

AGREEMENT

Between the

**TEHAMA COUNTY CERTIFICATED
EMPLOYEES' ORGANIZATION**

Of the

TEHAMA COUNTY DEPARTMENT OF EDUCATION

And the

TEHAMA COUNTY SUPERINTENDENT OF SCHOOLS

Of the

TEHAMA COUNTY DEPARTMENT OF EDUCATION

2025-2028

July 1, 2025 – June 30, 2026 Year 1 of 3

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SECTION I. AGREEMENT

1. This binding Agreement is made and entered into between the Tehama County Superintendent of Schools, where applicable, (hereinafter referred to as "Department") and the Tehama County Certificated Employees' Organization/TCCEO/CTA/NEA (hereinafter referred to as "Organization.")
2. This Agreement is entered into pursuant to the Government Code.
3. This Agreement shall be in effect from July 1, 2025, through June 30, 2028. Each party shall have the option of opening articles on Salary and Benefits each year for negotiations.

SECTION II. RECOGNITION

1. The Department recognizes the Organization as the exclusive representative for that unit of certificated employees as follows:
2. The unit shall include:
 - 2.1.1 All positions requiring credentials issued by the California Commission on Teacher Credentialing and California state licensed occupational therapists and physical therapists.
3. The unit shall exclude:
 - 3.1 Department certificated positions designated as supervisory and/or management.
4. Any new positions added during the duration of this Agreement shall be noticed to the Organization according to the rules and regulations of the Public Employees Relations Board.
5. The Department will provide information to all new employee's during orientation regarding CTA membership. This information will include access to CTA application form.

SECTION III. COMPLETION OF MEET AND NEGOTIATE

1. Meet and negotiate session to amend, modify, or change this Agreement for

- subsequent years shall take place prior to June 30 of each year, unless the Department and the Organization mutually agree on a postponement of the sessions. The Organization shall submit its original proposal to the Superintendent in sufficient time so that negotiations may proceed in a timely manner.
2. Either party may utilize the services of outside consultants to assist in the negotiations.
 3. The Department and the Organization may discharge their respective duties by means of authorized officers, individuals, representatives, or committees.
 4. Negotiations shall take place at mutually agreeable times and places, provided that meetings shall be held within five (5) days from receipt of a written request.
 5. The Organization shall designate four (4) representatives who shall have the right to receive reasonable periods of release time without loss of compensation when meeting and negotiating.
 6. Any individual contract between the County Superintendent and a unit member shall be subject to and made subject and consistent with the terms of this or subsequent agreements to be executed by both parties. If an individual contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.
 7. This Agreement shall supersede any rules, regulations or practices of the County Superintendent of Schools. During the term of this Agreement, neither the Department nor the Organization shall be obligated to meet and negotiate with respect to any subject or matter whether referred to or covered in this Agreement or not. The parties acknowledge that they have had every opportunity to offer proposals on any and all items within the scope of negotiations.
 8. This Agreement shall constitute the full and complete commitment between both parties and shall supersede and cancel all previous agreements both

1 written and oral. This Agreement may be altered, changed, added to,
2 deleted from, or modified only through the voluntary, mutual consent of both
3 parties in a written and signed amendment to this Agreement.

4 **SECTION IV. NONDISCRIMINATION**

- 5 1. This Department agrees to comply with all federal and state laws pertaining
6 to nondiscrimination.

7 **SECTION V. WORK YEAR/EXTENDED YEAR EMPLOYMENT**

- 8 1. The basic work year for all unit members shall include 183 contract days which
9 may include contract days before, during, and after school attendance
10 calendar, as mutually agreed upon by each unit member and the respective
11 department head and approved by the County Superintendent.

12 1.1 In addition to the basic work year, the school psychologists,
13 occupational therapists, and physical therapists shall work an additional
14 seven (7) days for a total of 190 contract days, to be worked before,
15 during, and after the school attendance calendar, as mutually agreed
16 upon by each unit member and the respective department head and
17 approved by the County Superintendent.

18 1.2 Any changes in the work year shall be mutually agreed upon by the
19 affected member and the respective department head and approved
20 by the County Superintendent and reported to the bargaining team.

- 21 2. The work days for teacher positions shall, to the maximum extent practicable,
22 conform to the work days specified for the certificated staff employed at the
23 school site to which they are assigned. Itinerant unit members shall develop
24 a year work calendar with the approval of the Department. If agreement
25 cannot be reached, the calendar will be developed with the mutual
26 agreement of a representative of the organization and a Department
27 representative. Classes that are not located on school sites will follow the
28 calendar of the school districts where the classrooms are located. No unit

members shall be required to work in excess of the number of days for which they are contracted unless it is necessary to comply with the order of a mediator, fair hearing officer, judge, or corrective action from the California Department of Education (CDE).

3. All extended year employment opportunities shall be filled as follows:

3.1 Where the number of appropriately credentialed and experienced applicants exceeds the number of openings, the employment opportunity shall be rotated to provide equal access without regard to seniority. However, the Superintendent or designee and the Organization President may mutually agree to exempt certain specified positions from the rotation requirement to accommodate unique program needs.

3.2 The Superintendent shall, at his discretion, have the authority to deny any extended year employment opportunity to a unit member if in his/her judgment it would be in the best interest of the Department and/or unit member to do so. However, this authority shall be limited to no more than one exercise thereof in each contract year of this Agreement, and is not subject to the grievance procedure. By June 1, the Superintendent shall notify in writing the unit member and the Organization of this action.

SECTION VI. WORKING CONDITIONS

1. Hours of Employment

1.2 Each unit member will meet his/her professional responsibilities. The weekly schedule of each itinerant unit member shall be approved by their supervisor.

2. Class Size

2.1 The number of students within special classes and the number of students served by resource specialists or speech language pathologists

- 1 shall comply with the state and federal laws.
- 2 3. Job Sharing
- 3 3.1 Unit members may be granted job sharing in compliance with
- 4 Department policy.
- 5 4. Caseloads
- 6 4.1 Up to three (3) times a year, a unit member can request a meeting to
- 7 discuss the number of caseloads with the unit member's immediate
- 8 supervisor, a unit member from the negotiation team, and the Assistant
- 9 Superintendent, Special Education.
- 10 5. Classroom Prep Days
- 11 5.1 Education Specialists assigned to Gerber, TALC, Red Bluff High School
- 12 and itinerant Education Specialist: M/M in TK-Adult programs, may
- 13 request up to five (5) full or ten (10) half prep days or a combination
- 14 thereof, based on availability of a substitute and supervisor approval.
- 15 Days requested must be scheduled on a Tuesday, Wednesday, or
- 16 Thursday and the unit member must work on instructional prep, agency
- 17 linkage, or IEP prep on the school site or at the Department's main
- 18 building at 1135 Lincoln Street.
- 19

20 **SECTION VII. SAFETY CONDITIONS OF EMPLOYMENT**

- 21 1. The Department shall furnish a place of employment which is safe and
- 22 healthful for the employees therein.
- 23 2. No unit member shall be subject to disciplinary action from the Department
- 24 for exercising physical control over a pupil, during the performance of his/her
- 25 duties, but which in no event shall exceed the amount of physical control as
- 26 specified in SELPA policies and in State and Federal laws. Unit members will
- 27 have access to assaultive behavior intervention training as per SELPA
- 28 guidelines.

3. If a unit member is attacked, assaulted, or physically threatened by any pupil, it shall be the duty of such unit member, and the duty of any person under whose direction or supervision such unit member is employed, to ensure that report of such incident is made in accordance with the Education Code.
4. The Department will pay the costs of replacing or repairing property of a unit member, limited to eyeglasses, hearing aids, other prosthetics, and/or clothing necessarily worn or carried by the unit member when any such property is damaged or stolen in the line of duty without fault of the unit member. Limit of payment shall be \$500.00, unless approved by the County Superintendent.
5. The Department will also reimburse any unit member for the loss, destruction, or damage by arson, burglary, vandalism, assault, or accident of personal property used in the special education classrooms; or any Department facility, including administrative offices only under the following conditions (reasonable precautions should be taken by the unit member to protect property):
 - 5.1 The use of personal property in the performance of an employee's duties must be authorized in writing in advance by the Program Director or designee and the County Superintendent of Schools. In requesting such authorization, the unit member shall describe, in writing, the nature of the property, its intended use in the program, and its estimated value. Exceptions to this rule would be clothing, dentures, eyeglasses, hearing aids, and prosthetics.
 - 5.2 The actual value of such property at the time of damage or theft shall be determined by an appraiser mutually acceptable to both parties.
 - 5.3 Reimbursement by the Department shall augment and not replace personal insurance coverage. The combination of personal insurance reimbursement and the Department's reimbursement shall not exceed the total value of the personal property in question.

5.4 Limit of payment shall be \$500.00 per claim unless approved by the County Superintendent.

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6. All unit members shall, upon their request, be provided immunization against Hepatitis A and Hepatitis B infection in accordance with department policy.

SECTION VIII. LEAVES

1. Sick Leave:

1.1 Unit members employed by the Department full-time (1.0 FTE) shall receive: Ten (10) days sick leave annually for the first 183 days of authorized duty. Ten and one-half (10 ½) days of sick leave shall be earned by unit members authorized to work 190 days. Eleven (11) days sick leave shall be earned by unit members required to work 200 days. Eleven and one-half (11 ½) days sick leave shall be earned by unit members authorized to work 210 days. Twelve (12) days sick leave shall be earned by unit members authorized to work 220 days. Any unit member working between those numbers of days shall receive the lesser amount, i.e., a unit member who works 211 days shall receive 11 ½ sick days.

1.2 Unit members who work less than full-time will receive prorated leaves.

1.3 The Department shall provide each unit member a monthly statement of his/her accumulated sick leave.

1.4 The Department shall require a physician's verification of illness if a unit member has been on sick leave for more than four (4) days.

1.5 Sick leave must be taken in increments of not less than one-half hour.

2. Leaves that are deducted from accumulated sick leave:

2.1 Maternity/Parental Leave

2.1.1 Maternity/Parental Leave benefits shall be granted to unit members in compliance with the Education Code and Department policy.

1 2.2 Personal Necessity Leave

2 2.2.1 Personal Necessity Leave shall be granted to unit members in
3 compliance with the Education Code and Department policy.

4 2.3 Industrial Accident or Illness Leave

5 2.3.1 Unit members shall be granted Industrial Accident or Illness Leave
6 in compliance with the Education Code and Department policy.

