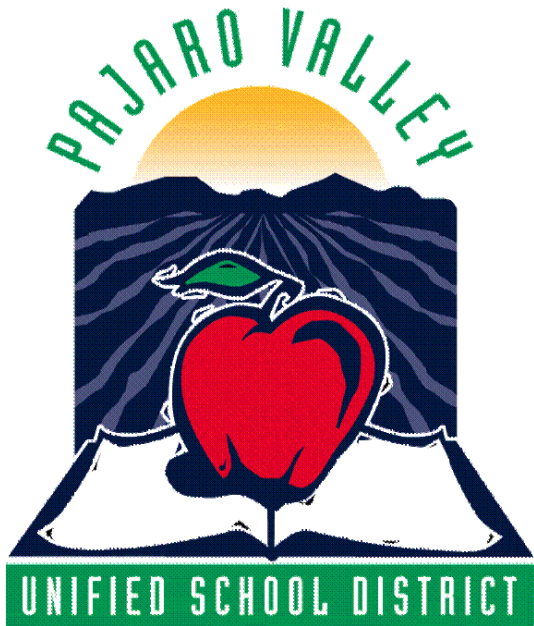


CONTRACT



Between

**PAJARO VALLEY UNIFIED
SCHOOL DISTRICT**

And

**PAJARO VALLEY
FEDERATION OF
TEACHERS**
AFT/CFT Local 1936



For School Years

July 1, 2022- June 30, 2025

PAJARO VALLEY UNIFIED
SCHOOL DISTRICT
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Watsonville, CA 95076
Telephone (831) 786-2100

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Gabriel Medina
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Carol Turley

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Superintendent
Kit Bragg
Assistant Superintendent, Human Resources
Claudia Monjaras
Assistant Superintendent, Curriculum & Instruction & Professional Dev.
Peggy Pughe
Executive Director, Student Support Services
Jenny Im
Chief Business Officer, Business Services
Michael Berman
Assistant Superintendent, Educational Services
Dan Weiser
Director, Technology Department
Heather Gorman
Director, Special Services Department

NEGOTIATORS FOR THE DISTRICT

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Angelica Renteria
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PAJARO VALLEY
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Radhika Kirkman
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Secretary
Edith Ruiz
Treasurer
Melinda Dumont
Membership-Vice President
Rachel Hitchcock
Grievance
Alejandra Rodriguez
Elementary School-Vice President
Sherrie Osterland
Jr. High/Middle School Vice President
Rebecca Royston
COPE-Vice President
Chris Webb
High School-Vice President
Brandon Diniz
Special Education vice-President
Jose Manuel Serrano
Early Childhood Education Vice-President
Ian Licata
Charter School Vice-President

NEGOTIATORS FOR THE UNION

Radhika Kirkman
Nelly Vaquera-Boggs
Shireen Goudarzi
Greg Tucker
Chris Webb
Ryan Hall
Brandon Diniz
Rachel Hitchcock

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PREAMBLE

The Pajaro Valley Unified School District and Governing Board and the Pajaro Valley Federation of Teachers recognize their mutual responsibility to work toward the achievement of quality education for all students in the Pajaro Valley Unified School District.

The Pajaro Valley Federation of Teachers, the exclusive representative for all Pajaro Valley unit members, and the Pajaro Valley Unified School District Governing Board have jointly entered into this Agreement which enumerates the rights, benefits and working conditions for all non-administrative certificated employees in the Pajaro Valley Unified School District and provides a democratic method for the resolution of problems.

Under this Agreement, the parties shall continue to pursue their individual interests in a spirit of mutual respect while working cooperatively toward their common goal of quality education for all Pajaro Valley public school students.

AGREEMENT AND DURATION

THIS BINDING, BILATERAL AGREEMENT, hereinafter referred to as the "Agreement," is entered into, by, and between the Pajaro Valley Unified School District, hereinafter referred to as the "District," and the Pajaro Valley Federation of Teachers, AFT Local 1936, AFL/CIO, hereinafter referred to as the "Union." The term of this agreement shall be from July 1, 2022, through June 30, 2025. In the agreement, the District and the bargaining agent may mutually agree to extend this Agreement by one-year periods or until a new Agreement is concluded.

ARTICLE I. RECOGNITION

In accordance with the Education Employment Relations Act, the District recognizes the Union as the exclusive representative for the non-administrative certificated employees. Exhibit A represents a listing of these positions; however, in cases of omission or of addition of new positions, employees paid primarily on the basis of one or more of the unit members' salary schedules shall be considered within the unit of exclusive representation, unless challenged by either party. Any challenges shall be decided by the Public Employment Relations Board.

ARTICLE II. GENERAL DEFINITIONS

- A. Wherever the term "school" is used, it is to include any work location, center, unit or any facility where members of the bargaining unit are located and where a grievance may arise.
- B. Wherever the terms "teacher" or "unit member" are used, it is to include all members of the bargaining unit except where specifically noted. Wherever the term "teaching" is used, it is to refer to a "certificated assignment," except where specifically noted.
- C. Wherever the term "principal" is used, it is to include the appropriate administrator of a work location.
- D. Wherever the singular is used, it is to include the plural.
- E. Wherever the term "Union representative" or the term "representative of the Union" is used, it is to mean a person or persons officially designated as such by the Union.
- F. Whenever the term "significant other" is used, it is to mean any combination of two (2) adults, 18 or older, regardless of gender, living together at the same address and sharing each other's basic living expenses.

- G. Immediate family: "Immediate family" used in this section means the mother, father, grandmother, grandfather, son, son-in-law, daughter, daughter-in-law, grandchild of the employee or the spouse/significant other of the employee, and the spouse/significant other, brother or sister of the employee or any relative living in the immediate household of the employee.
- H. A career incentive increment is for teachers beyond class 4, step 17 to advance on the salary schedule by participating in 120 (one hundred and twenty) hours of administrator approved college course work or staff development every four (4) years.
- I. Leadership Teams: The majority of the site Leadership Team shall consist of full-time or shared contract classroom teachers with representation from each grade level or department. The classroom teachers shall be selected by their peers. The site administrator shall designate the other members of the site leadership team. The Adult Education Program Leadership Team shall consist of a majority of Adult Education teachers. Each team shall develop a protocol for communicating the recommendations and decisions of the team to the staff.

ARTICLE III. RIGHTS AND RESPONSIBILITIES

- A. All the District's rights and functions, including its power and authority to direct, manage, and control the operation of the District, shall remain vested with the District, except as specifically and expressly abridged by this Agreement.
- B. The District has the right to make responsible rules and regulations pertaining to the employees consistent with this Agreement.
- C. In the event of an emergency, the District, in consultation with the Union, shall have the right to suspend appropriate portions(s) of this Agreement for the period of time necessary to correct the effects of the emergency. The District and the Union shall meet to review the effects of the emergency. An emergency shall exist when determined by the Governing Board and such determination shall not be subject to the grievance procedure.
- D. All employees shall have the right to become members and to participate in the legitimate activities of employee organizations. All employees shall also have the right not to become members and not to participate in employee organizations.
- E. The second Monday of every month shall be free from any mandatory all-staff site, department, zone or district-wide meeting in PVUSD after 3:30 p.m. that would involve bargaining unit members. This day shall be set aside for PVFT meetings, including General Membership meetings. In the event that an elected union representative has a work schedule that extends beyond 3:30, the District and PVFT shall work together to arrange an alternative schedule.
- F. The District, upon written request, shall provide the Union with non-confidential written reports, statistics, records and other documents prepared in the ordinary course of business and necessary for negotiations and the administration of this Agreement.
- G. Group Orientations: For employees hired for the start of the school year, the District shall provide the Union written notice of the new unit member group orientation, which will take place on a designated District departmental orientation day, at least ten (10) work days prior to the event. For this group orientation, up to two (2) Representatives of the Union, paid at the hourly per diem rate, in addition to those on Union release, shall be permitted to make a presentation of up to thirty (30) minutes and present written materials to any employee participating in such orientation. No representative of management shall be present. New employees hired for the start of the school year will fill out their paperwork at their convenience prior to the start of work, or may come to an optional question and answer session offered by Human Resources for this purpose. The packet will contain a membership authorization

form approved by the Union. The District will provide notice to the Union of these Optional question and answer sessions.

- H. Individual Orientations: For new unit members who are hired after the beginning of the school year, the District will provide a membership authorization form, approved by the Union, in all new hire packets. Due to the urgent and unforeseen critical need to fill positions during the school year, the district need not give ten (10) days notice to the Union but shall provide notice as soon as possible upon learning of the new hire. Union Representatives already in Union Release positions shall have up to thirty (30) minutes to meet with the new bargaining unit members. If the Union does not have Representatives already in Union Release positions, then the District will provide up to thirty (30) minutes to one (1) Union Representative, paid at the hourly per diem rate. No representative of management shall be present. Should the union orientation meeting occur on non-contracted time, the newly hired unit members shall be paid thirty (30) minutes at their hourly per diem rate.
- I. The District shall provide the Union with a current list for unit member positions containing names, addresses, employee identification number, phone, site location, date of hire, seniority date, classification (temporary, probationary or permanent), credentials and authorizations held, FTE, salary placement, date of birth, personal email, and current assignment of each member of the unit on September 1st and February 1st of each school year in Microsoft Excel or equivalent program.
- J. In addition, by June 1st of each school year, the District shall provide a list of continuing unit members containing names, addresses, employee identification number, phone, site location, date of hire, seniority date, classification (temporary, probationary or permanent), credentials and authorizations held, FTE, salary placement, date of birth, personal email, and current assignment.
- K. The District is not required to provide to PVFT a field of information contained in Section I or J if an employee does not provide the information to the District, or if the information is otherwise protected by law. The Union shall take reasonable precautions to maintain the confidential nature of such information.
- L. Personal Freedom: With respect to the provisions of this Agreement, neither the District nor the Union shall discriminate against any officer or employee of the District in violation of the law, on the basis of race, color, creed, age, sex, national origin, political affiliation, domicile, marital status, sexual orientation, physical handicap, physical appearance or membership or participation in the activities of a recognized employee organization.
- M. Side Letter–Enabling Language for a Shared Governance Clause: The Pajaro Valley Unified School District in cooperation with the Pajaro Valley Federation of Teachers and all elements of the PVUSD Community will establish a joint committee to assist in the development of restructuring projects.
- N. PVFT reserves the right to negotiate any aspects of restructuring that have an impact on matters in the negotiated contract.
- O. The District shall not change or modify policies on subjects within the scope of collective bargaining without notice to the bargaining unit and shall negotiate the proposals prior to implementation.
- P. The District shall provide the Union, at the same time as the dues payments to PVFT are available, with a list of employees, including employee identification number, from whom PVFT deductions were deducted. The information will be provided in Excel or a similar format.
- Q. Within forty-five (45) calendar days after the execution of this contract, The District shall incorporate all changes into a final electronic version and submit the draft to PVFT for review. PVFT will respond within fifteen (15) calendar days. Within fifteen (15) calendar days after mutual agreement on a final draft, the District shall print or duplicate, without charge, two-hundred fifty (250) copies of this Agreement for the Union, and shall post the contract on the District's website.

ARTICLE IV. WORKLOAD AND HOURS

The Parties acknowledge the professional status of certificated work. The purpose of this article is to establish necessary definitions and parameters influencing the achievement of the professional work.

A. Basic Work Day

Times of arrival and departure shall be set in each school by the principal with the advice of the faculty, provided that the full work day, including the thirty (30) minute duty-free lunch period, shall be seven and one half (7 1/2) consecutive hours. Individual exceptions may be approved by the immediate supervisor for a given day. The faculty of a school includes all certificated employees assigned to that site.

B. Definitions

1. Work Day is defined as the total time that the unit member is required to be on the work site.
2. Instructional Time is defined as the time during the workday when students are present at school for instruction.
3. Release Time is defined as time during the instructional day when the classroom teacher is not responsible for a classroom of students, and shall be scheduled in blocks no fewer than thirty (30) minutes during weeks with five (5) instructional days. Time in which a teacher is transitioning from one class to another shall not count as Release Time.
4. Preparation Time is defined as that portion of the workday when the classroom teacher is not responsible for a classroom of students and is set aside for preparing for class and other professional responsibilities.

C. Part-Time Work Day.

The immediate supervisor, in consultation with the teachers who work less than full time, shall set appropriate arrival and departure times.

D. Preparation/Release Time.

1. Elementary

a. Transitional Kindergarten teachers:

- i. Half day program: teachers shall receive sixty (60) minutes per five (5) instructional days for preparation time. The remainder of the work day shall include other duties related to the educational programs and supervisory responsibilities assigned by the immediate supervisor.
- ii. Full day program: TK teachers shall be released during the instructional day one hundred fifty (150) minutes per five (5) instructional days.

b. Kindergarten teachers:

- i. Half day program: Kinder teachers shall receive sixty (60) minutes per five (5) instructional days for preparation time. Kinder teachers shall receive one hundred fifty (150) minutes of classroom assistance per five (5) instructional days. The remainder of the work day shall include other duties related to the educational programs and supervisory responsibilities assigned by the immediate supervisor.
- ii. Full day program: Teachers shall receive seventy five (75) minutes of classroom assistance per instructional day from a certificated staff member or an instructional aide. In addition, full day kinder teachers shall be released during the instructional day one hundred fifty (150) minutes per five (5) instructional days.

- c. Elementary classroom teachers shall, during that portion of the work day that classes are not in session, be provided with an average of one hundred and twenty (120) minutes per five (5) instructional days for use by the teacher for any educational purpose.
- d. Each primary (grades 1-3) classroom teacher shall be released during the instructional day one hundred and twenty (120) minutes per 5 instructional days for use by the teacher for any educational purpose.
- e. Teachers in grades 4, 5 and 6 or any combination of 4/5 or 5/6 (at elementary school sites) shall be released during the instructional day one hundred and fifty (150) minutes per five instructional days for use by the teacher for any educational purpose.
- f. Those elementary teachers with combination grades shall be released during the instructional day one hundred and fifty (150) minutes per five instructional days for use by the teacher for any educational purpose.
- g. Elementary teachers with combination grades shall receive seventy five (75) minutes of classroom assistance per instructional day from an instructional aide. The time that this assistance is provided will be determined in consultation between the teacher and principal.
 - i. This decision regarding the time of day that the assistance will be provided will be informed by the number of combination classes at the site and the daily work schedule of the instructional aide(s) providing assistance.
 - ii. If the instructional aid(s) providing assistance is absent or unavailable to assist in the classroom, reasonable efforts will be made to provide the affected teacher with the allocated minutes. If the assistance cannot be provided for more than three consecutive school days, the lost assistance time will not be recouped. The principal will meet with the affected teacher and a union rep to provide an update when assistance will be resumed.
 - iii. If assistance cannot be provided for more than three consecutive days, the site will convene an Advisory Committee composed of a site administrator and two teachers selected by the staff, and one site Special Education representative, to consider and assess the options for resolving the problem. The advisory committee will meet within two (2) working days following the third consecutive day without classroom assistance. The affected teacher will be informed of the specific efforts being made to correct the concern and the day by which the correction or resolution is to be made.
- h. Those elementary teachers who teach combination classes shall be excluded from school service duties within and outside the basic workday with the exception of Back to School Night and Open House.
- i. In determining the number of classes assigned to teachers who provide release, the number of classes assigned to a teacher shall be done on an equitable basis. The remainder of the work day shall include other duties related to the educational programs, within the scope of the unit members' assignment and supervisory responsibilities assigned by the immediate supervisor.
 - i. Before a single subject teacher is assigned to more than one site the affected teacher shall meet with their supervisor to review their assignment. Every attempt shall be made to ensure the two sites have similar contract hours.
 - ii. Teachers providing release time at more than one school site will be required to attend the first district SBC day of the school year. In addition, teachers will be provided with two optional in person workdays paid at their per diem rate that they can utilize on any non-instructional day to support setting up their additional work space. This time may be divided into half day increments. The workday(s) shall be at a mutually agreed upon time when an administrator or custodian is on site.

- iii. For teachers providing release time at more than one site, every attempt will be made to keep their classes in consecutive grade spans.
 - j. Within the first month of the instructional school year, principals, in consultation with teachers, shall create a release time schedule that takes into consideration all anticipated weeks including those with fewer than five (5) instructional days and parent-teacher conference week.
 - i. Exceptions may occur on days with special scheduling and/or emergency closures. On these days, the principal, with the advice of the teachers, shall arrange a schedule that considers any loss of preparation time on a reasonable and equitable basis.
- 2. Preparation/Release Time for Middle and High School
 - a. Classroom teachers in senior/middle/junior high school shall be provided with one daily preparation period equal in length to one instructional period. Part time employees who are employed for three (3) periods or less, receive no preparation period. Part time employees who teach four (4) periods or more, receive a preparation period. Middle School/Junior High teachers serving as Athletic Director shall receive one (1) additional preparation period as defined above during the semester(s) serving as Athletic Director. The Athletic Director shall not be required to sub during their additional Athletic Director preparation period and shall not be regularly scheduled to work during this time. Middle school/Junior high teachers serving as Activities Director shall not be required to sub during their preparation period.
 - b. In comprehensive Middle/Jr. High and High Schools every attempt shall be made to limit the number of different courses taught for General Education teachers to three (3). Before a teacher is assigned more than three (3) courses, the affected teacher will meet with the principal and the department chair, if available, to review the number of courses. In determining the number of courses, the following shall be excluded:
 - SDAIE
 - Teacher Assistant
 - Courses taught in the same period
 - c. In the case of a proposed senior/middle/junior high school schedule change, a 2/3 majority of the voting classroom teachers at the site may recommend modification of the schedule and modification of the preparation period provisions of this section of the Agreement. The vote will be by secret ballot. The recommendation will then be sent to the District and PVFT for negotiations. Part time teachers will vote proportionally, consistent with their teaching day.
 - d. Exceptions to preparation time may occur on days with special scheduling and/or school closures. On these days, the principal, with the advice of the teachers, shall arrange a schedule that considers any loss of preparation time on a reasonable and equitable basis.
 - e. Optional Teaching Schedule: Upon request from a site administrator, secondary teachers on a traditional schedule *may agree*, on an as-needed basis, to teach six (6) periods the first semester and four (4) periods the second semester with two (2) preparation periods the second semester. Preparation periods shall be consecutive unless the site administrator and the employee mutually agree otherwise. When more than one (1) teacher from a department volunteers, seniority shall prevail.
- 3. During their preparation periods, teachers may be required to substitute for another teacher or perform occasional supervisory duties when student safety is of primary concern. Every attempt shall be made to limit teachers substituting during their prep to no more than two (2) prep periods per calendar month for elementary sites and secondary sites on block schedule and four (4) prep periods per calendar month for secondary sites on a traditional schedule. Such

substituting shall be assigned on a reasonable and equitable basis consistent with the general guidelines below. (See Article X for Special Education Teachers)

- a. Creation of lists.
 - i. Volunteer list. At the beginning of each school year, the site administrator shall ask all certificated staff at the site if they wish to be called to substitute during their preparation period and shall develop a list of volunteer certificated employees.
 - ii. Rotational List of Certificated Employees at Site. At the beginning of each school year, the site administrator will develop a list of all available certificated employees at the site who will be assigned substitution duties on a rotational basis.
 - iii. The volunteer and rotational lists shall be made available for review within the first thirty calendar days of the school year.
 - b. Assignment Process.
 - i. The site administrator shall first assign an available substitute teacher who is on site to teach the class.
 - ii. If no substitute is available, the site administrator shall call for volunteers.
 - iii. If there are no volunteers, the site administrator shall contact certificated employees in the rotational order, based on the list referred to in the paragraph above (8, a, ii).
 - iv. A daily record of certificated staff who substituted will be maintained and made available for review.
4. Certificated Staff shall be provided one hundred twenty (120) minutes on weekly district-wide early dismissal days for fulfilling professional responsibilities. Principals, in consultation with staff, shall determine the purpose and outcomes of the early release days. In addition, six (6) of the early release Fridays shall be free of any site/district mandated meetings. This does not include IEP meetings. Each site will determine how such consultation will occur. The consultation plan will be available for review.
 5. Every attempt shall be made to update student grades every two (2) weeks to provide fair and accurate grading information. Report cards and progress reports will be due no earlier than four (4) working days after the end of the grading period. Semester grades will be due no earlier than four (4) weekdays in which the District Office is open after the end of each semester. Teachers shall not be paid additional compensation for this period of time.
 6. A unit member assigned to an elementary site who is regularly scheduled to work during their release time shall be given a 1.1 FTE contract.
 7. A unit member assigned to a secondary site who is regularly scheduled to work during their preparation period shall be given a 1.2 FTE contract.

E. School Service Duties

1. The principal, in consultation with the teachers, shall determine the number and types of supervisory duties or equitable methods of assignment of these duties, the number and types of duties to be performed outside of the Basic Work Day, which might include school and district committee meetings, in-service sessions, supervision of student activities and other school activities or events. Total service duties beyond the Basic Work Day shall not exceed four (4) hours per semester. All teachers are expected to attend Back to School Night and Open House, and those hours do not count toward the four hours. All teachers assigned to a school shall share duties equally unless they can show legal or practical reasons that prevent them from doing so. A list of all supervisory duties shall be made available to teachers within the first month of each semester and revised as necessary throughout the year. If in-service sessions

extend beyond the Basic Work Day, attendance shall be on a voluntary basis. Meetings for the purposes of school improvement plans and curriculum planning shall be governed under these provisions.

- a. Teachers providing release time at more than one school site shall attend Back to School Night and Open House at both sites, for no more than sixty (60) minutes at each site. Teachers in consultation with the Principal(s) shall determine the start and end time for their attendance at open house and back to school night.
 - b. In addition, teachers providing release time at more than one school site will not be required to attend parent teacher conferences or complete school service duties and adjunct duties. Examples of school services duties include but are not limited to: yard duty, break supervision, bus duty, parking lot duty, etc. Examples of adjunct duties include but are not limited to: school committees, school site council, sports supervision, dance supervision, etc. Lists of duties should be developed in consultation with site administration and the site's leadership team.
2. Whenever possible, teacher volunteers shall be used to perform duties outside of the Basic Work Day, provided that, should the principal, with the advice of the faculty, determine that assignments are necessary. Every reasonable effort shall be made to equalize service duty time, and duty time volunteered shall be considered in determining equivalent service duty time.
 3. Teachers shall not be required to perform services without pay on non-contract days.

F. Faculty Meetings

Faculty meetings shall be scheduled on a reasonable basis, not to exceed an average of two hours per month. A majority of the faculty may vote to extend the time on a per-meeting basis.

G. PVFT Union Meeting.

In months in which a meeting is held where the majority of the staff is present, PVFT will get ten (10) minutes per month during one meeting.

1. Groups that predominantly work at multiple school sites, such as Counselors, Nurses, SLPs, TOSAs, Program Specialists, Psychologists, etc. shall receive ten (10) minutes of union time at the beginning of one (1) department specific meeting per month.

H. Alternate Work Year.

For those employees listed below who are required to work additional days beyond the regular work year, the additional days are to be considered part of their contract and shall be so reported and paid to the STRS system.

1. Academic Counselors, Career Counselors and Guidance Resource Teachers.
 - a. The work year for the Academic Counselors, Athletic Directors, and Activity Directors at the High School level will be fifteen (15) days more than the regular work year. The work year for the Academic Counselors at the Middle/Junior High School level will be twelve (12) days more than the regular work year. The work year for Career Counselors will be an additional twelve (12) days. The employee shall be paid his/her per diem for work days required beyond the normal work year. The work year for the Guidance Resource Teachers at the High School level will be fifteen (15) days more than the regular work year.
 - b. The work year for the Guidance Resource Teachers at the Middle/Junior High School level will be twelve (12) days more than the regular work year.
 - c. The District-directed in-service work day for counselors shall be determined no later than May 31st of the previous school year and shall be within their work calendar.
2. Once per a school year, teachers who provide release who work with Special Day Class students may utilize one half day of School Business or SBC Day to attend a Teacher led training on meeting the instructional needs of all students they are serving. PVFT may offer a Special Education Teacher one (1) School Business Day for planning and one half day to

conduct the training. The District will cover the cost of any substitutes required for this training. PVFT in consultation with the District will identify the day for this training.

3. Pajaro Valley Federation of Teachers Full Time Union Release Members

- a. The work year for the President of PVFT shall be twelve (12) days more than the regular work year for their position provided that PVFT agrees to reimburse the District for the full cost of these extra days. Six (6) of these additional days will be scheduled before the start of the regular school year and six (6) will be scheduled after the end of the regular school year. Extra days shall be paid on a per diem basis.
- b. The work year for any unit member on one (1) FTE union release shall be six (6) days more than the regular work year for their position provided that PVFT agrees to reimburse the District for the full cost of these extra days. Three (3) of these additional days will be scheduled before the start of the regular school year and three (3) will be scheduled after the end of the regular school year. Extra days shall be paid on a per diem basis.

ARTICLE V. CALENDAR

- A. The work year for teachers shall be one hundred eighty (180) instructional days, one (1) teacher work days, and three (3) professional development days for a total of one hundred eighty four (184) days.

New teachers are requested to attend an orientation day prior to the opening of school. The work year for Children's Center teachers shall be in accordance with Article XVIII.

All regularly employed Adult Education teachers shall have one paid work day prior to the opening of school.

