

AGREEMENT

**Between the Governing Board of the
DEL PASO HEIGHTS SCHOOL
DISTRICT**

and the

**DEL PASO HEIGHTS TEACHERS
ASSOCIATION
CTA/NEA**

2005 – 2007

(Incorporates changes from contract negotiations for 2005-06)

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ARTICLE I
AGREEMENT

A. The Articles and provisions contained herein constitute a bilateral and binding agreement (Agreement) by and between the Del Paso Heights School District (District) and the D.P.H.T.A./C.T.A./N.E.A. (Association) an employee organization.

B. This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code (Act).

C. In the event that the Del Paso Heights School District and the Grant Joint Union High School District unify, the parties shall meet to negotiate any impacts and effects of such unification.

ARTICLE II
RECOGNITION

A. The District recognizes the Association as the exclusive representative of all certificated non-management employees of the District.

B. The following employees are excluded from Association representation:

- Superintendent
- Assistant Superintendent
- Staff Development Specialist
- Principals
- Vice Principals
- Day-to-Day Substitutes
- Coordinator of Special Education
- Coordinator of Special Services
- Certificated personnel with supervisory and/or evaluatory responsibilities over other certificated personnel.

ARTICLE III
DEFINITIONS

- A. Bargaining Unit Member: A certificated non-management employee of the District represented by the Association, including interns possessing a District Intern Certificate.
- B. Classroom Teacher: A bargaining unit member whose regular assignment is in the direct instruction of students assigned to the bargaining unit member on a classroom register.
- C. Non-Classroom Bargaining Unit Member: A bargaining unit member who is not assigned a classroom register of students, for example, Counselors, RSP Teachers, Speech Therapists, Psychologists, Curriculum Coaches, Preschool Resource Teacher, Nurse, New Teacher Support/Resource Provider, etc.
- D. A Day: Is any day which bargaining unit members are required to be present as prescribed in this Agreement.
- E. Work Plan: An individual plan developed by an administrator, reviewed with the unit member, with the intended purpose of assisting the unit member in addressing behavior and/or performance deficiencies.

ARTICLE IV
SCOPE

A. The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment. "Terms and conditions of employment" means health and welfare benefits as defined by Section 53200, leave and transfer policies; safety conditions of employment; class size; procedures to be used for the evaluation of employees; organizational security pursuant to Section 3546 of Senate Bill 160, and procedures for processing grievances pursuant to Sections 3548.5, 3548.6, 3548.7, and 3548.8 of SB 160.

B. All matters not specifically limited by the express terms of this contract are reserved to the public school employer.

ARTICLE V
PROFESSIONAL DUES AND PAYROLL DEDUCTIONS

A. Overview. The Del Paso Heights Teachers Association is an agency fee chapter, therefore the Del Paso Heights Teachers Association, CTA/NEA shall have the right to have membership dues deducted by the District for bargaining unit members who submit appropriate authorization, or to have agency fees deducted from the pay of bargaining unit members who do not join the Association.

B. Association Members—Dues Deductions. The District, upon appropriate written authorization from any bargaining unit member, shall deduct from his/her salary and make appropriate remittance to the Association of such deduction for membership dues in accordance with the following: For those bargaining unit members who have had prior membership in the Association, the amount deducted shall equal the full dues of the Association. Bargaining unit members joining the Association for the first time shall have the appropriate portion of the dues prorated over the months remaining from the date of authorization.

C. Maintenance Of Membership. Any member of the Bargaining Unit who is a dues-paying member of the Association upon ratification of this Agreement by the Association or who becomes a member of the Association during the life of this Agreement, shall be required to maintain membership in the Association for the duration of the Agreement. Nothing contained herein, however, shall deprive the bargaining unit member of the right to terminate his/her obligation to the Association within a period of thirty days following the expiration of the Agreement.

D. Agency Fee Payors—Fee Deductions. Any member of the Bargaining Unit who is not a member of the Association or who terminates Association membership as of the effective date of this Agreement shall, within thirty (30) days from the effective date of this Agreement, either become a member of the Association or pay to the Association a Service fee. The Service fee shall be payable in the same amount and at the same time as the Association's current dues. Bargaining unit members hired by the District after the beginning of the school year who do not become members of the Association shall have the appropriate portion of the service fee prorated over the months remaining in the school year from their date of hire.

E. Charitable Contribution For Religious Objectors. Notwithstanding the provisions of this Article, any bargaining unit member who has a religious conviction which prohibits him/her from joining or paying a fee to a union shall, within thirty (30) days of the effective date of this Article or within (30) days of assumption of bargaining unit member duties, pay a fee equal to the Association dues to one of the following organizations: Mustard Seed School, Sacramento Literacy Foundation, Sacramento Food Bank, or other Association-approved charity.

F. Hold Harmless Clause. The Association shall indemnify and hold the Board harmless against all suits, claims, or demands arising out of the administration and implementation of this article.

ARTICLE VI
ASSOCIATION RIGHTS

A. The Association shall have the right to make use of school equipment, buildings, and facilities at reasonable hours. The equipment included shall be determined by the site principal based on availability and school use. The Association shall furnish its own supplies.

B. The Association shall have the right to post notices of activities and matters of Association concern on bulletin boards, in each school building, in areas frequented by bargaining unit members. One such bulletin board at each site shall be designated for this purpose. The Association may use the District mail service and mailboxes of bargaining unit members for communication to bargaining unit members, provided such material does not interfere with the efficient operation of the system. The Association may also use the District email service, subject to the District's policies and regulations regarding use of District's email and electronic resources.

C. The Association shall be permitted to transact official Association business on school property at reasonable times.

D. The Board shall place on the agenda of each Board meeting matters brought to its consideration by the Association provided that such matters are made known to the Superintendent's office two (2) working days prior to any special meeting and the Wednesday before regular meetings.

E. Names and addresses of all District bargaining unit members shall be provided to the Association as soon as is possible after the beginning of the school year, but not later than October 5.

F. Association President Release Time. The Association President shall be entitled to three (3) days per year of release time at District expense to conduct Association business. The District will pay the costs of a substitute, if necessary, during these three (3) days of release time. The Association may purchase up to three (3) additional days of Association President release time for use in a school year by remitting to the District a check in the amount of three (3) times the then-current daily substitute pay rate after the third day of District-paid release time is taken and prior to the use of any Association-paid release time. In the event that the Association pays for but does not utilize Association President release time days, the District shall rebate the unused funds to the Association no later than June 30 of the school year in which the days were paid for but not used. Release time taken under this subsection must be taken in full day increments. The Association president must request such release time at least twenty-four (24) hours in advance. Release time not used in one school year will not be carried forward to the following school year. Except as provided in this section, the Association President shall not interrupt his or her student contact time during the day for the purpose of conducting Association business. However, the District shall endeavor to schedule meetings at which the Association President's attendance is likely to be required during non-student contact times of the day.

G. The District shall develop, after receiving input from teachers, a basic classroom supply list. Barring unforeseen circumstances, the District shall have the supplies identified on the basic classroom supply list available for each regular classroom teacher on the first teacher workday of the school year.

H. School site staff and the site administrator shall meet as necessary to discuss methods by which unit members wishing to obtain access to classrooms prior to the start of instructional day may be accommodated. Consideration will be given to factors unique to the school site, including the school alarm system, school configuration, and the presence of classified staff prior to the start of the instructional day.

I. In addition to the Association's right to negotiate the work calendar, the Association shall be provided an opportunity to give input regarding the school calendar prior to adoption by the Board.

J. The Association Bargaining unit members shall be given the opportunity to provide input to the District regarding proposed changes in District curriculum and/or job descriptions.

K. Every year the Governing Board will evaluate whether to provide a supply stipend to teachers. Stipends for teachers who are new to the District, or who change grade levels or school sites ordinarily will be greater than the stipend for teachers who are assigned to the same grade level and school site as their assignment for the prior school year.

ARTICLE VII
DISTRICT RIGHTS

A. It is understood and agreed that the District retains all of its powers and authority to direct, manage and control to the full extent of the law. Included in but not limited to those duties and powers are the exclusive rights to: determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives, insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; and contract out work.

B. In addition, the Board retains the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

ARTICLE VIII
EVALUATION

A. Frequency Of Formal Evaluation. Bargaining unit members shall be formally evaluated according to the following schedules.

1. Each intern, temporary or probationary bargaining unit member shall be evaluated in writing at least once each school year.
2. Each bargaining unit member who has attained permanent status shall be evaluated in writing at least once every other school year. Permanent bargaining unit members with last names beginning with letters A-L shall be evaluated in odd numbered years, and those with last names beginning with letters M-Z shall be evaluated in even numbered years.
3. All ECE teachers shall be evaluated at least once every other school year. ECE teachers with last names beginning with letters A-L shall be evaluated in odd numbered years, and those with last names beginning with letters M-Z shall be evaluated in even numbered years.
4. Eligible unit members may be evaluated subject to the provisions of California Education Code section 44664(a)(3). Section 44664(a)(3) currently (as of 2005) provides: "Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis as follows... At least every five years for personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.), as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time." Prior to either agreeing to or not agreeing to an alternate evaluation cycle under this section, the evaluator and the certificated employee will meet and discuss the advantages and/or disadvantages of the alternate cycle. Upon request, the reasons for not agreeing to an alternate evaluation cycle shall be put in writing.

B. Evaluation Criteria. The performance criteria under which certificated bargaining unit member competency shall be evaluated and assessed shall be the criteria set forth below. Where a bargaining unit member does not have direct classroom responsibilities, these criteria may be modified to more accurately reflect the job duties of the bargaining unit member.

1. The progress of pupils toward the standards established by the Governing Board.
2. The bargaining unit member's adherence to curricular objectives.
3. The California Standards for the Teaching Profession (CSTP), which are:
 - a. Standard 1 Engaging and supporting all students in learning
 - b. Standard 2 Creating and maintaining effective environments for student learning
 - c. Standard 3 Understanding and organizing subject matter for student learning
 - d. Standard 4 Planning instruction and designing learning experiences for all students
 - e. Standard 5 Assessing student learning
 - f. Standard 6 Developing as a professional educator

C. Evaluator. The site administrator, or other appropriately credentialed administrator, shall have the primary responsibility for evaluation of bargaining unit members.