7 2.4 Extended Illness

8 2.4.1 Upon exhaustion of all accumulated sick leave, a unit member
9 who is absent because of illness or accident as determined by a
10 doctor shall receive, for a period of up to five school months, the
11 difference between his/her pay and the amount actually paid to
12 a substitute or if no substitute has been employed, the daily
13 certificated substitute rate will be deducted. The amount
14 deducted from the salary due him/her for any month in which the
15 absence occurs shall be the daily certificated substitute rate. If
16 the cost of the substitute is greater than the basic certificated
17 substitute rate, the amount deducted will be 50% of the actual
18 cost of the substitute employed however, not less than the basic
19 daily certificated substitute rate. The Department shall make
20 every reasonable effort to secure the services of a substitute
21 employee. At the end of the five school month period, if the unit
22 member is still unable to return to work, the unit member shall be
23 placed on a twenty-four (24) month reemployment list. The leave
24 available under this section shall be subject to the following
25 conditions:

26 2.4.2 The unit member's absence due to illness or accident must be
27 consecutive with the exhaustion of all accumulated leave; and

28 2.4.3 A unit member shall only be entitled to one five (5) school month
29 period each school year, and

- 2.4.4 A unit member shall be entitled to not more than one five school month period for the same illness or accident as determined by the doctor. The unit member may take the balance of the five school month period for the same illness or accident in a subsequent school year.
- 2.4.5 Unit members on an extended illness leave shall receive any annual salary increment to which they would otherwise be entitled.
3. Family Care and Medical Leave
- 3.1 Family Care and Medical Leaves may be granted to unit members in compliance with Federal and State law & Department policy.
4. Paid leaves that are not deducted from accumulated sick leave:
- 4.1 Bereavement Leave
- 4.1.1 Bereavement Leave benefits shall be granted to unit members in compliance with the Education Code and Department policy.
- 4.2 Leave for Jury Duty
- 4.2.1 Leave for jury duty may be granted to unit members in compliance with the Education Code and the Department policy.
5. Unpaid Leaves:
- 5.1 Legislative Leave
- 5.1.1 Legislative Leave shall be granted to unit members in compliance with the Education Code.
- 5.2 Military Leave
- 5.2.1. Unit members shall be granted Military Leave in compliance with the Education Code.
- 5.3 Leave of Absence
- 5.3.1 The Department may grant a unit member a paid or unpaid leave of absence for any reason. Such leave shall not extend beyond

the end of the current fiscal year. If it is to exceed beyond the fiscal year, it should be applied for again. (Refer to Education Code.)

5.4 Sabbatical Leaves

5.4.1 Unit Members may be granted Sabbatical Leave in compliance with the Education Code.

5.5 Religious Leave

5.5.1 Upon the permission of the Superintendent, unit members may be excused from duties on prescribed holy days of the individual's faith.

6. Leave Provisions

6.1 No leave of absence when granted to a unit member shall be construed as a break in the continuity of service. The time during which the leave of absence is taken shall not be considered as employment within the meaning of the Education Code.

6.2 Any unit member who seeks an extension of a leave expiring during the school year shall make application for the extension no later than twenty (20) work days before the expiration of the leave. Any unit member requesting an extension of a leave which expires at the end of the school year shall make application for an extension of the leave no later than May 15.

SECTION IX. TRANSFERS/REASSIGNMENT/RELOCATION

1. Unit members may experience a change related to their work assignment as a result of a transfer, reassignment, or relocation. A transfer refers to a change in a unit member's job classification such as a change from an Education Specialist M/M to an Education Specialist M/S. A reassignment refers to a change that occurs within a job classification such as a Speech Language Pathologist changing from one school to another or an Education Specialist

1 M/S changing from one age group or disability to another. A relocation refers
2 to a change in worksite such as a change in office location or the movement
3 of a classroom from one physical location to another.

- 4 2. A change may be unit member initiated (voluntary) or Department initiated
5 (involuntary).

6 3. Voluntary Changes:

7 3.1 Transfers

8 3.1.1 A unit member may request notification of transfer opportunities for the
9 following year. Unit members should indicate their interest in being
10 informed of opportunities on the Intent to Return Form disseminated by
11 the Human Resources Department each spring.

12 3.1.2 Preference shall be given to unit members voluntarily requesting
13 transfers under this Article, who have submitted a timely request for an
14 open position. Full consideration shall be given to existing employees
15 before considering outside applicants.

16 3.1.3 In determining the filling of a vacancy, consideration shall be given to
17 qualifications, length of service, and the needs of students.

18 3.1.4 In the event a request for transfer to an opening is denied, the
19 Superintendent or designee shall give the unit member an explanation
20 if requested by the applicant.

21 3.2 Reassignments and Relocations

22 3.2.1 Unit members may request a reassignment or relocation by contacting
23 their immediate supervisor. The request shall be made in writing.

24 3.2.2 In determining the filling of a vacancy, consideration shall be given to
25 qualifications, length of service, and the needs of the Department.

26 4. Involuntary Changes

27 4.1 Transfers

28 4.1.1 A unit member shall not be involuntarily transferred during the
29 instructional year without just cause, or for reasons other than the

legitimate, education-related needs of the Department.

4.1.2 A unit member who is to be involuntarily transferred during the instructional year shall be given fifteen (15) working days advance written notice.

4.1.3 A unit member who is involuntarily transferred before the instructional year begins shall be so notified no later than fifteen (15) days prior to the beginning of the instructional year. The notice shall include the location, assignment, and reason for the transfer.

4.1.4 No involuntary transfer shall be affected until the unit member has been given an opportunity for a consultation with fifteen (15) days of notification. The member may waive the right to such a consultation.

4.1.5 Emergency transfers as the result of a court order, administrative law judge order, the death, disability, or resignation of a current teacher are not subject to the 15 days written notice.

4.2 Reassignments or Relocations

4.2.1 Unit members may be reassigned or relocated at any time based on Department need.

4.2.2 In selecting staff for reassignment or relocation, consideration will be given to requests, individual qualifications, and Department need.

4.2.3 When reassignments and relocations are scheduled at the beginning of a school year appropriate staff will be notified at least 15 days before their first contract day for the year.

4.2.4 Emergency reassignments or relocations as the result of a court order, administrative law judge order, the death, disability, or resignation of a current teacher are not subject to the 15 day written notice.

1 4.2.5 When reassignments and relocations occur during the school
2 year, staff will be notified as soon as practicable.

3 4.3 Time Allotted for Changes

4 4.3.1 Whenever a unit member is being voluntarily or involuntarily
5 transferred, reassigned, or relocated during the school year, the
6 unit member shall be allowed time within the workday to
7 accomplish the change. The amount of time will be determined
8 by the department head in consultation with the affected unit
9 member.

10 4.3.2 If any transfer, reassignment, or relocation requires the move of
11 educational materials and or equipment which cannot be
12 moved during regular duty time, the affected unit member shall
13 be provided up to two (2) days to prepare for the change as
14 approved by the Supervisor. The days will be added to the unit
15 member's contract as additional pay at their daily rate.

16 **SECTION X. SALARY**

17 1. Salary Schedules

18 1.1 The 2025-2026 Certificated, Psychologist, Occupational Therapist &
19 Physical Therapist, and Speech-Language Pathologist salary schedules
20 shall be increased by 2.0% over the 2024-2025 salary schedules.

21 1.2 Movement between Columns A through F

22 1.2.1 Unit members may move one column to the right on the
23 certificated salary schedule upon the completion of sufficient
24 number of units as required for that column. Units may be
25 semester unit equivalents through an accredited college or
26 university or professional units representing 15 hours of effort per
27 unit.

28 1.2.2 All approved college/university units required by the salary

1 schedule are based on semester unit equivalents. Credit will be
2 granted for Department approved semester units and portions of
3 units in college and university sponsored courses and workshops
4 or professional units representing 15 hours of effort per unit. Grade
5 cards, transcripts, or instructor verification must be on file prior to
6 movement from column to column on the salary schedule. Grade
7 cards or transcripts should follow instructor verification as soon as
8 possible for college and university units. Filing for advancement
9 on the salary schedule must be submitted by August 15. A unit
10 member may not move more than one column per year.

11 1.2.3 Professional units, other than those earned through an accredited
12 college or university, shall represent hours of effort extended
13 outside or beyond the employee's paid work day or his/her
14 scheduled annual workdays.

15 1.2.4 Movement to a higher column on the salary schedule shall
16 become effective at the beginning of the unit member's contract
17 year. For planning purposes, unit members are asked to respond
18 within fifteen (15) days to the Human Resource Services
19 Department intent to return form regarding advancement on the
20 salary schedule. Such intent to return form will ask unit members
21 their anticipation of acquiring a sufficient number of units to
22 advance on the salary schedule. The Human Resource Services
23 Department shall provide each unit member, upon request, a
24 statement of the number of units that the Department has on file
25 for him/her.

26 1.3 Vertical advancement, steps 1 through 30, on the certificated salary
27 schedule and steps 1 through 23 on the Psychologists, Occupational
28 Therapists, & Physical Therapists and Speech-Language Pathologist
29 salary schedules shall be at the rate of one level for one full contract

1 year. A unit member shall be credited with a full year's service upon
2 completion of 75% or more of his/her annual work days. Regular part-
3 time unit members who satisfactorily work more than 75% of the
4 established work days shall advance to the next level on the salary
5 schedule. Those who satisfactorily work 50% or less of the work days but
6 more than twenty-one (21) days shall be credited with one-half years'
7 service. When a full year's satisfactory service has been accumulated,
8 the unit member shall advance to the next level on the salary schedule.

9 1.4 Possession of Additional Credentials, Authorization of Service, or
10 Academic Degrees

11 1.4.1 The parties to this Agreement wish to recognize unit members who
12 have demonstrated or are demonstrating efforts to grow
13 professionally. Therefore, in addition to the one Special Education
14 credential required for their present assignment, each unit
15 member will receive a yearly stipend of \$1,000 for each additional
16 valid California Credential and Certificate that currently
17 authorizes service in special education. Those persons holding
18 California low-incidence disability credentials shall also receive
19 \$1,000 annually for each such credential currently held. Unit
20 members will not receive more than one stipend for multiple
21 credentials authorizing the same service or service to students with
22 the same handicapping condition. Stipends for each unit
23 member shall be limited to one in each of the categories as
24 defined in Education Code, Title 34 of the Code of Federal
25 Regulations and further delineated by California Title 5
26 Regulations. Should a credential fit into more than one federal
27 category, only one stipend will be granted.

28 1.4.2 Verification of additional credentials must be submitted to Human
29 Resource Services by August 15 in order for stipend to be

implemented in the current year.