Adult Education teachers shall attend this paid work day as follows:

Hours/week taught	Hours/work day
1-17	5
18+	7

- B. Excluding all bargaining unit members in Adult Education, Migrant Head Start, and Children's Centers, all remaining bargaining unit members will have the option of an additional day at their per diem rate as indicated on the approved calendar. These days are: November 20, 2007; November 25, 2008; November 24, 2009. This additional day shall be used for individual, teacher directed curriculum development and improvement related to services for English language learners. In the event that the State reduces the Categorical funding supporting these additional days for the 2008-2009 or 2009-2010 school years, the optional day will be withdrawn.
- C. A Calendar Committee shall consist of representatives from the District, including Board members, the Union, and any other recognized bargaining agent which may wish to participate. The Committee shall present calendar proposals for the traditional K-12 calendar to the District, the Union, and other participating bargaining agents, after soliciting input from within the District, considering appropriate legal requirements, and other factors. The Calendar Committee's report shall be completed not later than January 1st and presented to the Governing Board at its next regular meeting for the first reading.
- D. Within ten (10) work days after presentation to the Board, either the District or the Union may provide written notice to the other party of intent to meet and negotiate on any or all of the recommendations of the Calendar Committee that are within the scope of negotiations.
- E. If neither party notifies the other in writing, then the Calendar Committee report shall be considered for adoption by the Governing Board at the next regular meeting following expiration of the ten (10) day notification period. If the

Board does not adopt the recommended calendars, they shall be resubmitted for further negotiations. The calendar shall be subject to ratification by both the District and PVFT after completion of the process.

ARTICLE VI. CLASS SIZE

- A. T-K shall not exceed a maximum of Twenty (20) students.
- B. All elementary school class sizes, grades Kindergarten through 3 (K-3) shall be planned for twenty-three (23) not to exceed a maximum of twenty-four (24) students.
- C. All elementary school class sizes, in grade 4 shall be planned for thirty-one (31) not to exceed a maximum of thirty-two (32). All elementary school class sizes, grades 5 through 6 (5-6) shall be planned for thirty-three (33) not to exceed a maximum of thirty-four (34) students.
- D. At the elementary level, every attempt shall be made to provide teachers with a minimum of twenty-four (24) hour notice prior to a new student entering their class.
- E. All 6 through 12 grade classes at secondary schools shall not exceed a maximum of thirty-five (35) students, excluding physical education, band, chorus, study hall activities, and other similar classes. Class size for physical education classes at the middle/junior schools and high schools shall be planned for no more than forty-five (45) not to exceed fifty (50) students. Class size for band, VAPA, chorus, and study hall activities classes at the middle/junior schools and high schools shall be planned for no more than forty-five (45) not to exceed fifty (50) students.
- F. Each school shall have a Class Size Advisory Committee composed of a site administrator and two teachers selected by the staff, and one site Special Education representative, to serve for a year, to consider and assess all class size problems. Each school staff shall select its committee members and inform the principal who the members are no later than the first staff meeting of the school year. Until the Class Size Advisory Committee is formed, the Site Leadership team shall serve as the Committee.
 - 1. Within five (5) school days from the first day upon which any class enrollment exceeds the maximum, the Class Size committee shall meet to try to devise a local solution. The teacher of the affected classroom will be informed of the specific efforts being made to correct the over-enrollment concern and the day by which the correction or resolution is to be made.
 - 2. When any class becomes over-enrolled, according to the provisions of this Article, the appropriate administrator shall notify the appropriate Assistant Superintendent. The Assistant Superintendent shall notify the Governing Board no later than the second regular Governing Board meeting following the date of over-enrollment, and s/he shall report the efforts being undertaken to correct the over-enrollment.
 - 3. After ten (10) school days(Excluding the first five (5) school days of the year) from the first day upon which any class enrollment exceed the maximum the affected teacher shall be compensated as follows:
 - i. The Special Ed Pre-school and Elementary Teachers of the affected classroom shall be paid an additional one half (1/2) of an hour at the hourly rate for supplemental work (Range 1 Step 1) a day for each student over the maximum class size.
 - ii. A Secondary teacher shall be paid an additional One Tenth (1/10) of an hour at the hourly rate for supplemental work per excess student per hour or portion thereof, not to exceed One Half (1/2) of the hourly rate for Supplemental work (Range 1 Step 1) per student, per day, for each student over the maximum class size. The compensation shall be retroactive to the first day of the overage.
 - 4. Recognized constraints on the District's ability to correct an over-enrollment shall be the ability to house students in other classrooms, other tracks, the ability to create multi-grade classes, the ability to transport students to other sites where more space may be available, and the need to consider parent requests.

- i. Every attempt shall be made at sites providing full-day TK and/or Kindergarten to not have combination classes with either grade level.
 5. The instructional limitations in classes with a specified number of learning and/or work stations, i.e., shop, home economics, etc. shall be considered when class sizes are determined.
 6. Combination classes shall not exceed the maximum limit of the lowest grade
- G. Teachers who provide release shall be scheduled to teach one class of students at a time. Release schedules shall include a minimum of five (5) minutes of passing time between classes.
 1. Teachers who provide release shall be provided access to a workspace, a phone, a computer, a copier, school supplies, access to student information systems, a secure storage, and a secure cart, if expected to rove.
- I. A Joint District-Union Committee will be formed to evaluate needs and ratios for support services to students and staff. The committee will be formed with a 1:1 Ratio of District Admin and PVFT members, not to exceed a total of 14 committee members. PVFT leadership will select representation including the following: counselors, librarians, nurses, psychologists, speech and language pathologists, SELPA classroom teachers, and union leadership, in order to make recommendations to the negotiations teams. The committee will meet at least once per semester and any recommendations by this committee would go through the regular negotiations process.

ARTICLE VII. WAGES AND RELATED MATTERS

A. Wages

1. Teachers: See Exhibit H-1. Psychologists, Speech/Language Pathologists, Program Specialists, and Nurses: See Exhibit H-2. Adult Education teachers: See Exhibit H-3. Early Childhood Teachers: See Exhibit H-4 through H-6
2. Department Chair:
 - a. Department chair positions will be established at each of the comprehensive high schools. The stipend will be added to the extra-pay assignment salary schedule and will be equivalent to nine and sixty-four hundredths percent (9.64%) of Class 1, Step 1 of the regular teacher's salary schedule.
 - b. Seven (7) department chair positions will be established for each middle/junior high school. This number is inclusive of a special education teacher. The stipend will be added to the extra-pay assignment salary schedule and will be equivalent to six percent (6%) of Class 1, Step 1 on the regular teacher's salary schedule.
 - c. Nominations for department chairperson shall be submitted to the principal. The principal and each nominee shall approve the nominee's candidacy. Only a teacher with a clear credential can be nominated as a department chair. There shall be a secret ballot election for each department chairperson. If there are three (3) or more candidates with no one receiving a majority vote, a run-off election shall occur. If no nominee receives a majority vote of the department, additional nominees will be sought. Department members are eligible to vote for each class taught within a department (5 maximum).
 - d. Elections will be held every two years for chairpersons of Adult Education departments following the provisions set forth in paragraph "c" (above). The number of hours assigned to each chair will be made by the administration proportionate to the size of the Adult Education departments. Adult Education department chairpersons will be compensated at their regular hourly rate.
3. Graduate Degree Stipends
 - a. A stipend will be given to all certificated personnel that complete all course work and are awarded a Masters Degree by an accredited institution. A Doctorate Degree stipend equal to and in addition to a Masters Degree stipend is established.

4. Bilingual Stipend

- a. The District will provide a stipend of 1.5% of step 1 column 1 of the corresponding salary schedule to a unit member who is working at a school site in a District designated bilingual program if one of the following conditions are met:
 1. The unit member has a Bilingual Authorization or Bilingual, Cross-Cultural, Language and Academic Development Certificate (BCLAD)
 2. The unit member has passed a District authorized Language Proficiency Exam.
- b. The District will provide a stipend of 3.66% of step 1 Column 1 to a classroom teacher if the following conditions are met:
 1. The teacher has a Bilingual Authorization or Bilingual, Cross-Cultural, Language and Academic Development Certificate (BCLAD) or has passed a District authorized Language Proficiency Exam.
 2. The teacher is teaching at a school site in a District designated bilingual program as designated by our PVUSD English Learner Master Plan or is serving as a MEST teacher in the Migrant Education program, in the year the stipend is paid.

5. Roving Teacher

For the purpose of this stipend, a “roving teacher” is a release teacher who does not have an assigned classroom and is expected to rove (move from class to class) to provide release time to another teacher. The District will provide a stipend of 3.66% of step 1 Column 1.

6. Signing Bonus for Mathematics, Science, and Special education

The District will provide a \$2,500 signing bonus to teacher candidates in the areas of mathematics, science, and Special Education.

- a. One-half of the stipend will be paid at the end of the 1st semester or equivalent days the employee is employed by PVUSD.
- b. The second half of the stipend will be paid at the beginning of the second year if the teacher is employed with PVUSD
- c. The stipend will be pro-rated for late hires and by FTE
- d. Teachers hired on a STSP, PIP, or Waiver will be paid the full amount of the signing bonus at the beginning of their Internship year
 1. If a teacher earns their intern Credential Mid-Year, the full stipend amount will be paid at the beginning of the subsequent year.
- e. This will sunset on June 30, 2025 unless extended by mutual agreement of the parties.

B. Initial Salary Schedule Placement

1. Class (or Column)

- a. The employee shall complete all course work prior to first rendering paid service to the District and shall furnish the Personnel Office with official transcripts for all units of course work no later than forty-five (45) days after first rendering paid service to the District. Extensions of the forty-five (45) day period may be granted by the Personnel Administrator, in cases of extenuating circumstances.
- b. Employees shall be placed in the appropriate class based on the number of upper division or graduate semester units earned subsequent to completing the Bachelor's Degree. Graduate units credited prior to receiving the Bachelor's Degree shall be counted as units beyond the degree. (Teachers appropriately placed in accordance with previous agreements or Governing Board policy shall not be reclassified on the basis of this provision.)

- c. Units shall be accepted from colleges or universities accredited by one of the major regional accrediting associations.
 - d. A teacher who is required to have a credential for their assignment within the Infant Development Center (IDC) program will be placed on the Certificated Salary Schedule. A teacher who is required to have a permit for their assignment with the IDC program will be placed on the Children Center Salary Schedule.
 - e. Certificated employees hired on or after July 1, 2002, shall be entitled to full credit for full time teaching (currently up to step 17). Non-teaching bargaining unit members hired on or after July 1, 2002, shall receive full credit for all full time related prior service.
 - f. Teaching experience shall be defined as teaching or other approved certificated service as a full-time regular employee for not less than one hundred and thirty-five (135) days per year in a public, private or parochial school of recognized standing. Verified teaching in the Armed Forces may be accepted.
 - g. In special areas, work experience directly related to the subject(s) taught or to the special service rendered may be accepted in lieu of teaching experience upon recommendation of the Superintendent.
 - h. Any teacher who has been teaching with a valid credential in Adult Education, and a credential that authorizes teaching in K-12, who moves from full-time hourly to a contracted K-12 position within the District, shall receive credit for all teaching experience earned within this District. Seventy-five percent (75%) or more of the total hours considered a fulltime assignment in a given Adult Education school year shall be considered a full year's experience for initial salary placement purposes.
 - i. Part-time contract language is governed by Article XV.
2. Nurses:
- a. School year school nurses will be granted up to seventeen (17) years credit on the salary schedule for verified R.N. experience or teaching experience. Experience shall be verified in writing. Service shall be one hundred and thirty-five (135) days or one thousand and eighty (1080) hours per service year, i.e., academic year or January-December but not a combination thereof.
 - b. Effective July 1, 2018, all Nurses shall be placed on the same work year and same salary schedule as Psychologists.

C. Salary Schedule Advancement.

- 1. Class (or column) change:
 - a. An official transcript shall be furnished by the employee in order to establish or change salary class.
 - b. Course work shall be completed prior to September 1st in order to be considered for a change in salary class and official transcripts for such work, or documentation of a request for the official transcripts, shall be filed in the Personnel Office prior to October 1st in order for the change to become effective.
 - c. Unit credit towards salary class placement shall be upper division or graduate credit received from a college or university accredited by one of the major regional accrediting associations.
 - d. Application may be made to the Personnel Administrator for the acceptance of lower division units when the course clearly relates to the teaching situation of the individual and will benefit the students with whom the employee works. Approval under this section must be received prior to registration for the course. Not more than six (6) units of lower division credit shall be used for between-columnar movement, except where the District approves lower division language courses to meet bilingual education requirements and/or units in math and science.
 - e. Approval may be granted by the Governing Board for district in-service credit towards salary schedule placement. Such in-service shall be approved and recommended by the Superintendent.
 - f. When an advanced degree has been earned which will not be granted until a later date, due to the calendar of the college or university, the employee shall notify the Human Resources Dept. Salary stipend for an advanced degree shall be pro-rated when a diploma or official transcript recording the date the degree has

been granted is filed with the Human Resources Dept., provided that no proration of the stipend shall be granted prior to July 1st of the current fiscal year.

- g. When unit credit or creditable experience not previously filed with the Human Resources Dept. is presented, no salary adjustment shall be made retroactive prior to July 1st of the current fiscal year.

2. Experience (step) advancement:

- a. Each employee who was under regular (or temporary or categorically funded) contract for a year shall be advanced one step on the Salary schedule, providing that the employee served a minimum of seventy-five percent (75%) of the work days from July 1st through June 30th. Service time accrued outside the District, in the same school year, is not creditable toward step advancement.
- b. If an employee has reached the last step in any salary class and subsequently earned sufficient units to advance to another salary class, all years of service in the District shall be credited, up to and including the final step in the new salary class.
- c. An employee who served on an exchange assignment for one school year shall be granted the same credit for service as if the employee had continued in the local schools.
- d. An employee granted sabbatical leave for one school year shall be granted one step advancement for the following school year.

D. Salary Payments.

1. Payment Schedule: All contracted employees assigned to traditional sites shall be paid on an eleven (11) month basis. Payments are made August through June. Employees assigned to a traditional site may select a deferred net payment for the twelfth month. This would result in payments from August through July with the July check reflecting monies due from the preceding year, i.e. July 1995 payment is from monies earned in the 1994-95 school year.
2. Employees paid by the month: All contracted employees, or other employees paid by the month, shall receive warrants payable on the last business day of the calendar month of service.
3. Other Employees: Warrants for other employees, including those who work part-time or by the hours, shall be payable on the tenth of the calendar month following service rendered, between the 19th and 18th of the two preceding months, subject to the limitations of the Santa Cruz County Comptroller's Office.

E. Stipend for Overnight Field Trips

Unit members who accompany students on approved overnight field trips shall be paid at the rate of \$250 (two hundred fifty dollars) per night when the members stay overnight.

F. Hourly Rate for Supplemental Work

Certificated employees shall be paid an hourly rate for supplemental work based on the following: Annual Salary for Column One (1), Step One (1) of the positions salary schedule divided by the number of days in the regular work year divided by the number of hours in the basic work day = hourly rate.

G. Extra Days.

In order to meet program needs at the site beyond one hundred and eighty-three (183) days or one hundred and seventy-five (175) days dependent upon the school's calendar, the District may offer employees the opportunity to work additional days to be paid on a per diem basis (This does not apply to substitute assignments.)

1. Teachers working extra days may use sick leave as prescribed by Article XII of this Agreement.
2. Employees who work extra days shall be credited with additional sick leave at the same rate of accrual as provided in this Agreement.

3. Extra days will be paid on a supplemental payroll after the workdays have been verified. Additional sick leave, if applicable, will be credited upon completion of the assignment and verification of the number of days worked.

H. Payroll Deductions.

1. Compulsory Deductions: Deductions shall be made from salary warrants as required by law for:
 - a. Federal and State Withholding Income Tax.
 - b. State Teacher's Retirement System – Deductions for the State Teacher's Retirement System shall be made in equal installments for the number of warrants issued to each employee in each fiscal period.
2. Optional Deductions: Optional deductions shall be made from an employees' salary only with his/her written approval on a form provided by the Business Office. Discontinuance of optional payroll deductions shall be made when requested in writing by the employee on a form approved by the Business Office.
3. Changes in payroll deductions shall be filed with the Business Office on or before the eighth day of the month to be effective with the next salary warrant.
4. Payroll deduction for Union dues shall be made by the District when requested in accordance with this Article, and the following additional provisions:
 - a. Such deduction shall be made only upon submission of the appropriate form to the designated representative of the District, duly completed and executed by the employee and the Union.
 - b. The Union shall indemnify, defend and hold the District harmless, including reasonable attorney's fees, from any claims made and against any lawsuit instituted against the District arising from its deduction of membership dues for the Union, with the exception of claims or suits based upon fault or negligence of the District.

I. Substituting

- a. In the event that a class is divided among more than one (1) classroom teacher, each teacher who received the additional students shall be paid the Step 12 Class III hourly rate.
- b. Unit members who substitute during their preparation time shall be paid the Step 22 Class IV hourly rate.
- c. Unit members who substitute during a block schedule (two periods) shall be compensated for two (2) hours at the above rate.

ARTICLE VIII. HEALTH AND WELFARE BENEFITS

- A. The Union shall participate in a District-Wide Health and Welfare Benefits Committee to review and make recommendations on proposed changes to health and welfare plans, coverage, and contributions (such as cost sharing, rebates, and related options). The Parties recognize that it is within the jurisdiction of the Health and Welfare Benefits Committee to consider such changes. The Committee will establish its operating rules and regulations. Any recommendation of the Health and Welfare Benefits Committee, either for or against the changes discussed, shall be made not later than March 15, and is subject to negotiations at the request of either party. Either the Union or the District may propose at the table any change discussed by the committee, regardless of whether that change is recommended by the Committee, for implementation for the following school year. See District and PVFT website for current plans and contributions.
- B. If a unit member dies coverage shall continue for the surviving covered dependents until the end of the fiscal year or for six months, whichever is longer. If the spouse remarries during this period of time, his/her benefits shall be discontinued at the end of the month of remarriage.

ARTICLE IX. PERSONNEL FILES

A. Personnel Files.

1. Each teacher shall have the right, upon request, to review the contents of the District's personnel file on the employee, except those materials designated "confidential" by applicable law. Such review shall occur before or after the employee's instructional day or during duty-free lunch-time.
2. A representative chosen by the teacher may, at the teacher's request, accompany the teacher in this review.
3. Only one (1) official personnel file on any individual teacher may exist in the District. Such file shall remain at the Human Resource Office, except files for Adult Education unit members shall remain at the Adult Education Office. Up-to date rosters of Adult Ed certificated employees will be provided to the main Human Resources Office and the Business Office. This roster shall include: name, address, phone number, credential, primary assignment, original date of hire, hours employed, salary step and social security number.
4. All material in the District's personnel file that may have a direct effect on the employee's evaluation shall be signed by the source of the material and dated.
5. The teacher reserves the right to include in the file a written response to all material of a derogatory nature placed in the file, and this response shall be attached to the material in question.
6. A teacher may submit for consideration any letters of reference or information considered germane to the teacher's professional career that the teacher wishes to have placed in the file.
7. Upon an employee's written request, any derogatory materials which are more than four (4) years old shall be removed from all personnel files and placed in a separate file.
8. A teacher may appeal in writing the issuance of a letter of reprimand and its placement in the personnel file to the Superintendent. The Superintendent shall review and decide the merits of the letter of reprimand. The decision of the Superintendent shall be provided to the Board, if requested in writing by the employee. The Board shall review the Superintendent's decision and inform the Union and the teacher of its decision.

B. Performance-Related Working File.

1. Principals/supervisors may maintain one performance-related working file on each employee under his/her supervision. No more than one (1) working file on each employee shall be maintained at each site.
2. Each employee shall have the right, upon request, to review the contents of the working file once during the last three (3) weeks of each semester
3. A copy of any material that may adversely affect an employee's employment, which is received from or reflects information received from any source outside the District, shall be given to the employee prior to any action that may be taken against the employee, within a reasonable time and no later than twenty-two (22) working days after the material is received. Nothing herein shall apply to any investigation of an employee being conducted by a law enforcement agency, or to any investigation conducted by the District into alleged criminal conduct by an employee, where such investigation(s) is accompanied by a written request for confidentiality, unless material received from such agency or developed by the District in its investigation is used as a basis for any action against an employee. However, such material or any other material which may adversely affect the employee shall be provided to the employee within a reasonable time prior to any action which may be taken by the District against the employee.

4. No later than three (3) weeks before the end of each academic year, the principal/supervisor shall review the working file. Materials in the working file shall be either sent to the employee's official personnel file or destroyed at that time.

Nothing herein shall be construed, however, to prohibit the principal/supervisor from retaining copies of prior employee evaluations and related documents which have been previously provided to the employee or to prohibit the employee from reviewing such evaluations upon request. Related documents shall only include the final forms of the following evaluation options: administrative choice, administrative mandated, portfolio and partnership.

5. It shall be the responsibility of the principal/supervisor to assure the security and confidentiality of the working files.

ARTICLE X. SPECIAL SERVICES

Unit members employed in the Special Services Department shall be covered by all the Articles of this Collective Bargaining Agreement unless exempted in this Article.

A. WORKLOAD AND HOURS

1. Case Management Time: is defined as that portion of the workday when the classroom teacher is not responsible for a classroom of students and is set aside for case management, assessments, and report writing of the development of IEP's, considering the educational needs of the students on a special education teacher's caseload.
2. Preparation/Release Time.
 - a. Special Education Pre-School
 - i. Special Education Pre-school teachers shall receive sixty (60) minutes per five (5) instructional days for preparation time. The remainder of the workday shall include other duties related to the educational programs and supervisory responsibilities assigned by the immediate supervisor, including duties related to transportation.
 - b. During their preparation periods, teachers may be required to substitute for another teacher or perform occasional supervisory duties when student safety is of primary concern. Special Education teachers shall not be scheduled to cover more than two (2) prep periods per calendar month for elementary sites and secondary sites on block schedule and four (4) prep periods per calendar month for secondary sites on a traditional schedule.
 - c. Administration in consultation with Special Education Teachers shall select three (3) of the early release Wednesdays in a given school year, which shall be free of any mandated meetings or trainings, on site for case management.
 - d. Special Education teachers may request additional release time for case management. If additional release time is requested, at least one day shall be granted during each semester. Additional release days must be requested following the School Business Request procedure.
 - e. Itinerant unit members:
 - i. Schedules for itinerant teachers shall include a preparation period, a duty free lunch, and sufficient time to travel between sites if necessary.
 - ii. Each itinerant bargaining unit member shall be assigned an appropriate workspace at school sites to meet the requirements of the assignment, including but not limited to a workstation, access to copiers, updated computers or a laptop, secure storage space and necessary assessment materials.
3. School Service Duties:
 - a. Teachers in Special Education Classroom Assignments will not be assigned bus duty or yard supervision of students outside of the program. Resource Specialists, SLPs, Psych's, Nurses, and itinerant unit members shall be excluded from school service duties.
 - b. Job alike meetings and Professional Development

- i. Unit members shall not be required to attend more than one (1) Special Services specific meeting per month.
- 4. Alternate Work year: For those employees listed below who are required to work additional days beyond the regular work year, the additional days are to be considered part of their contract and shall be so reported and paid to the STRS system.
 - a. Psychologists' Work Year.
 - i. Psychologists' work year shall be twelve (12) days more than the regular work year. The additional days beyond the work year shall be scheduled five (5) days before, two (2) days during winter break, and five (5) days after. All extra days shall be paid on a per diem basis.
 - b. Speech and Language Pathologists' (SLP) Work Year.
 - i. SLPs' work year shall be twelve (12) days more than the regular work year. The additional days beyond the work year shall be scheduled five (5) days before, two (2) days during winter break, and five (5) days after. All extra days shall be paid on a per diem basis.
 - c. Program Specialist work year.
 - i. The work year shall be twelve (12) days more than the regular work year. The additional days beyond the work year shall be scheduled five (5) days before, two (2) days during winter break, and five (5) days after. All extra days shall be paid on a per diem basis.
 - d. Nurse's Work Year.
 - i. Nurse's work year shall be twelve (12) days more than the regular work year. The additional days beyond the work year shall start on the first weekday on or after August 1st. The remaining days will be after the last student day of the school year. All extra days shall be paid on a per diem basis.
 - e. Early Start teachers' school year:
 - i. Early Start work year shall be twenty (20) days more than the regular work year. The additional days beyond the teachers' work year shall be scheduled by the appropriate administrator. All extra days shall be added to the early start salary schedule.

