

Agreement Between
Red Bluff Joint Union High School District
and
Red Bluff Union High School Teachers Association
of the
California Teachers Association

Effective: July 1, 2023, through June 30, 2026

Updated March 17, 2025

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This AGREEMENT, is made and entered into this 1st day of July 2020, by and between the Red Bluff Joint Union High School District, hereinafter referred to as "District," and the Red Bluff Union High School Teachers Association of the California Teachers Association, hereinafter referred to as "Association." This Agreement supersedes the Agreement between the parties dated July 1, 2023 through June 30, 2026.

WITNESSETH THAT:

WHEREAS, the parties hereto desire to comply with Sections 3540 et.seq. of Chapter 10.7, Division 4, Title I of the Government Code of the State of California.

NOW, therefore, the parties hereto do agree as follows:

ARTICLE 1
RECOGNITION

- 1.1. The District recognizes the Association as the exclusive representative for that unit of employees certified by the Education Employment Relations Board in Case No. SR 120, dated December 16, 1976.
- 1.2. The "unit" for purposes of recognition and exclusive representation shall be defined to include all full-time, part-time, and temporary certificated employees of the District, excluding management positions, and all day-to-day substitute employees.

For purposes of clarification concerning Career Technical Education (CTE) employees, the parties agree that the unit includes permanent and probationary status District teachers whose salaries are wholly or partially abated by CTE Funding.

ARTICLE 2
REPRESENTATION FEE AND MAINTENANCE OF MEMBERSHIP

2.1 Employee Rights

2.1.1 The District and the Association recognize the right of employees to form, join and participate in lawful activities of employee organizations and the equal, alternative right of employees to refuse to form, join and participate in employee organizations. Neither party shall exert pressure upon or discriminate against an employee in the exercise of these alternative rights. Accordingly, membership in the Association shall not be compulsory.

2.2 Association Dues

2.2.1 Any unit member who is a member of the Red Bluff Union High School District Teachers Association, CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees, and general assessments in the Association. Pursuant to such authorization, the District shall deduct one-tenth (1/10th) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

2.2.2 The Association and the District agree that any unit member who is a member of the Association at the time this Agreement becomes effective or who enrolls during the term of the Agreement shall maintain such membership from year to year unless revoked in writing between July 1 and July 31 of the year in which this Agreement terminates. The District will guarantee said maintenance of membership to the Association by enforcing payment of dues by members required under the terms set forth in Section 2.3.1.

2.3 Representation Fee

2.3.1 Any unit member who is not a member of the Red Bluff Union High School District Teachers Association, CTA/NEA, or who does not make application for membership within thirty (30) days of commencement of assigned duties within the bargaining unit shall become a member of the Association or pay to the Association a fee in an amount not to exceed the standard initiation fee, periodic dues and general assessments, payable to the Association in one lump sum cash payment in the same manner as required for the payment of membership dues, provided in Section 2.2.1 of this Article. In the event unit members shall not pay such fee directly to the Association, or authorize payment through payroll deduction as provided in Section 2.2.1. There shall be no charge to the

Association for such mandatory agency fee deductions or regular dues deductions.

- 2.3.2 At least thirty (30) days prior to the collection of a representation fee from any unit member pursuant to the provisions herein, the Association shall submit a written certification to the District itemizing all component parts of such fee. Each year such amount shall be verified and submitted in writing to the District by the Association within thirty (30) days prior to September 1. The parties agree that such annual certification is a condition precedent to the collection by either the District or the Association of a representation from a unit member.
- 2.4 Employees Exempted from Obligation to Pay Association
 - 2.4.1 Any unit member shall be exempted from the requirements of Section 2.3.1, above, if such employee has a bona fide religious objection to the payment of any fee in support of a union or "employee organization" as defined in Section 3540.1(d) of the Government Code.
 - 2.4.2 Such exempt unit member shall, as an alternative to payment of a representation fee to the Association, pay an amount equivalent to such representation fee to any nonreligious, non-labor organization, or charitable fund exempt from taxation under Section 501 © (3) of Title 26 of the Internal Revenue Code.
 - 2.4.3 The Association, upon written request, may require such exempt unit member to submit a written affidavit to the Association verifying the existence and nature of the allowable objection to payment of a representation fee. In addition, the Association may require proof of payment of such representation fee to one of the alternative funds or organizations listed above.
 - 2.4.4 Proof of payment and a written statement of objection (when applicable) along with a verifiable evidence of membership in a religious body whose traditional tenets or teachings object to joining or financially supporting employee organizations, pursuant to Section 2.4.1 - 2.4.3 above, shall be made on an annual basis to the Association and District as a condition of continued exemption from the provisions of Section 2.3.1 above. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Each school year, such proof shall be presented on or before the date specified in Section 2.3.1 above.
 - 2.4.5 Any unit member making payments as set forth in Section 2.4.2 above, and who requests that the grievance or arbitration provisions of this Agreement be used in his or her behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.
- 2.5 With respect to all sums deducted by the District pursuant to Sections 2.2 and 2.3 above, whether for membership dues or representation fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non membership in the Association, and indicating any changes in personnel from the list previously furnished.

The Association agrees to furnish any information needed by the District to fulfill the provisions of Section 2.5 of this Article.

2.6 Hold Harmless

- 2.6.1 The Association shall indemnify and hold the District harmless, against any and all judgments that arise in connection with the representation fee provision defined herein.
- 2.6.2 The Association also agrees that it will pay court costs and reasonable legal fees and costs incurred by the District that arise in connection with litigation or threatened litigation concerning the representation fee provisions defined herein.
- 2.6.3 The District agrees to meet with the Association to discuss the best course of action before it implements this hold harmless provision, and to continue such discussion during the course of any related legal action.
- 2.6.4 The Association and the District agree that the Association shall have the exclusive right to decide and determine whether any such action or procedure as referred to in Section 2.6 shall not be compromised, resisted, defended, tried, or appealed.

- 2.7 The provisions of this Article shall be applied consistent with applicable law and Rules and Regulations of the Public Employment Relations Board.

ARTICLE 3

ASSOCIATION RIGHTS

- 3.1. The Association will be permitted to use, without charge, institutional bulletin boards, mailboxes, and use of the school mail systems, and other District means of communication for the posting or transmission of information or notices concerning Association matters, subject to the following conditions:
 - 3.1.1 Use of District technology shall be consistent with the District Technology Acceptable Use Policy.
 - 3.1.2 All postings and information distributed through the school mail system shall contain the date of posting or distribution and an authorization by the Association President.
- 3.2. The District, upon request, will make available, at cost, standard school supplies to the Association; requests will be recognized if they are in writing and signed by an authorized representative of the Association.
- 3.3. The Association may use District equipment and facilities at no cost under the following conditions:
 - 3.3.1 Said use shall only be allowed by employees qualified to use said equipment.
 - 3.3.2 Said use shall take place during the non-duty hours of the user.
 - 3.3.3 Said use shall not interfere with the work of other employees.
 - 3.3.4 There are no identifiable extra costs involved with said use, e.g., standby labor, copying fees.
 - 3.3.5 The Association shall file a use of facilities/equipment form according to District rules for such use, and shall assume liability for such use.

NON-DISCRIMINATION

- 3.4.1 The District shall not illegally discriminate against any employee on the basis of race, color, creed, age, sex, national origin, political affiliation, domicile, marital status, physical handicap, membership in an employee organization, or participation in the activities of an employee organization.
- 3.4.2 Employee application forms and oral interview procedures shall not refer to membership in or preferences for employee organization.

ARTICLE 4

CONSULTATION

- 4.1. For the purposes of consultation on matters outside the scope of representation, the District shall provide the following opportunities for the Association and employees.
 - 4.1.1 The Staff Relations Committee shall meet as needed at the request of either party. The purpose of these meetings shall be to improve communications and to allow the Association opportunity to consult upon all matters within the scope of consultation as defined in the Government Code 3540. The meeting agenda shall be determined by those in attendance, and there shall be no restrictions upon the subject matter, provided, however, that the meetings shall not substitute for normal grievance procedures or for formal negotiations between the parties. The meetings shall be summarized in written minutes. Except that the provisions of this Article shall be observed, the meetings shall be self-organizing. The District and the Association each shall select up to four members to serve on this committee.
 - 4.1.2 The Association or an individual employee may express a concern to the Board with regard to matters specified in Section 4.1 above at the time a specific matter is placed on the agenda.
 - 4.1.3 Placement of items outside the scope of representation (as defined in Government Code Section 3543.2) on the agenda by the Association or an individual employee may be accomplished by requesting the Superintendent to place said items on the agenda ten (10) working days prior to the scheduled meeting of the Board. The agendas for regular Board meetings will include an item for comments by the Association representative.
 - 4.1.4 The Association shall be provided with a complete packet of materials, prior to each regularly scheduled Board meeting, including agenda, proposed minutes, and items pertinent to the conduct and disposition of items on the public meeting agenda. Exception to the above will be made concerning any matter qualified for a closed session of the Board.
- 4.2. The Association President or his/her representative(s) may meet and consult with the site Principal to determine the placement of items on common concern upon the agenda for faculty meetings.

ARTICLE 5

GRIEVANCE PROCEDURE

5.1 Definitions

- 5.1.1 A "grievance" is a claim by a grievant of having been adversely affected by a violation or misapplication of the specified provisions of this Agreement.
- 5.1.2 A "grievant" is the Association or any employee covered by the terms of this Agreement. The Association may file a grievance on behalf of a unit member.
- 5.1.3 A "day" is any day which is designated as a day of work for the grievant, consistent with this Agreement.

The "immediate supervisor" is the lowest level administrator having immediate jurisdiction over the grievant who has been designated by the District to adjust grievances.

5.2 Informal Level

Before filing a formal written grievance, the grievant shall attempt to resolve it by an informal conference with the immediate supervisor.

5.3 Formal Level

5.3.1 Level 1

Within twenty (20) days of when the grievant knew or reasonably should have known of the occurrence of the act or omission giving rise to the grievance, the grievant must present the grievance in writing on the appropriate form (See Appendix I) to the Principal or designee.

This statement shall be a clear, concise statement of the grievance, the specified contract provision alleged to have been violated, the decision rendered at the informal conference, and the specific remedy sought.

Within the above time limits, either party may request and shall be granted a personal conference.

5.3.2 Level 2

If not satisfied with the decision at Level 1, the grievant may, within ten (10) days, appeal the decision on the appropriate form to the Superintendent or designee.

This statement shall include a copy of the original grievance and appeal and the decision rendered at the previous level.

The Superintendent or designee shall communicate the decision to the grievant and to the Association President within ten (10) days. If the Superintendent or designee does not respond within the time limits provided, the grievant may appeal to the next level.

Within the above time limits, either party may request and shall be granted a personal conference.

5.3.3 Level 3

If not satisfied with the decision at Level 2, the grievant may submit the grievance to a joint Fact-Finding Committee by filing a written request with the Superintendent within five (5) days of the Level 2 decision.

The Fact-Finding Committee shall consist of one person appointed by the Superintendent and one person appointed by the Association President. Both of these appointees must have completed formal training in the interest-based problem solving process.

The Fact-Finding Committee shall meet with the grievant and other involved parties and gather facts concerning the grievance, as the Committee deems appropriate. The work of the Committee shall be informal, based on the principles of interest-based employer-employee relations, and designed to facilitate a resolution of the grievance which is acceptable to the District and Association.

Within ten (10) days of its formation, the Committee will provide the District and Association with its written findings and recommended resolution of the grievance. This report of the Committee shall be advisory to the District and Association, and shall not be final and binding.

5.3.4 Level 4

Prior to submission to Level 5, upon joint agreement between District and the Association, the grievance may be submitted to the mediation process for voluntary settlement. Upon such agreement, the parties shall jointly request the California State Conciliation Service to assign a mediator for such services. During the pendency of such mediation, the time limits herein shall be stayed. It is agreed and understood that the mediation process is confidential, and that no party may use in any way in any subsequent step of the grievance procedure any offer of settlement made or discussed during Level 3 mediation.

5.3.5 Level 5

If not satisfied with the decision at Level 3 (or if Level 4 is not successful), the grievant, within ten (10) days after receipt of the Level 3 report (or conclusion of Level 4), may request in writing that the Association submit the grievance to arbitration.

The Association by written notice to the Superintendent or designee within fifteen (15) days of the above request of the grievant, may submit the grievance to arbitration.

The Association and the District shall by mutual agreement select an arbitrator. If no agreement can be reached within five (5) days of the above request of the

Association, the parties shall request the California State Conciliation Service to supply a list of five (5) names of persons experienced in hearing grievances in public schools. Each party shall alternately strike a name until only one name remains. The order of striking shall be determined by lot.

In each dispute, the arbitrator shall, as soon as possible, hear evidence and render a decision on the issue(s) submitted. If the parties cannot agree upon a submission agreement, the arbitrator shall determine the issue(s) by discussions with the parties and by referring to the written grievance and the answers thereto at each step.

If any question arises regarding the arbitrability of a grievance, the arbitrator shall make a determination of this issue prior to hearing the merits of the grievance, unless the arbitrator determines otherwise.

After the hearing and after both parties have been given an opportunity to make written arguments, the arbitrator shall submit to both parties the findings and award.

The arbitrator shall have no power to add to, subtract from, or modify the terms of this Agreement, nor shall the arbitrator be empowered to render a decision on issue(s) not before the arbitrator, nor on facts not supported by the evidence. The authority of the arbitrator to award back pay shall be limited to the school year of the original filing of the grievance.

The fees and expenses of the arbitrator shall be borne equally by the District and Association. Concerning transcripts, the cost shall be borne equally by the parties if the transcript is requested by both parties or the arbitrator. If the transcript is requested by only one party, that party shall incur the expense. All other expenses shall be borne by the party incurring them.

The findings and award of the arbitrator shall be final and binding, subject to established right of judicial review.

5.4 General Provisions

5.4.1 A decision rendered at any step in these procedures becomes final unless appealed within the time limits specified.

5.4.2 Time limits given in these procedures may be modified by written agreement of the parties involved.

5.4.3 If the same complaint or substantially the same complaint is made by more than one employee against one party, only one employee on behalf of all grievants may process the grievance through the grievance procedure. Names of all grievants shall appear on all documents related to the processing of the grievance. This provision may be waived by all parties concerned.

5.4.4 Any employee may present grievances in accordance with this Article prior to Level 4 without intervention of the Association, so long as the resolution is not

inconsistent with the terms of this Agreement, the District shall not agree to the final resolution of such grievance until the Association has been provided a copy of the proposed resolution and has been given an opportunity (within ten (10) working days) to file a response.

- 5.4.5 The grievant may be represented at all steps of the grievance procedure by a person designated by the Association.
- 5.4.6 All documents, communications and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any grievant until such grievance is settled.
- 5.4.7 Time limits for appeal provided in each level shall begin the day following receipt of written decision by the parties.

ARTICLE 6

HOURS OF EMPLOYMENT

- 6.1 On regular school days, employees will be present on campus so that they will have sufficient time to have checked their mail and work stations, be prepared for work, and have their work station open and available fifteen (15) minutes before the start of their first duty period. The beginning and ending times for the school days shall be arrived at by mutual agreement.
- 6.1.1 In teaching a 6 or 7 period schedule a teacher's regular assignment will be five (5) periods. If teaching 6/7 periods, compensation will be at a rate of .17 of the regular salary (Appendix "A").
- 6.1.2 Commencing with the 2023-2024 school year, up to two additional periods will be added to the week for Advisory/Senior Seminar or other student support classes for all students. This is not to exceed 3% of the work-week. The salary schedule in 2023-2024 shall be increased by 3% to reflect the addition of Advisory/Senior Seminar or other student support classes. The District will annually solicit unit feedback for Advisory/Senior Seminar or other student support classes.
- 6.2 Except as provided in this Article, employees will remain on campus and be available to students up to and until the close of the last scheduled student class period.
- 6.2.1 Pursuant to State law, a general education teacher shall attend Individualized Education Program (IEP) meetings and participate in the development of the IEP. If IEP or SST (Student Study Team) meetings are held during the general education teacher's instruction periods, substitute or period coverage will be provided.
- 6.3 On minimum school days and on days when students are not scheduled to attend classes, the District may modify the requirements of 6.1 and 6.2; in no such case shall the District lengthen these normal requirements, however, except as provided below. On minimum days other than those scheduled for staff development activities or for testing, employees will remain at their duty stations until fifteen (15) minutes after the last scheduled student period. On such days as are covered in this Article, it is assumed that the duty free lunch period in Section 6.6 will be taken after the last student period.
- 6.3.1 Collaboration Wednesdays calendared as instructional days will be minimum days for students with the additional non-instructional duty time designated for staff collaboration as related to department meetings, staff training, and other school-related issues. In addition for each grading period, a Wednesday will be set aside to allow teachers to finalize and submit grades unless there is a more pressing need for a specific day.

The annual Collaboration Wednesday calendar will be developed by the District in collaboration with department chairs and with input from various employee representatives.

There will be flexibility in regard to the use of all Collaboration Wednesday dates to respond to circumstances and needs as they are identified by the District or various employee representatives.

The District will no less than annually seek feedback from teachers regarding the effectiveness and organization of Collaboration Wednesdays.

Hours of employment for Collaboration Wednesdays will be consistent with that of regular school days.

6.4 Employees may be assigned campus supervision fifteen (15) minutes before and fifteen (15) minutes after school, rotated among employees on an equitable basis; said rotation to carry on from year to year. No one shall have both morning and afternoon duties during the same week. Employee shall notify immediate supervisor prior to serving students in another capacity. The requirements of this supervision supersede those of 6.1 and 6.2 above.

6.5 Class assignments within each department will be reviewed annually and in consultation with the Principal or designee in order to equitably distribute class preparations. Such assignments will consider such factors as credentials, program needs and enrollment. Teacher concerns with the number of class preparations will be referred to the Staff Relations committee for discussion. The goal of the District and Association is for a preferred maximum of three (3) class preparations.

6.5.1 Because the scheduled instructional time does not provide teachers with an opportunity to conference with parents, students, and District staff; to prepare and follow-up lessons; prepare for student activities; maintain necessary equipment; and attend to other District business, the District does provide this duty time conference/preparation period for the teaching staff of the comprehensive high school and community day school. This conference/preparation period will be used for the above activities, and its utilization for other purposes must be approved by the Principal or designee, in each case.

During any school year, teachers who are assigned by the Principal or designee and agrees to teach during their conference/preparation period shall be paid twenty-five percent of the daily rate of a substitute teacher. Block periods will be considered two periods. In lieu of pay, teachers may elect to receive one (1) day of compensatory leave for each five (5) periods of preparation period coverage, subject to the following provisions: A teacher may use five days maximum in any school year.

When a counselor is absence beyond 2 consecutive weeks and a substitute is not available, the remaining counselors in the department shall receive one and a half (1.5) periods of coverage per day worked for the remaining period of the absence.