1.4.3 Each unit member possessing a Master of Arts or Master of Science degree and/or a Doctorate in Education or Philosophy shall receive 1 yearly stipend of:

a. \$1,250 for one or more Master's Degrees or

b. \$1,500 for one or more Doctorates.

1.4.4 This section applies to unit members employed prior to 7/1/16.

Each unit member who possesses a valid license or certification issued or approved by the State of California to engage in a practice for which MediCal may be billed shall receive a yearly stipend of \$750.

1.5 Each unit member assigned as a mentor shall receive an annual stipend of \$1,700, prorated on a monthly basis for any partial year of service. Payment of the stipend is contingent upon successful completion of the requirements set forth in the university agreement or emergency credential needs and applies only to staff eligible to perform job duties.

2. Placement on the Salary Schedule

2.1 The Superintendent shall place unit members on the salary schedule in accordance with the education code.

2.1.1 Unit members shall be placed on the salary schedule on the basis of uniform allowance for units of credit earned and years of experience. Unit members shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the respective instructional programs in which such unit members serve.

3. Payment Options

3.1 Unit members shall have the individual option of 11 or 12 equal payments for unit members whose first working day is after July 31; the

1 employee must notify the Department of his/her selection of a payment
2 plan no later than the employee's first working day of each school year.
3 Such notification must exist for that full school year and cannot be
4 changed during the year. Unless notification is given, the 11 payment
5 plan will be in effect for all new employees and for employees who
6 selected less than a 12 payment plan for the prior year.

7 4. Dues Deduction

8 4.1 Any person who is a member of the Organization or who has applied for
9 membership may sign and deliver to the Department an assignment
10 authorizing deduction of unified membership dues. Such authorization
11 shall continue in effect from year to year unless revoked in writing by the
12 member. The Department shall be held harmless in every way regarding
13 any transaction between the unit member and the Organization. The
14 Department's sole responsibility will be to direct funds to the
15 Organization as specified by the unit member.
16



Tehama County Department of Education **Teacher Positions** **2025-26 Salary Schedule**

(Special Class Teachers, Juvenile Court School Teachers, Alternative Education Program Teachers, Education Specialists, Designated Instruction/Service Personnel, and Counselors)

STEP	183 days					
	COLUMN					
	A BA	B BA +30	C BA +45	D BA +60	E BA +75	F BA +90
1	\$56,860	\$59,134	\$61,499	\$63,959	\$66,517	\$69,178
2	\$59,134	\$61,499	\$63,959	\$66,517	\$69,178	\$71,945
3	\$61,499	\$63,959	\$66,517	\$69,178	\$71,945	\$74,823
4	\$63,959	\$66,517	\$69,178	\$71,945	\$74,823	\$77,815
5	\$66,517	\$69,178	\$71,945	\$74,823	\$77,815	\$80,927
6	\$66,517	\$71,945	\$74,823	\$77,815	\$80,927	\$84,165
7	\$66,517	\$74,823	\$77,815	\$80,927	\$84,165	\$87,530
8	\$66,517	\$74,823	\$80,927	\$84,165	\$87,530	\$91,032
9	\$66,517	\$74,823	\$84,164	\$87,531	\$91,032	\$94,672
10	\$67,847	\$76,319	\$87,531	\$91,032	\$94,674	\$98,460
11	\$67,847	\$76,319	\$88,406	\$91,943	\$95,620	\$99,445
12	\$67,847	\$76,319	\$89,290	\$92,862	\$96,576	\$100,440
13	\$67,847	\$76,319	\$90,183	\$93,791	\$97,542	\$101,444
14	\$67,847	\$76,319	\$91,085	\$94,729	\$98,518	\$102,458
15	\$69,204	\$77,845	\$91,996	\$95,676	\$99,503	\$103,483
16	\$69,204	\$77,845	\$92,916	\$96,633	\$100,498	\$104,518
17	\$69,204	\$77,845	\$93,845	\$97,599	\$101,503	\$105,563
18	\$69,204	\$77,845	\$94,784	\$98,575	\$102,518	\$106,619
19	\$69,204	\$77,845	\$95,731	\$99,561	\$103,543	\$107,685
20	\$70,588	\$79,402	\$96,689	\$100,556	\$104,578	\$108,762
21	\$70,588	\$79,402	\$96,689	\$101,562	\$105,624	\$109,849
22	\$70,588	\$79,402	\$96,689	\$102,577	\$106,680	\$110,948
23	\$70,588	\$79,402	\$96,689	\$103,603	\$107,747	\$112,057
24	\$70,588	\$79,402	\$96,689	\$104,639	\$108,825	\$113,178
25	\$72,000	\$80,990	\$98,622	\$105,686	\$109,913	\$114,310

See contract for placement and stipend requirement language

Stipends* \$1,250 M.A.
 \$1,500 Ph.D.
 \$1,000 Each additional Special Education credential
 \$1,000 Each additional low-incidence credential
 \$750 License, certification, registration for employees hired before 7/1/2016

TCDE contributes a maximum of \$21,048 per year for full-time employees towards health benefits for family coverage.

Approved and Effective: 7/1/2025

Official:



**Tehama County Department of Education
Occupational Therapists, Physical Therapists
2025-26 Salary Schedule**

Full-Time = 190 day Work Year Paid Days = 215 Days*		
STEP	Hourly	Annual
1	\$47.78	\$82,175
2	\$49.69	\$85,462
3	\$51.68	\$88,880
4	\$53.74	\$92,435
5	\$55.89	\$96,133
6	\$58.13	\$99,979
7	\$60.45	\$103,977
8	\$62.87	\$108,137
9	\$63.63	\$109,434
10	\$64.39	\$110,747
11	\$65.16	\$112,076
12	\$65.94	\$113,421
13	\$66.73	\$114,782
14	\$67.54	\$116,159
15	\$68.35	\$117,553

*** Paid days defined: 190 work days + 13 paid holidays + 12 paid vacation days**

See contract for placement and stipend requirement language

Stipends* \$1,250 M.A.
 \$1,500 Ph.D.
 \$1,000 Each additional Special Education credential
 \$1,000 Each additional low-incidence credential
 \$750 License, certification, registration for employees hired before 7/1/2016

TCDE contributes a maximum of \$21,048 per year for full-time employees towards health benefits for family coverage.

Approved and Effective: 7/1/2025

Official:



**Tehama County Department of Education
Psychologist
2025-26 Salary Schedule**

STEP	190 days
1	\$82,175
2	\$85,462
3	\$88,880
4	\$92,435
5	\$96,133
6	\$99,979
7	\$103,977
8	\$108,137
9	\$109,434
10	\$110,747
11	\$112,076
12	\$113,421
13	\$114,782
14	\$116,159
15	\$117,553

See contract for placement and stipend requirement language

Stipends* \$1,250 M.A.
\$1,500 Ph.D.
\$1,000 Each additional Special Education credential
\$1,000 Each additional low-incidence credential
\$750 License, certification, registration for employees hired before 7/1/2016

TCDE contributes a maximum of \$21,048 per year for full-time employees towards health benefits for family coverage.

Approved and Effective: 7/1/2025
Official:



Tehama County Department of Education Speech-Language Pathologist Positions 2025-26 Salary Schedule

STEP	190 days
1	\$81,722
2	\$84,991
3	\$88,391
4	\$91,927
5	\$95,604
6	\$99,428
7	\$103,405
8	\$107,541
9	\$108,832
10	\$110,138
11	\$111,459
12	\$112,797
13	\$114,150
14	\$115,520
15	\$116,906

See contract for placement and stipend requirement language

Stipends* \$1,250 M.A.
 \$1,500 Ph.D.
 \$1,000 Each additional Special Education credential
 \$1,000 Each additional low-incidence credential
 \$750 License, certification, registration for employees hired before 7/1/2016

TCDE contributes a maximum of \$21,048 per year for full-time employees towards health benefits for family coverage.

Approved and Effective: 7/1/2025

Official:

1. The Department will contribute the following for health and welfare premium benefit per month per full time equivalent unit member:

The monthly contribution will be applied to benefits in the following order:

Life insurance premium

In the event that a full-time unit member was to opt out of medical and/or dental insurance coverage prior to July 1, 2016, the monthly contribution would be applied in the following order:

Life insurance premium

SECTION XII. EVALUATIONS

1.3 Foster professional growth by:

- 1 • Encouraging professionals to strive toward exemplary performance
- 2 that reflects current research, state of the art practices and
- 3 competency in professional standards.
- 4 • Encouraging and supporting individuals in setting goals for
- 5 continual professional development.
- 6 • Recognizing the diversity of professional roles and assignments.
- 7 • Recognizing the importance of individual student outcomes.
- 8 • Recognizing that professionals mature through progressive states of
- 9 development throughout their career.
- 10 1.4 Make specific recommendations and/or counsel where improvement is
- 11 needed.
- 12 1.5 Be based upon the TCDE Standards for the Professional Educator and
- 13 the TCDE Standards for the Professional Educator Rubric (see Reference
- 14 #1). Because of the varied professional duties of the job classifications
- 15 covered by this agreement, the specific language for meeting every
- 16 domain on the TCDE Standards for the Professional Educator Rubric may
- 17 not apply to every classification. The supervisor and unit member will
- 18 clarify the criteria for meeting the domains as they apply to individual
- 19 professional duties. If the unit member and supervisor cannot agree on
- 20 the criteria for meeting a particular domain, the supervisor shall
- 21 determine the criteria.
- 22 2. Evaluation Process:
- 23 2.1 Evaluation of unit members shall be at least once every school year.
- 24 2.2 The TCDE evaluation process utilizes two evaluation procedures, the
- 25 reflective process and the comprehensive process.
- 26 2.3 The unit member shall be evaluated using the comprehensive
- 27 procedure at least once every seven years. Unit members will be
- 28 randomly selected to complete the comprehensive procedure or will
- 29 be selected by their supervisor or by request of the unit member. First

1 and second year unit members with the department and all interns shall
2 participate in the comprehensive evaluation.

3 2.4 The Reflective Practice process;

4 2.4.1 By October 31, the supervisor will inform the unit member that
5 he/she will be evaluated using the Reflective Practice process.

6 2.4.2 The supervisor will meet with the unit member annually to:

7 2.4.2.1 Review the progress on the unit member's previous year's
8 Professional Development Plan – Action Steps & Evidence.

9 2.4.2.2 Review the criteria for meeting the domains as they apply
10 to the individual's professional duties. If any of the
11 domains do not apply as written, the supervisor and unit
12 member shall clarify how the domains relate to the
13 individual's specific job duties. If the supervisor and the
14 unit member cannot agree on what would constitute
15 meeting the criteria for a particular domain, the supervisor
16 shall determine the criteria.