D. The Formal Evaluation Cycles. There shall be three cycles for each formal evaluation.

1st Trimester

2nd Trimester

3rd Trimester

CYCLE I

TRUST BUILDING
STUDENT DATA ANALYSIS
RESOURCE SUPPORT NEEDS
MUTUAL AGREEMENTS
INFORMAL OBSERVATIONS

CYCLE II

FIRST FORMAL
OBSERVATION

CYCLE III

EVALUATION
REPORT

CYCLE I

Certificated Bargaining Unit Member and the evaluator will meet and discuss the Class Profile Form (Appendix B). Cycle I must be completed prior to the end of the first trimester. During Cycle I, the evaluator will make periodic informal observations (at least ten (10) minutes in duration) and will provide written comments on what was observed. A bargaining unit member may request a conference to discuss the written comments.

CYCLE II

Certificated Bargaining Unit Member will be formally observed by the evaluator prior to the end of the second trimester. If the observation is unsatisfactory (see section F.8., below), a second observation must be scheduled and completed prior to the third week of the third trimester.

CYCLE III

The certificated bargaining unit member and the evaluator will meet and discuss the end of the year evaluation report prior to the end of the fourth week of the third trimester.

E. As provided in Education Code section 44662(a), the governing board shall establish standards of expected pupil achievement at each grade level in each area of study. As provided in Education Code section 44662(f), the governing board has the authority to develop and adopt additional evaluation and assessment guidelines or criteria.

F. Observation Procedures.

1. The formal observation period shall be a part of the district staff calendar presented to staff members during the week preceding the first student contact day.
2. For formal observations of classroom teachers, the evaluator is to complete, in writing, the Observation Report—Classroom Teacher. For non-classroom teacher bargaining unit members, the evaluator is to complete, in writing, the Observation Report—Non-Classroom Position. These observation documents require the evaluator to list evidence of, and to provide specific recommendations for the correction of, any deficiencies noted in the observation report.
3. The site administrator shall post a sign-up calendar for the scheduling of observations. Bargaining unit members will sign up for an observation time, and the evaluator will schedule a post-observation conference. If a bargaining unit member does not sign up for an observation time, the evaluator may make the formal observation at any time within the observation period identified on the district staff calendar.
4. Each formal observation shall be at least thirty (30) minutes in duration.

5. Within five (5) working days after the conclusion of the observation, the bargaining unit member shall be given a copy of the written observation report.
6. The bargaining unit member shall sign the written observation report, indicating that he/she has seen and read the observation report, but not necessarily indicating that he/she agrees with the contents of the observation report or the judgments of the evaluator.
7. The bargaining unit member may, upon request, meet with the evaluator to discuss the observation report, and will be given an opportunity to attach to the observation report any comments that the bargaining unit member may wish to prepare.
8. Each certificated bargaining unit member who fails to meet District Standards on all subgroups of one (1) California Standards for the Teaching Profession (CSTP) or failure to meet District Standards on any ten (10) subgroups will automatically trigger a subsequent observation.
9. If a bargaining unit member receives an observation report which he/she considers to be objectionable, the bargaining unit member may invite a third party to observe the remainder of the evaluation and observation process.
10. The observation documents shall be attached to the end of the year evaluation and made a permanent part of the evaluation form, kept in the bargaining unit member's personnel file.

G. Formal Evaluation.

1. A final formal evaluation report shall be completed for each bargaining unit member to be evaluated. The final formal evaluation report shall be completed prior to the end of the fourth week of the third trimester.
2. For each formal evaluation, the evaluator is to complete, in writing, the Evaluation Report—Classroom Teacher. For non-classroom teacher bargaining unit members, the evaluator is to complete, in writing, the Evaluation Report—Non-Classroom Position (for the particular position). These documents allow the evaluator to provide specific recommendations for the correction of any deficiencies noted in the evaluation report.
3. The written evaluation report shall be based on the certificated bargaining unit member's performance relating to "meets district standards" on the California Standards for the Teaching Profession and the progress of students toward meeting the adopted academic content standards.
4. Information on the evaluation form, other than that obtained through observation by the evaluator, shall be identified as to source.
5. A meeting shall be scheduled to discuss the evaluation report. The certificated bargaining unit member shall sign the written evaluation report, indicating that he/she has seen and read the evaluation form, but not necessarily indicating that he/she agrees with the contents of the evaluation report or the judgments of the evaluator. A copy of the evaluation report shall be given to the certificated bargaining unit member. The member shall also have the opportunity to attach any written response within ten (10) days of receipt of the evaluation report and shall become a permanent attachment to the evaluation report.
6. The written evaluation report shall be attached to the completed observation report(s) and shall become a part of the final evaluation report.

7. An overall unsatisfactory evaluation will result in the certificated bargaining unit member being placed on a work plan. An overall unsatisfactory evaluation results when the certificated bargaining unit member receives a rating of "does not meet district standards" on all subgroups of one (1) California Standards for the Teaching Profession (CSTP) or ten (10) subgroups on two (2) or more CSTP.

H. General Provisions.

1. The evaluation and assessment of certificated bargaining unit member competence shall not include the use of publishers' norms established by standardized tests.
2. A bargaining unit member shall not be held accountable for any aspect of the educational program or factors over which he/she has no authority or control.
3. Observation and evaluation forms and timelines shall be uniform throughout the District, as specified in this Article.
4. No negative and/or unsatisfactory evaluation shall be predicated upon information or material of a derogatory or critical nature which has been received by the evaluator from students, parents and/or citizens unless the procedures in Article X—Public/Parental Complaint Procedures, have been followed.
5. The District will provide to each certificated bargaining unit member a copy of the CSTP.
6. The parties recognize and agree that in rare instances, the time requirements of this section may need to be adjusted to meet unavoidable circumstances. Every effort will be made by evaluators and by bargaining unit members being evaluated to adhere to the time limits established in this Article, and every effort will be made to provide prompt advance notice in the event it appears that a time limit may not be attained.
7. All forms referenced in this article are Attached as appendices to this agreement.
8. Members of the bargaining unit will not be asked to evaluate other members of the bargaining unit.
9. Probationary teachers may be non-reelected regardless of individual rankings on evaluation and/or observation forms. (Reference: California Education Code section 44929.21(b)).
10. Evidence that support has been provided to a classroom teacher will be included as a part of the observation/evaluation process.

ARTICLE IX
PERSONNEL FILES

- A. Materials in personnel files of bargaining unit members are to be made available for the inspection of the bargaining unit member involved.
- B. The materials which shall be made available to the bargaining unit member for inspection shall include all ratings, reports, records and other documents which were obtained and placed in the file subsequent to the employment in the District of the bargaining unit member.
- C. Each bargaining unit member shall have the right to inspect such materials and copy such materials upon request, provided that the inspection is made at a time when such person is not actually required to render services to the employing district. Ordinarily, bargaining unit members shall be given the opportunity to inspect their personnel files within five (5) work days of making a written request to do so. However, this time line may be extended for up to an additional fifteen (15) work days if the District receives an excess number of such requests from multiple bargaining unit members at one time.
- D. Materials of a negative or derogatory nature shall not be placed in a personnel file unless and until the bargaining unit member is given notice and an opportunity to review it and attach his/her comments thereto. Such review may occur, upon the bargaining unit member's request, during his or her workday, without salary reduction.
- E. Upon written authorization by the bargaining unit member, a representative of the Association shall be permitted to examine and obtain copies of the materials in such bargaining unit member's file.
- F. Any person who drafts, receives, or places materials in a bargaining unit member's personnel file shall sign and date the material.
- G. A bargaining unit member shall have the right to request the Superintendent to place appropriate material of a positive nature in his/her personnel file.
- H. There shall be a single personnel file for each bargaining unit member.
1. Personnel files shall be kept in the central administrative office of the District.
 2. Access to a bargaining unit member's personnel file shall be limited to a "need to know" basis. Normally, the only individuals who shall have access to a bargaining unit member's personnel file shall be the bargaining unit member's immediate supervisor, the Personnel Services Specialist, the Assistant Superintendent of Business and Director of Personnel Services, the Assistant Superintendent of Educational Services, the Superintendent, District legal counsel, financial auditors or auditors from the Sacramento County Office of Education or the State of California.
 3. If any individual other than those listed in section H.2, above, is determined by the Assistant Superintendent of Business and Director of Personnel Services to have a "need to know" about the contents of a bargaining unit member's personnel file, the bargaining unit member shall be notified in writing as to who has seen the file within five (5) work days after it has been reviewed.
 4. The contents of all personnel files shall be kept in strictest confidence.
 5. Effective July 1, 1994, the District shall create a table of contents form and an access log form and shall attach one copy of each document to each personnel file. After July 1, 1994, the District shall indicate on the access log the name of each person asking to review the file and the date of the request. The District shall briefly describe on the table of contents each new document placed

in the personnel file after July 1, 1994 and the date of the placement.

I. Employee personnel files shall remain at the District office and shall not be taken off premises.

ARTICLE X
PUBLIC/PARENTAL COMPLAINT PROCEDURE

- A. Complaints relating to the conduct of bargaining unit members shall be identified as either oral complaints or written complaints.
- B. If a central District office administrator receives a complaint regarding the conduct of a bargaining unit member, the complaining individual ordinarily shall be directed to present the complaint first to the bargaining unit member directly or to the site administrator or the immediate supervisor of the bargaining unit member.
- C. Site administrators and other immediate supervisors of bargaining unit members shall apply the procedures set forth in this article to complaints lodged by community members and parents, which complaints relate to the conduct of bargaining unit members. "Community members and parents" as used in this Article includes, but is not limited to, parents who also coincidentally serve as employees of the District, and parents who are members of District advisory bodies, such as School Site Councils, Parent Policy Committees, etc.
- D. No negative and/or unsatisfactory evaluation, discipline, dismissal or other adverse action (including placement of the record of a complaint in a unit member's personnel file) shall be predicated upon complaints unless the following procedures have been followed.
1. If a site administrator or immediate supervisor receives a complaint from a parent or community member concerning the conduct of a bargaining unit member (including both oral and written complaints), the site administrator or immediate supervisor shall notify the bargaining unit member of the complaint on the day the complaint is received, if the complaint is received on a day when both the unit member and the site administrator or immediate supervisor are on site. However, if the complaint is received on a day when both the unit member and the immediate supervisor are not on site, then notification shall be made on the first work day when the unit member and the immediate supervisor are both on site. In no case shall such notice be given more than five (5) working days following receipt of the complaint.
 2. The site administrator or immediate supervisor shall investigate all complaints. The site administrator or immediate supervisor may seek clarification of the complaint from the complaining individual, and in most circumstances, the bargaining unit member should be informed of the complaint and the nature of the complaint prior to any additional investigation. The scope of an investigation may vary depending on the nature of the complaint and the circumstances giving rise to the complaint.
 3. The investigation ordinarily shall include a meeting, scheduled at a mutually agreeable time, between the bargaining unit member, the complaining individual, and a District representative. Such a meeting will be scheduled at the request of the bargaining unit member. Upon the request of the bargaining unit member, a representative of the bargaining unit member shall also be allowed to attend the meeting. Upon the request of the bargaining unit member, this meeting may be delayed one day, to allow the bargaining unit member time to prepare for the meeting.
 4. If the complainant refuses to attend the meeting, the complaint shall not be utilized by the District in any evaluation or disciplinary action against the bargaining unit member. However, the parties recognize that in certain circumstances the District may have a legal obligation to proceed with an investigation and/or possible disciplinary action even if a complainant refuses to meet with a bargaining unit member regarding a complaint. In such cases, it shall be the District's responsibility to state in writing to the bargaining unit member the specific laws or codes which require the District to proceed with the complaint even though the complaining individual refuses

to meet with the bargaining unit member. Upon receipt of such written notice, the bargaining unit member shall have the right to postpone any such meeting for ten (10) working days to consult with a representative. Once these procedures are followed, the meeting may proceed without the presence of the complaining individual.