When a school psychologist is absence beyond 2 consecutive weeks, the district will meet with the remaining psychologists in the department to provide compensation as mutually agreed upon.

6.5.1.1 Teachers desiring compensatory leave in lieu of pay shall schedule such leave with the Principal or designee. Such leave shall in no case be taken after May fifteenth.

6.5.1.2 When compensatory time is used, the absence will be submitted through the District approved absence management system.

6.5.1.3 Each employee who earns such leave that is not taken by the end of the school year may be paid one (1) day of day-to-day substitute pay for each full day of unused leave paid out in December or June upon approval.

6.5.1.4 Teachers who have performed conference/preparation period coverage totaling two (2) full days or less during the year may elect to have such credit carried over to the next school year in lieu of pay.

6.5.2 Job requirements for employees not subject to period-by period class schedules necessitate more flexibility; therefore, said employees have the option to carry out activities which are parallel or similar to those in 6.5.1 as practicable within their duty day.

6.6 Employees shall be entitled to a duty free lunch period of thirty-five (35) minutes.

6.7 In addition to the normal duty day in 6.1 through 6.6, employees are required to attend all scheduled and emergency faculty meetings, open house, Curriculum Night, and graduation exercises.

6.8 Extra Duty

6.8.1 In addition to the normal duty day in 6.1 through 6.6, employees are required to participate in extra duty student activity supervision duties on a rotation basis.

6.8.2 Such duties shall not include supportive skill functions such as scorekeepers, timers, and announcers for student activities taking place during times other than the duty day; duties of this nature shall be voluntary and may be served in lieu of the required duties specified below. The equality provisions of this Article will not be strictly applied to employees who volunteer for these duties.

6.8.3 The required supervisory duties include gate and crowd supervision of student activities and those activities associated with class advisorships.

6.8.4 All required supervision covered by this Article shall be made by an Activities Support Committee composed of a site administrator, the Athletic Director, the Student Activities Coordinator and one member appointed by the Association that shall serve a maximum term of three years. Supervision assignments for the spring semester shall be posted by December 15. An "unforeseen assignment" shall be defined as any assignment in any category of supervision

which for unforeseen circumstances arose after the assignment deadlines above. Unforeseen assignments will also be made by the Activities Support Committee consistent with this policy. In no case will an employee receive more than one unforeseen assignment per school year.

- 6.8.5 Required supervision assignments will not exceed twelve (12) hours in total length or require more than six (6) nights. This provision does not apply to class advisorships.
- 6.8.6 Employees shall be given an opportunity to volunteer for specific required assignments or voluntary assignments before the Activities Support Committee makes its roster of assignments. Whenever there are more volunteers than needed, for a given assignment, the Committee will provide those volunteers with an opportunity to volunteer for alternative duties prior to the creation of the duty roster. The Committee shall establish a "tie breaking" procedure.
- 6.8.7 Employees may trade assignments without regard to their equality; however, all trades must be made with the knowledge of the Activities Coordinator or designee.
- 6.8.8 Salisbury High employees shall supervise the activities of students at Salisbury High School.
- 6.9 Notwithstanding the above, the following non-duty day assignments shall be participated in as described below:
 - 6.9.1 Club Advisorship: Club advisorship shall be voluntary, and not arbitrarily assigned
- 6.10 Sign Out
 - 6.10.1 Except during the duty free lunch period, employees will remain on the campus or at their duty station.
 - 6.10.2 Notwithstanding Article 6.5.1 employees may utilize their assigned conference/preparation period to attend to personal business which can include leaving campus.
 - (1) For each employee, such use shall be limited to an average of no more than once per week in each month and shall also be subject to the sign out/sign in. Employees should sign out or notify the main office prior to such departure. Upon notification, the employee shall indicate their destination and purpose of their absence.
 - (2) Should an employee find it necessary to utilize this provision more than twice in a given week, said employee shall inform the site Principal.
 - (3) It is understood by both the Association and District that such use shall in no way interfere with or detract from the activities specified in Section

6.5.1. The Association and District shall review the utilization of the provision periodically.

- (4) When leaving campus for school business, employees are still subject to following the notification procedure but not subject to the limitations indicated in (2) above.

6.11 Notwithstanding other provisions of this Article, employees assigned to programs at the Salisbury campus shall perform their duties within the context of those programs and existing practice. Said duties and hours will be substantially the same as those of other members of the bargaining unit.

ARTICLE 7

DUTY CALENDAR

- 7.1 The duty calendar for teachers, the library media specialist, and Independent Study Program teachers shall be one hundred eighty-five (185) days consisting of 180 students instruction days, three staff development days and two teacher duty days). Teachers assigned to Salisbury High School shall work one hundred eighty-nine (189) days. Four (4) of these workdays in the Salisbury School calendar shall be designated for school-wide student counseling. Special Education teachers with a five period assignment shall work one hundred eighty-nine (189) days.
- 7.2 The duty calendar for Counselors, Nurse, any Teacher on Assignment and Psychologist shall be one hundred ninety-five (195) days.
- 7.3 The annual Red Bluff High School calendar shall be developed by a joint committee consisting of an equal number of representatives from the RBUHSTA, the CSEA and District administration to include the Salisbury High School Principal or designee.. Other representatives may serve upon consensus of the committee.
 - 7.3.1 The school calendar for the following school year shall be developed by March 15 unless this date is extended by consensus of the committee. The committee shall convene by December 15th. If the committee does not reach consensus, the current school calendar shall be maintained for the following year.
 - 7.3.2 Once the school calendar has been developed, ratified by the Association and approved by the Board, the calendar committee will refer this calendar to appropriate District constituents to develop other related calendars such as employee duty calendars.
- 7.4 It is agreed and understood that in the event the required student instructional minutes or days (as mandated for the increased revenue by SB 813) are not met due to the closure of school, the required instructional time shall subsequently be made up during the fiscal year. The time for this instructional make up shall be mutually determined by the Association and the District.
- 7.5 Appendix "G: (attached) contains the duty calendars for Red Bluff Union High School and Salisbury High School.
- 7.6 Staff development programs shall be planned by the District with collaboration with Department Chairs and leadership team.

ARTICLE 8 COMPENSATION

8.1 Salaries

8.2.1 Effective July 1, 2023, full-time unit members shall be paid pursuant to the salary schedule attached as Appendix "A", Appendix "B", Appendix "C" & Appendix "D". This represents a general increase of 9% applied to the salary schedule. The 9% increase is broken out as follows:

- a. A 3% on-going increase to recognize the implementation of Advisory/Senior Seminar Class or other student support classes for all students in accordance with 6.1.2.
- b. A 6% on-going increase to the 2023-2024 salary schedule.

Beginning July 1, 2021, Step 1-5 will be created on Column D of the Certificated Salary Schedules under Appendix "A", Appendix "B", & Appendix "C" for certificated staff who have a Master's Degree or Doctorate.

8.1.1 As of the 2006-2007 school year, unit members may elect in writing, pursuant to District and Tehama County Department of Education procedures, to be paid eleven (11) or twelve (12) monthly paychecks.

8.1.2 Unit members shall receive their paychecks no later than the last business day of the month.

8.2 Insurance

8.2.1 Effective July 1, 2023, full-time unit members are eligible to receive a maximum District insurance premium contribution of \$14,000 per fiscal year to be applied to the following insurance coverages:

- a. The medical insurance plans provided through California's Valued Trust (CVT) for eligible employees and covered dependents, pursuant to rules and regulations of CVT.
- b. The existing dental insurance plan provided through CVT for eligible employees and covered dependents.
- c. The existing vision insurance plan provided through CVT for eligible employees and covered dependents.
- d. The existing group life insurance plan for eligible employees and covered dependents.

8.2.2 Part-time unit members shall be eligible to receive a pro rata District premium contribution. However, unit members assigned to work less than half-time are not eligible for a District premium contribution nor insurance coverage.

- 8.2.3 The amount of the District insurance premium contribution shall be negotiated as part of the total compensation package each year. Any premium costs above the District contribution shall be borne by the employee by payroll deduction.
- 8.2.4 Pursuant to Article 10: Early Retirement Incentive - eligible retirees may participate in the above programs, subject to carrier and/or insurance administrator approval. The District shall contribute an amount equal to that provided to an actively employed unit member.
- 8.2.5 Unit members who resign at the end of any school year shall be eligible to continue their current District premium contribution for group insurance coverages for the months of July and August. However, such terminating person shall reimburse the District for the cost of any increases in premiums for July and August. This reimbursement shall be made by payroll deduction, if possible. If payroll deduction is not possible, the total reimbursement shall be made by personal check in favor of the District and submitted to the Business Office prior to July 1.

8.3 Compensation Information

Chief Business Official will share the percentage of certificated compensation from the previous and projected for the current year.

- 8.4 Placement on the basic salary schedule shall be determined by appropriate experience and training.

8.4.1 Column placement is determined as follows:

- 8.4.1.1 Intern Column: A Bachelor's Degree from an accredited institution with a Intern Credential. Intern years of service will count towards placement on the salary schedule when fully credentialed. Intern years of service will not count towards seniority.
- 8.4.1.2 Column A: A Bachelor's Degree from an accredited institution plus up to forty-one (41) approved semester units earned after receipt of the Bachelor's Degree and a preliminary California credential authorizing service in the position.
- 8.4.1.3 Column B: A Bachelor's Degree from an accredited institution plus forty-two (42) approved semester units earned after receipt of the Bachelor's Degree and a preliminary California credential authorizing service in the position.
- 8.4.1.4 Column C: A Bachelor's Degree from an accredited institution plus fifty-four (54) approved semester units earned after receipt of the Bachelor's Degree and a preliminary California credential authorizing service in the position.

8.4.1.5 Column D: A Bachelor's Degree from an accredited institution plus sixty-six (66) approved semester units earned after receipt of the Bachelor's Degree and a preliminary California credential authorizing service in the position.

8.4.1.6 Column E: A Bachelor's Degree from an accredited institution plus sixty-nine (69) approved semester units earned after receipt of the Bachelor's Degree and a clear California credential authorizing service in the position and fourteen (14) years of credited experience.*

8.4.1.7 Column F: A Bachelor's Degree from an accredited institution plus seventy-two (72) approved semester units earned after receipt of the Bachelor's Degree and a clear California credential authorizing service in the position and seventeen (17) years of credited experience.*

8.4.1.8 Column G: A Bachelor's Degree from an accredited institution plus seventy-five (75) approved semester units earned after receipt of the Bachelor's Degree and a clear California credential authorizing service in the position and twenty (20) years of credited experience.*

8.4.1.9 Column H: A Bachelor's Degree from an accredited institution plus seventy-eight (78) approved semester units earned after receipt of the Bachelor's Degree and a clear California credential authorizing service in the position and twenty-three (23) years of credited experience.*

*Advancement to these salary schedule steps requires a satisfactory evaluation under the provisions of Article 11.

8.4.2 Initial Step Placement: Unit members shall be given credit on a year-for-year basis of up to nine (9) years for previous teaching experience, subject to the following criteria:

8.4.2.1 The previous teaching was full-time for at least one hundred thirty-five (135) days.

8.4.2.2 The previous teaching occurred at a public or private school within the United States or an American school outside of the United States.

8.4.2.3 The previous teaching occurred after receipt of a California preliminary credential, Intern credential, or a credential from another state with reciprocity with California.

8.4.2.4 The previous teaching was within the authority of the credential and was service customarily and ordinarily expected of a teacher with a credential.

8.4.2.5 In initial placement of the School Nurse, the District may recognize previous related nursing work experience.

8.4.2.6 The above criteria shall also apply to placement on Columns A-D of the certificated salary schedule of unit members previously placed on Column PA.

8.4.3 In no case will initial placement be higher than Step 10 without approval of the Superintendent.

8.4.4 Notwithstanding Article 8.4.1, an employee with approved units taken after the point that the bachelor's degree would have been granted in California shall be granted credit for initial placement as follows:

Amount of such units taken prior to issuance of the Bachelor's Degree minus 124.

8.4.5 An annual increment of 1.5% of the individual's base salary shall be paid to full-time employees for each master's degree earned by September 1 of any school year from any institution accredited by a recognized accrediting organization. An annual increment of 1.5% of the individual's base salary shall also be paid to full-time employees for a doctoral degree earned by September 1, of any school year. Such doctoral degree must be from an institution accredited by a recognized accrediting organization.

8.4.5.1 Any teacher assigned to a Dual enrolled class with the exception of teachers receiving a master's degree stipend will be compensated the amount of \$250 per semester.

8.4.6 After initial placement, an employee may advance to another step in the appropriate column after one year (at least 75% of a school year) of service.

8.4.7 After initial placement in a column, an employee may advance to another column upon completion of the appropriate amount of additional professional preparation as determined in Section 8.5.

8.5 Professional Salary Advancement

To provide guidance for positive professional growth and improvement of certificated staff, the Board of Trustees shall require the following provisions regarding the acceptance of course work for salary advancement.

8.5.1 Salary advancement will be granted to employees for upper division or graduate courses selected by employees of this district, provided that they meet one (1) of the following criteria:

8.5.1.1 Course must be in the individual's major or minor or pertain to the individual's current contract assignment.

8.5.1.2 Course must be professionally applicable; areas of growth within this district would be English Learner, Social Emotional Learning, Special Education and socio-economically disadvantaged population.

8.5.1.3 Course work taken to prepare for subject areas outside of a teacher's major or minor will be granted column approval upon said subject authorization on the teacher's credential.

8.5.2 Approval of courses taken will be the responsibility of the Director of Human Resources.

8.5.3 Any decision disapproving a proposed course may be referred to a Professional Salary Advancement Advisory Committee within 15 days of the administrative decision, using the form provided. This committee shall consist of two (2) classroom teachers, two (2) administrators, and a fifth member chosen from the certificated personnel by the four (4) members; a chairperson shall be selected. The aforementioned committee shall be constituted, as needed, in order to address appeals filed by certificated teaching staff. Decision of the committee members shall be by majority vote and shall be made within fifteen (15) working days.

8.5.4 Any further appeal shall be submitted to the Superintendent by either the employee or the administration.

8.5.5 Before units can be credited, transcripts or grade cards must be on file with the District Office for all units earned. Submission of official verification of course completion, prior to the September 15 date specified for advancement on the salary schedule, shall be the responsibility of the individual. _Units verified prior to September 15 will be credited in the current school year.

8.5.6 To facilitate District budget planning, employees who anticipate advancing a salary column the next school year shall notify the district office prior to May 15.

8.6 Approval of course work shall be subject to the following conditions:

- (1) A grade of "C" or better unless the course is not offered for letter grades, in which case the grade of "P," or its equivalent, is acceptable.
- (2) A transcript or grade card is presented to the District Office as proof of credit.
- (3) Approval may be sought either before or after the course is taken. However, for approved units that were submitted over one year old, applicants may only move over one column per year.
- (4) Said courses shall be from colleges and universities which have been accredited by associations approved by the Department of Education.

8.6.1 Workshops shall be accepted for unit credit at a rate of fifteen (15) hours of work per semester unit, provided they are in the teacher's major or minor field, should be justified in writing that this workshop will be a benefit to the students and the district.

Evidence of attendance at workshops or clinics must be provided in written form from the workshop/clinic provider to obtain unit credit.

8.6.2 Units may be earned for the development of curriculum or service on specified school or district committees at a rate of fifteen (15) hours work per semester unit. An employee may receive no more than two (2) units in this category.

8.6.3 Units may be granted for special job experience related to the employee's work at a rate of three(3) units per two (2) weeks full-time work for each work-related experience. An employee seeking units in this category shall provide a formal report to the Human Resource Department regarding the relationship of said experience to that employee's job and the professional benefits derived from said experience.

8.6.4 Unit credit for travel may be granted by the Director of Human Resources at the rate of one-half (1/2) semester unit per week of travel.

(1) A formal written report shall be presented to their department and submitted to the Director of Human Resources.

(2) Teachers receiving travel credit shall agree to make presentations to school groups or classes upon request of other teachers provided it is practical and reasonable to do so.

(3) A teacher may earn no more than four (4) units for travel in any given year, and may not earn more than twelve (12) units total for travel while employed within the District.

8.6.5 A maximum of two (2) semester units may be allowed in any four (4) years for college courses, workshops, or clinics which relate to extracurricular duty assignments. Exception to this rule would be any assignment which was part of the regular six period duty assignment.

8.6.6 Units may be earned for specific public service activities which are related to the employee's major, minor, or current assignment; said activities shall include service on appointed and elective boards, commissions, or councils. Credit may be awarded on the basis of one unit for each year's service up to a total of two (2) units for any one employee.

8.7 Unit credits may not be earned during the unit member's contracted days unless the member takes an approved unpaid leave of absence or use up to two days of comp time for one (1) approved conference or workshop per year.

8.7.1 For non-mandated professional development, if the District provides reimbursement for any part of the employee's expenses, the unit member may not earn credits for advancement purposes.

8.8 Paid Extra Duty

Paid extra duty assignments shall be compensated based on the following:

- 8.8.1 Effective July 1, 2006, a pay unit of .0071836 times Step 1, Column "A," of the basic salary schedule shall be calculated (Appendix "A").
- 8.8.2 Paid extra duty assignments will receive compensation based on the units assigned to each position. Extra duty will be paid over the length of the assignment.
- 8.8.3 Appendix "E" contains the positions and unit assignments covered by the provisions of this Article.
- 8.8.4 When an employee is hired to perform a paid extracurricular, extra duty assignment, that employee shall be so informed at the time of hiring. The title of the paid extra duty assignment(s) and the estimated time that District will require for such assignment(s) will be reduced to writing.
- 8.8.5 Employees hired to perform a paid extracurricular, extra duty assignment shall not be obligated to serve in such assignments for more than five (5) years; at the discretion of the District such service may be for less than five (5) years.
- 8.8.6 Employees who volunteer for paid extracurricular, extra duty assignments may only be obligated to that assignment for one (1) year unless they fail to give notice of their intent not to continue prior to April 15. Such notice shall be in writing and addressed to the Principal. Employees who do not give notice will be considered to have volunteered for another one (1) year period and will be utilized in that assignment unless the Principal gives notice of non-renewal prior to June 1.
- 8.8.7 The co-curricular extra duty assignments with an asterisk (*) in Appendix "E" shall not be subject to the provisions of 8.10.4, 8.10.5, and 8.10.6. However, when an employee has served in such positions for five (5) years or more, the District will make a good faith effort within the parameters of overall staffing needs to find a replacement for such employee when such a request is made.
- 8.9 Effective July 1, 2006, compensation for all hourly paid assignments shall be at an hourly rate equal to .00088235 times Step 1, Column "A." Compensation for all daily paid assignments shall be at a daily rate of \$300 (a day as defined in Article 6) Appendix "A".
- 8.10 Department Chairs and Lead Teacher
- Effective July 1, 2005, employees assigned as department chair or lead teacher shall be paid an annual stipend of .0868122 times Step 1, Column "A". The Principal may reallocate responsibility areas as he/she deems necessary for up to thirteen (13) department chairs within an equitable assignment workload. Departments with co-chairs who do not have a common preparation period shall be paid an additional stipend of .0129648 times Step 1, Column "A" (Appendix "A", Appendix "B").
- 8.11 The daily rate for an employee shall be the quotient of the employee's annual salary divided by that employee's duty calendar as determined in Article 7. The result shall be rounded to the nearest cent.