17 2.4.2.3 Jointly indicate up to five domain(s) in which the unit
18 member is most competent by marking them with an "x."

19 2.4.2.4 Jointly indicate up to five domain(s) in which the unit
20 member will focus their professional development by
21 marking them with a checkmark.

22 2.4.2.5 Jointly develop a specific Professional Development Plan
23 with action steps and evidence to increase the unit
24 member's skills in each of the domains identified for
25 professional development. The Professional Development
26 Plan will include language that identifies the evidence
27 and/or documentation that unit member will bring to the
28 next annual meeting. The plan shall be signed by both
29 the supervisor and the unit member; the evaluation will be

complete for that year. The plan will be reviewed at the next annual evaluation meeting.

2.5 The Comprehensive Process;

2.5.1 By October 31, the supervisor shall inform the unit member that he/she will be evaluated using the Comprehensive Process. (Step 1 on the Comprehensive Process Flow Chart, found at the end of this section). The supervisor may choose to focus the evaluation on specific standards and domains. If the supervisor plans to observe the unit member for longer than 30 minutes, the observation will be scheduled by mutual agreement. Observations lasting thirty minutes or longer in duration will be followed by a written summary within ten working days. If scheduled observation needs to be cancelled the unit member will be notified prior to the scheduled observation or in the event of an emergency as close as possible.

2.5.2 A comprehensive evaluation may include interviews, evidence reviews, direct observation and other documentation as determined by the unit member and his/her supervisor to determine unit member's competency in each standard and domain.

2.5.3 By December 15, the unit member shall turn into the Supervisor any samples, documentation, work products or evidence the unit member would like the supervisor to consider as part of the evaluation. The unit member may use the Observation Tool (see Reference #2).

2.5.4 By February 15, the supervisor and unit member shall have an Evaluation Review meeting. (Step 2 on the Comprehensive Process Flow Chart, found at the end of this section). Using the Comprehensive Evaluation Form, at this meeting, the supervisor

1 and unit member will review the evidence collected and
2 determine one of the two following outcomes:

3 2.5.4.1 If the evidence collected indicates sufficient progress on
4 standards and domains, the supervisor and the unit
5 member will create a specific professional development
6 plan. The unit member and supervisor shall sign the
7 evaluation and it is completed for that year.

8 2.5.4.2 If the supervisor determines that improvement is needed,
9 or more evidence is needed, the supervisor will identify the
10 specific domains in need of improvement or
11 documentation. The supervisor and the unit member will
12 develop a written plan, including specific timelines,
13 measurable outcomes and steps for improvement or at
14 the request of the unit member, an Improvement Plan
15 Development Team may be created to develop the
16 Improvement Plan. The team shall consist of the
17 immediate supervisor, the unit member, the unit president
18 or designee, and an additional TCDE administrative
19 representative. A plan for improvement and time frame
20 for completion will be developed at this meeting. The
21 plan may include observations, coaching, professional
22 development opportunities, peer consultation, etc. The
23 plan will include a list of resources available to the unit
24 member. When appropriate, peers providing support per
25 the plan will be granted release time to perform such
26 duties. The unit member should be given reasonable time
27 to meet expectations. The members of the team will sign
28 and date the plan. The team will be selected and an
29 Improvement Plan created by March 15th. (Step 2 on the

Comprehensive Process Flow Chart, found at the end of this section)

2.6 By June 1, at the Improvement Plan Review Meeting (Step 3 on the Comprehensive Process Flow Chart, found at the end of this section), the supervisor and unit member shall meet to discuss the progress on the unit member's plan.

2.6.1 If the conditions of the evaluation are successfully met, the supervisor and the unit member will create a specific professional development plan. The unit member and supervisor shall sign the evaluation and it is completed for that year.

2.6.2 If the requirements of the improvement plan are partially met the supervisor may recommend conditional reemployment. If conditional reemployment is recommended, the supervisor will identify the specific conditions to be met. In the case of conditional reemployment, the unit member will participate in the Comprehensive Process the following year.

2.6.3 If the conditions of the improvement plan are not met, a recommendation of "reemployment not recommended," shall be forwarded to the Superintendent and unit member by June 1.

2.7 The unit member shall sign the evaluation report (see Reference #3 & #4). The signature does not indicate the unit member endorses or agrees with the contents of the report. The unit member shall have the right to initiate a written response to the evaluation. Such response shall become a permanent attachment to the evaluation report.

2.8 Evaluation reports on all unit members are to be completed and submitted to the Superintendent and to the unit member not later than June 1, unless the supervisor is recommending dismissal, in which case the report must be filed not later than June 1.

1 2.9 Evaluation procedure forms and standards shall be used as a basis for
2 the evaluation process.

3 2.10 No unit member shall receive a summary evaluation of "reemployment
4 not recommended" until completion of the Comprehensive Process
5 outlined above.

6 3. Interns

7 3.1 Interns are required to remain in good status in a university program to
8 maintain employment.

9 3.2 Interns may also be evaluated by the university.

Tehama County Department of Education
Certificated Professional Educator Evaluation
Comprehensive Procedure Flow Chart

**Step
1**

Evaluation Process
Notification by October 31st
(Sections 2.4.1 & 2.5.1)

Submission by unit member, of any materials referred to
in Section 2.5.3 by December 15

**Step
2**

Evaluation Review
Meeting by February 15th
(Sections 2.5.4)

If sufficient progress, create
specific development plan for rest
of year.

Improvement Plan by
March 15
(Sections 2.5.4.2)

Evaluation Successfully
Completed

**Step
3**

Improvement Plan Review
Meeting by June 1st
(Sections 2.6)

Evaluation Successfully
Completed

Conditional
Employment
Recommended

Use Comprehensive
Procedure Next Year

Reemployment Not
Recommended
By June 1st

Forward recommendation to
Superintendent & Unit
Member by June 1st

SECTION XIII. GRIEVANCE PROCEDURE

1. Definitions

- 1.1 A "grievance" is a claim by the Organization or by one or more unit members that there has been a violation, misinterpretation, or misapplication of a provision of this Agreement.
- 1.2 A "unit member" is an employee of the Department who is a member of the bargaining unit covered by this agreement.
- 1.3 A "grievant" is a unit member or the Organization who has filed a grievance.
- 1.4 An "immediate administrator" is the administrator designated by the Superintendent as having immediate jurisdiction over the grievant.
- 1.5 A "party in interest" is any person who might be required to take action or against whom action might be taken in order to resolve the claim.

2. Principles

- 2.1 In order to resolve contractual disputes at the lowest possible administrative level, any unit member with a contractual dispute shall schedule a meeting with his/her supervisor and a representative of the local organization prior to initiating a formal grievance as per Article 3 of this section. The purpose of this meeting is to arrive at equitable solutions to problems which may arise from time to time affecting the terms of the agreement. Any such meetings do not prohibit the unit member from initiating a formal grievance as per Article 3 of this section.
- 2.2 Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
- 2.3 Nothing contained herein will be construed as limiting the right of any unit member having a grievance to discuss the matter informally with his/her appropriate supervisor, and to have the grievance adjusted without intervention by the Organization, provided that the adjustment is not inconsistent with the terms of this Agreement.

1 2.4 Since it is important that grievances can be processed as rapidly as
2 possible, the time limits specified at each level should be considered to
3 be maximums and every effort should be made to expedite the process.
4 The time limits may, however, be extended or reduced by mutual
5 agreement.

6 2.5 Inasmuch as dissatisfactions and disagreements arise among people in
7 any work situation, the filing of a grievance shall not be construed as
8 reflecting unfavorably upon a grievant's good standing, performance,
9 or loyalty. No reprisals shall be taken against a unit member signing a
10 grievance, or any other participant in the grievance procedure by
11 reason of such participation.

12 3. Procedures

13 3.1 TCCEO, either on its own behalf or on behalf of the affected unit
14 members, may initiate a grievance which affects more than one unit
15 member.

16 3.2 Level I

17 3.2.1 Grievance shall be commenced upon the filing of a written
18 grievance with the unit member's immediate supervisor.

19 3.2.2 If the grievant is not satisfied with the disposition of his/her
20 grievance by the grievant's immediate supervisor, or if no written
21 decision has been rendered within ten (10) working days after
22 he/she has first met with his/her supervisor, the grievant may
23 request in writing that the Organization submit his/her grievance
24 to Level II within ten (10) working days.

25 3.3 Level II

26 3.3.1 Level II shall be commenced upon the filing of a written grievance
27 with the Assistant Superintendent or designee.

28 3.3.2 If the grievant is dissatisfied with the written decision rendered by
29 the Assistant Superintendent or designee, or no decision has been

1 rendered, the grievant shall within a ten (10) working day period
2 request the Organization to submit his/her grievance to Level III.

3 3.4 Level III – Conciliation

4 3.4.1 A professional representative of the Organization and a
5 professional representative of the Department shall meet and
6 attempt to resolve the grievance through conciliation.

7 3.4.2 Should one or both parties request a mediator, the California
8 State Conciliation Service will be requested to provide a
9 mediator. The mediator shall work with both parties to arrive at a
10 mutually satisfactory resolution of the grievance.

11 3.4.3 Conciliation shall be completed within fifteen (15) working days
12 unless mutually extended by the representatives.

13 3.5 Level IV – Arbitration

14 3.5.1 If the grievant is dissatisfied with the result of the conciliation or no
15 decision has been rendered, the grievant shall, within a ten (10)
16 working day period, request the Organization to submit his/her
17 grievance to Level IV, Arbitration.

18 3.5.2 If any question arises to the arbitrability of the grievance, such
19 question will be ruled upon by the arbitrator only after he/she has
20 had the opportunity to hear the merits of the grievance. The
21 Organization and the Superintendent or designee shall select a
22 mutually acceptable arbitrator. Should they be unable to agree
23 on an arbitrator, the Organization shall request the State of
24 California to supply a list of persons experienced in hearing public
25 school employee grievances. Each party shall alternately strike a
26 name from the list until only one (1) name remains. The remaining
27 name shall be the arbitrator. The order of striking names shall be
28 determined by lot.

29 3.5.3 The arbitrator's decision shall be in writing and will set forth his/her

1 findings of fact, reasoning and conclusions on the issues
2 submitted. It is agreed that the arbitrator is empowered to include
3 in any award such financial reimbursement or other remedies as
4 he/she judges to be proper. The decision of the arbitrator will be
5 submitted to the Superintendent and the Organization and will be
6 final and binding upon the parties of this Agreement unless the
7 Superintendent acts to overturn the arbitrator's decision within
8 twenty (20) working days after its receipt. The Superintendent's
9 action shall be in writing citing reason and conclusions which
10 require the commission of an act prohibited by law or which is in
11 violation of the terms of this Agreement.