5. If the site administrator or immediate supervisor of the bargaining unit member determines that a record of the complaint should be placed in the personnel file of the bargaining unit member, the bargaining unit member shall be given at least ten calendar days to present relevant information to his or her site administrator, immediate supervisor or to the Superintendent or his/her designee.

6. Where a complaint relates to a single, isolated incident of conduct, there ordinarily shall be only one investigation of the complaint, and persons complaining about the incident after the conclusion of the investigation shall be informed that the matter has been investigated, and shall be informed of the results of the investigation. However, if as a result of a subsequent complaint, new evidence comes to light regarding such an incident, the investigation procedures may be reopened and the resolution previously reached may be amended or supplemented.

E. The parties further recognize that in certain circumstances involving student complaints, depending on the age of the complaining student, or the nature of the complaint, direct, formal meetings involving the student and the bargaining unit member may not be productive and the parties agree in such situations to explore methods of seeking to resolve the matter different from those applied in the case of parent/guardian complaints, for example, meetings between the bargaining unit member and the immediate supervisor, meetings between the unit member and the immediate supervisor and the parent of the complaining student, etc.

F. Complaints which are withdrawn, or shown to be false, shall neither be placed in the unit member's personnel file nor utilized in any evaluation, assignment or disciplinary or dismissal action against the unit member.

G. Anonymous complaints shall not be processed pursuant to the provisions of this Article.

H. The District, the Association and the individual unit member agree to maintain confidentiality of complaint proceedings to the maximum extent possible.

I. In the event that the District decides to use a complaint in the evaluation, discipline, dismissal or other adverse action (including placement of the record of a complaint in a unit member's personnel file) against a bargaining unit member, that member shall be able to challenge the substance and the use of that complaint through the appropriate avenue(s) provided -- for example, by seeking review through binding arbitration of an unpaid suspension, by attaching written comments to a written reprimand in the personnel file, etc. Allegations that the procedures set forth in this article were not followed will be subject to the grievance procedure of this Agreement. This section shall not be construed to limit the rights of a unit member to pursue statutory remedies.

ARTICLE XI
PERSONNEL ACTION

A. Purpose. The purpose of this Article is to provide a corrective and remedial sequence of steps as a means of disciplining certificated employees if the need arises. This Article represents a legislated management right to allow districts to impose intermediate sanctions upon an employee rather than prepare for outright termination. It is the intent of the parties that the due process rights of employees shall be strictly adhered to in the course of its use. It is furthermore agreed that an open, respectful and fair approach by both parties in implementing this Article shall be the standard. Under the provisions of this Article, the unit member shall not be disciplined without just cause. The following just cause guidelines shall be recognized:

1. The employee should be adequately informed of the consequences of his/her conduct. The District and the Association shall bear equally the burden of providing such information to the employee.
2. The District's rules, regulations and policies shall be reasonable and related to the efficient operation of the District.
3. A fair and objective investigation shall be conducted by the District.
4. Employees subject to personnel action under this Article shall have the right, if requested, to confront any persons whose testimony would result in the imposition of actions listed in Section C below.
5. Rules, orders and penalties shall be applied fairly and equitably.
6. Personnel action should be appropriate and reasonably related to the nature of the offense as listed in Section B.
7. At no point in this procedure shall the unit member be denied due process.
8. Every effort shall be made by all parties concerned in the procedures of the Article to maintain the highest level of confidentiality.

B. Causes for Personnel Action. Under the provisions of the Article, the unit member shall not be disciplined for infractions other than those listed below:

1. Violations of District policy and regulations.
2. Abusive behavior towards students, fellow employees or public while performing school related duties.
3. Failure to follow legitimate administrative directives.
4. Failure to perform contractual obligations, not including items enumerated in Article VIII, Evaluation.
5. Any violation of the policies of the collective bargaining agreement in effect. It is understood that any causes stated above may be subsumed under the causes for dismissal set forth in the California Education Code and that nothing stated herein shall have any controlling effect in the event a dismissal action is initiated under the provisions of the Education Code.

6. Failure to follow required procedures communicated to the teacher by the District with regard to the administration of statewide student tests.

C. Personnel Actions Short Of Suspension.

1. A verbal warning and written confirmation shall be given to a unit member on the occasion of the confirmation shall be given to the Association but not placed in the unit member's personnel file. A conference shall be held prior to the action to attempt to resolve and remediate the alleged misconduct.

2. After C.1 has been implemented, a written reprimand shall be given to a unit member on the occasion of the second infraction of a similar or the same kind, within one (1) year of the first infraction for which personnel action was taken as defined in C.1, above. Any such written reprimand shall be based upon verified data. Any such reprimand(s) shall be given to the Association and placed in the unit member's personnel file. A conference shall be held following the action to attempt to resolve and remediate the alleged misconduct. A reprimand is defined herein as a written memo or letter to the teacher identifying the District's expectations and requirements and identifying how the teacher has not met those expectations and requirements.

3. After C.2 has been implemented, on the occasion of the third infraction of a similar or the same kind, within one (1) year of the second infraction for which personnel action was taken as defined in C.2, above, the suspension process may begin.

4. The procedures in section C.1 and C.2, above, may be bypassed in circumstances where the district believes that the employee's conduct may constitute a hazard or a clear possibility of a hazard to students, other employees or property, or involve dishonest or gross misconduct. However, in such circumstances, the requirements of documented specificity of charges shall neither change nor the opportunity for appeal in the case of suspension.

D. Suspension From Employment Of Up To Fifteen (15) Days. A bargaining unit member shall be entitled to the following process prior to the imposition of a paid or unpaid suspension from employment of up to fifteen (15) days in duration.

1. Prior to the imposition of a suspension under this Article, the bargaining unit member shall be given written notice of the proposed disciplinary action and the cause(s) thereof. The written notice shall include the specific date(s) of the proposed suspension, which shall be at least fifteen (15) days after the bargaining unit member is given or mailed a copy of the written notice. The written notice shall include a statement that the bargaining unit member shall have at least fifteen (15) days to appeal the proposed suspension.

2. If no appeal to the proposed suspension is filed by the bargaining unit member, within fifteen (15) work days after the bargaining unit member is given or mailed a copy of the written notice, the proposed suspension shall go into effect on the date(s) indicated on the written notice. A written confirmation of the dates of suspension shall be given or mailed to the bargaining unit member.

3. The bargaining unit member may appeal the proposed suspension, by filing a written appeal with the Assistant Superintendent of Business and Director of Personnel Services within fifteen (15) work days after the bargaining unit member is given or mailed a copy of the written notice. The Assistant Superintendent of Business and Director of Personnel Services shall investigate the matter, and shall determine whether to uphold, deny or modify the proposed suspension. The

investigation may include meeting(s) with any relevant individual as determined by the Assistant Superintendent of Business and Director of Personnel Services or as requested by the bargaining unit member. The Assistant Superintendent of Business and Director of Personnel Services shall render a written decision in the matter, and shall give or mail a copy of the written decision to the bargaining unit member.

4. If the Assistant Superintendent of Business and Director of Personnel Services decides to uphold the proposed suspension or modify the proposed action to include at least one (1) day of suspension, the bargaining unit member may appeal the determination to binding arbitration. Such an appeal must be submitted in writing within ten (10) days of the written decision of the Assistant Superintendent of Business and Director of Personnel Services. Failure to file such a written appeal shall constitute a waiver of the bargaining unit member's right to challenge the suspension.

5. If an appeal is filed, the District may either defer imposition of the suspension until the conclusion of the appeals process, may allow the suspension to go into effect without pay, or may allow the suspension to go into effect with pay. If the suspension is with pay and the suspension is later upheld after the conclusion of the appeals procedure, a future paycheck of the bargaining unit member will be docked to reflect the period of unpaid suspension. If the suspension is without pay and the suspension is later struck down after the conclusion of the appeals procedure, the bargaining unit member shall be paid the previously docked pay amount, by separate check, within three (3) work days.

6. District contributions toward health and welfare benefits shall continue during the period of suspension, and suspensions shall not constitute a break in service such as to reduce a bargaining unit member's seniority.

7. The appeal of the proposed suspension shall be heard by a hearing officer or arbitrator. The parties shall attempt to mutually select a hearing officer or arbitrator. If no mutual agreement can be reached on a hearing officer or arbitrator within five (5) work days of the written appeal, the District shall request a list of seven (7) arbitrators from the California State Mediation and Conciliation Service. At the request of the Association, a list may be requested from the American Arbitration Association; however, in such case, the Association will bear the full costs and fees, if any, charged by the American Arbitration Association for providing such list. The parties shall alternatively strike names on the list until only one name remains, who shall be the arbitrator. The order of striking shall be determined by lot.

8. At the request of either party, the hearing shall be recorded. The cost of the recording and the hearing officer or arbitrator shall be borne equally by the parties. The strict rules of evidence shall not apply at the hearing. Each party will have the right to representation by counsel or other representative. Each party will have the right to question and cross examine witnesses, and to introduce documentary and other evidence. The hearing officer or arbitrator shall render a written decision. The decision of the arbitrator or hearing officer shall be final and binding on the District, the Association and the Employee.

E. Suspension from Employment of More Than Fifteen (15) Days, Or Termination From Employment. In the event the District seeks to impose discipline of a suspension in excess of fifteen (15) days, up to and including termination of employment, the applicable procedures set forth in the California Education Code shall be followed.

F. General Provisions.

1. No unit member shall receive more than one (1) penalty for any single action or infraction. However, this section shall not limit the ability of the District to impose discipline based on an

accumulation of events, where discipline was previously imposed as a result of some or all of those events.

