the community, and all school employees	A description of work must be uploaded in the manner agreed between the Union and District
6. Attend IEP Meetings	Members attend an IEP meeting to collaborate on the educational plan for one of their students	The case manager will use the IEP meeting notice to document the IEP meeting. This meeting must also be reported by the member in the manner agreed between the Union and District

**See Article 22 Section 1 (f) 5 (C) and 6 (C) for clarification on when members may timecard for attending IEP meetings.*

APPENDIX – L
GRIEVANCE FORM

UNITED TEACHERS OF RICHMOND, CTA/NEA

700 Crestview Drive • Pinole, CA 94564 • (510) 222-5112 • Fax (510) 222-5114

Grievance #

Level I

Grievant: _____

School/Dept: _____ **Supervisor:** _____

Contract section(s) violated:

Cause for Grievance (include date of infraction and/or when infraction became known to grievant):

Remedy:

Informal Held **date:** _____

Supervisor: _____

Moved to Level II: **date:** _____

Supervisor Response attached _____

Moved to Arbitration: **date:** _____

Grievant

Date

UTR Representative

Date

UNITED TEACHERS OF RICHMOND, CTA/NEA

700 Crestview Drive • Pinole, CA 94564 • (510) 222-5112 • Fax (510) 222-5114

Please document all conversations, meetings, email, and other communication on this sheet. This will support your position in case of the need to file a grievance.

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