

# AGREEMENT

between the

GROSSMONT UNION HIGH SCHOOL DISTRICT



and the

GROSSMONT EDUCATION ASSOCIATION



for the

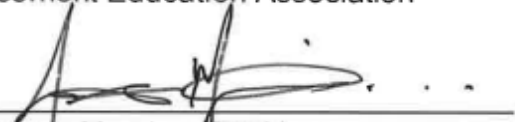
CERTIFICATED BARGAINING UNIT


July 1, 2021 through June 30, 2023

# AGREEMENT

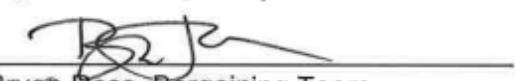
Between the  
Grossmont High School district  
And the  
Grossmont Education Association  
July 1, 2021 through June 30, 2023


Grossmont Education Association

By   
James Messina, President

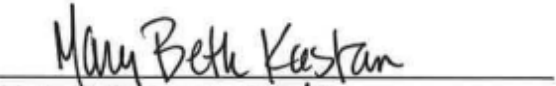
By   
Jessica Merschtina, Vice-President


By   
Jay Tweet, Bargaining Chair

By   
Bryan Ross, Bargaining Team

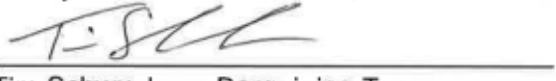
By   
Angela Sciacqua-Smith, Bargaining Team

Grossmont Union High School District


By   
Mary Beth Kastan, Superintendent

By   
Terry Stanfill, Assistant Superintendent, HR


By   
Randy Montesanto, Director, Human Resources

By   
Tim Schwuchow, Bargaining Team

By   
Dan Barnes, Bargaining Team

By   
Dan Mc Dowell, Bargaining Team

Authorized signature on behalf of the Grossmont Union High School District Governing Board:

  
Rob Shield, President

9-13-2022  
Date

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## ARTICLE 1: RECOGNITION

For the purposes of meeting and negotiating, the Grossmont Union High School District recognizes the Grossmont Education Association as the exclusive representative of the certificated employees of the Grossmont Union High School District as certified by the Educational Employment Relations Board, Docket No. LA-R-254 on May 23, 1977, and signed in Los Angeles, California, in compliance with the Rodda Act, SB 160, and Rules and Regulations of the Educational Employment Relations Board (Public Employment Relations Board). As certified by the Public Employment Relations Board, Docket No. LA-UM-963, on December 20, 2018, the Grossmont Education Association is also the exclusive representative of additional certificated employees, specifically Adult Education Hourly Teacher, as indicated below.

The unit shall include: All certificated employees, including Counselors, Psychologists, Speech and Language Pathologists, Program Specialists, Curriculum Specialists, Special Education Teachers, District Nurses, Summer School Teachers, ROTC Teachers, Career Technical Education Teachers, Adult Education Hourly Teachers, and Temporary Teachers. The unit shall exclude: All other employees, including substitute teachers, managerial employees, supervisory employees, and confidential employees.

## ARTICLE 2: SALARY AND COMPENSATION

- I. Unit members will be compensated as specified in the Certificated Salary Schedule and supporting documents. If any other employee group reaches agreement on terms for increases in salary schedules greater than below, GEA members will have the same improvement percentage applied to the salary schedule.
- II. Non-classroom unit members may have duties that exceed a standard teaching day. Other duties, as approved by their supervisor, shall be compensated at their hourly pro rata rate.
- III. Unit members on full-time release, including speech therapists, counselors, literacy coaches, digital learning coaches, and other teachers on special assignment, will be expected to work at least a standard teaching day.
- IV. Curriculum specialists, program specialists (SPED) and librarians do not have a preparation period and will receive a ten percent (10%) stipend based on their placement on the certificated salary schedule.
- V. Unit members with assignments exceeding 185 days are paid their per diem multiplied by the number of days worked.

Calculation for daily and hourly rate of pay for all GEA members will be figured as follows:

- A. Daily Rate = Annual salary divided by number of contract days worked (e.g. \$ 54,978 ÷ 185).
- B. Hourly Rate = Annual salary divided by number of contract days worked divided by five (5) hours (e.g. \$ 54,978 ÷ 185 ÷ 5).
- C. For members working more than 185 days, annual salary is calculated by annual salary divided by 185 contract days, multiplied by number of contract days worked over 185 (e.g. \$54,978 ÷ 185 multiplied by number of contract days [191 for counselors]).

Work days for the school year are as follows:

Assignment:

Number of Days:

Teacher	185
JROTC Teacher	195
Agriculture Teacher	211
Program Specialist	203
Counselor	191
Psychologist	200
Curriculum Specialist	198

In years when counselors cannot fit all of their 6 additional days before the school year August they will have the option of working hourly in July, with administrator approval, paid at their per diem rate, to prepare for the coming school year.

#### VI. Individual Education Plans (IEP)

- A. The District shall schedule IEPs during the unit members' contract work-day (excluding the prep period). When IEPs are scheduled as such, a substitute teacher will be provided to cover the teacher's class.
- B. A Bargaining Unit Member has the right to decline to participate in an IEP during their preparation period. In an emergency (no more than once per month) a Bargaining Unit Member may be asked to participate in an IEP meeting during their prep period.
- C. If an IEP or 504 meeting finishes within one hour after the Bargaining Unit Members' contract day ends, that time shall be considered part of "activities conducted beyond the standard teaching workday, which are directly related to a Unit Members' subject area... are considered a part of the standard teaching assignment." "Such activities include individual conferences..." (GEA Contract Article 8, Workload, I, Standard Teaching Assignment)  
 Example: The school day ends at 2:30 PM and the meeting goes to 3:30 PM, the Bargaining Unit Members will not be paid for the time spent in the IEP meeting.
- D. If the IEP or 504 meeting extends beyond one hour after school, the Unit Members shall be paid at the Unit Member's hourly per diem rate (Annual salary including anniversary increment/185 days, divided by 5 hours) Example: The school day ends at 2:50 PM and the IEP meeting ends at 4:50 PM--- the Unit Member is paid for one hour.

## VII. Autism Authorization

- A. The District agrees to pay for training up to the cost of what the County charges for Special Education Teachers that volunteer to obtain an Autism Authorization in compliance with credentialing requirements.

The District will pay upfront for any course offered through the San Diego County Office of Education or will reimburse up to the cost of the County course for a different course.

- B. A Stipend of \$1000 shall be paid to each teacher upon completion of the core course.

**GROSSMONT UNION HIGH SCHOOL DISTRICT**  
**CERTIFICATED SALARY SCHEDULE, SCHOOL YEAR 2022-2023**  
185 Workdays  
**Effective July 1, 2022**  
**6.56% Increase**

Step	Class 1A	Class 1	Class 2	Class 3	Class 4	Class 5
1	\$ 55,869.14	\$ 62,184.26	\$ 62,184.26	\$ 62,184.26	\$ 63,857.93	\$ 69,174.14
2	\$ 55,869.14	\$ 62,184.26	\$ 62,184.26	\$ 62,184.26	\$ 66,521.44	\$ 71,838.10
3	\$ 58,534.43	\$ 62,184.26	\$ 62,184.26	\$ 63,857.93	\$ 69,174.14	\$ 74,496.31
4	\$ 61,187.34	\$ 62,184.26	\$ 63,857.93	\$ 66,521.44	\$ 71,838.10	\$ 77,154.53
5	\$ 63,857.93	\$ 63,857.93	\$ 66,521.44	\$ 69,174.14	\$ 74,496.31	\$ 79,819.17
6	\$ 66,521.44	\$ 66,521.44	\$ 69,174.14	\$ 71,838.10	\$ 77,154.53	\$ 82,482.23
7	\$ 69,174.14	\$ 69,174.14	\$ 71,838.10	\$ 74,496.31	\$ 79,819.17	\$ 85,135.16
8	\$ 71,838.10	\$ 71,838.10	\$ 74,496.31	\$ 77,154.53	\$ 82,482.23	\$ 87,799.99
9	\$ 74,496.31	\$ 74,496.31	\$ 77,154.53	\$ 79,819.17	\$ 85,135.16	\$ 90,452.01
10	\$ 77,154.53	\$ 77,154.53	\$ 79,819.17	\$ 82,482.23	\$ 87,799.99	\$ 93,121.72
11	\$ 77,154.53	\$ 77,154.53	\$ 82,482.23	\$ 85,135.16	\$ 90,452.01	\$ 95,780.81
12	\$ 77,154.53	\$ 77,154.53	\$ 85,135.16	\$ 87,799.99	\$ 93,121.72	\$ 98,444.34
13	\$ 77,154.53	\$ 77,154.53	\$ 85,135.16	\$ 90,452.01	\$ 95,780.81	\$ 101,103.21
14	\$ 77,154.53	\$ 77,154.53	\$ 85,135.16	\$ 93,121.72	\$ 98,444.34	\$ 103,760.99
15	\$ 77,154.53	\$ 77,154.53	\$ 85,135.16	\$ 93,121.72	\$ 98,444.34	\$ 103,760.99
16	\$ 77,154.53	\$ 77,154.53	\$ 85,135.16	\$ 93,121.72	\$ 98,444.34	\$ 103,760.99
17	\$ 78,783.51	\$ 78,783.51	\$ 86,764.13	\$ 94,750.70	\$ 101,078.42	\$ 106,395.07
20	\$ 80,412.48	\$ 80,412.48	\$ 88,393.10	\$ 96,379.67	\$ 103,712.50	\$ 109,029.15
23	\$ 82,041.45	\$ 82,041.45	\$ 90,022.07	\$ 98,008.64	\$ 106,346.58	\$ 111,663.23
26	\$ 83,670.42	\$ 83,670.42	\$ 91,651.04	\$ 99,637.61	\$ 108,980.66	\$ 114,297.31
29	\$ 85,299.39	\$ 85,299.39	\$ 93,280.02	\$ 101,266.58	\$ 111,614.74	\$ 116,931.39

A California credential is required for placement on this salary schedule.

- \* Class 1A: An emergency permit and a bachelor's degree; vocational credential without bachelor's degree
  - \*\* Class 1: A five-year credential and a bachelor's degree and less than 20 units of upper division or graduate college credit (from a WASC, Sr., or related regional accredited college or university) earned subsequent to the bachelor's degree.
  - \*\* Class 2: A five-year credential and a bachelor's degree with 20 semester units of upper division or graduate college credit (from a WASC, Sr., or related regional accredited college or university) earned subsequent to the bachelor's degree.
  - \*\* Class 3: A five-year credential and a bachelor's degree with 40 semester units of upper division or graduate college credit (from a WASC, Sr., or related regional accredited college or university) earned subsequent to the bachelor's degree.
  - Class 4: A five-year credential and a bachelor's degree with 60 semester units of upper division or graduate college credit (from a WASC, Sr., or related regional accredited college or university) earned subsequent to the bachelor's degree.
  - Class 5: A five-year credential with a master's degree and/or a Ph.D. with 80 semester units of upper division or graduate college credit (from a WASC, Sr., or related regional accredited college or university) earned subsequent to the bachelor's degree.
- \* Credit for upper division or graduate units is not given when teaching with only an emergency permit. However, teachers who also have a five-year credential and bachelor's degree are placed on Class 1-5 based on above requirements for those classes.
- \*\* See "Regulations Governing Initial Placement"

## **REGULATIONS GOVERNING INITIAL PLACEMENT ON SALARY SCHEDULE**

Initial placement on the Salary Schedule shall be limited to a maximum of 25 years. Any combination of years of teaching experience, work-related experience as specified in Regulation No. 4, and military service as specified in Regulation No. 5, may be used for initial salary placement, provided the placement does not exceed 25 years.

1. Credit for previous teaching shall be limited to 25 years. Each year of full-time teaching, or its equivalent, allowed shall count for one step on the salary schedule. A year of teaching shall be defined as eight or more months in one school year, five days or more a week, or its equivalent.
2. Credit shall be given for all full-time, or its equivalent, adult school, public school, or private school teaching on all levels in accredited schools.
3. Credit will not be given for practice or student teaching, substitute or teacher aide and teacher assistant service.
4. Related work experience may be credited by the Professional Advancement Committee (PAC) at the rate of two years' full-time experience for one step on the salary schedule, limited to a maximum of two steps upon recommendation of the Assistant Superintendent of Human Resources. Appeal for credit must be decided by the PAC. See Board Policy # 4131.7
5. Credit for active military and Peace Corps service is limited to a maximum of two steps, at the rate of one step for every two full years' service (1 year of service = 12 months).
6. Certificated employees with the earned doctorate (from a WASC, Sr., or related regional accredited college or university) will receive an additional dollar amount equal to 3% of Class 3, Step 1 on the Certificated Salary Schedule, provided their job description does not specify the doctorate as required for the position they hold.
7. Only degrees and units from a WASC, Sr., or related regional accredited college or university will be approved for class placement. Proper salary class and step placement is a joint responsibility of the employee and the District. Each teacher is encouraged to keep up-to-date records of college courses they have completed and other accomplishments which apply toward salary class advancement. Should a teacher suspect that they are incorrectly placed on the salary schedule, they should bring this information to the attention of the District immediately.

8. In the event that an incorrect salary placement results in an underpayment, the District will meet with the bargaining unit member and their representative to make an adjustment as soon as possible.
9. Should the incorrect salary placement result in an overpayment the District is required to recover the full amount of such overpayment. The District will immediately meet with the bargaining unit member and their representative to facilitate an affordable repayment plan.
10. Certificated employees are required to maintain a current set of college transcripts in the Human Resources office to verify placement on the salary schedule.
11. Salary Schedule reclassifications shall be made as they occur. It is the responsibility of the individual teacher to request any change of class placement on the proper form and submit an official transcript. Actual implementation will most likely occur the month following receipt of the proper documentation. Step placement will be automatic, provided the individual has been employed for 75% of the days of the work year.
12. Designated Subjects credential will advance a certificated employee to Class 1 effective when a bachelor's degree is achieved. It is the responsibility of the individual teacher to request this change on the proper form and submit an official transcript. Actual implementation will most likely occur the month following receipt of the proper documentation.
13. Maintaining a valid teaching credential and fulfilling renewal requirements set forth by the Commission on Teacher Credentialing is an employment requirement. In the event that a certificated employee does not have a valid credential and the Governing Board grants a request for an emergency credential, salary placement will be corrected to reflect Classification 1.
14. Retired members who are employed by the District shall be placed on the Step and Column from which they retired, based on the Certificated Salary Schedule.
15. ROTC teachers shall be placed in accordance with the JROTC and NJROTC Instructors' Salary Placement Procedures. Grossmont Union High School District's agreement with both the Army JROTC and the Navy JROTC requires instructors employed by our District to be paid no less than minimum instructor's pay (MIP).
  - a) If salary placement based on verified education and experience is equal to or greater than the MIP, the instructor will be placed accordingly.

- b) If salary placement based on education and experience does not meet the MIP, the instructor will be moved to the next highest step in the appropriate education class, not less than the MIP.
- c) Once placed, the instructor will receive step increases in accordance with the GEA contract.
- d) If the instructor submits a request for reclassification, based on verified additional college units, he will be moved to that classification with no decrease in step.
- e) Any 6/5<sup>th</sup> assignments pay will be considered to be separate from salary placement procedures stated above.
- f) Each year the instructor's MIP will be evaluated to ensure the instructor's pay is in accordance with the MIP salary information received from the respective military department.

**GROSSMONT UNION HIGH SCHOOL DISTRICT  
EXTENDED CURRICULAR ASSIGNMENTS  
(2022-2023 SY)  
As of 7-1-2022**

6.56% Increase (07/01/2022)

**All extended curricular stipends/salaries will be based on percent of class 3, step 1 of the certificated salary schedule.  
All bargaining unit members, who accept additional duties in specified extended curricular programs, shall receive additional salary as follows: (Class 3, step 1 = \$62,184.26)**

**EXTENDED CURRICULAR PROGRAMS**

<b>Assignment</b>	<b>1 - 3 Years</b>		<b>4 - 6 Years</b>		<b>*7 - 9 Years</b>		<b>*10+ Years</b>	
Discretionary	2.75%	\$1,710	3.75%	\$2,332	5.75%	\$3,576	6.75%	\$4,197
Academic League/Decathlon	3.00%	\$1,866	4.00%	\$2,487	6.00%	\$3,731	7.00%	\$4,353
Choir Director	3.00%	\$1,866	4.00%	\$2,487	6.00%	\$3,731	7.00%	\$4,353
Dance Director/Modern Dance	3.00%	\$1,866	4.00%	\$2,487	6.00%	\$3,731	7.00%	\$4,353
Journalism Sponsor	3.00%	\$1,866	4.00%	\$2,487	6.00%	\$3,731	7.00%	\$4,353
Speciality Corps Advisor	3.00%	\$1,866	4.00%	\$2,487	6.00%	\$3,731	7.00%	\$4,353
Speech Coach	3.00%	\$1,866	4.00%	\$2,487	6.00%	\$3,731	7.00%	\$4,353
Yearbook Advisor	3.00%	\$1,866	4.00%	\$2,487	6.00%	\$3,731	7.00%	\$4,353
Agriculture Teacher	4.00%	\$2,487	5.00%	\$3,109	7.00%	\$4,353	8.00%	\$4,975
JROTC / NJROTC Teacher	4.00%	\$2,487	5.00%	\$3,109	7.00%	\$4,353	8.00%	\$4,975
Song & Cheer Advisor	4.00%	\$2,487	5.00%	\$3,109	7.00%	\$4,353	8.00%	\$4,975
A.S.B. Advisor	8.00%	\$4,975	9.00%	\$5,597	11.00%	\$6,840	12.00%	\$7,462
Band Director	8.00%	\$4,975	9.00%	\$5,597	11.00%	\$6,840	12.00%	\$7,462
Theatre Director	8.00%	\$4,975	9.00%	\$5,597	11.00%	\$6,840	12.00%	\$7,462

**ATHLETIC PROGRAMS**

<b>Sport</b>	<b>1 - 3 Years</b>		<b>4 - 6 Years</b>		<b>*7 - 9 Years</b>		<b>*10+ Years</b>	
Head Varsity Coach w/Assts	7.00%	\$4,353	8.00%	\$4,975	10.00%	\$6,218	11.00%	\$6,840
J.V., Asst., or Head Varsity Coach without Assistants	5.00%	\$3,109	6.00%	\$3,731	8.00%	\$4,975	9.00%	\$5,597
All Freshmen Coaches(10 weeks instead of 12) (Formula: \$62,184.26 x % x 0.833)	5.00%	\$2,590	6.00%	\$3,108	8.00%	\$4,144	9.00%	\$4,662
Playoff Stipends	<p>\$518 Head Coach with 5 or more student athletes involved in playoff competition shall receive 1/12 of 7-9 year stipend for each week of playoff competition.</p> <p>\$259 Head Coach with fewer than 5 student athletes involved in playoff competition shall receive 50% of 1/12 of 7-9 year stipend for each week of playoff competition.(Asst Football Coaches)</p>							
Athletic Director - To receive 1 release period per year	5.00%	\$3,109	6.00%	\$3,731	8.00%	\$4,975	9.00%	\$5,597

**Regulations Governing Placement on Salary Schedule**

- Coaches shall be credited with a maximum of 7 years outside coaching experience in other districts or the equivalent in the verified sport to be coached. All experience within the Grossmont Union High School district in the sport to be coached shall be credited to the members.
- If a unit member has served as a coach in two different assignments in the same sport during a school year, the member shall be given experience credit for two years in that sport. Sports such as baseball and softball, swimming and water polo can be interchanged for credit.
- All coaching assignments may be terminated by either party at the end of the assignment.
- \* For placement on the 7-9 or 10+ schedule, a valid California teaching credential is required.

<b>Position</b>	<b>Stipend</b>
AVID Coordinator	\$1,200
Education Technology Coordinator	\$1,500
Open Educational Resources (OER)	
- Subject Area Team Lead	\$6,000
- Subject Area Team Member	\$500

**OTHER ASSIGNMENTS**

Professional Activity (Curriculum Writing; Staff Development outside day or year; Life Training; Assessment Scoring; SAT 9 Training Special Ed IEP Summer Scheduling; etc.)	\$35 hourly
Supervision of Extended/Extracurricular Activities	\$25.00 hourly
Supervision of Lunch (per each day)	\$25.00 daily
Tutoring (Based on District Average of 18 students, minimum of 5 students)	\$50 hourly
Saturday School Tutorial	\$50 hourly
WASC Coordinators and Focus Leaders	\$40 hourly

## PACKING AND UNPACKING

The packing and unpacking of a work location for will be compensated as follows:

1. The standard compensation shall be one day (equivalent to five [5] hours) for packing a classroom and one day (equivalent to five [5] hours) for unpacking a classroom. Bargaining Unit Member shall be allowed to choose between two forms of payment:
  - a. Pro-rata for packing and pro-rata for unpacking
  - b. One (1) day of release for packing and/or one (1) day for unpacking
  - c. Or a combination thereof.
2. If a bargaining unit member has a special circumstance that requires more time than the one day provided, a packing and/or unpacking plan shall be submitted to the site principal. The bargaining unit member and the principal shall mutually agree that there is a special circumstance for additional compensation for the packing and unpacking.
  - a. Bargaining Unit Members (BUM) shall have the right to be represented by a Grossmont Education Association (GEA) representative at all meetings (upon their request).
  - b. If the appropriate level of bargaining unit member compensation is not jointly agreed upon by the principal and the bargaining unit member then a meeting of the Packing/Unpacking Committee (PUC) (seven BUM and two administrators) shall take place to determine the appropriate level of compensation.
  - c. The decision of the Packing Committee regarding individual BUM compensation for packing and unpacking classroom(s) shall be final.

**Packing/Unpacking Form**

(Please Note: you do not need to complete a separate time sheet)

School Site: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ S.S. or Employee #: \_\_\_\_\_

Moved from Room #: \_\_\_\_\_ To Room #: \_\_\_\_\_

Packing Date: \_\_\_\_\_ Unpacking Date: \_\_\_\_\_

**PACKING**

I would like to be compensated in the following ways (circle one);

1. Pro-rata pay

2. Release day

Release day to be taken on \_\_\_\_\_ (date)

**UNPACKING**

I would like to be compensated in the following way (circle one):

1. Pro-rata pay

2. Release day

Release day to be taken on \_\_\_\_\_ (date)

Unit Member's signature: \_\_\_\_\_ Date: \_\_\_\_\_

M.S.F. Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(please do not use a signature stamp)

*All forms must be returned to the Principal or Principal's Secretary. (Please complete within 30 days of the move).*

### **ARTICLE 3: FRINGE BENEFITS**

- I. District contribution to Fringe Benefit Plan
  - A. Health benefits plans will be provided through the California Schools Voluntary Employee Benefits Association (VEBA). The plans available through VEBA are Kaiser, United Health Care (i.e. Harmony, Network 1, Network 2, and Alliance HMOs), and Sistemas Medicos Nacionales, S.A. de C.V. (SIMNSA).
  - B. For Employee Only the district contribution to fringe benefits plans Under California Schools Voluntary Employee Benefit Association (VEBA).
    - 1) The district shall pay 100% of the employee only premiums for
      - a) Kaiser
      - b) Harmony
      - c) United Health Care Network 1 HMO
      - d) United Health Care Alliance HMO
      - e) SIMNSA
    - 2) For the United Health Care Network 2 HMO plan the district shall pay the cost of the United Health Care Network 1 and the employee shall pay the difference in the cost.
  - C. For employees with Dependents
    - 1) For employees selecting coverage with dependents, the district will pay 80% of the cost of United Health Care Network 1, Harmony, and Kaiser plans.
    - 2) For employees selecting coverage with dependents in United Health Care Network 2 and Alliance the District will pay the difference between the cost of that plan and the United Health Care Network 1 Plan.
    - 3) For employees selecting coverage with dependents through SIMNSA the District will pay 100% of the premium.
  - D. List of Benefits includes and can be found on the District website:
    - Life Insurance/AD&D
    - Dental Insurance including coverage for dental implants (including dependents)
    - Medical/Vision Care (employees)
    - Chiropractic

Long-Term Disability Insurance

Employee Assistance Plan (including dependents)

Long-Term Care

Prepaid Legal

- E. Only those unit members working 50 percent (50%) or more of a full-time assignment shall be eligible to receive the District provided health and welfare benefits.
- F. Qualifying Events: If a member experiences a Qualified Family Status Change, the member may change their benefit elections by submitting an enrollment/change form to the Benefits office within 31 contract days of the qualifying event. Examples of Qualifying Events are: Birth or Adoption of a child; Marriage; Divorce; Loss of coverage from another employer or spouse; Child becomes ineligible due to reaching age limit, etc.  
Failure to add or drop coverage within 31 days of a qualifying event will result in the member waiting until the next Open Enrollment period to make the requested change.

## II. MEDICAL AND VISION RATE SHEET:

## 2022 MEDICAL AND VISION PAYROLL DEDUCTIONS

	Tenthly Employee Payroll Deduction	Tenthly District Cost	Total Paid to Vendor
<b>KAISER PERMANENTE &amp; VSP</b>			
Employee Only	\$0.00	\$1,009.00	\$1,009.00
Employee + Spouse/Registered Domestic Partner	\$341.60	\$1,366.40	\$1,708.00
Employee + Child(ren)	\$282.60	\$1,130.40	\$1,413.00
Employee + Family	\$446.20	\$1,784.80	\$2,231.00
<b>JHC HARMONY HMO &amp; VSP</b>			
Employee Only	\$0.00	\$932.00	\$932.00
Employee + Spouse/Registered Domestic Partner	\$309.40	\$1,237.60	\$1,547.00
Employee + Child(ren)	\$255.00	\$1,020.00	\$1,275.00
Employee + Family	\$422.40	\$1,689.60	\$2,112.00
<i>Participating Medical Groups: Sharp Rees-Stealy, Sharp Community, UCSD Health, Primary Care Associates</i>			
<b>UHC NETWORK 1 HMO &amp; VSP</b>			
Employee Only	\$0.00	\$1,024.00	\$1,024.00
Employee + Spouse/Registered Domestic Partner	\$343.20	\$1,372.80	\$1,716.00
Employee + Child(ren)	\$282.60	\$1,130.40	\$1,413.00
Employee + Family	\$468.80	\$1,875.20	\$2,344.00
<i>Participating Medical Groups: Sharp Rees-Stealy, Sharp Community, Primary Care Associates, Rady Children's Health Network</i>			
<b>UHC NETWORK 2 HMO &amp; VSP</b>			
Employee Only	\$311.00	\$1,024.00	\$1,335.00
Employee + Spouse/Registered Domestic Partner	\$871.20	\$1,372.80	\$2,244.00
Employee + Child(ren)	\$711.60	\$1,130.40	\$1,842.00
Employee + Family	\$1,202.80	\$1,875.20	\$3,078.00
<i>Participating Medical Groups: Mercy Physicians, Greater Tri-Cities, Mid-County Physicians, Multi-Cultural, Scripps Physicians Medical, Rady Children's Health Network</i>			
<b>ALLIANCE HMO &amp; VSP</b>			
Employee Only	\$0.00	\$1,036.00	\$1,036.00
Employee + Spouse/Registered Domestic Partner	\$330.20	\$1,372.80	\$1,703.00
Employee + Child(ren)	\$273.60	\$1,130.40	\$1,404.00
Employee + Family	\$450.80	\$1,875.20	\$2,326.00
<i>Participating Medical Groups: Mercy Physicians, Primary Care Associates, Rady Children's Health Network, Scripps Clinic, Scripps Coastal Medical Group, Scripps Physician's Medical, UCSD Health</i>			
<b>SIMNSA &amp; VSP (National or Resident of Mexico)</b>			
Employee Only	\$0.00	\$328.00	\$328.00
Employee + Spouse/Registered Domestic Partner	\$3.00	\$564.00	\$567.00
Employee + Child(ren)	\$3.00	\$541.00	\$544.00
Employee + Family	\$3.00	\$808.00	\$811.00

**Note:** Payroll deductions are deducted for current month of coverage. Payroll deductions are not taken for the months of July and August even though benefit coverage is still effective.

**Dental Waiver:** If you have dependents on your medical plan and waive dental benefits for you and your family, your payroll deduction is \$113.00 less than the amount shown above. To enroll in the dental waiver program and receive the reduced payroll deduction for medical/vision, complete the Dental Waiver form.

### III. PROVISIONS FOR LAYOFF

The District agrees to continue to contribute toward the cost of medical and dental insurance for GEA members who are laid off in June of the affected benefit plan year. The District shall continue such contributions to ensure coverage for such employees through September 30 of the affected benefit plan year. Employees covered by this circumstance must continue to make premium contributions to the District to the same extent as unit members who remain employed by the District. Failure to make such contributions will result in the immediate loss of the benefits provided by this provision.

To comply with COBRA regulations, in June of the affected plan year, COBRA notices will be sent to GEA members who are affected by the layoff. Employees remaining in layoff after September 30 of the affected plan year, will be afforded their statutory COBRA benefits.

### IV. WAIVER OF COVERAGE

- A. The Association and the District agree to allow unit members to opt out of medical insurance, provided the unit member provides a signed verification that the member has medical coverage elsewhere.
- B. Should the unit member who opted out lose medical coverage, the member will be allowed to enroll in one of the District's plans.
- C. The District agrees to pay the unit member who opts out of medical coverage \$1200 per plan year. Payments will be made in ten (10) equal monthly payments.

### V. RETIREE BENEFITS

The District will provide for each qualified, retired unit member who retires at age 54 or older and to age 65, or until unit member reaches Medicare age of eligibility, who has been employed in the District for ten (10) contract years and who retires during the term of this contract, with the medical/vision/dental plans subject to the same District contribution as received by active unit members. A qualified retiree is a unit member who qualified for the State Teachers' Retirement System or the Public Employees' Retirement System.

- A. A retired unit member who opts out of medical coverage will receive \$1200 for the plan year.
- B. All retirees who qualify for benefits under Article 12, Section I (reduced workload) shall be entitled to waive their medical insurance in accordance with Article 3,

Section IV C (fringe benefits) which outlines the process for waiving out of medical benefits in the District. Those retirees who waive their medical insurance shall receive a sum of one thousand, two hundred dollars (\$1,200) per benefit year, with the District providing vision coverage.

- C. Retirees who are enrolled in a District medical/vision plan and move out of the service area may not use their District insurance in their new residence. These retirees will be eligible for reimbursement up to the cost of privately obtained insurance not to exceed the current cost (“current costs” shall mean the district contribution for active employees) of the District contribution to the retiree’s last plan of enrollment in the District. Proof of new insurance with costs is required.
- D. Retirees who have waived their medical/vision insurance with the District and move their residence outside the District’s insurance service areas but are still able to retain other insurance outside the District (ex: through spouse’s former employer) shall be eligible to receive \$1,270 (the additional \$70 is for waive out of vision benefits). Proof of current insurance with costs is required.
- E. Retirees who: (1) waive their medical insurance with the District; (2) move their residence outside the District’s insurance service area; and (3) must cancel their non-district insurance plan as a result of the move, are eligible for reimbursement of up to the cost of privately obtained insurance (not to exceed the cost of the District’s current contribution to the retiree’s last plan of enrollment in the District). Retirees who have never been enrolled in a District plan shall be eligible for reimbursement up to the cost of the least expensive District plan. Proof of cancellation of a former plan, and proof of new insurance with costs is required.
- F. Retirees who are eligible for reimbursement under (C) and (E) of this article and who are rejected outright by three separate private insurance companies shall receive a lump sum equivalent to the District’s current contribution equal to the retiree’s last plan of enrollment. Proof of rejection from three insurance companies is required.
- G. Retirees and eligible dependents may re-enroll in one of the District’s group medical and vision plans if the retiree returns to a District insurance service area and meets the terms of an IRS and/or HIPAA qualified family status change. The cost of dependent care is borne by the District at eighty percent (80%) of the cost of the District’s least expensive plan tier.

- H. A retiree who returns to the service area and does not have an IRS/HIPAA qualified family status change shall qualify for reimbursement until they can re-enroll in the District plan.
- I. Retirees who receive reimbursement under (C) and (E) of this article may obtain additional private insurance to cover eligible dependents and receive additional reimbursement of the cost of that insurance up to the least expensive District dependent plan tier (eighty percent [80%] of the total cost of dependent coverage), provided the retiree meets the terms of the IRS and/or HIPAA qualified status change.
- J. Retirees enrolled in the dental plan will be able to access care in any state in the union because the Delta Dental Plan is a national plan.

## VI. BENEFITS COMMITTEE

The Benefits Committee is a collaborative group of employees who are “stakeholders” in the application of the benefits program. The composition of the Benefits Committee shall be determined by the committee’s “charter.” Voting shall be organized by Union representation and Management representation with each group having three (3) votes. Individual groups shall determine how those votes are to be distributed within the groups.

- A. Mission statement and guidelines: Work collaboratively utilizing external and internal resources to become educated about employee benefit programs and communicate benefit information.
- B. Duties and responsibilities of members include:
  - 1. Regularly attend meetings---at least four (4) meetings per year
  - 2. Participate in assigned sub-committees
  - 3. Communicate to the employees they represent
  - 4. Elect Chairperson and/or Co-Chairperson of committee every two years
  - 5. Review and recommend the following:
    - a. Communication materials (other than those generated by the Benefits Advisory Committee)
    - b. Insurance companies or vendors to provide services
    - c. New benefit programs
    - d. Selection of broker/consultant and vendors

- e. Committee mission statement and guidelines
- f. Benefit communication materials produce or modified by the Benefits Advisory Committee

6. Understand the following benefits and Funding programs including but not limited to:

- a. Dental
- b. Employee Assistance Program
- c. Flexible Spending Accounts
- d. Life and AD&D
- e. Long Term Care
- f. Long Term Disability
- g. Medical
- h. Mental Health
- i. Prepaid Legal
- j. Risk/Experience Reports
- k. Vision
- l. Voluntary Life
- m. Wellness
- n. Other programs as appropriate

### C. Voting

1. Voting will be on a consensus basis when possible.
2. Voting shall be organized by Union representation and Management representation. Each block will have three (3) votes as outlined below. A majority of a quorum will be required for a decision. For example, 3 of the 4 members would have to vote yes to decide an issue.

Voting Members:

Union Representation

GEA - 1 Vote

CSEA -1 Vote

SEIU -1 Vote

Management Representation

GMA - 1 Vote

District Management Representative - 1 Vote

District Management Representative - 1 Vote

Other Attendees (Non-Voting):

All other employees, retirees, health insurance/trust representatives, and broker consultants are welcome to attend and participate.

D. Chairperson and Co-Chairperson:

1. The Committee will have a chairperson and co-chairperson comprised of voting members.
2. Duties to include:
  - a. Attend regular meetings
  - b. Chair meetings
  - c. Develop agenda items with input from members

E. Negotiations:

Information and recommendations from the Benefits Advisory Committee that impact the bargaining agreement must be approved by the individual bargaining units.

Benefits Advisory Committee meetings are not a forum for negotiations.

## **ARTICLE 4: DEPARTMENT CHAIRPERSON**

### **I. DEPARTMENT DEFINITION**

Departments are Art, Agriculture, Business Education, English, Family and Consumer Science, Industrial Technology, World Language, Mathematics, Performing Arts, Science, Social Science, Special Education – Mild/Mod, Special Education – Mod/Severe, and Physical Education, as well as Pupil Personnel Services, Psychologist and Librarian.

### **II. DEPARTMENT CHAIR ELECTION**

The department shall elect the chair for a two (2) year term, unless the election is filling a vacancy at which time the term will be for the remainder of the vacancy. The department chair election will be held during April and May in the spring semester in which the term expires. Candidates will submit their names for the ballot to the principal or designee. The election will be conducted in person, on a written and secret ballot (not electronic). All current members of the department (including those members on their first year of a Board-approved Leave of Absence who plan to return in the succeeding semester) shall vote proportionately based upon the number of sections currently taught (or being taught by a Leave Replacement) in the department. Leave Replacements only vote when the unit member they are replacing is not returning the succeeding semester. The department chair release period shall count as one section for voting purposes. The principal or designee and a GEA representative or designee will count the ballots. In the event that no candidate receives a majority vote on the first ballot, a runoff election shall be held. The candidates in the runoff election shall be the candidates receiving the two highest number of votes.

In the event of a tie vote, the two candidates must agree to one of the following:

- A. Choose to co-chair the department;
- B. Serve for a one (1) year term;
- C. One candidate withdraws their name from the ballot and a new election is held.

If there is not mutual agreement on the above options, then the decision will be made by a coin toss witnessed by the principal or designee and a GEA representative or designee.

### **III. QUALIFICATIONS**

Department chairs must have a minimum of two (2) years teaching experience in the

department (either at the school or in the district). If no candidate in the department meets this criterion, all are eligible. The department chair must teach at least one section in the department.

#### IV. ACCOUNTABILITY/PERFORMANCE

The principal can remove a department chair for failure to fulfill the requirements of the department chair job description. The department chair, by a two-thirds (2/3) vote of the department members, may also be removed for failure to perform department chair duties. Removal of the department chair by department members shall follow the procedures of the department chair election.

#### V. SERVICE

The semester of release time will be taken during the second semester unless otherwise justified to the principal. The release time is not to be the preparation period. The department chair may not teach during the release period.

#### VI. COMPENSATION

- A. Compensation will be paid within the fiscal year of the term of office as part of the regular monthly warrant.
  1. First Semester – Payment will be made on first semester section counts as of P1. Payments will be made in November, December, January, and February.
  2. Second Semester - Payment calculations will be based on second semester section counts as of P2. Payments will be made in March, April, May and June.  
Department chair's pay will be subject to retirement.
- B. A stipend of .0015 per class section will be paid.
- C. There will be one period per year of release time for the department chair of the mathematics, English, science, and social studies departments in each comprehensive high school. Department chairs on the quarter system shall receive six (6) release days to be used the term they are not released. One (1) term shall equal two (2) quarters. Department chairs of mathematics, English, science, and social studies at Chaparral and IDEA Center High Schools shall receive a stipend of five percent (5%) of their annual salaries in lieu of the .0015 stipend and shall receive release time in accordance with the schedules in paragraphs D-G of this Article.
- D. For all department subject areas other than mathematics, English, science and

social studies the following release time will be provided:

1. For departments with 1-10 sections, there will be five (5) days of release time, or equivalent, per year.
2. For departments with 11-24 sections, there will be ten (10) days of release time, or equivalent, per year.
3. For departments with 25-34 sections, there will be fifteen (15) days of release time, or equivalent, per year. For Special Education Departments with 25-39 sections, there will be fifteen (15) days of release time, or equivalent, per year.
4. There will be release time for department chairs with departments of thirty-five (35) sections and above at the rate of one period per day for one semester per year. There will be release time for Special Education Department chairs with departments of forty (40) sections and above at the rate of one period per day for one semester per year.

E. Bonus Points

Five (5) bonus points will be given to agriculture, art, business education, family and consumer science, industrial technology, and science due to the great variety and complexity of supplies, equipment, standard lists, and related problems. Bonus points will be computed for pay purposes but not for release time. They will NOT count in the computation of sections for release time.

F. Psychologists, Work Training Center/Career Center, and librarian department chairs shall receive a stipend of \$1000 and no release time.

G. The PPS department chair will be selected from one of the following on-site personnel: counselors and career development specialists. PPS department chairs shall receive a stipend based upon a factor of .0015 per full-time counselor and full-time Guidance Information Specialist (GIS) with each position equal to five (5) sections and not to exceed thirty-five (35) sections. A maximum of five (5) release days per year will be given. (For example, a PPS department chair with four (4) full-time counselors and two (2) GIS would equate to .0015 multiplied by 30 times salary schedule placement.)