B. CLASS SIZE AND CASELOADS

- 1. Caseload: Class sizes and Caseloads for Special Education personnel (Special Day Class Teachers, Resource Specialists, Speech Pathologists, Hearing Specialists, etc.) shall be in accordance with the applicable provisions of the Education Code. Caseloads for Counselors, Psychologists, Nurses, and Program Specialists shall not exceed caseloads mandated by statute. In addition the following limitations apply:
- 2. Caseload: The number of students for whom a Special Education employee provides services.
- 3. Caseloads and Class sizes:
 - i. Pre-School:
 - 1. Non-Categorical:
 - a. Caseload maximum twenty-four (24)
 - b. Class size maximum thirteen (13)
 - 2. Autism:
 - a. Caseload maximum fourteen (14)
 - b. Class size maximum fourteen (14)
 - 3. Early start: caseload maximum twenty (20)
 - ii. Elementary
 - 1. Mild to Moderate SDC:
 - a. Caseload maximum sixteen (16)
 - 2. Life Skills/Moderate to Severe SDC:
 - a. Caseload maximum thirteen (13)
 - 3. Autism SDC:
 - Caseload maximum fourteen (14)
 - 4. Therapeutic SDC/Emotional Disturbance:
 - a. Caseload maximum twelve (12)

5. Deaf/Hard of Hearing SDC:
 - a. Caseload maximum fourteen (14)
 6. Resource Specialist:
 - a. Caseload maximum twenty-eight (28)
 7. Education Specialist:
 - a. Caseload maximum twenty-six (26)
 - iii. Middle/Junior High
 1. Mild to Moderate SDC:
 - Caseload maximum twenty (20)
 2. Life Skills/Moderate to Severe SDC:
 - a. Caseload maximum fourteen (14)
 3. Therapeutic SDC/Emotional Disturbance:
 - a. Caseload maximum fourteen (14)
 4. Education Specialist:
 - a. Caseload maximum twenty eight (28)
 5. Resource Specialist:
 - a. Caseload maximum twenty-eight (28)
 - iv. High school
 1. Mild to Moderate SDC:
 - Caseload maximum twenty six (26)
 2. Life Skills/Moderate to Severe SDC:
 - Caseload maximum sixteen (16)
 3. Therapeutic SDC/Emotional Disturbance:
 - a. Caseload maximum sixteen (16)
 4. Educational Specialist:
 - a. Caseload maximum twenty eight (28)
 5. Resource Specialist:
 - a. Caseload maximum twenty-eight (28)
 - v. Post-Secondary
 1. Mild to Moderate SDC:
 - a. Caseload maximum twenty six (26)
 2. Life Skills/Moderate to Severe SDC:
 - Caseload maximum eighteen (18)
 - vi. Other specialist caseload limits
 1. Deaf and Hard of Hearing: Caseload maximum forty-five (45)
 2. Adaptive PE: Caseload maximum limited to forty five (45)
 3. Visually Impaired: Caseload maximum thirty-five (35)
 4. Speech Language Pathologist for designated Special Education Pre-school caseload maximum of forty (40)
 5. Speech Language Pathologist caseload: Caseload maximum District average of fifty five
 - a. Consideration shall be given to workload associated with severity of student needs (e.g., Life Skills, AAC users, students needing 1:1 attention) and caseload management duties.
 6. Home Hospital caseload maximum twenty-six (26)
4. PVFT and PVUSD acknowledge that despite PVUSD's best efforts to limit Resource Specialist (RSP) caseloads to 28 as required by Education Code 56362 (c) or to limited Special Education teacher caseload maximums listed in Article this article, there are occasions when this limit is exceeded. The affected Special Education Employee shall be paid an additional one half (1/2) of an hour at

supplemental rate (Range 1 Step 1) per day for each student they agree to take above their caseload. This agreement does not abridge an RSP's Education Code protections or entitlements.

5. In order for the Special Education employee to receive this compensation, the caseload is above the maximum number of students who are made eligible for special education services according to the IEP information system data. Retroactive payments may be authorized.
6. Inclusion
 - i. When a student with an IEP is included into a general education classroom for the purpose of socialization and accompanied by an adult, the student shall not be counted on the roster of the general education teacher. In these cases, the general education teacher is not responsible for grading, attendance or progress monitoring of the student in that setting.
7. Special Education Team
 - i. A Special Education Team (SET) shall be established at the beginning of the school year at each site composed of a site administrator, all site special education unit members and/or other special education unit members supporting the school site.,.
 - ii. The SET meeting at elementary sites shall be held one (1) time per month with the purpose of discussing updates from the Special Services Department, conducting logistical planning as it relates to scheduling IEP meetings and reviewing individual student progress.
 - iii. The SET meeting at secondary sites shall meet at least two times per year to focus on inclusive practices. The Special Ed department meetings will serve as the monthly SET meeting in other months.
 - iv. The SET shall develop an annual calendar for Individual Education Plans (IEP's). Insofar as possible, IEP planning meetings should be scheduled by considering the schedules and needs of teachers, other staff and parents.
8. Inclusive Practices:
 - i. Two times per year the SET meeting shall focus on inclusive practices at the school site. The first meeting shall be held within the first month of the school year and the second meeting shall be held between March 1st and May 1st.
 - ii. The two SET meetings shall include planning the distribution of "IEP at-a-glance" to all general education teachers, placement of students with IEPs for the master schedule planning as well as field trips, assemblies, buddy classes, etc.
 - iii. One general education teacher elected by the staff shall participate in the Inclusive Practices SET meetings.

C. WAGES AND RELATED

1. Due Process Hearings:
 - i. When a unit member is required to participate in a due process hearing or other due process procedure, the District will provide the unit member with release time for the purposes of preparation and attendance at the hearing.
 - ii. If the due process hearing is held during preparation time or after the contract day a unit member will receive the subbing on preparation rate or supplemental hourly rate of pay.
2. Special Education Stipend
 - i. The District will provide a stipend of 3.66% of step 1 Column 1 to a certificated unit member if the certificated unit member has a Special Education credential or authorization and is teaching in one of the designated positions.
 1. Visually/Orthopedically impaired
 2. Deaf and Hard of Hearing
 3. Autism

4. Therapeutic SDC
3. Hourly Rate for IEP/IDEA compliance Work
 - i. Special Education unit members who agree to perform additional work outside the contract day related to IEP/IDEA compliance, shall be paid at their hourly supplemental rate. An estimate of hours will be agreed upon between the unit member and their supervisor prior to the start of any work.

D. REASSIGNMENT

1. All bargaining unit members are employees of the District and not of one particular school. Reassignment procedures for unit members assigned to Special Education are used to request a different job assignment anywhere within the same department. The transfer procedures are used to request a different job assignment outside the department and the process is outlined in Article XIV Section E.
2. Continuing employees:
 - i. Unit members may request reassignment to a vacancy, for which the employee is qualified, and the request shall be acted upon before the vacancy is posted or advertised for hiring from outside the District.
 - ii. Requests for reassignment for the following school year shall be made known to the SELPA Director or designee on or before April 1st. The request shall be made in writing. The unit member shall indicate in their request if they want to meet individually with SELPA administration to review their request. The immediate supervisor shall attempt to honor reassignment requests, considering the employees' areas of demonstrated competence, qualifications and program needs. When all considerations are deemed to be equal by the immediate supervisor, seniority shall be used to make a final determination.
 - iii. Upon request, a unit member shall be given verbally the reason(s) for the denial of a reassignment. Upon written request, a unit member shall be given, in writing, the reason(s) for denial of a reassignment request. The written request and the written response may be placed in the employee's personnel file.
 - iv. The immediate supervisor shall make every reasonable effort to meet with the affected unit members to discuss the reassignment.
 - v. On or before May 20, the Director of Special Education will notify unit members of tentative assignments. If changes are made after that date, the Director will notify the unit members of the change and afford the unit member the opportunity to discuss the change and alternatives to the change. The unit member may appeal to the Assistant Superintendent of Human Resources.
3. Article XIV Section D – Reassignment shall not apply to Special Education unit members.

ARTICLE XI. SAFETY CONDITIONS OF EMPLOYMENT

- A. The District shall be responsible for providing and maintaining safe working conditions for employees, as required by all applicable health, safety and sanitation requirements imposed by the State and/or Federal laws.
- B. Each site administrator shall develop an emergency code signal to notify teachers of possible life-threatening situations on campus, guidance for handling difficult and/or intimidating people and other procedures which will assure a safe working environment. This plan shall be presented to the faculty at the site no later than October 1 of each school year.
- C. Each employee shall be responsible to monitor safety conditions in his/her assigned duty area.
- D. Employees shall report existing or potential unsafe conditions to their immediate supervisor. Oral reports shall be made immediately upon discovery followed by a written notification within forty-eight (48) hours.

- E. An employee may use reasonable force permitted by law to protect himself/herself from assault or battery, to protect students, other employees or property, or to quell a disturbance threatening physical injury to others.
- F. The District shall provide assistance, as required by law for any assault upon the employee while fulfilling assigned duties.
- G. Any employee who is threatened with bodily harm or suffers bodily harm by an individual or group or as a result of defective equipment or unsafe working conditions while properly carrying out his/her assigned duties shall immediately notify his/her immediate supervisor. The immediate supervisor (or designee) shall notify law enforcement and the Superintendent's Office when necessary and shall take appropriate steps to provide for the safety of the employee.
- H. Pursuant to Administrative Procedure 3306, the Union shall appoint two unit members to the Safety Committee.

ARTICLE XII. LEAVES

Leaves authorized in this Article do not constitute a break in service for purposes of seniority, unless otherwise required by law.

A. Sick Leave.

1. Full-Time employees shall be entitled to sick leave with full pay at the rate of one (1) day for each school month of contracted employment, according to the following schedule:

Basic Work Year (184): 10 days leave
 193 to 215 work days: 11 days leave
 216 work days, or more: 12 days leave
2. Sick leave shall be pro-rated on the basis of one (1) day per school month (or twenty [20] days of service.), which is calculated by multiplying the number of days pursuant to A.1. times the employee's FTE.
3. Unused sick leave days shall be cumulative without limit. The full year's credit of current sick leave shall be available on the first day of contracted service, with accumulated sick leave added to it.
4. Sick leave accumulated in other California school districts shall be transferred in accordance with Education Code paragraph 44979.
5. Within twenty (20) working days of the first service in any school year, the District shall provide each employee with a written statement of accumulated sick leave and the current year's sick leave credit.
6. Upon retirement, the employee's accrued sick leave, if any, may be applied towards service credit, in accordance with the State Teacher's Retirement System regulation.
7. When an employee is absent due to illness for more than three (3) consecutive days, they shall inform the site administrator/immediate supervisor of the reason(s) for the absence no later than the end of school on the third consecutive day. If the administrator questions the validity of the absence, they may require a physician's verification for additional absence.
8. Extended Sick Leave: When an employee is absent from their duties due to illness or injury whether or not the absence arises out of or in the course of the employment, beginning the first day after current annual sick leave and all sick leave accrual has been used, the amount deducted from the salary due to the employee shall not exceed the amount paid a substitute employee, employed to fill their position. If no substitute is employed, and all

sick leave accrual has been used, the amount which would have been paid a substitute shall be deducted from the salary due to the employee. Provided further, that in no case shall more than fifty percent (50%) of employee's salary be deducted. The employee may access Extended Sick Leave for 100 working days following the exhaustion of sick leave. Although regular sick leave shall normally be exhausted prior to accessing extended sick leave, in the case of pregnancy and/or parental leave, an employee may opt to keep up to five days of sick leave on the books instead of exhausting all sick leave.

9. Catastrophic Illness: In cases of catastrophic illness, the Superintendent may grant five (5) additional days and the Board may grant, upon request, additional paid sick leave up to thirty (30) days after the employee has exhausted all paid leave available.
10. Sick leave may be taken in the following increments: full day, half day, or quarter day (in the limited circumstances provided in this paragraph). A bargaining unit member, who is absent because of illness for more than three and one-half ($3\frac{1}{2}$) hours, not including lunchtime, uses one (1) full day of sick leave. A bargaining unit member, who is absent because of illness for more than one and three-quarters ($1\frac{3}{4}$) hours but not more than three and one-half ($3\frac{1}{2}$) hours, not including lunchtime, uses one-half ($\frac{1}{2}$) day of sick leave. Sick leave may be used in a one-quarter ($\frac{1}{4}$) day increments if a bargaining unit member is absent because of illness for a period not to exceed one and three-quarters ($1\frac{3}{4}$) hours and a substitute (defined here as an employee who is not a Temporary, Probationary or Permanent unit member) is not needed to cover for the absent teacher. If a unit member is absent for a quarter day or less and another unit member is paid to replace them, the absent unit member shall use only a quarter day of sick leave.
11. When taking a full day of sick leave, a bargaining unit member who is working more than one Full Time Equivalent assignment shall be deducted only one full sick day.
12. Sick leave shall be honored when an illness occurs during a leave without pay under the following circumstances:
 - a. It is known in advance of the beginning of the leave without pay that a temporary disability, e.g., pregnancy-related or elective surgery, will occur during the leave and;
 - b. A physician has verified in writing, in advance of the leave without pay, that a temporary disability will occur during the leave and;
 - c. It is beneficial both to the employee and the District to begin a leave without pay at a specific time, e.g., the beginning of a semester, quarter, break period or grading period.

B. Personal Necessity Leave.

A bargaining unit member may use a maximum of ten (10) days of accumulated sick leave in any school year covered by this agreement for personal necessity for reasons of compelling personal need. Personal Necessity leave shall not be used for vacation or to extend a holiday.

C. Pregnancy Disability Leave.

1. Sick leave (including Extended Sick Leave in paragraph 8 of Sick Leave) may be used for the period of temporary disability resulting from pregnancy, loss of pregnancy and childbirth, as follows:
 - a. The employee and the employee's health care provider shall determine the length of temporary disability.
 - b. The employee shall provide the District with a letter signed by the employee and the employee's health care provider which shall certify the length, including the beginning and ending dates, of the temporary disability.

- c. If additional leave for pregnancy disability is needed after all of accumulated sick leave and Extended Sick Leave (see Section A.8.) is exhausted, the employee may request an additional twelve (12) weeks of leave without pay under the California Family Rights Act (CFRA). During this additional twelve (12) weeks of unpaid leave, the employee shall be provided health and welfare benefits as provided to the employees on duty.
- d. The employee shall notify the District of her intent to use Pregnancy Disability Leave days no later than thirty (30) days prior to the expected date of delivery, provided however that early delivery or other unforeseen circumstances shall not be a basis for the denial of the benefit.
- e. When the employee is no longer disabled by pregnancy or childbirth, upon employee request and subject to eligibility, additional leave maybe granted under Parental Leave (Section D.) and/or Child Care Leave (Section Q) in this Article.

D. Parental Leave.

- 1. The intent of this section is to implement the provisions of Education Code section 44977.5 and the “child bonding” provisions of the CFRA.
- 2. An eligible employee may take up to twelve (12) work weeks of leave for the birth of a child of the employee or for the placement of a child with the employee in connection with adoption or foster care.
- 3. Parental Leave must be taken within twelve (12) months of the birth, adoption, or fostering of the child.
- 4. An employee may use their accumulated sick leave for purposes of Parental Leave. Once all accumulated sick leave is exhausted, the employee will receive differential pay for the remaining portion of the Parental Leave for which the employee is eligible, if any.
- 5. An employee shall not be provided more than one 12-week period for Parental Leave during any 12-month period.
- 6. If parents are both employees of the District, each employee is entitled to one twelve (12) week period, if all other eligibility requirements are met.
- 7. Parental Leave taken pursuant to this section shall run concurrently with Parental Leave taken pursuant to the CFRA. The aggregate amount of Parental Leave taken pursuant to this section and the CFRA shall not exceed 12 work weeks in a 12-month period.
- 8. Notwithstanding subdivision (a) of Section 12945.2 of the CFRA, a full-time teacher is not required to have 1,250 hours of service with the employer during the previous 12-month period in order to take Parental Leave pursuant to this section. An employee is eligible for Parental Leave after their one year anniversary of their Date of Hire.
- 9. Parental Leave shall be taken in a minimum of two week increments, except that on two occasions leave may be taken in increments of less than two weeks.
- 10. After exhaustion of Parental Leave, the employee may request additional unpaid leave pursuant to Section Q of this Article.
- 11. A non-birthing parent who is an employee shall be allowed one day of absence with full pay for childbirth purposes, and such leave shall not be deducted from sick leave.
- 12. A father and/or mother shall be allowed one day of absence for adoption purposes with full pay, and such leave shall not be deducted from sick leave.

13. During Parental Leave, the employee(s) shall be provided health and welfare benefits as provided to employees not on leave.

E. Bereavement Leave.

1. Up to five (5) days of leave shall be granted upon request in the event of the death of the spouse/significant other (as defined in Article II., F.) of an employee.
2. In the event of the death of a member of the immediate family as defined in this Article II., G, bereavement leave shall be as follows:
 - a. Within a 250-mile radius from the District Office, three (3) days shall be granted;
 - b. 250-mile radius or beyond from the District Office, two (2) additional days shall be granted.
3. No deduction shall be made in salary or from sick leave credits in granting leaves under this provision.
4. Additional days of bereavement leave, beyond the provisions of this section, may be obtained under the Personal Necessity Leave section. In cases where there is no accumulated sick leave available, the District shall grant one (1) additional day and may provide one (1) day in addition to that.

F. Military Leave.

1. Every employee who enters the military of the United States or the State of California is entitled to a military leave. Such absence does not affect classification and does not constitute a “break in service”. However, this absence does not count as part of the probationary period required as a condition precedent to classification as a permanent employee.
2. Within six (6) months after an employee leaves the service, they are entitled to their former position at a salary they would have received had they not been on military leave.
3. Any employee who is on temporary military leave of absence, and who has been an employee for a period of not less than one year immediately prior to the day absence begins, shall be entitled to salary for the first thirty (30) calendar days of such absence. Pay for such purposes shall not exceed thirty (30) days in any one fiscal year.

G. School Business & Educational Conferences.

With prior District approval, absences on school days may be permitted for school business and/or educational conference trips which directly relate to the employee’s duties and responsibilities, and no deduction shall be made in salary or sick leave.

H. Jury Duty or Court Appearance.

An employee who is summoned for jury duty or subpoenaed to appear in court as a witness shall be excused for that purpose without loss of pay. The employee shall remit to the District any jury or witness fee, excluding mileage received.

I. Family Care and Medical Leave.

Employees may be granted Family Care and Medical Leave pursuant to the federal Family and Medical Leave Act (“FMLA”) or Government Section 12945.2 (“CFRA”) under the following terms and conditions:

1. An employee shall have been employed for a minimum of twelve (12) months and at least twenty- five (25) hours a week during this period to be eligible for leave under this section.
2. This leave may be granted for the serious health condition of an employee or the employee's child, spouse or parent.
3. "A serious health condition" is one that involves either inpatient care in a hospital, hospice or residential health care facility or continuing treatment or continuing supervision of a health care provider.
4. An employee who meets all the requirements of eligibility shall be entitled to twelve (12) work weeks of unpaid leave in any twelve (12) month period and twelve (12) work weeks of paid (at the same level for employees not on leave) health and welfare benefits. The twelve (12) work weeks may be taken in the same increments as sick leave.
5. An employee may elect or the District may require the employee to use, for leave under this section, any accrued sick leave, compensatory time or any other paid or unpaid negotiated time for the serious health condition of the employee.
6. An employee and the District must mutually agree for an employee to use, for leave under this section, any accrued sick leave for the serious health condition of the child, spouse, or parent of the employee.
7. The above provisions are intended to, and shall comply with the provisions of Government Code Section 12945.2 and regulations of the Fair Employment and Housing Commission covering family care and medical leave.
8. Alleged violations of this provision shall be filed with the Fair Employment and Housing Commission and shall not be subject to the grievance procedure in this agreement.

J. Leave for Medical Examinations Required by the District.

An employee may be absent without loss of sick leave for the time necessary to secure any medical examination required by the District, except for the initial employment examination. The cost of such examination shall be borne by the District. Use of a district-approved form may be required.

K. Quarantine.

Employees absent due to exposure to a communicable disease for which the Health Department may require isolation, but who are not themselves ill, shall receive full pay for so long as the Health Department shall require isolation.

L. Industrial Illness and Accident Leave.

Employees absent from duty because of injury or illness resulting from industrial accidents which qualify under Workers' Compensation Insurance shall be allowed leave with full salary under the following conditions:

1. Allowable leave shall be sixty (60) days during which the schools of the District are required to be in session or when the employee would otherwise have performed work for the District in one fiscal year for the same accident.
2. The sixty (60) days leave shall not be accumulated from year to year.
3. Industrial accident or illness leave shall commence on the first day of absence.
4. When an employee is absent from their duties on account of an industrial accident or illness, and for which they are receiving temporary disability benefits under the Worker's Compensation laws of California, they shall be

entitled to receive wages or salary from the District which, when added to the temporary disability benefits, shall result in a payment to the employee of not more than their full salary.

5. Industrial accident or illness leave shall be reduced by one (1) day or portion thereof, for each day of authorized absence regardless of a temporary disability indemnity award.
6. When an industrial accident or illness overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due to them for the same illness or injury.
7. Upon termination of the industrial accident or illness leave, the employee shall be entitled to the benefits provided in Ed Code Sections 44977, 44978, 44983 and 44984 and, for the purposes of each of these sections, their absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the employee continues to receive temporary disability indemnity, they may elect to take as much as their accumulated sick leave which, when added to their temporary disability indemnity, shall result in a payment to the employee of not more than their full salary.
8. Any employee receiving benefits as a result of this section shall, during periods of injury or illness, remain within the State of California unless the Governing Board authorizes travel outside the State.
9. Any employee who has exhausted their benefits under this provision may apply to the Governing Board for additional relief. The Governing Board shall consider the request, and may grant additional sick leave days to cover any or all of the additional leave time needed.

M. Sabbatical Leave.

1. Purpose: Sabbatical leave of absence is a privilege accorded to qualified employees and is a leave of absence not to exceed one (1) year for the purpose of permitting study, travel, retraining, or research by the employee which will benefit the schools and pupils of the District.
2. Qualifications: An employee who has completed seven (7) years of continuous service in the District, who plans to improve their professional competence by study or travel, shall be eligible for consideration for either a one-semester or a one-year sabbatical leave. Consideration shall include the employee's standard of service and their intent to meet the other requirements concerning sabbatical leave.
 - a. Sabbatical leaves shall not be accumulated.
 - b. Extent and Distribution: The number of employees on sabbatical leave shall be at the discretion of the Governing Board, and shall not exceed two percent (2%) of the total employees in the unit. The Governing Board shall determine, no later than January 15th, whether it will grant any sabbatical leaves for the following school year.
 - c. Selection: In the event more applications are received than can be granted, selection shall be made by the Governing Board on recommendation of the Sabbatical Leave Committee.
 - d. Compliance: Compliance with the requirements stated in this section shall not imply automatic granting of sabbatical leave.
 - e. Qualifying Service: Qualifying service shall be construed as seventy-five percent (75%) of the teaching days for each school year, except that a year in which the applicant has rendered some service but has failed to serve seventy-five percent (75%) of the teaching days shall not be counted as an interruption of the seven consecutive year period. Leaves of absence with pay shall be included to meet the seventy-five percent (75%) requirement.

3. **Planned Program:** The applicant shall submit a statement of the program that they proposed to follow while on sabbatical leave to the Sabbatical Leave Committee. The applicant may accept a fellowship or grant-in-aid designed to promote the accomplishment of the purpose of the leave.
 - a. **Sabbatical Leave for Study:** Sabbatical leave for study may include:
 - (1) Study in residence at a college or university, at which the leave shall enroll for a minimum of twenty-four (24) semester units or equivalent per year which course work shall be planned to achieve some professional goal.
 - (2) Study on a special project or research problem which may be submitted for the unit requirement for the in residence study, if approved in advance by the employee's principal and the Superintendent. Such special project shall be of a quality comparable to a thesis in scope and in depth.
 - b. **Sabbatical Leave for Travel-Study:**

Employees on sabbatical leave for travel-study should remain in travel status four (4) months of each semester of leave granted. The program the employee intends to follow while on leave should include a proposed itinerary and a statement concerning the proposed objectives of the travel-study and a description of the tangible means by which the travel-study shall be used to benefit pupils of the District.
 - c. **Sabbatical Leave for Research:**

The term "research" shall mean to work on a District-approved research project. If the research is conducted at an accredited college or university, any units earned shall apply for advancement on the salary schedule.
4. **Application for Sabbatical Leave:**

A letter of intention to make an application for sabbatical leave shall be submitted to the employee's principal or immediate supervisor who shall forward it to the Human Resources Dept. prior to January 15th of the year preceding the school year for which the leave is desired. Receipt of the request shall be acknowledged by the Human Resources Dept. On or before February 1st, the employee shall submit for evaluation by the Sabbatical Leave Committee a complete application for sabbatical leave.
5. **Denial of Leave:**

If the Sabbatical Leave Committee recommends denial and/or the Governing Board denies a leave, the applicant shall receive a written notification of the reasons for the denial.
6. **Compensation While on Sabbatical Leave:**

While on sabbatical leave, the employee shall receive fifty percent (50%) of the salary they would have received had they been in full-time service in the District. Regular full-time employee health & welfare benefits shall remain in full force during the leave.

 - a. The salary may be paid in the same manner as if the employee were teaching in the District or in an alternative manner mutually agreed to by the employee and the Business Office upon furnishing by the employee of a suitable bond indemnifying the District against loss in the event the employee fails to render service in the District twice the length of the sabbatical leave. The bond shall cover the first month of the leave, and continue throughout the last school month of the period of time which is twice the length of the sabbatical after return from leave.

- b. In no case shall the amount received from sabbatical leave pay and remuneration from grants or stipends related to the sabbatical exceed the regular salary of the employee. Should the amount of remuneration from grants or stipends be sufficient to cause the employee's regular salary to be exceeded, the sabbatical leave pay shall be reduced by an amount sufficient to reduce the total anticipated salary to the amount the employee would have received had they not taken the leave.
- c. Upon return from sabbatical leave, the Superintendent may request a statement of income from grants or stipends received during the term of the leave.

7. Effect of Sabbatical Leave on Salary Increments and Retirement:

Sabbatical leave shall be considered as a time in service in the District salary schedule purposes. Retirement deductions shall be made in ratio to the salary received. An employee shall have additional STRS employee deductions if s/he so requests.

8. Return to Service:

The employee who is granted sabbatical leave shall agree to return to service in the District for the equivalent of twice the time length of the sabbatical leave.

- a. Reinstatement: Unless the employee otherwise agrees, the employee shall be reinstated in the same position held by the employee at the time of granting of the leave. If the position no longer exists, the employee shall be placed in an equivalent position which best utilizes the training and preparation obtained through the sabbatical leave, in accordance with the Reassignment and Transfer Article of this Agreement.
- b. Reports of Completion: Upon completion of the leave, and within sixty (60) work days of the employee's return to duty, they shall submit one of the following to the Superintendent for approval:
 - (1) Official transcripts showing in-resident study
 - (2) A written report of study on a special problem or research project, and, upon request of the Governing Board, an oral report.
 - (3) A written report setting forth the result of the travel study taken, and tangible evidence of how this information will be used for the benefit of students and, upon request, an oral report to the Governing Board.
- c. Reports to the Community: An employee, upon returning from sabbatical leave, shall be encouraged to report to groups in the community, if and when appropriate, their experience. The report may be an article suitable for publication.
- d. Compliance with Sabbatical Leave Agreement: Should it be determined by the Board that the conditions of the sabbatical leave were not fulfilled, the Board may take action to recover District expenditures.