2. Suspensions may be without pay, but shall not reduce or deprive the unit member of seniority or other rights or any fringe benefits. No suspension shall be carried over from one school year to the next, unless such action could not reasonably be carried out within the last two (2) weeks of the school year or the final decision took place during summer vacation.

3. Any suspension invoked under these rules against any one certificated person for one or more periods shall not aggregate more than thirty (30) days in any one (1) year period.

4. If after having been disciplined, a unit member serves the District for one (1) year without further disciplinary action, he/she and/or the Association may request that a follow-up notice be given to that effect which shall be attached to any original notice that may have been placed in his/her personnel file. If the infraction does not recur within four (4) years, the record shall be removed.

ARTICLE XII
WORK DAY/YEAR

A. Work Day.

1. Standard Work Day. The workday for bargaining unit members ordinarily shall be as follows:
Preschool: 7 hours per day, for example: 7:00 a.m. - 2:00 p.m. OR 10:30 a.m. - 5:30 p.m. OR 1:30 p.m. - 8:30 p.m.
ECE Kindergarten: 7 hours per day, for example 7:30 a.m. - 2:30 p.m. OR 9:30 a.m. - 4:30 p.m.
K-6, all sites: 7 hours per day, for example 8:20 a.m. - 3:20 p.m.

For teachers at all sites other than ECE, the standard workday will not begin prior to 7:30 a.m. and will not end after 4:30 p.m.

2. Alternate Work Day. With the consent of or at the request of an individual unit member, the District may alter the starting and ending times of the workday of a bargaining unit member when such would be beneficial to the District's programs. Such arrangements shall not extend the regularly scheduled work day beyond seven (7) hours per day for K-6 or preschool Bargaining unit members. The Association shall be informed of such arrangements and will be invited to provide any input to the District and the individual bargaining unit member regarding the arrangement. If the request is denied, at the request of the employee, the District shall provide the reason(s) for denial in writing to the unit member.

3. Individual instructional day schedules and lunch and recess schedules shall be developed, with staff input at the site level. For grades 1-3, at least three recesses per day (for regular instructional days, not including minimum days) will be scheduled.

B. All bargaining unit members shall have a thirty-five (35) minute, duty free lunch period.

C. On normal minimum days, all bargaining unit members shall be free to leave campus twenty (20) minutes prior to the regularly scheduled ending time of the teacher workday. This section does not apply to Preschool teachers.

D. The last day of school shall be a minimum day.

E. There shall normally be ten (10) minimum days designated for parent/teacher conferences. Parent conferences will take place one week after the end of the first and second trimesters. These conferences shall be for the primary purpose of discussing first and second trimester student progress. Teachers shall schedule parent conferences up to 5 p.m., upon the request of those parents who may have special circumstances. If unexpected cancellations occur for appointments scheduled during the last hour of a parent/teacher conference day, a bargaining unit member may leave after their last conference on that day. Every effort shall be made to contact and reschedule conferences with parents. At the end of the first trimester, the parents of all students will be scheduled for a conference; at the end of the second trimester, conferences will be scheduled upon a parent's request or if the teacher identifies the student as performing unsatisfactory work or otherwise failing to meet the expectations of the teacher.

F. The work year shall not exceed one hundred eighty-six (186) workdays for all bargaining unit members. There shall be one hundred eight-one (181) instructional days; there shall be five inservice days. The Association shall be an integral part of the prior planning of the content of these inservice days with the Superintendent. For ECDC, the District also may operate a program for up to 52 weeks per year. The Association may request one afternoon per school year be designated as a CTA Institute Session. The request must be made in writing, provided to the Superintendent or designee, at least 30 calendar days in

advance of the requested Institute date. The date requested by the CTA must be a regularly scheduled minimum day. The request may be denied only for good cause. If the request is denied, the District will provide an alternative date on which the Institute Session may be held. The Association agrees to take attendance at the Institute Session and to provide the Superintendent with a copy of the attendance roster on the day following the Institute Session. Bargaining Unit Members will not be compelled to attend the Institute Session, but must continue working in their normal site assignment if they choose not to attend the Institute Session.

G. Bargaining unit members (except unit members assigned to the ECDC) shall be required to participate in the following adjunct duties beyond the work day:

1. Back To School Night, and

2. Open House, and

3. Up to any other one (1) activity of the District's choice, during the school year and conducted during the work week, including but not limited to attendance at school board meetings at the unit member's school site, service on ad hoc committees discussing such items as curriculum, compliance committees, board policy recommendation committees, etc. Bargaining unit members who serve on the following committees without stipend shall be required to participate in Open House and Back To School Night, but shall be excused from the activity assignment requirement of this subsection (subsection G.3.): District Advisory Committee, Bilingual Advisory Committee, GATE Advisory Committee, Parent Advisory Committee for Chapter I, School Site Council, Parent Policy Committee at the Early Childhood Development Center, or a Site level Management Team.

4. Back to School Night shall include discussion of state content standards, and school and classroom procedures and expectations and routines.

H. All adjunct duties within the work day, which do not require full faculty participation, shall be distributed as equitably as possible among the bargaining unit members.

I. Bargaining unit members shall not be required to remain later than 8:30 p.m. for non-paid evening events, and shall not be required to work on weekends without pay.

J. Those traditional professional duties which require meetings for school site staff shall include such topics as: curriculum, testing, and other classroom and school-community items and shall be called by the site administrator within the following guidelines:

1. Staff meetings may occur from time to time, provided that:

a. Notice is posted by the time the staff begins the workday, with the exception of a clearly stated emergency, and

b. Agendas of staff meetings shall be posted before the students are dismissed in all cases.

2. No more than one staff meeting per week shall be called unless;

a. The faculty and site administrator mutually agree, and

b. The scheduling may extend the normal workday, but the faculty and site administrator shall mutually determine whether the meeting shall take place before or after the normal instructional day.

3. No meetings will be called in the week prior to report cards and parent conferences, or on the day of Back To School Night or the day of Open House except in emergency circumstances as identified by the site administrator, and in such cases the duration of the meeting will be kept to a minimum.

K. All Preschool Teachers are required to attend monthly inservice training sessions, relevant to early childhood education, within the workday.

L. Where Kindergarten teachers are assigned to team teaching assignments which include a Kindergarten teacher being given classroom responsibilities in both the a.m. and the p.m. Kindergarten classes, equitable arrangements shall be made by the site administrator so that report card preparation time and parent conference time is available to the team teaching Kindergarten teachers.

M. The amount of time required for teacher attendance at staff development days shall not exceed the standard work day (6 hours and 25 minutes, as of 2005-2006).

ARTICLE XIII
GRIEVANCE PROCEDURE

A. The purpose of this Article is to provide a procedure for the consideration of grievances pertaining to a contract disagreement.

1. The procedure applies only to items covered in this contract.

2. A bargaining unit member may present grievance relating to a contract disagreement to the District and have such grievance adjusted without intervention of the Association as long as the adjustment is not inconsistent with the terms of this contract. The District shall not agree to the adjustment of the grievance until the Association has received a copy of the grievance and proposed resolution, and has been given an opportunity to file a response.

3. Both parties agree that efforts shall be made by the District and the grievant to settle grievances at the lowest possible level.

4. All timelines within this Article shall be considered maximums; however, nothing prevents the parties from extending the time limit by mutual agreement.

B. A grievance shall not be considered on any matter relating to the termination of services, the failure to reemploy any bargaining unit member, or the substance or content of any bargaining unit member evaluation.

C. Definitions:

1. A "Grievance" shall mean an alleged violation, misapplication or misinterpretation of a specific provision of this Agreement.

2. A "Grievant" shall mean a bargaining unit member covered by this Agreement or the Association filing a grievance. In the case of multiple grievance claims on the same issue, the District may declare the issue to be the same and hear only one of the written grievances filed, and the decision rendered shall be applicable to all claims on the same issue arising from the same set of circumstances.

3. "Immediate Supervisor" shall be the first level administrator having immediate jurisdiction over the grievant and who has been designated to adjust grievances.

D. Procedures:

1. A formal grievance shall be initiated in writing, on an approved form, and shall be filed with the immediate supervisor. The form, which is attached as Appendix Q to this collective bargaining agreement, includes the following:

a. Grievant's name and work location.

b. Grievant's work function.

c. The date the grievance is delivered to the immediate supervisor

d. The specific section(s) of the contract alleged to have been violated.

e. The circumstances of the grievance including at least a statement of the facts constituting the alleged violation, names, dates, and places as appropriate.

f. The remedy sought by the grievant

g. The signature of the grievant.

2. A grievance filed which is not in accordance with the above requirements may be returned to the grievant with a written statement defining the changes needed to be in compliance with this Section.

3. It shall be the responsibility of the grievant to provide the Association with a copy of the grievance, and decisions rendered up to and including formal Level I.

4. In processing grievances the parties will make a good faith effort to avoid interruption of classroom activities and district operations and any unnecessary involvement of students in all phases of grievance procedure.

E. Informal. The grievant shall first discuss the grievance with his/her immediate supervisor with the objective of resolving the matter informally. This shall occur within ten (10) days of learning of the alleged grievable occurrences or action.

F. Formal. If the grievant is not satisfied with the informal disposition of the grievance, he may communicate the grievance in writing to his/her immediate supervisor within five (5) days of the informal meeting. The immediate supervisor shall make a written decision and attach it to the original written grievance with a copy sent to the grievant within five (5) days of receipt of the written grievance.

G. Level 2. If the grievant is not satisfied with the decision of the immediate supervisor, he/she may appeal to the Superintendent in writing within (5) days of the decision rendered. A statement of the reasons for the appeal shall be included. Appeals to the Superintendent shall be heard by the Superintendent or his designee within ten (10) days of his receipt of the appeal. Within five (5) days of the hearing, a written decision will be sent to the grievant, with a copy to the Association.

H. Level 3. If the grievant is not satisfied with the decision of the Superintendent, he/she may appeal the Superintendent's decision to advisory arbitration.

1. Such appeal shall be in writing to the District and the hearing shall be conducted by an arbitrator selected by the two (2) parties within ten (10) days after the appeal is received.

2. If the parties fail to reach agreement on an arbitrator within ten (10) days, the American Arbitration Association will be requested to supply a list of five (5) names of arbitrators with experience in public school disputes. Each party will alternately strike from the list until one (1) name exists. The order of striking shall be determined by lot.