- 8.12 The salary of the Teacher on Assignment is based upon their placement on the basic salary schedule, a responsibility factor of 1.03, and a work year of one hundred ninety-five (195) days (Appendix "C").
- 8.13 As compensation for duties associated with FFA, school farm project supervision, agriculture related competitions and needs and emergencies that arise outside of the regular school day and year, effective July 1, 2006, Agriculture Teachers shall be paid a stipend of .2205882 times Step 1, Column "A" of the Certificated Salary Schedule.
- 8.14 The salary of the psychologist is based upon placement on the basic salary schedule, a responsibility factor of 1.05, and a work year of one hundred ninety-five (195) days. Initial placement upon employment is at Column D, Step 9 through 13, based upon experience (Appendix "D").
- 8.15 The salary of the nurse is based upon placement on the basic salary schedule, a responsibility factor of 1.03 and a work year of one hundred ninety-five (195) days (Appendix "C").
- 8.16 The salary of the counselors shall be based upon their placement on the basic salary schedule with an RSP factor of 1.03 and a work year of one hundred ninety-five (195) duty days(Appendix "C").
- 8.17 The salary of Special Education Teachers shall be based upon their placement on the basic salary schedule within RSP factor of 1.03 and work a year of one hundred eighty-nine (189) days.

ARTICLE 9
LEAVES OF ABSENCE

9.1 Paid Sick Leave

9.1.1 Sick Leave pay shall be accumulated for full-time employees at the rate of ten (10) days annually for employees on a 185-day schedule and eleven (11) days annually for employees on 189-day or more schedule. For part-time employees sick leave will be pro-rated.

9.1.2 Unused Sick Leave shall accrue from year to year.

9.1.3 Sick leave shall be allowed for an absence due to:

- (1) The inability of employees to be present or to perform their duties because of personal illness, off duty injury, or confinement for medical treatment.
- (2) Personal medical or dental appointments that necessitate an absence of more than two (2) instructional periods. Such appointments that necessitate an absence of two (2) instructional periods or fewer may be taken under Article 6.10.3.
- (3) Personal necessity as specified in Article 9.4.
- (4) After the expiration of Worker's Compensation supplemental benefits in Article 9.9.5.
- (5) During any calendar year, unit members are entitled to use up to six (6) days of accumulated Sick Leave to attend to an illness of a child, parent or spouse or domestic partner (as defined by Section 297 of the California Family Code) of the employee. For purposes of this provision, a "child" is defined as a biological, foster or adopted child; a step child, a legal ward or a child of a person standing in loco parentis; a "parent" is defined as a biological, foster or adoptive parent; a stepparent or legal guardian. All conditions and restrictions regarding the use of Sick Leave shall also apply to this Section.

9.1.4 Employees must verify each use of paid Sick Leave by submission of an absence through the District approved absence management system. The absence must explain the reason for leave.

9.1.5 The District may require a physician's statement to verify any absence as a condition of payment of Sick Leave in the event there is cause to believe that Sick Leave has been abused.

- 9.1.6 When an employee has been under the care of a physician, a medical release to return to work may be required.
- 9.1.7 If the District requires an employee to submit to a medical examination, such examination will be at the expense of the District.
- 9.1.8 Employees shall be credited with their Sick Leave for the work year upon the first work day of each year and need not have actually earned that leave prior to taking it. Employees may not use more Sick Leave than the total of that accumulated from prior years of service and that credited for the current year.

9.2 Differential Paid Sick Leave

- 9.2.1 Employees who have used all of their accumulated paid Sick Leave in Article 9.1 may be entitled to Differential Paid Sick Leave. Such entitlement will be determined by the provisions of this Article.
- 9.2.2 Employees on Differential Paid Sick Leave shall receive the difference between their daily salary as computed in Article 8 and the daily salary paid the substitute employed to fill the vacancy or if no substitute is employed, the amount which would have been paid to a substitute. The District shall make every reasonable effort to secure the services of a substitute employee. However, the employee on Differential Paid Sick Leave shall be paid fifty percent (50%) of their daily salary if greater than the above differential pay.
- 9.2.3 Employees shall receive Differential Paid Sick Leave for a period not to exceed one hundred ten (110) duty days. An employee shall not be provided more than one (1) 110-day period for each illness or accident. However, if a school year terminates before the 110-day period is exhausted, the employee may take the balance of the 110-day period in the subsequent school year.
- 9.2.4 At the expiration of Differential Paid Sick Leave, the employee may apply for leave of absence without pay according to Article 9.11.

9.3 Bereavement Leave

- 9.3.1 Unit members are entitled to up to five (5) days of bereavement leave for the death of a unit members immediate family as defined in 9.3.2. If out-of-state travel is required or travel greater than 350 miles one way, the five (5) days of leave will be paid for by the district. For travel less than 350 miles one way, three (3) days of leave will be paid for by the district; the additional two (2) days of available bereavement leave may be taken as unpaid, or the unit member may use their available personal leave balance to remain in paid status.
- 9.3.2 Immediate family is defined as: mother, father, grandmother, grandfather, or grandchild of the employee or the employee's spouse or domestic partner (as defined by Section 297 of the California Family code); the spouse or domestic partner (as defined by Section 297 of the California Family Code), son, son-in-law, daughter, daughter-in-law; brother, sister, aunt, uncle, niece or nephew of the employee; or any person residing in the immediate household of the employee.

9.3.3 Employees utilizing Bereavement Leave shall specify on the absence from duty form the deceased person and whether the additional travel allowance was utilized.

9.4 Personal Necessity Leave

9.4.1 An employee may use accumulated Sick Leave for Personal Necessity, as defined and specified in this Article. The amount of accumulated Sick Leave which may be so used in any school year for Personal Necessity shall not exceed seven (7) days.

9.4.2 Personal Necessity Leave may be taken in minimum increments of one period.

9.4.3 No advance permission is necessary to take Personal Necessity Leave under the conditions specified below:

- (1) Imminent danger to the home of employee which reasonably requires the attention of an employee during duty hours.
- (2) Accident or injury involving the employee's person or property, or the person or property of an employee's immediate family (as defined in Article 9.3.2), of sufficient emergency nature to require the employee's attention during duty hours.
- (3) Serious or critical illness of a member of an employee's immediate family (as defined in Article 9.3.2) reasonably requiring the immediate presence of that employee during duty hours.
- (4) The birth of a child making it necessary for the employee who is the father to be absent during duty hours.
- (5) The adoption of an infant/child (0 – 17 years) making it necessary for the employee who is the father or mother to be absent during duty hours.
- (6) An extension of the Bereavement Leave in Article 9.3 necessary for reasonable circumstances.

9.4.4 An employee requiring leave under Article 9.4.3 shall notify the site administrator, designee, or department chair, as early as possible prior to taking said leave. The designee or department chair shall notify the Principal as soon as possible concerning the absence.

9.4.5 A full explanation for the leave shall be placed on the absence from duty form.

9.4.6 Advance notice of at least twenty-four (24) hours will be necessary for the following uses of Personal Necessity Leave except in specific instances when such notification requirement is waived by the Principal.

- (1) Appearance in court as a litigant, or as a witness under an official order. In such cases the employee is expected to return to work when it is not necessary to be absent the entire day. This provision shall not apply in the event of the connivance or misconduct of the employee. Any witness fees received by the employee shall be returned to the District.
- (2) Service as a pallbearer.

9.4.7 Personal Necessity Leave may be used for serious circumstances which cannot reasonably be disregarded and which require the immediate and personal attention of the employee during assigned hours of service, subject to the following conditions:

- (1) Such leave may not be used for vacation, recreation, travel, extension of a holiday, concerted activities, or matters of personal gain or seeking other employment.
- (2) Request for such leave shall be submitted at least forty-eight (48) hours in advance, except if waived by the Principal to accommodate unforeseen circumstances.
- (3) In the event the nature of the leave is personal and the employee desires confidentiality, the employee may sign a statement that the leave meets the above criteria.

9.4.8 In all cases of Personal Necessity Leave, the absence must be for purposes which cannot be accomplished outside of regular work hours.

9.4.9 Unit members may use any amount of accumulated Sick Leave for Personal Necessity for care of a child subject to the following conditions:

- (1) Such leave is in addition to that provided in Article 9.4.3(3).
- (2) This leave applies to necessary personal care provided by the employee for an acute illness of a minor child of the employee residing in the immediate household.
- (3) The employee shall notify the supervisor of the absence as far in advance as possible.

9.5 Paid Personal Leave

9.7.1 This Article is intended to meet the legitimate personal needs of employees for paid leave which are not covered by other leave provisions of this Agreement.

9.7.2 An employee may utilize three (3) days of accumulated Sick Leave per school year for personal reasons deemed by the employee to require absence from duty.

9.7.3 The employee shall receive prior approval from their immediate supervisor as far in advance as possible.

9.6 Pregnancy Disability Leave

The Sick Leave provisions in Article 9.1 shall be used for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery and child bonding following the changes in Assembly Bill (AB) 375 there from.

9.7 Jury Duty Leave

9.7.1 When employees are called for jury duty and are absent from their employment, they shall be granted leave without loss of pay.

9.7.2 Employees called for jury selection or service shall report to work prior to reporting for such duty if said duty shall begin after the end of period one; such employees will also report back for work after the completion of their obligation for duty if that obligation has been fulfilled for the day prior to the end of the lunch period.

9.7.3 Employees serving on jury duty will turn in to the District Office the jury duty check they received as compensation for serving as a juror, in excess of \$25.00.

9.7.4 The District will reimburse the employee for the portion of the check in 9.7.3 which covers meals, lodging, and transportation.

9.8 Grand Jury Leave

9.8.1 The District will allow employees on grand jury duty paid leave to perform committee work mandated by the committee chair.

9.8.2 A statement of verification from the committee chair shall be submitted by the employee with the absence from duty form.

9.9 Industrial Accident and Illness Leave

9.9.1 Each employee shall be eligible for leave of absence because of industrial accident or illness. Allowable leaves shall be for up to sixty (60) service days in any one (1) fiscal year for the same accident and shall commence with the first (1st) day of absence. Eligibility for this leave is contingent upon a valid Workers' Compensation claim. Pending this determination, Sick Leave will be charged but will be reinstated if the claim is valid.

9.9.2 Leave of absence under this provision shall not be accumulated from year to year. When the Industrial Accident or Illness Leave overlaps into the fiscal year, the employee shall be entitled to only the amount of unused leave due for the same illness or injury.

9.9.3 An employee shall be paid such portion of salary due for any month in which absence occurs as, when added to the temporary disability indemnity under the California Labor Code, will result in payment of not more than the full salary.

9.9.4 Leave of absence under this provision shall be reduced by one (1) day for each day of authorized absence, regardless of a temporary disability indemnity award to the employee.

9.9.5 Industrial Illness and Accident Leave is to be used in lieu of Sick Leave. When entitlement to Industrial Illness and Accident Leave has been exhausted, entitlement to Sick Leave shall then be used. If an employee is receiving a temporary disability indemnity, the employee shall be entitled to utilize only so much Sick Leave and vacation leave which, when added to the temporary disability indemnity, will result in payment of no more than a full day's wage or salary. The District in turn shall issue the appropriate salary warrants for payment of salary and shall deduct normal retirement and other authorized deductions.

9.9.6 Unless travel outside of California is authorized by the District, employees receiving benefits under this Article during a period of illness or injury shall remain in the State of California. Such authorization should not be unreasonably withheld.

9.9.7 The District may require a written statement from a physician verifying an employee's absence under this leave and the ability to return to work.

9.10 Employee Assistance Leave

9.10.1 Upon the exhaustion of all applicable Sick Leave benefits, an employee may be granted a paid leave of absence for a period of up to thirty (30) working days for the purpose of participating in a program of counseling and/or rehabilitation for drug and/or alcohol abuse or other psychological or psychiatric disability. The length of the leave shall be at the discretion of the Superintendent, in consultation with the attending physician or counselor.

9.11 Leave of Absence Without Pay

9.11.1 The Superintendent may approve requests for leave of absence without pay for up to ten (10) workdays. The Board may grant leave of absence without pay in excess of ten (10) workdays. Such leaves may be granted for the following reasons:

- (1) An employee has used available paid Sick Leave and Differential Paid Sick Leave.
- (2) Personal Necessity or other leave is not applicable and an adequate substitute is available.
- (3) Child rearing leave is requested for up to one (1) year following the birth of a child.
- (4) A request by an employee is agreed upon by both the employee and the District.
- (5) Other reasons mutually agreed upon.

9.11.2 For such leaves of more than ten (10) days approved by the Board of Trustees, the specific terms of the leave, including the obligation of the employee to notify the District of his/her intent to return to employment, shall be specified in writing.

9.11.3 During unpaid leaves of absence for one calendar month or less, employees shall receive the District paid health and welfare benefits specified in Article 8.1.

9.11.4 During unpaid leaves of absence in excess of one calendar month, the employee may elect to pay the full costs of the fringe benefits in Article 8; employees who choose not to pay for those District paid health and welfare benefits in Article 8 shall have their coverage dropped.

9.11.5 Leave of absence without pay shall not be in excess of one (1) year.

9.11.6 Notwithstanding 9.11.4, leaves of absence without pay may be renewed for one (1) additional year upon application.

9.11.7 Leave without pay taken under 9.11.1 (3) shall not constitute a break in service in the computation for the requirements of Article 10.

9.12 Compensatory Time Leave

9.12.1 Counselors, Psychologist and School Nurse who are required to work beyond their normal duty hours or outside of their duty calendar shall be granted compensatory time off when such work has the prior approval of the Principal or designee.

9.12.2 A counselor may take compensatory time leave whenever its use will not create a serious hardship for the counseling department as determined by the Principal or designee.

9.12.3 When compensatory time is used, an absence will be submitted through the District approved absence management system.

9.12.4 Compensatory time totaling two (2) full days or less during the year may be carried over to the next school year in lieu of payment.

9.12.5 Counselors, Psychologist and School Nurse entitled to more than two (2) days of compensatory time leave at the end of the school year shall be compensated for the time in excess of two (2) days at anytime school rate as determined in Article 8.

9.13 Family and Medical Care Leave (Unpaid)

9.13.1 Unit members with at least one (1) year of continuous District Employment and who have worked for the District for at least 1,250 hours during the previous fiscal year are eligible for unpaid Family and Medical Care Leave, pursuant to applicable Board Policy and State and Federal law. For eligibility purposes, full-time teachers are deemed to meet the 1,250 hour test. Current law under the Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA) provides for unpaid leave of up to twelve (12) weeks which may be used for an employee's serious health condition; or the care of a seriously ill child, spouse or parent. Under CFRA, this unpaid leave may also be used for a registered domestic partner of the employee, sibling, parent-in-law, grandparent, or grandchild with a serious health condition; or a designated person as defined in 9.3.1.1. Except in

the case of pregnancy disability, this unpaid leave runs concurrently with any other paid leave provided the employee. During this unpaid leave, the District would continue its regular payment of the group insurance premiums.

9.13.1.1 A designated person is defined as any individual related by blood or whose association with the employee is the equivalent of a family relationship. Unit members may use eligible leave for one designated person per 12-month period.

9.13.2 An eligible unit member who has been employed for at least 12 months is entitled to 12 work weeks of parental leave (for the birth, adoption, or foster placement of a child) pursuant to the California Family Rights Act (CFRA). Employees may choose to use sick or other paid leaves to remain in paid status. If the employee elects not to exhaust sick leave, they are ineligible for differential pay. The deduction for differential pay shall not exceed the sum that is actually paid to a substitute employee, or that would have been paid to a substitute had a substitute been employed. Such differential pay shall not be less than 50% of the unit member's daily rate. Parental leave shall not exceed 12-workweeks within any 12 month period.

9.13.3 A unit member who has been employed for at least 12 months and that has worked 1250 hours in the prior 12-month period is entitled to Qualifying Exigency Leave pursuant to the Family and Medical Leave Act (FMLA). Such leave provides for unpaid, job-protected leave of up to twelve (12) workweeks to be used for a "qualifying exigency" arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

9.13.4 A unit member who has been employed for at least 12 months and that has worked 1250 hours in the prior 12-month period is entitled to Military Caregiver Leave pursuant to the Family and Medical Leave Act (FMLA). Such leave provides for unpaid, job-protected leave of up to twenty-six (26) workweeks to be used for care of a family member who is a current service member with a serious injury or illness. An eligible employee must be defined as the spouse, son, daughter, parent, or next kin of a covered service member.

9.14 Catastrophic Illness Leave

9.14.1 Unit members who have exhausted all Sick Leave and all other accrued paid leaves may use Catastrophic Leave under the following provisions:

9.14.1.1 Catastrophic Illness Leave shall begin only after all accumulated Sick Leave (exclusive of differential paid leave) and all paid leaves have been exhausted.

9.14.1.2 The maximum amount of Catastrophic Illness Leave shall not exceed twelve (12) consecutive calendar months, or the maximum number of days donated pursuant to this section, whichever is less.

9.14.2 To request Catastrophic Illness Leave, the unit member or his/her designee, shall submit the appropriate form to the Association President.

- 9.14.2.1 To qualify for such leave, the employee will have suffered an illness or injury that is expected to incapacitate her/him for an extended period of time, or that incapacitates a member of the employee's immediate family which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, and taking extended time off creates a financial hardship for the employee because he/she has exhausted all accumulated Sick Leave and all other paid leaves (as defined in Article 9.14.1.1).
- 9.14.2.2 A "member of the employee's immediate family" in 9.14.2.1 above shall be limited to spouse, child, mother, father or an individual over which the employee has legal guardianship.
- 9.14.3 As soon as practicable, the Association Executive Board shall meet and determine whether to recommend to the Superintendent or designee approval of the request for Catastrophic Illness Leave.
- 9.14.3.1 If the request is denied, the Associate President shall notify the employee or his/her designee and the Superintendent or designee.
- 9.14.3.2 If the request is approved by the Association and the Superintendent or designee, the Association and the District shall solicit unit members on the appropriate District form authorizing donation of Sick Leave days pursuant to this Article. Completed forms shall be returned to the District Personnel Office.
- 9.14.3.3 A unit member may donate a maximum of ten (10) days of Sick Leave per school year.
- 9.14.3.4 Donated Sick Leave days will be deposited in a Catastrophic Illness Leave Pool and deducted from the donating employee's accumulated Sick Leave.
- 9.14.3.5 Donated Sick Leave days may be utilized in increments of one class period.
- 9.14.3.6 If the days of donated Sick Leave are not used, those days will be retained in the Catastrophic Illness Leave Pool for future use pursuant to this Article.
- 9.14.4 If a unit member exhausts his/her donated Sick Leave from the Catastrophic Illness Leave Pool, the employee or his/her designee may request additional Catastrophic Illness Leave pursuant to this Article. However, in no event shall the employee be eligible to use more than twelve (12) consecutive calendar months of Catastrophic Illness Leave.