9. Illness, Injury, or Death:

In case of injury to or illness of the employee during a sabbatical leave which prevents their completing the purposes of the leave, the sabbatical shall be terminated and all provisions for sick leave shall apply. If death prevents the employee from fulfilling their agreement to return to service in the District, no repayment of salary shall be required from their estate.

10. Other Reasons for Termination:

- a. If an employee desires to terminate their sabbatical for reasons other than those stated in paragraph 9 above, the employee shall submit in writing to the Superintendent a detailed explanation of the reasons. The Board shall consider the request in a timely manner upon recommendation of the Superintendent.
- b. An employee who returns to service during a semester they had been scheduled to be on sabbatical leave shall be given an interim assignment where a vacancy exists.
- c. An interim assignment shall end at the close of the semester the sabbatical was originally scheduled to end. The following semester, the employee shall be assigned in accordance with Item 8, a., above.

11. Sabbatical Leave Committee:

There shall be a committee of six (6) members to be known as the Sabbatical Leave Committee. Three (3) members shall be appointed by the Union, and three (3) by the Superintendent. The duties of the committee shall be to consider the applications for leave, and then recommend for approval by the Governing Board applications that meet the standards established by the Committee in accordance with this Article.

- a. The Human Resources Dept. and the Union shall coordinate the activities of the Sabbatical Leave Committee. A meeting of the Sabbatical Leave Committee shall be called on or before December 1st for the purpose of review of standards.
- b. The Sabbatical Leave Committee shall develop reasonable standards for study, travel, retraining and research in order to qualify for sabbatical leave and shall cause such standards to be published and included on application forms. The committee shall meet as soon as possible after the deadline for filing and consider the applications and establish a written eligibility list for recommendation to the Governing Board, with copies to the Union, by March 1st. In establishing rank on the eligibility list, the committee shall consider, but not be limited to:
 - (1) the potential of the proposed plan for contributing to the quality of education in the District and the applicant's professional growth;
 - (2) the applicant's prior contribution to the District and potential for leadership;
 - (3) seniority in the District;
 - (4) impact upon secondary school departments; and
 - (5) such other pertinent factors as established by the committee.

12. Notification to County Superintendent:

A copy of all approved leave agreements are to be submitted by the District to the Office of the County Superintendent of Schools and to the Union.

13. Education Code:

In all matters not herein mentioned, the Education Code shall govern sabbatical leave, and all amendments to the Education Code affecting sabbatical leave shall become a part of these rules and regulations.

N. Teacher Exchange Leave.

1. The District and the Union encourage certificated staff participation in the Teacher Exchange Programs that provide for a guest teacher to be placed in a classroom of the District.

2. The teacher requesting an exchange assignment must have completed their third year of full-time service in the District.
3. The teacher making a request for an exchange program leave must first obtain written approval from the building principal.
4. Interested teachers must file a letter of request for leave with the Human Resources Dept. to participate in an exchange teacher program no later than January 1st prior to the year of the leave.
5. Preliminary approval for Teachers' Exchange Program leave must be obtained from the Governing Board prior to making application to the Exchange Agency.
6. The length of leave shall not exceed one year.
7. All expenses connected with arranging for an exchange assignment shall be borne by the District teacher and/or the guest teacher. For example, the teachers are responsible for the cost of transportation.
8. Each teacher involved in the exchange shall be paid their regular salary by their home school system. The guest teacher shall not be provided with District-paid health and welfare benefits.
9. In the event the exchange leave of the District teacher would be terminated by an illness or for other reasons, the teacher must immediately return to the District in order to remain on paid status. Upon return, the teacher will be placed on unassigned status and given an appropriate assignment as soon as health and/or other conditions permit, for the remainder of the term of the exchange. The teacher would then be reassigned to their prior position when the exchange teacher leaves, provided that position exists for the following year.
10. No teacher will be released for an exchange assignment prior to the last day of his/her regular contracted service unless specifically approved by the Governing Board. The reason for early release must be a condition that cannot be resolved in any other manner.
11. The visiting teacher shall be given current annual sick leave, as awarded other employees of the District.
12. Procedures and regulations of the Exchange Agency shall govern all matters not covered above.
13. Teaching assignments that do not include an exchange arrangement may be applied for under Personal and Professional Leaves without Pay.

O. Personal or Professional Leaves Without Pay.

1. Professional Leaves:

Purpose: Professional Leaves Without Pay may be approved by the Governing Board upon the recommendation of the Superintendent for study in a fulltime, accredited program; completion of credential requirements in a fulltime program; for research, teaching or lecturing under a nationally recognized fellowship or foundation or for cooperative work in an institution of higher education. The Board may grant full- or part-time leaves when necessary in meeting District staffing needs, as in the case of a full-time permanent employee transferring to a part-time position to meet a District need. In such cases the eligibility, application deadline, and notification of return requirements shall not apply. The Board may consider other reasons or circumstances, in consideration of District needs.

Eligibility: An employee shall have completed their third (3rd) year of service before beginning a Professional Leave without Pay. A Professional Leave shall be no more than one (1) year in length, except when, with the

Superintendent's recommendation, a Professional Leave may be extended by the Governing Board for a second year, and shall be limited to one per seven (7) years of continuous service, unless requested for the purpose of clearing a credential, in which case a Professional Leave may be taken once per five (5) years of service.

2. Personal Leaves:

Purpose: Personal Leaves shall be approved by the Governing Board for all applicants meeting eligibility requirements. Personal Leaves shall be no more than one year in duration.

Eligibility: An employee shall have completed their seventh (7th) year of service before beginning a Personal Leave without Pay. Employees shall be eligible for Personal Leaves no more than once per seven (7) years of continuous service.

3. Family Emergency/Medical Leave:

Purpose: Family Emergency/Medical Leaves may be granted by the Governing Board for illness or convalescence, or a family emergency or severe need in the immediate family that demands the employee's presence. The Board may consider other reasons or circumstances.

Eligibility: Any employee may be granted a Family Emergency/Medical Leave. Such leaves may be granted for the remainder of a school year and up to one additional school year. For the purpose of eligibility for personal or professional leave, such a leave shall not constitute a break in service.

4. Short-term Leave without Pay:

The Superintendent or their designee may grant leaves of absence without pay for a period up to thirty (30) calendar days.

5. Sick Days in Leave without Pay:

Sick leave shall not be honored when an illness or injury occurs during the leave without pay, except for medical leaves and maternity leaves or elective surgery described under the Maternity Leave provision.

6. Part Time Leave:

Unit members may apply for a part time leave pursuant to Article XV of this Agreement.

7. Request for Leave:

Requests for such leave without pay shall be filed with the Personnel Director through the immediate supervisor. Requests for leave for the first semester or for a school year shall be filed no later than March 1st of the previous school year. Requests for leave for the second semester shall be filed no later than November 1st of the same school year. All other requests shall be filed far enough in advance of the leave to permit reasonable time for processing. Receipt of the request shall be promptly acknowledged by the Human Resources Dept. The employee shall submit a written request outlining the purpose of the leave, including a statement of intention to return. The March 1st and November 1st deadlines may be waived in extreme circumstances, if the Superintendent determines that a timely request was beyond the control of the applicant.

8. Extent and Distribution:

Each request for leave of absence shall be evaluated on its own merit. One criterion may be the length of time which has elapsed since the completion of any previous leave without pay.

9. Notice of Return:

Upon application for a Leave of Absence without Pay, the applicant shall be asked to sign a document indicating the intention to return to employment in the PVUSD at the end of the leave period. Applicants shall be required to notify the District in writing of their intent to return by March 1st, or, in the case of a first semester leave, by January 1st. The District shall make reasonable efforts to inform the employee of the notification obligations. Employee failure to notify shall be considered an abandonment of the position.

10. Rights and Benefits:

- a. There shall be no financial or health and welfare benefit compensation during leaves of absence without pay, but other rights and benefits, such as tenure, sick leave accrual, salary placement and retirement benefits which were accumulated during prior service in the District, shall be retained.
- b. The employee may continue any health and welfare benefits at their own expense, subject to approval of the carrier(s). Arrangements shall be made by the employee through the Business Office.
- c. An employee returning from a leave without pay shall return to their former school, except they may request to be reassigned or transferred or may be considered for reassignment or transfer in the same manner as employees who are not on leave.

P. Personal Leave with Differential Pay.

1. For reasons brought about by circumstances under which the employee's presence is required by law or is of very serious importance and cannot be scheduled outside of duty hours, the Superintendent may grant up to five (5) days leave to the employees at differential pay: the difference between the employee's per diem and that of the substitute. In cases where no substitute is employed, the amount that would have been paid the substitute shall be deducted from the employee's per diem.
2. Days of leave granted under this provision shall be included in the 30-day maximum leave without pay authorized in Item 4 under Personal or Professional Leaves without Pay.
3. Requests for leaves at differential pay shall be made, in writing, to the Superintendent through the immediate supervisor at least five (5) working days prior to the commencement of the leave, except in cases of emergencies.

Q. Child Care Leave.

1. An employee may be granted a leave without pay for the purpose of caring for a child.
2. Such leave without pay may be granted for up to the remainder of the school year in which the birth, adoption or legal guardianship occurs, plus up to one additional school year. Additional leave for child care may be granted under Personal or Professional Leaves without Pay.
3. The employee may continue any health and welfare benefits at their own expense, subject to approval of the carrier(s). Arrangements shall be made by the employee through the Business Office.

R. Union Leave (Release Time).

1. According to Union request, the District shall grant full or part-time leave to a person designated by the Union, in accordance with Ed. Code paragraph 44987. The District shall pay salary benefits they would have received at fulltime employment and the Union shall reimburse the District for pro rata portion of the contract.

2. The District shall grant to the Union (as determined by the Union President) an additional twenty (20) days for the purpose of Union business. Prior notice to the immediate supervisor and Superintendent is required.
3. All costs of substitutes shall be borne by the Union.

S. Exchange Days

The practices of traditional calendar unit member trading days with YRE unit member will be allowed as in Article XXI., L.

1. Unit members who desire to exchange days will make their own arrangements with another unit member who will be responsible for maintaining the continuity of the academic program.
2. A maximum of five (5) days per school year will be allowed for each unit member.
3. In cases of extenuating circumstances where a teacher needs more than the days allowed, a unit member may appeal in writing to their principal for additional days. The granting of additional days must have the approval of the District Office and site administrator.
4. All requests must be submitted to the building principal at least five (5) working days prior, within the same school, or at least ten (10) working days prior, if another school is involved, unless there is a serious emergency. The approval or denial of exchange days shall be at the sole discretion of the administration. This decision shall not be arbitrary or capricious, or without basis in fact. If a request is not approved, the principal will present, in writing, their reasons for denying the exchange.
5. All trades must be completed within a given school year.
6. When a trade is requested which would affect two (2) schools, both building principals must approve the trade.
7. If the unit member who is responsible for being in that classroom should be absent because of illness or any other reason, the absence day shall be charged to that unit member and that member will be responsible for arranging for any substitute required.
8. Partial contract unit members will be allowed exchange days within their schedule with the same provisions.
9. The District and/or the Union bear no responsibility for the enforcement of private exchange day agreements between individual unit members, nor shall the District or Union be liable for the payment of additional compensation based upon any unit member working beyond their regular work year pursuant to any exchange day agreement.

T. Catastrophic Illness.

Catastrophic illness or injury means an illness or injury that is expected to incapacitate the employee or a member of their immediate family for an extended period of time, requires the employee to take time off from work for an extended period of time, and taking extended time off work creates a financial hardship for the employee.

1. Eligibility Requirements:

Eligible leave credits may be donated for a catastrophic illness or injury if all of the following requirements are met:

- a. The employee has achieved permanent status or is a third year categorical (or non-permanent) employee.

- b. The employee who is, or whose family is, suffering from a catastrophic illness or injury requests, in writing, a need to use this leave and provides verification of catastrophic injury or illness as required by the District. Participants shall be required to submit a doctor's statement indicating the nature of the illness or injury and the probable length of absence from work. If the applicant is unable to make a written application, a family member may submit the documents to the District.
- c. The District determines that the unit member is unable to work due to the employee's or family member's catastrophic illness or injury.
- d. The employee has exhausted all of their paid sick leave credits, including all entitlement to differential pay.

2. Procedures for Donating Sick Leave Credits:

- a. Employees may donate sick leave credits provided that s/he has a sufficient number of accumulated sick leave to retain at least twelve (12) sick leave days in his/her account.
- b. All transfer of sick leave credit to the program is irrevocable.
- c. Participation is voluntary, however to be eligible to withdraw from the bank, an employee must have made a contribution to the bank. The rate of contribution by each participating employee for each school year shall be no less than one (1) day of sick leave nor more than ten (10) days.
- d. Donations shall be authorized in writing yearly by the employee.
- e. Employee may only donate sick leave days to the bank between July 1st, through September 30th.
- f. Employees returning from extended leave will be permitted to donate within thirty (30) calendar days of their return.
- g. The District Office shall maintain on file the CSLB Bank Credits. Credits donated and distributed shall be filed on District forms and shall be authorized by the Superintendent, or the Assistant Superintendent of Personnel, or their designee, and the employee's exclusive bargaining representative before transfers are made into and out of the credit bank by or on behalf of the employee.
- h. Days in the CSLB shall accumulate from year to year.
- i. For Adult Education, six (6) hours equals one day of sick leave.
- j. Catastrophic leave credits shall not be used for illness or disability which qualify the participant for Workers' Compensation Benefits or when the employee is eligible for disability under their retirement system.
- k. Potential donors who were employed in a Certificated position covered by STRS prior to July 1, 1980, are advised to consider the retirement implications of donating their unused sick leave credit for the CSLB.

3. Procedures for Requesting Catastrophic Leave:

- a. An employee desiring Catastrophic Leave credit shall submit a request in writing to the Assistant Superintendent of Personnel.
- b. Employees may receive sick leave from the bank in increments of up to twenty (20) days. No employee shall be entitled to withdraw sick leave days from this program which would result in the employee being absent

for more than one work year. An employee may reapply for additional leave credit to extend a career maximum of one hundred and eighty-four (184) days.

- c. The Catastrophic Sick Leave Bank (CSLB) shall be administered by a committee comprised of one (1) District representative, one (1) PVFT representative, one (1) CSEA representative, and one (1) site administrator or supervisor.
- d. It is the intent of this provision that sick leave credits would be used on consecutive days; however, the Catastrophic Leave Committee can grant on a case-by-case basis use of credits for intermittent or part days.
- e. Employees who are in their first year with the District and are in need of utilizing the CSLB may appeal their case in writing to the committee.
- f. Catastrophic leave credits shall not be used for illness or disability which qualify the participant for Worker's Compensation benefits.
- g. The District Office shall maintain a file of donations made by unit members. Credits donated and distributed shall be on filed on District forms and shall be authorized by the Superintendent, or the Assistant Superintendent of Personnel, or their designee, and the employee's exclusive bargaining representative before transfers are made into and out of the credit bank by or on behalf of the employee.
- h. Days in the CSLB shall accumulate from year to year.
- i. For Adult Education, six (6) hours equals one day of sick leave.
- j. Catastrophic leave credits shall not be used for illness or disability which qualify the participant for Workers' Compensation benefits or when the employee is eligible for disability under their retirement system.

U. Leaves and Reimbursement to Serve on Educational Related Commissions

Unit members who wish to participate on a local, State or Federal governmental commission or body that is related to public education may apply for and be considered for a leave of absence, paid or unpaid, and may request reimbursement from the District for unreimbursed expenses of mileage related to the unit member's participation.

ARTICLE XIII. EVALUATION

A. General Provisions

Teachers shall be evaluated by a procedure that is continuous, comprehensive and uniform throughout the District. Teachers will be evaluated based on the Pajaro Valley Professional Standards and the California Standards for the Teaching Profession. See Exhibits C-1 - C-3 in this Agreement. The primary objective of evaluation is to maintain or improve the quality of instruction in the district. This evaluation process shall be in compliance with the provisions of the Education Code.

The sole evaluator, regardless of department, shall be the certificated immediate supervisor. If other arrangements are made by the supervisor, the unit member will be notified as soon as reasonably possible. Each unit member shall have only one evaluator. In the case that a member works at two (2) or more sites, the affected site administrators shall decide who will serve as the evaluator. The other non-evaluating administrator(s) may give input.

B. Tenured Evaluation

The tenured teacher evaluation will be in accordance with the frequency and observations stated in Exhibit C-3, and shall be based upon any combination of the following: formal and informal classroom observations(s), and formal and informal observations related to developing as a professional educator.

C. Tenured Partner Collaboration

In years during which the unit member is off-cycle for an evaluation, the unit member may participate in a Partner Collaboration process, in which two members observe one another and provide feedback and reflections. The scheduling will be coordinated with the site administration to obtain classroom coverage during the observations. The Partner Collaboration is not evaluative.

D. Probationary, Temporary, and Categorical Evaluation

1. Each probationary, temporary or categorical (non-permanent) employee shall be given at least one (1) written performance evaluation each year, and shall be based upon any combination of the following: formal and informal classroom observations, and formal and informal observations related to developing as a professional educator. (See Exhibit C-3)

Beginning with their third year in the District, categorical (non-permanent) employees will continue with the same process as outlined in Chart on Exhibit C-3.

E. Procedure for Evaluation

1. The evaluator in consultation with the employee shall set the dates for the formal observation(s) with pre and post conferences no later than five (5) working days prior to taking place, unless a sooner date is mutually agreed upon by both parties.
2. The evaluator shall make formal observations of not less than thirty (30) minutes.
3. The evaluation process shall be completed in sufficient time so that each teacher shall receive his/her summative evaluation no later than April 15th.
4. If a teacher believes there is incorrect information in their written evaluation they shall first address their concern with their evaluator. If they still feel there is incorrect information they shall have the right to respond in writing to the evaluation within 10 working days and have their response attached to the evaluation.
5. A list of deadlines/timelines will be distributed by the Human Resources Department.

F. Pre-Assistance and Mandatory Pre-Assistance and Review (PAR)

The Primary purpose of Pre-Assistance is to improve the quality of classroom instruction and promote higher student achievement. However, at times some staff require additional guidance and support to maintain Professional Standards. If additional guidance and support is needed, the supervising administrator will initiate the Pre-Assistance process. When a certificated staff member is placed on Pre-Assistance, there is no record of it submitted to his/her certificated personnel file.

1. Pre-Assistance:

Pre-Assistance is focused on specific areas of the Professional Standards and is to be viewed positively as providing the necessary guidance and support required to reestablish the applying column of the Professional Standards. The duration for Pre-Assistance is a minimum of 10 weeks for tenured staff.

The evaluator will develop a Pre-Assistance Plan that will include the following:

- A statement of the problem in relationship to the Professional Standards

- A statement of the desired behavior in relationship to the Professional Standards
- Date(s) when the problem has occurred
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

Pre-Assistance plans are submitted by the evaluator to the Assistant Superintendent of Human Resources or Designee and the President of PVFT or Designee for joint review. They will then submit the plan to the PAR committee for final approval. Upon final approval the evaluator will present the Pre-Assistance plan to the unit member for implementation.

At the completion of the pre-assistance plan, one of the following actions will occur:

- Continuance/extension of the pre-assistance plan
 - Referral to mandatory PAR (Peer Assistance and Review) if tenured
 - Problem is resolved and Professional Standards met, return to current evaluation option
2. Mandatory PAR Referral process.
 - A. At the summative meeting of the pre-assistance process, the Administrator notifies the unit member of the referral to PAR and provides the unit member the packet titled, "Peer Assistance and Review Guidelines."
 - B. Refer to Exhibit C5 for the mandatory PAR referral process.
 - C. The packet titled "Peer Assistance and Review Guidelines" is also available for review at both the Union office and the Human Resources Dept.
 3. Teachers shall not be permitted to advance to a higher step or column on the teacher salary schedule while on mandatory PAR. Mandatory PAR is generally assigned for the entire school year. If, however, a teacher has corrected noted problems in the first semester, she/he could be taken off mandatory PAR for the second semester. In addition, a teacher assigned to mandatory PAR is not eligible to advance on the salary schedule until the beginning of the new school year that follows the successful completion of the PAR Plan.

G. PAR Committee

1. The District shall establish a PAR committee to provide oversight of the Pre-Assistance and Mandatory Peer-Assistance process. The Assistant Superintendent of Human Resources or Designee and the PVFT President or Designee, in consultation with the Committee will establish the operational procedures, schedule of meeting dates, and agenda items of the Committee.
2. Membership: The PAR committee will consist of the Assistant Superintendent of Human Resources or Designee, PVFT Union President, three (3) PVFT Members, and two (2) District Administrators.
3. Additional members may be added to the PAR committee by mutual agreement between the Assistant Superintendent of Human Resources or Designee and the PVFT Union President. The majority of the Committee shall be composed of certificated PVFT members.
4. PVFT committee members required to attend PAR Meetings shall be compensated at one hundred (\$100) dollars per meeting attended. The meeting shall not be more than ninety (90) minutes in length.

ARTICLE XIV. REASSIGNMENT AND TRANSFER

A. All bargaining unit members are employees of the District

All bargaining unit members are employees of the District and not of one particular school, division or department. Unit members assigned to Migrant Education, Special Education, VAPA, Educational Services and other specially designed programs shall be considered members of the department, and shall be subject to reassignment based upon department needs and unit member qualifications. Reassignment procedures for unit members assigned to Migrant Education, Special Education, Educational Services and other specially designed programs are used to request a different job assignment anywhere within the same department. The transfer procedures are used to request a different job assignment outside the department.

It is the employee's responsibility to meet the requirements necessary to maintain a valid credential necessary to continue employment in the District. Bargaining unit members shall be assigned solely within the scope of their authorizations and in compliance with the state and federal mandates. Bargaining unit members shall not be reassigned or transferred outside the scope of their certificates without their written consent and appropriate action by the Governing Board. Areas of demonstrated competence, as well as program needs, must be a strong consideration in reassignment and transfer.

B. The following definitions shall apply to reassignment and transfer.

1. Reassignment is the placement within a given school of a bargaining unit member to a different position with a different grade level (such as second to third grade), or a different department (such as science to social studies), or both (such as seventh grade social studies to eighth grade mathematics).
2. Transfer is a relocation from school to school and may include a change in grade level and subject:
 - a. A transfer initiated by the Unit member (voluntary); or
 - b. A transfer may be district-initiated (involuntary).
3. Vacancy is an unfilled certificated position. A vacancy may be created by death, resignation, retirement, termination, transfer, reassignment, expansion of program, or increased enrollment. Vacancies created by a teacher on leave of absence for one semester or longer shall be posted and may be filled by a regular employee on a one-semester or one-year replacement basis, by a substitute, or by a temporary employee.
4. Seniority: District seniority shall be determined by the amount of time a certificated employee has been continuously employed in the District beginning with the first day of service in a probationary position with the District or one of its pre-unification parts, including any time of district-approved leave. When District seniority is the same, then site seniority shall be the second consideration. Site seniority shall be the amount of continuous service in a particular school in a probationary or permanent position. In the event that more than one certificated employee has the lowest seniority, the first date of paid service as a regular certificated (non-substitute) employee will be considered, with the least seniority subject to transfer. Certificated employees in special categories, including, but not limited to Special Education, Speech, and Psychologist, shall gain seniority in their special category, in lieu of site seniority. A certificated employee who accepts a special District assignment for a period not exceeding three (3) years and who returns to their former school, shall retain their original site seniority. When two (2) certificated employees have the same district and site seniority, a lottery shall be used to break the tie. The affected certificated employees, plus representatives of the Union, shall have the right to be present for the lottery drawing.
5. A year of service is service performed, under contract, for seventy-five percent (75%) of the days of the basic school year as listed in the school calendar.

C. General Provisions.

1. All vacancies, including extra pay assignments, shall be posted on the Districts online application system as far in advance of the closing date for submission of applications as practical, a minimum of five (5) working days. The union will be notified via an electronic notification. Prior consideration shall be given to in-district unit members applying for extra pay assignments.
2. The notice shall describe the position, state whether or not the position is temporary, state the qualifications required, and shall state the final date for receipt of applications. The Human Resources Dept. shall see that qualifications which may be desired in employees new to the District are stated in such a way that they do not discourage transfer applications from within the District.
3. By April 10th, the Human Resource Office shall notify all staff and Union President via District e-mail of current openings by sharing a link to the District online application system.
4. The District will make the transfer for any unit member who applies and is hired for a non-classroom position on or before June 30th. The District will make the transfer for any unit member who applies and is hired for a classroom position on or before July 31st.
 - a. If a transfer occurs while school is in session or the transfer is into a non-classroom position, the District may elect not to make an actual transfer until the beginning of the next school quarter, trimester, semester, or when the vacancy is filled.
5. Continuing employees shall receive written notification of their grade level and/or subjects assignment and school assignment on or before May 20th for the next school year, except where good cause exists, such as late resignations, retirements, new projects, or unexpected program changes.
6. An employee on leave of absence of two years or less shall return to their former school, except they may request to be reassigned or transferred or may be considered for reassignment or transfer the same as employees who are not on leave.
7. All unit members who accept special district assignments shall be given, in writing, the terms and conditions of those assignments, such as a brief summary of the duties and the length of the assignment. A unit member so assigned shall be placed on leave from their classroom duties.
8. Priority for Placement: In verified vacancies, the following priority shall prevail:
 - a. Returnees from sabbatical leave;
 - b. Persons displaced because of declining enrollment or reduction or discontinuance of programs;
 - c. Unassigned unit members returning from leave;
 - d. Unit members seeking part-time positions authorized by Article XXIII. A. Pre-Retirement
 - e. Temporary employees with rehiring rights at the same school (see #9 following);
9. Temporary teacher placement: If a teacher has been interviewed for a position and was assigned as a temporary teacher for the school year, that teacher may be re-employed in that school without an interview, if the performance has been satisfactory.
10. If a transfer occurs while school is in session, at least two (2) working days without classroom duties shall be provided for moving and preparation. Additional time may be requested by transferring employee and mutually agreed upon by administration. Unit members shall be compensated for any hours worked after their Basic Workday at the substituting rate, as described in Article VII. I.
11. A unit member who is reassigned during the school year shall, upon request, be provided one (1) day without classroom duties for moving and preparation. Additional time may, upon request, be granted by the principal. Unit members shall be compensated for any hours worked after their Basic Workday at the substituting rate, as described in Article VII. I.