H. For the purpose of department chair elections, compensation, and release time, special education will be divided into two departments, one for Mild-Mod and one for Mod-Severe. Compensation for special education department chairs will be based

upon the compensation formula in Section VI (B) of this Article. Release time for special education department chairs will be based upon the formula in Section VI (D). The semester release for Mild-Mod and Mod-Severe department chairs of one-period per day for one semester will be granted for department chairs with departments of forty (40) sections and above.

#### VII. ATHLETIC DIRECTOR

To be appointed consistent with Department Chair timelines and pursuant to the following:

- A. A panel shall be formed consisting of unit members appointed by the site principal/designee and may include site administrators, parents, and community members. At least one-half (1/2) of the panel shall be unit members.
- B. The panel shall conduct a review of applicants and submit a recommendation to the principal.
- C. The principal shall make the final selection.
- D. The position shall be a three (3) year term and there will be no term limit.
- E. The principal retains the right to remove an Athletic Director from the position at any time.
- F. Release time for the Athletic Director shall be one period per day per year.

## ARTICLE 5: SUMMER SCHOOL

### I. SALARY

The per diem rate for Unit members employed in a full-time per diem (daily) assignment in summer school will be based upon fourteen (14) percent of yearly compensation of proper placement on the salary schedule divided by a factor of 30. Unit members employed in a half time per diem (daily) assignment in summer school will receive one half of the daily rate.

II. For purposes of calculating credit earned for a “summer” worked, the following requirements determine the number of summers worked:

- A. Six (6) weeks of summer school, if worked prior to the summer of 2012, is one summer worked.
- B. Three (3) or more weeks of summer school worked, if worked in the summer of 2012 and/or thereafter, is one summer worked.
- C. One time only – to transition from six (6) week summer school to three (3) week summer school, those GEA members with 4.5 summer school credits shall be rounded up to 5.0 summer credits and shall receive a step in 2015-2016.
- D. The District shall from this time on, calculate summer school credit according to whether a unit member qualifies as having taught summer school or not (i.e. absent 2-days for a three-week assignment, or 4-days for a six-week assignment). Hours shall not be used any longer for the computation.

(e.g. A GEA member who worked six weeks in the summer of 2008, and six weeks in the summer of 2009, and 3 weeks in the summer of 2012, 2013 and 2014, shall have worked for five (5) summers and shall receive credit for a one-time step improvement on the salary schedule).

III. The following unit members shall receive a one-step increase as follows:

- A. Summer School Teachers – Teachers who have 5 summers of summer work (75% of three weeks, or more, per summer) shall receive a one-time increase in one step on the salary schedule.
- B. Counselors – Counselors who have 6 summers of summer work (75% of three weeks, or more, per summer) shall receive a one-time increase in one step on the salary schedule.
- C. Psychologists – Psychologists who have 5 summers of summer work (75% of three

weeks, or more, per summer) shall receive a one-time increase in one step on the salary schedule.

- D. Librarians – Librarians who have 10 summers of summer work (75% of 6 days in a three week period, per summer) shall receive a one-time increase in one step on the salary schedule (if they work half time).

#### IV. LEAVE

Unit members who teach in a per diem (daily) assignment during summer sessions one and two shall earn (2) days of leave. A unit member that serves one session three (3) weeks, or its equivalent, earns one (1) day of leave.

#### V. SELECTION OF TEACHERS

A. The site summer school director shall fill positions using the following criteria in this order:

1. Taught in the Department in the current year at the site
2. Credential
3. Summer School rotation (longest time without teaching summer school takes priority—new hires go to the back of the rotation)
4. District Seniority

(e.g. English Department member wants to teach English in summer school then English teacher gets the position. In the event applicants taught the previous summer and are therefore tied, district seniority shall prevail.)

B. If no one in the department wants a position or the position is for a non-departmental course (e.g. on-line courses), then unit members at the site shall be selected based on the following criteria in this order:

1. Credential
2. Summer School rotation (longest time without teaching summer school takes priority)
3. District Seniority

(e.g. Math department member with English credential from the same school site wants to teach English in summer school then the Math teacher gets the English position. In the event the applicants taught the previous summer and are therefore tied, district seniority shall prevail.)

C. If no one at the site wants the position, then a unit member from the district pool

shall be selected based on the following criteria in this order by the district summer school director:

1. Credential
2. Summer School rotation (longest time without teaching summer school takes priority)
3. District Seniority

(e.g. If no one from the school site wants to teach English, then the position would go to a person in the “district pool” [district pool is established with applications for the current summer school position] with an English credential who wants to teach English in summer school, gets the position. In the event applicants taught the previous summer and are therefore tied, district seniority shall prevail)

Chart for last year taught –selection process:

Year	Teacher A	Teacher B	Teacher C	Teacher D
2010	Yes	No	Yes	No
2011	Yes	No	No	No
2012	Yes	No	No	No
2013	Yes	No	No	No
2014	Yes	Yes	No	No

If only Teacher A and B apply for one summer school position in 2015 – District Seniority applies and whoever is most senior is selected.

If teachers, A, B, C, and D apply for one summer school position in 2015 – Teacher D is selected due to the longest time without teaching summer school.

#### D. Other

1. The minimum summer school assignment will be 3 weeks which ***shall not be split*** between GEA members. Six-week summer assignments may be split between two GEA members. All assignments shall be based on the summer school selection criteria.

2. Regardless of rotation/seniority, all librarians will have the option of working at their own school. If there are two librarians at a school, seniority will be the deciding factor with the position being rotated the second year. Those schools where the librarian elects not to serve in summer school, seniority will be the determining factor in selecting a librarian from those who are interested. Thereafter, rotation will be

developed based upon seniority.

## VI. CLASS SIZE

No summer school teacher will have more than one cohort of students, and summer school classes will have the same class size cap as during the regular school year. While summer school classes may be built at larger numbers to ensure a full class of students who actually show up, classes will comply with the cap by the end of the first week.

## **ARTICLE 6: CLASS SIZE**

- I. No classes, with the exception of Physical Education, Performing Arts, and ASB, will exceed 38 students enrolled (31 for Quarter Schools).
- II. ASB classes will not exceed 45 students enrolled.
- III. A teacher of performing arts will average no more than 45 students enrolled across their performing arts classes. A performing arts teacher may have no more than two classes with more than 45 students enrolled.
- IV. Physical education classes will not exceed 53 students enrolled.
- V. Counselor-to-student ratios will be a District average of 1/440 and not more than 1/480.
- VI. In week two of the semester, GEA and the District will review any class or ratio exceeding the limits listed in 1-5 above to determine whether an exception should be made.
- VII. By the end of week four of the semester, all classes and ratios will comply with the guidelines listed in 1-5 above.

## ARTICLE 7: TECHNOLOGY

### I. General Policies:

- A. The district shall provide each unit member with access to a computer that can be used in a classroom.
- B. The district shall provide each unit member with legally purchased and licensed software for each computer workstation and/or network necessary for the support of educational programs provided by the district.
- C. The district shall provide the unit member with appropriate training.
- D. Class sizes for computer-based classes shall be governed by Article 6.
- E. Unit members shall have reasonable use of workstations, software, printers, faxes, copiers, and other peripherals for personal work if it is not for a personal business, and is done outside their normal work hours.
- F. In recognition of the fact that technological devices and software are changing rapidly and that no contract provision can foresee the nature of these changes, the District and the Association agree to meet to address such issues.

### II. Telephones, Cell Phones and Voicemail:

All unit members shall have a telephone available in their classroom that works and has voice mail access.

### III. E-mail:

- A. Unit Members shall have the right to use email (or other online communication) to communicate with other employees of the district, other individuals and/or organizations so long as the communication is within the scope of their professional responsibilities. Bargaining unit members shall not be disciplined for unsolicited receipt of inappropriate material.
- B. The Association shall have reasonable use of the district email to communicate with its Unit Members.
- C. No unit member shall have their email monitored except by an authorized administrator and with the unit member's knowledge except during investigations of criminal activity or of safety issues.

### IV. Electronic Records:

- A. Unit Members shall not be liable for any breach of student/Unit Member confidentiality caused by district electronic maintenance of student/Unit Member records.
  - B. The district shall provide adequate training for members required to utilize the electronic attendance accounting system. Unit members shall have up to one hour after school to submit their attendance.
- V. On-line Learning:
- A. Distance learning classes shall be known as “on-line courses.”
  - B. There shall be appropriately credentialed bargaining unit members assigned to all on-line classes.
  - C. Unit Members teaching on-line courses shall have the same contract rights and assignment rights and expectations as other unit members.
  - D. Each year the district shall offer classes that instruct unit members in distance learning, thus creating a pool of unit members who may teach on-line classes.
  - E. Video taping of instruction to be televised later shall be made only with the unit member's prior written approval and notice to the Association. Additional compensation for broadcast, rebroadcast, use or sale of Online Learning material shall be subject to written mutual agreement between the Association and the district.
  - F. Evaluations of Unit Members assigned to Online Learning classes shall be in accordance with the evaluation procedures in this Agreement.

VI. Curriculum

Unit members will be free to choose how to best deliver instruction to meet state standards, including the use of Open Educational Resources (OER), textbooks, and supplemental resources of the unit member's choosing.

Unit members may select materials that supplement the district-approved core curriculum. Each unit member will determine instructional strategies, pacing, sequencing, and unit assessments, etc., for their subject as needed to meet the State Standards. It is not the intent of this agreement to have any program, such as OER, become prescriptive of instruction, but rather to offer options for unit members' instructional choices.

## **ARTICLE 8: WORKLOAD**

### **I. STANDARD TEACHING ASSIGNMENT**

The principal, after consultation with the department chairs, shall determine the daily time schedule for unit members pursuant to this Article. The standard teaching assignment shall be six (6) periods per day including a preparation period. Assignments of 60 percent (60%) or more include a preparation period; assignments less than 60 percent (60%) do not include a preparation period. A normal teaching assignment period shall be sixty-one (61) minutes including passing time. This period may be reduced or increased by the site principal, but it shall not decrease or increase the total amount of time that a unit member shall remain at school. If the daily schedule for students is divided into modules of time greater or less than six (6) periods, the standard teaching assignment shall be equivalent, in classroom time, to the classroom time of the normal six (6) period day (including a prep period). All unit members are entitled to a thirty (30) minute duty-free lunch.

Unit members will normally be assigned five (5) periods of instruction per day or twenty-five (25) hours and twenty-five (25) minutes per week, plus a daily preparation period which may be used for class preparation, curriculum development, or other professional tasks. Counselors, psychologists, and speech therapists shall identify five hours per week as preparation time (these hours may be flexible) to do paperwork and other tasks associated with their positions. During the preparation period, the unit member should be on campus and available for parent conferences, substituting, curriculum work, and other professional activities. It is recognized that at times it may be necessary for the unit member to leave campus and, provided permission is granted by the site supervisor, this can be accommodated. School work and other professional responsibilities will take precedent over any type of personal business or physical exercise activities during a preparation period.

During a preparation period, the principal or their designee, may assign a unit member to substitute for another unit member when there is an unanticipated absence. When this occurs the unit member will be paid the hourly tutorial rate. Such assignment shall be made as impartial as possible.

Insofar as it is possible, during the time school is in session each day, the duties of unit members shall be directly related to their classroom assignments.

Activities conducted beyond the standard teaching workday, which are directly related to a unit member's subject area or general school activities involving faculty participation in

support of the educational program, are considered a part of the standard teaching assignment. Such activities include individual conferences, faculty meetings, department or committee meetings, club and class advisorships, open house, back-to-school night, and meetings with parents.

Bargaining unit member assistance at athletic, social activities and student performance activities shall be paid at a rate of \$25 per hour. Unit members may be asked to volunteer.

Bargaining unit members who assist with supervision at lunch shall be paid \$25 for each day of lunch coverage. Unit members may be asked to volunteer.

## II. STANDARD TEACHING DAY

A standard teaching day is defined as that period of time a unit member is required to be on campus in the standard teaching assignment. The standard teaching day begins fifteen (15) minutes before, and ends fifteen (15) minutes after, the unit member's standard teaching assignment. This time is used for preparation by the unit members, and shall be an assignment free time.

During days that the normal schedule is adjusted (for example, Testing, Collaboration, etc.), unit members are not required to be on campus during any instructional periods for which they do not have a regular assignment. For example, on a Collaboration Day, a teacher assigned periods 2 – 7 who has collaboration prior to period 1, is not required to remain on campus during period 1; on an afternoon Collaboration Day, a teacher assigned periods 1 – 3 is not required to remain on campus after period 3. During a Testing schedule, a teacher who is assigned periods 1 – 6, is not required to be on campus during period 7. Unit members will be required to remain on campus beyond the standard teaching day only for those specific duties in this Article.

## III. IRREGULAR ASSIGNMENTS

Assignments may be made as set forth below:

- A. A split assignment is any regular assignment which consistently extends the workday beyond the standard teaching day. No unit member shall work a split assignment or multi-school assignment in the day school program except by mutual agreement.
- B. A multi-school assignment is an assignment that takes place at more than one (1) site. The teaching day for unit members with a multi-school assignment shall be the

same as a standard teaching day, except those unit members shall be required to report a minimum of five (5) minutes before, and five (5) minutes after, the assignment and shall receive mileage.

- C. Assignments for non-classroom unit members shall begin fifteen (15) minutes before the standard teaching assignment (normal six-period day) and end fifteen (15) minutes after the standard teaching assignment. Curriculum specialists, program specialists and librarians are on duty with no preparation period provided.

#### IV. WORKLOAD

A unit member shall teach no more than twenty-five (25) hours and twenty-five (25) minutes per week except by mutual consent of the District and the unit member involved. A unit member teaching a sixth period will be reimbursed for this extra assignment at one-fifth (1/5) of the salary according to their placement on the salary schedule for all certificated workdays.

For the 6/5<sup>th</sup> assignment starting second semester, the faculty workday preceding and succeeding is paid. If an assignment begins subsequent to the student start date, pay will begin on the first day of the assignment.

When making assignments within each school, the site administrator shall make every effort to limit assignments to no more than two (2) subjects, excluding individualized instruction. Realizing the need to limit the number of teacher preparations as much as possible, any assignment with more than three (3) preparations will be discussed with the affected unit member and the department chairperson. All parties shall strive for mutual agreement before any deviation in assignment is made. If mutual agreement cannot be reached, the site administrator shall present, in writing, the rationale to the unit member and the department chairperson for making the assignment.

The District shall consult with the Association concerning the work calendar each year. The District will negotiate the beginning and ending dates of the work calendar with the Association and consult with the Association on other work calendar issues.

#### V. ADDITIONAL ASSIGNMENTS

A curriculum specialist will serve a term of three consecutive years. Curriculum specialists who complete their term during a school year will be allowed to finish that year as curriculum specialist. At the end of their first term, a teacher serving as a curriculum specialist

may reapply for another term as a curriculum specialist. The district will advertise the position and conduct interviews as normal for an open position. No one may serve more than two terms as a curriculum specialist.

At the end of their first term, a teacher serving as a Digital Learning Coach (DLC) may reapply for another term. The district will advertise the position and conduct interviews as normal for an open position. No one may serve more than two terms as a DLC.

The English Language Coordinators shall have a period release based on the number of EL Students enrolled/identified as EL and RFEP using the following plan:

For every 0-150 students there shall be 1 period of release.

For every 151 to 350 students there shall be 2 periods of release.

For every 351 to 550 students there shall be 3 periods of release.

For every 551 to 750 students there shall be 4 periods of release.

For every 751 to 950 students there shall be 5 periods of release.

For every 951 to 1150 students there shall be 6 periods of release.

For every additional 200-student increment an additional period of release is added.

VI. TEMPORARY REDUCTION IN ASSIGNMENT (See Form following Article).

A. A certificated reduction in assignment is voluntary for the unit member, must be approved by their supervisor, and cannot be valid beyond the school year in which the reduction initially takes place. If the unit member wishes to continue the reduction beyond one school year, a new Temporary Reduction Request will be required.

B. Unit member pay will be reduced commensurate with the reduced assignment and service credit with STRS/PERS will be affected.

C. To qualify for medical benefits, unit members must work at least fifty percent (50%).

D. For purposes of District seniority, attainment of permanency, step and column advancement and contractual status, time spent on a reduced assignment will be equivalent to time spent in a full (1.0) FTE assignment.

# GROSSMONT UNION HIGH SCHOOL DISTRICT

## TEMPORARY REDUCTION IN ASSIGNMENT REQUEST GEA BARGAINING UNIT MEMBERS

Site: \_\_\_\_\_

The below listed supervisor and employee agreed to a voluntary reduction in assignment for said employee, from \_\_\_\_\_ Full Time Equivalent (FTE) to \_\_\_\_\_ FTE. This reduction will begin on \_\_\_\_\_ and end \_\_\_\_\_. At the end of this reduction, employee agrees to return to his/her previous assignment of \_\_\_\_\_ FTE.

A certificated reduction in assignment is voluntary for the employee and cannot be valid beyond the school year in which the reduction initially takes place. If the employee wishes to continue the reduction beyond one school year, a new Temporary Reduction in Assignment Request will be required.

The employee understands that his/her pay will be reduced commensurate with the reduced assignment, and that his/her service credit with STRS may be affected. To qualify for employee benefits, an employee must work at least fifty percent (50%). (Note: employees are eligible for COBRA health benefits while on a reduced assignment.)

For the purposes of District seniority, attainment of permanency, step and column advancement and contractual status, time spent under this agreement will be equivalent to time spent in a full (1.0) FTE assignment. The employee acknowledges that they have researched the possible retirement effects and have signed this agreement willingly.

For all other intents and purposes not mentioned above, this agreement will not have employment related effects.

Employee:

Supervisor/Principal:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

C: GEA President  
Human Resources

# ARTICLE 9 : CALENDARS

## Grossmont Union High School District Calendar for 2022-2023 School Year

*(August Start, Week of Thanksgiving Off; 2-week Winter Break; 2-week Spring Break)*      **Adopted: November 10, 2021**

July	4	Mon	Independence Day (Holiday - All Districts Closed)		
August 2022	1	Mon	Administrators on Duty		
	10, 11, 12	Wed/Thurs/Fri	Staff Development Days		
	15	Mon	School Begins for Regular High Schools		
September	5	Mon	Labor Day (Holiday All District Units Closed)		
	23	Fri	First Student Progress Report (6th Week) Reports to Students, Friday, September 30)		
November	4	Fri	Second Student Progress Report (12th Week) (Reports to Students Thursday, November 10)		
	11	Fri	Veterans Day Observance (Holiday - All District Units Closed)		
	14-18	Mon-Fri	American Education Week (Week Prior to Thanksgiving)		
	21-25	Mon-Fri	Thanksgiving - Student Recess for Regular High School (No School for Faculty & Students)		
	21, 22, 23	Mon-Wed	Administrators and Classified Personnel on Duty		
	24, 25	Thurs/Fri	Thanksgiving Recess (Holiday - All District Units Closed)		
December	19, 20, 21	Mon-Wed	Final Exams for Students		
	21	Wed	Last Day of Student Attendance/First Semester Ends		
	22	Thurs	Faculty Workday (Reports to Students Friday January 13)		
	23 - Jan 6th	Two Weeks	Winter Recess for Regular High School (No School for Faculty & Students)		
	23	Fri	Holiday (All District Units Closed)		
	26 & 27	Mon & Tues	Holidays (All District Units Closed) *27th in Lieu of Admissions Day		
	28, 29	Wed-Thurs	Administrators and Classified Personnel on Duty		
	30	Fri	Classified Employee Holiday (All District Units Closed)		
January - 2023	2	Mon	Classified Employee Holiday (All District Units Closed)		
	3-6	Tues-Fri	Administrators and Classified Personnel on Duty		
	9	Mon	School Resumes, Second Semester Begins for Regular High School Students		
	16	Mon	Martin Luther King Jr. Day Holiday (All District Units Closed)		
February	6-10	Mon-Fri	National School Counseling Week (1st full week in February)		
	13	Mon	Lincoln Day Observance - Holiday (All District Units Closed)		
	17	Fri	First Student Progress Report (6th week) Reports to Students, Friday, February 24)		
	20	Mon	Washington Day Observance - Holiday (All District Units Closed)		
April	3-14	2 weeks	Spring Recess for Regular High Schools (No School for Faculty and Students)		
	7	Fri	Classified Employee Holiday (All District Units Closed)		
	21	Fri	Second Student Progress Report (13th week) Reports to Students, Friday, April 28		
May	10	Wed	Day of the Teacher (2nd Wednesday In May)		
	15-19	Mon-Fri	Classified Employee Week (3rd Full Week in May)		
	22	Mon	Day of the Administrator (4th Monday in May)		
	29	Mon	Memorial Day (Holiday - All District Units Closed)		
June	5,6,7	Mon-Wed	Final Exams For Students		
	7	Wed	Last Day of Student Attendance, Regular Year		
	7 & 8	Wed/Thurs	Graduation in Regular High Schools		
	8	Thurs	Faculty Work Day		
	Teaching Days	Staff Development	Faculty Workdays	# of Days All Units Closed for Students	# of District Holidays for Classified Personnel
Summer 2022				1	1
First Semester	86	3	1	18	9
Second Semester	94		1	14	5
TOTALS	180			33	15

Allows for **180 Total Teaching Days**. Allows for one faculty workday at the end of each semester. Allows for three (3) staff development days prior to start of school. Allows for 5-day Thanksgiving Recess, 11-day Winter Break and a 10-day Spring Break. Last day of regular school will be Wednesday June 7, 2023.

**NOTE:** First semester has 18 weeks and second semester has 20 weeks. Reporting periods are every six (6) weeks for first semester, for second semester the first reporting period is six (6) weeks; the second and last reporting periods are seven (7) weeks.

**Board Approved - 11.10.2021**

# Helix Charter High School

## 2022-2023 SCHOOL YEAR CALENDAR

(Click on tab at bottom of sheet for A/B Calendar)

TERM 1			
<b>August</b>	1	Monday	Staff Development/Faculty Workday (Non-Student Day)
	2	Tuesday	Staff Development/Faculty Workday (Non-Student Day)
	3	Wednesday	Staff Development/Faculty Workday (Non-Student Day)
	4	Thursday	First day of Fall Semester 1 (45 Days)
	17	Wednesday	Back to School Night
	31	Wednesday	Parent Shadow Day
<b>September</b>	5	Monday	Labor Day - No School
	6	Tuesday	Progress Report Grades Due - Fall Semester 1
	9	Friday	Athletic Eligibility Determined
<b>October</b>	3-6	Monday - Thursday	Finals Week - Fall Semester 1
	7	Friday	Staff Development/Faculty Workday (Non-Student Day)
	10	Monday	First Day of Fall Semester 2 (44 Days) Indigenous Peoples' Day -- This is a School Day Final Grades Due Fall Semester 1
	12	Wednesday	Athletic Eligibility Determined
<b>November</b>	11	Friday	Veteran's Day - No School
	14	Monday	Progress Reports Due - Fall Semester 2
	16	Wednesday	Athletic Eligibility Determined
	21-25	Monday - Friday	Thanksgiving Break - No School
<b>December</b>	12-16	Monday - Friday	Finals Week - Fall Semester 2
	19	Monday	Final Grades Due Fall Semester 2
	22	Thursday	Athletic Eligibility Determined
	19-30	Monday - Friday	Winter Break
TERM 2			
<b>January</b>	2	Monday	New Years Day - No School
	3	Tuesday	Staff Development/Faculty Workday (Non-Student Day)
	4	Wednesday	Staff Development/Faculty Workday (Non-Student Day)
	5	Thursday	First Day of Spring Semester 1 (43 days)
	16	Monday	Martin Luther King Jr. Day - No School
	18	Wednesday	Parent Shadow Day
	26	Thursday	Back to School Night
<b>February</b>	6	Monday	Progress Reports Due - Spring Semester 1
	8	Wednesday	Athletic Eligibility Determined
	17	Friday	Lincoln's Day - No School
	20	Monday	President's Day - No School
<b>March</b>	6-9	Monday - Thursday	Finals Week - Spring Semester 1
	10	Friday	Staff Development/Faculty Workday (Non-Student Day) Final Grades Due-Spring Semester 1
	13-24	Friday - Friday	Spring Break - No School
	14	Tuesday	Athletic Eligibility Determined
	27	Monday	First Day of Spring Semester 2 (48 days)
	<b>May</b>	1	Monday
3		Wednesday	Athletic Eligibility Determined
3		Wednesday	Spring Fling
23, 24		Tuesday, Wednesday	Senior Boards - Minimum Days
29		Monday	Memorial Day - No School
30-31		Tuesday - Wednesday	Finals Week - Spring Semester 2
<b>June</b>	1	Thursday	Finals Week - Spring Semester 2
	1	Thursday	Graduation
	2	Friday	Luncheon/Fac Workday (Non-Student Day) Final Grades Due Spring Sem 2
STUDENT DAYS (180)		SD/FW DAYS (8)	TOTAL DAYS (188) <span style="float: right;">F1=45, F2=44, S1=43, S2=48</span>

**STEELE CANYON HIGH SCHOOL CALENDAR  
2022-2023 SCHOOL YEAR**

(CALENDAR ADOPTED: FEBRUARY 2, 2022)

July 2022	4	Mon	INDEPENDENCE DAY (School Site Closed)
August	TBA 1 8 8, 9 10 10 10 11 18	Mon Mon Mon/Tues Wed Wed Wed Thurs Thurs	Pre-Fall Extracurricular Eligibility 11 month Classified Personnel on Duty 10 month Classified Personnel on Duty Staff Development Days Faculty Workday 10th-11th-12th Grade Students Class Schedules sent via email Freshman Orientation, 9th Grade Students Pick-up Class Schedules (Picture Day) School Begins – Quarter 1, Term 1 Begins Curriculum Night (Parent Back-to-School Open House)
September	5 9 16	Mon Fri Fri	LABOR DAY (School Site Closed) Quarter 1 Progress Report (21 Days/5 Weeks) (Progress Reports released by Thurs, Sept 15) Extra-Curricular Eligibility
October	7 10 14	Fri Mon Fri	Quarter 1 Ends (41 Days/9 Weeks) – Minimum Day for Students (Grade Reports released by Thurs, Oct 14) School Resumes – Quarter 2 Begins Extra-Curricular Eligibility
November	11 14 14-18 18 21-25 21, 22, 23 24, 25 28	Fri Mon Mon-Fri Fri Mon-Fri Mon/Tues/Wed Thurs/Fri Mon	VETERAN'S DAY (School Site Closed) Quarter 2 Progress Report (25 Days/5 Weeks) (Progress Reports released by Thurs, Nov 17) American Education Week (Week prior to Thanksgiving Holiday) Extra Curricular Eligibility THANKSGIVING STUDENT RECESS--No School for Faculty and Students 10/11 month Classified Personnel on Duty CLASSIFIED EMPLOYEES HOLIDAY (School Site Closed) School Resumes
December	14, 15, 16 16 Dec 19-Jan 4 19, 20 21, 22, 23 23 26, 27, 28, 29 30	Wed/Thurs/Fri Fri Mon, Tues Wed/Thurs/Fri Fri Mon-Thur Fri	Final Exams Quarter 2, Term 1 Ends (44 Days/9 Weeks) – Minimum Day for Students (Grade Reports released by Thurs, Dec 23 may be delayed due to Winter Student Recess) WINTER STUDENT RECESS 11 month Classified Personnel on Duty CLASSIFIED EMPLOYEES HOLIDAY (School Site Closed) (Wed-Fri., December 21-23, taken as a Classified Contract Holiday) Extra-Curricular Eligibility 10/11 month Classified Personnel on Duty Classified Employee Holiday
January 2022	2-4 2 3 3 3 4 4 5 12 16	Mon Mon Tues Tues Tues Wed Wed Thur Thurs Mon	WINTER STUDENT RECESS continues CLASSIFIED EMPLOYEES HOLIDAY (School Site Closed) (Mon., January 2, taken as a Classified Contract Holiday) Staff Development Day 11 month Classified Personnel on Duty 10 month Classified Personnel on Duty Faculty Workday 9th-10th-11th-12th Grade Students Class Schedules sent via email School Resumes – Quarter 3, Term 2 Begins Curriculum Night (Parent Back-to-School Open House) MARTIN LUTHER KING JR DAY (School Site Closed)

Steele Canyon High School Calendar – 2022-2023 School Year  
Page 2 of 2

February	6-10 10  13 17 20	Mon-Fri Fri  Mon Fri Mon	National School Counseling Week (1st full week in February) Quarter 3 Progress Report 26 Days/6 Weeks) (Progress Reports released by Thurs, Feb 16) LINCOLN'S DAY OBSERVANCE (School Site Closed) Extra-Curricular Eligibility PRESIDENTS' DAY OBSERVANCE (School Site Closed)
March	10  13 14 17 27-April 7	Fri  Mon Tues Fri	Quarter 3 Ends (44 Days/10 Weeks) – Minimum Day for Students (Grade Reports released by Thurs, March 16) Non school day; non-work day for Certificated and Classified 9.5 and 10 month School Resumes, Quarter 4 Begins Extra-Curricular Eligibility SPRING STUDENT RECESS
April	Option of Any Week 7  10 10-14	Mon-Fri Fri  Mon Mon-Fri	PUBLIC SCHOOLS WEEK (Option of any week in April)  CLASSIFIED EMPLOYEES HOLIDAY (School Site Closed) (April 7, 2023 taken as a Classified Contract Holiday) School Resumes National Assistant Principal Week (SCHS's first full week in April)
May	5  10 12 15-19 22 29	Fri  Wed Fri Mon-Fri Mon Mon	Quarter 4 Progress Report (29 Days/6 Weeks) (Progress Reports released by Fri, May 12) Day of the Teacher (2nd Wednesday in May) Extra-Curricular Eligibility Classified Employee Week (Week following Day of the Teacher) Day of the Administrator (4th Monday in May) MEMORIAL DAY (School Site Closed)
June	2, 5, 6 7  8 8 13	Fri-Tues Wed  Thurs Thurs Mon	Final Exams Quarter 4, Term 2 Ends (51 Days/11 Weeks) – Minimum Day for Students (Grade Reports released by Thurs, June 16) (approved by board Wed, 11/10) Class of 2023 GRADUATION Faculty Workday Summer School Begins June 13, 2023

<p><u>Steele Canyon High School website</u> <a href="http://www.schscougars.org/">http://www.schscougars.org/</a>  <u>Steele Canyon Charter Governing Board meets bi-monthly</u> <a href="http://www.schscougars.org/">http://www.schscougars.org/</a>  <u>Steele Canyon PTO (Parent Teacher Organization) meets first Tuesday of each month</u> <a href="http://www.schscougars.org/">http://www.schscougars.org/</a></p>			
	<u>Teaching Days</u>	<u>Staff Development Days</u>	<u>Faculty Workdays</u>
Summer 2022			
First Term	85	3	0
Second Term	95	2	1
TOTALS	180	5	1

SCHS CALENDAR ADOPTED: FEBRUARY 9, 2022

## 2022-2023 Grossmont Middle College High School Calendar

### SEMESTER 1: FALL 2022

	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Days</i>	<i>Details</i>
<b>August</b>	1	2	3	4	5	0	Staff Development Days (August 8-10)
(15)	8	9	10	11	12	2	1st day of GMCHS (August 11)
	15	16	17	18	19	5	
	22	23	24	25	26	5	1 <sup>st</sup> day of GC (August 22)
	28	30	31			3	
<b>September</b>				1	2	2	
(21)	H	6	7	8	9	4	Labor Day Holiday (September 5)
	12	13	14	15	16	5	
	19	20	21	22	23	5	
	26	27	28	29	30	5	
<b>October</b>	3	4	5	6	7	4	GMC Mental Health Day (Oct 7)
(20)	10	11	12	13	14	5	
	17	18	19	20	21	5	
	24	25	26	27	28	5	
	31					1	
<b>November</b>		1	2	3	4	4	
(19)	7	8	9	10	H	4	Veteran's Day Holiday (November 11)
	14	15	16	17	18	5	
	21	22	23	H	H	3	Thanksgiving Holiday (November 24-25)
	28	29	30			3	
<b>December</b>				1	2	2	
(15)	5	6	7	8	9	5	
	12	13	14	15	16	5	College Finals: Dec. 12-17
	19	20	21	22	23	3	GMCHS Finals: Dec. 19-21 ; Winter Recess starts Dec. 22
	24	25	26	27	28	0	Winter Recess
				Subtotal:		90	

May 17, 2022

## 2022-2023 Grossmont Middle College High School Calendar

### SEMESTER 2: SPRING 2023

	Mon	Tues	Wed	Thu	Fri	Days	Details
<b>January</b>	2	3	4	5	6	0	Winter Recess Jan 3 - 20
(7)	9	10	11	12	13	0	Staff Development Days (January 19-20)
	H	17	18	19	20	0	Martin Luther King Holiday (January 16);
	23	24	25	26	27	5	1 <sup>st</sup> day GMCHS (January 23)
	30	31				2	1st day of GC (Jan 30)
<b>February</b>			1	2	3	3	
(18)	6	7	8	9	10	5	
	13	14	15	16	H	4	Lincoln's Birthday Holiday (February 17)
	H	21	22	23	24	4	Washington's Birthday Holiday (February 20)
	27	28				2	
<b>March</b>			1	2	3	3	
(18)	6	7	8	9	10	5	
	13	14	15	16	17	5	
	20	21	22	23	24	5	
	27	28	29	30	31	0	Spring Recess: March 27-31
<b>April</b>	3	4	5	6	7	5	
(20)	10	11	12	13	14	5	
	17	18	19	20	21	5	
	24	25	26	27	28	5	
<b>May</b>	1	2	3	4	5	5	
(22)	8	9	10	11	12	5	
	15	16	17	18	19	5	
	22	23	24	25	26	5	
	H	30	31			2	Memorial Day (May 29);
<b>June</b>				1	2	2	GC Finals May 30-June 5; GMCHS Finals: June 5-7
(5)	5	6	7	8	9	3	GC Graduation: June 7 GMCHS Graduation: June 8
	10	11	12	13	14	0	Summer Recess
	19	20	21	22	23	0	Summer Recess
	26	27	28	29	30	0	Summer Recess
				<b>SubTotal:</b>		90	
				<b>Total:</b>	<b>180</b>		Total number of days of school

May 17, 2022

# 2022-2023

## Grossmont Adult Education - Academic and ESL

<span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> District Breaks	<span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Summer (5 weeks)
<span style="border: 1px solid black; border-radius: 50%; width: 15px; height: 10px; display: inline-block;"></span> Holidays	<span style="background-color: #e6e6fa; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Term 1 (9 weeks)
<span style="background-color: #ccccff; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Back-To-School = TBD	<span style="background-color: #ffcccc; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Term 2 (9 weeks)
<span style="background-color: #ccffcc; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Graduation = TBD	<span style="background-color: #ccccff; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Term 3 (9 weeks)
<span style="background-color: #ffcccc; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Prof. Dev. Days (Fridays)	<span style="background-color: #ffcccc; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Term 4 (9 weeks)

ESL & Academic Classes = 36 Instructional Weeks (excl. Summer)

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						

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			

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	

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					

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			

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

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				

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				

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	

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						











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			

June '23						
S	M	T	W	T	F	S
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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	

Calendar Templates by Vertex42.com

# 2022-2023

## Grossmont Adult Education - Personal Enrichment and Career Training (non-medical)

	District Breaks		Summer (5 weeks)
	Holidays		Term 1 (8 weeks)
	Back-To-School = TBD		Term 2 (8 weeks)
	Graduation = TBD		Term 3 (8 weeks)
	Prof. Dev. Days (Fridays AM - TBI)		Term 4 (8 weeks)

LLE & CTE Classes = 32 Instructional Weeks (excl. Summer)

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						

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			

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	

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					

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			

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

January '23						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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				

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	

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						

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			

June '23						
S	M	T	W	T	F	S
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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	

Calendar Templates by Vertex42.com

# Health Occupations Center

## 2022-2023 School Calendar

July 2022							August 2022							September 2022							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
					1	2											1	2	3		
3	4	5	6	7	8	9		1	2	3	4	5	6	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	7	8	9	10	11	12	13	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	14	15	16	17	18	19	20	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	21	22	23	24	25	26	27	25	26	27	28	29	30		
31							28	29	30	31											
23							23							21							
October 2022							November 2022							December 2022							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
						1			1	2	3	4	5					1	2	3	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				
21							16							16							
January 2023							February 2023							March 2023							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
	1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	
29	30	31					26	27	28					26	27	28	29	30	31		
16							18							23							
April 2023							May 2023							June 2023							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
						1												1	2	3	
2	3	4	5	6	7	8	1	2	3	4	5	6	4	5	6	7	8	9	10		
9	10	11	12	13	14	15	7	8	9	10	11	12	13	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	14	15	16	17	18	19	20	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	21	22	23	24	25	26	27	25	26	27	28	29	30		
30							28	29	30	31											
10							22							12							

- Fall Semester
- Spring Semester
- Holidays – No Classes
- Professional Development Days
- Thanksgiving Break: Nov 21-25, 2022
- Winter Break: Dec 23, 2022 - Jan 6, 2023
- Spring Break: Apr 3-14, 2023
- Back to School meeting at Foothills: TBD

Draft 12/16/21

## ARTICLE 10: TRANSFER/REASSIGNMENT

## I. DEFINITION OF TERMS

Transfer. The movement of a unit member from one school to another.

Voluntary Transfer. A unit member initiated transfer.

Administrative Transfer. A District initiated transfer.

Responsible Administrator. The person having the highest level of direct responsibility for the program to which the unit member is assigned.

Vacancy. Any vacated or newly created position, or a position resulting from a change in classification of a unit member.

Unassigned Unit Members. Those unit members who are in an overstaffed department at a site because of a decline in enrollment, or a reduction in programs or services.

## II. GENERAL GUIDELINES

A list of all vacancies is posted on Ed-Join ([www.edjoin.org](http://www.edjoin.org)). Any unit member may request that the Human Resources Department send the list of vacancies directly to them at their job location. Such requests must be renewed every three (3) months.

Unit members shall be given first consideration for filling any vacancy. Unit members shall be given notice of any anticipated administrative transfer as soon as possible after it becomes known to the responsible administrator.

All unit members shall receive written notice of the next year's tentative assignment prior to the end of the school year. In the event a transfer is initiated after the end of the school year, the applicable transfer procedure shall be utilized.

The transfer of a unit member shall be based primarily on the needs and interests of the District. Transfers shall not be made for arbitrary, capricious, or vindictive reasons.

The following factors shall be considered before any transfer is made:

- A. A well-balanced staff relative to program, staff, and student's needs.
- B. Unit member training, recent teaching experience, and credentials held.
- C. Implementation of the District's affirmative action objectives.
- D. Placement of unassigned unit members.
- E. Unit member preference.
- F. District seniority shall be the deciding factor when all other qualifications are equal.

## III. VOLUNTARY TRANSFER

To be considered for a voluntary transfer, a unit member must submit a request to the Assistant Superintendent, Human Resources. The request may be submitted at any time

during the school year, but must be submitted by March 31st if it is to be considered for the next school year.

Voluntary transfers shall be made according to the factors listed in the general guidelines of this Article.

The Assistant Superintendent, Human Resources, shall be actively involved in matching transfer requests with school needs and promoting transfers with principals. As part of the transfer process, the Assistant Superintendent, Human Resources, shall:

- A. Guarantee that permanent District unit members are given an interview.
- B. Work to reduce any stigma attached to transfers by supporting District unit members desirous of transferring.
- C. Make sure the concept of transfer is recognized as a healthy and rejuvenating process for unit members.
- D. Develop a mentoring program at sites to facilitate a successful transfer.
- E. Promote transfers with the understanding that if a transfer is being personally requested by the Assistant Superintendent, Human Resources, consideration has been given to what is in the best interest of the unit member and needs of the school and said transfer should be given priority by site administration.