12 3.5.4 The arbitrator shall be subject to the following:

13 3.5.4.1 The arbitrator shall have no power to add to, subtract
14 from, disregard, alter, or modify any of the terms of this
15 Agreement.

16 3.5.4.2 The fees and expenses of the arbitrator shall be shared
17 equally by the Department and the Organization. All
18 other expenses shall be borne by the party incurring
19 them. Neither party shall be responsible for the expenses
20 or fees of witnesses called by the other.

21 4. Appearance and Representation

22 4.1 Any grievance meeting under this section shall be conducted at a time
23 and place which will afford a fair and reasonable opportunity for all
24 persons, including witnesses subpoenaed to attend. If any grievance
25 meeting or hearing is scheduled during the work day, any unit member
26 required by either party to participate as a witness, grievant, or
27 representative of a grievant in such meeting or hearing shall be released
28 from his/her duties without a loss of pay for a reasonable amount of time.

29 4.2 Any unit member may represent themselves at meetings under this

1 section without the intervention of the Organization, provided the
2 resolution of the grievance is not inconsistent with the terms of the
3 Agreement. The Superintendent, or the unit member's supervising
4 administrator shall not agree to the resolution of a grievance until the
5 Organization has received a copy of the grievance and the proposed
6 resolution and has been given the opportunity to file a response.

7 4.3 The Department and the Organization are responsible for the payment
8 of respective representatives and witnesses.

9 5. Miscellaneous

10 5.1 All documents dealing with the processing of a grievance shall be filed
11 separately from the personnel files of the participants.

12 5.2 Nothing contained herein shall deny to any party to this Agreement
13 his/her rights under state or federal constitutions or laws.

14 5.3 See Grievance Form (see Reference #6).

15 **SECTION XIV. RIGHTS**

16 1. Management

17 1.1 It is understood and agreed that the Tehama County Superintendent of
18 Schools retains all his or her power and authority to direct, manage, and
19 control to the full extent of the law. The Tehama County Superintendent
20 of Schools right to exercise his or her powers, rights and authorities, duties
21 and responsibilities; the right to develop and set budget priorities; the
22 adoption of policies, rules, regulations, and practices shall be limited
23 only by the specific and express terms of this Agreement, and then only
24 to the extent such specific and express terms are in conformance with
25 the law.

26 1.2 The County Superintendent of Schools retains his or her right to amend,
27 modify, or rescind policies of the Department in cases of officially
28 declared emergencies or damaging natural events over which the

1 parties have no control.

2 2. Organization

3 2.1 Authorized representatives of the Organization shall have the right to
4 transact official Organization business in Department facilities at times
5 that such activities do not interfere with classroom instruction and/or
6 office operations and are during non-duty hours of unit personnel.

7 2.2 The Organization shall have the right to use Department facilities for
8 meetings and other Organization activities during non-duty hours
9 provided such use does not conflict with class and/or Department
10 operations. Request must be made for use of facilities, and facilities must
11 be available.

12 2.3 The Department, upon request by the Organization, agrees to furnish to
13 the Organization any and all public documents.

14 **SECTION XV. NO STRIKE**

- 15 1. It is agreed and understood that there will be no strike or work stoppage, or
16 refusal or failure to fully and faithfully perform job functions and responsibilities
17 of the Department by the Tehama County Certificated Employees'
18 Organization/TCCEO/CTA/NEA, or by its officers, agents, or members during
19 the term of this Agreement.
- 20 2. The Tehama County Certificated Employees' Organization TCCEO/CTA/NEA
21 recognizes the duty and obligation of its representatives to comply with the
22 provisions of this Agreement and to make every effort toward inducing all unit
23 members to do so.

24 **SECTION XVI. SAVINGS**

- 25 1. Any provisions of this Agreement held to be contrary to law by a court of
26 competent jurisdiction, or specifically changed through legislative action,
27 such provisions will not be deemed valid and subsisting except to the extent
28 permitted by laws, but all other provisions of this Agreement will continue in

1 full force and effect.

- 2 2. Should any provision of this Agreement be so affected aside from specific
3 notations, the parties agree to notify one another and to reopen bargaining
4 on the specific provision in question.
- 5 3. If the Department requests a waiver of the Education Code, which
6 substantially affects the unit or its members, the unit president will be
7 consulted on the waiver. Unit approval of a waiver request is not required.

8 **SECTION XVII. MILEAGE REIMBURSEMENT AND INSURANCE STIPENDS**

9 1. Itinerant Employees

10 An itinerant employee is someone whose assignment requires travel between
11 school sites on a regularly scheduled basis or regularly serves a school site
12 which is in excess of 25 miles distance from the County Office to perform their
13 professional duties.

14 1.1 Mileage Reimbursement

15 Unit members shall receive mileage at the rate specified in Tehama
16 County Department of Education policy.

17 Mileage will be paid for miles driven between school sites based upon
18 the county office mileage chart (see Reference #7). Any other worksite
19 mileage will be paid as per Department policy.

- 20 1.2 Unit members regularly assigned to ~~Elkins~~, Flournoy, and Plum Valley
21 school sites, who are not provided with a county car, will receive a \$250
22 stipend to be paid as a lump sum with the June Payroll.

23 1.3 Insurance Stipend

24 A stipend shall be paid for automobile insurance reimbursement for unit
25 members maintaining appropriate level of coverage as defined by the
26 Department's liability insurance carrier and Department policy. The
27 stipend shall be \$400.00 per year of itinerant service. Stipend will be
28 prorated for less than full-year itinerant service. Payment shall be made

1 as a lump sum with the June payroll.

2 In order to receive the insurance stipend, a unit member serving in an
3 itinerant status and using any privately owned vehicle, shall be bi-
4 annually required to provide the Department proof of insurance and
5 coverage, on the Privately-Owned Vehicle Insurance Certification Form
6 (see Reference #8) with a copy of the declaration sheet or an insurance
7 card, on or before August 30th and again by April 1st. This form shall cover
8 all privately owned vehicles driven by the employee during the course
9 of their duties. A revised form shall be submitted within thirty (30) days of
10 any change or renewal in insurance coverage.

11 1.4 Accident Deductible Reimbursement

12 The Department shall reimburse any itinerant employee for out-of-
13 pocket deductible costs incurred in an accident while on official
14 business for the Tehama County Department of Education. The
15 reimbursement shall not exceed \$500.00 per incident and \$1,200.00 per
16 year. If an accident occurs, the employee must submit the official
17 accident report form to the business office with a copy of the repair bill.

18 **SECTION XVIII. POLICY DEVELOPMENT COMMITTEE**

19 1. The Organization and the Department agree jointly to maintain a Policy
20 Development Committee. The Committee may:

- 21 • develop and propose Board policy for Sections 4000, 5000, and 6000 of
22 the Tehama County Department of Education policy manual, and
- 23 • develop revisions to these policies.

24 The Committee shall:

- 25 • review proposed Board policy for Sections 4000, 5000, and 6000 of the
26 Tehama County Department of Education policy manual,
- 27 • review proposed revisions to these policies, and
- 28 • review existing policies for possible revision.

The Committee shall comply with procedures as specified in the Policy Development Committee policy (see Reference #9).

The Department shall notify unit members whenever policies referred to in the Index of this agreement are being considered for revision.

IN WITNESS WHEREOF, the parties have executed this Agreement upon completion of negotiations during the 2025-2026 school year.

DEPARTMENT OF EDUCATION

ORGANIZATION



RICHARD DUVARNEY
County Superintendent of Schools



MEGAN JACKSON, President
Certificated Employee's Organization



Date



Date

1 **SECTION XX. INDEX OF EDUCATION CODE**
2 **AND TEHAMA COUNTY DEPARTMENT OF EDUCATION**

3 **POLICY REFERENCES**

4 **NOTE:** This section is not included as part of the Agreement. However, this
5 section is included to provide additional information as referenced in the
6 Agreement.

7 **INDEX OF REFERENCES**

8 Reference #

- 9 1. TCDE Standards for the Professional Educator Rubric
10 2. Observation Tool
11 3. Reflective Practice Evaluation Form
12 4. Comprehensive Evaluation Form
13 5. Performance Improvement Support Plan
14 6. Grievance Form
15 7. Tehama County Mileage Chart
16 8. Privately Owned Vehicle Insurance Certification
17 9. Tehama County Policy Development Committee (Policy #4045)



TCDE Standards for the Professional Educator Rubric

Adapted from California Standards for the Teaching Profession 2009

Standard One: Creating and Maintaining Effective Environments for Student Learning

Element	Beginning/Emerging	Applying	Meets Standard
1.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully, employing classroom routines, procedures, norms and supports for positive behavior to ensure a safe climate in which all students can learn.	<p>There is little evidence that the Professional Educator has established rapport with students. Group norms that assist in building a caring community are not evident or consistently implemented. There are limited opportunities for students to assume responsibility within classroom. A climate of fairness, caring and respect is not established for most students. There is no plan for response to inappropriate behavior.</p> <p>The physical arrangement and environment of the classroom is not set up to provide safety and accessibility for students</p>	<p>Professional Educator establishes individual and group norms and rapport with students that foster a caring community where students are treated fairly and respectfully by other students and adults in the room. Acceptance and respect for diversity is embedded in the curriculum. There is an inconsistently applied plan for response to inappropriate behavior. Behavior intervention plans are missing components and/or are inconsistently implemented.</p> <p>Professional Educator arranges physical environment to ensure safety and accessibility for all students. Professional Educator uses proactive strategies to resolve conflicts and to ensure an emotionally safe environment.</p>	<p>Individual and group norms are evident. The classroom is a caring community where all students are treated fairly and respectfully. Professional Educator consistently embeds in the curriculum an acceptance and respect for diversity, including such areas as gender, sexual orientation, ethnicity, disability, and socio-economic levels. The Professional Educator creates on-going opportunities for students to take initiative socially and/or academically, to work collaboratively and/or to share in group responsibility. There is an established and consistently implemented positive plan for response to inappropriate behavior. Professional Educator is familiar with positive behavior interventions and is able to write and implement a comprehensive behavior intervention plan that contains meaningful strategies to change behavior.</p> <p>Professional Educator arranges physical environment to ensure safety and accessibility for all students. Both Professional Educator and students engage in proactive strategies (i.e., schedules/routines) to mediate and resolve conflicts and to ensure an emotionally safe environment for learning.</p>