12. A unit member who is required by administration to vacate an assigned classroom/office, either temporarily or permanently, which necessitates their packing of materials, shall be compensated for any agreed upon hours worked after their Basic Workday at the substituting rate, as described in Article VII. I. of the Collective Bargaining Agreement. An administrator may limit the number of hours of this compensation by communicating this limit to the unit member in advance of the packing. This payment shall be made on the next supplemental payroll, schedule permitting. Any needed moving supplies, such as, boxes, carts, and anything similar shall be provided by PVUSD for educationally related materials. The physical transportation of educationally related materials and equipment shall be the responsibility of PVUSD.
13. Denial of Request for Reassignment or Transfer
 - a. A unit member who does not agree with the immediate supervisor's final decisions regarding denial of a request to be reassigned or transferred by the District, may appeal in writing to the Superintendent or designee. The Superintendent or designee shall decide the merits of the original decision by the immediate supervisor.
 - b. The decision of the Superintendent or designee shall be provided to the Board if requested by the employee. The actual transfer shall not occur until the written decision of the Superintendent or their District level designee has been received. The Board may review the Superintendent's decision and inform the Union and the unit member of its decision.
 - c. This appeal procedure is intended for review of decisions made. Alleged violations of procedures provided for in this Article shall be resolved by the provisions of Article XVI.
14. No vacancy for which there is a qualified unit member on the unassigned list shall be filled with a newly hired unit member or temporary employee until the qualified unit member is placed, except where the qualified unit member and the Assistant Superintendent for Human Resources or their designee mutually agree to other arrangements.

D. Reassignment.

1. A regular teacher may request reassignment to a vacancy occurring in their school and the request shall be acted upon before the vacancy is posted or advertised for transfer and/or hiring from outside the District.
2. Requests for reassignment for the following school year shall be made known to the unit member's immediate supervisor on or before April 1st. The request shall be made in writing.
3. The immediate supervisor shall attempt to honor reassignment requests, considering the employees areas of demonstrated competence, qualifications and program needs. When all considerations are deemed to be equal by the immediate supervisor, seniority shall be used to make a final determination.
4. Upon request, a unit member shall be given verbally the reason(s) for the denial of a reassignment. Upon written request, a unit member shall be given, in writing, the reason(s) for denial of a reassignment request. The written request and the written response may be placed in the employee's personnel file.
5. In District-initiated reassignments, attempts shall be made to place unit members in positions similar to their former assignment. In general, primary teachers to primary grades, intermediate teachers to intermediate grades, and junior and senior high school teachers within the scope of their credentials and areas of demonstrated competence.
6. The immediate supervisor shall make every reasonable effort to meet with the affected unit members to discuss the reassignment.

E. Transfer initiated by the Unit Member.

1. Current employees may apply on the District's online application system for any vacant position(s). On the online application, employees need only include their name and check the box indicating they are a district employee. Employees may upload a current resume and cover letter. If they meet the minimum qualifications listed below they will be offered an interview.
 - a. Holds appropriate credential(s) and meets the minimum qualifications of the job.
 - b. Is not currently on PAR
2. The Human Resources Department shall forward to the principal, or other administrator having authority to fill the vacancy, the names of all unit members who have applied for a vacancy, and the names of those teachers whose general requests for transfer are on file.
3. When five (5) or more district unit members apply for the same position, at least the four top candidates shall be interviewed.
4. The District shall make every reasonable attempt to fill vacancies from transfer requests.
5. When two or more unit members apply for the same vacancy and when the immediate supervisor determines, after considering the employees areas of demonstrated competence, qualifications and District needs, that two or more unit members are equally qualified, seniority shall be used to make a final determination.
6. The immediate supervisor shall make every reasonable effort to communicate their recommendation to each applicant within five (5) days after Board action.
7. Any unit member who has been interviewed for transfer and who has been denied, may request, and will receive, from the appropriate administrator, the reason(s) for non-acceptance.
8. Unit members desiring to trade positions may apply to the site administrators at the affected sites.

F. District-Initiated Transfers.

1. When two or more unit members are being considered for a district initiated transfer to the same position, and when the immediate supervisor determines, after considering qualifications and district needs, that two or more unit members are equally qualified, seniority shall be used to make a final determination. When extraordinary circumstances arise, the Union and the District shall meet and discuss it seniority should not apply.
2. When unit member(s) are to be transferred for reasons including, but not limited to, enrollment changes or mandated programs, and when the appropriate administrator(s) determine(s), after considering school and district needs, that these needs have been met, seniority shall be used to make a final determination. Prior to a determination to displace by seniority, site staff shall have the opportunity to volunteer to be displaced.
3. District-initiated transfers shall be made with reasonable efforts to place unit members in positions similar to their former assignments. In general, primary teachers to primary grades, intermediate teachers to intermediate grades, and middle school/junior high and senior high school teachers within the scope of their credentials and areas of demonstrated competence.
4. The immediate supervisor shall meet with the employee and to notify them of the impending transfer. If the decision to transfer is made during the unit member's non-contract days, notification shall be sent by certified mail to the last known address, and the notification shall also inform the unit member that they shall be given a conference, if requested, within fifteen (15) business days.
5. Upon request, the employee to be transferred shall receive a statement of reasons in writing.

6. Every reasonable effort shall be made so that a unit member shall not be given a District-initiated transfer in two (2) successive years.
7. In the event of a major program change, the following shall apply:
 - a. Unit members presently assigned to that school shall have the right to request positions in the new program.
 - b. The District shall have the right to advertise and seek transfers by other District unit members and staff.
 - c. Unit members presently assigned to that school shall have the right to request a transfer.
 - d. If a 6th grade is moved to a 7th and 8th grade school, the 7th and 8th grade unit members will not be required to interview.
 - e. If a 7th and 8th grade school becomes a 6th, 7th, 8th middle school, the receiving school of the 6th grade students shall interview the incoming new unit members.
 - f. Unit members transferred from the site of the new program due to credential and program considerations shall have all rights provided under the District-initiated transfer provision of this Agreement.
 - g. Vacancies which are to occur when other district unit members transfer to the new program shall be considered as vacancies open to transfer of those transferring due to c. or f. above. Even if placed, the transferred employee will be considered as a displaced person for priority purposes.

ARTICLE XV. PART-TIME CERTIFICATED ASSIGNMENT AND DIVIDED CONTRACTS

A. General Provisions.

1. Unit members in part-time service or rendering services under a divided contract, shall have all rights and privileges afforded full-time unit members under this Agreement, except where specifically abridged.
2. The salary and health/welfare benefits paid a part-time or divided-contract unit members shall be a proportional ratio of the salary and benefits s/he would have earned as a full-time unit member. The unit member may elect to pay the balance of the cost in order to obtain full health and welfare benefit coverage. Employees working less than fifty percent (50%) of a full time assignment shall not be entitled to health and welfare benefits.
3. A unit member on part-time service or divided contract shall receive credit for salary schedule advancement as follows:
 - a. Year-long part-time service (service for seventy-five percent [75%] 138/184 or more of the certificated assignment days) shall qualify the employee for one step advancement. Beginning with the 1995-96 school year one step on the salary schedule will be given to unit members who have completed part-time service for seventy-five percent (75%) or more of the certificated assignment days over a two consecutive year period. The accrual of part-time service will begin with the 1993-94 school year. This provision shall not be retroactive beyond the above stated period.
 - b. Service on a divided contract in a two-year period, which is the equivalent to one year of service, shall qualify for a one-step advancement. Service for half (.50) of the certificated assignment days in each of two consecutive school years (e.g. service for ninety-three [92] days out of 184 days in one year and ninety-three [92] out of 184 days the next year) shall entitle the employee to advance one step on the schedule.

4. In the event of unit member lay-offs, the three-year service requirement in C., 2. (below) shall not apply (i.e. a unit member who otherwise must be laid off may qualify for a divided contract).

B. Part-Time Certificated Assignment.

1. Unit member-Initiated:

- a. Requests for part-time certificated assignment shall be made through the immediate supervisor.
- b. Where a part-time request shall involve a transfer or reassignment, it shall be processed in accordance with the Reassignment and Transfer Article of this Agreement.
- c. Unit members who are granted a reduction from full-time to part-time certificated assignment, shall concurrently be granted a leave without pay for the remainder of their full-time assignment.
- d. Part-time unit members who have reduced from full-time service may return to full-time service, provided a request to do so has been filed on or before March 1st with the Assistant Superintendent through their immediate supervisor. Receipt of the request shall be promptly acknowledged. Where a transfer or reassignment is necessary, it shall be in accordance with the Assignment and Transfer Article of this Agreement.
- e. A request to continue in a part-time assignment shall be filed on or before March 1st of each year. The District shall notify the employee as soon as possible, but no later than June 1st, whether or not his/her request has been granted.
- f. Part-time unit members who have reduced from full-time service in accordance with the pre-retirement provisions of this Agreement shall be governed by those provisions and not by this Article.
- g. This Article does not apply to Adult Education unit members.

2. District-Initiated:

- a. Employees in district-initiated part time positions that were created prior to July 1, 2002, and who work .5 FTE or more, shall continue to receive fully paid health and welfare benefits.
- b. Employees in district-initiated part-time positions and are hired into those positions on or after July 1, 2002, shall be provided with health and welfare benefits on a prorated basis. However, employees who were full time but reduced to part-time due to a reduction in work force, shall continue to be entitled to fully paid District benefits.

Employees working less than fifty percent (50%) of a full time assignment, shall not be entitled to health and welfare benefits.

- c. Unit members reduced from full-time to part-time certificated assignment, shall concurrently be granted a leave without pay for the remainder of their full-time-assignment.

C. Divided Contracts.

1. Requests for divided contracts shall be made through the immediate supervisor.

2. Unit members who have completed at least three years of service in the District shall be eligible to request a divided contract.
3. In no case shall any person be hired from outside the District to assume a part of a divided contract under this provision. A transfer from another school or department within this District may be permitted to divide a contract.
4. The contract division shall be .50 and .50, or as near .50 and .50 as program schedules permit, provided that unique situations may be considered on a case-by-case basis.
5. Unit members on divided contracts shall concurrently be granted a leave without pay for the remainder of their full-time assignment.
6. Divided-contract unit members may return to full-time service, provided a request to do so has been filed on or before March 1st with the Assistant Superintendent through the immediate supervisor. Receipt of the request shall be promptly acknowledged. Where a transfer or reassignment is necessary, it shall be in accordance with the Reassignment and Transfer Article of this Agreement.
7. A request to continue on a divided contract shall be filed on or before March 1st of each year. The District shall notify the employee as soon as possible, but no later than June 1st, whether or not his/her request has been granted.

ARTICLE XVI. GRIEVANCE

A. Purpose:

This grievance procedure shall be used to provide an orderly and expedited process for the resolution of grievances.

B. General Provisions/Definitions

1. A grievance is an alleged violation, misinterpretation, or misapplication of this contract.
2. A grievant may be either the Federation or one (1) or more unit members of the Federation.
3. The grievant may have a representative present at each step of the grievance procedure.
4. A "day" is a day in which the central administrative office of the District is open for business.
5. An "immediate supervisor" is the lowest level supervisor who has been designated by the District to adjust grievances and who exercises responsibility for the grieving unit member or program. For persons assigned to more than one (1) site or program, one (1) supervisor shall be designated the "immediate supervisor."
6. If a grievance arises from the action of authority above the immediate supervisor, the grievance may be filed with the manager responsible for the action.
7. The time limits on the filing and processing of grievances may be extended only by a written agreement signed by the parties.
8. A grievance must be filed and appealed within the time limits set forth herein or the grievance shall be considered settled on the basis of the last answer given. If a District representative fails to answer to a

grievance within the time limits provided at a particular step (unless such time limits are extended by written agreement), the grievance may be appealed to the next step within the appropriate time limits.

9. All materials concerning a unit member's grievance shall be kept in a file separate from the unit member's personnel file, which shall be available for inspection only by the unit member, his/her representative and those management, supervisory and confidential unit members directly involved in the grievance procedure.
10. No reprisals of any kind will be taken by the District against any aggrieved person, any party of interest, any members of the Federation, or any participant in the grievance procedure by reason of such participation.
11. The grievant shall continue to discharge his/her regular duties and to comply with the appropriate directions of the administration until the grievance has been resolved, provided that no unit member shall be required to continue to discharge duties under the conditions which pose an imminent danger to health or safety.
12. The grievant may have his/her grievances resolved at any level without the involvement of the exclusive representative, provided that the adjustment is not inconsistent with the terms and conditions of this Agreement and provided that the grievant and District stay enforcement of the proposed resolution until the Federation has received a copy of the proposed resolution and has had ten (10) days from the date of the notice to respond or reject the proposed resolution.
13. A representative of the Federation shall have the right to be present at all meetings regarding a grievance.

C. Procedures

Step 1: The aggrieved unit member shall meet with the immediate supervisor and attempt to resolve the grievance informally no later than thirty (30) calendar days after the grievant knew or could have known of the event or circumstances occasioning the grievance. The aggrieved unit member shall state when the meeting is Step 1 of the Grievance Procedure.

Step 2: If the grievance is not settled at Step 1, the aggrieved unit member may present to the supervisor a written statement of the grievance no later than ten (10) days after the meeting with the supervisor. Such statement shall contain:

- ___The name of the unit member filing the grievance.
- ___A description of the conduct alleged to have violated the Agreement.
- ___An enumeration of the contract provisions alleged to have been violated.
- ___A listing of the actions requested to remedy the grievance.
- The supervisor shall attempt to resolve the grievance as soon as possible and shall present a written answer to the unit member within ten (10) working days after receiving the grievance.

Step 3: If the grievance is not settled at Step 2, the unit member may appeal to the Superintendent or the Superintendent's designee. The appeal shall be in writing and shall be submitted within ten (10) days after the unit member receives the supervisor's Step 2 answer. This appeal shall include a copy of the original

grievance, the supervisor's answer, and a statement of the reasons for the appeal. The Superintendent or designee shall respond to the appeal in writing within ten (10) days after receipt.

Either the unit member filing the grievance or the Superintendent or designee may request a meeting to discuss the grievance within this 10-day period. If such meeting is held, the time limit for the Superintendent or designee's answer shall be extended for ten (10) days after the close of the meeting.

Step 4: If the grievance is not settled at Step 3, the matter may be submitted to grievance mediation within ten (10) days after the unit member receives the Step 3 response. The parties shall request from the State Conciliation and Mediation Service a mediator. The parties may mutually agree to skip this step and advance to Step 5.

Step 5: Should mediation at Step 4 fail to resolve the dispute, or if the parties mutually agree to skip mediation, the Federation may submit the matter to arbitration by notifying the District within twenty (20) days following mediation or after the Step 3 decision, if mediation is skipped. The parties shall first attempt to agree upon an arbitrator. Should that not be possible, the parties shall request a list of seven (7) arbitrators from the State Conciliation Service. The Federation and the District shall alternately strike one name until the name of a single arbitrator remains. Lots shall be drawn to decide which party strikes first.

The hearing shall be conducted in a timely manner. All expenses of the arbitrator and court reporter, if required by the arbitrator, shall be divided equally between the Federation and the District. The parties shall pay their own costs for representation. The findings and recommendations of the arbitrator shall be final and binding.

ARTICLE XVII. ADULT EDUCATION PROGRAM

A. Unit members employed in the Adult Education Program shall be covered by all the Articles of this Collective Bargaining Agreement unless exempted in this Article.

B. Definitions:

1. Full-time Adult Education unit member: Thirty (30) hours per week shall be considered a full-time assignment in the Adult Education Program.
2. Regular Adult Education Unit Member (probationary or permanent): Any person who is employed to teach Adult Education classes, or who counsels Adult Education students, for 18 hours per week (60% of a full time assignment) or more, shall be classified as a regular unit member.
3. Temporary Adult Education Unit Member: Any person who is employed to teach Adult Education classes, or who counsels Adult Education students, for less than 18 hours per week (60% of a full time assignment) or less, shall be classified as a temporary unit member.

C. Permanent Status.

A regular Adult Education unit member may attain permanent status within the District by teaching a minimum of seventy-five percent (75%) of the days of the regular adult school year (excluding any summer program) per year for two (2) consecutive years.

1. The permanent-status hours of an Adult Education unit member shall be based on service which is equivalent to the average number of hours per week which the unit member served during his/her probationary years.

2. Adult Education unit members who have attained permanent status at one level of hours per week and are subsequently increased in hours may have their permanent status increased pursuant to an average of the three years of most recent experience.
3. The members who hold permanent status in the regular K-12 program, who become eligible for permanent status in the Adult Education program also, shall, at the time of being eligible, elect whether their permanent status will be with the regular K-12 program or Adult Education.
4. Retired Adult Education unit members with Permanent Status at the time of their retirement shall have Temporary Status should they be rehired. They shall retain their original date of hire provided they serve in the Adult Education department within two years of their retirement. Their work assignments after retirement shall remain below 18 hours per week.

D. Seniority and Service Area Seniority

1. The combined Adult Education programs of Santa Cruz City School District (SCCSD) and Pajaro Valley Unified School District (PVUSD) will be considered one program. There will be one seniority structure as defined by Education Code.
2. Service Area Seniority
Service Area Seniority will only apply for unit members hired before July 1, 2016 and former employees of SCCSD. Service Seniority shall allow employees to continue working in the service area in which they were originally hired. The Service Area date will be the same as the Date of Hire. Service hours shall be assigned to permanent and probationary employees before temporary employees within the respective service area. Unit members hired after July 1, 2016 will not have any Service Area Seniority and may be assigned as provided in this CBA.
 - a. Service area seniority shall be considered when determining changes in assignments within the respective service area.
3. As used in this Article, there are two "Service Areas": The Santa Cruz Service Area includes the sites that were formerly part of SCCSD Adult Education, and the Watsonville Service Area includes the sites that were part of the PVUSD Adult Education prior to the 2016-17 school year.

E. Workload and Hours.

During any regular quarter, regular Adult Education teachers will be scheduled for no fewer hours than were worked the previous quarter, unless the assignment changed due to a reason listed in M., 4. a-d. below.

1. Basic Work Week: Times of arrival and departure shall be set for unit members by the Director with the advice of the faculty.
 - a. Teachers are responsible for maintaining accurate attendance reports and for submitting such reports to the Adult Education office on specified due dates. The District is responsible for compilation of the monthly attendance report.
 - b. Teachers will be paid the extra-duty hourly salary for any extra work requested of them that is not part of their regular teaching assignment. Extra work must be agreed to in writing by the teacher and the site administrator, prior to the assignment.
 - c. Adult Education Teachers will be provided with one (1) optional workday at the beginning of the second semester negotiated through the calendar process paid at their per diem rate to fulfill their professional responsibilities. The optional work day will be free from training, meetings, or professional development.
2. Faculty Meetings and Professional Learning Communities (PLCs):
 - a. Faculty meetings shall be scheduled on a reasonable basis, not to exceed an average of two hours per month.

- b. Unit members will be paid their hourly salary for attendance at faculty, PLC, departments or professional development meetings.
 - c. Attendance at faculty, PLC or department meetings is mandatory for all unit members. If an emergency or illness prevents a unit member from attending, the administrator shall be informed in advance, if possible. A make-up meeting between unit member and administrator will be scheduled as soon as possible following the missed meeting.
 - d. PVFT Union Meetings: At least two (2) occasions per semester, PVFT will get ten (10) minutes during department meetings, as requested.
3. Shared Assignments:
- a. Teachers shall be allowed to share assignments when mutually agreed upon by both unit members and administration. Teachers shall be responsible for providing Adult Ed Administration with a calendar for work days, including testing dates. Teachers will update Adult Education administration as soon as possible regarding any modifications to the calendar.
 - b. A request to begin or continue on a shared assignment shall be filed on or before October 31 for second semester of the current year and April 20th for the first semester of the following year. The District shall notify the employee as soon as possible, but no later than December 1 for the second semester of the current year and June 1st, whether or not their request has been granted. If approved, the duration of the shared assignment will be for one semester.
 - c. Employees within the TK-12 program shall be eligible to share an assignment in Adult Education, as long as they have the relevant experience and qualifications.
4. Unit members teaching adult education shall receive the amount of on site preparation time listed below for their classroom teaching hours at their hourly rate of pay:
- a. 30-40 hours of teaching per work week = 1 hour prep/week
 - b. 20-29.5 hours of teaching per work week = 45 minutes prep/week
 - c. 1-19.5 hours of teaching per work week = 30 minutes prep/week
 - d. The preparation time is considered non-instructional hours.
5. Expansion of Offerings or Consolidation of Classes:
- a. All additional classes, vacancies, and additional hours shall be posted on the district's online application system as far in advance of the closing date for submission of applications as practical, a minimum of 5 working days. Notification will be sent via email to adult education members within 24 hours from when the job is posted. In-District unit members applying for available hours shall be offered in the following priority to adult education members whose credential and experience qualify them for the additional classes.
 - 1. Regular adult education unit members on a seniority basis
 - 2. Temporary Adult Education unit members on a seniority basis
 - 3. Non-unit members
 - b. Consolidation (reduction) shall be done in reverse seniority order, that is the first reduction will be to:
 - 1. Non-unit members;
 - 2. Temporary Adult Education unit members with the least seniority;
 - 3. Regular Adult Education unit members with the least seniority.
 - c. Any Adult Education teacher who is authorized to start a new class shall hold the class for a minimum of three (3) class sessions even if the attendance should be below the accepted minimum.

F. Calendar.

The work year for Adult Education regular instructors shall be a minimum of 181 days. The Adult Education work calendar shall be negotiated with PVFT.

All certificated employees working one hundred and eighty-one (181) days and all regularly employed Adult Education employees shall have one paid work day prior to the opening of school. Adult Ed unit members shall attend this paid work day as follows:

Hours/week taught	Hours/work day
1-17	5
18+	7

A two-hour paid pre-school staff meeting shall be included in these hours. In order to be paid for the work day, Adult Ed unit members must take part in this two-hour paid staff meeting.

If the Adult Education unit members normal work location is unavailable, a work day location shall be designated by the Director of Adult Ed. Adult Ed teachers who are also K-12 teachers shall be excused from this paid work day in order to meet their K-12 requirement unless the K-12 requirement does not conflict with the Adult Ed work day schedule.

G. Class Size.

1. Class Size:

Every reasonable effort shall be made to see that class size shall not exceed a maximum average of twenty-five (25) students, over four (4) class sessions.

- a. Pre-School oriented classes (where children are present) shall have a maximum average attendance per hour of twenty-two (22) students over four (4) class sessions.
- b. The Adults with Disabilities Program shall have a maximum average attendance per hour of twenty-two (22) students, over four class sessions.

2. Overload Procedures:

The following procedures apply in classes where the average attendance per hour exceed the maximums established.

- a. When any class becomes over-attended, according to the provisions of this Article, the teacher shall notify the proper administrator no later than the third regular meeting following the date of over-attendance.
- b. Every effort will be made to employ an instructional assistant, interviewed by the teacher and administrator, no later than five (5) working days after notification.
- c. In multi-level ESL classes, Learning Center Classes, classes for handicapped adults, and pre-school oriented classes where children are present, an instructional assistant will be provided when the attendance is consistently at twenty (20) or more. Every effort shall be made to employ an Instructional assistant by the fifth consecutive class session.
- d. In other Adult Education classes (except fee-supported) an instructional assistant will be provided when the attendance is consistently at twenty-seven (27) or more. Every effort will be made to employ an instructional assistant by the fifth consecutive class session.
- e. In either 2. c. or d. (above) the teacher may waive, in writing, the provision of having an instructional assistant assigned.
- f. When attendance is consistently above thirty-five (35), every effort shall be made by the fifth consecutive class session to divide the class, or if feasible, combine students with another class.

2. Minimum Class Size:

Classes may be cancelled, or subject to cancellation, in accordance with the following provisions:

- a. A class with twelve (12) or fewer students for four class sessions will be cancelled, or combined with another class, when possible. This will occur the meeting following written notice to the teacher from administration.
- b. When a class drops to fifteen (15) in attendance, every effort shall be made to increase enrollment. If the enrollment remains at fifteen or below, the class may be combined with others when possible.

H. Wages and Related Matters.

1. Salary:

The salary schedule shall consist of two classes:

- Class I - Credential;
- Class II - Credential + B.A. + 15 units;
- Class II shall be five percent (5%) higher than Class I.

Salary step advancement is determined by hours of service. Hours of service are cumulative from the date of hire. Every time 600 cumulative hours are completed, the unit member will move one step effective the following July 1.