If a voluntary transfer is denied, the unit member shall, upon request, be given a written rationale for the denial from the responsible administrator. The unit member who is denied the change may request, and will be granted, a meeting with the responsible administrator and/or the department chairperson to discuss the matter.

#### IV. ADMINISTRATIVE TRANSFER

An administrative transfer shall occur when there are staff imbalances, a reduction in enrollment, or a reduction in programs or services.

Any proposed administrative transfer shall involve discussion and input from the unit member and the department chairperson. If the unit member objects to the transfer, a good faith effort shall be made to find an acceptable solution to the pending change.

Any unit member administratively transferred during the school year shall be given, upon request, three (3) release days prior to the beginning of the new assignment.

#### V. UNASSIGNED UNIT MEMBERS

All unassigned unit members will be placed in an assignment for which they are qualified before any vacancies are advertised.

The responsible site administrator shall inform all members in the overstaffed department of the projected District-wide vacancies and seek volunteers who may wish to transfer to these vacancies. The administrator shall then inform the Human Resources Department of those staff interested in existing vacancies. Placement of volunteers shall be according to the Voluntary Transfer section of this Article. If no unit member of the department volunteers to transfer and the department remains overstaffed, the responsible administrator shall attempt to reassign the unit member to another department/discipline for which the unit member is qualified to render service at that school. Reassignments shall be made according to the Voluntary Transfer section of this Article. If the department in question remains overstaffed, the responsible administrator shall declare a unit member as unassigned.

When declaring a unit member unassigned, the responsible administrator shall consider this Article's general guidelines for transfer. Consideration shall also be given both to special assignments of the unit member(s) involved, which cannot be legally or adequately performed by other unit members of the staff, and to the District seniority of the unit member. Criteria for determining special assignments shall be in consultation with the site department chairperson's council.

If a position becomes available at the school which declared unit members as unassigned, and the unassigned unit member is qualified for the vacancy, they will have the option of returning to that school provided it can be done at the beginning of a semester and is within three (3) years of the date of the original transfer.

## VI. VOLUNTARY REASSIGNMENT

To be considered for a voluntary reassignment, a unit member must submit a written request to the site administrator. The request may be submitted at any time during the school year, but must be submitted by April 15 to be considered for the next school year.

## VII. CHARTER HIGH SCHOOLS

A. District employees assigned to the charter schools shall receive equal treatment to the teachers at the charter when it comes to room assignment, class loads, schedule, staff development, decision making, etc.

B. The intent of Section VII is to ensure a collegial relationship for District employees working at the Charter Schools with charter administration and staff. The District and the charter will follow all provisions of the labor contract for special education employees working at Charter Schools, unless otherwise negotiated between the District and GEA.

C. This contract provision will also provide assurances for the remedy of issues in which Charter Schools administration, GEA, and/or District has an employee relations matter to be addressed within the scope of the contract.

D. Specific provisions are as follows:

1. District will hire and assign special education employees to Charter Schools in accordance with the GEA Contract – Management Rights Article and the Transfer/Reassignment Article. The District's Designee will be the Director of Special Education.
2. District will evaluate special education employees assigned to Charter Schools in accordance with the GEA Contract Evaluation Article. The District's Designee referred to in the Evaluation Article will be the Director of Special Education or designee who shall be employed by the Grossmont District.
3. GEA and District agree to bargain the calendar for the charters if different from the calendar for the Grossmont district. Additional time worked will be paid at the special education employee's regular hourly/per diem rates.

See Certificated Staff Preference Survey (voluntary transfer) form on next page.



## ARTICLE 11: LEAVES

### I. STATE AND FEDERAL MEDICAL LEAVE ACT

The leave provisions for all Leaves shall comply with the California Family Rights Act and the Federal Family and Medical Leave Act. To the extent that contract provisions provide greater family or medical leave benefits, those benefits shall be continued.

### II. FAMILY SCHOOL PARTNERSHIP ACT

Unit members shall be granted use of leave consistent with the language of the legislation.

### III. LEAVE DAYS

Unit members under contract with the District for the school year shall be granted full-paid leave.

- A. At the beginning of the school year, full-time unit members shall be vested with leave, as follows:
  - 185 contract workdays = 10 days of leave
  - 186–199 contract workdays = 11 days of leave
  - 200 – 211 contract workdays = 12 days of leave
  - Over 211 contract workdays = 13 days of leave
- B. Less than full-time unit members shall be vested with a prorated number of days of leave based on the percentage of full-time work.
- C. Leave days do not require an explanation of the absence and will be taken from Leave. Leave Days may be taken without prior approval by administration, however advanced notice should be given, if possible.
- D. Leave Days shall be cumulative year to year and, under law, are transferable to any other public school district in the State of California.
- E. Leave Days shall be cumulative year to year. Leave days will be transferred and reported, when initiated by the employee, to another school district or community college district as described in Education Code section 44979.

GROSSMONT UNION HIGH SCHOOL DISTRICT

*Planned Certificated Absence Form*

Teacher Name: \_\_\_\_\_ Job # \_\_\_\_\_

Planned date(s) of absence: \_\_\_\_\_

Full Day       Check here if you have already requested a substitute through the substitute system.  
\_\_\_\_\_ (name of substitute)

Periods (circle) 1    2    3    4    5    6    7

(Optional) I have arranged for \_\_\_\_\_  
To cover my class(es).

Reasons for absence requiring description of activity:

School Business - Budget # \_\_\_\_\_

Professional Growth Day (One per year)

Description of Activity:

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

Reasons for absences NOT requiring description:

Leave (Deducted from accumulated leave and may be used for any purpose, except personal business involving an auxiliary income.)

Department Chair Release Time

Jury Duty (attach copy of summons)

Maternity/Parental Leave

Worker's Comp (injured while working)

Personal Leave (5 days – Teacher pays cost of sub, impacts years of service)

Bereavement (5 days; 7 days if travel is excess of 300 miles)

Leave Without Pay

**Note: Employees can be absent for a number of reasons, we still need to document the reason so the correct budget number is charged for the substitute.**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Initials: \_\_\_\_\_ Date: \_\_\_\_\_

8/17/2018

#### IV. LONG TERM LEAVE

After all earned leave set forth above is exhausted, additional non-accumulated leave shall be available for a period not to exceed five (5) school months; provided the provisions set forth in this Article are met. The Unit Member shall have the substitute's pay deducted from the Unit Members' daily rate of pay for each day they are out under this provision, or, if no substitute is employed, the amount which would have been paid to a substitute. The five (5) month period shall begin on the first day after all Leave has been exhausted.

For purposes of this Article:

- A. The accumulated Leave and the five-month period Leave shall run consecutively.
- B. The unit member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in a subsequent school year.
- C. When a unit member has exhausted all available Leave and continues to be absent on account of illness or accident for a period beyond the five-month period provided herein, and the unit member is not medically able to resume the duties of their position, the unit member shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if the unit member is on probationary status, or for a period of 39 months if they are on permanent status. When the unit member is medically able, during the 24- or 39-month period, the unit member shall be returned to employment in a position for which they are credentialed and qualified. The 24-month or 39-month period shall commence at the expiration of the five-month period provided herein. The Assistant Superintendent, Human Resources, or designee may require said unit member to present a signed statement from a licensed physician/practitioner, or an acceptable signed verification of illness, for any absence.
- D. After all paid Leaves have been exhausted, unpaid medical/health care Leave may be granted at the discretion of the Governing Board to any member. The Governing Board shall determine the provisions of the leave.

#### PERSONAL LEAVE

Five (5) days of personal leave shall be granted if the unit member pays for the cost of a substitute.

Advance notification shall be required prior to the unit member taking personal leave. Normally this leave will not be allowed for a leave on the first day of school, the last day of school, or an extension of any legal holiday.

Personal leave may also be used as an extension of other leaves.

Said leave shall not be used for vacation, or for any matter pertaining to a unit member's personal business involving an auxiliary income. No more than three percent (3%) of unit members at any work location shall be eligible for such leave at any one time.

Two (2) days of personal leave may be utilized by unit members for other reasons of a compelling personal nature without advance notification to the District. Unit members using these days shall pay the cost of a substitute teacher and shall understand that the use of these personal leave days reduces the work year full-time equivalency reported to the State Teachers' Retirement System for retirement purposes.

## CATASTROPHIC LEAVE BANK

### I. PURPOSE

The purpose of the Catastrophic Leave Bank is to create a bank of leave days from which eligible unit members (as defined in Section VII) may apply for additional leave days when they or their family members (as defined in Section IV E) are suffering from catastrophic illness or injury.

### II. AUTHORIZATION

Section 44043.5 of the California Education Code authorizes the governing boards of school districts to establish a Catastrophic Leave Program to permit employees to donate eligible leave credits on a voluntary basis as defined below.

### III. ESTABLISHMENT

The District shall establish a Catastrophic Leave Bank ("Bank") to which all unit members may donate earned and unused leave days.

### IV. DEFINITIONS

- A. Catastrophic illness or injury: An injury or illness that is expected to incapacitate the unit member or member of their family (as defined in Section IV E) for an extended time (in excess of thirty [30] days), and which causes the unit member to exhaust fully paid leave and any Workers' Compensation benefits.
- B. Maternity and/or child care leaves shall not be considered catastrophic unless qualified as defined.
- C. Eligible leave credits: Leave days accrued to the donating unit member.
- D. Donation, deposit, contribution: These terms are interchangeable for the purposes of this Article.
- E. A family member is defined as a spouse, domestic partner, son, daughter, mother, or father.

### V. CATASTROPHIC LEAVE BANK COMMITTEE RESPONSIBILITIES

The Catastrophic Leave Bank Committee ("Committee") shall administer the Catastrophic Leave Bank.

#### The Committee:

- A. Shall consist of three (3) members appointed by the Association.
- B. Shall designate one of its members as Chairperson.

- C. Shall approve and designate appropriate forms for donating and requesting catastrophic leave credits.
- D. Shall be responsible for providing, approving, or denying requests for withdrawal from the Bank, and shall require a medical doctor's letter before considering any claim.
- E. Shall require an additional medical review by a physician if a participant has drawn twenty (20) days from the bank and requests an extension, or in the case of a unit member that has a terminal illness, twenty-five (25) days.
- F. Shall consider the number of days requested, the number of unit members requesting withdrawals, and the status of the credits remaining, and need of the unit member requesting the Bank days.
- G. Shall communicate their decision in writing to the requesting unit member and the Human Resources Department who, in turn, shall notify the Payroll Office within five (5) workdays of receipt of the request.
- H. Shall establish appropriate record keeping procedures including the total number of accumulated days in the Bank and the names of the donors and participating members.
- I. All decisions of the Committee shall be final and the decisions are not subject to appeal.
- J. All records and information obtained by the Committee that relate to the unit member's health, family, or employment status shall be confidential.
- K. The Committee will solicit additional days of contribution if the number of days in the Bank falls below fifty (50). Catastrophic Leave Bank unit member participants who are drawing from the Bank at the time of the assessment will not be required to contribute to remain eligible to draw from the Bank. If a Catastrophic Leave Bank unit member participant has no remaining leave at the time of the assessment, they need not contribute the additional day to remain a participant in the Bank.

VI. DISTRICT RESPONSIBILITIES

Upon receipt of donation and/or withdrawal requests, the District shall:

- A. Provide the names of all unit members who have joined or are currently enrolled in the Bank, two weeks after the end of the enrollment period to the Committee.
- B. Verify an applicant's leave to the Committee.

- C. Transfer credits and notify in writing the unit member and the Committee.
- D. Provide the Committee with the applicant's remaining paid leave balance.
- E. Two weeks after the last workday in October, the District shall provide the Committee with the balance of credits remaining in the Bank.
- F. Two weeks before the donation period (the month of October), send to each unit member, a notice outlining the purpose of the Bank, and whether or not the member has already donated to the Bank, and attach a Bank donation form.
- G. When necessary (when the Catastrophic Leave Bank falls below 50 days), the District shall solicit unit members for donations of leave days for the Bank.
- H. Any dispute between the Committee and the District as to the accounting of Catastrophic Leave Bank days shall be immediately submitted to binding arbitration without the need to follow earlier steps of the grievance procedure as per the contract.

## VII. ELIGIBILITY

Use of this Bank shall be available to all active unit members who have served at least one-year (at least seventy-five percent [75%] of the school year) in the District and who have made a donation of at least one (1) day to the Bank. Exemptions to this restriction shall be any unit member who was absent due to approved catastrophic illness allowed under this Article at the time of open enrollment. The unit member shall have thirty (30) calendar days from the time of return to apply for the Bank and shall have a waiting period of thirty (30) calendar days after contributing to the Bank before becoming eligible.

Unit members may join the Bank only during the open enrollment period (October) and must have a waiting period of thirty (30) calendar days before becoming eligible to withdraw from the Bank.

The unit members on a Board-approved leave shall not be eligible to apply during a leave of absence. Unit members returning from a Board-approved leave of absence shall have thirty (30) calendar days from the first day of employment to sign up for participation in the Catastrophic Leave Bank if the open enrollment period has expired.

## VIII. DONATIONS

- A. Two weeks before the donation period (October), the Human Resources Department shall send to each unit member a notice outlining the purpose of the

Bank, whether or not the member has already donated to the Bank and attach a Bank donation form.

- B. All donations made by unit members shall be voluntary and are irrevocable. Contributions shall be made in October.
- C. When the Catastrophic Leave Bank falls below fifty (50) days, the District shall solicit unit members for donations of leave days for the Bank as soon as possible to allow for a bank of days to be created immediately.
- D. Additional donations will be assessed from each participant if the number of days in the Bank falls below fifty (50) days. Such assessments shall be made in writing and approved by the unit member if they wish to continue participation in the Bank. Unit members who are drawing from the Bank at the time of the assessment will not be required to contribute in order to remain eligible to receive benefits from the Bank.
- E. Unit members may contribute a maximum of two (2) days in any one year. Donations of less than one day will not be accepted.
- F. A donation to the Bank shall be a general donation and shall not be donated to a specific unit member for their exclusive use.
- G. All donations are irrevocable, and the unit member waives any right to days they may have donated except as stated in this Article.

#### IX. USE OF CATASTROPHIC LEAVE BANK

Eligible unit members who suffer a catastrophic illness or injury as defined herein may request withdrawal of days from the Bank under the following terms:

- A. They are current members of the Catastrophic Leave Bank (have made a contribution to the Bank).
- B. They have submitted written verification of the catastrophic illness or injury by a medical doctor and are prepared to provide additional documentation on the nature and severity of the illness or injury if requested by the Committee.
- C. They have requested a specific number of days not to exceed twenty (20) days unless the unit member has a terminal illness (verified by doctor's note), in which case, withdrawal grants may be up to twenty-five (25) days. Participants may request extensions or additional days as their grants expire. The maximum withdrawal of leave credits for a single illness/injury shall not exceed fifty (50) days.

- D. When the unit member may reasonably be presumed to be eligible for disability retirement under STRS, PERS, or, if applicable Social Security, they may be required to apply for such retirement or disability.
  - E. Failure of the unit member to submit a complete application, including medical information provided by the applicant's physician, within twenty (20) calendar days, will disqualify the unit member from further Catastrophic Leave Bank benefits.
  - F. Payroll must verify the unit member requesting the withdrawal has exhausted all fully paid leave, or the date when this will occur. The Chair of the Catastrophic Leave Committee shall convene a meeting as soon as possible to consider the withdrawal request.
  - G. No days shall be granted retroactively.
  - H. All leave granted shall be in one day increments (not hours).
- X. THE COMMITTEE SHALL:
- A. The Chair of the Committee shall convene a meeting as soon as possible to consider a withdrawal request.
  - B. Request that Payroll verify the unit member requesting the withdrawal has exhausted all fully paid leave or convey to the committee the date when this will occur.
  - C. Grant withdrawals of no more than twenty (20) days unless the unit member has a terminal illness (verified by doctor's note), in which case, withdrawal grants may be up to twenty-five (25) days. Participants may request extensions or additional days as their grants expire. The maximum withdrawal of leave credits for a single illness/injury shall not exceed fifty (50) days.
  - D. Keep all information confidential.
  - E. If the Committee denies a request for the withdrawal due to insufficient days, the unit member making the request shall be notified in writing of the reason for denial.
  - F. If the Committee has insufficient days to fund a withdrawal request neither the Committee nor the District shall be under any obligation to provide benefits to the unit member.
  - G. Any days approved by the Committee that are not used by unit members shall be returned to the Bank.

H. Days shall be donated and withdrawn from the Bank without regard to the daily rate of pay of the unit member. Unit members using days from the Bank shall receive pay for that day at their daily rate of pay.

XI. DENIAL OF REQUESTS

- A. No days granted from the Bank may be used for illness or disability that qualifies a unit member for Workers' Compensation.
- B. Unit members who have been denied a request for days may amend and resubmit their request.
- C. Employees who are injured or become ill while on an unpaid leave of absence are not entitled to use the Bank until such time as they are scheduled to return from the leave and have exhausted their accumulated leave and differential leave.
- D. If the Committee has insufficient days to fund a withdrawal request, neither the Committee nor the District shall be under any obligation to pay the unit member.
- E. If the Committee denies a request for the withdrawal due to insufficient days, the unit member making the request shall be notified in writing of the reason for the denial.
- F. All decisions of the Committee shall be final and not subject to appeal.
- G. Approval or denial of requests is at the discretion of the Committee.

## XII. TERMINATION OF CATASTROPHIC LEAVE BANK

If the Catastrophic Leave Bank is terminated for any reason, the days remaining in the Bank shall be equally distributed to the current members of the Bank.

## INDUSTRIAL ACCIDENT/ILLNESS LEAVE

A unit member shall be granted a leave of absence with pay when they are absent due to an industrial accident or illness in accordance with the following regulations:

- A. Such leaves shall be for a maximum of sixty (60) working days per accident in any fiscal year. In the event that the sixty (60) days will overlap into the next fiscal year, the unit member shall be entitled to the amount of the unused leave due them for the same injury or illness.
- B. Such leaves shall not be cumulative from year to year.
- C. Salary received from the District during such leave, plus wage loss benefit checks received under workers' compensation laws, may not exceed the unit member's regular salary. Therefore, all benefit checks received by the unit member under workers' compensation shall be endorsed to the District and the District shall pay the unit member their normal salary during the period of leave. If the unit member is injured during the regular work year while on duty and they had filed intent to teach summer school (applied and has received notice of tentative employment either on or before May 15), any industrial accident leave shall continue during the summer school period.

After exhausting this leave, a unit member may use regular leave and any other compensated time off to cover absences caused by industrial accident/illness.

Regular leave shall be earned during an industrial accident/illness leave, but will be reduced by the number of days so credited if the unit member cannot return to work to complete their contract.

When all paid leaves of absence have been exhausted by a unit member as a result of industrial accident/illness, such unit member may, at the discretion of the Governing Board, be placed on a health leave of absence without pay. Such leave is normally granted for one year only but may be extended on a year to year basis. If a unit member has not sufficiently recovered by the end of the leave period, they shall retire (if eligible), resign, or be subject to dismissal for reasons of health. Application for reemployment for such unit member will be given full consideration when accompanied by evidence of full recovery and ability to meet current employment standards. If a unit member who was classified as a permanent employee is rehired within thirty-nine (39) months after their last day of paid service, the Governing

Board shall restore to them all rights, benefits and burdens of a permanent unit member as provided by law.

If a unit member is quarantined by order of the County Health Department or contracts an illness as a result of contact with a student and/or employee in the normal course of their duties, this absence shall be considered as part of industrial accident/illness leave.

## MATERNITY LEAVE

A unit member may use leave if she is unable to render service to the District as a direct result of her pregnancy. Maternity leave shall be granted in accordance with the following:

1. At the birth of a child the unit member shall receive six (6) calendar contract weeks of paid leave (30 paid service days).
2. If the school year terminates before the six (6) week paid leave period is exhausted, the employee may take the balance of the six (6) week period in the subsequent school year period. No non-paid calendar breaks shall be counted as part of the six (6) week period.
3. The use of leave (pursuant to Ed Code 44965, 44977, and 44978) for pregnancy related disability shall be treated the same as any other disability for which leave is granted. In order to use leave for pregnancy disability, the unit member must have actually rendered service to the district immediately prior to the disability.
4. Following pregnancy, the unit member and her physician / medical advisor shall determine, and report in writing to the district, the date when she is physically capable of returning to her duties.
5. After the six (6) week paid maternity leave, a mother may take parental leave per section 44977.5 of the Education Code (see next page of this contract).
6. Please read the Maternity Leave Guidelines following the Leave Article in the contract for clarification.

## PARENTAL LEAVE

1. Leave may be used for Parental Leave.
2. Per section 44977.5 of the Education Code, Parental leave is defined as leave taken for the birth of a Child of the employee. Prior to receiving the differential pay benefit under Ed Code 44977.5, the employee must use all Leave. The employee shall not be provided more than one twelve (12) week period Parental Leave in a given school year.
3. If the school year terminates before the twelve (12) week period is exhausted, the employee may take the balance of the twelve (12) week period in the subsequent school year per Ed Code Section 44977.5. No non-paid school calendar breaks shall be counted as part of the twelve (12) week period.
4. Please read the Parental Leave Guidelines following the Leave Article in the contract for clarification.

## FOSTER OR ADOPTIVE CHILD LEAVE

1. Leave may be used for Foster or Adoptive Child Leave.
2. Per section 44977.5 of the Education Code, Foster or Adoptive Child Leave is defined as leave taken for the placement of a foster or adoptive child with the employee. Prior to receiving the differential pay benefit under Ed Code 44977.5, the employee must use all Leave. The employee shall not be provided more than one twelve (12) week period Parental Leave in a given school year.
3. If the school year terminates before the twelve (12) week period is exhausted, the employee may take the balance of the twelve (12) week period in the subsequent school year per Ed Code Section 44977.5. No non-paid school calendar breaks shall be counted as part of the twelve (12) week period.
4. Please read the Parental Leave Guidelines following the Leave Article in the contract for clarification.

## CHILD CARE LEAVE

The Governing Board shall grant a leave for childcare to a unit member for the remainder of the school year in which the birth occurs and after Maternity and Parental Leaves have been exhausted. Such leave shall be without compensation or credit toward service and shall not be considered as Leave. An extension of Child Care Leave may be granted by the Governing Board upon the unit member's request.

A pregnant unit member who wishes to take a Leave to prepare for childbirth and is physically able to render service to the District may request Child Care Leave, without pay, for a time mutually agreeable to the unit member and the District.

Child Care Leave policies may be utilized in connection with an adoption or foster care placement of a child with the unit member.

A unit member who is on District approved unpaid Child Care Leave, may voluntarily participate in the District medical/vision and dental plans at the unit member's own expense for up to one year. Payment of premiums by the unit member shall be in a manner required by the District or the insurance carrier. Failure to submit payment on time, or in a manner required by the District or insurance carrier, may result in a cancellation of the coverage.



**Date:**

**Name:**

**Due Date:**

### **Guidelines for Maternity/Parental Leave**

#### Prior to the Birth

Planning for a Substitute:

GEA members should work closely with their school site administration so that arrangements can be made for a suitable substitute. GEA members may contact the Human Resources staff (619-644-8018), the Human Resources Executive Secretary, or the Human Resources Director if they have any questions regarding this matter.

#### Pregnancy-Related Leave

Female GEA members may work throughout their pregnancy until the date of delivery. However, they may use leave days for medical pregnancy-related absences prior to the date of birth. As long as female GEA members have and use leave, they will be paid their daily rate of pay for these pregnancy related absences.

#### After the Birth – Maternity Leave (Article 11, GEA Contract)

After giving birth, female GEA members shall have six (6) weeks (30 contract days) of paid Maternity Leave. The leave is only taken on “contract days” for which GEA members are paid. Therefore, non-paid days (school calendar breaks) do not count against the six (6) weeks of paid leave. These Maternity Leave days will not be deducted from your leave balance. This is a collectively bargained (by your association) District benefit separate from any law.

After using six (6) weeks of paid Maternity Leave, pursuant to Ed Code 44977.5 (AB 375) and Government Code 12945.2, female GEA members may take Parental Leave for an additional twelve (12) weeks (60 contract days).

#### After the Birth – Parental Leave (Article 11, GEA Contract)

Pursuant to Ed Code 44977.5 (AB 375) and Government Code 12945.2, all GEA members may take paid Parental Leave for up to twelve (12) weeks (60 contract days). Non-paid school calendar breaks in school are not counted against the twelve (12) weeks of Parental Leave.

The twelve 12-weeks (60 contract days) of Parental Leave will be deducted from the GEA member’s leave for as long as the member has leave remaining. If the member’s leave is exhausted before the twelve weeks of paid

Parental Leave have been taken, and the member chooses to remain on leave with her/his baby, the member may finish what remains of the twelve (12) weeks of Parental Leave, but the member's pay will be adjusted to reflect the cost of the substitute for each day remaining of the twelve (12) weeks of Parental Leave. This pay adjustment is called 'differential pay.'

If the school year terminates before the twelve (12) weeks of paid Parental Leave is exhausted, the employee may take the balance of the twelve (12) weeks of paid Parental Leave in the subsequent school year, per Education Code section 44977.5 (AB 375).

It is possible for a mother to take up to a total of eighteen (18) weeks of leave: six (6) weeks of paid Maternity Leave and twelve (12) weeks of paid Parental Leave, if she chooses.

### After 18 Weeks

Should a GEA member wish to request Governing Board approval for unpaid leave following eighteen (18) contract weeks after childbirth, the member should contact the Human Resources office staff (619-644-8018) to discuss Child Care Leave options under Article 11 of the Collective Bargaining Agreement (CBA).

If GEA members elect to take an unpaid leave, they would not be paid, but they may voluntarily participate in the district medical/vision and dental plans at their own expense for up to one year. Payment of the premiums by the unit member shall be in a manner required by the District or the insurance carrier. See the Child Care Leave Provisions in the contract. If the GEA member would like more information she should contact the Health Benefits office staff at (619) 644-8056.

It is important to note that the district and employee monthly retirement contribution to CalSTRS (or CalPERS) does not continue when a GEA member is in non-paid status. It is recommended that GEA members contact a CalSTRS (or CalPERS) counselor to determine if they are eligible to "buy back" service credit for the time that the member is in non-paid status. Non-paid status can impact the member's future retirement benefit with CalSTRS or CalPERS. (Questions may also be answered at CalSTRS.org or CalPERS.org.)

If a GEA member takes unpaid leave for more than 47 days in a school year, the member will not qualify as having worked 75 percent of the contract year, which could affect earning a step on the salary schedule. A GEA member must work 75 percent of her/his contract year (teachers work 185 days) to qualify for the next step on the salary schedule in the next school year.

### Return to Work

GEA members should notify Human Resources staff in writing, as soon as possible, stating when they anticipate returning to work after the birth of a child so the District can advise the GEA member's substitute and principal of their anticipated return date.

### Example:

Sally Brown is a pregnant GUHSD teacher. Sally has 13 days of leave.

Maternity Leave:

- Sally's doctor says she is unable to work starting six work days prior to her due date. Sally's absences will be deducted from her leave prior to the birth. Sally now has seven (7) days of leave remaining.

- Sally gives birth on her due date. Under the Collective Bargaining Agreement (CBA), Sally will have six (6) contract weeks (30 contract days) of paid Maternity Leave during her contracted work year. This leave is not deducted from her leave balance.
- If Sally gave birth with less than six (6) contract weeks remaining in the school year, Sally may extend what remains of her total six (6) contract weeks of Maternity Leave into the following school year.

Parental Leave:

- After six (6) weeks of paid Maternity Leave have been taken, Sally would like to take an additional twelve (12) weeks of Parental Leave with her new baby. For the next seven workdays, Sally will have her Parental Leave deducted from what remains of her leave. Sixty (60) days of Parental Leave – 7 days of leave = 53 days of the twelve (12) weeks of paid Parental Leave at 'differential' rate of pay (where the cost of the substitute's pay is deducted from Sally's pay).

Unpaid Leave:

- If Sally decides that she wants to stay home with her new child for more than the twelve (12) weeks of Parental Leave, and she is medically able to return to work, Sally would need to request unpaid leave under the Child Care Leave provisions of the contract.



## **Baby Due On:**

### **Guidelines for Parental Leave (Spousal, Foster, Adoptive)**

#### **Prior to the Birth/Placement**

Planning for a Substitute:

GEA members should work closely with their school site administration so that arrangements can be made for a suitable substitute. GEA members may contact the Human Resources staff (619-644-8018), the Human Resources Executive Secretary, or the Human Resources Director if they have any questions regarding this matter.

#### **During/After the Birth/Placement**

During and after the birth (placement) of a child, pursuant to Education Code section 44977.5 (AB 375) for Parental Leave, GEA members may use their leave for up to twelve (12) contract weeks (60 work days). GEA members will be paid at their regular daily rate while using their leave for Parental Leave purposes.

If GEA members exhaust their leave prior to using twelve (12) weeks of Parental Leave, and they choose to remain on Parental Leave with their child, GEA members will be paid 'differential pay,' meaning they shall have the cost of their substitute's daily pay deducted from GEA members' pay, for the remainder of the 12-week Parental Leave period.

If the school year terminates before the twelve (12) week period is exhausted, the employee may take the balance of the twelve (12) week period in the subsequent school year per Education Code section 44977.5 (AB 375).

#### **Return to Work**

GEA members should notify Human Resources staff in writing, as soon as possible, stating when they anticipate returning to work after Parental Leave so the District can advise the GEA member's substitute and principal of their anticipated return date.

#### **Example:**

Chris Brown is an expectant parent and GUHSD teacher. Chris has 10 leave days available.

- Chris would like to take Parental Leave with the child. Under Education Code section 44977.5 (AB 375), Chris may take up to twelve (12) weeks of Parental Leave after the birth (placement) of the child. During this time period, Chris is required to use leave first, until it is exhausted. Chris receives the regular rate of pay while using leave.
- Chris chooses to take 10 days for Parental Leave.
- Chris exhausts the 10 days of leave, but prefers to continue to stay home with the child. Under Education Code section 44977.5 (AB 375), Chris will receive 'differential pay' (the cost for the substitute is deducted from Chris's pay) for the remainder of the twelve (12) weeks of Parental Leave. Chris's district health benefits remain in force.
- If Chris's baby was born (placed) with less than twelve (12) weeks remaining in the contract year, Chris may extend what remains of the twelve (12) weeks of Parental Leave into the next contract year.

## NON-PAID LEAVE OF ABSENCE

The Governing Board may consider a request by a unit member for a non-paid leave of absence. A non-paid leave of absence may be granted for a period of up to one school year. The unit member may request an extension of the non-paid leave of absence for an additional period of time.

Such leave shall not count as teaching experience toward permanency or salary placement purposes.

A unit member, who is on a District approved non-paid leave of absence, may voluntarily participate in the District medical/vision and dental plans at the unit member's own expense for up to one year. Payment of premiums by the unit member shall be in a manner required by the District or the insurance carrier. Failure to submit payment on time, or in a manner required by the District or the insurance carrier, may result in a cancellation of the coverage.

## BEREAVEMENT LEAVE

A unit member shall be granted necessary bereavement leave of absence with pay at the employee's regular rate not to exceed five (5) days, or seven (7) days if travel is in excess of three hundred (300) miles each way and is required on account of the death of any member of the immediate family. Immediate family shall mean the spouse, registered domestic partner, mother, father, brother, sister, son, daughter, (including the loss of a child by miscarriage, death at birth, or for a child who is still born), grandmother, grandfather, grandchild, uncle, aunt, nephew, niece, son-in-law, daughter-in-law, mother-in-law, father-in-law, sister-in-law, brother-in-law, or legal ward or guardian of the employee, or any person living in the immediate household of the employee.

No deduction shall be made from the salary of a unit member granted such leave nor shall such leave be deducted from other leaves granted by the Board.

All bereavement leaves must be properly certified as such by the principal or their designee on the attendance checklist or time report.

## PUBLIC SERVICE LEAVE

Every permanent unit member who is elected or appointed to public office shall be granted a leave of absence from their duties by the Governing Board. Such absence shall not affect in any way the classification of such unit member.

During the term of such leave, the unit member may be employed by the District to perform less than full time service for compensation under mutually agreed upon terms and conditions.

If the unit member returns within six (6) months after the term of office expires, the unit member shall be entitled to return to the position held by them at the time of the election, and at the salary to which the unit member would have been entitled had they not left the service of the District under this policy.

Notwithstanding any provision of the Education Code to the contrary, a person employed to take the place of the unit member shall not have any right to such position following return of such unit member to the position.

## JURY DUTY AND LEAVE FOR COURT APPEARANCES

### I. COURT APPEARANCES

A unit member shall be granted leave to appear in court as a witness when subpoenaed, other than as a litigant, for reasons not brought through the connivance or misconduct of the unit member.

Unit members appearing in court as litigants during the regular contract year shall be allowed leave.

### II. JURY DUTY

Unit members shall be eligible for leave of absence when called for jury duty in the manner provided for by law.

The District does not encourage unit members to seek exemption from, or postponement of, jury duty. However, the District shall, upon written request from the unit member, provide a letter seeking the exemption or postponement on behalf of the unit member.

The unit member, while serving on jury or witness duty, shall receive regular earnings from the District. Unit members are entitled to receive mileage reimbursement from the court, however any Jury Duty Stipend received in addition to a unit member's regular earnings, must be turned over to the District.

### III. POSTPONEMENT OF JURY DUTY STIPEND

Unit members will be paid a stipend of \$100.00 per day for each day the unit member voluntarily postpones jury duty from a workday to a non-workday during the regular school year. Unit members will receive this stipend after receipt by Human Resources of the following documentation: (a) a letter requesting the stipend, (b) a copy of the original jury notice, (c) a copy of the subsequent jury notice showing the date to appear during non-workdays; and (d) a validation for each day of jury duty served.

## MILITARY LEAVE

### I. LEAVE FOR ANNUAL TRAINING DUTY

Unit members shall attempt to schedule annual training duty at a time which will not conflict with regular school duties.

However, upon approval of the Governing Board, a unit member who receives required military orders during the regular school year shall receive pay for a period not to exceed thirty (30) calendar days.

### II. LONG/SHORT-TERM MILITARY LEAVE

A unit member who enters active military duty shall be granted a leave of absence for the period of required service.

- A. Permanent Unit Member: Such absence shall not affect, in any way, the classification of the permanent unit member and shall not be construed to be a break in service.
- B. Probationary Unit Member: In the case of the probationary unit member, the absence shall not be construed as a break in service, but such absence will not count as a part of the service required to acquire permanent status.
- C. Temporary Unit Member: The absence for temporary unit members shall not be construed as a break in service, but the absence will not count as a part of the service required to acquire second-year probationary status.

Upon completion of the service requirement, the unit member shall be reinstated in the position that was held at the time the service began provided that the unit member returns within six (6) months of the date of discharge. Notwithstanding any provision of the Education Code to the contrary, a person employed to take the place of the unit member shall not have any right to that position following return of the unit member to the position.

In addition to any other entitlement for leave of absence for illness or injury with pay, a certificated employee hired on or after January 1, 2017, who is a military veteran with a military service-connected disability rated at thirty percent (30%) or more by the United States Department of Veterans Affairs shall be entitled to leave of absence for illness or injury with pay of up to ten (10) days for the purpose of undergoing medical treatment for their military service-connected disability. Leave granted under this section is not cumulative from year to year. Unit member must submit proof that a leave of absence for illness or injury used under

this subdivision is for treatment of the military service-connected disability that qualifies under this section. A unit member who qualifies for this leave and is employed less than 5 days per week is entitled to a pro-rata number of days of leave that their number of days of employment bears to ten (10).

## PROFESSIONAL GROWTH LEAVE

### I. PROFESSIONAL GROWTH DAY

The District shall make available to unit members one (1) day of paid leave per year to engage in such activities as school visitations or attendance at conferences and workshops. The principal may authorize such leave upon their approval of planned activities. A report on the visitation/workshop shall be filed with the principal and made available to other staff members.

### II. CONFERENCES, CONVENTIONS, WORKSHOPS, SCHOOL-RELATED BUSINESS

Principals may recommend leaves for the purpose of a unit member's attendance at conferences and other meetings, or to engage in other school related activities, provided the leave is for no more than two (2) days and is in the best interest of the District. Said recommendations may include expenses for travel, room and board, and the cost of a substitute. The Board may grant, at its discretion, a longer leave. Such leaves shall be subject to the approval of the Superintendent or said designee and the Governing Board.

## EXCHANGE LEAVE

Exchange leave may be granted to unit members as a means of enhancing the unit member's effectiveness in a particular assignment and when it is in the best interest of the District. Such leave will not be construed as a break in service.

## SABBATICAL LEAVE

The purposes of sabbatical leave are (1) to stimulate professional growth of unit members by inspiring creativity, increasing enthusiasm, adding concrete experience to subject knowledge, improving morale, and (2) to bring new developments in the bargaining unit area into the school program.

The Board may grant sabbatical leave to unit members after every seven (7) years of service in the District to engage in study, travel, work-related experience, or an individual project. Such leave shall be for: One (1) year or one (1) semester at fifty percent (50%) of regular salary, or for one (1) semester at one hundred percent (100%) of salary. (At the current time, the Governing Board will not approve a sabbatical at 100 percent [100%] of salary.) No more than three percent (3%) of the total unit members may be granted a sabbatical leave in any one (1) year.

When a year's sabbatical is taken in two nonconsecutive semesters, both semesters must be completed within a three-year period. A second application, for the nonconsecutive semester, must also adhere to the application deadline. The second semester of the leave shall not be considered part of the three percent (3%) allocation for the year during which it is taken.

A unit member granted a year of sabbatical leave shall agree to render at least two (2) consecutive years of service after they return; if granted a semester of sabbatical leave, they will render at least one (1) year of service upon their return. The Board may approve sabbatical leaves upon the recommendation of the Professional Advancement Committee (PAC).

Upon return from sabbatical, the unit member shall file with the Superintendent or said designee, a report, journal/log, transcripts, or product which reflects their sabbatical activities.

### I. APPLICATIONS

- A. When an application for a sabbatical for study purposes is made, the applicant shall complete an outline of the planned program for each semester which shall consist of not fewer than twelve (12) semester units/eighteen (18) quarter units of undergraduate study or eight (8) semester units/twelve (12) quarters of graduate study.
- B. When an application is made for purposes other than study, the applicant shall submit a written proposal for approval. Such program shall indicate the expected

values to be derived for the District and the unit member from the activities to be pursued.

- C. Applications shall be submitted by the first Friday in February for sabbatical requests for the following school year or semester thereof.
- D. Should an application hinge on the receipt of a scholarship, fellowship, or exchange teaching opportunity, the applicant shall validate the tentative application at the earliest possible time.
- E. Acceptance or rejection of the application will be based on what is presented to the Professional Advancement Committee by the application deadline; therefore, the typed application should contain all applicable information requested for the Professional Advancement Committee to evaluate.

## II. LENGTH OF LEAVE

- A. A sabbatical of one (1) semester or one (1) year may be requested.
- B. A full year of leave may be broken into two (2) non consecutive semesters, provided they are both within a three (3) year period.
- C. An application for the remaining semester of a year's leave previously authorized may be made at any time within a three (3) year period, providing the February deadline for applications is observed. The second semester of leave shall not be considered part of the three percent (3%) allocation for the year during which it is taken.

## III. ALLOCATION

- A. The number of unit members who may be granted sabbaticals in any one (1) year shall be determined on the deadline date in February in accordance with the established allocation of up to three percent (3%) of unit members who may be granted sabbaticals in one (1) year.
- B. After approval of sabbaticals for up to three percent (3%) of the unit members, no additional applications will be approved as a result of anyone removing themselves from the list because plans for the leave failed to materialize.

## IV. APPROVAL OF SABBATICAL REQUESTS

All applications for sabbaticals will be submitted to the principal or site administrator and the Professional Advancement Committee (PAC) representative. The PAC will make recommendations to the Governing Board.