ARTICLE 10 RETIREMENT

- 10.1 Unit members who submit to the District Superintendent a written retirement from the District effective at the end of the school year, prior to January 15 shall be paid a one-time payment of five thousand dollars (\$5,000.00). Such payment shall commence following formal acceptance by the District of the retirement, and shall be added to the employee's final payroll warrants. In the event the employee does not complete the remainder of the school year in paid status, the employee shall refund to the District all such payments received, unless this provision is waived by the Superintendent or designee.
- 10.2 Employees who have completed ten (10) consecutive years of full-time service immediately prior to their planned retirement, who have reached the age of fifty-five (55) or greater, and who elect to retire, may participate as specified in Article 8.2.4 in the District paid health and welfare plans in Article 8.2 for a period of ten (10) years or until age sixty-five (65), whichever comes first.
- 10.5.1 For purposes of this plan only, a period of unpaid medical leave shall not be considered a break in full-time service.
- 10.5.2 Employees desiring to participate in this plan must notify the District in writing of their intent to -retire at least ninety (90) calendar days prior to the effective date of retirement. Said effective dates of retirement shall be at the end of a semester or a grading period.
- 10.3 Notwithstanding other provisions of Article 10.1, the District may allow an employee to participate in this program if it is in the best interests of both that employee and the District for that employee to reduce his/her workload up to one-half (1/2) for a period of no more than three (3) years, if said employee has reached age fifty-two (52), and has already completed ten (10) consecutive years of full-time service.
- 10.4 Notwithstanding other provisions of this Article, an employee who has completed twenty (20) years of service to the District, who has reached the age of fifty-two (52), and who elects to retire, may participate until age sixty-five (65) at prorated District expense in the District paid health and welfare plans in Article 8. Prorated employee and District shares of premium costs shall be determined by the age of the employee upon retirement. Such prorated shares shall be:

<u>Age of Retirement</u>	<u>District Share</u>	<u>Employee Share</u>
52	76.9%	23.1%
53	83.3%	16.7%
54	90.9%	9.1%

Employees electing this option shall make their payments to the District for such participation at least one month at a time and two months in advance.

10.5 Notwithstanding other provisions of the Agreement, an employee who has served the District for more than twenty (20) years, who will be fifty-five (55) during the fall semester of the next school year, and who elects to retire, may participate in this plan as follows:

10.5.1 Give timely notice of retirement as of the end of the academic year prior to the fifty-fifth (55th) birthday as specified in Article 10.1.2.

10.5.2 Reimburse the District for the cost of the elective fringe benefits for the period of September 1 until the month of the employee's fifty-fifth (55th) birthday.

10.5.3 Beginning with the month of the employee's fifty-fifth (55th) birthday, District will provide the elective benefits as in Article 10.1.

10.5.4 The District will annually review options with the intent of maximizing retiree benefits.

ARTICLE 11

EVALUATION PROCEDURES

11.1 Principles of Evaluation and Assessment

The District and Association recognize the importance of implementing a program of staff evaluation in accordance with State law for the purpose of promoting professional growth and improving service to students.

The District shall have the obligation to evaluate and assess the performance of each unit member, subject to the following procedures.

Probationary and temporary status unit members shall be evaluated at least each year. Permanent status unit members with less than 10 years teaching experience shall be evaluated at least every other year. Permanent status of members having had at least 10 years of teaching experience in the school District (Ed. Code 44664 (a3)) shall be evaluated at least once during a five (5) year period.

Under normal circumstances, the Principal shall be responsible for evaluation and assessing certificated employees. If a District administrator other than the Principal is to be the evaluator, unit members who shall be evaluated shall be notified regarding their evaluator by October 1. If the District changes the evaluator, the District shall notify the unit member within five (5) days after the change is made. The unit member shall have the right to request a change of evaluators without prejudice. The Principal shall not unreasonably deny such a request.

11.2 Procedures for Evaluation and Assessment

11.2.1 The District shall evaluate and assess employee competency as it reasonably relates to each of the following standards. A minimum of three standards per evaluation period; one chosen by the teacher, one chosen by the administrator, and one mutually agreed upon. For teachers who participate in the mandatory teacher induction program, one of the standards will be aligned with the focus standard that is being used in the teacher induction program.

- (1) Engaging and Supporting all Students in Learning.
- (2) Creating and Maintaining Effective Environments for Student Learning.
- (3) Understanding and Organizing Subject Matter for Student Learning.
- (4) Planning Instruction and Designing Learning Experiences for all Students.
- (5) Assessing Students for Learning.
- (6) Developing as a Professional Educator.

- 11.2.1.1 The evaluation and assessment of the performance of non-instructional unit members shall be as it reasonably relates to the fulfillment of established and defined standards.
- 11.2.1.2 The individual, the evaluator, and department members will generate a plan for improvement including, but not limited to, conferences, training, release time, mentoring, etc.
- 11.2.2 Any additional objectives or criteria, other than those specified in 11.2.1 that are to be utilized in the evaluation of a unit member shall be arrived at by mutual agreement of the unit member and the evaluator.
- 11.2.3 The evaluation and assessment of employee performance shall not include the use of publishers' norms established by standardized tests.
- 11.2.4 For a formal observation of performance, upon request of the evaluator, the unit member shall prepare a brief outline of the activity being observed, including purpose and desired result. This provision does not preclude non-scheduled and informal classroom visitations and observations as an additional useful assessment technique.
- 11.2.5 Evaluation and assessment conducted pursuant to this procedure shall be reduced to writing and a copy thereof shall be transmitted to the employee no more than twenty (20) days after the last observation and not later than thirty (30) days before the last school day scheduled on the school calendar adopted pursuant to Article 7 of this Agreement.
- 11.2.6 Evaluation Process
1. First 2 years:
Goal Setting – meet with evaluator to determine goals to focus on for the year.
 - a. Informal Observations – frequent walk-thrus with immediate feedback
Formal Observation – Fall
 - Pre-observation meeting – lesson plan, focus for observer
 - Observation – full class period
 - Post – observation meeting – verbal and written feedback
 - b. If progressing, continue informal observations throughout spring.
 - c. If concerns, give specific directives and reschedule a second formal observation.
 - d. If concerns continue, put teacher on plan of improvement with support.
 - e. Formal evaluation – April/May.
 - Overview of year
 - Observations contribute to written feedback on evaluation
 2. Years 3 - 9:
 - a. Goal Setting – meet with evaluator to determine goals to focus on for the year.
 - b. Informal observations throughout the year.

- c. Formal Observation every other year.
- d. Formal Evaluation per Article 11.1 If concerns develop, go back to first 2 years process.

3. Years 10 and beyond:

- a. Goal Setting – meet with evaluator to determine goals to focus on for the year.
- b. Informal Observations throughout the year.
- c. Teacher brings evidence of progress toward goals.
- d. Formal evaluation per Article 11.1.
- e. If concerns develop, go back to first 2 years process.

11.2.7 Evaluation Timelines

Prior to October 1st, the teacher will be notified that they will be evaluated and who their evaluator will be.

Prior to October 15th the evaluator and the teacher will schedule the Pre-Evaluation Goal Setting Meeting to discuss and mutually agree upon the Success Indicators and/or Goals and formalize the agreement of the *Pre-Evaluation Goal Setting Worksheet*. The teacher should come prepared with their success indicator and/or goal.

Prior to May 10th the evaluator and the teacher will meet in the Formal Evaluation Meeting and the evaluator will provide a copy of the completed *Formal Evaluation* to the teacher. This may occur at the post observation meeting when warranted.

11.3 Review Procedure

11.3.1 Because of the sensitive nature of the significant professional aspects of certificated employee evaluations, the District and the Association agree that only the procedural aspects of the evaluation process are subject to the grievance procedure of this Agreement. Issues that may arise regarding the content of evaluation shall be resolved by the following review procedure:

The content of the evaluation may be challenged on the basis that either the standards or criteria utilized by the evaluator were unfair and/or arbitrary or that the evaluator's judgments related to those criteria were unfair or arbitrary.

11.3.2 Step 1

Within five (5) school days of receipt of the evaluation, the employee may request a meeting with the Superintendent. The Superintendent shall schedule a meeting with the employee and the evaluator to discuss the evaluation and attempt to resolve any disagreements concerning the evaluation.

11.3.3 Step 2

In the event that the employee is not satisfied with the outcome of Step 1, within five (5) school days of the decision of the Superintendent, the employee shall notify the Superintendent in writing of the request for a Review Panel and the reasons for the challenge of the evaluation. Within five (5) school days of the

employee's request, the Association and the Superintendent or designee (other than the evaluator) each shall select a representative for the Review Panel. Both representatives must currently be employed in a California public school in a certificated position. These two representatives shall select a third person to act as chair. In the event that the two representatives cannot so agree, the Superintendent shall request the Dean of the School of Education of Chico State University to name a third person.

The Review Panel shall hold a hearing. The Review Panel shall prepare a written majority decision that shall be attached to the evaluation before placement in the employee's personnel file. Any panel member may prepare a written dissenting report that shall be attached to the majority report of the panel and the evaluation. The Review Panel may sustain the evaluation or may recommend to the Superintendent that the evaluation be redone either in whole or in part; that the evaluation be modified; and/or that the evaluator be changed. The Superintendent may implement the recommendations of the Review Panel. If either the evaluator or the unit member does not agree with the Superintendent's decision, the matter shall be referred to the Board of Trustees for review in closed session. The employee, the evaluator, a representative of the Association and the Superintendent shall be present at all such closed session deliberations. The decision of the Board of Trustees shall be final.

11.4 Derogatory Information

The District will not base an evaluation of an employee on derogatory information regarding the employee from parents, students, other employees or members of the public unless or until the employee has been provided such information in writing and given an opportunity to comment thereon. The written information provided to the employee for comment will include notice of the employee's right to comment. The written information and the employee's comments, if any, may be placed in the employee's personnel file.

11.5 Evaluation Forms

The following forms for the implementation of this evaluation procedure are attached as Appendix "H": The evaluation forms for this evaluation procedure are attached as Appendix "H".

11.6 Employee Personnel Files

11.6.1 A unit member may inspect materials in his/her personnel file which may serve as a basis for affecting the status of his/her employment except materials which:

- a. Were obtained prior to employment.
- b. Were prepared by identifiable examination committee members, or,
- c. Were obtained in connection with a promotional examination.

- 11.6.2 A unit member may inspect and make one copy of such materials in his/her personnel file, with the exception of the above specified items, during the normal business hours of the District Office at times other than when the employee is required to render service. Such inspection shall take place under the supervision of a District administrator or designee. The employee may have a representative present during such inspection of materials in the personnel file.
- 11.6.3 No materials of a derogatory nature, except materials classified in Article 11.6.1 above, may be placed in an employee's personnel file without allowing the employee an opportunity to review and comment thereon. An employee shall have the right to comment in writing, and have such comments attached to any derogatory statement prior to that statement being placed in the personnel file. Such review shall take place during normal business hours, and the employee shall be released from duty for this purpose without salary reduction. (E.C. 44031) Such review and comments except as otherwise approved by the Principal or designee, shall take place at times other than when an employee is assigned to instruction or student supervision activities.
- 11.6.4 All materials placed in an employee's personnel file shall be dated and signed by the contributor. The official personnel file for each employee shall be maintained in the District Office. Access to the personnel files shall be limited to District employees designated by the Superintendent.
- 11.6.5 Members of the Board of Trustees may request to review an employee's personnel file if such review is to be made during a meeting of the Board (consistent with provisions of the Brown Act open Meeting Law) and if such review is a result of an affirmative vote by the Board.

ARTICLE 12
DISMISSAL AND NON-REEMPLOYMENT

It is agreed and understood that dismissal procedures, including the non-reemployment of probationary employees, may be undertaken independently of the evaluation procedures contained in Article 11 consistent with applicable provisions of the California State Education Code. It is also agreed and understood that such proceedings are not subject to the Grievance Procedure of this Agreement.

ARTICLE 13

TRANSFER

13.1 As used in this Agreement, transfer means the change in duty station from one school to another.

13.2 A transfer may be either employee requested ("voluntary") or District initiated ("involuntary").

13.3 All transfers will be considered on the basis of:

13.3.1 Credential necessary to perform the required service.

13.3.2 The employee's training and experience.

13.3.3 Effects on students.

13.3.4 Previous evaluations.

13.3.5 Employee request.

13.4 An employee may submit a written request for a transfer to the Superintendent at any time; said request shall remain in effect until withdrawn by that employee.

13.4.1 In the event of a vacancy, the Superintendent shall consider all transfer requests on file.

13.4.2 If a transfer request is denied, the employee may request and receive written reasons for the denial.

13.5 Involuntary transfers shall not be made arbitrarily, vindictively, or capriciously.

13.6 In the case of involuntary transfers, the affected employee will be given the reasons in writing for that transfer.

13.6.1 The employee may submit to the Superintendent written reasons for reluctance to the involuntary transfer.

13.6.2 The Superintendent shall consider the reasons submitted in 13.6.1.

13.6.3 After the Superintendent's consideration in 13.6.2, the employee may request a conference with the Superintendent.

ARTICLE 14
REASSIGNMENT

14.1 Upon initial employment, the Superintendent shall assign employees to the position(s), subject area(s), and program(s) in which they are to serve.

14.2 After the initial assignment, it may become necessary to reassign employees or an employee may request reassignment.

14.3 Reassignments shall be made based upon the following criteria:

14.3.1 Credentials necessary to perform the required service(s).

14.3.2 Professional preparation as determined below:

1. Professional preparation shall be defined as having completed an approved program of professional preparation including student teaching, or its equivalent in experience, as defined in the Education Code and Title V Administrative Regulations.
2. Adequate command of subject matter shall be defined as having completed a major or a minor in the subject to be taught, said major or minor to have been completed at an accredited institution recognized by the California Commission on Teacher Credentialing (CCTC). Teachers in the core subject areas of English, Mathematics, Science, Social Science, Foreign Language and Art must be Elementary and Secondary Education Act (ESEA) formally No Child Left Behind (NCLB) compliant. Further, in lieu of a major or minor, a teacher who has completed professional preparation may be deemed to possess adequate command of subject matter to be taught if he/she has completed eighteen (18) semester hours of course work or nine (9) semester hours of upper division or graduate course work in the field to be taught. For teachers who bring work from out of state institutions, such institutions shall have been accredited by the appropriate regional accrediting agency. In lieu of formal training, an individual shall be deemed to have adequate preparation to qualify for a Certificate of Competency if he/she is recognized to possess special skills obtained through practical experiences and qualifies for credentials as described in Title V.

14.3.3 Previous evaluations.

14.3.4 Effects on students.

14.3.5 Employee request.

14.3.6 Enrollment patterns.

14.3.7 Department Chair's recommendation.

14.3.8 Seniority.

14.4 In the event of conflict wherein the administration and the employee disagree as to the adequacy of that employee's preparation, the Principal, upon request, will provide that employee written rationale for that reassignment.

14.4.1 The employee may submit to the Principal written reasons for reluctance to the reassignment.

14.4.2 The Principal shall consider the reasons submitted in 14.4.1.

14.4.3 After the Principal's consideration in 14.4.2, the employee may request a conference with the Principal.

14.5 Involuntary reassignments shall not be made arbitrarily, vindictively, or capriciously.

14.6 Employees will receive notices of reassignment for the spring semester on or before December 15.

14.7 Employees will receive notices of reassignment on or before June 1 for the fall semester of the next school year.

14.8 Notwithstanding 14.6 and 14.7, enrollment fluctuations and staff changes may necessitate later notification; in such cases the employee shall be notified as soon as is practicable.

14.8.1 If notified after the dates identified in 14.6 and 14.7, the employee affected will be given 3 days of compensatory time to prepare. If the employee has not previously taught in that role for 5 years or more, one additional staff member may receive up to 2 days of compensatory time to help with the transition.

14.9 When a currently employed unit member accepts a teacher on assignment* position, he/she shall retain rights to the previous position for a term of 24 months, provided there is an opening in that position.

*The Teacher on Assignment serves outside the classroom setting for assignments as determined by the needs of the district and specified by the Superintendent. Specific areas of assignment could include, but are not limited to, teacher support, student support, or program development. The Teacher on Assignment receives all compensation and benefits, accumulated sick leave, and seniority as any other member of the certificated bargaining unit.

ARTICLE 15
SAFETY CONDITIONS

- 15.1 The District will provide safe working conditions for all employees within the fiscal capabilities of the District.
- 15.2 Site Safety Committees shall be created. Said committees shall meet as necessary to evaluate safety conditions and make recommendations. These site safety committees will report to the District Safety Committee quarterly.
- 15.3 Both parties agree that the responsibility for safe working conditions is that of the District and that the responsibility for maintenance of safe procedures and practices is that of employees.
- 15.4 Employees shall immediately report cases of assault and/or battery suffered by them in connection with their employment in writing to the Principal or their immediate supervisor, who, in turn, will immediately report the incident to the police. A copy of the report will be forwarded to the Superintendent for purposes of investigation pending disciplinary action.
- 15.5 A student who commits assault and/or battery upon an employee shall be removed from that employee's supervision.

ARTICLE 16

CLASS SIZE

16.1 General Provisions

16.1.1 Class sizes at Red Bluff Union High School shall be based upon student enrollment as of the sixth week of each semester.

16.1.2 Numbers calculated by application of this Article shall be rounded off to the nearest tenth.

16.2 Class Sizes - Red Bluff Union High School

16.2.1 Class assignments for each teacher shall be determined by each Department Chair in consultation with all faculty members within the department and department average shall not exceed the departmental averages listed in Appendix "F" (see attached). The final master schedule shall be subject to the mutual approval of the Principal and Department Chair.

16.2.2 If a department's class size average as listed in Appendix "F": is exceeded by one student or more, then sections shall be added to the department by the sixth (6th) week of each semester until the department is in compliance

16.2.3 The number of students in a class shall not exceed the number of workstations in the facility used for the class, except with the consent of the instructor.

16.2.4 A committee of District teachers appointed by the Association may discuss a concern about class size "bulges" with the Principal. If the concern is not resolved by this discussion, the committee shall submit a written statement about the concern, including a recommendation to the Superintendent. If the concern is not resolved by the review of the Superintendent, the committee may refer the matter for review by the Board of Trustees, who shall make a final determination.

16.2.5 Continuing students with identified needs (English Learners, Special Education, etc.) shall be distributed into general education classes in a way that produces balanced classes to the best of the site's ability. This is not applicable to standard core classes.