2. Placement:

- a. Employees hired for the first time on or following July 1, 1984 will be placed on Step 1, unless qualifications for experience as stated in c. and d. below, apply.
- b. For initial placement on this salary schedule, credit for all years of full time work in Adult Education shall be granted to all employees.
- c. Credit for step placement may be granted for all previous full-time teaching experience. One step of advancement shall be given for each year of verified teaching experience.
- d. Credit for salary step placement shall be granted to occupational teachers for each year of verified related occupational experience. A work year shall be defined as thirty (30) hours or more per week for seventy-five percent (75%) or more of the work year.

3. Mileage:

Mileage shall be provided between required assignments when the second or additional assignment begin(s) within two (2) hours of the previous assignment.

5. Department Chairpersons: See Article VII, Section A, 2, d.

6. Adult Education Teachers (regular, temporary, and retirees) who provide coverage in other Adult Education classes will receive an hourly rate based on current placement or their placement at the time of retirement on the Adult Education salary schedule.

I. Health and Welfare Benefits.

- a. For current employees working 18 hours per week or more prior to June 30, 2025, the District agrees to continue to provide health and welfare benefits for every semester they maintain their 18 hours per week.
- b. Effective July 1, 2025, the District agrees to provide health and welfare benefits as follows:

- i. 18-22 hours per week: 60% of the District's contribution
- ii. 23+ hours worked per week: 100% of the District's contribution

J. Leaves.

The provisions and procedures contained in Article XII of this Agreement shall apply to Adult Education unit members, except for the provisions following which supersede provisions of Article XII.

All reference to leave "days" in Article XII shall be considered to be "hours worked for that particular day" when applied to Adult Education members. Hours paid for any leave with pay covered in Section A through G of Article XII, shall be the equivalent to hours and days considered to be that unit member's regular assignment worked prior to the leave.

1. Sick Leave—Illness or Injury:

- a. Adult Education unit members shall be credited with one (1) hour of sick leave for every eighteen (18) hours of paid service on an unlimited accumulated basis.
- b. If all sick leave is used and an Adult Education unit member is absent from work due to illness or accident, retroactive payment for such hours will be paid at the end of the school year from any sick leave hours accumulated for that year after the teacher returns to work following the absence.
- c. Hourly sick leave accumulated in Adult Education will be transferable to the regular K-12 program on the basis of one (1) day sick leave for each six (6) hours sick leave accrued.
- d. Unused accrued hourly sick leave may be applied toward retirement service credit in accordance with STRS regulations.
- e. Accrued K-12 sick leave will not be used for Adult Education absences, nor is it possible to use Adult Education sick leave for K-12 absences.

K. Evaluation.

Adult Education teachers shall be evaluated on the forms and following procedures approved by the Director of Adult Education and PVFT representatives. Permanent Adult Education teachers shall be evaluated at least every other year. Probationary and Temporary Adult Education teachers shall be evaluated at least annually. Annual evaluations will be defined as an evaluation every year from the date of first paid service. Evaluations shall be sufficiently clear to provide each teacher with notice of areas of strength, as well as areas to be improved with an offer of support to assist the teacher to improve. Adult Education unit members shall be paid their regular hourly wage for any time they are required to spend on their evaluation meetings beyond their regular work hours.

L. Reduction in Staff.

For the purposes of reduction in staff, "seniority" shall be determined by the first date rendered of paid regular certificated service. The employee with the earliest date of rendered paid unbroken service shall be designated as having greater seniority.

- 1. For the purposes of layoff under the provisions of Education Code paragraph 44955 and paragraph 44949, seniority shall be determined by the first day of rendered paid service as a probationary employee. As between employees who first rendered paid service to the District on the same date, the following criteria shall be used:
 - a. The greater number of hours as an hourly certificated employee at the end of the year preceding the ranking shall have the highest seniority.

b. In the event that ties still exist, the remaining ties shall be broken by lottery.

2. Break in Service:

A resignation, or three consecutive quarters with no rendered paid service, shall constitute a break in service. When a regular unit member's services are terminated for lack of enrollment, or discontinuance of service, or are otherwise interrupted in a manner declared by law not to constitute a break in service, the original order of employment shall stand.

M. Reassignment.

1. Reassignment is the placement, within a given site, of an employee in a different position with a different grade level (such as beginning to advanced), or a different department (such as Adult Basic Education to English as a Second Language), or both (such as Adult Basic Education to Beginning English as a Second Language).
2. Seniority: "Amount of time" means years and months of service, not hours.
3. A year of service is service performed for sixty percent (60%) of a full-time assignment for seventy-five percent (75%) of the basic school year as listed in the school calendar.
4. Continuing employees shall receive written notification of their subject, and site assignment on or before May 20th for the next school year, except where good cause exists, such as late resignations, retirements, new projects, or unexpected program changes.
5. Requests for reassignment for the following school year shall be made known to the unit member's immediate supervisor on or before April 1st. The request shall be made in writing.
6. The immediate supervisor shall attempt to honor reassignment requests wherever possible, considering the employee's areas of demonstrated competence, qualifications, and program needs. When all considerations are deemed to be equal by the immediate supervisor, seniority shall be used to make a final determination.
7. The District may reduce teaching assignments for any of the following reasons:
 - a. Average daily attendance of twelve (12) or fewer over four (4) class sessions;
 - b. Discontinuation of special funding;
 - c. Unsatisfactory performance affecting the instructional program including special curriculum needs, as evidenced by evaluation (based on a negotiated evaluation system);
 - d. Loss of facility or change of program over which the District has no control. The District will make every reasonable effort to replace such loss.
8. Adult Education unit members are exempt from Article XIV., Sections E. and F., which pertain to Transfer.

N. Early Retirement for Adult Education Teachers.

1. An Adult Education teacher with a minimum of ten (10) years continuous service to the District, including Board approved leave, with an average of eighteen (18) hours of service per week or more and a minimum of fifteen (15) hours of service per week, who is at least fifty-five (55) years of age, may retire from PVUSD without retiring from STRS or PERS and receive health benefits with dependent coverage until the age of sixty five (65) or when eligible for Medicare, whichever is earlier. The District contribution shall be in accordance with Article XXIII,

paragraph D.

2. For the purposes of this Section N., teachers who moved from the Santa Cruz City Schools District to PVUSD as part of the 2016 MOU shall be allowed to use their years of service in SCCSD to qualify for Early Retirement Benefits.

O. Leadership Teams:

The majority of the site Leadership Team shall consist of full-time or shared contract classroom teachers with representation from each grade level or department. The classroom teachers shall be selected by their peers. The site administrator shall designate the other members of the site leadership team. The Adult Education Program Leadership Team shall consist of a majority of Adult Education teachers. Each team shall develop a protocol for communicating the recommendations and decisions of the team to the staff.

P. Circumstances specific to the Adult Education Program.

Article IX. A. Files for Adult Education unit members shall remain at the Adult Education Office. For identification and employment purposes, up to-date rosters of Adult Education employees will be provided to the main Human Resources Dept. and the Business Office. See Article IX, A., 3, Personnel Files.

Article XV. Part-Time Teaching and Divided Contracts: Does not apply to Adult Education unit members.

Q. Grievance:

See Article XVI.

- R. Communication: At least one month prior to the Adult Education consortium meeting, the adult education director or designee will send out a communication to all adult education unit members. The communication will provide information on date, time, and location of the meeting, and the topics to be presented or discussed during the consortium meeting. Unit members may provide written feedback, regarding the topics to be discussed at the consortium meeting.

ARTICLE XVIII. EARLY CHILDHOOD EDUCATION PROGRAMS

PVFT is the exclusive representative of certificated employees working in the District's Early Childhood Education Programs which includes Migrant and Seasonal Head Start, State Funded, Full Day, Part Day and Migrant Programs.

The District and the Union agree that the federally funded Migrant and Seasonal Head Start and state funded programs, collectively referred to as Early Childhood Education Programs, make a valuable contribution to the District's educational program and to the needs of the community and, as such, acknowledge these programs. The provisions of this Article are applicable to employees working in the federally funded Migrant and Seasonal Head Start and state funded programs, collectively referred to as Early Childhood Education Programs.

A. General Provisions

1. Staffing ratios in the Early Childhood Education Programs shall be based on applicable State and Federal regulations and Program Area Plans for the program.
2. Children's Center Teachers, State Preschool Teachers, and Family Childcare Home Specialists shall work a seven and one-half (7 1/2) hour day, including an average of 150 minutes per week for planning and preparation time. Planning and preparation time shall be scheduled in blocks of no less than thirty (30) minutes. Associate Teachers and Assistant Teachers shall work an eight (8) hour day. Unit members who work a 7½ or an 8 hour day shall receive a 30 minute duty free lunch period separate from any travel

time. In addition, Associate Teachers and Assistant teachers who work in a full day program for eight (8) consecutive hours shall receive a ten (10) minute break. A unit member who participates in a scheduled meeting that occurs outside their scheduled workday shall be paid their hourly per diem rate. Such meetings are voluntary.

3. The following are the categories of unit members in the ECE Program:
 - a. Teacher
 - b. Associate Teacher
 - c. Assistant Teacher
 - d. Family Childcare Home Specialist
 - e. Employees in all programs must meet the legal requirements of that program regarding credentialing, permitting, health and safety requirements and educational units.
4. There will be a Site Supervisor in accordance with program requirements.
 - a. Site Supervisors shall be paid a stipend per day to compensate for the additional duties.
 - b. Site Supervisors may not be the evaluator of teachers but may provide input to the teachers and the evaluator.
 - c. Site Supervisors shall be evaluated on the additional duties.
 - d. Each school year site supervisors are required to attend a total of six (6) meetings, two (2) hours each, from 4:30 PM to 6:30 PM after a regular school day. Site supervisors shall be paid their per diem hourly rate for attendance at these meetings. These shall be scheduled as part of the school year calendar.
 - e. Site supervisors may, at the discretion of the department administration, be required to work two (2) additional days at their per diem rate. The additional days will be the two weekdays prior to the start of the Part Day and Infant Development programs.
5. Unit members designated as the Site Supervisor when the Site Supervisor is absent shall receive the Site Supervisor stipend for that day.
6. Because staffing is based on the enrollment of students, a decline in enrollment necessitates a proportionate reduction of probationary and permanent staff. When a reduction in staff is necessary due to a decline in enrollment or a reduction in funding, layoffs shall be based on seniority with the least senior employee laid off first, in accordance with Education Code 8366. Seniority shall be based upon the first date of paid probationary service to the District in the Early Childhood Education Program. Employees, who are laid off, shall be placed on a reemployment list for up to 39 months. Those employees shall be offered reemployment in vacant positions in the Early Childhood Education Program on the basis of seniority, with most senior first offered employment. Employees on a reemployment list shall be offered substitute and temporary assignments prior to persons not on the reemployment list.
7. ECE employees shall not be assigned to a lower paying category without following the layoff process.
8. Every reasonable effort shall be made to equalize duties performed so that no teacher shall be required to perform a significantly greater amount of such duties than other teachers assigned to the same work location (Center).
9. Desired Results Development Profile (DRDP)
 - a. Teachers in Full Day or Part Day State program will be released for two and a half (2.5) hours per month in order to rate Desired Results Development Profile (DRDP) reports for students. Teachers rate up to twenty-four (24) reports. Any additional reports required not completed by the associate teachers, shall be paid one (1) hour per DRDP at their hourly per diem rate for the time outside of their contract hours.
 - b. Teachers in Seasonal Programs may rate up to 12 Desired Results Developmental Profile (DRDP) reports for students twice during the season. Teachers will be released for two and a half (2.5) hours twice per season to rate reports. Any reports not completed during that time are completed during daily nap time (up to 2 hours).
 - c. Teachers in the Infant Development Center may rate up to 12 Desired Results Development Profile reports for students twice during the year. Reports are completed during daily nap time in addition to two (2) hours per month during their early release Wednesdays

- d. Associate teachers in Full Day or Part Day programs may rate up to eight (8) DRDP reports. Full Day Associate teachers who rate DRDPs will be released for three one (1) hour per month.
 - e. Associate teachers in Seasonal Programs may rate up to 8 Desired Results Development Profile (DRDP) reports for students twice during the season. Associate teachers will be released for one (1) hour twice per season to rate reports. Any reports not completed in that time are completed during daily nap time (up to 2 hours).
 - f. All teaching staff will provide ongoing Meaningful Observations of students.
10. Early Childhood Education Program teachers may be required to attend staff meetings during the scheduled work day, including activities required by the State and/or Federal program. They may also elect to attend parent meetings after scheduled work hours paid at their per diem rate. Required professional development, licensing updates, and any other State or Federal mandates shall be scheduled during the work day.
 11. Early Childhood Education Program teachers required to remain at the site to accommodate the late pickup of children for at least 15 to 30 minutes after closing shall be paid for 30 minutes. Teachers required to remain on site for 31 minutes to one (1) hour will be compensated for at least 1 hour. After one hour, teachers will be compensated increments of thirty (30) minutes. All pay shall be at per diem hourly rate.
 12. Extra duties to be performed outside of the regular workday shall be voluntary and shall be compensated at the employees' hourly per diem rate. Voluntary professional development activities scheduled outside the scheduled workday shall be paid at the supplemental rate.
 13. Early Childhood Education certificated staff will be evaluated using the agreed upon evaluation tools and processes.
 14. The Early Childhood Education Programs are subject to state and/or federal laws and regulations. In the event that there is any change in laws and /or regulations that impact the terms of the agreement or the District's operation of the Programs, the Parties shall negotiate the impact of the changes.
 15. When unit members substitute for other employees in the program the unit member shall be paid at least their per diem pay. Associate Teachers and/or Assistant Teachers who have an Associate Teacher permit shall receive a stipend of \$39.69 per session (\$80.56 per day) when the Teacher is not present for the entire session/day, requiring the Associate or Assistant Teacher to assume necessary duties as required for program compliance. This stipend shall be part of the salary schedule. Associate and/or Assistant Teachers who are certified as Site Supervisors shall be paid the Site Supervisor stipend per day when assuming Site Supervisor duties for the full day due to the absence of the Site Supervisor.
 16. Unit members assigned to a program with a longer work year shall remain assigned to that program unless they voluntarily request a transfer to a program with a shorter work year or unless the layoff process is used.
 17. Current employees may submit a letter of interest for any promotion and are not required to apply through the district's online application system. If they meet the minimum qualifications for the position they shall be offered an interview.
 18. Temporary status unit members shall be offered reemployment in temporary positions in order of district hire date, with the earliest hire date offered employment first. Nothing in this section shall be interpreted to limit the District's right to permanently release a temporary employee.
 19. The step placement on any salary schedule is determined by the employee's district hire date.
 20. Probationary service of 134 days, consecutive or nonconsecutive, by certificated personnel in a children's center during a one-year period, July 1 to June 30th, shall be considered as one complete year of service for the purpose of becoming permanent.
 21. All Early Childhood Education Program work calendars shall be negotiated with Pajaro Valley Federation of Teachers.
 22. Unit members are asked to schedule substitutes for any non-emergency, non-illness related need. This may be done during their working hours when children are not present. If no substitute can be arranged ECE administration will be responsible for covering the need. In the case of illness unit members may request a substitute from ECE administration without first trying to arrange one themselves.

23. Each employee who works under contract for a year shall be advanced one step on their Salary schedule, providing that the employee served a minimum of seventy-five percent (75%) of the work days scheduled in their calendar work year.
24. In addition to this Article the following sections of this Collective Bargaining Agreement shall also apply to the Early Childhood Education program:
 - ARTICLE II GENERAL DEFINITIONS
 - ARTICLE VII WAGES AND RELATED MATTERS
 - ARTICLE VIII HEALTH AND WELFARE BENEFITS
 - ARTICLE IX PERSONNEL FILES
 - ARTICLE XI SAFETY AND CONDITIONS OF EMPLOYMENT
 - ARTICLE XII LEAVES (SECTIONS M, N AND S DO NOT APPLY)
 - ARTICLE XIV REASSIGNMENT AND TRANSFER
 - ARTICLE XVI GRIEVANCE
 - ARTICLE XXIII RETIREMENT

B. State Funded Children's Center Programs

1. A work year for certificated employees in the non-seasonal State Programs shall be one hundred eighty-one (181) days per year. A teacher may request to work more than one hundred eighty-one (181) days, as necessary, to maintain staffing ratios. If additional days are available, they shall be offered first to existing staff, based on program needs. Additional work days will be compensated on a per diem basis.
2. The Family Childcare Home Specialist in the State Program shall have a work year of two hundred and twenty two (220) days.
3. Associate and Assistant Teachers in full year State Preschool shall work an additional thirty-nine (39) days per year at their per diem rate of pay.
4. Scheduling of non-working days of unit members shall take place in coordination with the administration before the end of the prior year. Teachers shall have the right to schedule non-working days at intervals or in a continuous block of time. Scheduling non-working days shall be by a rotation schedule. Unit members must work at least one (1) day in each month.
5. A teacher who is required to have a credential for their assignment within the Infant Development Center (IDC) Program will be placed on the Certificated Salary Schedule. A teacher who is required to have a permit for their assignment with the IDC program will be placed on the Children's Center Salary Schedule.
6. Extra duties to be performed outside of the regular workday not specified in the contract as per diem shall be voluntary and shall be compensated at the following rates:
 - i. Teacher: Column 1 Step 4
 - ii. Associate or Assistant: Teacher Column 1 Step 1

C. Migrant and Seasonal Programs

1. Migrant and Seasonal programs certificated employees' work year shall be determined by the funding available to the program. The staff may be employed for a longer period of time, based on program needs. Additional work days shall be compensated on a per diem basis. Teachers shall be notified as soon as possible of any additional work days.
2. The work year for certificated employees in this Program shall be at least the following:
 - a. Teachers shall work at least 118 days

- i. The district shall provide a stipend of 3.66% of step 1 column 1 of the corresponding salary schedule for employees scheduled to work a split shift. An employee who works a split shift shall not be scheduled to work the split shift for no more than one-half (1/2) a season. Split shifts shall be rotated equitably among employees.
 - b. Site Supervisors shall work at least 122 days.
 - c. Family Child Care Home Specialists shall work at least 122 days.
 - d. Additional work days shall be compensated on a per diem basis.
- 3. Two (2) staff members shall be scheduled to start their work day fifteen (15) minutes prior to student arrival in order to prepare the centers when there isn't a custodian scheduled to open the center.

ARTICLE XIX. INDEPENDENT STUDY

Independent Study and Home Independent Study teachers perform service for the District.

- A. The workload for one full-time equivalent (FTE) Independent Study unit member is thirty-five (35) hours per week, excluding the lunch period. Independent Study unit members are entitled to a minimum thirty (30) minute duty free lunch per day. One FTE shall include thirty (30) hours per week of student time and supervising teacher duties and five (5) hours per week of preparation time. A position which is not full-time, shall have student contact and preparation time each reduced proportionally. For example, a .67 FTE position would include twenty (20) hours of student time and supervising teacher duties and three and thirty-five one-hundredths (3.35) hours of preparation time per week.
- B. Caseload:
 - a. Virtual Academy supervising teachers shall have a caseload of no more than twenty-five (25) students in grades K-3.
 - b. Virtual Academy supervising teachers shall have a caseload of no more than twenty-eight (28) students grades 4-12.
- C. Wages: Teachers shall be paid on the District's regular certificated salary schedule according to their experience and education as determined by Article VII of this Agreement.
 - a. The District will provide Virtual Academy Teachers and Counselor with an Internet and phone stipend of \$1100 which will be paid in equal monthly payments August through June. Virtual Academy Teachers and Counselor will be required to have an internet connection of at least 50Mbps or faster and a phone or Voice over IP to communicate with students.
- D. Compensation for: Home Independent Study Teachers. Compensation for such additional service, i.e. excess of negotiated caseloads students assigned, shall be addressed under the Article VI Section D, 3.
- E. All other rights and protections of the PVFT Collective Bargaining Agreement (CBA) not addressed in this article remain in effect.

ARTICLE XX. MENTOR PROGRAM

A. Mentor Teachers.

- 1. Mentor teachers shall be provided the full statutory stipend (no less than \$4,000.00 per year), to be paid in ten (10) equal monthly installments.

2. No Mentor Teacher shall serve for more than three (3) consecutive years. S/he must be a credentialed, permanent/tenured teacher in the PVUSD, and must work 60% of the time in direct instruction.
3. A Mentor Teacher may, upon mutual agreement with the District and his/her option, use part of his/her stipend for the cost of a substitute in order to provide released time for professional growth.
4. Mentor teachers shall not be exempt from extra duty assignments or staff meetings required of other members of the unit.
5. In addition to all other non-instructional time provided by this Agreement, mentor teachers may be provided release time for the purpose of:
 - a. providing assistance to new or experienced teachers;
 - b. staff and curriculum development.
6. Mentors will participate in the formulation of the needs assessment survey, which will be sent out to teachers in January of each year. Based on the response in the surveys returned, the District administration, with the selected Mentors, will recommend to the Board a program to be implemented the following year.
7. Mentor teachers shall not be required to possess an administrative or pupil personnel services credential.
8. If State funding for this program is discontinued, the program will be discontinued.
9. The Governing Board reserves the discretion to discontinue this program, if inadequate funding is provided by the State, after notifying the Union.

B. Selection Committee.

1. **Membership:** The Committee shall have seven (7) members. Four (4) classroom teachers shall be selected by secret ballot conducted by the Union among probationary and permanent classroom teachers. No more than one teacher or administrator shall come from any one school/site. There shall be representation from elementary, middle/junior high and high schools.
2. **Duties:** Each year the Selection Committee shall consider applications proposed either by self-nomination or by nomination by other teachers and/or administrators for the Mentor Teacher Program and shall submit its recommendations to the Governing Board no later than May 1st.
 - a. The Selection Committee shall require applications, including a resume and an interview. The application shall include written consent to permit Selection Committee members to review past evaluations. Any written rebuttal to a particular evaluation shall be considered by the Selection Committee, along with that evaluation. Based upon the evaluation of a mentor teachers performance, a committee developed survey of individuals who receive the mentor services, recommendation of the supervisor, and program need, the committee may extend the term of the mentor teacher without requiring the mentor to reinterview, for a period not to exceed three (3) years total.
 - b. In determining its recommendations, the Committee shall consider the statutory criteria for qualification.
 - c. The Selection Committee, or sub-committee from the Committee, may observe the final candidates in action. If any one candidate is observed by the Committee, then all candidates for that specific category shall be observed.

- d. The Selection Committee will meet three (3) times a year in order to review and discuss issues related to the Mentor Program.

ARTICLE XXI. YEAR-ROUND EDUCATION

A. The Year Round Education (YRE) Committee

Shall include up to 1 teacher selected by PVFT from each YRE site and up to one Administrator from each YRE site selected by the District. The Committee shall meet periodically to address District-wide issues relating to YRE and make recommendations to the District and PVFT on ways to resolve those issues.

B. Communication with Off-Track Teachers.

The District shall develop plans and direct each site to forward pertinent District, site and track communication to unit members who are between sessions. Such plans will be on file in the Union Office and in the appropriate Assistant Superintendent's Office.

C. Track Selection.

To begin the implementation of a year-round program, the assignment of teachers to tracks will be done through a cooperative effort between staff and site administrator according to the following procedures:

1. The site administrator will post the proposed matrix of the master schedule to assist teachers in indicating their track preference.
2. Individual preference forms will be distributed to all unit members. On these forms unit members will indicate their preferred tracks, subjects and/or grade level, as applicable.
3. After reviewing the individual preference forms, the site administrator is responsible for designating grade level and/or subject area assignments for all teachers.
4. After all teachers have had the opportunity to sign up for their track preference (allowing five [5] unit work days), teachers will have a review period of five (5) unit work days to make mutually agreed-upon track changes. As a result of these meetings, any grade level and/or subject area changes must have prior administrator approval.

After the five (5) day review period, Teaching Teams will be established and will meet to determine unanimity or designate conflict areas. The results of this meeting will be reported to the site administrator. Each school site will determine the definition of Teaching Team for that site.

5. The site administrator shall not overrule the unanimous decision of the Teaching Team unless he/she has good reason to believe the track assignments will be detrimental to the instructional program. If the site administrator overrules the unanimous decision of the Teaching Team, he/she must specify to the affected teacher(s), in writing, the adverse impact on the instructional program which might be caused by the teacher's track preference.
6. If the members of the Teaching Team cannot mutually agree upon their individual track assignments, the site administrator will meet with the Team and attempt to facilitate a solution.
7. If a dispute within a Teaching Team on the subject of track assignments remains unresolved, the following procedures shall apply:
 - a. The affected teacher(s) may request a meeting of the Site Resolution Team (SRT). Requests shall be directed to the Chair of the team. This request shall include the reason(s) for track preference. The SRT shall be composed of the site administrator, one member chosen by the site administrator, and one teacher elected by the teaching staff from each track.

- b. The SRT will be organized at the beginning of each school year (including the beginning of the planning year for an existing school).
- a. The SRT will elect a chair when the Committee is organized.
- b. The chair is responsible for arranging meetings involving disputes within a Teaching Team or individual teachers.
- c. The SRT will meet with the affected teacher(s) individually to review their written reasons for track preference within five (5) working days after written request.
- d. After considering program/student needs, the SRT will use the following non-prioritized criteria for determining which teacher shall be given her/his track preference:
 - 1. Certification of the employee;
 - 2. (2) Full-time certificated experience in the District (seniority);
 - 3. Site seniority;
 - 4. Experience/expertise in the subject area/grade level;
 - 5. Personal need (including but not limited to: spousal employment requirements, children in school, financial needs, etc.).
- e. Teacher confidentiality shall be respected.
- f. If the site administrator believes that the SRT decision is detrimental to the instructional program, he/she may implement a different decision or refer it back to the SRT, stating in writing the adverse impact on the instructional program. The principal's decision shall not be arbitrary or capricious.