V. COMPENSATION DURING LEAVE

- A. Compensation granted in accordance with the Education Code and Board policy shall be paid to the unit member on leave in the same manner as if the unit member were teaching in the District. The unit member shall furnish a suitable bond indemnifying the Governing Board against loss in the event that they fail to render the required period of service upon their return.
- B. Sabbatical leave shall count toward retirement. Retirement and annuity contributions shall be collected in the usual manner. A unit member on sabbatical leave shall receive salary increments or steps for the duration of the sabbatical leave. Upon their return to regular service, the unit member's salary shall be that of the step on the schedule they would have attained had they not been on leave. If the unit member qualifies for a higher classification, they shall be responsible for applying for that reclassification.
- C. Unit members may choose to make additional contributions to receive credit in the retirement system--State Teachers' Retirement (STRS)--for those months served on sabbatical leave. The District shall pay the member contribution for all qualified unit members requesting and paying such payments so long as the unit member pays their share.
- D. A unit member participating in a work-related sabbatical leave shall not receive a total yearly combined compensation greater than what they would have received if they had remained in their District certificated position for that year.
- E. Any sabbatical related materials/products produced during the leave shall become the property of the Grossmont Union High School District.

## VI. REPORT OF ACTIVITIES WHILE ON LEAVE

A unit member who has been on sabbatical leave will submit an acceptable report to the Professional Advancement Committee which will make recommendations to the Governing Board as to the completion of the sabbatical leave proposal. The report shall be filed within ninety (90) days of the unit member's return and will include the following:

- A. For study, a transcript of academic work.
- B. For travel, work-related experience, or individual project:
  - 1. A detailed schedule indicating dates and times. The number of hours involved is expected to be equivalent to the time required to earn no fewer than eight (8) semester graduate units, or twelve (12) quarter graduate units, and
  - 2. A report of not more than five hundred (500) words showing that the unit member has accomplished the objectives outlined in their original application and how the experience has contributed to the improvement of the unit member's teaching, professional preparation, and/or the District's educational program, and
  - 3. In addition, an individual project will include the completed project which will be a usable product and available to District personnel.

If the report is unacceptable to the Governing Board, it shall give the unit member reasons why it is unacceptable and shall give them the right to rewrite the report. If the revised report is still unacceptable to the Governing Board, there shall be a review by the PAC and its recommendation submitted to the Governing Board. After reviewing the recommendation, if the Governing Board still finds the report unacceptable for valid reasons, the unit member shall immediately reimburse the District the compensation paid to them by the District during the sabbatical.

The completed application is, in essence, a contract. Changes in course work or study, work-related plans, and/or an individual project must be approved, in advance, by the PAC.

## VII. CANCELLATION OF SABBATICAL LEAVES

If the Governing Board cancels sabbatical leaves and as a result a unit member loses money, the unit member may receive up to \$1000 for expenses which cannot be recovered. The Governing Board has the right to require the unit member to show proof of expenses.

## ARTICLE 12: REDUCED WORKLOAD

### I. PART-TIME RETIREMENT

Unit members may reduce their workload from full-time to part-time for the purposes of exercising the option of part-time employment with retention of all rights and benefits of full-time retirement.

### II. PART-TIME EMPLOYMENT

Unit members may exercise, with the prior approval of the Governing Board, the option of reducing their full-time workload to a part-time workload for the purpose of retirement.

- A. The unit member must have reached the age of 55 prior to the date upon which the reduced workload is to become effective.
- B. The option of part-time employment must be exercised at the request of the unit member and can be revoked only with the mutual consent of the Governing Board and the unit member.
- C. Part-time service is limited to a period not to exceed five (5) years, and no unit member shall participate after attaining the age of seventy (70). However, upon mutual agreement, the unit member in the program who reaches age seventy (70) during the school year may continue reduced service for the balance of that year.
- D. The unit member must have been employed full-time in a position requiring certification for a minimum of ten (10) years in the California system, of which the immediately preceding five (5) years shall be full-time employment.
- E. Reduced service may be on a daily service or full-time basis for at least one-half ( $\frac{1}{2}$ ) year. Unit members shall be paid a salary which is a pro rata share of the salary they would be earning had they not elected to exercise the option of part-time employment. Unit members shall retain all other rights and benefits for which they, or the District makes payments, including those as provided in Section 53201 of the Government Code, that would be required if they remained in full-time employment.
- F. Unit members employed on a part-time basis shall receive the credit they would receive if they were employed on a full-time basis and have their retirement allowance, as well as any other benefits that they are entitled, based upon the salary that they would have received if employed on a full-time basis. The unit member and the District shall both contribute to the teacher's retirement fund the

amount that would have been contributed if the unit member was employed on a full-time basis.

- G. The District shall maintain records to separately identify each unit member receiving credit pursuant to this policy.
- H. The Reduced Workload Program will continue for the term of this agreement and is contingent upon the state legislature continuing this program in accordance with Education Code sections 22724, 44922, and 87483.

## ARTICLE 13: RESTRUCTURING AND SITE-BASED DECISIONS

- I. Site restructuring plans shall not contain any provisions contrary to or in conflict with any article or section of this agreement, Education Code or Board Policy, unless the Grossmont Education Association and the District agree upon specific waivers to such Agreement, Education Code or Board Policy.
- II. The following articles in this Agreement shall not be eligible for contract waivers: Article 1, Recognition; Article 22, Association Rights; Article 23, Organizational Security; Article 16, Grievances, and Article 25, Discipline.
- III. The purpose of this article is to:
  - A. Provide contract language to support and assist unit members in the development and implementation of program changes.
  - B. Delineate the process for consideration of such changes as described below.
  - C. Consider requests from unit members to make program changes that require a waiver from the Negotiated Agreement, Education Code, or Board policies or significant changes outlined in this article.
- IV. PROGRAM DELIVERY CHANGES
  - A. Even if there is no increase in the total number of minutes specified in the Negotiated Agreement, the program delivery changes listed below are significant enough to require a seventy percent (70%) approval of unit members at a site:
    1. Work Day Schedule. Beginning or ending time in excess of 25 minutes or more with the exception of necessary transportation schedule changes.
    2. Length of Class Period. Change in the length of an instruction period in excess of ten (10) minutes or more in a majority of total sections at a site.
  - B. If twenty (20) percent of the unit members at a site propose a change to the restructured schedule, the restructuring process shall be initiated as delineated in Section V. below.
  - C. The current restructuring plan/waiver will be in force until a modification is proposed and approved using the process delineated in Section V.
  - D. A restructuring vote shall take place if there are any plan modifications. These modifications include but are not limited to:
    1. Bell Schedules

2. Number of collaboration days
  3. Number of minutes in collaboration days
  4. Use of collaboration days (ratio of teacher collaboration days vs. administration led days).
  5. Instructional minutes
- E. Restructuring shall not permit an increase in the number of periods in the standard teaching assignment, six (6) periods a day including a preparation period (notwithstanding that a unit member teaching a sixth period will be reimbursed for this extra assignment at one-fifth [1/5<sup>th</sup>] of the salary according to their placement on the salary schedule).

#### V. RESTRUCTURING AND/OR WAIVER PROCEDURES

Sites will follow the procedures below when requesting waivers for restructuring:

- A. The initial restructuring vote must be taken on or before April 1 on plans to be implemented the following school year.
- B. A GEA Site Representative or the principal must distribute the unit members' program change (Restructuring Plan) as described in Section III above at least one (1) week in advance of the vote on the Restructuring Plan to all unit members at the site. The proposal must explain the Restructuring Plan and specify all proposed waivers.
- C. The site principal will schedule a meeting for the explanation and discussion of the proposed plan and waiver. At least seventy percent (70%) of all unit members shall be in attendance.
- D. The site principal will send the proposed Restructuring Plan and ballot proposal to the GEA President.
- E. The GEA President will review the proposed Restructuring Plan and ballot to determine if a restructuring vote is necessary (see sample ballot form at end of this article).
- F. GEA and the District shall jointly approve the proposed Restructuring Plan and ballot.
- G. After the proposed plan and ballot have been approved, unit members at the site must vote on the proposed Restructuring Plan and the waiver.

H. Voting will be conducted over a minimum of two (2) and a maximum of three (3) consecutive work days.

I. Voting shall be by secret ballot, and ballots will be placed in a ballot box.

J. All site unit members are eligible to vote.

K. Failure to vote in a restructuring vote will not count for or against the proposed change and will not count toward the total number of votes cast. Three documented attempts (email, phone call, text, in-person visit on site) must be made to try to get the member to vote.

L. An elected GEA representative from the site and an administrator will count the ballots.

M. Approval by seventy percent (70%) of unit members at the site is required to approve the Restructuring Plan and waiver.

N. Schools may not have more than two restructuring votes per year unless GEA and the District agree otherwise. Each vote must go through the entire restructuring process unless a vote has been invalidated (e.g. the number of votes does not equal the number of signatures or a vote was cast by someone not eligible to vote). No restructuring votes may be taken after April 15.

O. If the proposed Restructuring Plan and Waiver are rejected by unit members in a Restructuring vote, a six-period day schedule with a common start and ending time for all unit members shall prevail.

P. Approval and implementation of a Restructuring Plan and/or waiver at one site does not establish a practice or set a precedent.

Q. A stipulated calendar, ballot samples and a suggested restructuring petition form for the above procedures and agreed to by GEA and the District shall be published every year by the end of October. Along with the stipulated calendar, ballot samples and a suggested restructuring petition form will be made available to unit members at GEA's offices and the District's Human Resources Office, at a minimum.

R. Any vote in which fewer than 85% of the members vote will be considered invalid.

S. Ballots may contain an option for members to abstain from voting. An abstention counts toward meeting the 85% threshold, but does not count for or against the 70% needed for a vote to pass.

T. Voting must take place on campus if possible. Members who are sick or on leave for all days of voting can vote by emailing the site's principal or designee and the GEA rep counting votes.

## **ARTICLE 14: SAFETY CONDITIONS OF EMPLOYMENT**

### **I. UNSAFE WORKING CONDITIONS**

- A. The employer and employee have a mutual responsibility for ensuring safe working conditions. Unit members shall not be required to work in unsafe conditions, or to engage in activities that endanger their health, safety or well-being. Upon receipt of a written recommendation from a unit member regarding maintenance, safe working conditions, facilities and equipment, repair and modifications, the MSF shall investigate and determine if a condition is unsafe and if so, correct or eliminate the condition deemed unsafe and shall comply with applicable safety standards.
- B. If a unit member identifies the condition as “urgent,” the formal written response process (Safety Concern Notification Form) shall begin immediately, the condition shall be investigated and a determination of action shall be made within twenty-four (24) hours. The matter shall be resolved as soon as is reasonably possible.
- C. A GEA representative shall serve on the Site Safety Committee.
- D. Application of chemical sprays shall occur in accordance with applicable state regulations.

### **II. PUPIL TRANSPORTATION**

No unit member shall be requested or required to transport students in their private vehicle. In the event that a unit member needs to transport a student(s) to an activity and the unit members volunteers to provide transportation, approval in writing by the school principal and the student’s parent/guardian must be secured in advance.

### **III. LEGAL PROTECTION**

A. The Governing Board, upon the request of a unit member, will provide for the defense of any civil action or proceeding brought against them, in their official or individual capacity or both, on account of an act or omission in the scope of their employment as an employee provided that the unit member was not engaged in fraudulent, corrupt or malicious action and provided that the action is not brought by the Board or an agent of the Board.

B. If court proceedings are brought against a unit member alleging that they committed an assault in connection with their employment, such unit member may

request the Board to furnish legal counsel to defend them in such proceedings. If the Board, after a request, does not provide such counsel and the unit member prevails in the proceeding, then the Board shall reimburse the unit member for counsel fees incurred in their own defense and shall reimburse the unit member for any loss in salary provided that:

1. The assault was not malicious, or
2. The action was not a proceeding between the District and the unit member.

#### IV. ASSAULT, INSULT, ABUSE

Education Code 44014 Report of Assault or Threats by Pupil Against School employee;

Offense: Fines;

A. Whenever any employee of a school district or of the office of a county superintendent of schools is attacked, assaulted, or physically threatened by any pupil, it shall be the duty of the employee, and the duty of any person under whose direction or supervision the employee is employed in the public school system who has knowledge of the incident, to promptly report the incident to the appropriate law enforcement authorities of the county or city in which the incident occurred. Failure to make the report shall be an infraction punishable by a fine of not more than one thousand dollars (\$1,000).

B. Compliance with school district governing board procedures relating to the reporting of, or facilitation of reporting of, the incidents specified in subdivision (a) shall not exempt a person under a duty to make the report prescribed by subdivision (a) from making the report.

C. A Member of the governing board of a school district, a county superintendent of schools, or an employee of any school district or the office of any county superintendent of schools, shall not directly or indirectly inhibit or impede the making of the report prescribed by subdivision (a) by a person under a duty to make the report. An act to inhibit or impede the making of a report shall be an infraction and shall be punishable by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1000).

D. Neither the governing board of a school district, a member of the governing board, a county superintendent of schools, nor an employee of a school district or of

the office of any county superintendent of schools shall impose any sanctions against a person under a duty to make the report by subdivision (a) for making the report.

V. REASONABLE FORCE

A unit member may use such force as is reasonable under the circumstances to protect them from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a pupil.

VI. STUDENT DISCIPLINE

A. Each site principal in concert with unit members shall develop a student discipline plan, which at a minimum shall include expectations and consequences for student behavior.

B. If a teacher finds it necessary to write a student referral, a site administrator shall respond in a timely manner which will normally be within five (5) days within the submission of the referral.

C. A teacher may suspend any pupil from a class for any of the acts enumerated in Section 48900 of the Education Code and listed below:

1. Caused, attempted to cause or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case 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 by the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as 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).
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, as 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 controlled substance, alcoholic beverage, or intoxicant.

5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. 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, betel. However, this section does not prohibit use of possession by a pupil of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawful possession of, or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of unit members or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Suspension by a Teacher or Administrator (Ed. Code 48910).
  - (a) A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in [Section 48900](#), for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which they were suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the principal's designee for consideration of a suspension from the school.

(d) A pupil suspended from a class shall not be placed in another class during the period of suspension.

(e) The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

#### VII. DISSEMINATION OF INFORMATION ON STUDENT DISCIPLINE

The Association and the District agree that unit members and the District have a responsibility to follow state law and Board policies concerning student discipline. The District shall notify unit members of disruptive and dangerous students as soon as they become aware of the behavior and history of such students. This includes teacher access to student discipline via the Student Information System. The District reserves the right to make all student academic placements. All student matters are to be kept confidential and past performance, or lack thereof, will not hinder a student's future opportunity to receive an education. The Association and the District will cooperate in the dissemination of laws and policies concerning student discipline. General information concerning student discipline will be available in any teacher handbooks prepared by the District, or written Board policies.

#### VIII. CAMERA AND MONITORING EQUIPMENT

- A. Intercoms and cameras used for communications and monitoring safety conditions shall not be used for the purpose of evaluation and/or discipline.
- B. Video recording equipment will be installed on outside grounds only and no concealed cameras will be installed.
- C. Without prior notice and agreement of all parties, there will be no video recording or monitoring of union activities on District school grounds.

- D. If a surveillance camera records an employee in the commission of a crime, the District may use that video evidence in disciplinary proceedings.

## **ARTICLE 14A: WORKPLACE ABUSE PREVENTION**

The GEA and the GUHSD are committed to providing a workplace where all employees, regardless of their classification or pay status, are treated by supervisors and managers in a manner that maintains accepted standards of human dignity and courtesy.

### **I. Civility**

In order to provide a safe, caring and orderly environment, Unit Members expect civility from all who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that all need to demonstrate in promoting an educational and work environment free from disruptions, harassment, aggressive actions and bullying.

### **II. Process**

While this article is not subject to the Grievance Procedure set forth in Article 16, the parties agree that GEA shall have the right to pursue a complaint under the complaint procedures contained in Board Policies and Administrative Regulations in its own name on behalf of a unit member or members regarding abusive conduct as defined in AB 2053 and Section 12950.1 of the Government Code, relating to employment.

# Grossmont Education Association Safety Concern Notification

The negotiated agreement between GEA and GUHSD stipulates that “employer and employee have a mutual responsibility for ensuring safe working conditions.”

I, \_\_\_\_\_, an employee of GUHSD, would like to  
(EMPLOYEE NAME OR SITE SAFETY REP NAME)

report the following safety concern:

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As specified in the Agreement between the Grossmont Education Association and the Grossmont Union High School District, please consider this “a written request from an employee regarding maintenance, safe working conditions, facilities and equipment, repair or modification...” I would appreciate a scheduled time to meet with the Site Safety Committee in order to address the above concern and work together to make our school a safe place.

***Copies: Site Principal, GEA, Your records***

12/01

## **ARTICLE 15: CONTROVERSIAL ISSUES**

It is the policy of the District that all instruction be fair, accurate, objective, and appropriate to the age and maturity of the student(s), and sensitive to the community needs as well as the needs and values of our diverse cultures and heritage. Academic freedom is essential to the fulfillment of this policy and the District acknowledges the fundamental need to protect unit members from any censorship or restraint which might interfere with the unit member's obligation to pursue truth in performance of their teaching functions.

A unit member shall have reasonable freedom in presentations and discussions and may introduce political, religious, or otherwise controversial material, provided that said material is relevant to the course content, and within the scope of the law.

A unit member shall not utilize their position to indoctrinate students with their personal, political and/or religious views. In performing professional duties, however, unit members shall have reasonable freedom to express their opinions, if identified as such, on all matters relevant to the course content.

## ARTICLE 16: GRIEVANCE PROCEDURE

### I. PURPOSE

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

### II. DEFINITIONS

Grievance. A formal written allegation by a unit member, or the Association, that a unit member has been adversely affected by a violation of the specific provisions of this agreement. The Association shall inform a unit member of any grievance filed or processed on their behalf.

Actions to challenge or change District policy, or administrative regulations, and those claims subject to the jurisdiction of agencies such as OSHA, HEW, FEPC, and EEOC, are not included in the procedure.

A grievance shall be valid only if it is presented at the appropriate level within twenty (20) days after the Grievant knew of the act or condition that formed the basis of the grievance.

Claim. The assertion of a grievance by the Grievant.

Grievant. The Association or unit member filing the grievance.

A Party-in-Interest. The Grievant and any other person(s) who may be required to take action or against whom action may be taken in order to resolve the claim.

Day. A "day" is any day in which a unit member is required to render service to the District.

Representative. An association representative, unit member, administrator, or adviser to any party-in-interest. Representative(s) of any party-in-interest may be present at all levels of the grievance.

Association. The Grossmont Education Association.

District. Any administrative representative of the Grossmont Union High School District.

Individual Grievance. A unit member may process a grievance without Association representation if resolution is reached prior to arbitration and the resolution is not inconsistent with the terms of this contract. Resolution of the grievance shall occur only after the

Association has received a copy of the grievance and the proposed resolution and has been given the opportunity to respond.

### III. INFORMAL GRIEVANCE

Within 20 days of the alleged violation, the grievance will be discussed with the grievant's principal or designee with the objective of resolving the matter informally.

Unit members not under the supervision of a principal should hold the informal meeting with the appropriate immediate supervisor or designee for processing at this level. The principal or immediate supervisor shall communicate to the Grievant the disposition of the informal grievance within ten (10) days of the informal meeting.

If the Grievant is not satisfied with the disposition of the grievance at the informal level, or no disposition has occurred, the claim must be submitted in writing to the principal or designee as a formal grievance within ten (10) days of the principal's decision.

### IV. LEVEL I – SCHOOL PRINCIPAL OR DESIGNEE

The formal grievance shall be filed on the Formal Grievance Form (See Form following Article).

Within five (5) days after the receipt of the written grievance by the principal or designee, the principal or designee shall meet with the Grievant in an effort to resolve the matter. The principal or designee shall render a written decision to the Grievant and the Association within ten (10) days after the Level I formal meeting.

### V. LEVEL II – ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES OR DESIGNEE

If the Grievant is not satisfied with the disposition of the grievance at Level I, or if no decision has been rendered, the Grievant may within ten (10) days appeal the written grievance to the Assistant Superintendent, Human Resources, or designee. The statement of appeal shall include a copy of the original grievance, the decision rendered, and a clear, concise statement of the reasons for the appeal.

Within five (5) days after receipt of the written grievance or appeal, the Assistant Superintendent, Human Resources, or designee shall meet with the Grievant in an effort to resolve the matter and shall render a written decision to the Grievant and the Association within ten (10) days of the Level II meeting.

### VI. LEVEL III – SUPERINTENDENT OR DESIGNEE

If the Grievant is not satisfied with the disposition of the grievance at Level II, or if no decision has been rendered, the Grievant may within ten (10) days appeal the written

grievance to the Superintendent or designee. The statement of appeal shall include a copy of the original grievance and appeal at each level, the decision rendered at each level, and a clear, concise statement of the reasons for the appeal.

Within five (5) days after receipt of the written grievance by the Superintendent or designee, the Superintendent or designee shall meet with the Grievant in an effort to resolve the matter. The Superintendent or designee shall render a written decision to the Grievant and the Association within ten (10) days of the Level III meeting.

#### VII. LEVEL IV – ARBITRATION

If the Grievant is not satisfied with the disposition of the grievance at Level III, or no decision has been rendered, the Grievant may submit the grievance to the Association for determination of whether the matter will go to arbitration.

Within ten (10) days of its receipt, the Association shall notify the Superintendent of a final decision to submit the grievance to arbitration. Regardless of the status of the contract (i.e. interim period between negotiated agreements) the Association shall have the right to move to arbitration. The statement of the decision to arbitrate shall include the appeal at each level, the decision rendered at each level, and a clear, concise statement of the reasons for the appeal. In such case, the parties shall request a list of arbitrators from the California State Conciliation Service. An arbitrator shall be selected by the following procedure:

A representative of each the Association and the District shall select the arbitrator from the California State Conciliation Services list by eliminating names until one name remains. The one remaining name shall be the arbitrator. The process of striking names shall occur within ten (10) days of receipt of the list. A coin flip shall determine if the Association or District will have first elimination. Once the arbitrator has been selected hearings shall commence at the convenience of the arbitrator. The arbitrator shall conduct the hearings in accordance with the voluntary arbitration rules of the American Arbitration Association and the provisions of this procedure.

No party-in-interest shall be permitted to assert any grounds or evidence before the arbitrator which was not previously disclosed to the other party. The arbitrator shall consider only those issues raised by the parties-in-interest.

Witnesses shall be assured that their testimony will be kept confidential.

The jurisdiction of the arbitrator shall be confined to a determination of the facts and the interpretation of the provisions of the contract. The arbitrator will have no power to add to,

subtract from, or modify the terms of this agreement or the written policies, rules, regulations, and procedures of the District.

The arbitrator is empowered to include in any award such financial reimbursements or other remedies as judged to be proper.

Each party shall bear the full costs for its representation in the arbitration. The cost of the arbitration shall be borne by the party not receiving the award. If the arbitrator's decision is split between the District and the Association, the cost shall be divided equally. If either party requests a transcript of the proceedings, that party shall bear the full costs of the transcript. If the parties mutually request a transcript, the total cost of the transcripts shall be divided equally between the parties.

#### VIII. GENERAL PROVISIONS

Prior to the submission of a grievance to arbitration, either the Association or the District may request that a representative from the California Mediation and Conciliation Service attempt to resolve the grievance through mediation. Mediation recommendations will be advisory to the parties.

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 and every effort should be made to expedite the process. The time specified, however, may be extended by written mutual consent.

In the event a grievance is filed at such time that it cannot be processed through all the levels in this grievance procedure by the end of the school year, the time limits set forth herein may be reduced so that the grievance procedure may be completed prior to the end of the school year, or as soon thereafter as it is practicable.

Any changes in representatives during this procedure shall be communicated to all parties-in-interest.

The parties-in-interest agree to make available to each other all pertinent non-confidential, non-privileged information which is relevant to the issues raised by the grievance. Copies of all non-confidential written opinions shall be made available to the grievant.

A decision rendered at any level shall be considered final unless an appeal is registered within the time limit specified. If a decision is not given to the Grievant within the time limit, an appeal may be taken to the next level.

No party-in-interest shall take reprisals against any unit member or any participant in the grievance process by reason of such participation.

Derogatory materials in a personnel file may not be used in a disciplinary proceeding if they are more than two (2) years old at the time the notice of proposed disciplinary action was given to the unit member.

A unit member may at any time request the Assistant Superintendent of Human Resources to remove specific derogatory materials from the personnel file. Removal of such materials is at the discretion of the District.

Any record(s) pertaining to a grievance shall be kept in a grievance file separate from the Grievant's official District personnel file.

**GROSSMONT UNION HIGH SCHOOL DISTRICT  
GROSSMONT EDUCATION ASSOCIATION  
FORMAL GRIEVANCE FORM**

INFORMAL MEETING HELD ON \_\_\_\_\_ WITH \_\_\_\_\_  
(Principal or Immediate Supervisor)

**PLEASE TYPE OR PRINT**

Name of Grievant: \_\_\_\_\_ Date: \_\_\_\_\_  
First I. Last

School/Facility/District Department: \_\_\_\_\_

Bargaining Unit Representative: \_\_\_\_\_

Date Cause of Grievance Occurred: \_\_\_\_\_ Alleged Violation of: \_\_\_\_\_ Article, Section, Etc.

Nature of Grievance: _____

Relief Sought: _____

\_\_\_\_\_ Employee  
Signature

(Attach additional sheets if necessary)

**LEVEL I**

Date Received: \_\_\_\_\_ Deadline to Render Decision \_\_\_\_\_

I have investigated and reviewed this grievance. My decision and my reasons for the decision are as follows: _____
_____
_____
_____

Decision transmitted to grievant and concerned parties on: \_\_\_\_\_  
Date

Deadline to appeal decision to next level: \_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal/Immediate Supervisor

\*\*\*\*\*

**LEVEL II**

Date Received: \_\_\_\_\_ Deadline to Render Decision: \_\_\_\_\_

I have investigated and reviewed this grievance. My decision and my reasons for the decision are as follows: _____
_____
_____
_____

Decision transmitted to grievant and concerned parties on: \_\_\_\_\_  
Date

Deadline to appeal decision to next level: \_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Level II Administrator

\_\_\_\_\_

**LEVEL III RESPONSE**

Date Received: \_\_\_\_\_ Date to Render Decision: \_\_\_\_\_


Decision transmitted to grievant and concerned parties on: \_\_\_\_\_  
Date

Deadline to appeal decision to next level: \_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent or Designee  
Grossmont Union High School District

\*\*\*\*\*

**LEVEL IV - ARBITRATION**

Date Grievance submitted to Arbitration: \_\_\_\_\_

## Grievance Timeline

### Informal Grievance

Date Grievance Occurred: \_\_\_\_\_

Deadline to Next Step	Date	Meeting/Disposition
Within 20 Days of Occurrence of Grievance		Meet w/Principal/Supervisor
Within 10 Days of Informal Meeting		Principal/Supervisor Responds
Within 10 Days of Receiving Response, if Unsatisfactory, or if no Response Received		File Formal Level I Grievance With Principal/Supervisor

### Formal Level I Grievance

Deadline to Next Step	Date	Meeting/Disposition
Within 5 Days of Filing Level I Grievance		Meet w/Principal/Supervisor
Within 10 Days of Level I Meeting		Principal/Supervisor Responds
Within 10 Days of Receiving Response, if Unsatisfactory, or if no Response Received		File Formal Level II Grievance With Assistant Superintendent Human Resources

### Formal Level II Grievance

Deadline to Next Step	Date	Meeting/Disposition
Within 5 Days of Filing Level II Grievance		Meet w/Asst. Supt, H.R.
Within 10 Days of Level II Meeting		Asst. Supt., H.R. Responds
Within 10 Days of Receiving Response, if Unsatisfactory, or if no Response Received		File Formal Level III Grievance With Superintendent or Designee

### Formal Level III Grievance

Deadline to Next Step	Date	Meeting/Disposition
Within 5 Days of Filing Level III Grievance		Meet w/ Superintendent or Designee
Within 10 Days of Level III Meeting		Superintendent Responds
Within 10 Days of Receiving Response, if Unsatisfactory, or if no Response Received		Decision to Arbitrate by Association List of Arbitrators Requested from CSCS

### Formal Level IV Grievance

Deadline to Next Step	Date	Meeting/Disposition
Within 10 Days of Receiving Arbitrator List		GEA and District Strike Names
Arbitrator Decides With Interested Parties		Hearing Commences

## ARTICLE 17: EVALUATION PROCEDURE

### I. RESPONSIBILITY

The responsibility for evaluation of unit members rests with the administrative head of each educational unit. The final administrative level is with the Superintendent.

It is the responsibility of the Superintendent or designee to:

- A. Oversee and facilitate the Districtwide process of evaluating unit members.
- B. Act as a resource to the administrative head of each educational unit.

Nothing herein shall be construed, however, as precluding classroom visitations in cases where alleged deficiencies have been found during the evaluation process, or where alleged deficiencies are reasonably suspected.

### II. EVALUATION PROCEDURES

Each certificated classification has minor variations. These are delineated on each certificated classification evaluation form. Unless a unit member has permanency in the position they are holding, they will be subject to the procedure for probationary staff.

#### A. Sequence of evaluation events for permanent unit members:

1. All permanent unit members not on leave shall be evaluated at least every two (2) years until they have been employed by the District for ten (10) years or more, are highly qualified pursuant to NCLB, and whose last evaluation was satisfactory in all Standards of the California Standards of the Teaching Profession, at which time they may be evaluated once every five (5) years as provided by California Education Code number 44664. The evaluator and unit member must both agree to be put on a five-year cycle and either party may withdraw its consent to such a cycle at any time.
2. Unit members notified on or about September 30 that this is the year for evaluation (local administration responsibility).
3. Unit member and evaluator(s) determine mutually-accepted date for first conference to be held by the end of October.
4. First conference session between evaluator(s) and evaluatee shall include review of the evaluation instrument, options and the California Standards for the Teaching Profession (See forms following article).

5. Unit members can provide material deemed pertinent by the unit member to the evaluator.
6. Second conference (by April 15) at which time the results from the implementation process (No. 5) are reviewed and, if needed, suggestions for improvement are discussed.
7. Signed final reports to the unit member, evaluator(s), supervising administrator, and personnel file.

B. Sequence of evaluation events for probationary unit members:

1. Probationary unit member will be notified on or about September 30 who their evaluator(s) will be.
2. Probationary unit member and evaluator(s) determine mutually accepted date for first conference to be held by the end of October.
3. Probationary unit member submits goals and objectives and other material deemed pertinent by the member to evaluator(s) two weeks prior to first conference.
4. First conference session between evaluator(s) and evaluatee.
5. The first evaluation/observation is due in the Human Resources office with the copies to the evaluatee on or about December 15.
6. Implementation of recommendations decided upon in first evaluation (No. 5 above).
7. Second conference and evaluation report on or about April 15.

III. GENERAL EVALUATION PROCEDURES

- A. All observation of the work of a unit member shall be conducted openly.
- B. All evaluations shall be in writing and a copy given to the unit member within seven (7) school days of the evaluation, or within ten (10) days after the evaluation conference. If the member disagrees with the evaluation, they may submit a written response which shall be attached to the file copy of the evaluation in question.
- C. Any complaint made against a unit member which is used in the evaluation shall be called to the attention of the unit member if said complaint is to be placed in the unit member's personnel file.

- D. Each observation of a member in student involvement situations shall be for an appropriate amount of time. If deficiencies are noted, there shall be an observation for at least one full period or equivalent.
- E. Each observation of a unit member should normally be preceded and followed by a conference between the unit member and their evaluator for the purpose of clarifying the objectives of the observation and the written evaluation report.
- F. If an evaluator finds a unit member deficient in their performance, the reasons thereof shall be set forth in writing as shall identification of the specific ways in which the unit member is to improve and of the specific assistance available from the administration and other staff members. When any permanent unit member has received an unsatisfactory evaluation, the evaluator shall annually evaluate the permanent unit member until they receive a positive evaluation, or is separated from the District.
- G. Any evaluation pursuant to this procedure which contains three (3) “*does not meet standards*” of a unit member’s performance in any three of the first one through five standards will include the requirement that the unit member shall, as determined necessary by the District, participate in the Peer Assistance and Review (PAR) Program designed to improve appropriate areas of the unit member's performance and to further pupil achievement and the instructional objectives of the District.
- H. At the beginning of the school year during which a unit member is to be evaluated, a pre-evaluation conference shall be held between the evaluator and the unit member so the evaluator may be apprised of the unit member's objectives, methods, and materials planned for the learning situation to be evaluated.
- I. All communications obtained by a unit member in the course of their professional duties and deemed by said unit member to be of a confidential nature shall not be disclosed except by written request by management.
- J. Prior to the beginning of any evaluation, a unit member shall have the right to put in writing any concerns that they may have concerning their evaluator. At this same time, the unit member to be evaluated shall have the right to request that another administrator be assigned.
- K. The instructional and professional activities of Professional Learning Communities will not be used in teacher performance evaluations.

#### IV. ALTERNATIVE EVALUATION (See Form following Article)

This evaluation program encourages unit members to continue their professional development and personal growth. The program is flexible to encourage unit members to grow in self-chosen areas of interest that promote student learning and instructional leadership. The program also hopes to strengthen collegial relationships, cooperation, and to decrease unit member isolation.

Participants are permanent unit members with a minimum of five years of teaching experience with the most recent evaluation rating of “meets standards.”



## Certificated Evaluation

Teacher's Name:	Course:	School:	Date:

Teacher's ID Number	Temporary	Probationary	Permanent
	<input type="checkbox"/>	<input type="checkbox"/> 1 <sup>st</sup> Year <input type="checkbox"/> 2 <sup>nd</sup> Year	<input type="checkbox"/>

Does Not Meet Standards	Meets Standards With Growth Recommended	Meets Standards	Not Observed or Not Applicable	
				<b>PART I: STANDARDS OF PROFESSIONAL RESPONSIBILITIES</b> (Assessed by reflection, observation, documentation, conference)
				<b>Standard 1: Engaging and Supporting All Students in Learning</b>
				Connecting students' prior knowledge, life experience, and interests with learning goals
				Using a variety of instructional strategies and resources to respond to students' diverse needs
				Facilitating learning experiences that promote autonomy, interaction, and choice
				Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
				Promoting self-directed, reflective learning for all students
				<b>Standard 2: Creating and Maintaining Effective Environments For Student Learning</b>
				Creating a physical environment that engages all students



### Certificated Evaluation

				Establishing a climate that promotes fairness and respect
				Promoting social development and group responsibility
				Establishing and maintaining standards for student behavior
				Planning and implementing classroom procedures and routines that support student learning
				Using instructional time effectively
				<b>Standard 3: Understanding and Organizing Subject Matter For Student Learning</b>
				Demonstrating knowledge of subject matter content and student development
				Organizing curriculum to support student understanding of subject matter
				Interrelating ideas and information within and across subject matter areas
				Developing student understanding through instructional strategies that are appropriate to the subject matter
				Using materials, resources, and technologies to make subject matter accessible to students
				<b>Standard 4: Planning Instruction and Designing Learning Experiences For All Students</b>
				Drawing on and valuing students' backgrounds, interests, and developmental learning needs
				Establishing and articulating goals for student learning



### Certificated Evaluation

				Developing and sequencing instructional activities and materials for student learning
				Designing short-term and long-term plans to foster student learning
				Modifying instructional plans to adjust for student needs
				<b>Standard 5: Assessing Student Learning</b>
				Establishing and communicating learning goals for all students
				Collecting and using multiple sources of information to assess student learning
				Involving and guiding all students in assessing their own learning
				Using the results of assessments to guide instruction
				Communicating with students, families, and other audiences about student progress
				<b>Related Duties and Responsibilities</b>
				Seeks out opportunities for enhancement of content knowledge and pedagogical skills
				Demonstrates a willingness to accept suggestions and implement appropriate change
				Maintains constructive working relationships with colleagues
				Maintains constructive working relationships with colleagues for the benefit of students
				Maintains appropriate school wide policies and rules
				Maintains and promptly submits accurate and complete records and reports





## Certificated Evaluation

<b>Part IV: Overall Evaluation</b>
<input type="checkbox"/> Meets Standards <input type="checkbox"/> Meets Standards with Growth Recommended <input type="checkbox"/> Does Not Meet Standards
Administrator's Signature:
Date:

<b>TEACHER'S COMMENTS</b> - The teacher shall have the right to respond in writing to the evaluation. This response shall be attached to the evaluation prior to it being placed in the teacher's personnel file if received within ten (10) working days after the receipt of the evaluation. If received after ten (10) working days it will be added to the personnel file when received by the District.
I HAVE ATTACHED A STATEMENT:   Yes / No
I acknowledge being apprised of the above evaluation in a personal conference.
Teacher's Signature:
Date:

## STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

ELEMENT	DOES NOT MEET STANDARD	MEETS STANDARD WITH GROWTH RECOMMENDED	MEETS STANDARD
<p>Connecting students' prior knowledge, life experience, and interests with learning goals</p>	<p>The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.</p>	<p>The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.</p>	<p>The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.</p>
<p>Using a variety of instructional strategies to respond to students' diverse needs</p>	<p>The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.</p>	<p>The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.</p>	<p>The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, making adjustments while teaching to respond to students' needs.</p>
<p>Facilitating learning experiences that promote autonomy, interaction, and choice</p>	<p>Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.</p>	<p>Learning experience are directed by the teacher and allow limited student autonomy, interaction, and choice.</p>	<p>Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.</p>
<p>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</p>	<p>No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.</p>	<p>Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.</p>	<p>Learning opportunities are provided that extend student thinking, and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.</p>
<p>Promoting self-directed, reflective learning for all students</p>	<p>No opportunities are provided for students to initiate their own learning or to monitor their own work.</p>	<p>Students' learning is directed and monitored by the teacher, but appropriate opportunities are not provided for students to reflect on their work individually.</p>	<p>Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.</p>

## STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARD	MEETS STANDARD WITH GROWTH RECOMMENDED	MEETS STANDARD
<p>Creating a physical environment that engages all students</p>	<p>The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.</p>	<p>The physical environment is arranged for safety, accessibility, and it facilitates some learning.</p>	<p>The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.</p>
<p>Establishing a climate that promotes fairness and respect</p>	<p>The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.</p>	<p>A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.</p>	<p>Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.</p>
<p>Promoting social development and group responsibility</p>	<p>Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.</p>	<p>Students respect each other's differences most of the time and work together moderately well. The teacher provides few opportunities for students to assume responsibility.</p>	<p>Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.</p>
<p>Establishing and maintaining standards for student behavior</p>	<p>No standards for behavior appear to have been established, or students are confused about what the standards are.</p>	<p>Standards for behavior have been established by the teacher.</p>	<p>Standards for behavior together, and students are responsible for helping each other maintain standards.</p>
<p>Planning and implementing classroom procedures and routines that support student learning</p>	<p>Classroom procedures and routines have not been established or are not being enforced.</p>	<p>Procedures and routines have been established and work moderately well, with some loss of instructional time.</p>	<p>Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.</p>
<p>Using instructional time effectively</p>	<p>Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.</p>	<p>Instructional time is paced so that some students complete learning activities.</p>	<p>Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.</p>

### STANDARD 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARD	MEETS STANDARD WITH GROWTH RECOMMENDED	MEETS STANDARD
Demonstrating knowledge of subject matter and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects only a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports a limited understanding of core concepts.	The curriculum is organized and sequenced; demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.
Intervening ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to students, and encourages only a limited number of students to think critically or to extend their knowledge of subject matter.	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of and enthusiasm for subject matter.
Using materials, resources, and technologies to make subject matter accessible to students	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.