16.2.6 Within ten (10) days of the assignment of a Special Education student, the classroom teacher of record shall be notified by the Special Education case manager and schedule an in-person meeting.

16.2.7 General education classroom teachers who have the responsibility for implementation of any portion on an Individualized Education Program for a Special Education student shall receive a copy of their IEP.

16.2.8 The number of students served within special classes, shall comply with the state and federal laws.

16.2.9 Class sizes and staffing ratios (including teachers and educational assistants) in self-contained special education classes are determined by the needs of the students as reflected in their IEP's.

16.2.10 If student enrollment should change dramatically, the Association and District will meet to discuss alternate staffing patterns.

16.3 Salisbury High School

For Salisbury High School, the average annual student enrollment per teacher shall not exceed twenty (20) to one (1).

ARTICLE 17
PART-TIME EMPLOYEES

- 17.1 Part-time employees shall be placed on the basic salary schedule as per Article 8 (Appendix "A", Appendix "B", Appendix "C", & Appendix "D") and advanced along that schedule per Article 8.3 except that their salaries shall be prorated by the provisions of this Article.
- 17.2 Part-time employees shall be paid twenty percent (20%) of their placement on the certificated salary schedule for each regularly assigned teaching period.
- 17.3 Eligibility of part-time employees for insurance coverage is as specified in Article 8.2.2.
- 17.4 The provisions of Article 6.7 and 6.8 shall apply to part-time employees, who shall also attend applicable department meetings and required in service activities.

ARTICLE 19
NEGOTIATIONS PROCEDURES

- 19.1 A consultant shall not be allowed to negotiate for one party without prior notification to the other party of five (5) working days.
- 19.2 The District agrees to provide substitute days each contract year to be used for negotiating time for Association representatives to be present at negotiating sessions and PERB hearings. Such release time shall be without loss of compensation.
- 19.3 Members of the Association's bargaining team shall be responsible for notifying their immediate supervisor of meeting times and dates and for requesting release time no later than the beginning of the work day following the establishment of those times and dates.
- 19.4 The Association and District recognize the official representatives of each as the sole representatives for matters being negotiated within the scope of the Educational Employment Relations Act, and each agrees not to negotiate with anyone other than said representatives except as mutually agreed upon.
- 19.5 The Association and District agree to form a committee, to study the financial and budgetary parameters of the District. Such committee may include other District stakeholders and shall meet annually and upon the request of either party.

ARTICLE 20
EFFECT OF AGREEMENT

It is understood and agreed that the specific provisions in this Agreement shall prevail over District practices and procedures to the extent permitted by state law, and that in the absence of specific provisions in this Agreement such practices and procedures are discretionary.

ARTICLE 21
SAVINGS

- 21.1 If any provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.
- 21.2 In the event that a provision is so held to be invalid, either party may reopen negotiations concerning a valid successor provision by so notifying the other in writing.

ARTICLE 22
COMPLETION OF MEETING AND NEGOTIATIONS

- 22.1 This Agreement, or any part of it, may be terminated, modified, amended, expanded, or renegotiated at any time only by the mutual consent of the parties. Such modifications shall be reduced to writing and signed by the parties. This Agreement represents the complete Agreement between the parties.
- 22.2 During the term of this Agreement, the parties may, by mutual agreement, meet and negotiate concerning any item within the scope of representation.

ARTICLE 23
TERM

This Agreement shall remain in full force and effect up to and including June 30, 2023. In the absence of a successor Agreement after June 30, 2023 this Agreement shall remain in full force and effect during the period of negotiations.

ARTICLE 24
ANYTIME SCHOOL PROVISIONS

This Article applies to "anytime" school programs, such as summer school, intersession, after school and weekend instructional activities.

- 24.1 Opportunities for Anytime School assignments shall be announced by District email. The specific details about the position (such as type of program; subject matter; requirements; length, time and location of the assignment; and application procedures) shall be included in the announcement.
- 24.2 Unit members who meet the stated qualifications and requirements shall be employed in preference to non-District teachers.
- 24.3 For work in Anytime School assignments, unit members shall be paid at the hourly rate established by Article 8.9, it is agreed and understood that initial and continued employment in such assignments is contingent upon suitable enrollment.

RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT
APPENDIX "A"
Certificated Salary Schedule - 2025/26

COLUMN	<u>Intern</u>	DS*** and Credentialed		Fully Credentialed Teachers Only					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
		BA+1-41	BA+42	BA+54	BA+66 or Masters Degree	BA+69	BA+72	BA+75	BA+78
STEP*									
1	52,904	61,180			67,715				
2	54,036	62,490			70,329				
3		65,100	67,715		72,942				
4		67,715	70,329		75,554				
5		70,329	72,942	75,554	78,166				
6		72,942	75,554	78,166	80,781				
7		75,554	78,166	80,781	83,395				
8		78,166	80,781	83,395	86,008				
9		80,781	83,395	86,008	88,620				
10		83,395	86,008	88,620	91,235				
11		86,008	88,620	91,235	93,848				
12				93,848	96,458				
13				96,458	99,073				
14						100,423	**		
15						100,824	**		
16						101,696	**		
17							102,568	**	
18							103,441	**	
19							104,316	**	
20								105,192	**
21								106,064	**
22								106,937	**
23									110,219 **
24									111,111 **
25									112,005 **
26									112,898 **
27									113,792 **
28									114,687 **
29									115,580 **
30									116,471 **
31									119,006 **

* Years of credited experience.

** Advancement to these steps requires a satisfactory evaluation under the provisions of Article 11.

*** Designated Subjects Credential

RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT
APPENDIX " B"
Certificated Salary Schedule - 2025/26 (189 Day Calendar)
(Salisbury & Special Education Teachers*)**

COLUMN	<u>Intern</u>	<u>A</u>	<u>B</u>	Fully Credentialed Teachers Only					
				<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
					BA+66 or Masters Degree				
		BA+1-41	BA+42	BA+54		BA+69	BA+72	BA+75	BA+78
STEP*									
1	54,048	62,503			69,179				
2	55,204	63,841			71,850				
3		66,508	69,179		74,519				
4		69,179	71,850		77,188				
5		71,850	74,519	77,188	79,856				
6		74,519	77,188	79,856	82,528				
7		77,188	79,856	82,528	85,198				
8		79,856	82,528	85,198	87,868				
9		82,528	85,198	87,868	90,536				
10			87,868	90,536	93,208				
11			90,536	93,208	95,877				
12				95,877	98,544				
13				98,544	101,215				
14						102,594	**		
15						103,004	**		
16						103,895	**		
17							104,786	**	
18							105,678	**	
19							106,571	**	
20								107,466	**
21								108,357	**
22								109,249	**
23									112,602 **
24									113,513 **
25									114,427 **
26									115,339 **
27									116,252 **
28									117,167 **
29									118,079 **
30									118,989 **
31									121,579 **

* Years of credited experience.

** Advancement to these steps requires a satisfactory evaluation under the provisions of Article 11.

*** Special Education teachers assigned to 5 periods.

RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT
APPENDIX "C"
Certificated Salary Schedule - 2025/26 (195 Day Calendar)
Counselor, Nurse & Teacher on Assignment

COLUMN	<u>Intern</u>	<u>A</u>	<u>B</u>	Fully Credentialed Only					
				<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
		BA+1-41	BA+42	BA+54	BA+66 or Masters Degree	BA+69	BA+72	BA+75	BA+78
STEP*									
1	55,764	64,487			71,375				
2	56,957	65,868			74,131				
3		68,619	71,375		76,885				
4		71,375	74,131		79,638				
5		74,131	76,885	79,638	82,391				
6		76,885	79,638	82,391	85,148				
7		79,638	82,391	85,148	87,903				
8		82,391	85,148	87,903	90,657				
9		85,148	87,903	90,657	93,410				
10			90,657	93,410	96,167				
11			93,410	96,167	98,921				
12				98,921	101,672				
13				101,672	104,428				
14						105,851	**		
15						106,274	**		
16						107,193	**		
17							108,112	**	
18							109,032	**	
19							109,955	**	
20								110,878	**
21								111,797	**
22								112,717	**
23									116,177 **
24									117,117 **
25									118,059 **
26									119,001 **
27									119,943 **
28									120,886 **
29									121,828 **
30									122,767 **
31									125,439 **

* Years of credited experience.

** Advancement to these steps requires a satisfactory evaluation under the provisions of Article 11.

RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT
APPENDIX "D"
Certificated Salary Schedule - 2025/26 (195 Day Calendar)
Psychologist and Speech Pathologist

COLUMN	<u>Intern</u>	<u>Fully Credentialed</u>	
STEP*			
1	71,046	83,847	
2	73,728	86,563	
3		89,366	
4		92,265	
5		95,258	
6		98,347	
7		101,528	
8		104,709	
9		107,890	
10		111,072	
11		114,254	
12		117,431	
13			
14			**
15		119,780	**
16			**
17			**
18		122,175	**
19			**
20			**
21		124,619	**
22			**
23			**
24		127,111	**
25			**
26			**
27		129,654	**
28			**
29			**
30		132,247	**
31			**

* Years of credited experience.

Board Approved: June 19,2025
Effective: July 1, 2024
Board Approved: April 18.2024

APPENDIX " E"

PAID EXTRA DUTY ASSIGNMENT UNITS (effective July 1, 2025)

<u>Assignment</u>	<u>Unit Value</u>	<u>Assignment</u>	<u>Unit Value</u>
<u>Baseball</u>		<u>Softball</u>	
Varsity Head Coach	14	Varsity Head Coach	14
Assistant Varsity Coach	7	Assistant Varsity Coach	7
JV Coach	10	JV Coach	10
		JV Frosh/Soph Assistant	7
<u>Basketball</u>		<u>Swimming</u>	
Boys' Varsity Head Coach	14	Head Coach	14
Assistant Boy's Varsity Coach	7	Assistant Coach	7
Boys' JV Coach	10		
Boys' Frosh Coach	8	<u>Tennis</u>	
Girls' Varsity Head Coach	14	Boys Varsity Coach	10
Assistant Girls' Varsity Coach	7	Boys JV Coach	7
Girls' JV Coach	10	Girls Varsity Coach	10
Girls' Frosh Coach	8	Girls JV Coach	7
Girls' Frosh/Soph Coach	8		
<u>Cross Country</u>		<u>Golf</u>	
Head Coach	14	Boys Golf Coach	9
Assistant Coach	7	Girls Golf Coach	9
<u>Football</u>		<u>Volleyball</u>	
Varsity Head Coach	15	Varsity Head Coach	14
Varsity Assistant Coach - each (3)	11	Varsity Assistant Coach	7
JV Head Coach	12	JV Coach	10
JV Assistant Coach - each (2)	10	Frosh Coach	8
Frosh Head Coach	10	Frosh/Soph Coach	8
Frosh Assistant Coach - each (2)	6		
<u>Sideline Cheer</u>		<u>Track</u>	
Head Coach	14	Head Coach	14
Assistant Coach – each (2)	7	Head Boys Coach	12
		Head Girls Coach	12
<u>Stunt Cheer</u>		Assistant Coach - each (2)	7
Head Coach	12		
Assistant Coach - 4		<u>Wrestling</u>	
<u>Soccer</u>		Varsity Head Coach	14
Boys' Varsity Head Coach	14	JV Head Coach	10
Boys' JV Coach	10	Assistant Coach – each (2)	7
Assistant Boys' Soccer	7		
Girls' Varsity Head Coach	14	<u>National Honors Society</u>	8
Girls' JV Coach	10	<u>Key Club Advisor</u>	4

Assistant Girls' Soccer	7
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Field Hockey

Varsity Head Coach	14
JV Coach	10
Assistant Field Hockey	7

Skiing/Snow Boarding

Head Coach	14
Assistant Coach	7

The Board of Trustees may authorize employment of additional athletic coaching positions or reduce such positions. The head coach of each sport, with the approval of the athletic director may reallocate the available total units among authorized coaching positions within the sport at the beginning of the season. *Refer to 8.8.3.

<u>Class Advisor - each (4)</u>	3
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<u>Annual Advisor</u>	7
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<u>Mental Health Advocate Advisor</u>	7
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<u>Bluffer Advisor</u>	9
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<u>Student Activities Director</u>	18
---	----

***Performing Arts Center**

Band	15
Choir	13
Drama	13
Dance	8
*Musical	9

The following performances are required to receive the units:

Band - (2) Fall and Spring

Choir - (2) Fall and Spring

Dance - (1) Spring

Plays - (2) Fall and Spring. Unless a musical is scheduled. the musical will count as a second performance.

*The Superintendent or designee will meet with the Performing Arts Teachers every Spring to determine whether or not there will be a musical for the following year. If there is a musical, Superintendent or designee will determine how the 9 units will be allocated with consultation with the Performing Arts Department staff.

APPENDIX "F"
AVERAGE CLASS SIZE BY DEPARTMENT

<u>Department</u>	<u>Average Class Size</u>
Agriculture	28:1 Cap 35
Business	29:1
English	28:1 Cap 35
World Language	28:1 Cap 35
Home Economics	29:1
Industrial Arts	26:1
Math	28:1 Cap 35
Performing Arts	44:1
Visual Arts	28
Science	28:1 Cap 35
Social Science	28:1 Cap 35
Physical Education	40:1 Cap 48
Special Education	In accordance with SELPA allocation
AP Classes	25:1 unless waived by Department Chair
Core Standard Classes	25:1 unless waived by Department Chair
Work Experience	125:1

Appendix “G”

Red Bluff High School Calendar 2025-2026
Salisbury School Calendar 2025-2026
Focus School Calendar 2025-2026
Independent Study School Calendar 2025-2026

These are posted on our website:
www.rbhsd.org

APPENDIX “H”
Red Bluff Joint Union High School District

TEACHER EVALUATION
PRE-EVALUATION GOAL SETTING

Evaluatee's Name

School

Date

This Teacher evaluation is based upon the *California Professional Standards for Teachers (CPST)*.

In preparation for the Pre-Evaluation Meeting: Complete the *Success Indicators and/or Goals* for each CPST. Success Indicators and/or Goals should be relative to the school plan and the District's Strategic Plan.

At the Pre-Evaluation Meeting the evaluator and the nurse will discuss and mutually agree upon the Success Indicators and/or Goals and formalize the agreement of the *Pre-Evaluation Goal Setting Worksheet*.

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1. Using knowledge of students to engage them in learning...
- 1.2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3. Connecting subject matter to meaningful, real-life contexts
- 1.4. Using a variety of instructional strategies, resources, and technologies to meet student's diverse learning needs
- 1.5. Promoting critical thinking through inquiry, problem solving, and reflection.

Success Indicators and/or Goals:

2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4. Creating a rigorous learning environment with high expectations and appropriate support for all students

- 2.5. Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7. Using instructional time to optimize learning

Success Indicators and/or Goals:

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3. Organizing curriculum to facilitate student understanding of the subject matter
- 3.4. Utilizing instructional strategies that are appropriate to the subject matter
- 3.5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6. Addressing the needs of English learners and students with special needs to provide equitable access to the content

Success Indicators and/or Goals:

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2. Establishing and articulating goals for student learning
- 4.3. Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Success Indicators and/or Goals:

5. ASSESSING STUDENTS FOR LEARNING

- 5.1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2. Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3. Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5. Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6. Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7. Using assessment information to share timely and comprehensible feedback with students and their families

Success Indicators and/or Goals:

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1. Reflecting on teaching practice in support of student learning
- 6.2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3. Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4. Working with families to support student learning
- 6.5. Engaging local communities in support of the instructional program
- 6.6. Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7. Demonstrating professional responsibility, integrity, and ethical conduct

Success Indicators and/or Goals:

Additional Comments:

Evaluatee's Signature Date

Evaluator's Signature Date

Original – *Human Resources Department*
Copies – *Evaluator and Evaluatee*

APPENDIX “H” (CONT)
Observation Template

Name of Teacher:

Name of Observer:

Date of Observation:

Time of Observation:

Teacher Focus:

Standard 1 – Engaging and Supporting All Students in Learning

Standard 2 – Creating and Maintaining Effective Environments for Student Learning

Standard 3 – Understanding and Organizing Subject Matter for Student Learning

Standard 4 – Planning Instruction and Designing Learning Experiences for All Students

Standard 5 – Assessing Students for Learning

Standard 6 – Developing as a Professional Educator

Areas of Strength and Suggestions for Continued Growth by Evaluator:

Areas of Concern and Directives for Continued Growth:

Teacher Comments:

Teacher's Signature

Date

Evaluator's Signature

Date

APPENDIX “ H” (CONT)
RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT

TEACHER EVALUATION
FORMAL EVALUATION FORM

Evaluatee's Name _____

School _____

_____ Date

This Teacher evaluation is based upon *the California Professional Standards for Teachers (CPST)*.

Evaluation Scale:

1. Meets or Exceeds Standards
2. Satisfactory with Recommendations
3. Unsatisfactory

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1. Using knowledge of students to engage them in learning
- 1.2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3. Connecting subject matter to meaningful, real-life contexts
- 1.4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5. Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6. Monitoring student learning and adjusting instruction while teaching

Comments:

2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- 2.3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4. Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5. Developing, communicating, and maintaining high standards for individual and group behavior

- 2.6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7. Using instructional time to optimize learning

Comments:

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3. Organizing curriculum to facilitate student understanding of the subject matter
- 3.4. Utilizing instructional strategies that are appropriate to the subject matter
- 3.5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6. Addressing the needs of English learners and students with special needs to provide equitable access to the content

Comments:

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2. Establishing and articulating goals for student learning
- 4.3. Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Comments:

5. ASSESSING STUDENTS FOR LEARNING

- 5.1. Applying knowledge of the purposes, characteristics, and uses of different types of Assessments
- 5.2. Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3. Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5. Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6. Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7. Using assessment information to share timely and comprehensible feedback with students and their families

Comments:

6. DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1. Reflecting on teaching practice in support of student learning
- 6.2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3. Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4. Working with families to support student learning
- 6.5. Engaging local communities in support of the instructional program
- 6.6. Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7. Demonstrating professional responsibility, integrity, and ethical conduct

Comments:

Evaluator's Comments:

Evaluatee's Comments:

I have read this evaluation and discussed it with my Evaluator.

Evaluatee's Signature

Date

Evaluator's Signature

Date

Original – *Human Resources Department*

Copies – *Evaluator and Evaluatee*

APPENDIX “H”
Standard 1
Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students’ prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Element	Meets or Exceeds Standards	Satisfactory with Recommendation	Unsatisfactory
Element 1.1 Using knowledge of students to engage them in learning	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Does not learn about students through data provided by the school and/or through district assessments.
Element 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests	Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.	Uses school resources and family contacts to expand understanding of students’ prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.	Does not develop awareness of prior knowledge, culture, backgrounds, life experience, or interests represented among students.
Element 1.3 Connecting subject matter to meaningful, real-life contexts	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students’ family and community.	Does not use real life connections during instruction as identified in curriculum.
Element 1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students’ diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students’ diverse learning needs.	Does not use instructional strategies, resources, or technologies as provided by school and/or district.
Element 1.5 Promoting critical thinking through inquiry, problem solving, and reflection	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content	Does not ask questions that focus on factual knowledge and comprehension.
Element 1.6 Monitoring student learning and adjusting instruction while teaching	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.	Makes adjustments to instruction based on observation of student engagement and regular checks for understanding.	Does not implement lessons following curriculum guidelines.