D. On-Site Teacher Track Change.

Prior to making a track change when there is no vacancy, the unit member must have been in an assignment for two years. The request for track change may be initiated during the second year.

- 1. Teacher-Initiated:
 - a. Unit member initiates the request to change tracks by completing the Track Change Request Form and submitting it to the SRT by October 1st.
 - b. The Chair of the SRT will give a copy of the Track Change Request Form to the other affected unit members within five (5) days.
 - c. The Chair will call a meeting of the SRT by October 15th to review requests for track change.
 - d. The Chair will notify all staff of the date of the SRT meeting. All affected members may present their positions/concerns in writing, to the committee two (2) working days prior to the meeting. All SRT meetings shall be considered confidential.
 - e. If there are more requests for a change to a certain track than positions available on that track, the SRT will use the following non-prioritized criteria for determining which teacher shall be given his/her teaching preference:

- (1) Program/student needs;
- (2) Certification of the employee;
- (3) Full-time certificated experience in the District (seniority);
- (4) Experience/expertise in the subject area/grade level;
- (5) Personal need (including but not limited to: spousal employment requirements, children in school, financial needs, etc.);
- (6) Site seniority.

f. By November 1st, the chair of the SRT will notify, in writing with the Track Change Request Form, all affected unit members of their decision. Affected members who are off track will receive the decision by mail.

g. Teacher confidentiality will be respected.

h. After considering program/student needs, the SRT will use the following non-prioritized criteria for determining which teacher shall be reassigned to another track:

- (1) Certification of the employee;
- (2) Full-time certificated experience in the District (seniority);
- (3) Site seniority;
- (4) Experience/expertise in the subject area/grade level;
- (5) Personal need (including but not limited to: spousal employment requirements, children in school, financial needs, etc.).

i. Teacher confidentiality shall be respected.

j. If the site administrator believes that the SRT decision is detrimental to the instructional program, he/she may implement a different decision or refer it back to the SRT, stating in writing the adverse impact on the instructional program. The principal's decision shall not be arbitrary or capricious.

2. Site Resolution Team (SRT) Initiated:

- a. A unit member may be affected involuntarily when another unit member's request for a track change is approved by the SRT.
- b. The Chair will call a meeting of the SRT by October 15th to review requests for track change.
- c. In SRT-initiated reassignments, attempts shall be made to place unit members in positions similar to their former assignments. In general, primary teachers placed in primary grades, intermediate teachers in intermediate grades, and junior and senior high teachers within the scope of their credentials and areas of demonstrated competence.
- d. The Chair will notify all staff of the date of the SRT meeting. All affected members may present their positions/concerns in writing, to the committee two (2) working days prior to the meeting.

- e. After considering program/student needs, the SRT will use the following non-prioritized criteria for determining which teacher shall be reassigned to another track:
 - (1) Certification of the employee;
 - (2) Full-time certificated experience in the District (seniority);
 - (3) Site seniority;
 - (4) Experience/expertise in the subject area/grade level;
 - (5) Personal need (including but not limited to: spousal employment requirements, children in school, financial needs, etc.).
 - f. By November 1st, the chair of the SRT will notify, in writing on the Track Change Notification Form, all affected unit members of their decision. Affected members who are off track will receive the decision by mail.
 - g. Teacher confidentiality will be respected.
 - h. If the site administrator believes that the SRT decision is detrimental to the instructional program, he/she may implement a different decision or refer it back to the SRT, stating in writing the adverse impact on the instructional program. The principal's decision shall not be arbitrary or capricious.
3. District-Initiated:
- a. In District-initiated reassignments, attempts shall be made to place unit members in positions similar to their former assignments. In general, primary teachers placed in primary grades, intermediate teachers in intermediate grades, and junior and senior high teachers within the scope of their credentials and areas of demonstrated competence.
 - b. Administrator initiates the track change.
 - c. Notification of reassignment(s) will be sent in writing to all affected unit members no later than April 1st or before spring break (if the April 1st date occurs within spring break). In the event the April 1st deadline cannot be met due to extenuating circumstances, the Site Administrator must notify the District and PVFT, in writing, stating the reason why the deadline needs to be extended.
 - d. Administrator will send a copy of the District-initiated reassignment to the SRT.
 - e. Unit member has the right to appeal a District-initiated track change. Written appeals are to be made to the SRT by May 15th or two (2) weeks from the notification of the unit member.
 - f. The SRT will notify the appealing unit member of the date of the SRT meeting within five (5) working days of receipt of the appeal. The affected staff member may present his/her position in writing to the SRT two (2) working days prior to the meeting.
 - g. After considering program/student needs, the SRT will use the following non-prioritized criteria for determining their decision regarding the appeal(s):
 - (1) Certification of the employee;
 - (2) Full-time certificated experience in the District (seniority);

- (3) Site seniority;
- (4) Experience/expertise in the subject area/grade level;
- (5) Personal need (including but not limited to: spousal employment requirements, children in school, financial needs, etc.).

- h. Teacher confidentiality will be respected.
- i. If the site administrator believes that the SRT decision is detrimental to the instructional program, he/she may implement a different decision or refer it back to the SRT, stating in writing the adverse impact on the instructional program. The principal's decision shall not be arbitrary or capricious.

E. Track Vacancies.

In the event an opening occurs within a calendar year, the position will be considered a Reassignment, i.e. Article XIV., B. 1. Reassignment is the placement within a given school of an employee in a different position with a different grade level (such as second grade to third grade) or a different department (such as seventh grade social studies to eighth grade mathematics) or to a different track, or both.

- 1. If an opening is available on a track due to a vacancy, the following shall apply:
 - a. Site Administrator will post the opening at the Site for five (5) working days.
 - b. Any unit member interested in that opening shall submit a letter of intent stating qualifications to the Site Administrator within the five (5) working day period.
 - c. The Site Administrator will convene the Site Resolution Team. In the event more than one person applies or there is a dispute.
- 2. If a position is not filled by reassignment, the position will first be advertised to other YRE personnel before being offered District-wide.
- 3. Regular Contract provisions for Reassignment and Transfer shall prevail.

F. Mid-Year Track Changes.

- 2. Any unit member subject to a loss of annual work days due to a track change shall be provided with a work plan to fulfill the contractual obligation of the unit member.
- 2. Unit members shall be paid on a per-diem basis for additional mutually agreed upon days beyond the contractual obligation.
- 3. Teachers who transfer into or out of YRE will be accorded the same rights as #1 and #2 above.

G. Rovers.

A Rover is a teacher who has been designated by the Site Resolution Team (SRT) to physically relocate his/her supplies and materials to another classroom at each track change to create classroom space. A Roving Team is four (4) teachers who share three (3) rooms.

- 1. School sites shall establish a Roving Teacher/Team policy.

2. School sites shall determine if they will have Roving Teachers who change rooms at each track change.
3. The Site Administrator will determine the Roving Teacher Team assignment.
4. Roving Teachers shall be determined annually by May 31st.
5. If there are more volunteers than positions, the SRT will determine who receives the roving assignment.
6. If no one on a Roving Team volunteers to rove, the entire team will rotate and no one will receive a stipend.
7. School sites shall establish a list of conditions for classroom use by the Roving Teachers/Team.
8. Roving teachers shall receive a stipend of nine and sixty-four one hundredths percent (9.64%) of Step 1 on the base salary schedule. If two (2) teachers share the same classroom and volunteer to be rovers, the stipend shall be shared equally by both. Stipends will be paid from site YRE funds.
9. All rovers will be provided with a minimum of one (1) lockable, moveable storage cart.
10. Equipment and materials purchased by school funds (except for materials purchased with decentralized budget monies) shall be left in the classroom for use by Rovers unless otherwise mutually agreed upon.
11. The District shall provide requested assistance to Rover Teachers on or before Track Change days for moving carts, cleaning rooms and arranging furniture/supplies.
12. If the site administrator believes that the SRT decision is detrimental to the instructional program, he/she may implement a different decision or refer it back to the SRT, stating in writing the adverse impact on the instructional program. The principal's decision shall not be arbitrary or capricious.

H. Extra Days.

In order to meet program needs at the site beyond the one hundred and eighty-one (181) days or one hundred and seventy-five (175) days dependent upon the school's calendar, the District may offer employees the opportunity to work additional days to be paid on a per diem basis. (This does not apply to substitute assignments.) Teachers working extra days may use sick leave as prescribed by Article XII. of this Agreement. Employees who work extra days shall be credited with additional sick leave at the same rate of accrual as provided in the Agreement. Extra days will be paid on a supplemental payroll after the workdays have been verified. Additional sick leave, if applicable, will be credited upon completion of the assignment and verification of the number of days worked. Such extra days will be first offered to on-site employees and then offered to other YRE employees, and then referred to the District Human Resources Dept. for posting. Said employees cannot be involuntarily transferred for refusing to work extra days.

I. Alternate Calendar.

1. In order to meet program needs, unit members and site/program administrators may agree upon an alternate calendar. When work days have been agreed to, a proposed work calendar will be submitted to the Human Resources Dept..
2. Said employee cannot be involuntarily transferred for refusing to work an alternate calendar.

J. Preparations.

Every effort will be made to maintain equity at the site level in the number of duties, preparations at the middle school level and the number of grade levels in elementary combination classes. Any deviations from the site equity level in

terms of the above must be mutually agreed upon by the unit member and the site administrator. In situations where resolution cannot be reached, the situation will be referred to the SRT.

K. Teacher Opt-Outs of YRE.

Teachers at a designated year-round school site will be provided the opportunity to transfer to a traditional schedule school. This opportunity will become available at the time of initial YRE designation and after the completion of a first year on YRE. This option will be available for teachers any time a teacher is involuntarily transferred to a different track and this option will also be available to District transferred teachers after their first year on YRE. These teachers will be given a priority in choosing schools. All K-12 District opportunity openings are mailed to the home addresses of YRE teachers who have notified the District in writing that they want to “opt-out” of YRE. The original opt-out list will be used as the instrument to determine teachers qualified to opt-out of current YRE schools. Any teacher from the original list who has been offered three (3) positions will be permanently eliminated from the list. Opt-out language will be revised if any schools that are currently on a traditional schedule are required to convert to a YRE schedule. Being eliminated from the opt out list does not preclude an employee from applying for a transfer under the original transfer provisions, Article XIV., E. of the Contract.

1. YRE teachers who wish to opt-out of YRE are to notify the Human Resources Dept. in writing. They shall be given three opportunities to be considered for positions within their demonstrated area of expertise and/or credentials. The names of the YRE teachers who do not apply for any of the three opportunities shall be withdrawn from the YRE opt-out list. YRE teachers who apply and are not selected due to a more senior employee selecting the position shall be given an additional opportunity.
2. When two (2) or more teachers are being considered for the same position and have indicated in writing an interest in the same position and both have the appropriate credential and demonstrated area of expertise, seniority shall prevail.
3. Every reasonable effort shall be made so that a teacher shall not be given a District-initiated transfer in two (2) successive years.
4. All K-12 “opportunity” openings in a teacher’s area of demonstrated expertise and/or credentials are submitted ten (10) calendar days prior to District-wide posting to the probationary and permanent (tenured) YRE staff who have indicated an interest in opting-out in writing to the Human Resources Dept.. These will be mailed to their home address.
5. Properly credentialed YRE candidates are to submit a letter of intent for a specific position to the Human Resources Dept. by 4:00 p.m. of the tenth (10th) calendar day after the postmark on the envelope.
6. The position is closed, if filled by a properly credentialed staff member. After July 1st, teachers will not transfer to the selected, secured position until their next track change.
7. Teachers opting out of YRE will keep their site seniority.

L. Substituting.

1. Unit members shall have the opportunity to substitute when off track.
 - a. A unit member must inform the District in writing when s/he is off track and which dates s/he will be available to substitute.
 - (1) One copy to be filed with the school.
 - (2) One copy to be filed with Substitute Services.

(3) One copy to be retained by unit member.

- b. The substitute list is to be posted at local site and entered into the subfinder system.
- c. The substitute list is to be circulated and posted at other YRE sites.
- d. YRE unit members shall receive priority over regular substitutes at the YRE schools.

(1) On-site over off-site teachers.

- e. If YRE operational money per excess pupil exceeds \$830.00, substitute pay shall be \$140.00 per day.

2. Unit members who substitute may choose to receive pay or may bank the days. (Section L., Exchange Days, #8.)

M. Exchange Days.

The practices of traditional calendar teachers trading days with YRE teachers will be allowed as in the Year-Round School side agreement:

- 1. Unit members who desire to exchange days will make their own arrangements with another teacher who will be responsible for maintaining the continuity of the academic program.
- 2. A maximum of five (5) days per school year will be allowed for each teacher.
- 3. In cases of extenuating circumstances where a teacher needs more than the days allowed, a unit member may appeal in writing to his/her principal for additional days. The granting of additional days must have the approval of the District Office and site administrator.
- 4. All requests must be submitted to the building principal at least five (5) working days prior, within the same school, or at least ten (10) working days prior, if another school is involved, unless there is a serious emergency. The approval or denial of exchange days shall be at the sole discretion of the administration. This decision shall not be arbitrary or capricious, or without basis in fact. If a request is not approved, the principal will present, in writing, his/her reasons for denying the exchange.
- 5. All trades must be completed within a given school year.
- 6. When a trade is requested which would affect two (2) schools, both building principals must approve the trade.
- 7. If the unit member who is responsible for being in that classroom should be absent because of illness or any other reason, the absence day shall be charged to that unit member and that member will be responsible for arranging for any substitute required.
- 8. Partial contract unit members will be allowed exchange days within their schedule with the same provisions.
- 9. The District and/or the Union bear no responsibility for the enforcement of private exchange day agreements between individual teachers, nor shall the District or Union be liable for the payment of additional compensation based upon any teacher working beyond his/her regular work year pursuant to any exchange day agreement.

N. Bank Days

In addition to exchange days, YRE unit members may choose to “bank” days.

1. To “bank” a day, the unit member must substitute without pay during an off-track day.
2. No more than five (5) banked days may be accrued or spent within a twelve (12) month period.
3. Banked days shall be credited on a one-to-one (day-to-day) basis.
4. All requests must be submitted to the building principal at least five (5) working days prior to using banked days unless there is a serious emergency. The approval is at the discretion of the principal and shall not be arbitrary, capricious, or without basis in fact. If a request is not approved, the principal will present, in writing, his/her reason for the denial.
5. The District and/or the Union bear no responsibility for the enforcement of private exchange/bank day agreements between individual teachers, nor shall the District or Union be liable for the payment of additional compensation based upon any teacher working beyond his/her regular work year pursuant to any exchange/bank day agreement.

O. Restructured Days.

There will be restructured days at the end of each track change.

P. Special Education Services.

1. The Director of Special Services shall work with special education teachers to assure that services will be provided to special education students on all tracks.
2. Special Education teachers may choose to work a one hundred and seventy five (175) day (seven and three-quarters [73.4] hour day) flexible schedule only if reflected in student IEP’S and approved by the Director of Special Services.
3. By May 15th, all Special Education Teams (SET) will provide their recommendations for placement of RSP students by tracks to the site administrator.

ARTICLE XXII. HEAD TEACHERS

1. The District shall provide leadership training for head teachers.
2. The job description for head teachers shall be reviewed and revised, if necessary, with the assistance of the Union.
3. Head teachers shall not evaluate members of the bargaining unit.

ARTICLE XXIII. RETIREMENT

To the extent that any provision of this Article is inconsistent with the statutes or regulations pertaining to the retirement system applicable to unit members, the statutes and regulations shall govern and shall be followed by the District.

A. Pre-Retirement.

The District shall provide the opportunity for a full-time employee to reduce the work year for full-time to part-time duties and retain all retirement benefits. The employee would be expected to meet all the following requirements:

1. The employee shall have reached the age of fifty-five (55) prior to the first day of the semester in which part-time employment is requested and shall submit a request in writing to the Human Resources Dept. by March 1st.

2. Length of participation in the pre-retirement program shall not exceed ten (10) years. Employees requesting pre-retirement shall have been employed in the District full-time in a position requiring certification for at least ten (10) years prior to the beginning of the pre-retirement, including the immediate preceding five (5) years.
3. The option of part-time employment shall be exercised at the request of the employee. The specific assignment shall be a mutual agreement, based upon feasibility, between the employee and the District. The District will provide a list of available opportunities for part-time positions by April 15. By the last school day in April, the employee may choose a position from the list in seniority order and shall be assigned the position. An employee who does not choose the position from the list provided by the district by the last school day in April shall be considered for part-time positions pursuant to Article XIV.
4. No Reduced Work Load Assignments pursuant to this Article will be approved after June 15.
5. In the event of death, permanent disability, divorce, separation, birth, adoption or other changes in the employee's head of household status or family status, the employee may revoke this option, commencing with the ensuing school year and shall give notice in writing to the District on or before March 1st.
6. The employee shall receive the salary which is a pro rata share of the salary the employee would be earning if the employee continued in full-time employment and full retirement contributions shall be paid by the employee and the District, based on the employee's full-time salary placement. All leave benefits provided in Article XII above afforded a full-time employee shall be earned by the part-time employee on a prorated basis.
7. The employee whose service is half-time or more shall receive health and welfare benefits in the same manner as a full-time employee.
8. The consequences of failing to work at least fifty (50) percent as required by the program can be significant. This occurs if the member does not earn creditable compensation for at least fifty (50) percent of full time in any one school year. Service credit for the year will be calculated on actual time worked.

B. Early Retiree-Consultant.

1. An employee who is fifty-five (55) years of age or older with ten (10) years of continuous service, including Board-approved leave, in the District may, upon retirement, be employed as a consultant for up to five (5) years or the age of eligibility for Medicare, whichever occurs first.
2. Such retired employee contract shall include terms and conditions agreeable to the employee and the District, but not to exceed \$5,000.00. The per diem rate shall not exceed the current per diem rate of an employee performing a similar service.

C. Early Retirement Incentive Program.

For K-12

Plan I:

<u>Age</u>	<u>Years</u>	<u>Bonuses</u>
55-60	27	\$4,000
61-62	27	\$3,000
63-64	27	\$2,000
65+	27	-0-

Plan II:

<u>Age</u>	<u>Years</u>	<u>Bonuses</u>
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55-60	23	\$3,000
61-62	23	\$2,000
63-64	23	\$1,000
65+	23	-0-

Plan III:

<u>Age</u>	<u>Years</u>	<u>Bonuses</u>
55-60	19	\$2,000
61-62	19	\$1,000
63-64	19	\$500
65+	19	-0-

For Children's Center Teachers:

<u>Age</u>	<u>Step</u>	<u>Bonuses</u>
55-60	11	\$4,000
61-62	12	\$3,000
63-64	13	\$2,000
65+	14	-0-

For Adult Education Teachers, see Article XVII, N.

Conditions.

1. A prospective retiree shall notify the District by January 20th of his/her retirement to be effective between March 1st and September 1st of the same calendar year.
2. The Retiree (except Children's Center Teachers) may be eligible for both this plan and the Early Retirement Consultant Program with the combined Consultant \$5,000.00 and a bonus of \$2,500.00.

D. District-Paid Insurance for Early Retirees.

1. The District shall provide eligible retirees with the same health and welfare benefits provided to employees in the certificated employee unit, subject to the approval of the carrier(s).
 - a. If the carrier(s) continue(s) to provide coverage but at a higher rate(s), the District contribution shall not exceed the contribution made for members of the certificated employee unit.
 - b. In the event that the retiree becomes ineligible for coverage under the District's plan, the District's obligation to the retiree shall be limited to providing the retiree with the monthly contribution it would have made on behalf of the retiree.
2. An eligible retiree is one who is at least fifty-five (55) years of age and not beyond the age of Medicare eligibility, who has rendered ten (10) years of continuous service, including Board-approved leave, in the District immediately prior to retirement and who retires under STRS or PERS.
3. An eligible dependent is one who meets the eligibility requirements of the insurance carrier(s).
4. An employee who receives a disability allowance from STRS or PERS, irrespective of whether the employee has retired or not, and who is at least fifty-five (55) years of age and has rendered ten (10) years of continuous service, including Board-approved leave, shall be eligible for health and welfare benefits under this provision.
5. The District shall pay the premiums until the retiree reaches the age of Medicare eligibility, or until the retiree is deceased, whichever occurs sooner.

6. If a retiree dies prior to reaching the age of sixty-five (65), coverage shall continue for the surviving spouse until the end of the fiscal year or for six months, whichever is longer. If the spouse remarries during this period of time, his/her benefits shall be discontinued at the end of the month of remarriage. This coverage applies only if the surviving spouse is not eligible for health benefits under another plan and is not eligible for Medicare coverage in which case benefits shall continue for up to two (2) months after the death of the retiree.
7. In the event that a Federal and/or State medical benefits program were to be established prior to the termination of the retiree's medical plan, the District provided benefits shall be combined with the Federal and/or State plan and necessary cost contribution adjustments shall be made.
8. Retiring employees who are at least fifty-five (55) years of age and who are not eligible to receive health care benefits under these provisions may, upon making suitable arrangements with the Business Office, continue to receive health care benefits at their own expense, provided the carrier(s) approve, and provided that there is no increase in the premium rates for active District employees as a result of this benefit.

E. Reemployment of District Retirees:

PVUSD K-12 retirees who return to the district to serve as substitute teachers will be paid 145% of the daily substitute rate. If they work for more than 3.5 hours in a day, they will be paid for a full day of service. Any retirees who return to serve in a long-term substitute position shall be paid the long term substitute rate.

F. Retirements

The District shall notify the PVFT President by email of receipt of a retirement letter from a unit member. PVFT shall notify the District by email to the Assistant Superintendent for Human Resources within 2 days of its receipt of the District's email if the employee wishes to rescind the retirement. If rescinded the original resignation or retirement letter shall be of no effect and the employee reinstated to his/her position as a certificated member of the District.

ARTICLE XXIV. RE-OPENERS

During the term of this Agreement, the parties agree to re-open negotiations, upon request of either party, according to the following schedule:

- A. There shall be no further negotiations for the 2022-2023 and 2023-2024 school years. For the 2024-2025 school year the parties agree to reopen negotiations on salary (Article VVI Wages and Related Matters), health and welfare benefits (Article VIII Health and Welfare Benefits) plus three (3) articles chosen by each party.
- B. The parties may mutually agree to re-open negotiations on any item or to negotiate on any new items at any time during the duration of this Agreement.¹

ARTICLE XXV. COMPLETION OF AGREEMENT

- A. This Agreement shall modify, replace or add to any and all policies, rules, regulations, procedures or practices of the District which are contrary to or inconsistent with the provisions of the Agreement.
- B. This document comprises the entire Agreement between the District and the Union on the matters within the lawful scope of negotiations. Except for negotiations reopeners provided for in this Agreement, the District and the Union shall not be obligated to meet and negotiate, during the term of this Agreement, on any subject, whether or not said subject is covered by this Agreement, even though such subject was not known or considered at the time of the

¹ The Base Revenue Limit (BRL) includes the State cost of living adjustment to the District's revenue limit plus any changes in the deficit factor

negotiations leading to the execution of this Agreement. All contingencies or memoranda of understanding (MOU) resultant from negotiations between the parties shall be kept on-file, and available for review, in both the Human Resources and the PVFT offices and posted on PVUSD & PVFT websites.

- C. In the event that any provision of this Agreement is or shall be determined to be contrary to law by a court of competent jurisdiction, all other provisions of this Agreement shall continue in effect, and negotiations shall, upon request of either party, re-open on a replacement clause. This provision is not intended to abridge the right of either party to appeal a court decision, and in the event of appeal, no replacement clause shall be adopted until the appeals process is completed.
- D. The Agreement shall be binding upon the successors of the parties.

SIGNATURES

IN WITNESS THEREOF, the Parties hereto have executed this Agreement on the day and year first above written.