TCDE Standards for the Professional Educator Rubric

Adapted from California Standards for the Teaching Profession 2009

Element	Beginning/Emerging	Applying	Meets Standard
1.2 Creating a rigorous learning environment with high expectations and appropriate support for all students	Professional Educator provides methods of classroom behavior management techniques that are appropriate, effective, consistently enforced and clearly defined. Some lessons demonstrate use of differentiated instructional strategies that support student learning. Procedures and routines have been established. Negative consequences outweigh positive support strategies in creating a classroom climate for student learning. Ensures that students are properly supervised at all times. Strives to be fair and consistent.	Professional Educator uses instructional strategies that embed high expectations to maximize individual student learning. Professional Educator differentiates developmentally-appropriate materials so that students are supported in learning. Procedures and routines are established and work smoothly. Positive behavior norms and support strategies are used to create a climate for student learning with minimal use of negative behavioral consequences.	Professional Educator uses instructional strategies that embed high expectations for all students. Students display strong belief in their ability to succeed, as demonstrated in classroom work and interactions. Professional Educator has created a rigorous, supportive and challenging learning environment so that students are supported in learning at appropriate levels of instruction. Professional Educator ensures that classroom procedures and routines operate seamlessly and efficiently. Ensures that any special student management plan or crisis intervention plan has been documented in writing and included in the IEP, when appropriate.
1.3 Using instructional time to optimize learning	Instructional time is inconsistently paced with some students unable to engage fully with the content or complete assigned activities. Transitions result in loss of instructional time. The Professional Educator does not organize the program so that the aide(s) can carry out key elements of the instruction. Materials are not fully organized prior to each instructional day.	Pacing of lesson is appropriate to activities and enables most students to engage successfully with content. Most transitions are smooth allowing for effective use of instructional time. The Professional Educator organizes the program so that the aide(s) can carry out key elements of the instruction. Ensures that materials are organized prior to each instructional day.	Pacing of lesson is adjusted as needed to ensure engagement of all students in learning activities. Transitions are seamless and instructional time is used to optimize learning. The Professional Educator organizes the program so that the aide(s) can carry out key elements of the instruction. Ensures that materials are organized prior to each instructional day.



TCDE Standards for the Professional Educator Rubric

Adapted from California Standards for the Teaching Profession 2009

Standard Two: Understanding, Organizing and Planning Subject Matter for Student Learning

Element	Beginning/Emerging	Applying	Meets Standard
2.1 Demonstrating knowledge of subject matter, instructional strategies, and differentiation to ensure student understanding of subject matter	Professional Educator has a limited understanding of student cognitive, linguistic, social, emotional and physical development and/or is not able to apply this knowledge to lesson development and specific instructional strategies. The Professional Educator is not reflective of how standards based subject matter is delivered and may not adequately support student learning.	Professional Educator has working knowledge of student cognitive, linguistic, social, emotional and physical developmental skills and/or standards based subject matter. Professional Educator applies this knowledge to lesson planning, but it is not routine or consistent; as evidenced through instructional delivery and student mastery data. Professional Educator uses instructional strategies to make content accessible and meaningful to most students. Professional Educator utilizes strategies that challenge student thinking and help to deepen their understanding of subject matter.	Professional Educator has a deep understanding of student cognitive, linguistic, social, emotional and physical developmental skills and is able to use this knowledge of individual students to plan meaningful instruction. Professional Educator's knowledge of standards based subject matter is current, extensive and routine; as evidenced through instructional delivery and student mastery of content being presented. Curriculum and instruction is differentiated and logically sequenced to build content and concepts over time and to promote understanding and challenge thinking about complex issues.
2.2 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	Professional Educator uses selected elements from adopted instructional materials to plan instruction. Professional Educator plans few lessons that differentiate within curriculum or includes diverse perspectives. Professional Educator has limited understanding of technologies to make subject matter accessible to all students.	Professional Educator uses and adapts instructional materials and resources to differentiate instruction. Professional Educator integrates materials, technologies and activities into subject matter instruction that reflect diverse perspectives and experiences and make subject matter accessible to all students.	Professional Educator uses and adapts a full range of instructional materials, resources, and technologies to support differentiated, standards-aligned instruction. Professional Educator consistently integrates materials and activities into subject matter instruction that reflect diverse perspectives and experiences.
2.3 Addressing the needs of English learners and students with special needs to provide equitable access to the content	Professional Educator has limited awareness of English Language Development (ELD) standards that support English learners within instruction. Professional Educator has limited awareness of Individual Education Plan (IEP) goals and objectives of special needs students that support learning in general education classroom.	Professional Educator addresses some English Language Development (ELD) standards as they relate to supporting English learners within instruction. Professional Educator addresses Individual Education Plan (IEP) goals and objectives to support equitable access to subject area content in general education classroom.	Professional Educator consistently addresses English Language Development (ELD) standards as they relate to supporting English learners within subject area content. Professional Educator integrates within subject area content Individual Education Plan (IEP) goals and objectives to support equitable access to learning in general education classroom. Professional Educator specifically collaborates with professionals, students, and families to ensure that EL and IEP students are being provided equitable access to the content



TCDE Standards for the Professional Educator Rubric

Adapted from California Standards for the Teaching Profession 2009

Standard Three: Planning Instruction and Designing Learning Experiences for All Students

Element	Beginning/Emerging	Applying	Meets Standard
3.1 Establishing and articulating goals for student learning	Professional Educator collects some data to set instructional goals that represent achievable expectations for students. Learning goals address subject-area expectations that will help prepare students for future learning environments. Learning goals may be inconsistent and lack clear articulation.	Professional Educator utilizes data to set short-term and long-term instructional goals that represent high, achievable expectations for most students. Learning goals address school and district expectations and assist most students in preparation for their next learning environment.	Professional Educator collects and analyzes multiple sets of both formative and summative data to set short-term and long-term instructional goals that are discussed with students and represent consistently high expectations that are clear, challenging and achievable. Student's interests are specifically collected and utilized in goal planning and the use of specific instructional strategies. Standards-based learning goals address school, district and community expectations and prepare students for success in their next learning environment. Professional Educator uses data from variety of ongoing formal and informal assessments to plan, differentiate and modify learning activities that support identified individual and group learning goals, especially regarding English learners and students with specific IEP goals. Professional Educator consistently uses assessments to review progress on standards-based objectives to ensure learning within key content areas.
3.2 Involving all students in self-assessment, goal setting, and monitoring progress	Professional Educator provides students with assessment data that he/she uses to analyze work. Professional Educator provides assessment rubrics to assist students in understanding grading criteria. Students have limited opportunities to interact with peers and reflect on learning. Assessment-criteria are not visible to students, limiting student self-assessment and progress monitoring.	Professional Educator provides students with various types of assessment data to analyze work. Professional Educator provides assessment rubrics that assist students in self-assessing work and monitoring progress. Students are provided with opportunities to interact with peers and reflect on learning. Professional Educator makes assessment a visible aspect of learning and students are aware of progress toward learning outcomes.	Professional Educator assists students in understanding and using various types of assessment data to analyze work. Professional Educator provides tools, criteria and rubrics that assist students in self-assessing and monitoring progress toward learning goals. Students are provided with ongoing opportunities to interact with peers and reflect on learning. Professional Educator makes assessment visible, integrated and an interactive part of learning, where all students take responsibility for learning outcomes.



TCDE Standards for the Professional Educator Rubric

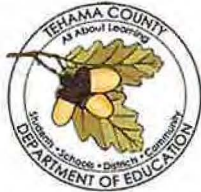
Adapted from California Standards for the Teaching Profession 2009

3.3 Using assessment information to share timely and comprehensible feedback with students and their families

Professional Educator has limited communication with families. Professional Educator communicates with resource providers, as needed, using available assessment data.

Professional Educator communicates when needed with families and resource providers, using assessment information to guide conversations. Professional Educator communicates information about student progress in a manner that is understandable and respectful. Draft IEPs are prepared and include updated present levels, appropriate baselines and suggested goals and objectives.

Professional Educator communicates regularly with families and students, using current and timely assessment information to guide conversations. Professional Educator communicates information about student progress in a manner that is understandable and respectful, allowing all parties involvement in the support of students at school and at home. Ensures that the data collected on students is pertinent in the establishment of baseline information; documents the progress of learning and growth; tracks progress toward the achievement of instructional objective criteria as specified on the IEP. Prepares for IEP meetings by having assessment data, reports and suggested goals and objectives prepared. All elements of the IEP are updated and accurate and reflect a working knowledge of legal compliance and educational benefit for student progress.



TCDE Standards for the Professional Educator Rubric

Adapted from California Standards for the Teaching Profession 2009

Standard Four: Developing as a Professional Educator

Element	Beginning/Emerging	Applying	Meets Standard
4.1 Reflecting on teaching practice in support of student learning	Professional Educator reflects on lessons and areas of concern in his/her teaching practice and makes adjustments in instruction to support student learning.	Professional Educator reflects on his/her teaching practice in relationship to student learning and instructional goals and makes adjustments in instruction that result in increased student learning.	Professional Educator reflects on successes and challenges within his/her teaching practice in relationship to student learning and instructional goals and accepts constructive criticism. Professional Educator reflects on diverse factors that impact teaching and student learning and makes adjustments in instruction that result in increased student learning across full range of learners. Professional Educator collects and analyzes a variety of data and collaborates with colleagues to improve teaching and individual student outcomes. Seeks assistance and support when needed and informs supervisor of concerns.
4.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	Professional Educator engages in professional growth opportunities offered by his/her district or county and pursues some opportunities to acquire new knowledge. Professional Educator has limited interactions with colleagues.	Professional Educator engages in growth opportunities based on established professional goals that extend knowledge about teaching. Professional Educator participates in professional conversations, maintaining commitment to lifelong learning and reflection.	Professional Educator seeks out purposeful professional growth opportunities, based on established goals that will expand knowledge about instructional methods and technologies. Professional Educator participates in and contributes to the professional community, actively engaging in commitment to lifelong learning and reflection.
4.3 Collaborating with colleagues and the broader professional community to support Professional Educator and student learning	Professional Educator engages in conversations with colleagues that extend knowledge about teaching and learning. Professional Educator collaborates with resource personnel when questions arise about a student. Professional Educator has limited participation in school events and organizations.	Professional Educator engages in dialogue and reflection with colleagues to extend knowledge about teaching and learning. Professional Educator collaborates with resource personnel to support students' learning. Professional Educator participates in school events and organizations within school community.	Professional Educator engages in ongoing dialogue and reflection with colleagues, building professional relationships that extend knowledge about teaching and learning. Professional Educator collaborates with resource personnel and staff to support students' diverse learning needs. Professional Educator participates in school and district decision-making, events, and organizations as a visible and valued member of school community. Professional Educator demonstrates the ability to alter activities to meet the demand of new situations or assignments.
4.4 Working with families to support student learning	Professional Educator demonstrates respect for students' families, but has limited knowledge of specific cultures and backgrounds. Professional Educator communicates and is open to families who demonstrate interest in classroom and/or school activities.	Professional Educator demonstrates respect for students' families and has understanding of diverse backgrounds. Professional Educator has developed positive communication with families and is open to participation by families in classroom and/or school activities to support student learning.	Professional Educator demonstrates respect for and values all students' families and takes time to understand diverse backgrounds and experiences. Professional Educator maintains ongoing positive interactions to extend knowledge about students and to provide ongoing opportunities for families to have meaningful participation in the classroom and/or school community to support student learning.