APPENDIX “H”
Standard 2
Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each Student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Element	Meets or Exceeds Standards	Satisfactory with Recommendation	Unsatisfactory
Element 2.1 Promoting Social Development and responsibility within a caring classroom community where each student is treated fairly and respectfully	<ul style="list-style-type: none"> Supports students in taking leadership in developing a caring classroom community that is responsive to the diverse cultural norms of identities of all students. <p>OR</p> <ul style="list-style-type: none"> Facilitates student self-reflection and ongoing improvement of the caring classroom community based on respect, fairness, and the value of all members. 	<ul style="list-style-type: none"> Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. <p>OR</p> <ul style="list-style-type: none"> Incorporates cultural awareness to develop a positive classroom climate. 	<ul style="list-style-type: none"> Does not model and communicate expectations for fair and respectful behavior to support social development.
Element 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<ul style="list-style-type: none"> Integrates a variety of structures for interaction that engage students constructively and productively in learning. <p>OR</p> <ul style="list-style-type: none"> Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom 	<ul style="list-style-type: none"> Structures for interaction are taught in single lessons or sequence of lessons to support student learning. <p>OR</p> <ul style="list-style-type: none"> Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks. 	<ul style="list-style-type: none"> Is not aware of the importance of the physical and/or virtual learning environments that support student learning. <p>OR</p> <ul style="list-style-type: none"> Is not aware that structured interaction between students can support learning.
Element 2.3 Establishing and maintaining learning environments that are physically,	<ul style="list-style-type: none"> Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional 	<ul style="list-style-type: none"> Explores strategies to establish intellectual and emotional safety in the classroom. <p>OR</p>	<ul style="list-style-type: none"> Does not adhere to policies and laws regarding safety that are required by the site, district, and state.

intellectually, and emotionally safe	<p>environment focused on high quality and rigorous learning.</p> <p><u>OR</u></p> <ul style="list-style-type: none"> Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. 	<ul style="list-style-type: none"> Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. 	<p><u>OR</u></p> <ul style="list-style-type: none"> Does not respond to behaviors that impact student safety as they arise.
Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<ul style="list-style-type: none"> Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking <p><u>OR</u></p> <ul style="list-style-type: none"> Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement. <p><u>OR</u></p> <ul style="list-style-type: none"> Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning. <p><u>OR</u></p> <ul style="list-style-type: none"> Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations. 	<ul style="list-style-type: none"> Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. <p><u>OR</u></p> <ul style="list-style-type: none"> Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students. <p><u>OR</u></p> <ul style="list-style-type: none"> Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. <p><u>OR</u></p> <ul style="list-style-type: none"> Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps. 	<ul style="list-style-type: none"> Does not focus the rigor of learning environment on accuracy of answers and completion of learning tasks. <p><u>OR</u></p> <ul style="list-style-type: none"> Is not aware of the importance of maintaining high expectations for students.
Element 2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<ul style="list-style-type: none"> Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. <p><u>OR</u></p> <ul style="list-style-type: none"> Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation. <p><u>OR</u></p> <ul style="list-style-type: none"> Facilitates a positive environment using systems that ensure students take an active role in monitoring and 	<ul style="list-style-type: none"> Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior. <p><u>OR</u></p> <ul style="list-style-type: none"> Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement. <p><u>OR</u></p> <ul style="list-style-type: none"> Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. 	<ul style="list-style-type: none"> Does not establish expectations, rules, and consequences for individual and group behavior. <p><u>OR</u></p> <ul style="list-style-type: none"> Does not refer to standards for behavior and applies consequences as needed.

	maintain high standards for individual and group behaviors.	<u>OR</u> <ul style="list-style-type: none"> Utilizes routine references to standards for behavior proper and during individual and group work. 	
Element 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<ul style="list-style-type: none"> Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. <u>OR</u> <ul style="list-style-type: none"> Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate. <u>OR</u> <ul style="list-style-type: none"> Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. <u>OR</u> <ul style="list-style-type: none"> Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior. 	<ul style="list-style-type: none"> Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. <u>OR</u> <ul style="list-style-type: none"> Seeks to promote positive behaviors and responds to disruptive behavior. <u>OR</u> <ul style="list-style-type: none"> Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. <u>OR</u> <ul style="list-style-type: none"> Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruption to the learning climate. 	<ul style="list-style-type: none"> Does not establish procedures, routines or norms for single lessons to support student learning. <u>OR</u> <ul style="list-style-type: none"> Does not respond to disruptive behavior.
Element 2.7 Using instructional time to optimize learning	<ul style="list-style-type: none"> Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. <u>OR</u> <ul style="list-style-type: none"> Paces, adjusts, and fluidly facilitates instruction and daily activities. 	<ul style="list-style-type: none"> Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning. <u>OR</u> <ul style="list-style-type: none"> Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure. 	<ul style="list-style-type: none"> Does not pace instruction based on curriculum guidelines. <u>OR</u> <ul style="list-style-type: none"> Does not develop awareness of how transitions and classroom management impact pacing and lessons.

APPENDIX “H”
Standard 3
Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understating of content. They organize curriculum to facilitate students’ understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all student. They address the needs of English learner and student with special needs to prove equitable access to the content.

Element	Meets or Exceeds Standards	Satisfactory with Recommendation	Unsatisfactory
Element 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<ul style="list-style-type: none"> Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning. 	<ul style="list-style-type: none"> Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards. 	<ul style="list-style-type: none"> Does not have a foundational knowledge of subject matter, related academic language, and academic content standards.
Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<ul style="list-style-type: none"> Integrates knowledge of individual student development to inform instructional decision to ensure student understanding of subject matter including related academic language. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Provides explicit teaching of specific academic language, rest structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities. 	<ul style="list-style-type: none"> Expands knowledge of student development and implements learning activities in single lessons or sequence o lessons that address students' proficiencies and support understanding od subject matter including related academic language. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access 	<ul style="list-style-type: none"> Does not have basic knowledge of student stages of development while becoming aware in differences in students' understanding of subject matter. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Does not teach subject-specific vocabulary following curriculum guidelines.

	<p>OR</p> <ul style="list-style-type: none"> • Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language. <p>OR</p> <ul style="list-style-type: none"> • Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter. 	<p>to subject matter when confusions are identified.</p> <p>OR</p> <ul style="list-style-type: none"> • Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. <p>OR</p> <ul style="list-style-type: none"> • Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities. 	
<p>Element 3.3 Organizes curriculum to facilitate student understanding of the subject matter</p>	<ul style="list-style-type: none"> • Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding. <p>OR</p> <ul style="list-style-type: none"> • Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. <p>OR</p> <ul style="list-style-type: none"> • Ensures student comprehension and facilitates student articulation about what they do and don't understand. 	<ul style="list-style-type: none"> • Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understating of subject matter. <p>OR</p> <ul style="list-style-type: none"> • Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding. 	<ul style="list-style-type: none"> • Does not follow organization of curriculum as provided by site and district to support student understanding of subject matter.
<p>Element 3.4 Utilizing instructional strategies that are appropriate to the subject matter</p>	<ul style="list-style-type: none"> • Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter. 	<ul style="list-style-type: none"> • Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understating of academic language appropriate to subject matter. <p>OR</p>	<ul style="list-style-type: none"> • Does not use instructional strategies that are provided in the curriculum.

	<p>OR</p> <ul style="list-style-type: none"> Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter. 	<ul style="list-style-type: none"> Selects and adapts a variety of instruction strategies to endure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs. 	
<p>Element 3.5 Using and adapting resources technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p>	<ul style="list-style-type: none"> Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. <p>OR</p> <ul style="list-style-type: none"> Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support. <p>OR</p> <ul style="list-style-type: none"> Engages student in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. <p>OR</p> <ul style="list-style-type: none"> Ensures that students are able to obtain equitable access to a wide range of technologies through ongoing links to outside resources and support. 	<ul style="list-style-type: none"> Explores additional instructional materials, resources, and technologies to make subject matter accessible to students. <p>OR</p> <ul style="list-style-type: none"> Explores how to make technological resources available to all students. <p>OR</p> <ul style="list-style-type: none"> Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter. <p>OR</p> <ul style="list-style-type: none"> Guides students to use available print, electronic, and online subject matter resources based on individual needs. 	<ul style="list-style-type: none"> Does not use available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students. <p>OR</p> <ul style="list-style-type: none"> Does not identify technological resources needed.
<p>Element 3.6 (a) Addressing the needs of English Learners to provide equitable access to the content</p>	<ul style="list-style-type: none"> Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction. <p>OR</p> <ul style="list-style-type: none"> Develops and adapts instruction to provide a wide range of scaffolded supports for language and content 	<ul style="list-style-type: none"> Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading, and writing. Uses multiple measures for assessing English learners; performance to identify gaps in English language development. <p>OR</p>	<ul style="list-style-type: none"> Is not aware of students' primary language and English language proficiencies based on available assessment data <p>OR</p> <ul style="list-style-type: none"> Does not provide adapted materials to help English Learners access content.

	<p>for the range of English learners.</p> <p>OR</p> <ul style="list-style-type: none"> Engages English learners in assessment of their progress on English language development and in meeting content standards. Supports students to establish and monitor language and content goals. <p>OR</p> <ul style="list-style-type: none"> Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content. 	<ul style="list-style-type: none"> Attempts to scaffold content using visuals, models, and graphic organizers. <p>OR</p> <ul style="list-style-type: none"> Identifies English language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners. <p>OR</p> <ul style="list-style-type: none"> Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content. 	
<p>Element 3.6 (b) Addressing the needs of students with special needs to provide equitable access to the content</p>	<ul style="list-style-type: none"> Integrates accommodations, adaptations, and extension to instruction for the full range of students with special needs to ensure adequate support and challenge. <p>OR</p> <ul style="list-style-type: none"> Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school. <p>OR</p> <ul style="list-style-type: none"> Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum. <p>OR</p>	<ul style="list-style-type: none"> Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons. <p>OR</p> <ul style="list-style-type: none"> Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals. <p>OR</p> <ul style="list-style-type: none"> Seeks additional information on struggling learners and advances learners to determine appropriateness for referral. <p>OR</p> <ul style="list-style-type: none"> Utilizes information on the full range of students identified with special needs to assess strength and 	<ul style="list-style-type: none"> Does not have an awareness of the full range of students identified with special needs students through data provided by the school. <p>OR</p> <ul style="list-style-type: none"> Does not attend required meetings with resource personnel and families. <p>OR</p> <ul style="list-style-type: none"> Does not learn about referral processes for student with special needs.

	<ul style="list-style-type: none"> Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content. <p>OR</p> <ul style="list-style-type: none"> Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs. <p>OR</p> <ul style="list-style-type: none"> Takes leadership at the site/ district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes. 	<p>competencies to provide appropriate challenge and accommodations in instruction.</p> <p>OR</p> <ul style="list-style-type: none"> Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. <p>OR</p> <ul style="list-style-type: none"> Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral. 	
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APPENDIX “H”

Standard 4

Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all student. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Element	Meets or Exceeds Standards	Satisfactory with Recommendation	Unsatisfactory
Element 4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction.	<ul style="list-style-type: none"> Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students’ diverse learning needs and cultural backgrounds. <p>OR</p> <ul style="list-style-type: none"> Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures. <p>OR</p> <ul style="list-style-type: none"> Plans differentiated instruction that provides systemic opportunities for supporting and extending student learning based on comprehensive information on students. <p>OR</p> <ul style="list-style-type: none"> Engages students in the analysis of bias, stereotyping, and assumptions. 	<ul style="list-style-type: none"> Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. <p>OR</p> <ul style="list-style-type: none"> Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy. <p>OR</p> <ul style="list-style-type: none"> Plans differentiated instruction based on knowledge of student’s academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development. <p>OR</p> <ul style="list-style-type: none"> Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning. 	<ul style="list-style-type: none"> Does not plan daily lessons using available curriculum and information from district and state required assessments. <p>OR</p> <ul style="list-style-type: none"> Is not aware of the impact of bias on learning.
Element 4.2 Establishing and articulating goals for student learning	<ul style="list-style-type: none"> Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals. <p>OR</p>	<ul style="list-style-type: none"> Establishes and shares learning goals for skill development with students in single lessons and sequence of lesson based on standards and curriculum. <p>OR</p>	<ul style="list-style-type: none"> Does not establish learning goals for single lessons to students based on content standards and available curriculum guidelines.

	<ul style="list-style-type: none"> Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning. 	<ul style="list-style-type: none"> Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs. 	
Element 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	<ul style="list-style-type: none"> Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning. <p>OR</p> <ul style="list-style-type: none"> Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning. 	<ul style="list-style-type: none"> Begins to plan curriculum units that include a series of connected lessons and are linked to long term planning to support student learning. <p>OR</p> <ul style="list-style-type: none"> Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning. 	<ul style="list-style-type: none"> Does not use available curriculum guidelines for daily, short- and long-term plans.
Element 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<ul style="list-style-type: none"> Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students. <p>OR</p> <ul style="list-style-type: none"> Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs. <p>OR</p> <ul style="list-style-type: none"> Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. <p>OR</p> <ul style="list-style-type: none"> Facilities opportunities for students to reflect on their learning and the impact of instructional strategies to 	<ul style="list-style-type: none"> Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs. <p>OR</p> <ul style="list-style-type: none"> Seeks to learn about students' diverse learning and language needs beyond basic data. <p>OR</p> <ul style="list-style-type: none"> Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. <p>OR</p> <ul style="list-style-type: none"> Considers strategies to provide support and challenge for students. <p>OR</p> <ul style="list-style-type: none"> Uses assessments of students' learning and language needs to inform planning differentiated 	<ul style="list-style-type: none"> Does not plan instruction that incorporates strategies suggested by curriculum guidelines. <p>OR</p> <ul style="list-style-type: none"> Is not aware of student content, learning, and language needs through data provided by the site and district.

	meet their learning and language needs.	instruction.	
Element 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	<ul style="list-style-type: none"> Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning. <p>OR</p> <ul style="list-style-type: none"> Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. <p>OR</p> <ul style="list-style-type: none"> Engages with students to identify types of adjustments in instruction that best meet their learning needs. 	<ul style="list-style-type: none"> Beings to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs. <p>OR</p> <ul style="list-style-type: none"> Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs. 	<ul style="list-style-type: none"> Does not implement lessons and uses materials from curriculum provided.

APPENDIX “H”
Standard 5
Teachers Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication for student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

The parties believe that Unit Members (excluding psychologists, nurses and counselors_ shall be evaluated solely on their performance and not the performance of students on assessments. To this end, Unit Members (excluding psychologists, nurses and counselors) shall be evaluated, with regard to standard 5 of the CA Standards for the Teaching Profession, only with regard to the Unit member’s use of those strategies in their instruction, not on a student’s performance.

Element	Meets or Exceeds Standards	Satisfactory with Recommendation	Unsatisfactory
Element 5.1 Applying knowledge of the purposes, characteristics, and uses o different types of assessments	<ul style="list-style-type: none"> Develops and adapts the range of appropriate assessments to address questions about students’ learning needs and progress. <p>OR</p> <ul style="list-style-type: none"> Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know. <p>OR</p> <ul style="list-style-type: none"> Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. <p>OR</p> <ul style="list-style-type: none"> Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student learning needs and reflect progress. <p>OR</p> <ul style="list-style-type: none"> Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge. 	<ul style="list-style-type: none"> Explores the use of different types of pre-assessment, formative and summative assessments. <p>OR</p> <ul style="list-style-type: none"> Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency. <p>OR</p> <ul style="list-style-type: none"> Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. <p>OR</p> <ul style="list-style-type: none"> Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning. 	<ul style="list-style-type: none"> Is not aware of the purposes and characteristics of formative and summative assessments.

<p>Element 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p>	<ul style="list-style-type: none"> • Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. <p>OR</p> <ul style="list-style-type: none"> • Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction. <p>OR</p> <ul style="list-style-type: none"> • Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. <p>OR</p> <ul style="list-style-type: none"> • Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success. 	<ul style="list-style-type: none"> • Explores collecting additional data using supplemental assessments. <p>OR</p> <ul style="list-style-type: none"> • Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data. <p>OR</p> <ul style="list-style-type: none"> • Collects a variety of formal and informal assessment data on student learning. <p>OR</p> <ul style="list-style-type: none"> • Uses analysis of a variety of data to inform planning and differentiation of instruction. 	<ul style="list-style-type: none"> • Does not use data from required assessments to assess student learning. <p>OR</p> <ul style="list-style-type: none"> • Does not follow required processes for data analysis and draws conclusion about student learning.
<p>Element 5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p>	<ul style="list-style-type: none"> • Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends. <p>OR</p> <ul style="list-style-type: none"> • Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends 	<ul style="list-style-type: none"> • Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students. <p>OR</p> <ul style="list-style-type: none"> • Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students. 	<ul style="list-style-type: none"> • Does not review and monitor available assessment data as required by site and district processes.
<p>Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p>	<ul style="list-style-type: none"> • Integrates a broad range of data to set learning goals for content and academic language across content standards. <p>OR</p> <ul style="list-style-type: none"> • Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments. <p>OR</p> <ul style="list-style-type: none"> • Reflects on data continuously to 	<ul style="list-style-type: none"> • Uses data from available assessments to establish content-based learning goals for class and individual students in single lessons or sequence of lessons. <p>OR</p> <ul style="list-style-type: none"> • Plans adjustments in instruction to address learning needs of individual students. <p>OR</p> <ul style="list-style-type: none"> • Uses a variety of assessment data to 	<ul style="list-style-type: none"> • Does not use data from assessments provided by site and district to set learning goals for the class. <p>OR</p> <ul style="list-style-type: none"> • Does not plan instruction using available curriculum guidelines.