For the District:

For the Union:

Assistant Superintendent
Human Resources

President

Secretary

ATTEST:

Governing Board Representative

EXHIBIT A-1
UNIT OF EXCLUSIVE REPRESENTATION

All Certificated non-management employees including but not limited to:

Regular Classroom Teachers, K-12

Adult Education Teachers (full-time, part-time and hourly)

Early Childhood Educators

Release Time Teachers

Department Chairpersons

Head Teachers

Special Teachers:

Home/Independent Study Teacher

Teachers of Communicatively Handicapped

Migrant Educational Support Teachers

Migrant Instructional Support Teachers

Miller-Unruh

Resource Teachers, Regular Classroom, Special Education

Special Education & Bilingual Program Specialist

GATE Teachers

Counselors: Career, Academic, Elementary, Bilingual, Adult Ed (hourly)

Guidance Resource Teachers

R.O.P. Placement and Community Classroom Coordinator

Library/Media Teachers

Nurses

Program Specialists

Psychologists

Athletic Directors

Athletic Coaches (regular District employees)

Student Activities Directors

EXHIBIT B-1

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
HUMAN RESOURCE CENTER**

EXTRA PAY ASSIGNMENTS

High School

ASSIGNMENT	NUMBER
Department Chair	12
Extra Pay – Additional	3
Athletic Director	1
Assistant Athletic Director	1
Cheer Leader Advisor	1
Head Coach – Athletics	15
Other Coach – Athletics	27
Activities Director	.5

MIDDLE SCHOOL

ASSIGNMENT	NUMBER
Department Chair	7
Athletic/Activities Director	2
<i>Coach - Athletics</i>	16

YEAR ROUND SCHOOLS

ASSIGNMENT	NUMBER
Rover	As Required

EXHIBIT B-2

Following is a list of extra duty positions the District may choose to fill in any given school year. If a teacher is assigned, in writing, to one of the extra duty positions listed he/she shall be paid the appropriate stipend for the position for duties performed beyond the regular work day.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2023-2024

SALARY SCHEDULE FOR

EXTRA PAY ASSIGNMENTS

ASSIGNMENT

COMPENSATION RATE

		<u>% Of Class 1 Step 1</u>	<u>Annual Stipend</u>				
			100%	75%	50%	25%	12.50%
<u>SUPERVISORS</u>							
Department Chairs (6-8)	6.00%	\$3,511 /Year	\$2,633	\$1,756	\$878	\$439	
Department Chairs (9-12)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Head Teachers	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Athletic Director (High School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Athletic Director (Jr. High/Middle Schools)	6.00%	\$3,511 /Year	\$2,633	\$1,756	\$878	\$439	
Activities Director (High School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Activities Director (Jr. High/Middle Schools)	6.00%	\$3,511 /Year	\$2,633	\$1,756	\$878	\$439	
<u>ATHLETICS</u>							
Head Coaches (High School-Major Sports)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Other Coaches (High School)	7.71%	\$4,512 /Year	\$3,384	\$2,256	\$1,128	\$564	
Coaches (Jr. High-6week program)	3.66%	\$2,142 /Year	\$1,606	\$1,071	\$535	\$268	
Cheer Leaders' Coaches (High School)	7.71%	\$4,512 /Year	\$3,384	\$2,256	\$1,128	\$564	
Cheer Leaders' Coaches (Jr. High/Middle Schools)	3.66%	\$2,142 /Year	\$1,606	\$1,071	\$535	\$268	
<u>OTHER ASSIGNMENTS</u>							
Band Directors (High School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Band Directors (Jr. High/Middle Schools)	6.00%	\$3,511 /Year	\$2,633	\$1,756	\$878	\$439	
Choral Director (High School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Drama Coach (2 Productions, High School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Speech Debate (High School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Sing & Sign Singers (Elementary School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Drama Director (Jr. High/Middle Schools)	6.00%	\$3,511 /Year	\$2,633	\$1,756	\$878	\$439	
Publications Advisor (High School)	9.64%	\$5,641 /Year	\$4,231	\$2,821	\$1,410	\$705	
Publications Advisor (Jr. High/Middle Schools)	6.00%	\$3,511 /Year	\$2,633	\$1,756	\$878	\$439	
Bilingual *	3.66%	\$2,142 /Year	\$1,606	\$1,071	\$535	\$268	
Rover *	3.66%	\$2,142 /Year	\$1,606	\$1,071	\$535	\$268	

OTHER PROVISIONS

Vocational Instructors: Teachers holding the Standard Designated Subjects Teaching Credential with Specialization in Vocation Trade and Technical training or the Standard Designated Subjects Teaching Credential-Industrial Arts and Occupational Subjects shall be initially placed on Class II of the Salary Schedule.

Vocational Agricultural Instructor Stipend: One (1) month additional pay, based on employee's regular salary, for a minimum equivalency of twenty-two (22) days work assigned, not to exceed a maximum equivalency of twenty-six (26) workdays.

If less than twenty-two (22) additional days are assigned, the stipend shall be prorated, based on the number of days assigned as it relates to twenty-two (22) workdays.

* Bilingual and Roving Stipends requires specific classroom conditions

Effective: 07/01/2023

Increase CET184 5%

Board approved: 04/26/23

EXHIBIT C-1

California Standards for the Teaching Profession (CSTP)

The following provides the broad CSTP language, elements that serve to clarify the intention of the standard and help define key components of teaching within the standard, and example indicators of how a teacher might demonstrate the standard or the element within their own teaching. The elements and the example indicators are not intended to be a comprehensive or required list of behaviors. Rather, they illustrate the standard or the element in teacher practice.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

Element 1A Example Indicators

Teachers

- 1A-1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social-emotional development of each learner.
- 1A-2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K-12 content and performance standards.
- 1A-3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges.
- 1A-4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 1A-5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element 1B Example Indicators

Teachers

- 1B–1: Affirm each student’s cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B–2: Create learning opportunities that draw on students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.
- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students’ linguistic assets and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students’ social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element 1C Example Indicators

Teachers

- 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
- 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
- 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students’ and families’ lives and to work together to enhance student learning experiences.
- 1C–4: Engage in reciprocal communication about learning, academic, and social–emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
- 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

Element 1D: Diversity and Equity

1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Element 1D Example Indicators

Teachers

- 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student's unique experiences are seen and used as educational assets.
- 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.
- 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

Element 2A: Learning Environment

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.

Element 2A Example Indicators

Teachers

- 2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.
- 2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
- 2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.

- 2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
- 2A–5: Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.

Element 2B: Student Behavior

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Element 2B Example Indicators

Teachers

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.
- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

Element 2C: Organizational and Resource Management

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Element 2C Example Indicators

Teachers

- 2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
- 2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.

- 2C–3: Coordinate logistics and resources needed to facilitate students’ in-person and remote learning.
- 2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
- 2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.

Element 2D: Inclusive Environment

2D: Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students’ identities are included in classroom interactions and future learning experiences.

Element 2D Example Indicators

Teachers

- 2D–1: Recognize and understand students’ commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student’s access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.
- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others’ learning and well-being as well as their own.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element 3A: Knowledge of Subject Matter and Pedagogy

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development.

Element 3A Example Indicators

Teachers

- 3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state-adopted standards, curriculum frameworks, and technology guidelines.
- 3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
- 3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student’s academic and social–emotional learning.
- 3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student’s content learning, language acquisition, and social–emotional development.
- 3A–5: Promote subject-specific language and literacy development for all students by using California’s ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element 3B: Connecting Subject Matter to Real-World Contexts

3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3B Example Indicators

Teachers

- 3B–1: Prioritize students’ assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.
- 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.
- 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning.
- 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

Element 3C: Curriculum and Resources for Specific Students and Student Groups

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.

Element 3C Example Indicators

Teachers

- 3C-1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 3C-2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3C-3: Address the strengths and needs of students who require specific academic, linguistic, social-emotional, and physical accommodations, to provide equitable access to critical content.
- 3C-4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities
- 3C-5: Use the California Practitioners' Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 3C-6: Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

Element 3D: Content and Skills across Subjects

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

Element 3D Example Indicators

Teachers

- 3D-1: Integrate key concepts, themes, and connections across subject matter areas.
- 3D-2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.
- 3D-3: Extend students' interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.
- 3D-4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K-12 subject matter and social-emotional strengths.

- 3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element 3E Example Indicators

Teachers

- 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
- 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

Element 4A: Planning Instruction for Student Learning

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.

Element 4A Example Indicators

Teachers

- 4A–1: Determine how they teach by considering what students need to learn in order to meet expectations and goals.
- 4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment—will be used to create targeted learning experiences to achieve student goals and learning outcomes.
- 4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.
- 4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

Element 4B: Designing and Developing Instruction for Student Learning

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4B Example Indicators

Teachers

- 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 4B–2: Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social–emotional development.
- 4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

Element 4C: Facilitating Instruction for Student Learning

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

Element 4C Example Indicators

Teachers

- 4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 4C–2: Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.
- 4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.
- 4C–4: Provide students with a variety of ways to demonstrate their learning.
- 4C–5: Conduct and support productive student learning experiences that are offered in-person or remotely.

Element 4D: Adapting Instruction for Student Learning

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

Element 4D Example Indicators

Teachers

- 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 4D–2: Group and regroup students in ways that promote academic and social-emotional development.
- 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners.
- 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.

Element 5A: Understanding and Using Assessments

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

Element 5A Example Indicators

Teachers

- 5A-1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.
- 5A-2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 5A-3: Informally assess students' application of academic and social-emotional content and skills, based on consistent interactions with students.
- 5A-4: Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5A-5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social-emotional goals.
- 5A-6: Support student agency by providing options for students to demonstrate their understanding of pre-K-12 standards and subject matter.

Element 5B: Interpreting and Using Assessment Data to Inform Student Learning

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.

Element 5B Example Indicators

Teachers

- 5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

Element 5C Example Indicators

Teachers

- 5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students' areas of strength and opportunities for growth.
- 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

Element 5D: Assessment for Continuous Improvement

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element 5D Example Indicators

Teachers

- 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social-emotional resource allocations.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A: Reflection on Practice

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6A Example Indicators

Teachers

- 6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
- 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
- 6A–3: Analyze their instructional successes and dilemmas to create next steps.
- 6A–4: Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
- 6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

Element 6B: Focused Professional Learning

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

Element 6B Example Indicators

Teachers

- 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
- 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
- 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
- 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.
- 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students’ backgrounds, interests, and experiences and that positively affect students’ learning and well-being.

Element 6C: Collaboration with Colleagues

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students’ academic and social–emotional development. This common

understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Element 6C Example Indicators

Teachers

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

Element 6D Example Indicators

Teachers

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social-emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.
- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.

- 6D–5: Participate in the development of formal learning plans, student study teams, Individual Education Programs (IEPs), and support plans that provide insights from each teacher’s area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.

Element 6E Example Indicators

Teachers

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students’ rights and responsibilities; reporting mandates for students’ learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student’s learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals.
- 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element 6F Example Indicators

Teachers

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.

- 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.
- 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
- 6F–5: Advocate for equity and access in providing for students’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.

Element 6G: Personal Growth and Well-Being

6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Element 6G Example Indicators

Teachers

- 6G–1: Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.
- 6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
- 6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
- 6G–4: Add to and benefit from the broader knowledge base of the professional community.

EXHIBIT C-2
Traditional Calendar Timeline
General Timeline

Months	Administrative Mandated
Aug.	Inform Staff on Evaluation Processes
Sept.	Initial Meeting on Professional Standards
Oct.	1st Administrative Observation & Conferences
Nov. & Dec.	2nd Administrative Observation & Conferences
Jan.	Mid-Year Recommendation
Mar.	3rd Administrative Observation & Conferences
Apr.	Final Evaluation -- Summative Meeting Complete by April 15

EXHIBIT C-3

EXHIBIT C-3

Year of Teaching in PVUSD	(STPS, PIP)	Year 1	Year 2					
Status	Prob 0	Prob 1	Prob 2					
Observations	3 observations per year	3 observations per year	3 observations per year					
Teaching Standards	Teaching Standards: CSTP 2 Classroom Management emerging CSTP 3 Organizing Subject emerging CSTP 1 Engaging and Supporting Students emerging	The teacher shall select one (1) of the teaching standards and the administrator shall select two (2) (if in an induction program, the standards will be aligned). The teacher shall be in the exploring stage	The teacher shall select two (2) of the teaching standards (if in an induction program, the standards will be aligned) and the administrator shall select one (1). The teacher shall be in the exploring stage of the selected standards.					
Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11+
Tenure								
Off Cycle	1 observation per year	Off Cycle	1 observation per year	Off Cycle	1 observation per year	Off Cycle	1 observation per year	Eval every 5 years if meeting or exceeding standards based on prior evaluation ratings. Consent to the five year cycle may be withdrawn by unit member or Administrator at any time.
	Teaching Standards: CSTP 1-6 Applying		Teaching Standards: CSTP 1-6 Applying		Teaching Standards: CSTP 1-6 Integrating		Teaching Standards: CSTP 1-6 Integrating	MOU: Provide \$600 every two years for teachers to be used towards professional learning. Cannot carry over - MOU to start process.

Exhibit C-5

Professional Standards as applied to PRE-ASSISTANCE

Pre-Assistance is considered to be a signal to certificated staff that additional guidance and support is needed in maintaining Professional Standards in a particular domain(s). When Pre-Assistance is initiated by the supervising administrator, it is the responsibility of the administrator, along with certificated staff:

1. To identify the specific problem in relationship to Professional Standards,
2. To develop and implement a plan for improvement within a period of ten weeks,
3. To gather selections to show evidence of improvement in Professional Standards.

Throughout Pre-Assistance the administrator makes a commitment to certificated staff to support the improvement plan and allow the necessary time for learning new patterns of behavior. The early and frequent use of Pre-Assistance is viewed as positive support for certificated staff who find themselves with difficult challenges in their teaching or work.

When a certificated staff member is placed on Pre-Assistance there is no record of it submitted to his or her certificated personnel file. Only when certificated staff member is placed on Mandatory PAR is a record submitted to the permanent file. The period for Pre-Assistance is 10 weeks. The period for Mandatory PAR is one year. While on Mandatory PAR certificated staff are not eligible to transfer or advance to a higher step or column on the certificated salary schedule.

When on Mandatory PAR certificated staff will be assigned the support of a consulting teacher through the PVUSD/PVFT Peer Assistance and Review Program (PAR).

Below are the components of the Pre-Assistance Plan, as per contract:

The supervising administrator will give a written notice to the teacher regarding:

- A statement of the problem in relationship to Professional Standards
- A statement of the desired behavior in relationship to Professional Standards
- Date when the problem is to be resolved; and
- Recommendations and assistance that will be given to the teacher

After the written notification is given to the teacher, follow-up observations and conferences between the teacher and the evaluator will take place. The conferences will result in one of the following actions:

- Continue observations and conferences
- Referral to Mandatory PAR
- Problem resolved and Professional Standards met. Return to current evaluation option.

**Professional Standards as applied to
MANDATORY PAR for Tenured Staff Only**

Certificated staff are referred to Mandatory PAR when staff are unable to meet the goals in a Pre-Assistance Plan.

When referred to Mandatory PAR certificated staff may appeal the referral.

If an appeal is not requested or if the appeal is not successful, staff is placed on Mandatory PAR and will be assigned a PAR consulting teacher for one year.

- The certificated staff member will remain on the Administrative Option, Mandated the year following the successful completion of Mandated PAR.
- Mandatory PAR includes intensified observations and conferences based on Professional Standards and follows the guidelines of the PVUSD/PVFT PAR Program.

The Mandatory PAR Plan:

The consulting teacher meets with the principal and the referred teacher to develop a plan that includes:

- A statement of the problem and existing conditions in relationship to Professional Standards
- Specific objective(s) for the evaluatee in relationship to Professional Standards
- Specific methods and resources which the evaluatee will use to remedy the problem and meet Professional Standards
- Specific guidance and assistance that will be offered to the evaluatee

During the Mandatory PAR :

- Consulting teachers develop reports in consultation with the principal.
- **Formative Reports** are written quarterly and presented to the PAR Governing Panel by the consulting teacher. The site administrator continues to observe and also attends PAR Governing Panel meetings to share his/her perspective.

A Summative Report is written and presented to the PAR Governing Panel at the end of the yearlong Mandatory PAR period by the consulting teacher and the site administrator shares his/her perspectives.

**Exhibit D-1
Staff Timeline**

DATE	PROGRAM/ACTIVITY	PROCEDURE(S)
July	YRE Site Resolution Team (SRT)	Organized annually

September 1	Salary Schedule Advancement	Course Work completed
October 1	Salary Schedule Advancement	Transcripts filed w/ Human Resources Dept.
October 1	Teacher-Initiated Track Change	Written request due to SRT
October 15	Track Change Review	SRT to meet by to review changes
November 1	Track Change Decision	Written decision due To affected teachers
December 1	Sabbatical Leave	Committee meets to review standards
January 1	Teacher Exchange Leave	Written request to Human Resources Dept.
January 1	Calendar	Report of Calendar committee to Board
January 15	Sabbatical Leave	Letter of intention submitted to Supervisor
January 20	Retirement Incentive Bonus	Intent to retire and request for bonus due in writing to Human Resources Dept.
February 1	Sabbatical Leave	Submit application to Sabbatical Leave Committee
March 1	Leave Without Pay	File request with Human Resources Dept.
March 1	Leave Without Pay	Notify Human Resources Dept. of intention to return from leave
March 1	Part-time Teaching	File request to participate with Principal
Exhibit D-1 (continued)		
March 1	Divided Contracts	File request to continue in program with Supervisor

		File request to return to full-time teaching with Human Resources Dept.
March 1	Pre-Retirement Program	Request/Revoke in writing, to Human Resources Dept.
March 15	Non-rehire	Last day to notify certificated non-reelection
April 1	District-Initiated Track Change	Written notification due to affected teachers
April 1	Reassignment	Teacher file request with Supervisor
May 1	Site Special Education team	Projected number of mainstream students due for the next year
May 10	Displaced Teachers, Permanent and Probationary	Notification to Union by Human Resources Dept.
May 15	District-Initiated Track Change	Written appeal to SRT due from affected teacher
May 20	Assignments	Notification to continuing employees for coming school year
May 30	Displaced	State position preference from Vacancy list
May 31	Rovers	Selection of Rovers for next year complete
June 15	Displaced Teachers	Placed in vacant positions

EXHIBIT E-1

GRIEVANCE TIMELINE

Step	Time Limit	Action Required	By Whom	To or With Whom
1	Within 30 days of occurrence	Informal level discussion	Potential Grievant	Immediate Supervisor

2	Within 10 days of informal discussion	File written grievance	Grievant	Immediate supervisor. Response must be made within 10 days
3	Within 10 days of written response	File written appeal along with original grievance	Grievant	Superintendent or Designee
4	Within 10 days of written response	File written appeal along with original grievance	Grievant and District	Mediator by mutual agreement
5	Within 20 days of mediation or after Step 3	Submit to Arbitration	PVFT	PVFT and PVUSD

Timelines can be waived by mutual consent.

Exhibit F-1
CAREER INCENTIVE STEPS

Pajaro Valley Unified School District
Human Resources Center



Instructions:

1. Employee is to obtain administrator approval prior to attending each course.
2. Employee retains form until he/she has accumulated 120 hours.
3. Submit completed form to the Human Resources Center.

Employee Name _____ SSN _____

School/Site _____ Job Title _____

Daytime Phone # _____ Date _____

Approved Activity	Location	Date(s)	#of Hours	Administrator Approval

HR Center Use Only

Total # of Accumulated Hours _____ Current Class/Step or Increment _____

Step Advancement: • No • Yes

If no, reason _____

If yes, new class/increment _____

Effective Date _____ Verified By _____

EXHIBIT G

WOULD YOU LIKE THE OPPORTUNITY FOR SUPPORT FROM A CONSULTING TEACHER?

Consulting teachers (many provided via the New Teacher Project) are available to meet individually with certificated staff based on the following priorities and this application process.

Support will be given to certificated staff who:

- Are new to the district, but do not qualify for a Santa Cruz New Teacher Project (SCNTP) advisor
- Have a new assignment
- Are first or second year teachers who do not have an advisor in the SCNTP
- Are experienced certificated staff, who have identified an area of the PVUSD Professional Standards in which they want support.

A consulting teacher can meet with you from 2 – 4 sessions and support you in your area of focus at your convenience.

INTERESTED?

Fill out the application below and return to Human Resources, Attention: Chona Killeen. Consulting Teachers will be assigned on a “first come first served” basis. This support is provided through Peer Assistant Review funds.

Consulting Teacher Request Application

Name: _____

Date: _____

School: _____

School Phone: _____

Email Address: _____

Alternate Phone: _____

Please describe specifically how you qualify for consulting teacher support based on the above priorities:

Please describe your placement (grade level, content areas, special education area, etc.)

Please describe the specific type of support you would like:

EXHIBIT H-1



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2023-2024

SALARY SCHEDULE FOR TEACHER EMPLOYEES

184 Days

	Class I	Class II	Class III	Class IV
	BA &	B.A. plus 30	B.A. plus 45	B.A. plus 60
	<u>Credential</u>	<u>Semester Units</u>	<u>Semester Units</u>	<u>Semester Units</u>
1	58,520	59,033	59,543	60,056
2	59,033	59,543	60,056	60,570
3	59,543	60,056	60,570	61,176
4	60,056	60,570	61,176	63,777
5	60,570	61,176	63,777	66,377
6	61,176	63,777	66,377	68,976
7	63,777	66,377	68,976	71,574
8	66,377	68,976	71,574	74,174
9	68,976	71,574	74,174	76,775
10	71,574	74,174	76,775	79,374
11		76,775	79,374	81,975
12			81,975	84,573
13			84,573	87,174
14			87,174	89,773
15				92,374
16				94,975
17				97,574
18-21				99,434
22-25				101,331
26-29				103,265
30-33				105,242
34-37				107,254
38-41				109,309

Masters Degree \$2,142

Doctorate Degree \$2,142

Staff with a valid California credential will be compensated at a minimum of Class I/Step 1 per year.

Staff without a valid California credential will remain in the shaded Column/Step until their Credential is registered with the Santa Cruz County Office of Education. Once the credential is registered, placement will be advanced the following July 1st as reflected in Article VII, Wages and Related matters of the PVFT Contract.

Effective 07/01/2023

Increase each step 5%

Board Approved: 04/26/23

CETEACH

EXHIBIT H-2



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2023-2024

SALARY SCHEDULE FOR

**NURSES, PSYCHOLOGISTS, SPEECH/LANGUAGE SPECIALISTS AND
PROGRAM SPECIALISTS**

196 Days

Step	Annual
1	81,935
2	84,704
3	87,471
4	90,242
5	93,011
6	95,780
7	98,553
8	101,320
9	104,091
10	106,860
11	109,628
12	112,399
13	115,167
14	117,936
15	120,707
16	123,478
17	126,246
18-21	128,725
22-25	131,254
26-29	133,832
30-33	136,461
34-37	139,145
38-41	141,880

Masters Degree

\$2,999

Based on Step 8, Column IV, of the 2013-14 Teacher Salary Schedule, plus 9.64% stipend amount (from Step 1 Column 1 of the Teacher Salary Schedule), on a 184 + 12 + 2 Professional Development days (16/17 only) = 196 day total work year. Masters follows teacher schedule

Effective 07/01/23

Increase each cell 5%

Board Approved: 04/26/23

CETSPED

EXHIBIT H-3



Pajaro Valley Unified School District
2023-2024
SALARY SCHEDULE FOR
ADULT EDUCATION/INDEPENDENT STUDY TEACHERS

	I	II
	CRED	CRED+BA+15
1	42.25	44.36
2	43.44	45.62
3	44.63	46.87
4	45.81	48.11
5	47.01	49.36
6	48.19	50.61

Extra Duty/SUB Assignment	42.25
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Hours of service are required to move from one step to the next shall be as

600 hours to move 1 to 2
600 hours to move 2 to 3
600 hours to move 3 to 4
600 hours to move 4 to 5
600 hours to move 5 to 6

ADULT EDUCATION COMMUNITY EDUCATION (Fee Support Instructors)
will be compensated at Step I/Class I of the Adult Education/Independent
Study Salary Schedule

Effective 07/01/23

Increase each cell 3%

Board Approved: 04/26/23

CETAE

EXHIBIT H-4



PAJARO VALLEY UNIFIED SCHOOL DISTRICT
2023-2024
SALARY SCHEDULE FOR
CHILDREN'S CENTER ANNUAL TEACHER EMPLOYEES
181 Days

	I	II	III	IV
	PERMIT+60	PERMIT+90	PERMIT+120	PRMT&BACRD
1	27,897	29,824	31,752	33,666
2	29,824	31,752	33,666	35,594
3	31,752	33,666	35,594	37,535
4	33,666	35,594	37,535	39,463
5	35,594	37,535	39,463	41,390
6	37,535	39,463	41,390	43,304
7	39,463	41,390	43,304	45,245
8	41,390	43,304	45,245	47,160
9	43,304	45,245	47,160	49,101
10		47,160	49,101	51,015
11			51,015	52,970
12				54,884
13				56,798

Masters Degree \$1,021.00

Special Compensation

Site Supervisor Stipend

Single Day Class/Session: 26.98
Double Day Class/Session: 47.22

***Revised Schedule to be based on hourly *183*8 in order to comply with TA. ECE Hourly schedule needs to match Annual, and hourly had to increase by 4%. Range I Step I reflects min wage 1/1/22

7.5 hours/day

Effective 07/01/23

Increase 3%

Board Approved: 04/26/23

CETCC

EXHIBIT H-5



PAJARO VALLEY UNIFIED SCHOOL DISTRICT
2023-2024
SALARY SCHEDULE FOR
CHILDREN'S CENTER SEASONAL ASSISTANT TEACHERS
134 Days

	LEVEL 1	LEVEL 2
	6-9 ECE UNIT	12 ECE UNIT
1	16.85	17.39
2	17.39	17.90
3	17.90	18.44
4		18.97

Master Degree \$0.62 /per hour

Special Compensation

Step Up Stipend

1/2 day	39.69
full day	80.56

Site Supervisor Stipend:

Single Day Class/Session:	26.98
Double Day Class/Session:	47.22

Basis of Schedule for STRS Retirement
134 days of service per year, 8 hours a day per year

Effective 07/01/23

Increase 3%

Board Approved: 04/26/23

CETASTHR

EXHIBIT H-6



PAJARO VALLEY UNIFIED SCHOOL DISTRICT
2023-2024
SALARY SCHEDULE FOR
CHILDREN'S CENTER SEASONAL ASSOCIATE TEACHERS
134 Days

	ASSOC1	ASSOC2	ASSOC3
	12-18 ECE	19-23 ECE	24+ ECE UN
1	17.90	18.44	18.99
2	18.44	18.99	19.56
3	18.97	19.56	20.15
4	19.07	19.66	20.75
5		19.77	21.37
6		19.87	21.48
7		19.97	21.58
8		20.07	21.68
9			21.79
10			21.91
11			22.02
12			22.13

Masters \$0.66 /per hour

Special Compensation

Step up Stipend:

1/2 day 39.69
Full day 80.56

Site Supervisor Stipend:

Single Day Class/Session: 26.98
Double Day Class/Session: 47.22

Basis of Schedule for STRS Retirement

134 days of service per year, 8 hours a day per year

Effective 07/01/23

Increase 3%

Board Approved:04/26/23

CETASOHR