## STANDARD 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

ELEMENT	DOES NOT MEET STANDARD	MEETS STANDARD WITH GROWTH RECOMMENDED	MEETS STANDARD	
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans rarely reflect information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experience, or school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experiences, and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.
Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and prompt understanding of complex concepts.
Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Instructional plans are occasionally modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding by all students.

## STANDARD 5: ASSESSING STUDENT LEARNING

ELEMENT	DOES NOT MEET STANDARD	MEETS STANDARD WITH GROWTH RECOMMENDED	MEETS STANDARD	
Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not clearly communicated to students.	Limited learning goals are established to meet school and district expectations. Goals are communicated to some students.	Learning goals are established in relation to students' needs and the curriculum, and meet district and state expectations. Goals are communicated to all students.	Learning goals are established by the teacher and students. Goals are appropriate to students' needs and the curriculum; and meet district and state expectations. Goals are communicated to all students.
Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses limited sources of information to assess student learning and limited assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
Involving and guiding all students in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Limited opportunities are provided for students to discuss work.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand and discuss their work.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss their work.
Using the results of assessment to guide instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.
Communicating with students, families, and other audiences about student progress	The teacher provides incomplete or unclear information about student learning to students, families, and support personnel.	The teacher provides limited information about student learning to students, families, and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.

## STANDARD 6: PROFESSIONAL RESPONSIBILITIES

ELEMENT	DOES NOT MEET STANDARDS	GROWTH RECOMMENDED	MEETS STANDARDS
Seeks out opportunities for enhancement of content knowledge & pedagogical skills	Limited participation in appropriate professional development activities.	Participates in appropriate professional development activities as recommended or required.	Seeks out opportunities for appropriate professional development activities that enhance knowledge and/or skills.
Demonstrates a willingness to accept suggestions, & implement change	Unable or unwilling to implement suggestions for improving knowledge and/or skills.	Accepts suggestions for improving knowledge of curriculum and skills.	Accepts and implements suggestions for improvement of knowledge and skills from collegial coaches and/or evaluators.
Contributes to the profession	Makes no effort to take an active role in their profession	Makes an effort to share knowledge with others and assume professional responsibilities.	Initiates activities that contribute to the profession (for example, mentorships, committee leadership positions, or making presentations)
Maintains constructive working relationship w/colleagues for the benefit of schools	Does not demonstrate effective interpersonal skills with colleagues	Maintains cordial relationships with colleagues to fulfill required duties	Maintains professional relationships with all colleagues and takes initiative in assuming leadership among the faculty
Works to implement school programs, goals, & district core values	Does not participate in required school projects or events	Voluntarily participates in school programs and events	Assumes leadership roles in school projects and events
Maintains appropriate schoolwide policies & rules	Does not support the maintenance of schoolwide policies and rules	Minimally participates in maintaining appropriate schoolwide policies and rules	Participates in maintaining appropriate schoolwide policies and rules
Maintains & promptly submits accurate & complete records & reports	Does not maintain an effective system for collecting, recording and reporting information on student progress and assignment completion	Maintains an effective system for collecting, recording and reporting information on student progress and assignment completion	Maintains accurate, complete and correct records and information on student progress and assignment completion
Is regular & prompt in attendance	Does not meet contractual obligations for attendance or punctuality	Meets contractual obligations for attendance or punctuality	Exceeds contractual obligations for attendance or punctuality and is available to students before and after the school day
Demonstrates professional conduct & integrity in the classroom & school community	Does not utilize sound judgement and integrity in determining and exhibiting professional conduct in the classroom	Utilizes sound judgement and integrity in determining and exhibiting professional conduct in the classroom	Demonstrates leadership to help colleagues utilize sound judgement and integrity in determining and exhibiting professional conduct in the classroom and school community

## GROSSMONT UNION HIGH SCHOOL DISTRICT

### Alternative Evaluation Program

#### **Goal:**

This evaluation program encourages teachers to continue their professional development and personal growth. The program is flexible to encourage teachers to grow in self-chosen areas of interest that promote student learning and instructional leadership. The program also hopes to strengthen collegial relationships, cooperation, and to decrease teacher isolation.

#### **Description:**

The program is an individual exploration of alternatives to the traditional process of evaluation. It is based on the premise that professional educators are capable of setting meaningful goals which will serve as a focus for their professional growth for that year. That individual professional growth becomes the basis for the evaluation for the year. The teacher, together with the site principal, establishes criteria for the evaluation of that growth. The program emphasizes the need for personal reflection and for collaboration between the teacher and the principal.

Participants are permanent teachers with a minimum of five years of teaching experience with the most recent evaluation rating of "meets standards."

The teacher develops goals that become the basis for his/her professional growth and evaluation for the school year. At a conference held early in the fall, the teacher and administrator meet, discuss, and agree upon these goals. They establish the criteria and the option to be used for the evaluation of those goals. They also need to schedule approximate dates for two short evaluation conferences throughout the year. The purpose of these brief conferences will be to discuss that teacher's progress toward his/her goals.

The need for collegial dialogue about the practice of teaching and teacher goals is an important factor. As we move the focus away from a teacher-centered evaluation to that of student performance, the goals should include some of the following:

- **STUDENT PROGRESS**

Examples: --Classroom action research  
--Pre/post testing  
--Portfolios

- **MEETING NEEDS OF A DIVERSE STUDENT POPULATION**

Examples: --Addressing learning modalities  
--Instructional strategies from World of Difference  
--CLAD/BCLAD certification

- **INTEGRATION OF CURRICULUM FRAMEWORK**

Examples: --Relating coursework to program majors, career paths  
--Authentic assessment

- **STUDENT AND PARENT FEEDBACK**

Examples: --Phone logs  
--Personal communication tools regarding student success, progress, and behavior

- **PEER COACHING**

Examples: --Collaborative lesson planning  
--Modeling  
--Reflective feedback

**GROSSMONT UNION HIGH SCHOOL DISTRICT  
Alternative Evaluation Goals Form**

Page \_\_\_ of \_\_\_

TEACHER'S NAME	COURSE/SUBJECT/GRADE LEVEL	SCHOOL/DEPARTMENT	DATE
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**TEACHER COMPLETES PRIOR TO CONFERENCE**

---

**Please list your goal(s) which directly relate to student learning or instructional strategies:**

---

**Plans for implementation:**

---

**Evaluation criteria - How will the goal(s) be evaluated:**

---

**Approximate dates of evaluation conferences with administrator:**

TEACHER'S SIGNATURE	ADMINISTRATOR'S SIGNATURE
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**GROSSMONT UNION HIGH SCHOOL DISTRICT  
Alternative Evaluation Final Form**

Page \_\_\_\_ of \_\_\_\_

TEACHER'S NAME	COURSE/SUBJECT/GRADE LEVEL	SCHOOL/DEPARTMENT	DATE
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**TEACHER COMPLETES PRIOR TO CONFERENCE**

**Evaluation of goals/objectives:** Summarize the extent and degree to which you accomplished your goals/objective(s) as written for the Planning Conference. Was your evaluation criteria met?

---

**Reflection of teaching:** State the extent and degree that this evaluation year enhanced your professional growth. How did it affect student learning?

---

**Plans for subsequent growth:**

<b>REVIEW AND REACTION OF ADMINISTRATOR</b>
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<b>TEACHER'S SIGNATURE</b>	<b>ADMINISTRATOR'S SIGNATURE</b>
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**GROSSMONT UNION HIGH SCHOOL DISTRICT**  
**PROGRAM ACTIVITIES FOR ALTERNATIVE EVALUATION**  
**TEACHERS AND ADMINISTRATORS**

**SEPTEMBER:**

Teachers: Receive information on the two evaluation procedures.

Principals: Discuss programs at staff meeting.

**OCTOBER:**

Teachers: Select method of evaluation and indicate choice to principal. Meet with principal if interested in volunteering to participate in the Alternative Evaluation. Complete the appropriate goals form. Professional goals should be focused on student learning and/or instructional strategies.

Principals: Conduct goal conferences with participants and establish form of evaluation. Work with participants to ensure their plan includes the key elements of the program. Goals forms due October 30. Calendar two staff meetings for all site participants during the year to review progress on the completion of individual goals.

**NOVEMBER - APRIL:**

Teachers: Work on completion of goals.

Principals: Make informal visits to classrooms. Conduct two site meetings for participating teachers. Support and assist individual teachers.

**MAY:**

Teachers: Complete final evaluation form and have evaluation conference with principal.

Principals: Conduct evaluation conferences with individual teachers. Final evaluation forms due on or about May 1.

EVALUATION#2/ALTEVAL.FRM

## I. GUIDELINES

- A. Professional Learning Communities (PLCs) are teacher initiated, collaborative, and intended for professional growth to improve student achievement.
- B. An administrator may attend a PLC meeting by invitation of the PLC or request of the administrator.
- C. PLC teams will determine a purpose for their team's work for collaboration.
- D. PLC team purposes and best practices may be shared at site leadership and staff meetings.
- E. All PLC documents, work or written products shall be exclusively initiated by the PLC for the use of the members of the PLC.

## II. EVALUATIONS

- A. The instructional and professional activities of Professional Learning Communities will not be used in teacher performance evaluations. Teacher performance evaluations are to be conducted only in accordance with Article 17 of the Collective Bargaining Agreement.
- B. All consultant observation notes will, in no manner be shared with administration and no name will be attached to any form. Any copy will be provided only to the teacher observed and notes used by the Consultant will be destroyed.
- C. An Administrative member of the PLC Team will not evaluate a bargaining unit member of the same PLC Team unless such unit member requests.

## III. CONSULTANTS

- A. The District shall provide annual PLC Consultant schedules to GEA at least three weeks before the first visit to any site.
- B. The District shall provide any changes in such schedules to GEA.
- C. A teacher shall be given ten (10) days advance notice in writing of any outside PLC Consultant classroom observation. Teachers may decline to participate in such observations by notifying their principal.
- D. PLC Consultants shall review Article 17 of the Collective Bargaining Agreement before assisting any Professional Learning Communities.
- E. GEA shall be provided a copy of the instructions given to PLC Consultants.

## ARTICLE 19: PROFESSIONAL DEVELOPMENT

The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, unit members must succeed in teaching. Therefore, the parties agree to collaborate in the design and implementation of programs including, the Peer Assistance and Review (PAR), the Teacher Induction Program (TIP) and the Professional Development Committee.

### I. PROFESSIONAL DEVELOPMENT COMMITTEE

The purpose of the Professional Development Committee (PDC) is to make recommendations regarding staff development offerings (utilizing the expenditures of Title II, Part A. The Committee shall consist of five (5) unit members selected by GEA, and 5 five administrators selected by the Assistant Superintendent of Educational Services.

Committee members who are unit members will be paid .035 times Class 3, Step 1 of the salary schedule per year and will receive two (2) release days for committee meetings.

- A. Chairperson shall be a unit member selected by the Association
- B. Committee members shall not serve as TIP Mentors, TIP Lead Mentors, PAR Consulting Teachers, or as PAR Project Leaders.
- C. All proceedings and materials related to personnel matters shall be strictly confidential.

#### Duties:

Establish its rules of procedure, including but not limited to:

- 1. Establish a meeting schedule.
- 2. A quorum will consist of a minimum of six (6) members with at least three (3) unit members and three (3) administrators present.
- 3. The chairperson shall be a unit member and set the agenda.
- 4. Adopt rules and regulations to accomplish the provisions of this article.

5. Develop plans for district staff development utilizing the expenditures of Title II, Part A.
6. Conduct an annual program evaluation and make recommendations for improvement.
7. The district shall provide clerical assistance to the Committee for distributing minutes of meetings, typing reports and minutes, notifying members of meetings and other necessary work.
  - a. Creates Staff Development Programs that support staff development using recommendations from unit members as one source.
  - b. Make a report on the progress of staff development utilizing the expenditures of Title II, Part A in the district to the Grossmont Union High School District Governing Board and Grossmont Education Association.

## II. PEER ASSISTANCE AND REVIEW

### A. COMMITTEE

1. The Committee shall consist of seven (7) members, four (4) of whom shall be unit members who are chosen to serve by the Association. The District shall choose the three (3) administrators of the Committee. Committee members serve at least one (1) year with no term limit. Both parties shall identify their respective members by March 15.
2. Committee members who are unit members will be paid .035 times Class 3, Step 1 of the salary schedule per year and will receive two release days for Committee meetings.
3. The chairperson shall be a unit member selected by the Association.
4. PAR Committee members shall not serve as Consulting Teachers.
5. All proceedings and materials related to evaluations, reports and other personnel matters shall be strictly confidential. Therefore, Committee members and Consulting Teachers may disclose such information only as necessary to administer this article.

Duties:

1. Establish a meeting schedule. A quorum shall consist of five (5) members of the Committee, three of whom shall be unit members.
2. Establish a procedure for application as a Consulting Teacher.
3. Select the panel of Consulting Teachers. The committee shall make an effort to have a broad-based panel that includes unit members from a wide variety of subject areas and grade levels.
4. Notify in writing any applicants for Consulting Teacher who are not selected for a position.
5. Select trainers and/or training providers.
6. Provide a panel of available Consulting Teachers for selection by the Participating Teacher.
7. Adopt Rules and Procedures to affect the provisions of this Article including the development of a process for determining successful completion of the PAR program. Said Rules and Procedures will be consistent with the provisions of this Agreement, and to the extent there is an inconsistency, the contract shall prevail.
8. Approve the number of PAR Consulting Teachers and in any school year, based upon:
  - a. Participation in the PAR Program.
  - b. Budget.
9. Evaluate Consulting Teachers using a uniform process that includes due process. By March 1, if the Committee has decided not to renew a Consulting Teacher, the Committee must notify the Consulting Teacher in writing by May 1. The Consulting Teacher may ask to be removed from the program at any time. If this happens during a school year, the teacher shall receive a prorated portion of the stipend.
10. The Consulting teacher will make the final report of the progress of the Referred Participating Teacher to the Committee.
11. Evaluate annually the impact of the PAR program in order to improve the program and make a report on its progress to the Association and the Superintendent.

12. Approve a budget for conferences and training to assist Consulting Teachers in performing their duties.
13. Approve release time for Consulting Teachers.
14. Develop budget.
15. Establish rules of procedure.
16. Provide training for the Committee.

B. PARTICIPATING TEACHERS

1. All communication between the Consulting Teacher and a Volunteer Participating Teacher shall be confidential, and without the written consent of the Volunteer Participating Teacher, shall not be shared with others, including the site principal, the evaluator, or the Committee.
2. The Participating Teacher has the right to be represented throughout these procedures by the Association representative of their choice.
3. Referred Participating Teachers are unit members with permanent status who receive assistance to improve their instructional skills, classroom management, and knowledge of subject, and/or related aspects of their teaching performance as a result of a composite “does not meet standards” on Part IV: Overall Evaluation. An unsatisfactory evaluation will consist of a “does not meet standards” rating in three out of five in any one standard and a “does not meet standards” rating in any three of the first one through five standards. Upon receipt of a “does not meet standards” evaluation, the unit member shall be informed of the Peer Assistance Program and be contacted by the Committee. Within twenty (20) workdays thereafter, the unit member must notify the Committee and their site administrator as to their selection of one or more Consulting Teachers from the list of available Consulting Teachers provided by the Committee. This does not preclude the unit member from working with the Association to have the evaluation changed to a positive one. A different Consulting Teacher may be selected to work with the Participating Teacher at any time during the process when requested to do so by the Participating Teacher or the Consulting Teacher.
4. Volunteer Participating Teachers are permanent unit members with a satisfactory or meets-standards evaluation. They may elect to do an alternative evaluation in

lieu of receiving the biannual evaluation by becoming a Volunteer Participating Teacher. For the Volunteer Participating Teacher with permanent status – the purpose of participation in the PAR Program is for peer assistance only. The participation shall not constitute a performance review. Although the Volunteer Participating Teacher may terminate their participation in the PAR Program at any time, it is expected that the Volunteer Participating Teacher will participate for at least one semester. To receive this assistance, the Volunteer Participating Teacher shall submit an application to the Committee.

#### C. CONSULTING TEACHER

1. A Consulting Teacher is a unit member who provides assistance to a Participating Teacher pursuant to the PAR Program. In addition to (or in lieu of) working with Participating Teachers, some members of this panel may offer training, conduct demonstration lessons, develop curriculum, or do other work to support the needs of the Peer Assistance Program.
2. Qualifications for the Consulting Teacher shall be set forth in the Rules and Procedures, provided that the following shall constitute minimum qualifications:
  - a. A credentialed current classroom teacher with permanent status and current classroom experience.
  - b. A teacher who can demonstrate exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
  - c. A teacher who can demonstrate exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
3. In filling the position of Consulting Teacher, any unit member with recent classroom experience may submit their name, or that of any other unit member, as a Consulting Teacher candidate. Unit members recommended may receive an invitation to apply for a Consulting Teacher assignment from the Committee. Consulting Teachers shall be selected by the Committee.

4. Consulting Teachers shall be selected by a majority vote of the Committee using criteria established by the Committee.
5. A Consulting Teacher's performance of Consulting Teacher duties and responsibilities shall not be considered in their regular evaluation.
6. The term of the Consulting Teacher shall be a maximum of three (3) years with a two (2) year layoff prior to reapplying. The expectation is that Consulting Teachers will remain classroom teachers after their term.
7. In the event that a unit member is selected as a Consulting Teacher but subsequently leaves the bargaining unit; they shall be dropped from the program.
8. The Committee may find it beneficial to release some Consulting Teachers from their classroom assignments for one or more periods. There will be no full-time release of Consulting Teachers.
9. Functions performed pursuant to this Article by unit members shall not constitute either management or supervisory functions.
10. Each Consulting Teacher shall have fifteen (15) release days and will receive a stipend .10 times Class 3, Step 1 of the salary schedule per year.
11. The Committee shall establish a budget for Consulting Teachers and Participating Teachers to attend conferences or training to assist them in their work with the Participating Teachers. In addition, a Consulting Teacher working with a Participating Teacher shall have an annual budget to allow the Participating Teacher to attend beneficial conferences or to take appropriate training.
12. Consulting Teachers shall have responsibility for one (1) Referred Participating Teacher and three (3) Volunteer Participating Teachers. If no Referred Teachers are assigned to a Consulting Teacher, the Consulting Teacher will be assigned up to six (6) Volunteer Participating Teachers.
13. Each Referred Participating Teacher shall be offered no less than twenty-five (25) hours of assistance during or outside the workday per year from the Consulting Teacher. Consulting Teachers shall assist Participating Teachers by demonstrating, observing, coaching, conferencing, referring or by other

activities, which, in their professional judgment, will assist the Participating Teacher.

14. The Consulting Teacher shall meet with the Referred Participating Teacher to discuss the PAR Program as soon as possible, but no later than ten (10) working days after the Consulting Teacher has been identified. At this meeting they shall establish mutually agreed upon performance goals and develop the assistance plan.
15. The Consulting Teacher shall meet with the Participating Teacher and their respective site principal to inform them of the mutually agreed upon assistance plan being used. This will occur within four weeks of the beginning of school.
16. The Consulting Teacher shall conduct multiple observations of the Participating Teacher during classroom instruction *and* shall have both pre-observation and post-observation conferences. The Consulting Teacher shall submit monthly logs of contacts and outline specific support provided to the Committee.
17. The Consulting Teacher shall attend regularly scheduled meetings not to exceed one per month.
18. The Consulting Teacher shall monitor the progress of the Participating Teacher and shall provide periodic written and/or oral reports to the Participating Teacher for discussion and review.
19. The Consulting Teacher shall continue to provide assistance to the Participating Teacher until the Consulting Teacher concludes that the Participating Teacher has successfully completed the assistance plan or that further assistance will not be productive. A copy of the Consulting Teacher's report shall be submitted to and discussed with the Participating Teacher to receive their input and signature before it is submitted to the Committee. The Participating Teacher's signing of the report does not necessarily mean agreement, but rather that they have received a copy of the report. The Consulting Teacher shall submit a final report to the Committee. The Committee shall make a separate report of the Participating Teacher's participation in the PAR program available for placement in their personnel file. The Participating Teacher shall have the right to submit a written response, within ten (10) days, and have it attached to the final report.

The Referred Participating Teacher shall also have the right to request a meeting with the Committee.

20. Consulting Teachers shall be reimbursed for all related mileage on the basis of the IRS mileage rate.

#### D. PROJECT LEADER

##### 1. QUALIFICATIONS

- a. A credentialed classroom teacher with permanent status and recent classroom experience.
- b. A teacher who demonstrates exemplary teaching ability, as indicated by among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- c. The term of the Project Leader shall be for two (2) years and for no more than two (2) consecutive terms.

##### 2. SELECTION/EVALUATION

- a. The Committee shall select the Project Leader.
- b. The Committee shall evaluate the Project Leader in their role as PAR coordinator.

Duties:

The Project Leader shall:

1. Facilitate training of Committee members and Consulting Teachers as needed.
  2. Coordinate the panel of Consulting Teachers, as well as schedule and hold regular planning meetings for the panel of Consulting Teachers
  3. Shall review the logs of all Consulting Teachers and monitor their progress
  4. Will assist Consulting Teachers in working with Participating Teachers, and will have one Participating Teachers assigned directly to them
  5. Make a report to the Joint Committee at each meeting on the progress of the Peer Assistance Program
  6. Distribute, at the beginning of each school year, a copy of the adopted contract language for the PAR program to all unit members and administrators
  7. Develop forms related to the program including application forms, report forms, etc.
  8. Provide training for Consulting Teachers prior to the Consulting Teachers participation in the program (including Summer Institute)
  9. Send written notification of participation in the PAR program to the Referred Participating Teacher, the Consulting Teacher, and the site principal
  10. Consult with Director of Curriculum as program needs warrant
  11. Shall be assigned one Participating Teacher
3. COMPENSATION:
- a. The Project Leader shall have fifteen (15) days of release and will receive a stipend of .116 times Class 3, Step 1 of the salary schedule per year.
  - b. Reimbursed mileage expenses on the basis of the IRS mileage rate.

E. LEGAL REQUIREMENTS

1. The parties agree that this PAR program must comply with applicable law.
2. If state funding for the PAR program is discontinued; the program shall be discontinued.
3. The District agrees to indemnify and hold harmless and provide a defense to members of the Committee, and Consulting Teachers, against any claims,

causes of action, damages, grievances, administrative proceedings or any other litigation arising from lawful participation in Peer Assistance and Review as provided in Article II of the Contract.

### III. TEACHER INDUCTION PROGRAM

The Association and the district shall work jointly to ensure that the Induction program meets the standards for professional teacher induction programs, as established by the California Commission on Teacher Credentialing. No teacher shall be required by the district to participate in an Induction program that does not meet these standards. The Teacher Induction Program shall be called the TIP throughout this article.

#### Purpose:

1. Provide an effective transition into the teaching career for the first year and second year teachers in California.
2. Improve the educational performance of pupils through improved training, information and assistance to new teachers.
3. Support beginning teachers so that they are effective in teaching.
4. Support the professional success and retention of new teachers.
5. Ensure that a TIP Mentor and the TIP Lead Mentor provides intensive individualized support and assistance to each Candidate.
6. Ensure guidelines for effective assessments are adhered to as defined by California Commission on Teacher Credentialing.
7. Ensure that an individual learning plan is in place for each TIP Candidate and is based on an ongoing assessment of the development of the TIP Candidate.
8. Ensure continuous program improvement through ongoing research, development and evaluation.
9. Annually review the individual teacher performance assessments and the usefulness of assessment results to teachers and decision-makers to guide the development of a professional plan for improvement.

#### Coordination and Communication with Induction Program

The Association shall be an Induction partner with the district and shall be advised on an annual basis of the requirements for teachers in the Induction program.

#### TIP Committee

The TIP Committee shall consist of ten 10 voting members, five 5 of whom shall be unit members who are chosen to serve by the Association. The District shall choose five (5) district representatives for the Committee.

- A. Committee members who are unit members will be paid .035 times Class 3, Step 1 of the salary schedule per year and will receive two (2) release days for committee meetings.
- B. The Chairperson shall be the TIP Director and shall be a non-voting member of the committee.
- C. All proceedings and materials related to personnel matters shall be strictly confidential.

Duties:

1. Establish a meeting schedule and rules of operation
  - a. A quorum is six (6) members, four (4) of whom shall be unit members.
  - b. The Chairperson shall set the agenda with input from the committee.
2. Establish a procedure for application as a TIP Mentor and as a TIP Lead-Mentor (General Education and Special Education).
3. Select the TIP Mentor and the TIP Lead Mentor. The committee shall make an effort to have a broad-based panel that includes teachers from a wide variety of subject areas and grade levels.
4. Approve the number of TIP Mentors and TIP Lead Mentors in any school year, based upon:
  - a. Participation in the Teacher Induction Program.
  - b. Budget
5. Notify in writing any applicants for TIP Mentor who are not selected for a position.
6. Review and recommend trainers and/or training to be provided.
7. A Committee member may ask to be removed from the program at any time. If this happens during a school year, the teacher shall receive a prorated portion of the stipend.
8. Evaluate annually the impact of the Teacher Induction Program in order to improve the program.
9. Review and recommend a budget for conferences and training to assist TIP Mentors and Candidates in performing their duties.
10. Approve release time for TIP Mentors and Candidates.

11. Approve the TIP Budget.

12. Review and recommend rules and procedures to affect the provisions of this Article including the development of a process for determining successful completion of the Teacher Induction Program. Said Rules and Procedures will be consistent with the provisions of this Agreement, and to the extent there is an inconsistency, the contract and law shall prevail.

a. Develop an appeal process for candidates who are deemed not to have completed the program.

b. Approve the program's Formative Assessment component.

13. The Committee shall approve a program that will focus on the California Standards for the Teaching Profession, state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks.

14. The Induction program is not a substitute for the contractual evaluation procedure in Article 17 (Evaluation) of this agreement. The performance evaluation and the Induction program are separate and unrelated procedures.

Recommendations of the Committee will be based on the following Process:

Committee meets monthly to review the program, make recommendations on policy decisions, select support providers (Spring), review surveys and other evaluation data for the program.

TIP Mentors

Primary Function:

All TIP Mentors and TIP Lead Mentors are responsible for providing support and assistance to teachers participating in the Induction Program. They are also responsible for assisting teachers who have completed the program but have not yet completed their credential requirements.

TIP Mentor—General Education

Qualifications:

1. A credentialed current classroom teacher with permanent status, and at least four (4) years of teaching experience.
2. A unit member who can demonstrate exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter

knowledge, and mastery of a range of instruction strategies necessary to meet the needs of pupils in different contexts.

Note: Every effort should be made to fill all positions with current unit members; however, in the event this is not possible, retired teachers can be hired (but no more than 10% may be retired teachers). The retired teacher must have:

- a. Five (5) years of teaching experience
  - b. Taught within the last three (3) years or have participated in the program in the previous two (2) years.
3. The TIP Committee shall select TIP Mentors.
  4. TIP Mentors shall be selected by a majority vote of the TIP Committee using criteria established by the committee
  5. A TIP Mentor's performance of their duties and responsibilities shall not be considered in their regular evaluation.
  6. With the approval of the TIP Committee, a TIP Mentor shall be granted release time for agreed-upon professional development, or to meet with other TIP Mentors to develop and refine their skills, and to problem-solve, assess and reflect on teaching.
  7. The term of the TIP Mentor shall be a maximum of three (3) terms (term defined as two years) with a two (2) year layoff prior to reapplying.
  8. In the event that a unit member is selected as a TIP Mentor or a TIP Lead Mentor but subsequently leaves the District, they shall be dropped from the program.
  9. Functions performed pursuant to this Article by unit members shall not constitute either management or supervisory functions.
  10. A TIP Mentor shall have eight (8) days of release and will receive a stipend equal to amount equal to .10 of Class 3, Step 1 on the Certificated Salary Schedule for every two (2) participating teachers with whom they work
  11. A TIP Mentor shall be assigned two Candidates (unless the Mentor agrees to have a third Candidate) and shall have 8 days of release and will receive a stipend equal to .10 of Class 3, Step 1 of the salary schedule per year. The exceptions are as follows:

- a. For an assignment of 1 Candidate, the Mentor shall have 6 days of release and will receive a stipend equal to .065 of Class 3, Step 1 of the salary schedule.
  - b. For an assignment of 3 Candidates, the Mentor shall have 8 days of release and will receive a stipend equal to .16 of Class 3, Step 1 of the salary schedule.
12. The TIP Lead Mentor shall teach one period per day and receive eight (8) days of release.
  13. The TIP Committee shall approve a budget for Mentors and Candidates to attend conferences or training to assist Mentors in their work with the Candidates.
  14. Each Candidate shall be offered no less than twenty-five (25) hours of assistance during or outside the workday per semester from the TIP Mentor.
  15. TIP Mentors shall assist Candidates by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the new teacher.
  16. The TIP Mentor shall meet with the Candidate to discuss the Induction Program as soon as possible, but no later than the 20th day that the Candidate starts work.
  17. The TIP Mentor shall conduct multiple observations of the Candidate during classroom instruction, and shall have both pre-observation and post-observation conferences.
  18. The TIP Mentor shall attend regularly scheduled meetings. There will be a maximum of two (2) meetings (two hours per meeting) per month, with the exception of two months each year where an additional meeting is required for the purpose of portfolio review.
  19. The TIP Mentor shall monitor the Candidate's progress in completing the formative assessment materials and attending workshops and meetings.
  20. TIP Mentors shall be reimbursed for all related mileage on the basis of the IRS mileage rate.

TIP Lead Mentor

Directly Responsible to: Director, Learning & Innovation

Salary:

Salary Schedule Rate

Stipend of equal to amount .10 of Class Three (3) Step One (1)

Mileage at current IRS rate

Hours:

Will work an eight (8) hour day.

No more than two (2) meetings per month (Mentor and Candidate meetings) of not more than two hours in length. Two additional meetings per month (Mentor and Candidate) facilitated by a self-adjustment of the TIP Lead —Mentor's regular eight-hour day or by compensation at the teacher's hourly rate. Special projects/assignments beyond regular duties and responsibilities, i.e. presentation at board meetings, will be paid at the teacher's hourly rate.

Duties and Responsibilities:

1. Assist Candidates in the completion of the induction requirements for obtaining a clear credential, including formative assessment events.
2. Assists teachers in understanding the legal requirements and District policies as they pertain to Special Education.
3. Assists teachers who have completed the Teacher Induction Program, but have not yet completed their credential requirements.
4. Attends all necessary formative assessment trainings, including Year 1 and Year 2, as well as refresher trainings and skill building workshops for Mentors.
5. Attends all after-school Mentor meetings and Candidate meetings.
6. Assists with matching Mentors and Candidates at the beginning of the school year.
7. Assists with all Portfolio Reviews scheduled throughout the year.
8. Assists with the training of new Mentors.
9. Assists other Mentors and Candidates when needed.
10. Participates in New Teacher Orientation prior to the start of school.
11. Assigned not more than fifteen (15) Candidates (as defined in this article).

Conditions of Employment:

1. This program is year-to-year based on state funding and committee approval.
2. Selected employees must be trained in formative assessment. If not trained

- at time of appointment, training to be during summer or fall.
3. This position is only open to permanent Grossmont District teachers. Permanency must be obtained prior to interview.
  4. Personal Interview and/or announced classroom visitations will be included as part of selection process.
  5. Maximum employment is three years with three years off before a person can reapply for the position. GEA and administration will meet and confer in the event there are no other qualified applicants. If so, by mutual consent, the previous incumbent may reapply.
  6. Employment may be discontinued by the teacher, or Assistant Superintendent, Educational Services, at the end of the first or second year.
  7. The unit member shall be evaluated in accordance with Contract Article 17 by the Assistant Superintendent, Educational Services.
  8. There is no guarantee of specific assignment or site placement at end of term.
  9. Selected employee agrees to keep work provided to participating teachers confidential.
  10. Selected employee agrees to assist in organizing workshops, symposiums and other Induction Program compliance activities.
  11. Selected employee agrees to work with universities to establish collaboration and advanced coursework programs for participating teachers.
  12. Selected employee agrees to assist with the implementation of formal and informal evaluations (state and local) for program improvement.
  13. Selected employee agrees to assist with the monitoring of time logs and other necessary paperwork from program stakeholders for an effective induction database.
  14. Selected employee agrees to become a formative assessment trainer and assist in the facilitation of New Teacher Orientation each summer.

### Minimum Qualifications

1. Valid California Teaching Credential, authorizing subject areas at the secondary level required.
2. Minimum of two-year experience as a Mentor.
3. Ability to effectively coach and guide Candidates and Mentors.

Candidates:

1. Create and implement an Individual Learning Plan (ILP) together with the TIP Mentor.
2. Develop portfolios that provide a basis for continued examination of professional practice and growth.
3. Participate in support and training activities including orientations, workshops and meetings.
4. Participate in the program evaluation process and provide feedback to the TIP Mentor and the TIP Committee.

Teaching Performance Assessment with an Institute of Higher Learning

1. The participation records of any teacher, including but not limited to, notifications, timelines, program participation, feedback about levels of participation, special assistance, etc., shall remain the property of the teacher and shall not be placed in their personnel file or used in their performance evaluation. The Induction sponsor (the district) may maintain only those records necessary to prove participation and completion of the program. These records shall be confidential and shall not be shared with the teacher's immediate supervisor (or the district administration).
2. The Teacher Induction Program maintains an updated transcript for each participating teacher to track and record induction completion requirements. Program leadership staff meets twice a year with every participating teacher to update and ensure transcripts accuracy.
3. The Candidate shall have the right to request a change in Mentor at any time.
4. The District shall provide Candidates paid release time to meet with Mentors for the purpose of developing and implementing the Individual Learning Plan.

#### IV. LEGAL REQUIREMENTS

1. The parties agree that this article must comply with applicable law.
2. If state or federal funding for any of the programs listed above are discontinued the Committee will review the funds available and make recommendations on the programs within the guidelines of state law.
3. The District agrees to indemnify and hold harmless and provide a defense to all unit members that participate in the programs listed above, against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from lawful participation as provided in this Contract.

#### V. DEFINITION

1. Classroom will be defined in this article as a traditional classroom, a library, and/or other non-traditional classroom setting.
2. Recent teaching experience will be defined as a current classroom teaching assignment or a summer school assignment.

#### VI. PROGRAM REVIEW

The PAR and Teacher Induction Programs will be reviewed yearly by the bargaining teams.

## **ARTICLE 20: REPLACEMENT OR REPAIR OF PROPERTY**

The District shall pay to the unit member the cost of replacing or repairing property of a unit member, such as eyeglasses, hearing aids, dentures, watches, articles of clothing, etc. necessarily worn or carried by the unit member, if such property is damaged or stolen from the unit member by robbery or theft while they are acting within the course and scope of employment on the school premises, or on a school sponsored activity. If the property is damaged beyond repair, or stolen, the actual value of such property may be paid. The value of such property shall be determined as of the time of the damage thereto, or the robbery, or theft. The District shall pay claims of not less than ten dollars (\$10) nor more than five hundred dollars (\$500). Payments shall be based on the following:

- A. A written request for reimbursement for damage to property shall be filed with the District's Risk Manager on forms provided by the District within fifteen (15) days of the date of loss and shall be signed by the unit member's immediate supervisor. The Risk Manager shall conduct such investigation as may be necessary.
- B. Reimbursement for damaged or stolen personal property used in the school or offices is provided only when the unit member bringing the property and the administrator agreed upon the value of the property. Damage to a unit member's vehicle due to vandalism shall be paid if the site administrator has reasonable cause to believe that the damage occurred on the school site. Vandalism shall include, but not be limited to, slashed tires, stolen batteries, or broken windows. The District shall reimburse the unit member for up to a maximum of seven hundred and fifty dollars (\$750) per each incident, provided a police report is filed and appropriate District forms are completed and submitted within fifteen (15) workdays of incident. Damage due to building site work conditions where building materials are the cause of damage, such as screws, nails, jagged wood, or worker accident, shall be included in the replacement and repair policy.

In the event the unit member is paid the cost of replacing or repairing such property, or the actual value of such property, the District shall, to the extent of such payments, be subrogated to any right of the unit member to recover compensation for such damaged or stolen property.

## **ARTICLE 21: HEALTH EXAMINATIONS**

Prior to employment, all applicants shall (1) be required to provide a statement of employability from a licensed physician relative to the performance of the functions and activities involved in the position for which they are being hired, and (2) provide proof of freedom from tuberculosis (unless an exemption for religious belief has been filed with the Human Resources Office). Such tuberculosis test shall be required every four (4) years. The District shall notify all unit members thirty (30) calendar days before the examination is due.

## ARTICLE 22: ASSOCIATION RIGHTS

### I. ASSOCIATION RIGHTS

The District and Association recognize the right of employees to form, join, and participate in lawful activities of employee organizations and the equal alternative right of employees to refuse to form or join in employee organizations.

The Association shall be granted use of District sites/facilities during times other than duty hours for Association meetings, provided that:

- A. A request is filed at the District Office at least two business days in advance of the requested use of the site.
- B. No other use of the facilities has been previously scheduled, requested, or granted.
- C. Any additional custodial services which are required as a result of the Association's use of a building or room shall be paid for by the Association.

The Association shall have direct use of the District mailboxes to distribute information to unit members. The District internal school mail system is not available for Association use for any purpose in violation of Education Code section 7054. A unit member designated by the Association to place materials in boxes may do so only when the unit member is not required to perform services for the District (before or after school or at lunch time). At the same time materials are placed in the boxes, a courtesy copy of materials will be provided to the site administrator and five copies should be sent to the Assistant Superintendent, Human Resources.

Should the Association place items in mailboxes which are subsequently found to be in violation of Education Code section 7054, the Association agrees to indemnify and hold the District, its employees, agents, and Board Members harmless.

The first and third Tuesdays of each month shall be reserved for scheduled Association meetings. The Association will be responsible for submitting a meeting calendar/schedule to the District prior to the beginning of each school year.

The Association shall have the right to post notices of activities and matters of Association concern on a reasonable section of a designated bulletin board in a building area frequented by unit members. The Association shall be responsible for the content of all information it posts on school bulletin boards.

Authorized Association representatives conducting Association business shall, upon arriving at a school site, report initially to the office of the principal to announce their presence and purpose. Such visits shall be scheduled only during the unit member's duty-free lunch period, or prior to, or after required working hours.

The Association shall have the opportunity at regularly scheduled faculty meetings to announce Association meetings.

If a general directory containing the names, addresses, and telephone numbers of all District unit members is available, the Association will receive a copy.

## II. RELEASE TIME FOR ASSOCIATION PRESIDENT

### A. Release time during regular school days.

1. The Association shall transmit to the Superintendent, prior to May 30, the identity of the Association President for the next school year.
2. The Association President shall receive four periods of release time per day in addition to one preparation period. Release time under this provision shall be used only for grievance processing or purposes directly related to the Association's obligations as the exclusive representative of the bargaining unit. Release time under this provision shall not be used for any activity which violates this Agreement, for organizing any concerted activity against the District, for any political activities, or for any purpose unrelated to the Association's obligations as the exclusive representative of the bargaining unit. Release time under this Section A, and Section B, shall constitute all the release time for the Association for grievance processing.
3. If the Association elects, the Association President may be released for additional periods, up to full time, provided the Association pays for the cost of the replacement teacher at Class 3, Step 1, on the existing salary schedule and pays for all related fixed costs of salary and health and welfare benefits in proportion to the release time.

### B. Release time for ten (10) school days.

1. The Association President or designee shall receive a maximum of ten (10) days release time per school year under this provision for grievance processing or purposes directly related to the Association's obligations as the exclusive representative of the bargaining unit.