TCDE Standards for the Professional Educator Rubric

Adapted from California Standards for the Teaching Profession 2009

4.5 Engaging local communities in support of the instructional program	Professional Educator understands importance of students' communities. Professional Educator has initiated actions that would involve community members or resources in classroom or school activities.	Professional Educator has understanding and knowledge about surrounding community and seeks out opportunities to involve community members or resources in activities that support instructional program.	Professional Educator is knowledgeable about and values students' diverse communities. Professional Educator seeks out opportunities to integrate and/or involve community members, organizations, businesses and community-based experiences to extend and support instructional program and student learning.
4.6 Managing professional responsibilities to maintain motivation and commitment to all students	Professional Educator incorporates strategies that will assist in balancing professional responsibilities with personal needs.	Professional Educator develops strategies for balancing professional responsibilities with personal needs in order to maintain motivation for teaching and commitment to students.	Professional Educator consistently uses strategies for balancing professional responsibilities with personal needs in order to maintain motivation for teaching and commitment to student learning. Professional Educator's professional goals are intellectually challenging, change or deepen over time, and sustain long-term interest and motivation throughout his/her career. Professional Educator demonstrates the ability to be dependable and punctual and maintains a professional appearance in meeting the responsibilities of the assignment.
4.7 Demonstrating professional responsibility, integrity, and ethical conduct	Professional Educator has awareness of legal and ethical obligations of the teaching profession and professional and legal responsibilities regarding conduct.	Professional Educator adheres to legal and ethical obligations of the teaching profession in relationship to interactions with students and families. Professional Educator is aware of professional and legal responsibilities regarding conduct.	Professional Educator adheres to legal and ethical obligations of the teaching profession in relationship to interactions with students, families, employer and the larger community. Professional Educator continuously and rigorously pursues knowledge regarding professional and legal responsibilities that guarantee a high quality education for all students. Professional Educator Maintains records and submits reports on time that are legible and accurate.

Methods of evaluation – All domains may be demonstrated through a process of observation, interview, evidence or a combination of each.

REFERENCE #2

Observation Tool

(3 pages)

Tehama County Department of Education
Certificated Staff Evaluation: Observation Tool

Professional Educator Name: _____

Review Team Members: _____

Date: _____

Domain	Not Evident	Emerging	Meets Standards	Not Observed	Comments
Standard 1: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING					
Promotes social development and group responsibility.					
Creates rigorous learning environment with appropriate support for all students.					
Uses instructional time to optimize learning.					
Standard 2: UNDERSTANDING, ORGANIZING AND PLANNING SUBJECT MATTER FOR STUDENT LEARNING					
Demonstrates knowledge of subject matter, instructional strategies and differentiation to ensure student understanding of subject matter.					

Uses and adapts resources, technologies and standards to make subject matter accessible to students.					
Addresses needs of English learners and students with special needs to provide equitable access to content.					
Standard 3: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS					
Establishes and articulates goals for student learning.					
Involves students in self-assessment, goal setting and monitoring progress.					
Uses assessment info to share feedback with students and family.					
Standard 4: DEVELOPING As A PROFESSIONAL EDUCATOR					
Reflects on teaching practice and plans professional development to support student learning.					

Establishes professional goals and pursues opportunities to grow professionally.					
Works with colleagues to improve professional practice.					
Works with families to support student learning.					
Engages local communities in support of program.					
Manages professional responsibilities to maintain motivation and commitment to all students.					
Demonstrates professional responsibility, integrity and ethical conduct.					

REFERENCE #3

Reflective Practice Evaluation Form

(2 pages)

Tehama County Department of Education

Certificated Professional Educator Evaluation: Reflective Practice Form

Professional: _____

Date: _____

Program: _____

Assignment: _____

1. Review the TCDE Standards for the Professional Educator Rubric.
2. Indicate one to five domains the Unit Member is most competent by marking them with an "X" *(for electronic completion use **Insert** | **Symbol** | **X**)*.
3. Indicate one to five domains the Unit Member will focus professional development on for the _____ school year by marking them with a checkmark *(for electronic completion use **Insert** | **Symbol** | **✓**)*.
4. For each checked domain, plan specific actions or steps to be taken to increase the Unit Member's skills in the identified area on the Specific Professional Development Plan, Active Steps and Evidence (page 2 of this form). Include what evidence will be provided to document the implementation of the plan. This plan will be reviewed at the next annual evaluation.

TCDE Standards for the Professional Educator

1. Creating and Maintaining Effective Environments for Student Learning	
—	a. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
—	b. Creating a rigorous learning environment with high expectations and appropriate support for all students.
—	c. Using instructional time to optimize learning.
2. Understanding and Organizing Subject Matter for Student Learning	
—	a. Demonstrating knowledge of subject matter.
—	b. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
—	c. Addressing the needs of English learners and students with special needs to provide equitable access to the content.
3. Planning Instruction and Designing Learning Experiences for All Students	
—	a. Establishing and articulating goals for student learning.
—	b. Involving all students in self-assessment, goal setting, and monitoring progress.
—	c. Using assessment information to share timely and comprehensible feedback with students and their families.
4. Developing as a Professional Educator	
—	a. Reflecting on teaching practice in support of student learning.
—	b. Establishing professional goals and engaging in continuous and purposeful professional growth and development.
—	c. Collaborating with colleagues and the broader professional community to support Professional Educator and student learning.
—	d. Working with families to support student learning.
—	e. Engaging local communities in support of the instructional program.
—	f. Managing professional responsibilities to maintain motivation and commitment to all students.
—	g. Demonstrating professional responsibility, integrity, and ethical conduct.

Tehama County Department of Education
Certificated Professional Educator Evaluation: Reflective Practice Form

Specific Professional Development Plan, Action Steps and Evidence:

Standard	Domain	Description	Evidence	Met	Not Met	Comments

Supervisor's Signature Date

Unit Member's Signature Date

Supervisor's Name (Please Print)

Unit Member's Name (Please Print)

To be signed in the following year after review:

Review Date: _____

Supervisor's Signature Date

Unit Member's Signature Date

Supervisor's Name (Please Print)

Unit Member's Name (Please Print)

REFERENCE #4

Comprehensive Evaluation Form
(3 pages)

Tehama County Department of Education

Certificated Professional Educator Evaluation: Comprehensive Form

Professional: _____

Date: _____

Program: _____

Assignment: _____

1. Review the TCDE Standards for the Professional Educator Rubric.
2. At the Evaluation Review Meeting, by Feb 15th, indicate each domain with an **M**, **A** or **E**.
3. By June 1st, review the progress on unit member's improvement plan, if required, by indicating progress on each domain with an **M**, **A** or **E**.

M – Meets Standard
A – Applying
E – Beginning/Emerging

TCDE STANDARDS FOR THE PROFESSIONAL EDUCATOR

DATE

DATE	DATE	
1. Creating and Maintaining Effective Environments for Student Learning		
—	—	a. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
—	—	b. Creating a rigorous learning environment with high expectations and appropriate support for all students.
—	—	c. Using instructional time to optimize learning.
2. Understanding and Organizing Subject Matter for Student Learning		
—	—	a. Demonstrating knowledge of subject matter.
—	—	b. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
—	—	c. Addressing the needs of English learners and students with special needs to provide equitable access to the content.
3. Planning Instruction and Designing Learning Experiences for All Students		
—	—	a. Establishing and articulating goals for student learning.
—	—	b. Involving all students in self-assessment, goal setting, and monitoring progress.
—	—	c. Using assessment information to share timely and comprehensible feedback with students and their families.
4. Developing as a Professional Educator		
—	—	a. Reflecting on teaching practice in support of student learning.
—	—	b. Establishing professional goals and engaging in continuous and purposeful professional growth and development.
—	—	c. Collaborating with colleagues and the broader professional community to support Professional Educator and student learning.
—	—	d. Working with families to support student learning.
—	—	e. Engaging local communities in support of the instructional program.
—	—	f. Managing professional responsibilities to maintain motivation and commitment to all students.
—	—	g. Demonstrating professional responsibility, integrity, and ethical conduct.

Tehama County Department of Education
Certificated Professional Educator Evaluation: Comprehensive Form

Step 1. Evaluation Development Notification (by October 31st):

Meeting/Communication Date: _____

Observation Date(s): _____, _____

Evaluator's Signature Date

Unit Member's Signature Date

Step 2. Evaluation Review Meeting: Date: _____ (February 15th)

☐ Evaluation Successfully Completed or Sufficient Progress on _____ and _____

☐ Attach Professional Development Plan

Evaluator's Signature Date

Unit Member's Signature Date

OR

☐ Sufficient Progress NOT made, Develop Improvement Plan (March 15th)

Improvement Plan Developed Date: _____

To Be Reviewed on or Before Date: _____

Evaluator's Signature Date

Unit Member's Signature Date

Step 3. By June 1st, Improvement Plan Review Meeting: Date: _____

☐ Evaluation Successfully Completed

☐ Conditional Reemployment Recommended

☐ Reemployment NOT recommended

Evaluator's Signature Date

Unit Member's Signature Date

Tehama County Department of Education
Certificated Professional Educator Evaluation: Comprehensive Form

Signature on this evaluation by unit member does not necessarily indicate that the evaluatee endorses or agrees with the content of the report. Unit member shall have the right to initiate a written response or reaction to the evaluation. Such response shall become a permanent attachment to the evaluation report.