3. Powers of Advisory Arbitrator: it shall be the function of the arbitrator to make an advisory recommendation to resolve the grievance, subject to the following limitations, he/she:

a. Shall have no power to add to, subtract from, disregard, alter or modify any of the terms and conditions of this contract.

b. Shall have no power to establish salary structures or change any salary.

c. Shall have no power to recommend or resolve any claim excluded as a subject or grievance under Section B of this Article.

4. If the arbitrability of a grievance is challenged, the question of arbitrability will be ruled on by the arbitrator prior to hearing the merits of the case. In the event that a case is appealed to an arbitrator on which he/she has no power to rule, it shall be referred back to the parties without decision or recommendation on its merits.

5. Fees and expenses of the arbitrator shall be shared equally by the District and the exclusive representative. All other expenses shall be borne by the party incurring them and neither party shall be responsible for the expenses or witnesses called by the other.

6. The fact that the grievance has been considered by the parties in the preceding steps of the grievance shall not constitute a waiver of jurisdiction limitation upon the arbitrator in this Agreement.

I. Level 4. The Board shall sustain, deny, or otherwise act upon the arbitrator's decision by the next regularly scheduled Board meeting, provided there is at least two (2) days prior to the Board meeting for consideration. The Board alone has the power to render a final and binding decision. The recommendation of the arbitrator shall be advisory only.

J. General Grievance Provisions.

1. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall preclude any further appeal on the grievance. Failure by the District to respond within specified time limits shall authorize the grievant to proceed to the next step in the procedure.

2. The filing of a grievance shall in no way interfere with the right of the District to proceed in carrying out its management responsibilities subject to the final resolution of the grievance. In the event the alleged grievance involves an order, requirement, or other directive, the grievant shall fulfill or carry out such order, requirements, or other directive pending the final resolution of the grievance, except where unusual or abnormal safety hazards have been determined to exist.

3. A bargaining unit member may be represented at all stages of the grievance procedure by himself/herself, or at his/her option, by a representative. Except for health reasons, the grievant shall be present at all stages of the grievance. The grievant shall notify the immediate supervisor of the name of the representative prior to utilizing any level of the procedure. The grievant must give twenty-four (24) hours prior notice if the grievant wishes to change his/her representative at any step of this procedure.

4. All documents, communications, and records dealing with the processing of a grievance will be filed separately from the personnel files of the participant.

5. Only the Association shall have the right to submit grievances to arbitration.

6. No reprisals of any kind will be taken by any member or representative of the district or Association as a result of the filing of a grievance or by any decision by the District.

ARTICLE XIV
TRANSFERS

A. Definition of Terms:

1. The "assignment" of a bargaining unit member is the specific school site and grade level (if any) of a bargaining unit member.
2. A "vacancy" is any unfilled certificated bargaining unit assignment, which comes into existence: (1) following the resignation, termination, transfer, reassignment or death of a bargaining unit member, or (2) upon the creation of a new certificated bargaining unit assignment by the District.
3. A "transfer" is the movement of a bargaining unit member from his/her assigned work site to a vacancy at another school in the District. Transfers may be either voluntary or involuntary.
4. A "reassignment" is the movement of a bargaining unit member to a different grade level assignment at the same school site.
5. For purposes of this article only, a "day" is any day in which the District office is open for business.
6. For purposes of this article, "seniority" is based on date of hire. If two or more bargaining unit members have the same hire date, seniority shall then be determined by random drawing, scheduled at the mutual convenience of the Association president and the Director, Business and Personnel Services.

B. Vacancies.

1. When a vacancy comes into existence due to a reason identified in section A. 2.(1), above, the District may decide to either fill the assignment or to leave the assignment unfilled, so as to reduce staff through attrition.

C. Rehire Of Recently Laid Off Persons.

1. If the District decides to fill a vacancy, it shall first determine whether any former bargaining unit members recently laid off from employment are qualified to and have any rehire rights to fill the assignment. If any such individuals exist, they shall first be offered the assignment in order of District seniority, with the most senior employee being the person first offered the vacancy.
2. If no former bargaining unit member is selected to fill the vacancy under section C.1., above, then the District will attempt to fill the vacancy through the procedures outlined below, through: voluntary transfer, seeking applicants from outside the District, involuntary transfer, voluntary reassignment, or involuntary reassignment.

D. Filling Of Vacancies Through Voluntary Transfers Or Posting/Advertising.

1. A bargaining unit member may submit a request in writing for transfer at any time. The request shall be submitted to the Assistant Superintendent of Business and Director of Personnel Services, on a District-prepared form, and shall contain reasons for seeking the transfer and the school or type of assignment desired. The submitted request form shall be date stamped and a copy given to the bargaining unit member to retain. There shall be no retaliation or reprisal against a bargaining unit member based on a request for transfer.

2. The District may elect to fill a vacancy through the granting of a voluntary transfer request, or through the posting of the assignment and other advertising for applicants.

3. If the District decides to fill a vacancy, the District will post the vacant assignment within the District in order for bargaining unit members to make voluntary transfer requests. Once this posting has occurred, the District shall consider all voluntary transfer requests, and may also advertise for applicants outside of the District.

4. Those vacancies occurring during the summer months will be forwarded to the last known address of all bargaining unit members.

5. If the District decides to fill the assignment through voluntary transfer, no posting or other advertising will be required.

6. In filling an assignment through posting/advertising, bargaining unit members from within the District shall be given equal consideration, and may be given first consideration, among all applicants. Current bargaining unit members shall be given consideration for district-wide seniority, professional experience, credentials, and specialized program requirements.

7. A bargaining unit member who is denied a transfer may request and shall be granted a meeting with the principal and Superintendent to discuss any concerns of the bargaining unit member. The bargaining unit member shall be entitled to be represented at this meeting by an association representative. The meeting shall take place during the bargaining unit member's regular workday.

8. After a vacancy is filled, any bargaining unit member who had requested a transfer to that vacancy shall, upon his or her request, be given a letter stating the specific reasons for the denial of the transfer request.

E. Involuntary Transfers.

1. Written notice of an involuntary transfer shall be given to bargaining unit members ten (10) school days prior to any transfer or as soon as practical. The new assignment shall be specifically identified in the notice. Upon receipt of such notice, a bargaining unit member will have three (3) school days in which to request a meeting to discuss the proposed involuntary transfer. Any such meeting will be scheduled at least two (2) days prior to the scheduled effective date of the involuntary transfer. During this meeting the reasons for the involuntary transfer will be discussed, as well as any other options that may eliminate the need for the involuntary transfer. The bargaining unit member will be entitled to Association representation at this meeting.

2. An involuntary transfer shall be based on a consideration of the following criteria:

a. Needs of the District.

b. Training, experience and credential of the bargaining unit member as it relates to the assignment.

c. Major and minor field of study and the qualifications of the bargaining unit member as it relates to the assignment.

d. Seniority and service to the District.

3. For purposes of section E.2.a., above, the term "needs of the district" shall include the following:

- a. Decrease in enrollment at a school site.
- b. Decrease in funding from sources outside the District.
- c. School closure.
- d. Need for a specialized credential, training or experience at a specific site.
- e. Composition of the staff, including gender and ethnicity of staff.
- f. Other needs as determined by the District, including the best interests of the students and staff at District school sites. Any bargaining unit member who is involuntarily transferred under this provision shall, upon his or her request, be given a letter stating the specific reasons for the involuntary transfer.

4. All bargaining unit members receiving involuntary transfers shall be given three days of preparation time. The bargaining unit member shall also be provided assistance in the moving of the bargaining unit member's classroom materials, textbooks and supplies.

5. Bargaining unit members shall not be involuntarily transferred arbitrarily, capriciously or without a rational basis in fact.

6. The District shall strive to provide notice, prior to June 30, to affected bargaining unit members of the need for involuntary transfers which are to become effective for an upcoming school year.

F. Reassignments.

1. Reassignments may be made on a voluntary or involuntary basis.

2. When determining reassignments, the Site Administrator shall take into consideration areas of credential, major and minor field of study, special qualifications needed for the assignment and any unique need of the school site.

3. A bargaining unit member who is involuntarily reassigned because his or her previous assignment was eliminated shall have the following priority right: The bargaining unit member shall be given the option of filling any vacant position at the bargaining unit member's site for which the bargaining unit member holds the appropriate credential. This priority right shall be in effect until the earlier of either: two hundred and seventy (270) calendar days following the first day of the bargaining unit member's reassignment, or, the date on which the bargaining unit member is offered and accepts a vacancy at his/her site through the exercise of this priority right.

4. Reassignments shall not be made as a punitive measure nor in an arbitrary or capricious manner.

5. If the reassignment is involuntary, the appropriate Administrator shall meet with the bargaining unit member and shall explain the reasons for the reassignment; the reasons will be provided in writing, upon request.

6. If the reassignment occurs after school begins, the bargaining unit member shall be given three days of preparation time, and will be given assistance with the moving of the bargaining unit member's classroom materials, textbooks and supplies. Such preparation time and assistance may

be declined by the District where the reassignment involves only a minimal change of job duties and/or does not involve movement from one classroom to another.

G. Closure Of School Site. If a particular school site in the District is closed, the District will follow applicable layoff procedures as set forth in law.

ARTICLE XV
CLASS SIZE

A. During the term of this Agreement, the District will strive to assign sufficient staff to each school to meet the class size goals contained in this contract. Subject to: the financial conditions of the District; the building facilities available; availability of qualified classroom teachers; and the best interest of the students, the District agrees to strive to meet the following class size goals:

Kindergarten	20
Grades 1 - 3	20
Grades 4 - 6	28 – 30
Combination Classes	25 – 28
Special Education (SDC) Classes:	20

B. At the beginning of each school year, each individual site will assign students to each grade level up to the maximum class size goals identified in section A, above, until each class in that grade level at the site is at the maximum class size goal. Only after all the classes for a grade level at the site reach the maximum shall students beyond the maximum goals be assigned to any individual grade level class at the site. Such students shall be assigned to classes in such a way that enrollment in each class at a grade level at a site where the maximum goals have been exceeded shall be as close to equal as possible, unless otherwise mutually agreed by the site administrator and the bargaining unit members teaching in the impacted classes.

C. In the event that any individual class is "impacted" the procedures identified below shall be implemented in an effort to reduce class sizes to meet District goals. For purposes of this section, an individual class is "impacted" if it exceeds the goals set forth in section A by five (5) or more students as of the fifth school day after the first Monday in September, or if it exceeds the goals set forth in section A by one (1) or more student as of the fifteenth day of school or thereafter. In calculating the number of school days under this section, days on which students are not present at school (such as SIP days) shall not be counted.