2. Release time under this provision shall be used only for grievance processing or purposes directly related to the Association's obligations as the exclusive representative of the bargaining unit. Release time under this provision shall not be used for any activity which violates this Agreement, for organizing any concerted activity against the District, for any political activities except lobbying on non-employment related legislation, or for any purpose unrelated to the Association's obligations as the exclusive representative of the bargaining unit. Release time under this provision B, and provision A, shall constitute all the release time for the Association for grievance processing.
3. To receive release time under this provision, the Association President shall provide 48 hours prior written notice to the principal or immediate supervisor, and the Assistant Superintendent, Human Resources. The District shall grant requests up to a maximum of ten (10) days release time per school year except that the District may deny use on Mondays, Fridays, special days of high substitute need, or emergency conditions.
4. The Association shall promptly reimburse the District for one-half of the cost of the substitute.

The Association may grieve only with respect to an alleged violation, misapplication, or misinterpretation by the District of any term in this contract. The Association may file or process a grievance on behalf of any named grievant(s) provided said grievant(s) is/are made aware of the grievance which is filed and processed on their behalf.

## ARTICLE 23: ORGANIZATIONAL SECURITY

### I. PAYROLL DEDUCTIONS

A. Any unit member who has applied for GEA/CTA/NEA membership, may sign and deliver to the Association an assignment authorizing deduction of union membership dues. Unit members who currently have such voluntary deduction authorization cards on file for the above purposes need not file an additional one.

B. The Association shall maintain, and provide to the District, an authorization signed by the individual from whose salary or wages the deduction or reduction is to be made.

C. When the District receives communication from current members expressing a request to withdraw, cancel or modify their membership in the Association, the District will refer those individuals to the Association President or designee.

D. The Association agrees to defend and indemnify the District for any unit member's allegation, claims, actions, suits, settlements, or judgements which arise out of payroll deductions made by the District in reliance on information and notification provided to the District by the Association. In defending and indemnifying the District, the Association shall have the right to select legal counsel at its sole option and expense, to control litigation strategies and decision, and to determine whether any action or proceeding referred to above shall or shall not be compromised, resisted, defended, tried, or appealed.

### II. NEW EMPLOYEE ORIENTATION & ACCESS TO INFORMATION

A. GEA shall be notified of any newly hired certificated unit member within 7 days of the unit member's date of hire.

B. The following new unit member information shall be delivered to the Association president in digital Excel format, or in any other mutually-agreed upon digital format, no later than 30 days after the date of hire:

- a. Name
- b. Home Address
- c. Phone Numbers-work, home, cellular
- d. Personal (non-District) Email addresses
- e. School Site

- f. Date of Hire
  - g. Seniority Date
  - h. Full-time Equivalent (FTE) status
  - i. Employment Status (i.e. Probationary, Permanent, Temporary, etc.)
  - j. Type of Credential(s) (i.e. Clear, Preliminary, Short-Term Staff Permit, Provisional Internship Permit "PIP" or College Internship, etc.).
- C. The District shall provide written notice of the date, time and location of all new employee orientation meetings, by electronic mail, to the Association president and vice-president no less than ten (10) calendar days in advance of the District's annual new employee orientation meeting(s), and as much timely notice as possible for other orientation/onboarding meetings that may occur throughout that year. In the event the District is unable to comply with the stated amount of advanced notice due to an urgent need critical to the employer's operations, the Association shall be provided as much notice as possible.
- D. The scheduling of new employee orientation sessions is up to the District, based on District needs and staff availability. New employee orientations are generally held during the week before school starts, but the District reserves its right to schedule it at other times.
- E. Unit members shall be paid the professional-rate for a duration of four (4) hours for the annual orientation meeting (two hours for GEA and two hours for the District at the professional rate).

### III. THIRD-PARTY REQUESTS FOR UNIT MEMBERS INFORMATION:

- A. The District shall notify the Association president and the impacted unit member(s) of any third-party request for unit members' personal contact information or personnel-record information within two business days of receipt of the request. This includes, but is not limited to, California Public Records Act requests. The District will not release personal contact information or personnel-record information for five additional calendar days to afford the Association and impacted unit member(s) a reasonable opportunity to object to the disclosure of the requested information and/or raise potential concerns before the employer responds. This does not prevent the District from timely issuing a ten-day initial response letter as required by the California Public Records Act.

- B. The District shall not disclose personal unit member information such as home addresses, personal email addresses, home phone or cell phone numbers, birthdates, or family member names to any third-party other than the exclusive bargaining agent, or as required by law.

## **ARTICLE 24: MANAGEMENT RIGHTS**

The exercise of the powers, rights, authority, duties, and responsibilities by the District as set forth below, and the adoption of policies, rules, regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this agreement, and then only to the extent such specific and express terms are in conformance with law.

It is understood and agreed that the District retains all of its powers and authority to direct, manage, and control to the full extent of the law. Included in, but not limited to, those duties and powers are the exclusive right to hire, classify, assign, and terminate employees; determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; ensure the rights and educational opportunities of students; determine staffing patterns, determine the number and kinds of personnel required; maintain the efficiency of District operations; determine the curriculum; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; contract out work; and take action on any matter in the event of an emergency. An emergency is defined as any act of God or other unforeseen occurrence, such as a reduction of state funds that has a significant impact on the educational process.

The District retains its right to amend, modify, or rescind policies and practices referred to in this agreement in cases of emergency. If the District determines that an emergency exists and it modifies or suspends any portion of this agreement, it shall meet with the exclusive representative within ten (10) days to discuss the impact that the declared emergency has on this agreement.

Nothing in this Article shall be interpreted to preclude the exclusive representative from exercising its right of consultation pursuant to the consultation provision of Government Code section 3543.2.

## **ARTICLE 25: DISCIPLINE**

Except for provisions of Education Code sections 44939, 44940, 44942, an employee shall not be disciplined without just cause. Discipline under this Article shall include progressive discipline procedures, prior notice to the unit member, and an opportunity for a conference upon request of the unit member. Discipline under this Article may include suspension for no more than fifteen (15) days.

## ARTICLE 26: PUBLIC COMPLAINTS

Parents or guardians of pupils enrolled in the District may present informal (oral) and/or formal (written) complaints regarding unit members to the District. Parents or guardians shall be encouraged to present informal (oral) complaints first with the unit member who is the subject of the complaint, or with that unit member's immediate supervisor, prior to presenting any formal (written) complaint to the District.

### I. INFORMAL (ORAL) COMPLAINTS

- A. If the immediate supervisor or their designee receives a complaint against a unit member, the unit member shall be notified within five (5) days of the receipt of the complaint and an attempt to resolve this complaint shall be made.
- B. The unit member's immediate supervisor or a designee shall conduct an inquiry/review of the complaint. Such inquiry/review may include a conference with the immediate supervisor or designee, the unit member, and the unit member's representative if desired. The complainant may be included in the conference.
- C. In the event that a conference between the immediate supervisor or their designee and the unit member does not resolve the problem, the complainant shall be requested to reduce the complaint in writing. If the complainant refuses to reduce the complaint in writing, the complaint shall be considered dropped. If the complainant reduces the complaint in writing, the procedures under formal written complaints shall be followed.
- D. Complaints not reported to the unit member under this section shall not be utilized in any evaluation or subsequent disciplinary action.

### II. FORMAL (WRITTEN) COMPLAINTS

The District shall forward, within five (5) days of receipt, to the unit member any formal written complaint regarding that unit member. No record of any formal (written) complaint or the complaint itself shall be placed in the personnel file of the unit member unless:

- A. The unit member's immediate supervisor or their designee conducts an inquiry/review about the complaint. Such inquiry/review shall include a conference with the immediate supervisor or their designee, the unit member, and the unit member's representative if desired. The complainant may be included in the conference.

- B. The immediate supervisor must provide the unit member with a written rationale if the immediate supervisor determines the complaint has merit.
- C. The member of the bargaining unit has been given prior notice of the formal (written) complaint and any record to be filed such that the unit member has a reasonable opportunity (ten [10] work days) to present relevant information in writing to their immediate supervisor or the Assistant Superintendent, Human Resources.

The unit member shall be informed that they have the right to attach a written statement to any written complaint placed in the personnel file of the unit member. No record of any complaint shall be kept if an inquiry/review by the District shows that the complaint has no merit. Anonymous complaints shall not be processed pursuant to the provisions of this Article.

## **ARTICLE 27: SAVINGS CLAUSE**

If any of this contract, or any application thereof, to any unit member is held to be contrary to law by a court of competent jurisdiction, such provisions or application will not be deemed valid, except to the extent permitted by law, but all other provisions will continue in full force and effect. The parties will meet not later than ten (10) days after any such holding for the purpose of renegotiating the provision(s) affected.

## **ARTICLE 28: COMPLETION OF MEET AND NEGOTIATION**

The term of this agreement shall be July 1, 2021, through June 30, 2023.

Negotiations can begin no earlier than 120 days nor later than 30 days before the expiration of the agreement. However, by mutual agreement the time limits may be waived. In the year in which this agreement expires, the parties agree to meet and negotiate in good faith in accordance with the Educational Employment Relations Act.

Representatives of the Grossmont Education Association and representatives of the Governing Board will meet by mutual agreement during the term of this contract to discuss items of mutual interest.

## **ARTICLE 29: SUPPORT OF AGREEMENT**

The District and the Association agree that it is to their mutual benefit to encourage the resolution of differences through the negotiation process. Therefore, it is agreed that the Association and the District will support this agreement for its term. Except as provided in this agreement, no member of the Association or the District shall seek change or improvement in any provision of this agreement for the life of this agreement except by mutual agreement of the District and the Association.

This Article shall in no way be interpreted to interfere with the "sunshine" provision of Government Code section 3547.

This agreement shall remain in full force and effect until such time as a successor agreement is adopted or the impasse procedures set forth in Chapter 10.7, Division 4 of Title I of the Government Code, commencing with Section 3548, are exhausted.

## **ARTICLE 30: NEGOTIATION PROCEDURES**

Neither earlier than one hundred twenty (120) days nor later than thirty (30) days before the expiration of the agreement, the Association shall submit written proposals to the District for negotiation of a successor agreement. The Governing Board, at its next regular public meeting following submission of the Association's proposals, shall give the required public notice.

Not later than thirty (30) days after the public notice, the parties shall commence the negotiating process. Any agreement reached between the parties shall be reduced to writing and signed by them.

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

The Board and the Association shall discharge their respective duties by means of authorized officers and representatives.

Negotiations shall take place at mutually agreeable times and places during the regular school day.

The Association shall designate six (6) representatives who shall receive release time when negotiation sessions are scheduled during the workday.

The District shall furnish the Association with two copies of all non-confidential county and state required reports as soon as such reports are transmitted to the county or state and, upon request, with copies of all non-confidential budgetary information compiled by the District.

Once available, the District shall furnish the Association with the placement of unit members on the certificated salary schedules.

## **ARTICLE 31: CONCERTED ACTIVITIES**

It is agreed and understood that there will be no strike or other concerted activities which interfere with the operation of the District during the term of this agreement. This includes compliance with the request of other labor organizations to engage in such activity.

In the event of a strike by members who are represented by the Association, the Association agrees in good faith to take all necessary steps to cause those unit members to cease such action.

It is understood that, in the event this Article is violated, the District shall be entitled to withdraw any rights, privileges, or services provided for in this agreement, or in District policy, from any unit member and/or the bargaining unit.

## **ARTICLE 32: NONDISCRIMINATION**

The parties acknowledge that the District is an equal employment opportunity/affirmative action employer.

The District and/or the Association agree to adhere to all applicable federal and state laws concerning nondiscrimination.

The District and/or the Association shall not impose or threaten to impose reprisals on employees, to discriminate or threaten to discriminate against employees, or otherwise to interfere with, restrain, or coerce employees because of their exercise of rights guaranteed by the EERA.

No grievance shall be processed through the Grievance Procedure by any unit member who is pursuing any other available legal remedy regarding equal employment opportunity/affirmative action.

### **ARTICLE 33: EFFECT OF AGREEMENT**

It is understood and agreed that the specific provisions contained in this agreement shall prevail over District practices and procedures and over state laws to the extent permitted by state law.

#### **STATUTORY CHANGES**

Benefits in the contract that could be reduced or eliminated because of new or amended state or federal statutes shall require the Association and the District to negotiate whether the reductions or repeals shall be included in the contract. Such negotiations shall occur within ten (10) days of notification to either party that the new or amended statutes exist.

If the Association or District determines that the contract may be affected by new or amended state or federal statutes, the parties agree to negotiate the impact of such changes. Such negotiations shall occur within ten (10) workdays.

## **ARTICLE 34: FINAL APPROVAL**

When the employer and the exclusive representative reach tentative agreement on all matters being negotiated, the complete agreement shall be submitted to and approved by the membership of the Association and the employer prior to implementation.

## **ARTICLE 35: SPECIAL EDUCATION ADVISORY COMMITTEE**

The Association and the District hereby agree to establish a joint Special Education Advisory Committee to work together to meet the diverse and unique needs of the District's Special Education population and to comply with State and Federal laws and regulations. This joint Special Education Advisory Committee will provide a collaborative structure to give input regarding implementation of the District's local Master Plan for Special Education.

Therefore, the parties agree to establish a joint Special Education Advisory Committee comprised of three General Education teachers, one psychologist, one counselor and three SPED teachers, all selected by GEA, co-chaired by the GEA President or designee, along with an equal number of district representatives appointed by the district and co-chaired by the Director of Special Education.

The joint committee will convene starting December 2015, and shall meet every month thereafter, unless the committee determines meetings are needed more/less often. This Advisory Committee will make recommendations to the LCAP Committee and the Superintendent.

The committee members shall be compensated for after contract hour meetings at the professional activity rate.

## ARTICLE 36: ADULT EDUCATION HOURLY TEACHERS

All Articles apply to Adult Education Hourly Teachers with the following **exceptions:** Article 2 Salary and Compensation, Article 4 Department Chair, Article 5 Summer School, Article 6 Class Size, Article 7 Technology, Article 8 Workload, Article 9 Calendars, Article 10 Transfer, Article 12 Reduced Workload, Article 13 Restructuring, Article 17 Evaluations, Article 18 Professional Learning Communities, Article 19 (No PAR for Adult Ed), Article 35 Special Education.

### I. DEFINITIONS

**Active Member:** All Adult Education Hourly Teachers paying GEA dues.

**Bargaining Unit Member:** All Adult Education Hourly Teachers.

**Benefitted:** Adult Education Hourly Teachers are eligible for GUHSD benefits when teaching an average of 20 hours or more per week.

**CBA:** Collective Bargaining Agreement also referred to as “The Contract.”

**Full-Time:** For Adult Education Hourly Teachers, 40 hours teaching per week is considered full-time.

**Permanent:** Permanency is achieved when a teacher, excluding Lifelong Education and Correction Education, teaches four consecutive semesters at 60% or more of full-time. Full-time teaching is 40 hours per week; therefore, the threshold for permanency is more than 24 hours.

**Leave:** Leave is accrued at the rate of 1 hour per 18 hours worked (excluding Curriculum Writing and Professional Development).

**Probationary Teachers:** Adult Education Hourly Teachers teaching more than 24 hours per week are considered Probationary until they achieve permanency. Lifelong Education and Correctional Education teachers, regardless of the amount of hours taught per week, are temporary teachers.

**Service Credit:** A full year of STRS service is 1050 hours (Defined Benefit Plan).

**Temporary Teachers:** Teachers, who work under the threshold of permanency, more than 24 hours, are considered to be temporary. Lifelong Education and Correctional Education teachers, regardless of the amount of hours taught per week, are temporary teachers.

## II. EVALUATION

**Teacher evaluation by Administration:** First year teachers are evaluated during the first year of their teaching assignment. Continuing teachers are evaluated a minimum of once every two years until they have been employed by the district for ten (10) years or more, are highly qualified, and whose last evaluation was satisfactory in all standards of the California Standards of teaching profession, at which time they may be evaluated once every five (5) years as provided by Ed Code number 44664. The evaluator and the member must agree to be put on a five-year cycle and either party may withdraw its consent to such a cycle at any time.

## II. LEAVE

Adult Education Hourly Teachers are entitled to one hour of leave after each 18 hours of teaching service. This leave shall be cumulative year to year, and is transferable to any other school district in the State of California upon request.

## III. PREP TIME

GUHSD recognizes Adult Education hourly teachers work beyond their instructional class time with students to plan, grade, and improve daily instruction. Adult Education teachers will be paid for preparation time at a rate of one paid hour (at current step) for every 24 hours of classroom instruction.

IV. Beginning in the 2022-23 program year, Adult Ed Academic, ESL, and CTE classes will create a class schedule that allows for teaching hours missed due to a holiday to be added back into that class. Example: An ESL class meets Mon-Thu from 6 - 9 pm. If Veterans' Day is on a Wednesday evening in term 1, the schedule for November will add in the 3 missed hours that month by adding additional minutes to the class times that month.

V. Adult Education Salary Schedule – 2022-2023 Schedule

**SALARY SCHEDULE—ADULT HOURLY (Effective July 1, 2022)**

6.56% Increase

Every Adult Hourly Teacher must possess a valid credential to teach adults. In no case will a teacher's initial placement exceed step 7.

**INITIAL PLACEMENT**

Step	Hourly Rate	Placement Criteria
1	\$38.56	Preliminary credential with 0 to 2 Years teaching experience
2	\$40.15	Clear credential with 2 to 3 years teaching experience
3	\$41.71	Clear credential with 3 to 4 years teaching experience
4	\$43.33	Clear credential with 4 to 5 years teaching experience
5	\$45.10	Clear credential with 5 to 6 years teaching experience
6	\$46.94	Clear credential with 6 to 9 years teaching experience
7	\$48.74	Clear credential with 9 or more years teaching experience

**ADVANCEMENT**

Once a preliminary credential has been cleared, the teacher will automatically move to step 2. Adult Hourly Teachers who possess a clear credential and who had a regular assignment during the fiscal year (excluding substitute, curriculum writing, and professional activity hours) will receive a step increase annually beginning July 1 of the following year. Step increases are limited to one per fiscal year and shall not exceed Step 7.

**SUBSTITUTE/OTHER SALARIES**

Substitute Rate (Regular)	\$30.00*	*Teachers who have an established teaching rate based upon a teaching assignment will receive their regular rate of pay for substituting. **Professional Activity rate effective July 1, 2019.
Substitute Rate (Long-Term)	\$32.00	
Curriculum Writing	\$30.00	
Professional Activity	\$31.86**	

**LEADERSHIP SALARY SCHEDULE**

Step	Hourly Rate	
1	\$48.74	In order to be placed on the "supplemental" salary schedule, the employee must be assigned to a position with leadership status and responsibility; for example, administrative coverage or oversight of a specific program or long-term project. The Administrator in charge must present, in writing, a detailed justification to the Director for approval.
2	\$50.74	
3	\$52.74	
4	\$54.85	
5	\$57.05	
6	\$59.32	
7	\$61.64	
Community Service Lecturer	\$31.42	<i>Classified position ONLY</i>

## VI. CATASTROPHIC LEAVE

### A. PURPOSE

The purpose of the Catastrophic Leave Bank is to create a bank of sick leave hours from which eligible unit members (as defined in Section VII) may apply for additional sick hours when they or their family members (as defined in Section IVE) are suffering from catastrophic illness or injury.

### B. AUTHORIZATION

Section 44043.5 of the California Education Code authorizes the governing boards of school districts to establish a Catastrophic Leave Program to permit employees to donate eligible leave credits on a voluntary basis as defined below

### C. ESTABLISHMENT

Adult Education shall establish a Catastrophic Leave Bank ("Bank") to which all unit members may donate earned and unused sick hours.

### D. DEFINITIONS

1. Catastrophic illness or injury: An injury or illness that is expected to incapacitate the unit member or member of their family (as defined in Section IV E) for an extended time (in excess of thirty [30] days), and which causes the unit member to exhaust fully paid sick leave and any Workers' Compensation benefits.
2. Maternity and/or childcare leaves shall not be considered catastrophic unless qualified as defined.
3. Eligible leave credits: Sick leave accrued to the donating unit member.
4. Donation, deposit, contribution: These terms are interchangeable for the purposes of this Article.
5. A family member is defined as a spouse, domestic partner, son, daughter, mother, or father.
6. Workweek refers to scheduled hours for the current one-week period.

### E. CATASTROPHIC LEAVE BANK COMMITTEE RESPONSIBILITIES

The Adult Education Catastrophic Leave Bank Committee ("Committee") shall administer the Catastrophic Leave Bank. The Committee:

1. Shall consist of three (3) volunteer members selected by the Association.
2. Shall designate one of its members as Chairperson.

3. Shall approve and designate appropriate forms for donating and requesting catastrophic leave credits.
4. Shall be responsible for providing, approving, or denying requests for withdrawal from the Bank, and shall require a medical doctor's letter before considering any claim.
5. Shall require an additional medical review by a physician if a participant has drawn four (4) work weeks from the bank and requests an extension or in the case of a unit member that has a terminal illness, five (5) work weeks.
6. Shall consider the number of hours requested, the number of unit members requesting withdrawals, the status of the credits remaining, and need of the unit member requesting the Bank hours.
7. Shall communicate their decision in writing to the requesting unit member and the Director of Adult Education or his/her Agent who, in turn, shall notify the Administrative Clerk in charge of Attendance at Foothills Adult Center within five (5) workdays of receipt of the request.
8. Shall establish appropriate record keeping procedures including the total number of accumulated hours in the Bank and the names of the donors and participating members.
9. All decisions of the Committee shall be final and the decisions are not subject to appeal.
10. All records and information obtained by the Committee that relate to the unit member's health, family, or employment status shall be confidential.
11. The Committee will solicit additional hours of contribution if the number of hours in the Bank falls below two hundred fifty (250) hours. Catastrophic Leave Bank unit member participants who are drawing from the Bank at the time of the assessment will not be required to contribute to remain eligible to draw from the Bank. If a Catastrophic Leave Bank unit member has no remaining sick leave at the time of the assessment, they need not contribute the additional hours to remain a participant in the Bank.

F. ADULT EDUCATION RESPONSIBILITIES

Upon receipt of donation and/or withdrawal requests, Adult Education shall:

1. Provide the names of all unit member who have joined or are currently enrolled in

- the Bank, two weeks after the end of the enrollment period to the Committee.
2. Verify an applicant's sick leave to the Committee.
  3. Transfer credits and notify in writing the unit member and the Committee.
  4. Provide the Committee with the applicant's remaining paid leave balance.
  5. Two weeks after the last workday in February 2011 and October hereafter, Adult Education shall provide the Committee with the balance of credits remaining in the Bank.
  6. Two weeks before the donation period (February 2011, and thereafter, the month of October), send to each unit member, a notice outlining the purpose of the Bank, and attach a Bank donation form.
  7. When necessary (when the Catastrophic Leave Bank falls below two hundred fifty (250) hours, Adult Education shall solicit unit members for donations of sick leave for the Bank.
  8. Any dispute between the Committee and Adult Education as to the accounting of Catastrophic Leave Bank hours shall be immediately submitted to binding arbitration.

#### G. ELIGIBILITY

Use of this Bank shall be available to all active unit members who have served at least one year (at least seventy-five percent [75%] of the school year) in Adult Education and who have made a donation of at least eight (8) hours to the Bank. Exemptions to this restriction shall be any unit member who was absent due to approved catastrophic illness allowed under this Article at the time of open enrollment. The unit member shall have thirty (30) calendar days from the time of return to apply for the Bank and shall have a waiting period of thirty (30) calendar days after contributing to the Bank before becoming eligible.

Unit members that retire from Adult Education and convert their sick leave to service credits will not be eligible to participate, donate, or apply to the Bank if they return to work past retirement.

Unit members may join the Bank only during the open enrollment period (February 2011, and October thereafter). Initial withdrawals may not be granted until March 2011.

The unit member on a Board-approved leave shall not be eligible to apply during a leave of absence. Unit members returning from a Board-approved leave of absence shall

have thirty (30) calendar days from the first day of employment to sign up for participation in the Catastrophic Leave Bank if the open enrollment period has expired.

#### H. DONATIONS

1. Two weeks before the donation period (February 2011 and October thereafter), the Adult Education Department shall send to each unit member a notice outlining the purpose of the Bank, an account of the day(s) the member has already donated to the Bank and attach a Bank donation form.
2. All donations made by unit members shall be voluntary and are irrevocable. Contributions shall be made in February 2011 and in October thereafter.
3. When the Catastrophic Leave Bank falls below two hundred fifty (250) hours, Adult Education shall solicit unit members for donations of sick leave for the Bank as soon as possible to allow for a bank of hours to be created immediately.
4. Additional donations will be assessed from each participant if the number of hours in the Bank falls below two hundred fifty (250) hours. Such assessments shall be made in writing and approved by the unit member if they wish to continue participation in the Bank. Unit members who are drawing from the Bank at the time of the assessment will not be required to contribute in order to remain eligible to receive benefits from the Bank.
5. Unit members may contribute a maximum of twenty-four (24) hours in any one school year. Donations of less than eight (8) hours will not be accepted.
6. A donation to the Bank shall be a general donation, and shall not be donated to a specific unit member for their exclusive use.
7. All donations are irrevocable, and the unit member waives any right to hours they may have donated except as stated in this document.

#### I. USE OF CATASTROPHIC SICK LEAVE BANK

Eligible unit members who suffer a catastrophic illness or injury as defined herein may request withdrawal of hours from the Bank under the following terms:

1. They are current members of the Catastrophic Leave Bank (have made a contribution to the Bank).
2. They have submitted written verification of the catastrophic illness or injury by a medical doctor and are prepared to provide additional documentation on the

nature and severity of the illness or injury if requested by the Committee.

3. They have requested a specific number of weeks not to exceed four (4) work weeks unless the unit member has a terminal illness (verified by doctor's note), in which case, withdrawal grants may be up to five (5) work weeks. Participants may request extensions or additional hours as their grants expire. The maximum withdrawal of leave credits for a single illness/injury shall not exceed ten (10) work weeks.
4. When the unit member may reasonably be presumed to be eligible for disability retirement under STRS, PERS, or, if applicable Social Security, they may be required to apply for such retirement or disability.
5. Failure of the unit member to submit a complete request, including medical information provided by the applicant's physician, within twenty (20) calendar days, will disqualify the unit member from further Catastrophic Leave Bank benefits.
6. Adult Education must verify the unit member requesting the withdrawal has exhausted all fully paid sick leave, or the date when this will occur. The Chair of the Adult Education Catastrophic Leave Committee shall convene a meeting as soon as possible to consider the withdrawal request.
7. No hours shall be granted retroactively.
8. All leave granted shall be in increments equal to scheduled teaching hours for a current one-week period.

J. THE COMMITTEE SHALL:

1. The Chair of the Committee shall convene a meeting as soon as possible to consider a withdrawal request.
2. Request that Adult Education verify the unit member requesting the withdrawal has exhausted all fully paid sick leave or convey to the committee the date when this will occur.
3. Grant withdrawals of no more than four (4) work weeks unless the unit member has a terminal illness (verified by doctor's note), in which case, withdrawal grants may be up to five (5) work weeks. Participants may request extensions or additional hours as their grants expire. The maximum withdrawal of leave credits for a single illness/injury shall not exceed ten (10) work weeks.

4. Keep all information confidential.
5. If the Committee denies a request for the withdrawal due to insufficient hours, the unit member making the request shall be notified in writing of the reason for denial.
6. If the Committee has insufficient hours to fund a withdrawal request neither the Committee nor Adult Education shall be under any obligation to provide benefits to the unit member.
7. Any hours approved by the Committee that are not used by unit members shall be returned to the Bank.
8. Hours shall be donated and withdrawn from the Bank without regard to the hourly rate of pay of the unit member. Unit members using hours from the Bank shall receive pay for those hours at their hourly rate of pay.

K. DENIAL OF REQUESTS

1. No hours granted from the Bank may be used for illness or disability that qualifies a unit member for Workers' Compensation.
2. Unit members who have been denied a request for hours may amend and resubmit their request.
3. Unit members who are injured or become ill while on an unpaid leave of absence are not entitled to use the Bank until such time as they are scheduled to return from the leave and have exhausted their accumulated sick leave and differential leave, if applicable.
4. If the Committee has insufficient hours to fund a withdrawal request, neither the Committee nor Adult Education shall be under any obligation to pay the unit member.
5. If the Committee denies a request for the withdrawal due to insufficient hours, the unit member making the request shall be notified in writing of the reason for the denial.
6. All decisions of the Committee shall be final and not subject to appeal.
7. Approval or denial of requests is at the discretion of the Committee.

L. TERMINATION OF CATASTROPHIC LEAVE BANK

If the Adult Education Catastrophic Leave Bank is terminated for any reason, the hours remaining in the Bank shall be equally distributed to the current unit members of the Bank.

# Appendix

**CERTIFICATED JOB DESCRIPTIONS**

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GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

Adult Education Counselor

Primary Function: The Adult Education School Counselor is a professional educator with specialized training in supporting adult learners and providing mental health support, as needed.

Directly Responsible to: Grossmont Adult Education Director and/or designated administrator.

Duties and Responsibilities:

1. Provide information regarding the Grossmont Adult Education curriculum offerings including graduation requirements, high school equivalency, and other options.
2. Collaborate with consortium partners and Transition Services to ensure positive student outcomes and to support students with barriers to success.
3. In collaboration with consortium members, assist in developing and providing appropriate resources for students facing barriers, including coordinating accessibility services as needed in all Grossmont Adult Education Programs.
4. Collaborate with GUHSD Special Education and GCCCD Accessibility Resource Centers as well as community partners such as Department of Rehabilitation and San Diego Regional Center to ensure all students are provided with the resources needed for success and full accessibility in compliance with Americans with Disabilities Act.
5. Use student information systems (such as ASAP, Infinite Campus, and others) to enter, maintain, retrieve, and analyze current and accurate student data.
6. Monitor students' program placement and progress with a focus on academic programs.
7. As needed, oversee program specific student orientation, assessment, and registration processes.
8. In collaboration with other support services, provide individual and group counseling services to Adult Education students in areas of academic achievement, career preparation and training, and behavior and health.
9. Participate in program development with reference to emerging community needs.
10. Maintain and review data to analyze and develop appropriate services for student success.

Adult Education Counselor

11. Represent Grossmont Adult Education in District, consortium, county, and community events and in meetings as assigned.
12. Participate in and lead professional development, meetings, or other activities as assigned.
13. Staff the Student Support Center a minimum of one evening a week as agreed upon between counselor and administration.
14. Effectively use current digital tools and appropriate technology in all aspects of job as needed.

Minimum Qualifications: Valid California Pupil Personnel Services School Counseling credential. Experience working with adult students strongly preferred.

**Certificates:** Valid California driver's license and evidence of insurability.

**Clearances:**

- Criminal Justice Fingerprint/Background Clearance
- TB Skin Test
- Physical Exam and Drug Screen
- Complete Online Training Courses: Preventing Sexual Misconduct - student/staff interaction, Assisting in Suicide Prevention (online course AB 2246) and Child Abuse Mandated Reporting (online course AB 1432 training).

Board Approved on November 10, 2021

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

Adult Education Program Specialist

Primary Function: Under the direction of Adult Education Administration, provide leadership and implementation guidance for specific program areas within Adult Education with the goal of maximizing student success.

Directly Responsible to: Director, Adult Education as assigned

Duties and Responsibilities:

1. Plan, organize, and support the services and activities within adult education programs.
2. Under the direction of Adult Education administrator, work with the federal and state funding and reporting requirements (ie: CAEP, WIOA, CalWORKs, Perkins) related to adult education programs to ensure that programs are following all federal and state guidelines.
3. With Adult Education administrator, assist in developing and managing plans for program budgets, staffing, curriculum, professional development, data collection and reporting.
4. In coordination with Adult Education administration, work to ensure program alignment with Grossmont Adult and GUHSD plans, and with various funding, certification and accreditation requirements.
5. Gather and analyze student outcomes and other program data to participate in ongoing program evaluation.
6. Under the direction of administration, assist with student assessments, as well as quarterly and annual reporting requirements.
7. Under the direction of administration, take on special projects related to the specific program area as needed.
8. Participate in Adult Education, District, and other meetings as needed.
9. Perform other job related duties as assigned.

Adult Education Program Specialist

This position is for 203 days per year.

Minimum Qualifications:

Valid California teaching credential authorizing teaching at the adult education level.

Any other additional certification, licensure, or clearance required to work with specific Adult Education programs.

Recent successful Adult Education (or similar) teaching experience and familiarity with Adult Education.

Admin credential or eligibility desired but not required for position.

Clearances:

- Criminal Justice Fingerprint/Background Clearance
- TB skin test
- Physical Exam and Drug Screen
- Complete Online Training Courses: Preventing Sexual Misconduct - student/staff interaction, Assisting in Suicide Prevention (online course AB 2246) and Child Abuse Mandated Reporting (online course AB 1432 training)

Salary Range:                      Certificated Salary Schedule

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-05

Bilingual Program Specialist

Primary Function: Responsible for coordination and implementation of ESEA Title VII Program Enhancement Grant, District ESL/Bilingual Programs, and Emergency Immigrant Education Programs

Directly Responsible to: Director, Special Programs

Immediate Subordinates: Clerical staff, as assigned

Duties and Responsibilities:

1. Provide liaison between District and site principals, teachers, and classified staff.
2. Assist in the identification and program placement of English language learners.
3. Serve as a resource to classroom teachers working with English language learners.
4. Assist in the design, implementation and delivery of staff development activities.
5. Assist in the selection and purchase of supplemental texts.
6. Organize and implement a parent involvement program.
7. Organize and facilitate the District Bilingual Advisory Committee.
8. Assist in the collection of evaluation data and reporting.
9. Provide demonstration lessons as requested.
10. Coordinate program activities with San Diego County Office of Education, feeder districts, and state and federal agencies as required by regulations.
11. Assist in the development of supplementary materials, as appropriate.
12. Assist in the recruitment and training of bilingual personnel.
13. Coordinate activities related to the annual R-30 Language Census and Plans to Remedy reports.  
(continued)

Bilingual Program Specialist C-05

14. Assist in the development of budget proposals for Economic Impact Aid, Emergency Immigrant Education and Title VII Programs.
15. Assist in the preparation of grant applications.

Minimum Qualifications: Possession of valid teaching credential and a bilingual or language development specialist credential. Thorough knowledge of first and second language acquisition and effective instructional practices; knowledge of effective staff development programs; knowledge of state curriculum frameworks, knowledge of federal and state categorical program requirements for bilingual programs; knowledge of traditional and alternative forms of student assessment. Previous experience in the management of Title VII Programs preferred.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-01

Career Development Teacher

Primary Function: To effectively manage the Career Development Program to ensure that students processed into the program can be successful, that work stations are maintained according to District standards, and that through a program of successful District and community relations the program is accepted and supported in the school and the business community.

Directly Responsible to: School Principal

Immediate Subordinates: Certificated, classified and student personnel as assigned.

Duties and Responsibilities Directly Related to Pupil Progress:

1. Develops student interest and cooperation in the Career Development Program by suitable publicity with the school.
2. Interviews students desiring to enter the program.
3. Enrolls qualified students into the program and notifies necessary school personnel of enrollment.
4. Visits student trainees on the job and monitors their progress.
5. Develops good work and training stations.
6. Develops personalized program of training and instruction for each trainee.
7. Safeguards trainees against exploitation or health hazards.
8. Transfers or removes students who are poorly adjusted to the job.
9. Secures evaluation of student progress for grading.
10. Promotes career guidance and information.
11. Assists the faculty in the development and enforcement of regulations for student participation and dress in school physical education classes.

(continued)

## Other Duties and Responsibilities Normally Performed by Certificated Personnel:

1. Presents the program to the faculty in a manner that will aid in gaining their acceptance of the program.
2. Cooperates with counselors working out student scheduling.
3. Conducts in-service training programs.
4. Works with related class teachers to integrate classroom instruction and on-the-job learning.
5. Maintains an effective system of record-keeping and prepares necessary reports.
6. Attends meetings to coordinate Career Development Programs, District-wide, and to exchange ideas, methods, and materials.
7. Plans promotional material and publicity.
8. Cooperates in the location and sharing of training stations within the District.
9. Refers casual job orders to the Youth Employment Office.
10. In relationship to employers: Secures and maintains active cooperation, develops a clear understanding of the objectives of Career Development Education program, explains the plan of cooperative part-time work and training, adjusts complaints promptly and fairly, and solicits ideas and suggestions for improvement of the program.
11. In relationship to parents: Obtains written consent of parent to enroll student into the program, explains the program and obtains cooperation, and keeps parent informed of student progress and makes any change or adjustment necessary.
12. Performs other job related duties as assigned by the principal.

Minimum Qualifications: Valid California credential authorizing services to be performed.

HUMAN RESOURCES  
JOB DESCRIPTION

Counselor

Primary Function: The counselor is a professional educator with specialized training and appropriate PPS credentials in counseling and guidance whose main focus is on the optimum development and learning efficiency of the individual student. The counselor assists students to participate actively and as successfully as possible in their educational development and career planning.

Directly Responsible to: Local principal and/or designated administrator.

Duties and Responsibilities:

1. Provide information regarding the school's curriculum offerings and graduation requirements to students, parents, and staff.
2. Assists students to develop a course of study leading to graduation and preparation for college or vocations.
3. Provides information about the competencies required for graduation, college, and vocational preparation to students, parents, and staff.
4. Provides students, parents, and staff resources for gathering educational and vocational information.
5. Provides students, parents, and staff information concerning alternatives to the traditional high school program.
6. Provides information about school and community resources to assist students when they encounter educational difficulties.
7. Provides information about school and community resources for helping students when they encounter personal problems.

In Carrying Out Their Essential Duties, the Following Tasks may be Performed:

1. Provide orientation for all incoming students to high school.
2. Organize processes for placing students in the most appropriate educational programs.
3. Assist in monitoring each student's program placement.  
(continued)

4. Assist students in developing individual plans for completing the high school experience.
5. Counsel with students regarding academic performance.
6. Organize procedures for administering and interpreting educational and career tests.
7. Coordinate activities of school career center.
8. Provide liaison with colleges, apprenticeship programs, armed services, business and trade schools, Regional Occupational Program, as well as other sources of career or vocational training.
9. Coordinate systems to disseminate financial aid information.
10. Make referrals to community counseling and assistance agencies.
11. Participate in conferences with students, parents, and/or staff about academic concerns.
12. Refer students with special education needs to appropriate programs in the district, for example Home Study, Adapted P.E., Pregnant Minors Program, Educationally Handicapped, etc.
13. Refer students to alternative educational placement such as the Phoenix Program, Chaparral Evening Alternative, etc.
14. Assist in school curriculum and program development.

Minimum Qualifications: Valid California Pupil Personnel Services or school counseling credential. Previous teaching at the high school level is preferred.

Revised:

Page 2

HUMAN RESOURCES  
JOB DESCRIPTION

## Counselor, Special Education

Primary Function: The Counselor, Special Education position assists students enrolled in assigned Special Education programs to achieve their individual potential.

Directly Responsible to: Assistant Director, Special Education

## Duties and Responsibilities:

1. Participates as a member of the IEP team, develops students' programs, and assists staff in monitoring students' individual courses of study.
2. Coordinates students' programs with Special Education psychologist, nurse, vocational counselor, speech therapist, and administration to insure fulfillment of the IEP provisions.
3. Participates and assists staff in curriculum development and master scheduling in assigned programs.
4. Assists new students, their parents, and district staff in student orientation and admission process in assigned Special Education programs.
5. Coordinates and monitors competency testing program of Special Education students in assigned sites.
6. Disseminates relevant information and counsels students and parents regarding social, emotional, and academic needs of students and makes referrals to appropriate resources and/or agencies which can provide identified services, both within and without.
7. Identified in consultation with staff, parents, and students those students who will complete their education at the conclusion of a given school year and coordinates with the administration and staff the graduation and commendation ceremonies.
8. Coordinates and schedules the Special Education driver training program throughout the district.
9. Seeks personal and professional growth on a consistent basis to maximize effectiveness in areas of assigned responsibility.
10. Coordinates with the assigned Special Education psychologist the annual review schedule and IEP meetings to promote maximum participation of parents, related district personnel, and outside agency staff.