Specific Professional Development Plan, Action Steps and Evidence:

Standard	Domain	Description	Evidence	Met	Not Met	Comments
				<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	

Supervisor's Signature

Date

Unit Member's Signature

Date

Supervisor's Name (Please Print)

Unit Member's Name (Please Print)

REFERENCE #5

Performance Improvement Support Plan
(1 page)

Performance Improvement/Support Plan

Purpose: To identify specific improvement areas, to establish short and long-range goals and timetables for accomplishing change in performance, and to develop an action plan to accomplish goals and define needed assistance. Every effort will be made to provide training and support necessary for the successful completion of this Performance Improvement Plan.

[illegible]

REFERENCE #6

Grievance Form

(1 page)

Level	Received By	Date

GRIEVANCE FORM

EMPLOYEE'S NAME _____ Position _____

Immediate Supervisor _____ Position _____

Department _____

Statement of Grievance (including date and location): _____

Specific provision of Agreement alleged violated, misapplied, or misinterpreted: _____

Requested remedy _____

EMPLOYEE'S SIGNATURE _____ Date _____

RESPONSE _____

Signature _____ Level _____ Date _____

REFERENCE #7

Tehama County Mileage Chart
(1 page)

**MILEAGE
CHART**
Tehama
County Schools
Revised 8/6/09

	County Office	Antelope	Bend	Berrendos	Bidwell	Centennial	Corning Elem. D.O.	Corning H.S.	Elkins	Evergreen	Flournoy	Gerber	Jackson Heights	Juvenile Hall	Kirkwood	Lassen View	Los Molinos Elem.	Los Molinos H.S.	Manton	Maywood	Metteer	Mineral	Olive View	Plum Valley	Rancho Tehama	R.B. Elem. D.O.	R.B. High School	R.B. High D.O.	Reeds Creek	Richfield	Salisbury	Vina	Vista	West Street	Woodson
County Office		3	8	3	1	21	20	21	41	17	34	10	1	1	26	11	17	17	30	21	2	41	21	25	19	2	1	1	7	20	1	24	2	20	20
Antelope	3		10	2	3	23	22	23	43	18	36	12	3	3	28	8	14	14	27	23	4	38	23	22	22	4	3	3	10	21	3	26	4	22	20
Bend	8	10		10	6	27	26	27	47	15	40	16	9	9	32	18	24	24	36	27	10	48	29	32	29	10	8	8	15	24	8	30	10	27	27
Berrendos	3	2	10		3	23	22	23	40	18	30	12	2	3	28	10	16	16	29	23	4	40	23	25	22	4	3	3	10	21	3	26	4	22	20
Bidwell	1	3	6	3		21	20	21	39	17	32	10	1	1	26	11	17	17	30	21	2	41	21	25	19	2	1	1	7	18	1	24	2	21	20
Centennial	21	23	27	23	21		1	1	22	36	15	11	20	22	5	23	17	17	50	1	19	61	1	45	23	19	21	21	28	5	21	4	19	1	3
Corning Elem. D.O.	20	22	26	22	20	1		1	21	35	14	11	20	21	5	24	18	18	49	1	18	60	1	44	25	18	20	20	27	5	20	5	18	0	1
Corning H.S.	21	23	27	23	21	1	1		22	36	15	11	20	22	5	23	17	17	50	1	19	61	1	45	23	19	21	21	28	5	21	4	19	1	2
Elkins	41	43	47	40	39	22	21	22		56	7	31	38	40	26	45	39	39	68	22	37	82	22	63	26	37	41	41	46	26	41	25	37	21	22
Evergreen	17	18	15	18	17	36	35	36	56		49	25	18	18	41	27	33	33	45	36	19	57	37	41	30	19	17	17	24	33	17	39	19	34	35
Flournoy	34	36	40	30	32	15	14	15	7	49		24	31	33	19	38	32	32	61	15	30	75	15	56	12	30	34	34	39	19	34	18	30	14	16
Gerber	10	12	16	12	10	11	11	11	31	25	24		9	11	16	15	9	9	39	11	8	50	11	34	15	8	10	10	17	9	10	14	8	11	13
Jackson Heights	1	3	9	2	1	20	20	20	38	18	31	9		1	25	10	16	16	29	20	1	40	20	24	39	1	1	1	8	18	1	23	1	20	20
Juvenile Hall	1	3	9	3	1	22	21	22	40	18	33	11	1		27	12	18	18	31	22	3	42	22	26	18	3	1	1	6	20	1	25	3	21	20
Kirkwood	26	28	32	28	26	5	5	5	26	41	19	16	25	27		16	22	22	54	5	24	65	5	49	27	25	26	26	33	10	26	10	26	7	9
Lassen View	11	8	18	10	11	23	24	23	45	27	38	15	10	12	16		6	6	35	23	11	46	23	30	46	12	11	11	18	14	11	13	12	24	23
Los Molinos Elem.	17	14	24	16	17	17	18	17	39	33	32	9	16	18	22	6		1	41	17	17	52	17	36	40	18	17	17	24	8	17	7	18	18	17
Los Molinos H.S.	17	14	24	16	17	17	18	17	39	33	32	9	16	18	22	6	1		41	17	17	52	17	36	40	18	17	17	24	8	17	7	18	18	17
Manton	30	27	36	29	30	50	49	50	68	45	61	39	29	31	54	35	41	41		50	32	32	50	16	69	32	30	30	37	48	30	53	32	49	48
Maywood	21	23	27	23	21	1	1	1	22	36	15	11	20	22	5	23	17	17	50		19	61	1	45	23	19	21	21	28	5	21	4	19	1	3
Metteer	2	4	10	4	2	19	18	19	37	19	30	8	1	3	24	11	17	17	32	19		43	19	26	38	1	2	2	9	17	2	22	1	18	17
Mineral	42	38	48	40	41	61	60	61	82	57	75	50	40	42	65	46	52	52	32	61	43		61	20	83	43	41	41	48	59	41	64	43	60	59
Olive View	21	23	29	23	21	1	1	1	22	37	15	11	20	22	5	23	17	17	50	1	19	61		45	23	19	21	21	28	5	21	4	19	1	3
Plum Valley	25	22	32	25	25	45	44	45	63	41	56	34	24	26	49	30	36	36	16	45	26	20	45		64	27	25	25	32	43	25	48	27	44	43
Rancho Tehama	19	22	29	22	19	23	25	23	26	30	12	15	39	18	27	46	40	40	69	23	38	83	23	64		38	42	42	47	27	42	26	38	22	21
R.B. Elem. D.O.	2	4	10	4	2	19	18	19	37	19	30	8	1	3	25	12	18	18	32	19	1	43	19	27	38		2	2	9	17	2	22	1	18	17
R.B. High School	1	3	8	3	1	21	20	21	41	17	34	10	1	1	26	11	17	17	30	21	2	41	21	25	42	2		0	8	19	1	24	2	20	19
R.B. High D.O.	1	3	8	3	1	21	20	21	41	17	34	10	1	1	26	11	17	17	30	21	2	41	21	25	42	2	0		8	19	1	24	2	20	19
Reeds Creek	7	10	15	10	7	28	27	28	46	24	39	17	8	6	33	18	24	24	37	28	9	48	28	32	47	9	8	8		26	7	31	9	27	26
Richfield	19	21	24	21	18	5	5	5	26	33	19	9	18	20	10	14	8	8	48	5	17	59	5	43	27	17	19	19	26		19	7	17	5	6
Salisbury	1	3	8	3	1	21	20	21	41	17	34	10	1	1	26	11	17	17	30	21	2	41	21	25	42	2	1	1	7	19		24	2	20	19
Vina	24	26	30	26	24	4	5	4	25	39	18	14	23	25	10	13	7	7	53	4	22	64	4	48	26	22	24	24	31	7	24		22	10	12
Vista	2	4	10	4	2	19	18	19	37	19	30	8	1	3	26	12	18	18	32	19	1	43	19	27	38	1	2	2	9	17	2	22		18	17
West Street	20	22	27	22	21	1	0	1	21	34	14	11	20	21	7	24	18	18	49	1	18	60	1	44	22	18	20	20	27	5	20	10	18		1
Woodson	20	20	27	20	20	3	1	2	22	35	16	13	20	20	9	23	17	17	48	3	17	59	3	43	21	17	19	19	26	6	19	12	17	1	

REFERENCE #8

Vehicle Insurance Certification

(1 page)



TEHAMA COUNTY
DEPARTMENT OF EDUCATION
INSURANCE STIPEND

Date Received: _____

PRIVATELY-OWNED VEHICLE INSURANCE CERTIFICATION DL#

Name: Last First Middle Division or Office:

Residence Address: Office Address:

Residence Telephone: Office Telephone:

I certify that the following vehicle(s) which I may use is/are insured by me through the company named below and that the policy is effective for the period indicated. If during the year either my insurance carrier or coverage of vehicle(s) changes, I shall file a new certification.

Name of Insurance Company: Policy Effective: MM/DD/YY
Please attach a copy of insurance declaration sheet. From: Through:

LIST OF VEHICLES

	Vehicle No. 1	Vehicle No. 2	Vehicle No. 3
Make			
Year			
License			
Liability Insurance (list amounts)	\$	\$	\$
Personal Injury - One person	\$	\$	\$
Personal Injury - Two or more persons	\$	\$	\$
Property Damage	\$	\$	\$
Seat Belts (in Working condition)			
Mechanical Condition? Fair, Good, Excellent			
Deductible	Comp/Collision	Comp/Collision	Comp/Collision

The assignment for which I may use my personal car will be approved by the Department at the beginning of each school year or as adjusted during the school year.

EMPLOYEE'S SIGNATURE

Date

Office Use Only

☐ Qualified - Amount to Pay \$: _____

☐ Reduced - Amount to Pay \$: _____ Explanation: _____

☐ Not Qualified Explanation: _____

Supervisor: _____ HR: _____

Date: _____ Date: _____

REFERENCE #9

Tehama County Policy Development Committee (Policy #4045)

(1 page)

Superintendent Policy 4045: ^Policy Development Committee

Status: ADOPTED

Original Adopted Date: 04/17/2024 | **Last Reviewed Date:** 04/17/2024

The purpose of the Policy Development Committee is as follows:

- To develop and propose Board and/or Tehama County Superintendent of Schools Policy for Series 4000, 5000, and 6000 for the Tehama County Department of Education
- To review and revise existing Policy for Series 4000, 5000, and 6000, as needed
- To participate in policy development
- To review final product prior to submission to the Board and/or County Superintendent for adoption
- To review existing policies as recommended.

Membership:

The committee will have six standing members representing the following groups:

- Director, Human Resource Services
 - Two certificated unit members
 - Two classified unit members
 - One confidential employee representative
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