1. The site administrator and the teacher(s) at the impacted grade level shall meet to discuss and evaluate the possible implementation of the use of various procedures to more equitably balance class sizes, including but not limited to the following procedures:

- a. Transfer of students within the site or District.
- b. Reassignment of personnel.
- c. The formation of additional classes.
- d. The formation of combination classes. However, this will only be done as a last resort when other means have been exhausted. The creation of third-fourth combination classes will be avoided wherever possible.
- e. The payment of an additional classroom supply stipend to the teacher from the site cost center funds to meet the increased demands of extra students.
- f. Hire a substitute to take the overflow students at a particular grade level.
- g. The listing of the procedures above shall not prevent the site administrator and the teachers of impacted classes from implementing other steps to meet the goals of section A, as long as such steps are agreeable to all parties involved.

2. The District will avoid placement of interdistrict agreement and intra-district transfer students into classes or grade levels which exceed the class size goals specified above, and will evaluate a possible transfer of such students into another school in the District. If the interdistrict/intra-district transfer cannot be avoided and is granted, the classroom teacher shall be informed of this placement. In the case of interdistrict transfers, the classroom teacher will be informed by providing him or her with a copy of the interdistrict agreement at the time of registration.

3. The site administrator shall provide the bargaining unit member(s) with a written follow-up report on the actions taken with regard to impacted classes and/or grade levels and any remedy utilized in response.

D. If two classes in the same grade level at the same school site which are not impacted (as defined in section C, above) have a difference in enrollment of at least four (4) students on the fifteenth (15th) day of school, the affected classroom teachers and the site administrator will meet to discuss methods of adjusting the imbalance.

ARTICLE XVI
SAFETY CONDITIONS

- A. The District will make a reasonable effort to provide for each bargaining unit members' safety.
- B. Any bargaining unit member who observes a working condition deemed unsafe by the bargaining unit member shall report such condition to his/her immediate superior. Within a reasonable period of time, the bargaining unit member's immediate supervisor shall inform the bargaining unit member of any action taken to correct the unsafe condition.
- C. The district will consider replacement or repair, if requested, of the damaged or destroyed clothing or other personal property belonging to a bargaining unit member while performing services for the District. Replacement or repair will be at the District's discretion.
- D. A bargaining unit member may use such reasonable force as is necessary and legally appropriate to protect him/herself from attack, to protect another person, to prevent damage to property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within the control of the student.
- E. Whenever a bargaining unit member is attacked or assaulted during their workday, it shall be the duty of the bargaining unit member, and any person under whose direction or supervision such bargaining unit member is employed who had knowledge of such incident, to promptly report the incident to the appropriate law enforcement authorities, if the supervisor or the bargaining unit member deem it necessary.
- F. Bargaining unit members shall report to their immediate supervisor any work related injury or illness as soon as possible after the injury or illness occurs.
- G. The District shall provide a first aid kit in each classroom which shall be regularly maintained. In addition, disposable CPR masks will be available at each school site.
- H. The District will expend up to \$5,000 to provide locks, keys, and locked storage cabinets in each classroom.
- I. Each school site shall adopt a written safety policy, with a copy given to each unit member.
- J. In the event that a school is put into a "lockdown" by the superintendent, site administrator, or designee, then teachers shall be informed of the starting and ending time of the lockdown status as soon as possible. A lockdown is defined as time when the students are required to remain in class with their teacher, with the door locked.
- K. To address safety concerns while teachers are on the yard for recess and physical education, the District will provide each grade level some form of wireless communication system.

ARTICLE XVII
LEAVES

A. Sick Leave. Sick leave is available under the terms and conditions set forth below. Sick leave is to be used where absence from the job is necessary due to medical illness or injury, or for absences necessitated by pregnancy, miscarriage, childbirth and recovery therefrom. Subject to the provisions of this Article, including but not limited to section A.4., below, the necessity for the utilization of sick leave shall ordinarily be determined by the bargaining unit member and the bargaining unit member's physician.

1. Each full time bargaining unit member shall be granted twelve (12) days of sick leave during each school year. Bargaining unit members who begin service after the beginning of the school year, or who serve less than a full school year, or who work part-time shall be granted sick leave in the same proportion that their service is to full time.
2. There shall be no limit on the number of sick leave days which may be accumulated by a bargaining unit member.
3. Sick leave accrued by a bargaining unit member based on service as a certificated employee in a different school district shall be transferable to the Del Paso Heights District pursuant to the provisions of the California Education Code. It is the responsibility of the bargaining unit member to notify the District in writing of such prior accumulation of leave, so that the necessary documents may be completed to accomplish the transfer of sick leave.
4. Verification of illness or injury may be required from a licensed physician after five consecutive days of absence and upon return to work. The District may require an appropriate medical release relevant to the stated injury or illness prior to the return of a bargaining unit member following sick leave. If the District believes that a bargaining unit member has exhibited a pattern of abuse of sick leave, this conclusion and the reasons for this conclusion shall be reduced to writing and provided to the bargaining unit member. A meeting may then be scheduled between the bargaining unit member and a District representative to seek to determine if the perceived pattern is actual abuse, justifiable or coincidental. The bargaining unit member may be represented at this meeting by a representative of his/her choice. If, after the meeting, the District representative is convinced that a pattern of abuse exists, the District representative shall provide to the bargaining unit member a statement of the reasons for this conclusion in writing, and the bargaining unit illness or injury may be required prior to the fifth consecutive day of an absence.
5. After all earned sick leave days at full pay have been used and additional absence due to illness or injury is necessary, and if such absence is less than five (5) months, a full-time bargaining unit member shall receive the difference between his/her own salary and the amount which is paid or which would be paid to a substitute at the then-current substitute per diem pay rate, up to a total of five months. Any additional leave beyond the five (5) month period shall be at the discretion of the Board. For purposes of calculating seniority in any layoff action, approved extended sick leaves shall not be considered to be a break in service. It is the responsibility of the Association or the individual bargaining unit member to bring this provision to the attention of the Superintendent in the event of a layoff, at least fourteen days prior to the date of any scheduled layoff hearing.
6. To encourage the proper use of sick leave, bargaining unit members who are not absent from work during a school year will be paid an incentive payment as follows: Zero (0) absences during the school year = Two hundred fifty dollars (\$250.00), One (1) absence during the school year = One hundred fifty dollars (\$150.00) paid as a stipend after the conclusion of the school year.

7. Sick leave must be used only in increments of one half (1/2) day or one full day.
8. A full time bargaining unit member will be able to utilize six (6) days of sick leave per year to care for a parent, child or spouse who is ill, as defined by California law (California Labor Code § 233).

B. Personal Necessity.

1. Bargaining unit members shall be entitled to use up to a maximum of seven (7) days of accrued sick leave each fiscal year for any of the following purposes:

- a. Death or serious illness of a member of his/her immediate family.
- b. An accident involving his/her person or property, or the person or property of a member of his immediate family.
- c. An appearance in court as a litigant or as a witness, under an official order.

2. Up to three (3) days of personal necessity leave may be used each year of the maximum of seven (7) days, for the bargaining unit members' other personal matters which, under the circumstances, the bargaining unit member cannot reasonably be expected to disregard and which require the attention of the bargaining unit member during his assigned hours of service. One (1) of these three (3) days may be elected to be taken each year by the bargaining unit member for very confidential and personal reasons. Among those reasons for personal necessity leave, under Section 2 shall also be paternity leave at the birth of a child, or paternity/maternity leave at the adoption of a child. Two (2) days for each occurrence if accrued leave is available.

- a. The three (3) days may not be utilized for a vacation or holiday to extend any holidays or vacation periods.
- b. The three (3) days may not be utilized for a work stoppage or a slow down.
- c. The three (3) days may not be used for a social event or a recreational activity.

3. Prior Notice and Verification - (for Sections 1 and 2 above.)

- a. The bargaining unit member shall give the District prior notice of a request to utilize personal necessity leave, by personally notifying their site administrator or immediate supervisor at least twenty four (24) hours in advance of the date on which the personal necessity leave is to be taken, except in the case of an emergency, where as much advance notice as is possible must be given.
- b. Forms for such request and verification shall be available in the school office.
- c. The bargaining unit member shall be provided with his/her original request and shall complete the form immediately after his/her return from such leave.
- d. All absences under Personal Necessity with the exception of the one (1) day of annual confidential personal leave, shall be verified in writing by a certified professional medical advisor; a law enforcement officer; a court official or by an affidavit by the bargaining unit member upon request of the immediate supervisor.
- e. Personal necessity may not be taken in less than one half (1/2) day allotments.

f. It is the bargaining unit member's responsibility to understand and comply with the policy. Misuse of Personal Necessity Leave may result in disciplinary action including but not limited to a determination that an unpaid leave has occurred.

C. Bereavement.

1. A regular bargaining unit member will be granted a minimum of three (3) days leave on full pay, five (5) days if out-of-state travel is required, or if one way travel of greater than 250 miles to the funeral is required, in the event of death of a member of the immediate family. The immediate family is defined to include mother, father, brother, sister, grandmother, grandfather, or grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, aunt or uncle, of the employee or other relative living in the immediate household or the employee.
2. Request for bereavement leave shall be made to the District office or through the building principal.
3. Leave under this Section shall not be deducted from accrued sick leave.

D. Pregnancy Disability Leave And Family Care Leave. The District shall provide pregnancy disability leave and family care leave in accordance with the provisions of state and federal law. In addition to the minimum rights provided by federal and state law, the following shall apply to Pregnancy Disability or Family Care Leaves applicable to bargaining unit members:

1. The duration of any pregnancy disability leave shall be determined by the bargaining unit member and the bargaining unit member's physician.
2. Pregnancy disability leaves shall be treated in the same fashion as leaves for other types of illness, injury or disability. Bargaining unit members requiring pregnancy disability leaves shall be entitled to the same leave of absence benefits and subject to the same leave of absence requirements as are bargaining unit members who seek or take leaves for other types of illness, injury or disability.
3. In order to be eligible for a pregnancy disability leave, the bargaining unit member must notify her site administrator and the Superintendent in writing of the projected date on which the leave is expected to commence and the probable date on which the bargaining unit member shall resume her duties. Such notice shall be given not less than thirty (30) days prior to the expected commencement of such leave, unless the bargaining unit member's physician states in writing that such leave must commence for medical reasons less than thirty (30) days from the date of the notice.
4. A bargaining unit member may apply for an unpaid leave of absence upon the birth or adoption of a child in excess of the duration of such leaves provided for in federal and state law. In the event that such request for a leave is denied, upon request of the unit member, the reason(s) for the denial shall be stated in writing by the District.
5. A bargaining unit member who fails to return to work upon the conclusion of such leave or fails to communicate with the Superintendent any legitimate reason for not returning to work upon the conclusion of such leave shall be deemed to have resigned his/her position with the District.
6. Persons on pregnancy disability leave shall be entitled to differential pay as provided in Education Code section 44977.