	<p>make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <ul style="list-style-type: none"> • Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups. 	<p>set student learning goals for content and academic language.</p> <ul style="list-style-type: none"> • Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs. 	
<p>Element 5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p>	<ul style="list-style-type: none"> • Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills. <p>OR</p> <ul style="list-style-type: none"> • Integrates student self-assessment, goal setting, and monitoring progress across the curriculum. <p>OR</p> <ul style="list-style-type: none"> • Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. <p>OR</p> <ul style="list-style-type: none"> • Develops students; meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement. 	<ul style="list-style-type: none"> • Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. <p>OR</p> <ul style="list-style-type: none"> • Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals. <p>OR</p> <ul style="list-style-type: none"> • Models and scaffold student self-assessment and goal setting processes for learning content and academic language development. <p>OR</p> <ul style="list-style-type: none"> • Guides students to monitor and reflect on progress on a regular basis. 	<ul style="list-style-type: none"> • Does not inform students about lesson objectives, outcomes, and summative assessment results. <p>OR</p> <ul style="list-style-type: none"> • Does not recognize the need for individual learning goals. <p>OR</p> <ul style="list-style-type: none"> • Does not monitor progress using available tools for recording.
<p>Element 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p>	<ul style="list-style-type: none"> • Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences. <p>OR</p> <ul style="list-style-type: none"> • Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all 	<ul style="list-style-type: none"> • Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning. <p>OR</p> <ul style="list-style-type: none"> • Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with 	<ul style="list-style-type: none"> • Does not use available technology to record assessments, determine proficiency levels, and make required communications about student learning.

	audiences.	administration, colleagues, families, and students. Ensure a that communications are received by those who lack access to technology.	
Element 5.7 Using assessment information to share timely and comprehensible feedback with students and their families	<ul style="list-style-type: none"> Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning. <p>OR</p> <ul style="list-style-type: none"> Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. <p>OR</p> <ul style="list-style-type: none"> Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. <p>OR</p> <ul style="list-style-type: none"> Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support. 	<ul style="list-style-type: none"> Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand. <p>OR</p> <ul style="list-style-type: none"> Communicates with families about student progress, strengths, and needs at reporting periods. Contact families as needs arise regarding struggling student or behavior issues. <p>OR</p> <ul style="list-style-type: none"> Provides student with clear and timely information about strength, needs, and strategies for improving academic achievement. <p>OR</p> <ul style="list-style-type: none"> Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support. 	<ul style="list-style-type: none"> Does not provide students with feedback through assess work and required summative assessments. <p>OR</p> <ul style="list-style-type: none"> Does not notify families of student proficiencies, challenges, and behavior issues through school mandated procedures.

APPENDIX “H”
Standard 6
Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They manage professional responsibilities to maintain motivation and commitment to all students.

Element	Meets or Exceeds Standards	Satisfactory with Recommendation	Unsatisfactory
Element 6.1 Reflecting on teaching practice in support of student learning	<ul style="list-style-type: none"> Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners. <p>OR</p> <ul style="list-style-type: none"> Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. <p>OR</p> <ul style="list-style-type: none"> Engages in and fosters reflection among colleagues for school wide impact on student learning. 	<ul style="list-style-type: none"> Begins to engage in reflection on teaching practice individually and with colleagues that is focuses on methods to support the full range of learners. <p>OR</p> <ul style="list-style-type: none"> Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners. 	<ul style="list-style-type: none"> Is not aware of the need to reflect on teaching practice to support student learning. Does not reflect individually or with colleagues on immediate student learning needs.
Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<ul style="list-style-type: none"> Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. <p>OR</p> <ul style="list-style-type: none"> Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally. <p>OR</p> <ul style="list-style-type: none"> Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional 	<ul style="list-style-type: none"> Sets goals connected to the CSTP that take into account self-assessment of teaching practice. <p>OR</p> <ul style="list-style-type: none"> Expands knowledge and skills individually and with colleagues through available professional development. <p>OR</p> <ul style="list-style-type: none"> Sets foals connected to the CSTP that are authentic, challenging, and based on self-assessment. <p>OR</p> <ul style="list-style-type: none"> Aligns personal goals with school and district foals, and focuses on 	<ul style="list-style-type: none"> Does not develop goals connected to the CSTP through required processes and local protocols. <p>OR</p> <ul style="list-style-type: none"> Does not attend required professional development.

	<p>practice and impact student learning within and beyond the classroom.</p> <p>OR</p> <ul style="list-style-type: none"> Engages in ongoing inquiry into teacher practice for professional development. <p>OR</p> <ul style="list-style-type: none"> Contributes to professional organizations and development opportunities to extend own teaching practice. 	<p>improving student learning.</p> <p>OR</p> <ul style="list-style-type: none"> Selects and engages in professional development based on needs identified in professional goals. 	
<p>Element 6.4 Working with families to support student learning</p>	<ul style="list-style-type: none"> Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms. <p>OR</p> <ul style="list-style-type: none"> Structures a wide range of opportunities for families to contribute to the classroom and school community, Supports a school/ district environment in which families take leadership to improve student learning. 	<ul style="list-style-type: none"> Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events. <p>OR</p> <ul style="list-style-type: none"> Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools. 	<ul style="list-style-type: none"> Is not aware of the role of the family in student learning and the need for interactions with families.
<p>Element 6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p>	<ul style="list-style-type: none"> Integrates the full range of professional responsibilities into advances planning and prepares for situations that may be challenging. <p>OR</p> <ul style="list-style-type: none"> Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning. <p>OR</p> <ul style="list-style-type: none"> Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. <p>OR</p> <ul style="list-style-type: none"> Supports colleagues to maintain the motivation, resiliency, and energy to 	<ul style="list-style-type: none"> Maintains professional responsibilities in timely ways and seeks support as needed. <p>OR</p> <ul style="list-style-type: none"> Demonstrates commitment by exploring ways to address individual student needs. <p>OR</p> <ul style="list-style-type: none"> Anticipates professional responsibilities and manages time and effort required to meet expectations. <p>OR</p> <ul style="list-style-type: none"> Pursues way to support students' diverse learning needs and maintains belief in students' capacity for achievement. 	<ul style="list-style-type: none"> Does not develop an understanding of professional responsibilities. <p>OR</p> <ul style="list-style-type: none"> Does not seek to meet required commitments to students.

	ensure that all students achieve		
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APPENDIX “H” (CONT)
Red Bluff Joint Union High School District

NURSE EVALUATION
PRE-EVALUATION GOAL SETTING

Evaluatee's Name

School

Date

This Nurse evaluation is based upon the *Standards of School Nursing Practice*.

In preparation for the Pre-Evaluation Meeting: Complete the *Success Indicators and/or Goals* for each Standard. Success Indicators and/or Goals should be relative to the school plan and the District's Strategic Plan.

At the Pre-Evaluation Meeting the evaluator and the nurse will discuss and mutually agree upon the Success Indicators and/or Goals and formalize the agreement of the *Pre-Evaluation Goal Setting Worksheet*.

1. ASSESSES PUPIL PROGRESS TOWARDS EXPECTED ACHIEVEMENT

- 1.1. Reviews student health data for compliance with State, County, and District health regulations
- 1.2. Collects and uses multiple sources of information to assess student health status
- 1.3. Uses assessment and screening results to adjust and guide health intervention strategies including appropriate health referrals to medical providers and/or community resources
- 1.4. Administers required assessments, completes mandated reports and records data accurately

Success Indicators and/or Goals:

2. USES PROFESSIONAL TECHNIQUES AND STRATEGIES

- 2.1. Effectively relates student health status and the student's ability to learn to parents/students/staff
- 2.2. Manages medication administration and specialized procedures in compliance with district and state policies
- 2.3. Develops and manages Individual Health Care Plans to facilitate students with special needs into school
- 2.4. Collaborates with student/parent/medical provider to transition ill and injured students into the school setting
- 2.5. Maintains appropriate standards of confidentiality and privacy in health areas

Success Indicators and/or Goals:

3. DEMONSTRATES ADHERENCE TO HEALTH PROGRAM OBJECTIVES

- 3.1. Demonstrates knowledge of school health law and health and safety regulations
- 3.2. Establishes and maintains standards of school health practice
- 3.3. Maintains accurate and complete health files in each student's cumulative health records
- 3.4. Oversees mandated health related services such as Immunization programs, communicable disease surveillance, CHDP programs and mandated vision, hearing, scoliosis and dental screening
- 3.5. Ensures department health policies and procedures are followed and maintained

Success Indicators and/or Goals:

4. MAINTAINS HEALTH OFFICE CLIMATE AND OPERATIONS

- 4.1. Provides a health office environment that is professional, positive and productive
- 4.2. Provides appropriate medical supervision and delegation to unlicensed personnel
- 4.3. Provides appropriate nursing care to ill and injured students based on the standards of school nursing
- 4.4. Established a health office climate that promotes inclusion, mutual respect, consistency and fairness
- 4.5. Maintains systematic documentation of health office visits, procedures and care

Success Indicators and/or Goals:

5. SCHOOL NURSE AS HEALTH EDUCATOR AND COUNSELOR

- 5.1. Provides appropriate health education and disease prevention principles to students, staff and parents
- 5.2. Serves as health advocate to parents, students, school and community to increase school wellness
- 5.3. Provides staff development on health related issues to district and school site staff as needed
- 5.4. Provides procedural training and supervision for medication administration and specialized health procedures to unlicensed personnel as needed

- 5.5. Provides individual health and crises counseling to students and staff and makes appropriate referrals

Success Indicators and/or Goals:

6. PROFESSIONAL GROWTH AND RESPONSIBILITIES

- 6.1. Establishes professional goals and pursues opportunities to grow professionally in the school nurse practice
- 6.2. Works with colleagues to improve professional practice
- 6.3. Works with families and communities to improve professional practice
- 6.4. Balances professional responsibilities to maintain motivation in professional role
- 6.5. Demonstrates professional image in appearance and attitude
- 6.6. Meets assigned district responsibilities and completes mandated reports with deadlines

Success Indicators and/or Goals:

Additional Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

Original – Human Resources Department Copies – Evaluator and Evaluatee

APPENDIX “H” (CONT)
Observation Template

Name of Nurse:

Name of Observer:

Date of Observation:

Time of Observation:

Nurse’s Focus:

Standard 1 – Assesses Pupil Progress towards Expected Achievement

Standard 2 – Uses Professional Techniques and Strategies

Standard 3 – Demonstrates Adherence to Health Program Objectives

Standard 4 – Maintains Health Office Climate and Operation

Standard 5 – School Nurse as Health Educator and Counselor

Standard 6 – Professional Growth and Responsibilities

Areas of Strength and Suggestions for Continued Growth by Evaluator:

Areas of Concern and Directives for Continued Growth:

Nurse's Comments:

Nurse's Signature

Evaluator's Signature

Date

Date

APPENDIX “H” (CONT)
RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT

NURSE EVALUATION
FORMAL EVALUATION FORM

Evaluatee’s Name

School

Date

This Nurse evaluation is based upon *the Standards of School Nursing Practice*.

Evaluation Scale:

1. Meets or Exceeds Standards
2. Satisfactory with Recommendations
3. Unsatisfactory

1. ASSESSES PUPIL PROGRESS TOWARDS EXPECTED ACHIEVEMENT

- 1.1. Reviews student health data for compliance with State, County, and District health regulations
- 1.2. Collects and uses multiple sources of information to assess student health status
- 1.3. Uses assessment and screening results to adjust and guide health intervention strategies including appropriate health referrals to medical providers and/or community resources
- 1.4. Administers required assessments, completes mandated reports and records data accurately

Comments:

2. USES PROFESSIONAL TECHNIQUES AND STRATEGIES

- 2.1. Effectively relates student health status and the student’s ability to learn to parents/students/staff
- 2.2. Manages medication administration and specialized procedures in compliance with district and state policies
- 2.3. Develops and manages Individual Health Care Plans to facilitate students with special needs into school
- 2.4. Collaborates with student/parent/medical provider to transition ill and injured students into the school setting
- 2.5. Maintains appropriate standards of confidentiality and privacy in health areas

Comments:

3. DEMONSTRATES ADHERENCE TO HEALTH PROGRAM OBJECTIVES

- 3.1. Demonstrates knowledge of school health law and health and safety regulations
- 3.2. Establishes and maintains standards of school health practice
- 3.3. Maintains accurate and complete health files in each student's cumulative health records
- 3.4. Oversees mandated health related services such as Immunization programs, communicable disease surveillance, CHDP programs and mandated vision, hearing, scoliosis and dental screening
- 3.5. Ensures department health policies and procedures are followed and maintained

Comments:

4. MAINTAINS HEALTH OFFICE CLIMATE AND OPERATIONS

- 4.1. Provides a health office environment that is professional, positive and productive
- 4.2. Provides appropriate medical supervision and delegation to unlicensed personnel
- 4.3. Provides appropriate nursing care to ill and injured students based on the standards of school nursing
- 4.4. Established a health office climate that promotes inclusion, mutual respect, consistency and fairness
- 4.5. Maintains systematic documentation of health office visits, procedures and care

Comments:

5. SCHOOL NURSE AS HEALTH EDUCATOR AND COUNSELOR

- 5.1. Provides appropriate health education and disease prevention principles to students, staff and parents
- 5.2. Serves as health advocate to parents, students, school and community to increase school wellness
- 5.3. Provides staff development on health related issues to district and school site staff as needed
- 5.4. Provides procedural training and supervision for medication administration and specialized health procedures to unlicensed personnel as needed
- 5.5. Provides individual health and crises counseling to students and staff and makes appropriate referral

Comments:

6. PROFESSIONAL GROWTH AND RESPONSIBILITIES

- 6.1. Establishes professional goals and pursues opportunities to grow professionally in the school nurse practice
- 6.2. Works with colleagues to improve professional practice
- 6.3. Works with families and communities to improve professional practice
- 6.4. Balances professional responsibilities to maintain motivation in professional role
- 6.5. Demonstrates professional image in appearance and attitude
- 6.6. Meets assigned district responsibilities and completes mandated reports with deadlines

Comments:

Evaluator's Comments:

Evaluatee's Comments:

I have read this evaluation and discussed it with my Evaluator.

Evaluatee's Signature

Date

Evaluator's Signature

Date

Original – *Human Resources Department*

Copies – *Evaluator and Evaluatee*

APPENDIX “H” (CONT)
Red Bluff Joint Union High School District

COUNSELOR EVALUATION
PRE-EVALUATION GOAL SETTING

Evaluatee's Name

School

Date

This Counselor evaluation is based upon the *Standards for the School Counseling Profession*.

In preparation for the Pre-Evaluation Meeting: Complete the *Success Indicators and/or Goals* for each Standard. Success Indicators and/or Goals should be relative to the school plan and the District's Strategic Plan.

At the Pre-Evaluation Meeting the evaluator and the counselor will discuss and mutually agree upon the Success Indicators and/or Goals and formalize the agreement of the *Pre-Evaluation Goal Setting Worksheet*.

1. ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING

- 1.1. Ensure all students are engaged in a system of support designed for learning and academic success
- 1.2. Advocate for educational opportunity, equity and access for all students
- 1.3. Advocate for the learning and academic success of all students
- 1.4. Identify student problems in their earliest stages and implement prevention and intervention strategies

Success Indicators and/or Goals:

2. PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

- 2.1. Demonstrate organization skills
- 2.2. Develop outcome-based programs
- 2.3. Assess program outcomes and analyze data
- 2.4. Demonstrate leadership in program development

Success Indicators and/or Goals:

3. UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

- 3.1. Assess student characteristics and utilize the information to plan for individual student growth and achievement
- 3.2. Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans
- 3.3. Monitor student personal, academic, and career progress

Success Indicators and/or Goals:

4. COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

- 4.1. Build and maintain student support teams for student achievement
- 4.2. Provide consultation and education for teachers and parents
- 4.3. Develop working relationships within the school that include school staff members, parents, and community members
- 4.4. Coordinate support from community agencies

Success Indicators and/or Goals:

5. PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

- 5.1. Promote a positive, safe, and supportive learning environment
- 5.2. Develop and implement programs that address the personal and social risk factors of students
- 5.3. Develop and implement programs that reduce the incidence of school site violence
- 5.4. Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

Success Indicators and/or Goals:

6. DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

- 6.1. Establish professional goals and pursue opportunities to improve
- 6.2. Model effective practices and continuous progress in school counseling

6.3. Adhere to professional codes of ethics, legal mandates, and district policies

Success Indicators and/or Goals:

Additional Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

Original – *Human Resources Department*

Copies – *Evaluator and Evaluatee*

APPENDIX “H” (CONT)
Observation Template

Name of Counselor:

Name of Observer:

Date of Observation:

Time of Observation:

Counselor’s Focus:

Standard 1 – Engage, Advocate for and Support All Students in Learning

Standard 2 – Plan, Implement and Evaluate Programs to Promote Academic, Career,
Personal, and Social Development of All Students

Standard 3 – Utilize Multiple Sources of Information to Monitor and Improve Student
Behavior and Achievement

Standard 4 – Collaborate and Coordinate with School and Community Resources

Standard 5 – Promote and Maintain a Safe Learning Environment For All Students

Standard 6 – Develop as a Professional School Counselor

Areas of Strength and Suggestions for Continued Growth by Evaluator:

Areas of Concern and Directives for Continued Growth:

Counselor's Comments:

Counselor's Signature

Evaluator's Signature

Date

Date

APPENDIX "H" (CONT)
RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT

COUNSELOR EVALUATION
FORMAL EVALUATION FORM

Evaluatee's Name

School

Date

This Counselor evaluation is based upon *the Standards for the School Counseling Profession*.

Evaluation Scale:

1. Meets or Exceeds Standards
2. Satisfactory with Recommendations
3. Unsatisfactory

1. ENGAGE, ADVOCATE FOR, AND SUPPORT ALL STUDENTS IN LEARNING

- 1.1. Ensure all students are engaged in a system of support designed for learning and academic success
- 1.2. Advocate for educational opportunity, equity and access for all students
- 1.3. Advocate for the learning and academic success of all students
- 1.4. Identify student problems in their earliest stages and implement prevention and intervention strategies

Comments:

2. PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

- 2.1. Demonstrate knowledge of counseling standards and research
- 2.2. Develop outcome-based programs
- 2.3. Assess program and student plan outcomes and analyze data
- 2.4. Demonstrate leadership in program development and student plan development

Comments:

3. UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

- 3.1. Assess and explain student social/emotional strengths and challenges
- 3.2. Interpret and explain student assessment data with students and parents/guardians
- 3.3. Utilize social/emotional and academic assessment data to develop personal, academic, and career plans
- 3.4.3.4 Monitor student personal, academic, and career progress

Comments:

4. COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

- 4.1. Build and maintain student support teams for student achievement
- 4.2. Provide consultation and education for school staff, parents, and / or community members
- 4.3. Develop working relationships within the school that include school staff members, parents, and community members
- 4.4. Coordinate support from community agencies

Comments:

5. PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

- 5.1. Promote a positive, safe, and supportive learning environment
- 5.2. Identify and utilize programs that address the personal and social risk factors of students
- 5.3. Collaborate with school staff, community agencies, parents and student groups to maintain safe learning environments
- 5.4. Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system

Comments:

6. DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

- 6.1. Establish professional goals and pursue opportunities to improve

- 6.2. Reflect on practice in support of student success
- 6.3. Adhere to professional codes of ethics, legal mandates, and district policies
- 6.4.6.4 Managing professional responsibilities to maintain motivation and commitment to all students

Comments:

Evaluator's Comments:

Evaluatee's Comments:

I have read this evaluation and discussed it with my Evaluator.