Continued

Counselor, Special Education  
C-03

11. Performs duties included in general education counselor job description when they are appropriate to the learning and behavioral characteristics of the Special Education student.
12. Performs other job-related duties as assigned by the Assistant Director of Special Education.

Minimum Qualifications: Valid California Pupil Personnel Services credential.  
Valid California Special Education credential.  
Minimum of three years experience in Special Education programs.

HUMAN RESOURCES  
JOB DESCRIPTION

Curriculum Specialist

Primary Function: Development of Districtwide curriculum guidelines and expectations for student performance in assigned instructional areas including the planning of strategies for integration of SCANS skills and competencies into instructional programs.

Directly Responsible to: Director, Instruction & Professional Development

Immediate Subordinates: None

Duties and Responsibilities:

1. In consultation with teachers and other staff, develops District curriculum guidelines in assigned subject areas.
2. In consultation with teachers and other staff, develops Districtwide standards for student performance in assigned subject areas.
3. In consultation with teachers and other staff, develops suggested instruction program strategies in assigned subject areas.
4. In consultation with teachers and other staff, assists in defining specifications for assessment of student performance and strategies for their measurement in assigned subject areas.
5. Works with schools and subject matter councils to develop strategies for integration of SCANS skills and competencies into the core curriculum in assigned subject areas.
6. Works with schools and guidance council to develop career pathways or program majors.
7. Assists the Director in developing the District=s School-to-Work transition model.
8. Assists the Director in interpreting the District=s School-to-Work transition model to the community and staff members. .
9. Participates with the Director and other management personnel in the policy- and decision-making process on matters affecting the District=s curriculum.

Minimum Qualifications:

Valid California teaching credential authorizing teaching of the appropriate subject areas at the secondary level.

Revised: 10/95

HUMAN RESOURCES  
JOB DESCRIPTION  
Curriculum Specialist (ROP)

Primary Function: Development of ROP Districtwide curriculum guidelines and expectations for student performance in assigned instructional areas including the planning and implementation of career paths and workplace skills.

Directly Responsible to: ROP Director

Immediate Subordinates: None

Duties and Responsibilities:

1. In consultation with teachers and other staff, develops ROP curriculum guidelines in assigned subject areas.
2. In consultation with teachers and other staff, develops Districtwide ROP standards for student performance in assigned subject areas.
3. In consultation with teachers and other staff, assists in the development of career paths at sites.
4. In consultation with teachers and other staff, develops suggested instructional program strategies in integrating academics and workplace skills in assigned subject areas.
5. In consultation with teachers and other staff, assists in defining specifications for assessment of ROP student performance and strategies for their measurement.
6. Articulates curriculum and curricular issues with District subject matter councils, guidance council, School-to-Career council, other school districts, local colleges and universities, and the community.
7. Meets regularly with District subject matter councils, guidance council and School-to-Career councils acting as a liaison and resource. Works with instructors to develop partnerships with business and industry.
8. Works with ROP Site Specialists to improve curriculum and meet the District Strategic Plan goals.
9. Attends and conducts ROP and Community Advisory meetings.
10. Assist in the coordination of the ROP Proposal/Budget process.

Minimum Qualifications:

Valid California Vocational teaching credential. Three years recent successful teaching experience in an ROP, vocational or career area. Familiarity with curriculum frameworks in Business, Consumer and Family Science, Agriculture, Health and Industrial Technology. Familiarity with ROP strategies and workplace skills. Computer literacy is required.

Created: December 1999

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-04

Department Chairperson

Primary Function: To plan, direct, coordinate, and supervise the functional activities within his/her assigned department.

Directly Responsible to: Principal and Members of the Department

Duties and Responsibilities:

Duties and responsibilities of the department chairperson may differ from school to school, and even from department to department, depending upon the uniqueness and diversity of each school and its organization. The following are examples of duties and responsibilities that relate directly to pupil progress which the department chairperson may perform.

1. After consulting with individual department members regarding assignment preferences, the department chair recommends to the site administration the assignment of sections, subjects, and rooms of department teachers.
2. Assist local administration with scheduling class and teaching assignments.
3. Call and chair regular meetings of the department. Prepare agenda and accurate minutes of such meetings. Distribute minutes of meetings to all department members, the administration, and counselors.
4. Order and purchase items and equipment, as needed, consistent with budget.
5. Keep counselors and administrative personnel briefed and up-to-date on department organization, plans, etc., by holding special meetings and/or by invitation to regular department meetings.
6. Interview prospective teachers for department and make advisory recommendations for selection to the principal.
7. Attend District subject-matter council meetings.
8. Substitute for department teachers, when required, to allow teachers to observe others for purposes of increasing knowledge and improving methods.
9. Cooperate with administrators, counselors, teachers in other departments, and other District schools in seeking to fulfill common educational goals.

(continued)

10. Work with administration in development of the department budget and exercise effective control of approved budget.
11. Assist and coordinate department goals and objectives in cooperation with designated administrator, and consistent with District goals and purposes.
12. Assist and coordinate the selection of programs, processes, and procedures to achieve department objectives.
13. Assist and coordinate the evaluation of department productivity toward the achievement of previously defined goals and objectives.
14. Monitor department functions to assure that they are conducted within the scope and intent of District Board policies and administrative regulations and procedures.
15. Assist local administration in curriculum and innovative developments, and have voice in class loads and offerings.
16. Coordinate the use, scheduling, and storage of instructional equipment with the manager, school facilities, and department members.
17. Work with the local administration in establishing department regulations.
18. Act as spokesperson for the department in the District policy and procedure development process.
19. Organize and provide in-service training programs for department members including guidance and help for new teachers.
20. Serve as consultant to counselors and local administrators for curriculum coordination.
21. Establish and maintain effective student-faculty relations with department.
22. Keep accurate account of all books and equipment within the department, working with the book clerk and administrative assistant.
23. Serve as consultant to faculty, PTA, and/or student groups. Provide for dispersal of department-related information and materials to such groups.
24. Perform other job-related duties as assigned by the principal.

Minimum Qualifications: Valid California Secondary Teaching credential. Two years of teaching experience in the department in the Grossmont Union High School District. If no candidate in department meets this criteria, then all members of the department are eligible for election.

Revised: 08/95  
Page 2

## JOB DESCRIPTION

### Emergency Substitute Teacher (Emergency Crisis Condition)

Primary Function: Develop and follow lesson plans and maintain an atmosphere conducive to learning.

Directly Responsible to: Principal or Principal Designee

#### Duties and Responsibilities:

1. May have to maintain order in the classroom in a time of crisis (i.e., civil disorder, disorderly conduct of individuals or other disruption).
2. May have to cross picket lines.
3. Report civil disorder, disorderly conduct or other disruption to principal.
4. Emergency substitute teachers are expected to perform any duties assigned by the principal which are appropriately within the classification of absent teachers.
5. Before the class convenes, receive special curriculum packets from the principal and prepare for class instruction.
6. In the absence of seating charts, organize the seating plan of students and establish control of the classroom.
7. Reassure students who may be excited due to the crisis situation.
8. Account for attendance of all pupils in the manner prescribed by the school.
9. Check all audio-visual equipment in the classroom for possible damage and report any malfunctioning equipment to the principal.
10. Conduct classes and enforce rules as Education Code provides and implement special curriculum materials provided.
11. Make all required reports.
12. Perform special duties assigned (i.e., supervision).

(continued)

## Emergency Substitute Teacher (Emergency Crisis Condition)

13. Accidents at school are generally of minor nature requiring only first aid treatment. Occasionally, however, an emergency will arise requiring the attention of a doctor and possibly the use of an ambulance. In case of an accident, the health clerk should be summoned, if available. If the health clerk is not present, the principal or his/her designee should be contacted.
14. Discipline is based on mutual understanding between the teacher and the pupil. If discipline problems arise and the substitute teacher is unable to resolve them, the pupil or pupils should be referred to the vice principal or person designated in charge. No problem should be allowed to become so large that class control is lost.
15. Attend faculty or other meetings.
16. Refer to curriculum packets and prepare lessons to be used the following day.
17. Remain at the school each day assigned for service as required.
18. Sign the time sheet daily and check out with the principal/designee at the end of the day.

Minimum Qualifications: California teaching credential or California emergency teaching credential authorizing substitute service with statement of need from district.

Sufficient education to meet credential requirements.

Actual classroom teaching experience and/or student teaching and/or experience working with school-age children and/or any other related experiences.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

English Learner School Site Coordinator

Primary Function: Responsible for overseeing the school site's English learner program. This includes working with the site administrator to coordinate the testing, proper placement and support for the school site's English learner population.

Directly Responsible to: Site Principal, District EL Program Director

Immediate Subordinates: n/a

Duties and Responsibilities:

1. Serve as a liaison between the District EL director and site principal, teachers and classified staff.
2. Assist in the identification, program placement and ongoing monitoring of English learner (EL) students. This includes proper identification and assessment of all students who have a primary language other than English. Parent notification of results is also required.
3. Facilitate the process in which EL students are evaluated for reclassification and the process by which these students are reclassified. In addition, EL Coordinators will continue to monitor these students for the required period of time.
4. Collaborate with classroom teachers working with English learners to ensure all stakeholders are aware and able to assist in meeting the needs of the site's EL students.
5. Assist in the design, implementation and delivery of staff development regarding English learners.
6. Organize parent outreach and involvement for the parents of EL students; this includes facilitating parent meetings such as English Language Advisory Committee (ELAC)
7. Assist in the selection and purchasing of supplemental texts and materials for EL programs and support classes.
8. Maintain documentation as required for district, state, and federal EL program accountability.

English Learner School Site Coordinator

9. Assist in the recruitment and training of support staff for the site's EL learners.
10. Attend professional seminars, conventions and other trainings to receive and share instruction on best practices for English learners.

Revised: 05/22

**GROSSMONT UNION HIGH SCHOOL DISTRICT  
PERSONNEL SERVICES  
JOB DESCRIPTION**

**C-34**

## Health Impaired Education Specialist

**Primary Function:** Coordinates and facilitates programs, assistive technology, and services for students with physical disabilities, serious chronic health concerns, or orthopedic impairments. Some of the orthopedic impairments could include, but are not limited to, Cerebral Palsy, Spina Bifida, Muscular Dystrophy, Juvenile Rheumatoid Arthritis; some other health impairments would include, but not be limited to, cancer, diabetes, Lupus, Irritable Bowel Syndrome, and migraines.

**Directly Responsible to:** Director, Special Education

**Immediate Subordinates:** n/a

### **Duties and Responsibilities Directly Related to Pupil Progress:**

1. Acts as liaison and point of contact for administration, certificated staff, and classified staff throughout the District and outside agencies and programs, as related to students' needs.
2. Collaborates with doctors, health professionals and outside agencies regarding students' health and related appropriate services.
3. Serves as main liaison for students and parents regarding Least Restrictive Environment (LRE).
4. Participates in SSTs, IEPs, 504s.
5. Participates in the development and ongoing review of accommodations.
6. Informs teachers of students in their classes with health impairments and/or physical disabilities; consults and assists in meeting students' needs in their classrooms; monitors attendance; facilitates collection of missed assignments; provides special materials and/or equipment; serves as liaison with Home Study for lengthy absences.

Health Impaired Education Specialist  
Page Two

7. Meets with students to assess needs, both academic and physical, and refers to appropriate personnel and/or District programs.
8. Facilitates specific accessibility issues, i.e., furniture and classroom availability; provides adaptive equipment, as needed, e.g. laptops, voice recognition systems, Hoyer lifts; facilitates bathrooming needs for students re: equipment and staffing needs.
9. Serves as liaison between students and District programs, such as Home Choice, Phoenix, and Home Study.
10. Provides relevant medical information to staff members; confers, as necessary, with school certificated and classified personnel; facilitates student accommodations (including those needed in summer school) and student support groups.
11. Transitions incoming 9<sup>th</sup> graders and prepares services and accommodations required.
12. Assists with post-high school transition: collaborates with other agencies such as Vocational Rehabilitation and with educational institution departments, such as: Disabled Student Services; assists students in pursuing grants and scholarships; increases student awareness of community agencies that provide support, health access, socialization, or recreation.

**Other Pertinent Duties and Responsibilities Normally Performed by Certificated Personnel:**

1. Conducts conferences and communicates with students, parents, and support personnel concerning individual student needs prior to annual review and other times, as needed.
2. Maintains cooperative, professional attitudes with peers and supervisors.

**Minimum Qualifications:** Appropriate California Teaching Credential

Appropriate Placement on the Certificated Salary Schedule; 185 – day assignment.

Approved July 31, 2008

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-08

Library Media Specialist

Primary Function: As part of a regular teaching assignment, plans and manages the library media center program; maintains instructional materials; and provides a program of services to support and to implement attainment of instructional goals and objectives of the school, district, and community.

Directly Responsible to: Principal

Immediate Subordinates: May include library technical assistant I & II, media technicians or assistants, student assistants, and instructional or teacher aides.

Duties and Responsibilities Directly Related to Pupil Progress:

1. Provides and promotes reading, listening, and viewing guidance to students and faculty.
2. Cooperates and participates in the planning, developing, enriching, and evaluating of a school's curriculum.
3. Plans and implements a program of instruction in the use of the library media center so that students can carry on independent study and research.
4. Works with individual students and groups of students to meet their needs, interests, and abilities in utilizing library media resources and services.
5. Initiates and coordinates preparation and production of library media center materials and provides guidance for student and/or faculty projects.
6. Provides students and staff with a variety of services and materials designed to support and to enrich the instructional program.

Other Duties and Responsibilities Normally Performed by Certificated Personnel:

1. Evaluates and selects appropriate library media materials and equipment in accordance with the district/school selection policies.
2. Re-evaluates the library media collection on a continuous basis in order to update materials, discard unsuitable or outdated materials, build up deficient areas, and replace worn or lost materials.

3. Organizes and maintains an attractive library media environment conducive to learning.
4. Establishes and maintains standards of student behavior needed to achieve a suitable learning atmosphere in the library media center.
5. Prepares and submits reports evaluating services and use of the library media center and its materials/equipment.
6. Establishes guidelines for the routines and responsibilities of technicians, aides, student assistants and parent volunteers in the library media center and coordinates their schedules and activities.
7. Supervises and evaluates classified staff and student assistants directly responsible to them.
8. Creates bibliographies, curriculum, and programs to encourage full use of services and materials by students and staff.
9. Assists the principal in selecting classified staff directly responsible to them.
10. Assists the principal in analyzing and planning budgetary needs in the areas of program and operation and allocates all funds assigned to the library media center.
11. Participates in professional conferences, district in-service, materials evaluation groups, and other professional activities to maintain a high level of performance and growth in the position of Library Media Specialist.

Minimum Qualifications: California credential authorizing service as a librarian. Background in educational technology desirable.

Bachelors and graduate courses as needed to meet specialized credential requirements. A graduate degree in library media science is desirable.

Prior experience as a classroom teacher and/or school librarian.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-32

Literacy Specialist: English Learners

Primary Function: Responsible for providing support and assistance to teachers of English Learner students to effectively implement research-based strategies and to increase student achievement.

Directly Responsible to: Director, Instruction & Professional Development

Salary:

Salary Schedule Rate

Mileage at current IRS rate

Release Time (up to 8 days per year)

Hours:

Four (4) hours of work in addition to teaching assignment (including one period of teaching and one prep period per day)

Work beyond four (4) hours plus teaching assignment paid at pro-rata rate.

Duties and Responsibilities:

1. Demonstrates, models, and coaches effective research-based literacy strategies for the EL student.
2. Serves as a resource for teachers by suggesting strategies, ideas, or materials that can enhance instruction and support students failing or at risk of not meeting academic standards.
3. Assists teachers in analyzing, interpreting and using CELDT scores as a diagnostic tool.
4. Assists teachers to ensure effective implementation of the "High Point" program and other District adopted literacy materials.
5. Coordinates and facilitates communication between teachers of EL students to ensure a venue for shared ideas and troubleshooting for issues of concern.
6. Routinely examines best practices and curriculum materials related to literacy for English Learners.
7. Stays current with professional literature and the latest research on promising practices for EL language acquisition and development.
8. Attends professional seminars, conventions, and other trainings to receive and share instruction on research-based literacy strategies.
9. Teaches one EL class daily which may be used as demonstration class for other teachers to observe.

**Conditions of Employment:**

1. This program is year-to-year based on state funding and Professional Development Committee approval.
2. The initial advertisement would be for permanent District teachers only. If no qualified permanent District teacher applies, then GEA and District administration will meet and confer. By mutual consent, position may be reopened to nonpermanent, nondistrict applicants.
3. Personal interview and/or announced classroom visitations will be included as part of selection process.
4. Maximum employment is three years with three years off before a person can reapply for the position. GEA and administration will meet and confer in the event there are no other qualified applicants. If so, by mutual consent, the incumbent may reapply.
5. The unit member shall be evaluated in accordance with Contract Article 19 by the Assistant Superintendent, Educational Services.
6. There is no guarantee of specific assignment or site placement at end of term.
7. Selected employee agrees to keep work provided to participating teachers confidential.
8. Selected employee understands that they are to teach one period a day and have one (1) prep period designated as a prep period at a school site. Unit member shall be released for four periods to fulfill Literacy Specialist duties.

**Minimum Qualifications:** A valid California teaching credential authorizing teaching of the appropriate subject areas at the secondary level is required. Single Subject credential of any subject matter. English Learner authorization. Minimum of three years English Learner teaching experience. Knowledge and proficient use of the “High Point” reading program.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-33

Literacy Specialist: Special Education / Reading Intervention

Primary Function: Responsible for providing support and assistance to Special Education teachers and General Education teachers of Reading Intervention classes to effectively implement research-based strategies and to increase student achievement.

Directly Responsible to: Director, Instruction & Professional Development

Salary:

Salary Schedule Rate

Mileage at current IRS rate

Release Time (up to 8 days per year)

Hours:

Four (4) hours of work in addition to teaching assignment (including one period of teaching and one prep period per day)

Work beyond four (4) hours plus teaching assignment paid at pro-rata rate.

Duties and Responsibilities:

1. Demonstrates, models, and coaches effective research-based literacy strategies.
2. Serves as a resource for teachers by suggesting strategies, ideas, or materials that can enhance instruction and support students failing or at risk of not meeting academic standards.
3. Assists teachers in analyzing, interpreting and using reading assessments and other literacy placement test scores as a diagnostic tool.
4. Assists teachers to ensure effective implementation of the "Language!" program and other district adopted literacy materials.
5. Coordinates and facilitates communication between Special Education teachers and Literacy teachers to ensure a venue for shared ideas and troubleshooting for issues of concern.
6. Routinely examines best practices and curriculum materials related to literacy for struggling readers and writers.
7. Stays current with professional literature and the latest research on promising practices for language acquisition and development.
8. Attends professional seminars, conventions, and other trainings to receive and share instruction on research-based literacy strategies.
9. Teaches one Special Education or Reading class daily which may be used as a demonstration class for other teachers to observe.

**Conditions of Employment:**

1. This program is year-to-year based on state funding and Professional Development Committee approval.
2. The initial advertisement would be for permanent District teachers only. If no qualified permanent District teacher applies, then GEA and District administration will meet and confer.
3. By mutual consent, position may be reopened to nonpermanent, non-district applicants.
4. Personal interview and/or announced classroom visitations will be included as part of the selection process.
5. Maximum employment is three years with three years off before a person can reapply for the position. GEA and administration will meet and confer in the event there are no other qualified applicants. If so, by mutual consent, the previous incumbent may reapply.
6. The unit member shall be evaluated in accordance with Contract Article 19 by the Assistant Superintendent, Educational Services.
7. There is no guarantee of specific assignment or site placement at end of term.
8. Selected employee agrees to keep work provided to participating teachers confidential.
9. Selected employee understands that they are to teach one period a day and have one (1) prep period designated as a prep period at a school site. Unit member shall be released for four periods to fulfill Literacy Specialist duties.

**Minimum Qualifications:** A valid California teaching credential authorizing teaching of the appropriate subject areas at the secondary level is required. Single Subject credential of any subject matter. Minimum of three years teaching experience. Knowledge and proficient use of the "Language!" reading program.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-09

Nurse, District

Primary Function: To assess, plan, implement, evaluate, and assist the local school health services program. Serve as a liaison between school staff, physicians, other health professionals, families, and community agencies to assure access and continuity of health care for students. Provide the district with services mandated by the State of California to be performed by a credentialed school nurse.

Directly Responsible to: Director, Special Education

Duties and Responsibilities:

1. Collaborate with the Director of Special Education in establishing, assessing, planning, and evaluating a comprehensive school health program.
2. Collaborate with the Director of Special Education in establishing policies and procedures related to school health services.
3. Coordinate health services to the school through administrative vice principal responsible for local school health services.
4. Provide district with services mandated by the State of California to be performed by a California credentialed school nurse.
  - a. Provide medical liaison for special education student by performing health assessments, assisting parents in referrals for health problems, providing follow-up on referrals, providing repeat-testing per state mandate, and attending IEP staffings as needed.
  - b. Provide medical liaison for adapted physical education by providing health evaluations of students, conferring with adaptive P.E. teacher, acting as a liaison with parent/guardian and/or physician, providing needed follow-up, and acting as a member of adaptive P.E. staffings.
  - c. Provide hearing screens of 10th or 11th grade students.
  - d. Prepare state mandated reports.
5. Serves as a health advocate for the student.
  - a. Establish process to identify students at risk for health and physical problems.
  - b. Counsel students regarding health needs and concerns.
  - c. Collaborate with school personnel, health professionals, and parents/guardians in interpreting student health needs and concerns.
  - d. Assess and arrange appropriate referral for students who require further evaluation and care.
  - e. Provide guidance to school personnel regarding management of health programs for student with special needs.
  - f. Perform screening tests as requested by students, school personnel, and parents/guardians.

Nurse, District

C-09

6. Collaborate with agencies within the community to assure continuity of health services and care.
7. Consult with and advise the school site LVN/health clerk (a non-supervisory role) on the following:
  - a. Management of the health office.
  - b. First aid and emergency care.
  - c. Immunization program.
  - d. Communicable disease program.
  - e. Health records.
  - f. Management of special education student.
  - g. Specialized health care procedures.
8. Provide for orientation of the LVN/health clerk.
9. Visit assigned school sites per schedule and upon request to assess the health status, problems of students, and health services.
10. Maximize effectiveness within the school health nursing profession through participation in professional meetings and professional growth experiences.

Minimum Qualifications:      Baccalaureate degree from an accredited institution.  
Valid California State registered nurse license.  
Valid health Service credential.  
Current audiometrist certification.

## Nurse, Special Education

Primary Function: To plan and direct the Special Education health services program within Special Education schools and sites.

Directly Responsible to: Assistant Director, Special Education

### Duties and Responsibilities:

1. Serves as a member of the IEP team for admission of Special Education students and at other IEP meetings in which health-related issues of a student are of concern.
2. Assesses and evaluates the health and developmental history and present status of pupils, identifies specific physical disorders and other factors related to the learning processes, communicates these findings with the parent or designee and school personnel.
3. Interprets to students, parents, and school personnel results of medical examinations and/or doctor/nurse recommendations.
4. Designs and implements a health maintenance plan within the school setting to meet the individual needs of students and incorporating plans as directed by a physician.
5. Refers the pupil and/or parents to appropriate resources for necessary health-related services.
6. Counsels students individually and/or in groups regarding health needs.
7. Assists classroom teachers in conducting classes on health-related issues.
8. Provides for emergency health care for ill and injured students and staff.
9. Responsible for maintaining effective medication policy and procedure relative to distribution of medication to students during the school day as prescribed by physicians.
10. Conducts hearing and vision assessments as requested by teachers, counselors, and administration.
11. Oversees implementation of the school district's immunization procedures and maintains required records.



## GROSSMONT UNION HIGH SCHOOL DISTRICT

PERSONNEL SERVICES  
JOB DESCRIPTION**Open-Ended Resources - Subject Area Team Leader**

- Stipend for Year 1 = \$6000
- Stipend for Year 2 = \$3000
- Release Days

**Primary Function:** To curate, develop, manage, and organize, Open-Ended Resources (OER), for use in core subject areas (English, math, science, and social sciences). To provide coaching and assistance in OER for subject area teams and to organize meeting of subject area teams.

**Directly Responsible to:** Director of Curriculum, Director of Instructional Technology

**Immediate Subordinates:** N/A

**Qualifications:**

1. Taught the subject for at least five (5) years
2. Good organizational skills
3. Good communication skills
4. Google Docs and Drive knowledge
5. Willing to learn new systems

**Duties and Responsibilities:**

1. Attend Subject Area Team Lead meetings
2. Research content frameworks and existing OER materials
3. Lead 3-5 committee meetings (release days and/or summer at hourly rate)
4. Manage and organize all steps of the OER curator process
5. Communicates with subject area team
6. Lead development of a OER scope and sequence document, and share with subject area teachers

**Open-Ended Resources - Subject Area Team Leader – Duties and Responsibilities continued**

7. Work with Director of Curriculum, Director of Instructional Technology and those interested in utilizing subject area OER
8. Curate resources based on OER scope and sequence document
9. Make adjustments and additions based upon subject area team feedback
10. Share OER with school subject area departments

**Selection Process:**

1. School's subject area PLC select a subject area Team Lead candidate
2. The PLC selected candidate completes the Team Leader Application
3. The Department Chair Council will review the applications and make a recommendation
4. A Site Administrator (if possible who has taught in the subject area), a district administrator, and the Subject Area Council Chair shall make the final selection

## JOB DESCRIPTION

### Open-Ended Resources - Subject Area Team Member

- Stipend per year = \$500
- Professional Rate for Summer Review

**Primary Function:** Review and curate the materials for the Open-Ended Resources (OER) for use in core subject areas (English, math, science, and social sciences). Share OER with subject area teams and provide feedback

**Directly Responsible to:** Director of Curriculum, Director of Instructional Technology.

**Immediate Subordinates:** N/A

#### Qualifications:

1. Taught the subject for at least three (3) years
2. Currently teaching at school site
3. Good communication skills
4. Google Docs and Drive knowledge
5. Willing to learn new digital systems

#### Duties and Responsibilities:

1. Work with the Subject Area Team Leader and those interested in utilizing subject area OER
2. Contribute to scope and sequence development
3. 10-15 hours of work outside the contract day, including after school meetings
4. Attend 3-5 pull out days
5. Review initial units to provide feedback and direction for OERs
6. Communicates with subject area team at school site
7. Review and curate materials (professional rate)

#### Selection Process:

1. Complete OER Subject Area Team Member Application
2. PLC Members with help from the Department Chair will review the applications and make a recommendation

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-11

Program Specialist  
Teacher on Special Assignment  
Drug Free Schools and Proposition 99 (Tobacco Funds)  
Categorical Position

Primary Function: Responsible for coordination of student well-being activities.

Directly Responsible to: Director, Categorical Programs

Immediate Subordinates: Clerical staff as assigned.

Duties and Responsibilities:

1. Coordinates and conducts District workshops and conferences in prevention of substance abuse.
2. Collects data and assists in the evaluation of data on student use of illegal substances.
3. Conducts training of District personnel in substance abuse identification and prevention--tobacco use and prevention.
4. Acts as District liaison with relevant local agencies in the areas of student well-being--substance abuse, tobacco use, and other related student health issues.
5. Prepares written materials and reports regarding student well-being, substance abuse, and tobacco.
6. Reviews educational materials in areas of student well-being, substance abuse, tobacco, and the recommendation for the use of such material.
7. Responsible for consideration of the District's crisis team.
8. Coordinates the District's health service programs.
9. Completes special assignments and other duties assigned by the Director, Administrative Services.

Minimum Qualifications: Teaching credential.

Teaching experience in social science/life science or career and family education or drug education and/or health education desirable.

Revised: 01/17/90

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES

C-11A

## JOB DESCRIPTION

### Program Specialist Teacher Induction Program (TIP) Categorical Position

Primary Function: Implement a new teacher induction program aligned with the California Standards for the Teaching Profession and consistent with the state TIP program standards

Directly Responsible to: Director, Curriculum and Professional Development

Immediate Subordinates: Clerical staff as assigned.

#### Duties and Responsibilities:

1. Plan, organize and direct programs, services, and activities aligned with the TIP Standards of Quality and Effectiveness.
2. Develop and manage a comprehensive professional development program and improvement plan consistent with the California Standards for the Teaching Profession.
3. Develop agendas and facilitate monthly TIP training and workshops.
4. Offer assistance to those serving as support providers.
5. Works cooperatively with District curriculum specialists and provides content specific support to new teachers.
6. Articulate curriculum and curricular issues with District subject matter councils, partner school districts, local colleges and universities, other school districts, and the community.
7. Identify and maximize use of local educational resources.
8. Establish a communication system to ensure PAR joint committee members receive timely information regarding the program.
9. Prepare and monitor budgets for the overall effectiveness of the TIP Program.
10. Carry out responsibilities as the lead contact to the California Department of Education and the California Commission on Teacher Credentialing.
11. Provide ongoing mentor support for beginning teachers, administrators, and support providers.

Program Specialist  
Teacher Induction Program (TIP)

C-11A

12. Prepare and present annual reports to the Governing Board.
13. Evaluation of TIP Project.
14. Perform other duties as assigned.

Minimum Qualifications: Valid California teaching credential authorizing teaching at the secondary level.

Recent successful teaching experience. Familiarity with the TIP program, curriculum frameworks and content standards. Computer literacy is desirable.

Teacher on Special Assignment  
Special Education

Primary Function: To provide leadership in the planning, implementation, and evaluation of individualized educational programs for students with Special Education Programs.

Directly Responsible to: Assigned Special Education administrator(s).

Immediate Subordinates: Secretarial and clerical staff as assigned.

Duties and Responsibilities:

1. Serves as administrative designee in coordinating the development of individual educational plans for students in specific Special Education divisions with teachers, parents, psychologists, speech therapists, and other ancillary personnel.
2. Develops and coordinates procedures for monitoring and evaluating student progress consistent with the Individual Education Plan (IEP).
3. Coordinates annual review process and participates in these meetings as assigned.
4. Assists Special Education administration in coordinating the admission of incoming students from feeder elementary districts.
5. Plans in-service programs in conjunction with designated administrator on an ongoing basis to ensure compliance with state and federal regulations pertaining to eligible students.
6. Plans in-service programs in conjunction with designated administrator to ensure staff has appropriate expertise to meet Special Education students' unique needs and conducts an evaluation of each in-service activity.
7. Assists in conducting program evaluations as directed by the administration to assess overall program effectiveness.
8. Works with local school staff to ensure articulation with general education programs.
9. Oversees maintenance of student placement files to ensure conformity with state and federal regulations.

Program Specialist/Teacher on Special Assignment/Special Education C-12

10. Assists administration in compliance with Special Education programs with district, state, and federal regulations.
11. Remains fully conversant with existing and new Special Education laws and regulations and communicates relevant information to appropriate personnel.
12. Prepares annual or interim reports to the state and to the district as directed by the administration.
13. In-services to Special Education teachers in a wide variety of Special Education procedures and policies.
14. Assists staff/administration in developing appropriate curriculum for Special Education students and assists in the identification of curricular materials appropriate for various Special Education populations.
15. Assists Special Education administration in monitoring the implementation of Special Education curriculum in a variety of programs throughout the district.
16. Prepares informational materials for parents and other interested parties regarding programs and procedures.
17. Performs other job related duties as assigned by the Directory and/or Assistant Director of Special Education.

Minimum Qualifications: California Special Education Teaching Credential. One or more of the following credentials is also desired: pupil personnel services, supervision, or administration.

Teaching experience in social science/life science or career and family education or drug education and/or health education desirable.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-25

Reading Resource Teacher (Title 1)

Primary Function: To improve the reading and writing for all Title 1 students with emphasis on grades 9 and 10.  
To plan and teach a comprehensive reading and writing program for all Title 1 grade 9 and 10 students who have been evaluated to need reading assistance.  
To develop and teach staff training that will increase staff awareness of reading problems and assist them to teach in their heterogeneous classroom.

Directly Responsible to: Principal and Title 1 Coordinator

Immediate Subordinates: Instructional Aide

Duties and Responsibilities:

1. Create an effective reading/writing program which will significantly increase reading achievement for Title 1 students in grades 9 and 10.
2. Include in the reading/writing program methods which will capitalize on each student's learning strength and develop their learning weaknesses.
3. Develop a reading/writing program which addresses multiple learning styles of each student.
4. Promote reading and writing as an enjoyable, life-long activity, necessary for any career field.
5. Maintain student records for the Title 1 Program as well as for the District.
6. Create an inviting learning environment for students.
7. Evaluate the program with student reading and writing scores pre and post. Use standardized tests to show growth for all students.
8. Provide leadership and training to teachers which will lead to all teachers addressing the needs of multilevel reading abilities in their classrooms.
9. Act as an advocate for the students in the Title 1 Program, meeting with parents, speaking at SIT meetings when necessary, and assisting the school staff to create an educational plan for the Title 1 students.

Reading Resource Teacher, Title 1

C-25

10. Assists administration in compliance with Special Education programs with district, state, and federal regulations.

Minimum Qualifications: Valid California credential authorizing English at the secondary level (9-12), or secondary credential with Reading and Language Arts Specialist credential; or, Multiple Subjects credential with Reading and Language Arts Specialist credential.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-30

Safe Schools Program Coordinator

Primary Function: Oversee and implement the required components for the Safe Schools Program at the site level.

Directly Responsible to: Site Principal

Immediate Subordinates: Assigned classified and student staff

Duties and Responsibilities:

1. Serve as Committee Chair for Safe Schools Program.

152331776. Plan, develop, and present intervention programs and training strategies to promote school safety which would include:

Conduct in-service training,  
Conduct instruction,  
Develop curriculum and instructional materials.

3. Prepare annual update of Crisis Management Plan.

152981504. Develop resources for staff use following a crisis.

152981505. Select peer mediators and coordinate program, including training.

152981506. Coordinate student support groups as appropriate.

7. Develop and institute ALink Crew@ program for new students.

8. Coordinate intervention programs in the area of anger management.

9. Serve as site representative to District Race/Human Relations Task Force.

10. Coordinate campus Human Relations clubs and activities and participation in Mini-Town activities.

11. Coordinate with PTSA and ASB to present student forums to address issues of diversity, AIDS awareness, suicide, and other student concerns.

12. Coordinate Yellow and Red Ribbon campaign programs.

13. Coordinate staff training in areas of conflict resolution, human relations, and substance abuse.

Safe Schools Program Coordinator

C-30

14. Track students for SARB process and serve as liaison with District Probation Officer.

MINIMUM QUALIFICATIONS / EXPERIENCE:

California teaching credential at the high school level is required. Intervention training in anger management, suicide, substance abuse, and conflict resolution is desirable.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-13

School Psychologist

Primary Function: To provide psycho-educational services to all students being referred for placement in Special Education programs and to students currently enrolled in Special Education programs.

Directly Responsible to: Director, Special Education

Duties and Responsibilities:

1. Receives referrals on students being considered for Special Education placement, conducts assessment of these students, and prepares written reports of these assessments in accordance with state and district procedures.
2. Schedules IEP meetings and notifies appropriate persons of the time and place of these meetings in accordance with state and district timelines.
3. Maintains liaison with parents throughout the referral process. Provides parents with necessary consent forms, schedules IEP meetings in accordance with parent availability, and discusses results of testing. Ensures when possible that communication occurs in the primary language of the parent.
4. Coordinates the Annual Review of all students enrolled in Special Education programs.
5. Conducts re-evaluations of all students enrolled in Special Education programs at least every three years.
6. Participates in prescriptive remediation, planning, and development based upon information gained from diagnostic evaluations, classroom observations and review of case study materials.
7. Coordinates the implementation of decisions made by the IEP team. Utilizes school and community resources to meet the needs of students placed in Special Education programs.
8. Assists local school counselors, vice principals, and teachers in the identification and implementation of less restrictive placement alternatives.
9. Consults with parents and local school personnel on various aspects of Special Education programs.
10. Assists in the articulation of Special Education students from elementary school districts to the high school district.

Other Duties and Responsibilities Normally Performed by Certificated Personnel:

1. Maintains current knowledge of community resources appropriate to Special Education students and/or their parents.
2. Participates in professional meetings and committees.
3. Participates in professional growth activities.
4. Performs other job related duties as assigned by the Director of Special Education.

Minimum Qualifications: Appropriate California Credential authorizing services as a school psychologist.

HUMAN RESOURCES  
JOB DESCRIPTION

Site Educational Technology Coordinator

Primary Function: To coordinate the planning and implementation of the site technology plan. To assist in the implementation of technology across the curriculum.





Directly Responsible to: Principal

Duties and Responsibilities:

1. Coordinate the District Technology Plan with site technology planning. Assist the administration in the development of a site technology plan. Work with administration to develop and maintain a process for tracking the Technology Foundations graduation requirement.
2. Call and chair regular meetings of the Site Technology Committee. Prepare agenda and accurate minutes of such meetings. Distribute minutes of meetings to site technology committee and the administration. Attend site department chairperson council meetings.
3. Attend regular meetings of the District Educational Technology Council. Report to site technology committee and administration the proceedings of the Council.
4. Assist the site administrator in integrating the use of technology into curricular areas. Assist departments in developing and implementing department technology plans. Advise on curriculum issues as they relate to technology.
5. Assist the site administrator in preparing a budget for technology implementation and support. Develop with administration and District Educational Technology Coordinator a system for tracking software licensing and upgrades.
6. Conduct and/or coordinate in-service training for local staff in software, hardware, and specific subject uses of technology.
7. Maintain at each site a Professional Development Technology Center and link to GROnet educational technology resources. Help ensure ethical use of network resources by students and staff.
8. Assist Computers and Technology Services in identifying network problems and resolving those problems. Assist staff with procedures to resolve problems in technology use.

9. Attend in-services to maintain and upgrade understanding of District licensed software, GROnet services, and new methodologies for technology implementation.
10. Assist staff in the selection of technology, apprise staff of developing trends, and inform staff of available resources.
11. Assist staff in the formation of site-user groups. Assist in the selection of teachers for the Academy of Computer Technology and help organize responses to the requirements of participation in the Academy.
12. Assist the Coordinator of Educational Technology and Library Services in evaluating the effectiveness of site and District technology implementation.
13. Serve as technology consultant to faculty, PTA, and/or student groups. Provide for dissemination of site technology information and materials to such groups.

Minimum Qualifications:

1. California Teaching Credential authorizing service at the secondary level with two years service in the Grossmont Union High School District.
2. Applicant should be effective teacher and technology user and--
  -  Have a demonstrated performance record in staff development activities.
  -  Be willing to remain at the site for some time.
  -  Have an understanding of desktop computer operating.
  -  Possess a willingness to learn and teach emergent technologies.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-14

Speech Therapist

Primary Function:     Oversee Speech and Hearing Programs in the District

Directly Responsible to:     Director, Special Education

Duties and Responsibilities:

Personnel

Resource person to Director of Special Education in interviewing prospective speech and hearing therapists for the district.  
Consults with Director of Special Education on interview evaluations.  
Plans work schedules for speech and hearing therapists with Director of Special Education.  
Establishes policies and procedures for speech and hearing services and makes revisions when necessary.  
Responsible for devising forms used by speech and hearing therapists.  
Distributes materials to staff.

Student Personnel

Screens for Speech and hearing cases in schools according to need.  
Identifies students with speech and hearing defects from referrals submitted by school in the district.  
Makes a thorough assessment of disorders with continued on-going assessment after enrollment into speech and hearing program.  
Gives appropriate individual and group therapy to identified cases.  
Assigns time and place for therapy in conjunction with the Director of Special Education.  
Maintains adequate records and progress reports on all students in the caseload and those on a waiting list.  
Contacts parents through letter or phone contact regarding students defects and gains permission for therapy. Follow-up with parent conference.  
Attends diagnostic staffing, regarding students with speech and hearing defects.  
Call on administrators to organize staffing of students in therapy needing special staff attention.