E. Improvement Leave.

1. A bargaining unit member may be granted paid improvement leave of up to three (3) days for the purpose of improving his/her performance if given an unsatisfactory evaluation, or by mutual agreement between the District and the bargaining unit member. Such leave may be used to visit classes in other schools or to attend professional workshops related to his/her performance. Any expenses incurred during such leave shall be borne by the bargaining unit member.

F. Industrial Accident or Illness Leave.

1. A bargaining unit member who is absent from duty because of an illness or injury defined as an industrial accident or industrial illness under provision of the Worker's Compensation Insurance Law shall be granted paid industrial accident and illness leave for each such accident or illness. This paid leave applies while the bargaining unit member is receiving temporary disability benefits from Worker's Compensation. The provisions of the paid industrial accident and illness leave are:

a. When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the bargaining unit member shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred for the same illness or injury.

b. The allowable leave shall not be accumulative from year to year.

c. Industrial accident or illness leave will commence on the first day of absence.

d. Payment for wages lost on any day shall not, when added to an award granted the bargaining unit member under the Worker's Compensation laws of this state, exceed the normal wage for the day.

2. When entitlement to industrial accident or illness leave has been exhausted, entitlement to other sick leave will then be used, but if any bargaining unit member is receiving Worker's Compensation, the bargaining unit member shall be entitled to use only so much of the bargaining unit member's accumulated or available sick leave, accumulated compensating time, or other available leave which, when added to the Worker's Compensation award, provide for a full day's wage or salary.

3. The Governing board may, by rule or regulation, provide for such additional leave of absence paid or unpaid, as it deems appropriate.

4. The period of leave of absence, paid or unpaid, shall not be considered to be a break in service of the bargaining unit member. During such leave the bargaining unit member may return to his or her position without suffering any loss of status or benefits.

5. During all paid leaves of absence, whether industrial accident leave as provided in this Section, sick leave, compensated time off or other available leave provided by law or the action of the Governing Board, the bargaining unit member shall endorse to the District wage loss benefit checks received under the Worker's Compensation laws of the state. The District, in turn, shall issue the bargaining unit member appropriate warrants for payment of wages of salary and shall deduct normal retirement and other authorized contributions.

6. When all available leaves of absence, paid or unpaid, have been exhausted and if the bargaining unit member is not medically able to resume duties of his or her position, he or she shall, if not placed in another position, be placed on a reemployment list for a period of thirty-nine (39)

months. When available, during the thirty-nine (39) month period, the bargaining unit member shall be employed in a vacant position in the class of his or her previous assignment over all other available candidates except for a reemployment list established because of lack of work or lack of funds, in which case the bargaining unit member shall be listed in accordance with appropriate seniority regulations.

7. Any bargaining unit member receiving benefits as a result of this Section, shall, during the period of injury or illness, remain within the State of California unless the Governing Board authorizes travel outside the state.

8. A bargaining unit member who has been placed on a reemployment list as provided herein, who has been medically released for return to duty and who fails to accept any appropriate assignment shall be dismissed.

G. Sabbatical Leave.

1. Sabbatical leave may be granted by the District for the purpose of advanced study, or research.

2. The bargaining unit member shall apply in writing at the Superintendent's office at least sixty (60) days prior to the intended first date of the leave. Any sabbatical leave shall not exceed one (1) school year, and may be taken in increments of one (1) year, six (6) months, or one (1) quarter, as provided in Education Code section 44966. The bargaining unit member shall include a full description, with travel itinerary, if applicable, of the program to be embarked upon and the eventual benefit to the District upon the bargaining unit member's return. The following criteria shall be addressed in the application.

a. Activities which directly will improve the bargaining unit member's skill level in his/her current assignment.

b. Activities which will immediately lead to a new or improved instructional or in-service program project to be used within the District. The bargaining unit member, in order to qualify, must have served in the District for no less than seven (7) years consecutively and shall not have reached the age of sixty-two (62).

3. The Superintendent and bargaining unit member shall meet and discuss the proposed sabbatical program prior to the Superintendent's decision to recommend or not to recommend such application for the Board of Trustees.

4. The bargaining unit member whose application and program has been approved shall receive between fifty (50) and seventy-five (75) percent of the regular salary he/she would have earned in regular service to the District. All current employee benefits shall be made available to the bargaining unit member subject to the terms of the contract. There shall be a limit of two (2) sabbatical leaves granted each school year. The bargaining unit member shall post bond in the amount of the District's total remuneration to the bargaining unit member for the duration of the leave. The bargaining unit member shall, in writing, guarantee that he/she will immediately upon return from leave, serve the District for the next two (2) years. The bargaining unit member's bond shall be forfeited should the bargaining unit member fail to return to the District and fulfill all the obligations.

5. The leave shall not count as a break in service and the bargaining unit member, upon prior request, shall be permitted to return to the position he/she left to take the sabbatical leave. The bargaining unit member shall present a thorough written report, with any appropriate slides, pictures, videotapes or materials to be included. The report shall be presented to the Board in open session as soon as it can be scheduled.

pictures, videotapes or materials to be included. The report shall be presented to the Board in open session as soon as it can be scheduled.

6. Each application, and subsequent decision by the Superintendent and/or the Board shall be considered non-precedential as to the interpretation of the criteria herein and any level of remuneration.

7. The copyright and all proceeds from published material and any audio-visual related programs generated by the sabbatical study shall belong to the District.

H. **Job Sharing.** Unit members may submit joint proposals for a job sharing arrangement. The proposal must be submitted to the Assistant Superintendent, Business and Director of personnel Services no later than April 30 of a school year, for consideration for the following school year. The Superintendent or designee shall review the proposal and shall forward it to the Board for final review and determination. Unit members submitting proposals for job sharing should include in the proposal, at a minimum, an approach to addressing the following issues: fringe benefit payments, salary payments, salary schedule advancement, division of job duties, division of adjunct duties, maintaining student files and records, and cumulative folders, completion of report cards, attendance at parent conferences, lesson plans, substitute teaching options, responsibility for materials, supplies and equipment, continuity of instruction, attendance at staff development workshops, attendance at school based coordinating days, objectives and performance evaluation. A teacher in a part-time assignment may attain permanent status in that part-time assignment. If one teacher in a job sharing assignment leaves the assignment, the District shall internally and externally post the vacancy to seek applicants for the portion of the job share which is vacant.

I. **General Leave Of Absence Without Pay.** In addition to the leaves provided for in this Article and by law, an employee may request a general leave of absence of up to twelve (12) months without pay. In the event that such request for a leave is denied, upon request of the unit member, the reason(s) for the denial shall be stated in writing by the District.

ARTICLE XVIII
HEALTH AND WELFARE BENEFITS

A. Bargaining unit members may select one of two options for expenditure for district provided fringe benefit contributions. Life insurance is mandatory - each bargaining unit member must purchase life insurance under the District plan regardless of which option is selected. Other insurance is optional, and includes dependent health insurance, dependent dental insurance, dependent life insurance, vision and eye care insurance.

Option One: Bargaining unit member ordinarily purchases health insurance. Effective October 1, 2005, the District will allocate the following amounts toward the purchase of health insurance, dental insurance and/or vision insurance:

Employee Only:	\$350.00 per month
Employee + One Dependand:	\$500.00 per month
Employee + Two or more Dependants:	\$600.00 per month

Effective October 1, 2006, these rates will be increased to:

Employee Only:	\$400.00 per month
Employee + One Dependand:	\$575.00 per month
Employee + Two or more Dependants:	\$700.00 per month

For the 2005-2006 school year, a "one time" payment will be made to eligible full time unit members (and pro-rated to part time employees), who take District-provided health insurance benefits, as follows:

Employee only:	\$600
Employee + 1	\$800
Family	\$1,000

Option Two: Bargaining unit member ordinarily does not purchase any health insurance. For bargaining unit members hired on or before June 30, 2000, the District will allocate per month for each bargaining unit member selecting Option Two the sum of Two Hundred Dollars (\$200.00) per month. For bargaining unit members hired after June 30, 2000, the District will allocate per month for each bargaining unit member selecting Option Two the sum of One Hundred Dollars (\$100.00) per month.

Bargaining unit members who opt to not purchase health insurance must complete and sign a District-prepared form indicating that the bargaining unit member has health insurance coverage for the entire school year through a spouse or through another source.

B. Bargaining unit members may select the above options and health, dental and vision insurance carriers only during appropriate open enrollment window periods, except that for bargaining unit members who initially selected Option Two and did not purchase health insurance, in case of an emergency such as the death, retirement or divorce of a spouse which causes the bargaining unit member to lose health insurance coverage formerly provided by that spouse, the District may allow a bargaining unit member to begin purchasing medical insurance at times outside of the open enrollment period.

C. Upon termination of employment, bargaining unit members will be eligible to continue to purchase health, dental and vision insurance under the conditions established in the federal Consolidated Omnibus Reconciliation Act of 1985 (COBRA).

D. If a bargaining unit member retires or resigns effective at the end of the 1995-96 school year, he or she will only be covered by District insurance until July 31, 1996. If a bargaining unit member retires or resigns effective at the end of the 1996-97 school year or at the end of any school year thereafter, he or she will only be covered by District insurance until June 30 of the year of retirement/resignation.

E. Bargaining unit members who retire from the Del Paso Heights School District shall have the option of purchasing District group health insurance, at their own expense and by prepayment of the premiums.

ARTICLE XIX
SALARY AND PROFESSIONAL GROWTH

A. The regular rate of pay for each position in the certificated bargaining unit shall be in accordance with the rates established in Appendices M, O and P.

For the 2005-2006 school year, a 3% "off the schedule" payment shall be made to all unit members paid on the K-6 salary schedule following ratification/adoption of the collective bargaining agreement.

B. "Hourly rate of pay" means, for the purpose of computation, the daily rate of pay divided by eight (8).

C. Any work beyond the school year as provided for in this Agreement shall be on a voluntary basis. Bargaining unit members working beyond the school year shall be compensated for those additional days at the rate computed as their regular daily rate of pay.

D. "Daily rate of pay" means the bargaining unit member's annual salary divided by the number of days he/she is required to work under the terms of this Agreement.