Evaluatee's Signature

Date Evaluator's Signature

Date

Original – *Human Resources Department*
Copies – *Evaluator and Evaluatee*

Appendix “H” (CONT)
Evaluation Rubrics for Counselors based on the California Standards for the School Counseling Profession

STANDARD 1: ENGAGE, ADVOCATE FOR, AND SUPPORT ALL STUDENTS IN LEARNING

Standard	Needs Improvement	Has Met
1.1 Ensure all students are engaged in a system of support designed for learning and academic success	Inaccurately assesses the academic needs of students or infrequently connects students with systems of support including access to person, social, and career resources, as well as support programs intended to ensure learning and achievement.	Assesses the academic needs of students in order to connect students with a system of support including access to person, social, and career resources, as well as support programs intended to ensure learning and achievement.
1.2 Advocate for educational opportunity, equity and access for all students	Is unaware of or unable to identify existing biases and challenges in current educational system or fails to ensure that students and parent/ guardians are informed about and/or can access the full range of available educational options.	Ensures that students and parent/ guardians are informed about and can access the full range of available educational options, including methods to address existing biases and challenges in current educational systems.
1.3 Advocate for the learning and academic success of all students	Is aware of the need to participate in planning and implementation of strategies to motivate and support learning and student achievement, but rarely does so.	Participates in planning and implementation of strategies to motivate and support learning and student achievement.
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies	Inaccurately identifies predictors of student learning problems, or fails to develop and implement programs and/ or interventions with teachers and family to help eliminate barriers to learning.	Identifies predictors of student learning problems, and develops and implements programs and/ or interventions with teachers and family to help eliminate barriers to learning.

STANDARD 2: PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS

Standard	Needs Improvement	Has Met
2.1 Demonstrates knowledge of counseling standards and research	Inconsistently uses counseling standards, research, and best practices to design, plan, and implement student support programs.	Designs, plans, and implements student support programs based on counseling standards, research, and best practices.
2.2 Develop outcome-based programs and student plans	Fails to connect specific personal, social, academic, and/or career outcomes for students when developing and implementing individual student	Identifies specific personal, social, academic, and/or career outcomes for students when developing and implementing individual student plans.

	plans.	
2.3 Assess program and student plan outcomes and analyze data	Inconsistently utilizes evaluation and assessment data to monitor student and program outcomes.	Utilizes evaluation and/or assessment data to monitor student and program outcomes.
2.4 Demonstrates leadership in program and student plan development	Fails to involve appropriate stakeholders in meeting mutually defined goals and related student outcomes.	Involves multiple stakeholders in meeting mutually defined goals and related student outcomes.

STANDARD 3: UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT

Standard	Needs Improvement	Has Met
3.1 Assess and explain student social/emotional strengths and challenges	Neglects to consider information from multiple sources to establish strengths and challenges for individual students.	Uses information from a variety of sources to establish strengths and challenges for individual students.
3.2 Interpret and explain student assessment data with students and parents/guardians	Neglects to consider information from multiple sources to establish academic strengths and challenges for individual students.	Uses information from a variety of sources to establish academic strengths and challenges for individual students.
3.3 Utilize social/emotional and academic assessment data to develop personal, academic, and career plans	Develops plans not based on students' individual goals and aspirations or which are not based upon specific student strengths and/or challenges.	In consultation with students and parents/guardians, develops plans to achieve individual goals and aspirations based upon specific student strengths and/or challenges.
3.4 Monitor student personal, academic, and career progress	Ineffectively maintains or utilizes records of student academic progress and provides students and parents/guardians with current data to facilitate educational, college, and career planning.	Maintains and utilizes records of student academic progress and provides students and parents/guardians with current data to facilitate educational, college, and career planning.

STANDARD 4: COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES

Standard	Needs Improvement	Has Met
4.1 Build and maintain student support teams for student achievement	Is aware of the importance of collaborating and coordinating with appropriate school staff, parents, local community-based organizations and agencies, but fails to do so consistently or effectively.	Collaborates and coordinates with appropriate school staff, parents, local community-based organizations and agencies to meet student social-emotional challenges and support student academic achievement.
4.2 Provide consultation and education for school staff, parents, and / or community members	Fails to provide adequate educational information to school staff, parents, and/or community members.	Provides educational information, including presentations for school staff, parents, and/or community members on academic, personal, social, and/or career

		development.
4.3 Develop working relationships within the school that include school staff members, parents, and community members	Is aware of the need to convene collaborative teams but infrequently does so or fails to identify appropriate personnel for the team.	Identifies and convenes collaborative teams consisting of appropriate educators, families, and outside support personnel to address the needs of diverse populations within the school.
4.4 Coordinate support from community agencies	Infrequently refers or facilitates access to appropriate community resources to increase student academic achievement and/or work experiences.	Refers and facilitates access to appropriate community resources to increase student academic achievement and/or work experiences.

STANDARD 5: PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS

Standard	Needs Improvement	Has Met
5.1 Promote a positive, safe, and supportive learning environment	Fails to promote and support student understanding of policies and best practices that support school and personal safety and respect.	Promotes and supports student understanding of policies and best practices that support school and personal safety and respect.
5.2 Identify and utilize programs that address the personal and social risk factors of students	Inconsistently or inappropriately identifies and responds to the needs of individual students who display warning signs of difficulty in school adjustment, interpersonal conflicts, and/or social-emotional challenges.	Identifies and responds to the needs of individual students who display warning signs of difficulty in school adjustment, interpersonal conflicts, and/or social-emotional challenges.
5.3 Collaborate with school staff, community agencies, parents and student groups to maintain safe learning environments.	Inconsistently or inappropriately identifies or utilizes programs that address and prevent the incidence of school site conflicts involving students.	Identifies and utilizes programs that address and prevent the incidence of school site conflicts involving students.
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system	Underutilizes appropriate models or utilizes inappropriate models and/or programs to promote positive social relations or ineffectively implements crisis intervention procedures and practices.	Utilizes models and programs designed to promote positive social relations and implements crisis intervention procedures and practices.

STANDARD 6: DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR

Standard	Needs Improvement	Has Met
6.1 Establish professional goals and pursue opportunities to improve	Fails to identify and/or take advantage of opportunities for professional growth linked to goals.	Identifies and takes advantage of opportunities for professional growth and development linked to goals.
6.2 Reflect on practice in support of student success	Is aware of the need to reflect on practices, but infrequently takes advantage of opportunities to	Reflects on practices, analyzes progress toward professional goals, and participates in

	participate in professional development activities.	appropriate professional development activities.
6.3 Adhere to professional codes of ethics, legal mandates, and district policies	Is aware of professional codes of ethics, legal mandates, and district policies.	Reviews and adheres to professional codes of ethics, legal mandates, and district policies.
6.4 Managing professional responsibilities to maintain motivation and commitment to all students.	Requires assistance with managing time and responsibilities in an effort to meet professional expectations.	Maintains professional responsibilities and manages time and effort required to meet expectations.

APPENDIX “H” (CONT)
Red Bluff Joint Union High School District

PSYCHOLOGIST EVALUATION
PRE-EVALUATION GOAL SETTING

Evaluatee's Name

School

Date

This Psychologist evaluation is based upon the *National Association of School Psychologist Practice Model 10 Domains*.

In preparation for the Pre-Evaluation Meeting: Complete the *Success Indicators and/or Goals* for each Standard. Success Indicators and/or Goals should be relative to the school plan and the District's Strategic Plan.

At the Pre-Evaluation Meeting the evaluator and the nurse will discuss and mutually agree upon the Success Indicators and/or Goals and formalize the agreement of the *Pre-Evaluation Goal Setting Worksheet*.

1. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

- 1.1. Makes use of a problem-solving framework as the basis for all professional activities
- 1.2. Collects and uses assessment data to understand student's needs / challenges
- 1.3. Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services
- 1.4. Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs

Success Indicators and/or Goals:

2. CONSULTATION AND COLLABORATION

- 2.1. 2.1 Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services
- 2.2. 2.2 Consults and collaborates at the individual, family, group, and systems level
- 2.3. 2.3 Applies psychological and educational principles and, by using skills in communication, collaboration, and consultation, promotes necessary change

Success Indicators and/or Goals:

3. ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

- 3.1. 3.1 Uses all available assessment information and empirical research on learning and cognitive development to promote student success
- 3.2. 3.2 Collaborates with other educators, parents, and the community to promote student success

Success Indicators and/or Goals:

4. MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS

- 4.1. 4.1 Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children
- 4.2. 4.2 Facilitates the development and implementation of curriculum and programs at individuals, group, classroom, and school-wide levels for student behaviors
- 4.3. 4.3 Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization

Success Indicators and/or Goals:

5. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

- 5.1. 5.1 Works collaboratively with school staff to enhance and support school-wide practices that promote student achievement
- 5.2. 5.2 Promotes the development and maintenance of supportive learning environments

Success Indicators and/or Goals:

6. SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS

- 6.1. 6.1 Promotes recognition of risk and protective factors
- 6.2. 6.2 Participates in school crisis teams
- 6.3. 6.3 Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems
- 6.4. 6.4 Develops, promotes, and evaluates wellness and resilience programs

Success Indicators and/or Goals:

7. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION

- 7.1 Uses evidence-based strategies to design, implement, and evaluate effective policies and practices
- 7.2 Promotes strategies for safe, nurturing, and dependable parenting and home interventions
- 7.3 Helps create linkages between schools, families, and community providers, and helps coordinate services when programming

Success Indicators and/or Goals:

8. EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

- 8.1. 8.1 Applies understanding of the influence of culture, background, and individual learning characteristics
- 8.2. 8.2 Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics
- 8.3. 8.3 Promotes fairness and social justice and provides culturally competent and effective practices

Success Indicators and/or Goals:

9. RESEARCH AND EVIDENCE-BASED PRACTICE

School Psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques evaluation sufficient for understanding research and interpreting data in applied setting.

- 9.1. 9.1 Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery
- 9.2. 9.2 Incorporates techniques for data collection, analyses, and accountability in evaluation of services

Success Indicators and/or Goals:

10. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

School Psychologist have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

- 10.1. 10.1 Practices in ways, and engages in collaborative relationships, that are consistent with ethical, professional, and legal standards and regulation
- 10.2. 10.2 Assists school personnel and parents in understanding and adhering to legislation and regulations
- 10.3. 10.3 Engages in lifelong and professional development
- 10.4. 10.4 Utilizes information sources and technology and responsible record keeping

Success Indicators and/or Goals:

Psychologist Comments:

Evaluatee's Signature

Date

Evaluator's Signature

Date

Original – *Human Resources Department*
Copies – *Evaluator and Evaluatee*

APPENDIX “H” (CONT)
Observation Template

Name of Psychologist:

Name of Observer:

Date of Observation:

Time of Observation:

Psychologist’s Focus:

Domain 1 – Data-Based Decision Making and Accountability

Domain 2 – Consultation and Collaboration

Domain 3 – Academic Interventions and Instructional Supports

Domain 4 – Mental and Behavioral Health Services and Interventions

Domain 5 – School-Wide Practices to Promote Learning

Domain 6 – Services to Promote Safe and Supportive Schools

Domain 7- Family, School, and Community Collaboration

Domain 8 - Equitable Practices for Diverse Student Populations

Domain 9 – Research and Evidence-Based Practice

Domain 10 – Legal, Ethical, and Professional Practice

Areas of Strength and Suggestions for Continued Growth by Evaluator:

Areas of Concern and Directives for Continued Growth:

Psychologist's Comments:

Psychologist's Signature

Evaluator's Signature

Date

Date

APPENDIX “H” (CONT)
RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT

PSYCHOLOGIST EVALUATION
FORMAL EVALUATION FORM

Evaluatee’s Name

School

Date

This Psychologist evaluation is based upon the *National Association of School Psychologists Practice Model 10 Domains*.

Evaluation Scale:

1. Meets or Exceeds Standards
2. Satisfactory with Recommendations
3. Unsatisfactory

1. DATA-BASED DECISION MAKING AND ACCOUNTABILITY

- 1.1. Makes use of a problem-solving framework as the basis for all professional activities
- 1.2. Collects and uses assessment data to understand student’s needs / challenges
- 1.3. Conducts comprehensive and legally defensible assessments to identify students’ eligibility for special education and other educational services
- 1.4. Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs

Comments:

2. CONSULTATION AND COLLABORATION

- 2.1. Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services
- 2.2. 2.2 Consults and collaborates at the individual, family, group, and systems level
- 2.3. 2.3 Applies psychological and educational principles and, by using skills in communication, collaboration, and consultation, promotes necessary change

Comments:

3. INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

- 3.1. 3.1 Uses all available assessment information and empirical research on learning and cognitive development to promote student success
- 3.2. 3.2 Collaborates with other educators, parents, and the community to promote student success

Comments:

4. INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

- 4.1. 4.1 Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children
- 4.2. 4.2 Facilitates the development and implementation of curriculum and programs at individuals, group, classroom, and school-wide levels for student behaviors
- 4.3. 4.3 Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization

Comments:

5. SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

- 5.1. 5.1 Works collaboratively with school staff to enhance and support school-wide practices that promote student achievement
- 5.2. 5.2 Promotes the development and maintenance of supportive learning environments

Comments:

6. PREVENTIVE AND RESPONSIVE SERVICES

- 6.1. 6.1 Promotes recognition of risk and protective factors
- 6.2. 6.2 Participates in school crisis teams
- 6.3. 6.3 Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems

6.4. 6.4 Develops, promotes, and evaluates wellness and resilience programs

Comments:

7. FAMILY-SCHOOL COLLABORATION SERVICES

- 7.1. Uses evidence-based strategies to design, implement, and evaluate effective policies and practices
- 7.2. Promotes strategies for safe, nurturing, and dependable parenting and home interventions
- 7.3. Helps create linkages between schools, families, and community providers, and helps coordinate services when programming

Comments:

8. DIVERSITY IN DEVELOPMENT AND LEARNING

- 8.1. Applies understanding of the influence of culture, background, and individual learning characteristics
- 8.2. Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics
- 8.3. Promotes fairness and social justice and provides culturally competent and effective practices

Comments:

9. RESEARCH AND PROGRAM EVALUATION

- 9.1. Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery
- 9.2. Incorporates techniques for data collection, analyses, and accountability in evaluation of services

Comments:

10. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

- 10.1. Practices in ways, and engages in collaborative relationships, that are consistent with ethical, professional, and legal standards and regulation
- 10.2. Assists school personnel and parents in understanding and adhering to legislation and regulations
- 10.3. Engages in lifelong and professional development
- 10.4. Utilizes information sources and technology and responsible record keeping

Comments:

Evaluator's Comments:

Evaluatee's Comments:

I have read this evaluation and discussed it with my Evaluator.

Evaluatee's Signature

Date

Evaluator's Signature

Date

Original – Human Resources Department

Copy - Evaluator and Evaluatee

APPENDIX “H” (CONT)

SCHOOL PSYCHOLOGIST JOB PERFORMANCE EVALUATION TEMPLATE

Protocol:

- At the initial collaborative conference, the evaluator and school psychologist check-off the domains relevant to the current assignment.
- Collaboratively the administrator and the school psychologist check-off 3 domains to self-evaluate.
- At the final conference, the administrator will present the completed Evaluation form. (See School Psychologist Job Performance Evaluation Flowchart for details)

- 1. Unsatisfactory-** Skill not evidenced
- 2. Needs Improvement-** Skill minimally evidenced
- 3. Proficient** - Skill evidenced

Domains Applicable to Assignment	Domain evaluated	Domain 1: Data-based Decision-making	1	2	3
		Makes use of a problem-solving framework as the basis for all professional activities.			
		Collects and uses assessment data to understand students' needs/challenges.			
		Conducts comprehensive and legally defensible assessments to identify students' eligibility for special education and other educational services.			
		Designs, implements, and uses data collection procedures for the evaluation of the effectiveness of school-based interventions and programs.			

Evidence:

		Domain 2: Consultation and Collaboration			
		Uses a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.			
		Consults and collaborates at the individual,			

		family, group, and systems levels.			
		Applies psychological and educational principles and, by using skills in communication, collaboration, and consultation, promotes necessary change.			

Evidence:

		Domain 3: Academic Interventions and Instructional Supports			
		Uses all available assessment information and empirical research on learning and cognitive development to promote student success.			
		Collaborates with other educators, parents, and the community to promote student success.			

Evidence:

		Domain 4: Mental and Behavioral Health Services and Interventions			
		Integrates developmentally appropriate behavioral supports and mental health services with academic and social/emotional learning goals for children.			
		Facilitates the development and implementation of curriculum and programs at individual, group, classroom, and school-wide levels for student behaviors.			
		Considers the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization.			

Evidence:

		Domain 5: School-Wide Practices to Promote Learning			
		Works collaboratively with school staff to enhance and support school-wide practices that promote student achievement.			
		Promotes the development and maintenance of supportive learning environments.			

Evidence:

		Domain 6: Services to Promote Safe and Supportive Schools			
		Promotes recognition of risk and protective factors.			
		Participates in school crisis teams.			
		Provides direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems.			
		Develops, promotes, and evaluates wellness and resilience programs.			

Evidence:

		Domain 7: Family, School, and Community Collaboration			
		Uses evidence-based strategies to design, implement, and evaluate effective policies and practices.			
		Promotes strategies for safe, nurturing, and dependable parenting and home interventions.			

		Helps create linkages between schools, families, and community providers, and helps coordinate services when programming.			
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Evidence:

		Domain 8: Equitable Practices for Diverse Student Populations			
		Applies understanding of the influence of culture, background, and individual learning characteristics.			
		Utilizes a problem-solving framework for addressing the needs of students with diverse characteristics.			
		Promotes fairness and social justice and provides culturally competent and effective practices.			

Evidence:

		Domain 9: Research and Evidence-Based Practice			
		Evaluates and synthesizes a cumulative body of research findings as a foundation for effective service delivery.			
		Incorporates techniques for data collection, analyses, and accountability in evaluation of services.			

Evidence:

		Domain 10: Legal, Ethical, and Professional Practice			
		Practices in ways, and engages in collaborative relationships, that are			

		consistent with ethical, professional, and legal standards and regulations.			
		Assists school personnel and parents in understanding and adhering to legislation and regulations.			
		Engages in lifelong learning and professional development.			
		Utilizes information sources and technology and responsible record keeping.			

Evidence:

Adjunct Duties and/or activities that support student progress:

Commendations:

Professional Growth Activities:

Appendix I
Grievance Notification or Appeal Form
(Contract Article 5)

Name of Grievant: _____

(Note: If the grievance is filed on behalf of a class or group of Employees', identify the class or group and attach a list of the Names' of the individuals.)

Grievant Work Location: _____

Grievant Work Assignment: _____

Choose the appropriate Level of Grievance (Article 5.3)

____ Level 1
____ Level 2

____ Level 3
____ Level 4

____ Level 5

Date of the aggrieved act or omission (or date that it became known to you): _____

Indicate the specific Article, Section and Page of the collective bargaining contract that is alleged to have been violated: _____

Describe the act or omission in question and include specifics, such as names, dates, times, places, etc. (Attach additional pages if necessary.)

State the specific remedy that you are seeking:

Do you plan to use conferees? If so, state their names:

If this is not a Level 1 grievance or appeal, what was the decision rendered in the previous level? (Attach copies of previous level decisions.)

Signature of Grievant

Date

Signature of Grievance Chair