Accounting

Keeps account of daily attendance of students enrolled in therapy.  
Sends monthly report to accounting department and Director of students enrolled and average daily attendance.  
Transmits yearly report to State Department of Education on numbers, types of cases serviced and other requested information.

Coordination

Within District

Attends department head meetings and transmits information to other speech and hearing therapists.

Consults with teachers, administrators, nurses, psychologists, and others concerned with the welfare of the student.

Coordinates the speech and hearing program in each school so that all school personnel are well aware of the objectives of the program.

Within County

Attends county meetings related to the field of speech and hearing and transmits information back to district.

Keeps lines of communication open to the speech therapists in the area schools feeding students into the district's high schools to assure on-going therapy.

Within Community

Refers to local agencies for further information and help for students.

Talks to local parent groups or other community groups when asked to describe speech and hearing services offered by the district.

Budget

Attends meetings regarding budget.

Orders and purchases items and equipment needs.

Plans for future needs with other staff members.

Maintains files for purchases and plans.

Keeps accurate account of all books, equipment, etc.

Minimum Qualifications: Appropriate California credential authorizing services as a speech therapist.

HUMAN RESOURCES  
JOB DESCRIPTION

Student Services Coordinator

Primary Function: Provides a comprehensive educational and career planning program for students in grades 9 to 12. Specifically, provides activities to meet academic, career, and postsecondary goals of students. Consults with teachers, staff, and parents to enhance the effectiveness of the program. Serves as coordinator and assists with implementation of schoolwide advisory program. Researches and develops responses to various grants, assists in staff development and curriculum writing.

Directly Responsible to: Principal

Duties and Responsibilities:

1. Develops secondary and postsecondary education and career plans to effectively counsel groups or individual students in the pursuit of goals.
2. Provides confidential counseling for small groups and individual students regarding personal issues, referring to appropriate community agencies when necessary.
3. Coordinates and facilitates activities of Student Advisory Program to ensure consistent delivery of information to students.
4. Facilitates eighth grade orientation program with client schools including site visitations, freshman assembly, and parent/student conferencing schedule.
5. Conducts ninth and eleventh grade conferencing program to introduce and reinforce student educational and career plans including postsecondary goals.
6. Researches and develops, as part of a team, responses to various grant proposals to fund innovative programs and equipment.
7. Creates and implements Crisis Team Handbook to ensure a schoolwide ready response to a crisis situation.
8. Assists in planning of relevant staff development opportunities designed to reinforce Essential Schoolwide Learner Results (ESLRs).
9. Assists with coordination of various exams including PSAT, PLAN, SAT 1, and ACT.

(Continued)

10. Develops and implements grade appropriate career preparation materials to be utilized by teachers across the curriculum.
11. Provides students with comprehensive career pathway information and resources related to employment opportunities.
12. Organizes various school and community functions involving staff, students, parents, and community members to disseminate information pertaining to careers, colleges, and financial aid resources.
13. Acts as liaison with local colleges and universities to determine appropriate articulation and relevant career pathway course work at the high school level.
14. Assists in referring students to an alternative educational placement.
15. Coordinates social service programs such as mediation and conflict management for the school as needed.

Minimum Qualifications: Valid California Pupil Personnel Services or school counseling credential. Previous teaching at the high school level is preferred.

## Teacher

**Primary Function:** To plan, implement, and evaluate learning programs and activities in assigned teaching areas. To diagnose student individualized learning needs and prescribe and implement instructional services to maximize the learning of each individual student, consistent with District goals and objectives.

**Directly Responsible to:** Principal or to the designated administrator if the teaching assignment is not in a school.

**Immediate Subordinates:** Teacher assistant, instructional aides, cadet assistants, and volunteer aides when assigned.

### Duties and Responsibilities Directly Related to Pupil Progress:

1. Plans and implements appropriate instructional activities: Shows evidence of being consistently prepared; prepares appropriate materials for assignment; develops lessons appropriate to time constraints; and relates lesson to curriculum or course of study.
2. Utilizes a variety of instructional skills and methods: Varies instructional modes to accommodate student needs, interests, learning styles, and ability levels; provides opportunity for student inquiry and problem solving.
3. Selects appropriate learning materials: Utilizes appropriate materials for the learning task; assists students in understanding relationship of materials to concepts to be learned.
4. Monitors and evaluates student progress checks progress of individual student achievement frequently; evaluates results and adjusts the learning process as needed; provides timely feedback to students and parents.
5. Maintains appropriate classroom control: Shows respect for students and their ideas; encourages participation consistent with objectives of lesson; promotes recognition of others' rights and ideas; counsels with students displaying inappropriate behavior or performance; directs the activities of the class appropriate to learning tasks.
6. Demonstrates knowledge of subject matter: Presents lessons with a clear and logical structure; assists students in understanding relationships of concepts; displays skill in making lessons interesting; stays abreast of current trends in subject matter.

Continued

7. Provides individualized instruction: Adjusts instructional approach and follow-up activities to the ability of the individual student; demonstrates knowledge of each student's achievement level and needs; uses questions that require responses at a variety of cognitive levels.
8. Establishes appropriate relationships with students: Actively interacts with students; demonstrates enthusiasm, intellectual stimulation, and organization.
9. Helps to develop each student's self-image: Respects the dignity of each student; strives to develop positive student attitudes of self-worth and confidence.
10. Encourages students to accept responsibility: Educates students of the rights and responsibilities of living in a democracy; encourages participation in school activities; promotes the worth of accomplishment and self-discipline; allows for individual responsibility and freedom commensurate with maturity level.
11. Assists the student in setting and achieving goals: Assures that students are knowledgeable of objective of the lesson being taught; communicates with students about their achievement and goals; offers specific guidance and suggestions that aid students in the process of achieving goals.
12. Provides for student growth and enrichment: Makes specific suggestions for continued academic growth; sets standards which are challenging and attainable; provides for opportunity of transfer of learning and application of required skills; assists students in understanding and developing health peer relationships.
13. Utilizes academic learning time: Adheres to an on-task agenda with procedures that are well understood by students; develops program of intermediate difficulty with high levels of success; develops a sense of pride in academic achievement.

Other Pertinent Duties and Responsibilities Normally Performed by Certificated Personnel:

1. Conducts conferences and communicates with students, parents, and support personnel concerning individual student needs.
2. Performs basic student attendance accounting, textbook accounting, and business services as required by staff rules or established local procedures.
3. Maintains cooperative, professional attitudes with peers and supervisors.
4. Ensures the care and protection of school property.

5. Fulfills assigned co-curricular responsibilities such as supervision of student social athletic events and other extracurricular activities.

Minimum Qualifications: Appropriate California Secondary Teaching Credential.

Revised: 07/88

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GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-18

Teacher, Special Education

Primary Function: To plan, implement, and evaluate learning programs and activities in assigned teaching areas. To diagnose student individualized learning needs and prescribe and implement instructional services to maximize the learning of each individual student, consistent with District goals and objectives.

Directly Responsible to: Principal or to the designated administrator if the teaching assignment is not in a comprehensive school site.

Immediate Subordinates: Special Education aides, cadet assistants, and volunteer aides when assigned.

Duties and Responsibilities Directly Related to Pupil Progress:

1. Plans and implements appropriate instructional activities: Shows evidence of being consistently prepared; prepares appropriate materials for assignment; develops lessons appropriate to time constraints; and relates lesson to curriculum or course of study.
2. Utilizes a variety of instructional skills and methods: Varies instructional modes to accommodate student needs, interests, learning styles, and ability levels; provides opportunity for student inquiry and problem solving.
3. Selects appropriate learning materials: Utilizes appropriate materials for the learning task; assists students in understanding relationship of materials to concepts to be learned.
4. Monitors and evaluates student progress, checks progress of individual student achievement frequently; evaluates results and adjusts the learning process as needed; provides timely feedback to students and parents.
5. Participates in IEP meetings. Develops and monitors student objectives in conjunction with other members of the IEP team.
6. Maintains appropriate classroom control: Shows respect for students and their ideas; encourages participating consistent with objectives of lesson; promotes recognition of others' rights and ideas; counsels with students displaying inappropriate behavior or performance; directs the activities of the class appropriate to learning tasks.
7. Demonstrates knowledge of subject matter: Presents lessons with a clear and logical structure; assists students in understanding relationships of concepts; displays skill in making lessons interesting; stays abreast of current trends in subject matter.

8. Provides individualized instruction: Adjusts instructional approach and follow-up activities to the ability of the individual student; demonstrates knowledge of each student's achievement level and needs; uses questions that require responses at a variety of cognitive levels.
9. Establishes appropriate relationships with students: Actively interacts with students; demonstrates enthusiasm, intellectual stimulations, and organization.
10. Helps to develop each student's self-image: Respects the dignity of each student; strives to develop positive student attitudes of self-worth and confidence.
11. Encourages students to accept responsibility: Educates students of the rights and responsibilities of living in a democracy; encourages participation in school activities; promotes the worth of accomplishment and self-discipline; allows for individual responsibility and freedom commensurate with maturity level.
12. Assists the student in setting and achieving goals. Assures that students are knowledgeable of objective of the lesson being taught; communicates with students about their achievement and goals; offers specific guidance and suggestions that aid students in the process of achieving goals.
13. Provides for student growth and enrichment: Makes specific suggestions for continued academic growth; sets standards which are challenging and attainable; provides for opportunity of transfer of learning and application of required skills; assists students in understanding and developing healthy peer relationships.
14. Utilizes academic learning time: Adheres to an on-task agenda with procedures that are well understood by students; develops program of intermediate difficulty with high levels of success; develops a sense of pride in academic achievement.
15. Participates in professional growth activities.

Other Pertinent Duties and Responsibilities Normally Performed by Certificated Personnel:

1. Conducts conferences and communicates with students, parents, and support personnel concerning individual student needs prior to annual review and other times as needed.
2. Performs basic student attendance accounting, textbook accounting, and business services as required by staff rules or established local procedures.
3. Maintains cooperative, professional attitudes with peers and supervisors.
4. Ensures the care and protection of school property.

5. Fulfills assigned co-curricular responsibilities such as supervision of student social athletic events and other extracurricular activities.

Minimum Qualifications: Appropriate California Secondary Teaching Credential

Revised:

## JOB DESCRIPTION

Teacher, Adult Education

Primary Function: To translate educational needs of the community into courses designed to enable each student to develop the abilities to make appropriate personal, social, and career decisions.

Directly Responsible to: Principal, Adult School

Immediate Subordinates: Teacher Assistant, Instructional Aide, Cadet Teacher, as assigned.

Typical Duties and Responsibilities May Include:

1. Works constantly to understand the learning needs of the community.
2. Translates an appreciation of educational needs into appropriate and up-to-date sequential learning programs.
3. Provides a course outline as required by California State Department of Education and revises and improves both the outline and his/her performance every two years.
4. Participates in departmental activities and is involved in the total program of the school.
5. Provides a systematic plan for daily instruction, including a statement of general and specific objectives with time allocated to each unit with procedures employed in the teaching/learning process, and methods of evaluation.
6. Realizes that unless student progress occurs and learning needs are met as a result of the instructional process his/her class(es), will be terminated.
7. Maintains a friendly, yet professional, relationship with students in order to be of maximum assistance to each individual's efforts to achieve personal goals and aspirations.
8. Provides prompt and careful attention to classroom matters, such as maintaining accurate and complete records of student progress and attendance.
9. Ensures the care and protection of school property.
10. Initiates and sustains two-way communication with fellow staff members.
11. Works to develop the team spirit essential to any dynamic organization.

Teacher Adult

12. Behaves in a manner to maintain or improve the image of adult education as a professional and vital contributor to society.

Minimum Qualifications: Appropriate California Teaching Credential

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-22

Teacher Assistant

Primary Function: Assists teachers in the instructional program by serving as subject matter assistants.

Directly Responsible to: School administrator and/or classroom teacher

Duties and Responsibilities:

Leads small group discussions; tutors individual students and small groups, reviews materials with students and presents some background information; counsels students on study or special projects; assists students involved in library and special research; prepares various instructional materials; performs record keeping and other general assistance of the classroom teacher; operates audiovisual equipment.

This position reports directly to a classroom teacher or designated administrator. This class differs from Instructional Aide in that the duties assigned are of a more paraprofessional nature.

Minimum Qualifications: Must be concurrently enrolled in a minimum of six units at an accredited college, which may include community college.

Knowledge of correct English usage, spelling, grammar and punctuation; specific knowledge in subject matter field to which assigned; general needs and behavior of students.

Ability to establish and maintain cooperative and effective relationships with adults and students; understand and follow oral and written directions; operate audiovisual equipment; communicate effectively with students, projecting a mature, constructive, stable, and health attitude in a learning environment; have good judgement and the ability to exercise a good moral and educational influence on students; ability to operate a computer terminal on a limited basis for purposes of inquiry and routine data entry.

Revised: 7/76

GROSSMONT UNION HIGH SCHOOL DISTRICT  
PERSONNEL SERVICES  
JOB DESCRIPTION

## **Teacher on Special Assignment Digital Learning Coach**

- Full release
- Reports to the Director of Instructional Technology
- Three-year term
  - Teachers will return to a site after three years.
  - If the candidate is not fulfilling the requirements of the assignment, the Director of Instructional Technology can terminate the term early.
  - After one year back in the classroom, teachers can re-apply.

### **Job Overview:**

The primary job of the Digital Learning Coaches will be working with individuals, PLC teams, and site departments. A typical day will include these types of activities:

- Determining individual and site needs based up BrightBytes data and support requests.
- Spending time at each of the sites, potential multiple sites on any given day, working with individuals, teams, and departments on technology integration ideas and techniques. Support could include meetings, observations, co-teaching, and small group professional development.
- Participating in weekly Instructional Technology Team meetings to discuss district wide issues and concerns.
- Working as team with other Digital Learning Coaches, Site Tech Coordinators, Site Administrators, and Director of Instructional Technology.
- Developing resources for the GUHSDtech website to support all teachers in the district.
- Leading site-based or district wide professional learning as scheduled.
- Attending non-technology district professional develop to help integrate technology into all aspects of the educational process.
- Learning new ideas and techniques to provide cutting edge support.

### **Definition of Position:**

The role of the Digital Learning Coach is a support position designed to increase the capacity of teachers to use technology and to develop curriculum that effectively integrates the use of technology in the teaching and learning process.

### **Essential Duties:**

- Work collaboratively with Instructional Technology team, site administrators, technology coordinators, and teachers to coordinate, plan, and implement technology-based support.
- Design, implement and support learning opportunities for teachers intended to build capacity and expertise in the use of instructional technology.
- Design, implement and support learning opportunities for English Language and At-Risk learners through technology integration.
- Design and implement professional development for teachers in the use of instructional technology and strategies to support all students.

- Conduct demonstration lessons and assist with curriculum design and pacing.
- Assist teachers through peer coaching, classroom observations, peer feedback on effective instructional technology teaching strategies, lesson design and co-planning lessons in instructional technology.
- Develop resource materials to support teachers and administrators.
- Maintain and participate in an active professional learning network to stay current on instructional technology trends and changes.

**Qualifications:**

- Attend district coaching meetings to align practice with district vision for 21st Century Learning.
- Provide professional development training during the summer and other times outside of the standard teaching calendar.
- Knowledge of:
  - [ISTE NETS](#) for students, teachers, administrators, and technology coaches.
  - Future Ready principles and the GUHSD Future Ready Action Plan.
  - Instructional technology; including software and hardware
  - Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults
  - Educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology
  - The use of educational technology in accelerating the achievement of the second language learner.

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-26

Work-Based Learning Specialist

Primary Function: To effectively facilitate and monitor work-based learning experiences for students; monitor work sites for compliance with applicable laws and District standards; provide related instruction for students participating in formal exploratory, general and vocational work experience programs; serve as schools liaison between the business community and the school staff.

Directly Responsible to: Principal or designated administrator of local school.

Duties and Responsibilities Directly Related to Pupil Progress:

1. Develops and delivers program of related instruction for each student enrolled in exploratory, general and vocational work experience; visits student trainees on the job and monitors their progress; carries out all elements of the enrollment process including obtaining written parent consent to the student=s participation.
2. Monitors employer compliance with applicable state and federal laws and regulations as these pertain to the protection of students in the workplace.
3. Develops and implements a referral system for student work-based learning activities, including guest speakers, company tours, job shadowing, mentors, work experience, internships and apprenticeships.
4. Assists other teachers in arranging short-term work-based learning opportunities for students.
5. Coordinates participating of members of the business community in senior project boards of review.
6. Communicates the school-to-work goals, objectives and activities of the school to the local business community, and engages their support in planning and carrying out that agenda.

Other Pertinent Duties and Responsibilities Normally Performed in This Position:

1. Works with counselors on student scheduling.

2. Works to integrate classroom instruction and on-the-job learning.
3. Maintains accurate and complete student progress and attendance records.
4. Attends District meetings in order to coordinate programs and services.

Minimum Qualifications: Valid California credential authorizing services to be performed.

Revised: 08/96

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION

C-20

Work Experience Teacher

Primary Function: To effectively manage the Work Experience Program to ensure that students processed into the program can be successful, that work stations are maintained according to District standards, and that through a program of successful District and community relations the program is accepted and supported in the school and the business community.

Directly Responsible to: Principal or designated administrator of local school.

Duties and Responsibilities Directly Related to Pupil Progress:

1. Develops student interest in the Work Experience Program.
2. Interviews students desiring to enter the program.
3. Enrolls qualified students into the program and notifies necessary school personnel.
4. Visits student trainees on the job and monitors their progress.
5. Develops program of related instruction for each student.
6. Safeguards students against employer exploitation in accordance with State and Federal laws/regulations.
7. Transfers or removes students who are not succeeding in the program.
8. Evaluates student progress.
9. Assures that employers have a clear understanding of the Work Experience Education Program.
10. Obtains written consent of parent to enroll student into program and assures that parents have a clear understanding of the Work Experience Education Program.

Other Pertinent Duties and Responsibilities Normally Performed by Certificated Personnel:

1. Works with counselors on student scheduling.

2. Works to integrate classroom instruction and on the job learning.
3. Maintains accurate and complete student progress and attendance records.
4. Attends District meetings in order to coordinate Work Experience Program.

Minimum Qualifications: Valid California credential authorizing services to be performed.  
Revised: 07/85

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-02

Athletics Coach

Primary Function: Conducts the assigned interscholastic athletic program in conjunction with and in cooperation with, other school activities, recognizing that it is an integral part of the total school program.

Directly Responsible to: School Principal.

Duties and Responsibilities:

1. Abides by all regulations of the school, the school district, the league, and the California Interscholastic Federation (CIF), San Diego Section.
2. Schedules and conducts practices and practices games which are compatible with school, league, district and CIF regulations and which are in the best interest of the individual players, the entire team and the total program.
3. Meets all league commitments.
4. Assumes responsibility for the care and return of uniforms and equipment.
5. Coordinates assigned athletic program and articulates with junior varsity programs as appropriate.
6. Supervises students during school time practice, after school practice and regular and special events. This includes the supervision of students before and after practice, in the shower and locker room, and in travel to and from events.
7. Responsible for preparing and maintaining a current roster of students participating in the athletic program for use by the administration in the determination of eligibility.
8. Works closely with assistant(s) and provides supervision and leadership.
9. Works with individual students as well as the entire team in improvement of various skill associated with the program.
10. Maintains a model of sportsmanship for the students.

11. Arranges for officials, equipment, facility reservations and readiness, score keeping, timing, and supervision for a home scheduled event.
12. Arranges for transportation and any other administrative details for an "away" scheduled event.
13. Represents the assigned athletic program to the press, community, the league and within the school.
14. Builds, maintains and controls the budget in conjunction with the Athletic Director and for the A.S.B. Advisor assigned athletic program(s).
15. Prepares statistics essential to showing participants their rate of growth.
16. When appropriate, attends coaches clinics pertinent to assigned athletic program in order to improve his or her coaching ability.
17. Performs other job related duties as assigned by the principal.

Minimum Qualifications:

Revised:

Page 2

JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

Band Director

Primary Function: Assumes complete responsibility for planning and directing the activities of one or more performing instrumental music groups.

Directly Responsible to: School Principal.

Duties and Responsibilities:

1. Selects and orders music and maintains music library.
2. Plans and directs the selection, ordering, issuing, inventorying, storing, and maintenance of musical instruments and uniforms.
3. Auditions and selects pupils for participation in performing instrumental groups.
4. Plans and conducts rehearsals; conducts group at public performance.
5. Performs at home football games.
6. Participates in parades and field shows.
7. Arranges transportation for performances; supervises pupils on the way to and from performances.
8. Develops and administers the instrumental music (ASB) budget.
9. Coordinates the work of parent booster clubs, if in existence, and parent volunteers.
10. Works cooperatively with choir director and drama coach on major musical productions.
11. Performs other related duties as assigned by the principal.

Minimum Qualifications:

Revised: 05/17/93

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-04

Choir Director

Primary Function: Assumes complete responsibility for planning and directing the activities of one or more performing vocal music groups.

Directly Responsible to: School Principal.

Duties and Responsibilities:

1. Selects and orders music and maintains music library.
2. Plans and directs the selection, ordering, issuing, inventorying, and maintenance of robes, uniforms, and any equipment and materials..
3. Auditions and selects pupils for participation in small ensemble groups (triple trio, a cappella choir, etc.).
4. Plans and conducts rehearsals; conducts group at public performances.
5. Prepares and supervises a minimum of two home concerts for parents and community per year.
6. Arranges transportation for performances; supervises pupils on the way to and from performances.
7. Develops and administers the vocal music (ASB) budget.
8. Coordinates the work of parent booster clubs, if in existence, and parent volunteers.
9. Works cooperatively with instrumental music sponsor and drama activities sponsor on major musical productions.
10. Performs other related duties as assigned by the principal.

Minimum Qualifications:

Revised: 05/17/93

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-05

Dance Coach

Primary Function: Assumes complete responsibility for planning and directing dance productions and related activities.

Directly Responsible to: School Principal

Duties and Responsibilities:

1. Selects and orders music and maintains a music collection.
2. Plans and directs the acquisition, maintenance, and storing of costumes and props.
3. Auditions and selects pupils for dances in productions. Selects and auditions pupils for advanced classes.
4. Plans and directs rehearsals; directs public performances.
5. Plans or participates in one major production each semester.
6. Develops and administers the dance (ASB) budget and fund raising.
7. Works cooperatively with instrumental music sponsor, vocal music sponsor, and drama sponsor on major musical productions.
8. Arranges transportation for performances away from the school site; secures adult supervisors at the prescribed overall ratio.
9. Performs other job related duties as assigned by the principal.

Minimum Qualifications: Valid California certification authorizing teaching of dance.

First Aid/CPR certification.

Revised: March 1994

GROSSMONT UNION HIGH SCHOOL DISTRICT

D-06

HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

Director of Athletics

**Primary Function:** Serves as liaison between the coaching staff and the administration of the school by supervising the overall interscholastic athletic program of the high school, meeting all league commitments, and abiding by all regulations of the school, the school district, the league, and the California Interscholastic Federation (CIF), San Diego Section.

**Directly Responsible to:** Under the general direction of the principal or designated administrator, conducts the assigned interscholastic athletic program in conjunction with and in cooperation with other school activities, recognizing that it is an integral part of the total school program.

**Immediate Subordinates:** Assistant director of athletics, all head coaches, assistant coaches, and athletic equipment attendant, when applicable.

**Duties and Responsibilities:**

1. Schedules and calendars
  - a) Coordinates with the head coach of each sport in drawing up and approving team schedules.
  - b) Submits schedules to the administrator in charge of athletics.
  - c) Works with the vice principal in charge of student activities and the ASB advisor to maintain the master school activity calendar.
  
2. Contest preparation
  - a) Coordinates with the head coach or administrator in charge of athletics to secure game or meet officials and other necessary personnel not assigned by the school administration or obtained by the coach of the team involved.
  - b) Coordinates with the coach and administrative staff to prepare and designate visiting team arrangements.
  - c) Works with the head coach of each sport and athletic equipment attendant to establish a pre-contest checklist to insure the proper location of necessary equipment and supplies and proper field and/or facility preparation.
  
3. Transportation
  - a) Coordinates with the head coach to arrange for all bus and other transportation.
  - b) Coordinates with the supervisor of plant operations to insure that travel requests are submitted on time and that the transportation budget is frequently audited.

4. Supplies, equipment, and services.
  - a) Works with each head coach to establish specifications for supplies, equipment, and services.
  - b) Works with each head coach to request purchases and bids.
  - c) Reviews bids with each head coach to determine acceptable items and/or reviews requests with the supervisor of plant operations.
  - d) Establishes a system of identification for equipment and uniforms with the head coach and athletic equipment attendant
  - e) Coordinates with head coach on requests for renovation and repair of equipment and uniforms. Works with supervisor of plant operations and athletic equipment attendance on requests for laundry service.
5. Coordination and maintenance of facilities.
  - a) Coordinates with head coach on checklists for pre-season facility preparation to the supervisor of plant operations.
  - b) Coordinates the use of facilities used by the athletic teams.
  - c) Works with head coaches to develop and submit a request for improvements to buildings and grounds.
  - d) Serves as a member of the school safety committee.
6. Medical services.
  - a) Establishes dates for school-provided physical examinations when possible and assures adequate supervision from among the coaching staff whenever doctors can be legally obtained.
  - b) Works with the principal and/or designee to obtain the services of a team doctor(s) or its legal substitute (ambulance) for football season.
7. ASB Finance.
  - a) Submits a post school year athletic expense budget to the ASB advisor and vice principal in charge of student activities for the upcoming school year.
  - b) Coordinates with the head coach to insure requests for entry fees, payment of officials, and other services or materials are given to the ASB finance clerk.
  - c) Acts as consultant for game contracts, with the financial arrangements to be agreed upon with the ASB advisor and vice principal.
  - d) Cooperates with the ASB advisor to keep all budgets in balance.
  - e) Approves all disbursements of ASB athletic funds.
8. Awards and banquets.
  - a) Develops and maintains a master list of all athletic trophies and their sponsors (where appropriate).
  - b) Works with the ASB to establish and maintain ASB athletic awards and provide an appropriate program for their presentation.

- c) Works with the head coach of a sport or team or banquet sponsor to initiate and sustain athletic banquets and their dates.
  - d) Orders, maintains, and distributes athletic awards, certificates and letters as required.
9. Promotes a positive athletic news release program with all interested and available news media.
- a) Coordinates with the head coach to provide recognition of athletes and program offered.
  - b) Emphasizes the positive aspects of athletics.
  - c) Encourages community interest and involvement.
10. California Interscholastic Federation (CIF)
- a) Responds to all pertinent questionnaires and circulates all information to appropriate coaches.
  - b) Submits requests for sanction for all tournaments.
  - c) Provides copies of all schedules when needed.
11. Team rosters.
- a) Coordinates with the head coach to insure that team rosters are submitted to the administrator in charge of athletics or designee.
12. Personnel
- a) Indirect supervision of contract coaches.
  - b) Consultant and participant in the selection of coaches.
  - c) Training and supervision of non-contract coaches\*
  - d) Provision of input on evaluation of coaches.

Minimum Qualifications:     Holder of a valid teaching credential.

Full-time employee of the District.

Minimum of three (3) years experience as a coach

\*Non-contract coaches are "walk-ons" who are not regular certificated employees of the Grossmont Union High School District.

STATEMENTS IN THIS POSITION DESCRIPTION SUCH AS "WORKS WITH", "CONSULTS", "COOPERATES", AND "COORDINATES" ASSUME OVERALL RESPONSIBILITY BY THE DIRECTOR OF ATHLETICS FOR ASSURING THE COMPLETION OF IDENTIFIED TASKS.

Revised: 09/87

Approved: Principals' Council 09/16/87

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-07

Director of Student Activities

Primary Function: To regulate and instruct students in the innovation, planning, and management of student activities and extended curricular programs designed to meet the needs of the student body in relation to the school and community; to operate within the framework of the Governing Board as coordinated with the principal or his/her designee assigned to the student activities area of administrative responsibility.

Directly Responsible to: Local site principal or his/her designee.

Duties and Responsibilities:

1. Student government.
  - a) Supervise the organization and operation of the Student Government Class and the Student Council.
    - Assign grades and check the eligibility of those students enrolled in the class.
    - Insuring the eligibility of candidates to run for office.
  - b) Supervise and regulate the campaign and election of class, Girls' League and ASB Officers.
  - c) Coordinate all meetings of the Student Government Education Class and Student Council and to advise their proceedings.
  - d) Supervise the maintenance of all student government records and documents.
  - e) Supervise the dissemination of all communications (campus publicity) surrounding student government, class and extended curricular activities on the campus.
  - f) Coordinate and supervise the training of all student government participants.
  - g) Direct, advise and coordinate the actions of student leaders in the performance of their duties.
  - h) Serve as liaison between the administration, faculty and the student government representatives.
  - i) Supervise and regulate the purchase and use of all student government materials and supplies.
  - j) Regulate and supervise identification card and ASB card design, production, sale and distribution.
  - k) Regulate and supervise the annual Homecoming activities, Nominating Convention and Leadership Conference (including election of Homecoming Queen and Court).
2. Other related activities.
  - a) Regulate and supervise the creation and maintenance of the student activities master calendar.
  - b) Advise and regulate the selection of bands or entertainment programs and groups.

- c) Be responsible for the establishment of an activities budget and for regulation of all financial matters and accounts involving funds earned by or entrusted to the student body. Approves of and signs all requisitions and checks for expenditures from student body funds.
- d) Attend activities as required by the master supervision schedule and the functional requirements of the activity itself.
- e) Coordinate the planning of all activities, including the recruitment of chaperons, and supervise the management of those activities.
- f) Assist in the recruitment of faculty advisors.  
 Assist and advise faculty advisors in the planning or management of activities.  
 Regulate and supervise all revenue producing activities of the student body, including fund-raisers.  
 Be responsible for the maintenance and upkeep of student body owned equipment and supplies.  
 Regulate and supervise all contractual arrangements between student groups and vendors, salesmen and agents.  
 Supervise all ticket sales and concessions at extended curricular activities.  
 Regulate and supervise the mechanics of tryouts and elections of all cheerleaders with Cheer Advisor.  
 Serve as advisor to the cheer squads in the event that responsibility is not delegated to a faculty advisor.  
 Coordinate and regulate the activities of the cheerleaders in the performance of their duties with the student body.  
 Regulate, supervise and advise in the scheduling and management of assemblies and rallies to include agenda and content.  
 Regulate pricing policies for all student activities in conjunction with the appropriate district jurisdictional structure.  
 Advise the preparation of game information to visiting schools with the appropriate vice principal or athletic director.  
 Advise the preparation of the Faculty Advisor's Handbook and the Student Handbook and assist in preparation of the Freshman Handbook and Freshman Orientation Activities.  
 Regulate and supervise the formation, chartering and operation of all clubs and organizations operating on the campus. Maintain and regulate trust accounts for the safety and convenience of club treasuries.  
 Advise and regulate all Daily Bulletin announcements with regard to Master Calendar activities or ASB activities.

3. Personnel responsibilities.

- a) Be responsible to the principal or his/her designee for the activities program.
- b) Represent the administration while working with the students, and the students while working with the administration.

4. Professional responsibilities.

- a) Join and participate in beneficial community and state professional organizations which tend to broaden the scope or abilities of the role of Director of Student Activities.

- b) Attend and participate in all meetings of the local school faculty, Social Science Department, District and State Councils of Directors of Activities and local or District leadership conferences.
  - c) Meet with and supervise the Student Government Class personnel daily.
  - d) Represent the local school at community affairs as directed by the principal.
  - e) Teach and advocate the principles of leadership, proper advertising, communications, merchandising, recordkeeping, budgeting, parliamentary procedure, public relations, planning, management and personnel relations.
5. Performs other job related functions as assigned by the principal or his/her designee.
- a) Encourages community interest and involvement.

Minimum Qualifications: Appropriate California secondary school teaching credential.  
Administrative credential desirable.

Undergraduate or graduate courses related to student activities, public personnel, and school finance.

Prior successful teaching experience and experience in student body/class activities.

Revised: 10/04/82

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-08

Drama Coach

Primary Function: Assumes complete responsibility for planning and directing theater productions and related activities.

Directly Responsible to: Under the general direction of the principal.

Duties and Responsibilities:

1. Selects and orders plays and scripts and maintains drama library.
2. Plans and directs the acquisition, maintenance, and storing of costumes and props.
3. Auditions and selects pupils for parts in dramatic productions. Selects and assigns pupils to support activities, i.e., costumes, props, stage sets, ticket sales, etc.
4. Plans and directs rehearsals; directs public performances.
5. Plans and implements one major production each semester (one 3-act play or its equivalent.)
6. Develops and administers the drama (ASB) budget.
7. Works cooperatively with instrumental music sponsor, vocal music sponsor, and dance sponsor on major musical productions.
8. Arranges transportation for performances away from the school site; secures adult supervisors at the prescribed overall ratio.
9. Performs other job related duties as assigned by the principal.

Minimum Qualifications:

Revised: 05/17/93

JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

GATE Site Coordinator

Primary Function: Assumes responsibility for GATE and AP Programs at school site.

Directly Responsible to: Under the general direction of the principal.

Duties and Responsibilities:

1. Serve as an advocate for gifted education.
2. Advise District and site administration on policies and procedures for the operation of the GATE and AP Programs.
3. Advise District and site administration on program development needs for students who are gifted or talented and who may be enrolled in AP courses.
4. In coordination with counseling, staff will supervise local school GATE student identification and selection.
5. Assist GATE and AP teachers on evaluation of curriculum and program quality.
6. Communicate GATE and AP regulations, policies, program improvement opportunities and other relevant information to site GATE teachers and other interested staff.
7. Promote parent involvement in the GATE program at the site.
8. Assist in planning and promoting GATE and AP inservice training programs.
9. Maintain ongoing communication with the principal regarding GATE and AP policies, procedures and activities, including the activities of the GATE coordinators' council.
10. Assist in planning and implementing site GATE budget.
11. Attend monthly District GATE coordinators' meetings and chair local meetings as appropriate.

Revised:

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-09

## Journalism Sponsor

Primary Function: Assumes complete responsibility for publishing the school newspaper and all related activities.

Directly Responsible to: Under the general direction of the principal.

### Duties and Responsibilities:

1. Confers with newspaper editor and staff on staff organization and assignments.
2. Solicits bid specifications for printing, reviews bids submitted, and awards contracts in cooperation with total staff.
3. Supervises advertising sales program with ad/business managers.
4. Advises pupils of the role of responsible press in a democratic society.
5. Selects and orders supplies and equipment, including cameras, enlargers, film and paper.
6. Works with printer and staff to ensure all materials are properly prepared, proofed, and deadlines met.
7. Acts in an advisory capacity, only, when dealing with written copy, photography, and art work to ensure high standards of journalism, good taste, and an avoidance libel, however, clearly communicate students' ethical responsibility and legal liability.
8. Develops and administers the newspaper budget with the staff and business manager of the paper.
9. Arranges transportation to conferences and contests; supervises pupils on the way to and from conferences and contests; secures adult supervision at the prescribed overall ratio.
10. Organizes, directs, and functions as press bureau adviser when capable students are not available.
11. Actively seeks scholarships and workshops for qualified staffers.
12. Participates actively in local, state, and national journalism associations to stay abreast of current trends.
13. Performs other job related duties as assigned by the principal.

Revised: 06/06/77

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-10

Song and Cheer Squad Adviser

Primary Function: Assumes complete responsibility for planning and directing the activities of the song and cheer squads.

Directly Responsible to: Under the general direction of the principal or his/her designee.

Duties and Responsibilities:

1. Responsible, with the student activities adviser, for the auditions and selection of students for the song and cheer squads.
2. Responsible for the supervision of students at song and cheer practices and performances.
3. Responsible for auditing the eligibility of members of the song and cheer squads and verifying participation for credits.
4. Responsible for fund-raising activities of the students.
5. Responsible to insure that the drills and routines utilized by members of the song and cheer squad are within the abilities of the members and do not present a threat to the members safety and well-being.
6. Responsible for assisting students with selection of uniforms.
7. Responsible for assigning students to activities so as to maintain a balance of representation of the students at activities.
8. Performs other job-related duties as assigned by the principal or his/her designee.

Minimum Qualifications:

Revised: 01/17/90

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-11

Specialty Corps Adviser

Primary Function: Assumes complete responsibility for organizing, coordinating, and supervising all activities for the Specialty Corps during the school year.

Directly Responsible to: Under the general direction of the principal.

Duties and Responsibilities:

1. Confers with band director on coordination of joint musical performances.
2. Develops program format for all Specialty Corps performances.
3. Auditions and selects students for participation in performances.
4. Plans and directs the selection, ordering, issuing, inventorying, storing, and maintenance of uniforms and equipment.
5. Works with parents advisory groups when appropriate.
6. Provides half-time shows for home football games.
7. Participates in a minimum of three parades.
8. Supervises selected fund-raising activities.
9. Performs other job related duties as assigned by the principal.

Minimum Qualifications:

Revised: 05/17/93

GROSSMONT UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

D-12

Speech Coach

Primary Function: Assumes complete responsibility for planning and directing competitive speech activities.

Directly Responsible to: Under the general direction of the principal.

Duties and Responsibilities:

1. Plans and directs programs for competitive speech teams in two or more of the following areas: debate, interpretation, forensics, congress, or discussion.
2. Plans and directs practices.
3. Supervises teams at tournaments.
4. Arranges transportation for tournaments; supervises pupils on the way to and from tournaments; secures adult supervisors (as necessary).
5. Assumes responsibilities for assisting with the administration and judging of tournaments.
6. Participates in at least five San Diego/Imperial Valley Speech League and/or invitational tournaments plus the State Qualifiers; and in civic club contests as appropriate.
7. Maintains records of competition points for the national Forensic League, thus affording the students opportunity for national recognition.
8. Retains charter or affiliation with the National Forensic League.
9. Participates in NFL Southern California District tournaments qualifying students to get to the National Speech Tournament.
10. Coaches pupils in research activities.
11. Develops and administers the speech activities (ASB) budget.
12. Performs other job related duties as assigned by the principal.

Revised: 02/04/86

GROSSMONT UNION HIGH SCHOOL DISTRICT

D-13

HUMAN RESOURCES  
JOB DESCRIPTION  
EXTENDED CURRICULAR ASSIGNMENT

Yearbook Sponsor

Primary Function: Assumes complete responsibility for publishing the school yearbook and all related activities.

Directly Responsible to: Under the general direction of the principal.

Duties and Responsibilities:

1. Confers with yearbook editor on staff organization and assignments.
2. Develops bid specifications for printer and portrait photographers, reviews bids submitted, and awards contracts.
3. Supervises the yearbook sales campaign, the advertising sales program, and distribution of books.
4. Instructs pupils in the techniques of copyrighting, editing, headline writing, photo editing, proofreading, lay-outs, and photography.
5. Maintains photographic equipment.
6. Selects and orders supplies and equipment.
7. Works with printer and portrait photographer to ensure all materials are properly prepared and deadlines met.
8. Trains staff members to meet with administrators, class advisers, coaches, club sponsors, and bookkeeper to plan picture schedules and yearbook sales and distribution.
9. Conducts a review of all written copy, photography, and art work to encourage high standards of journalism, good taste, and an avoidance of libel.
10. Develops and administers the yearbook budget with input from editor and yearbook publisher's representative.
11. Arranges transportation to conferences and contests; supervises pupils on the way to and from conferences and contests; secures adult supervisors at the prescribed overall ratio.
12. Performs other job related duties as assigned by the principal.

Revised: 06/86