E. Salary Schedule Advancement. Unit members may move across the columns on the salary schedule only in accordance with the following requirements:

1. In order to move across the columns on the salary schedule, unit members must earn semester units beyond the bachelors' degree.
2. Semester units may be obtained by (a) completing college course work, or (b) through completing other professional growth activities, such as workshops, seminars, conferences, etc. In order to qualify for movement across the schedule, the college course work or other professional growth activity must be directed toward developing in the unit member increased competence in elementary subject areas, curriculum and instruction. The Superintendent or designee will determine, on a case-by-case basis, whether the college course work or other professional growth activities meets the requirements of this section.
3. College course work or other professional growth activities which meet all of the requirements of Education Code section 44277 (completion of the professional growth worksheet, approval by the professional growth advisor, satisfactory completion of the course work or other activity, etc.) shall be deemed to meet the requirements of section E.2., above.
4. Non college course work professional growth activities which meet the requirements of E.2., above, will be converted to semester units based on the following conversion equation: fifteen (15) hours of professional growth activities equals one (1) semester unit.
5. College transcripts, the professional growth worksheet, or other documentary proof satisfactory to the Superintendent or designee must be submitted to the District prior to September 10 of a school year in order for salary schedule column movement to be effective in that school year.

F. Professional Growth/Continuing Education Requirement.

1. All unit members who are teaching under a clear multiple or single subject teaching credential issued on or after September 1, 1985, shall meet the professional growth requirements of California Education Code section 44277.
2. Effective July 1, 2001, all unit members who are not subject to the requirements of California Education Code section 44277 shall maintain a program of continuing education, earning a

minimum of six semester units every two years. The units earned must meet the requirements of section E.2., above.

3. Failure to successfully complete the continuing education requirement specified in F.2., above, shall result in the withholding of any longevity salary schedule increments until such time as the unit member completes the required number of units.

G. Reimbursement. Unit members may be reimbursed by the District for registration and tuition expenses incurred in college course work and other professional growth activities, subject to the following requirements:

1. The activities must meet the requirements of section E.2., above.
2. Reimbursement is limited to registration fees and tuition up to a maximum of \$100 per unit member per school year.

H. The salary schedule movement and reimbursement provisions of this Article shall apply to semester units which are earned by a unit member because the District has directed the unit member to enroll in remedial college courses or their equivalent following a negative evaluation pursuant to California Education Code section 44664(b).

I. The current salary schedules for unit members are attached as Appendices M, O and P to this Agreement.

J. Class VI on the K-6 salary schedule applies to bargaining unit members who have earned One Hundred and Five (105) units beyond the B.A. degree. Class VI salaries are paid at the Class V rate, plus an additional five percent (5%). Up until December 31, 1993, Class VI on the salary schedule was only available to unit members in steps One (1), Two (2) and Three (3) on the salary schedule. Eligibility for other unit members in steps Four (4) and beyond to be placed in Class VI shall be phased in as set forth below. Effective January 1, 1994, unit members in steps four (4) and beyond who have turned in qualifying and approved units for the 1993-94 school year shall be eligible to advance to Class VI. A one-time retroactive payment covering the time period from January 1, 1994 up to approximately October, 1994, shall be made in the Fall of 1994 to unit members eligible for this advancement. Effective July 1, 1994, unit members in steps four (4) and beyond who turned in qualifying and approved units prior to September 10, 1994 shall be eligible to advance to Class VI. A one-time retroactive payment covering the time period from September 1, 1994 up to approximately October, 1994, shall be made in the Fall of 1994 to unit members eligible for this advancement. Effective July 1, 1995, ability to advance to Class VI shall be extended to all eligible unit members.

K. Effective July 1, 1995, individuals hired into the District with prior public school teaching experience may be given one-for-one credit for prior years of service, up to a maximum of twelve (12) years of service.

L. Payroll and Benefits -- Shift To Year Round Education

1. 1995 - 96

For the 1995-96 school year only, all bargaining unit members will be shifted to an 11 paycheck per year plan, with the first check for 1995-96 paid on August 31, 1995, and the last check for 1995-96 paid on June 30, 1996. Each monthly paycheck for the 1995-96 school year shall be 1/12th of the unit member's annual salary, with the exception of the January 31, 1996 paycheck, which shall be 2/12ths of the unit member's annual salary.

In August 1995, the District will no longer offer the \$331 per month, 10 payments per year plan for benefits. For 1995-96, the District will make 11 monthly payments of \$301 (Option One, page 52 of the

93-96 collective bargaining agreement) or \$201 (Option Two, page 52 of the 93-96 collective bargaining agreement) per month payment for benefits for all bargaining unit members.

2. 1996 - 97

All bargaining unit members will be on a 12 paycheck per year plan as of July 1, 1996, and thereafter. The first paycheck for the 1996-97 school year will be paid on July 31, 1996. Health insurance contributions will revert to a 12 payment per year plan for the 1996-97 school year (12 payments of \$276 or \$184).

3. Deductions/Withholdings.

For 1995-96 and thereafter, STRS deductions will be made from each monthly paycheck. For 1995-96 and thereafter, CTA union dues deductions will be made from each monthly paycheck. Any adjustments in TSA contributions must be communicated in writing to the District office by the 10th of the month in order for the change to be effective that month.

4. When Employment Terminates.

If a bargaining unit member retires or resigns effective at the end of the 1995-96 school year, he or she will only be covered by District insurance until July 31, 1996.

If a bargaining unit member retires or resigns effective at the end of the 1996-97 school year or at the end of any school year thereafter, he or she will only be covered by District insurance until June 30 of the year of retirement/resignation.

M. Classroom teachers will receive compensation when required to supervise a class or a portion of a class of students in addition to their regular work load due to the absence of a teacher, and the unavailability of a substitute. Teachers providing such service will be compensated by payment of a stipend, equivalent to the daily base substitute teacher rate, divided by the number of teachers performing this duty, and/or prorated according to the length of the assignment.

N. The District will develop an information sheet detailing the training requirements for pre-interns, interns, project pipeline participants, and credentialed teachers new to the District, to be attached as an appendix to the Agreement, subject to change from time to time as legal requirements change.

ARTICLE XX
NEGOTIATION PROCEDURES

- A. Initial proposals for collective bargaining negotiations shall be presented ("sunshined") at public Board meetings. After initial proposals are presented, the parties shall thereafter meet and negotiate in good faith.
- B. The Association shall have the right to a reasonable number of representatives, which shall not exceed four (4), to meet and negotiate without loss of compensation with representatives for the Board of Trustees.
- C. The Association and District shall designate their negotiating team representatives by name. The parties recognize that, while engaged in the negotiations process, the resignation or departure of negotiating team members and their replacement with other individuals may be disruptive to the negotiations process. Each negotiating team will therefore strive to maintain continuity of its membership during negotiations, and will attempt to make changes in team composition only in the time period after negotiations have concluded for one school year and prior to the beginning of negotiations during the following school year. If a change in membership is necessary while negotiations are in progress for a given school year, the other negotiating team will be given as much advance notice as is possible.
- D. The parties shall meet at mutually agreeable times and places.
- E. Any member of either negotiation team may call for a caucus at any time. The parties shall attempt to hold caucuses to reasonable lengths of time, but if an extension of time is needed, either party shall so indicate to the other.
- F. Tentative agreements to change contract language shall be reduced to writing and signed by a representative of each negotiating team. Two originals of such written tentative agreements will be signed, one original to be retained by each team. Written tentative agreements shall not be subsequently modified except in unusual or in unforeseen circumstances, or upon the mutual agreement of both negotiating teams. These items, which are to be considered semi-permanently "off the table," shall not be subsequently used for tradeoffs or bargaining leverage. Both bargaining teams shall recommend ratification of the written tentative agreements to their respective constituencies. All written tentative agreements are contingent upon the negotiating teams reaching tentative agreement on an entire contract settlement, and shall not constitute a change in contract language until a full contract settlement is ratified by the Association membership and the Board.
- G. At the conclusion of each bargaining session, the bargaining teams will endeavor to prepare a joint communiqué' for distribution and posting at the school sites.
- H. Prior to any public release of negotiating information, the party which seeks to initiate such a release shall notify the other party of its intent to release such information, and shall meet and confer with the other party prior to such release. At such meeting, the parties shall attempt to reach a resolution of the issue without the need for the public release of information. If no resolution is reached, prior to releasing any information, the party releasing the information will provide to the other party a copy of any document to be released.

ARTICLE XXI
EARLY CHILDHOOD EDUCATION

A. The provisions of this article apply to bargaining unit members assigned to positions as early childhood education teachers. These provisions shall be nullified in the event that either the State of California Preschool programs, or the federal Head Start program cease to provide funds to the District to operate early childhood education programs.

B. This article modifies other articles of this collective bargaining agreement to address special concerns of bargaining unit members with early childhood assignments. The articles modified are: Article XII, Work Day/Work Year; Article XV, Class Size; Article XIX Salary and Professional Growth; Article XXI, Negotiations and Reopeners.

C. Class Size. Class sizes for Early Childhood Education classes shall be in accordance with federal Head Start guidelines, State Preschool guidelines and State licensing requirements. The Site Administrator shall make reasonable efforts to balance class sizes within each session (a.m. and p.m.) by the fifteenth (15th) day of school.

D. Each school year, the preschool teachers' salary schedule will be increased, across the board, based on combined cost of living adjustments (COLA) from the Federal Head Start programs and State Preschool programs. The adjustment(s) shall be made as follows. The Business Services department shall, by October 15 of each school year, calculate the net adjustment in the COLA provided by Federal Head Start program and the California State Preschool programs. The Business Services department shall notify the president of the Association of these calculations in writing, and the president and other Association representatives may request a meeting to discuss the calculations. Any dispute regarding the accuracy of the calculations shall be submitted to the Board of Trustees for final resolution. The amount calculated and, if necessary, determined by the Board, shall be added to adjust the preschool teachers salary schedule, effective on January 1 of the school year, and retroactive to July 1 of the school year. However, no salary schedule increase or retroactive payment shall be made until the District actually begins to receive additional funds from the Federal Head Start program and the California State Preschool programs.

E. The ECE salary schedule is attached as an appendix to this Agreement. Effective July 1, 2006, ECE teachers will be paid only on the ECE salary schedule. Any District ECE teacher possessing a K-6 credential as of the date of ratification of the Agreement will be offered the option of working in an ECE assignment and being paid on the ECE schedule for 2006-2007 or being assigned to a K-6 position for the 2006-2007 school year, paid on the K-6 salary schedule, with credit for years of service as an ECE teacher in the Del Paso District. In addition, effective July 1, 2006, any ECE teacher with a K-6 credential will be paid an annual stipend of \$500 for a full time teaching assignment, in addition to base salary.

F. Work Day/Work Year.

1. Early Childhood Education Teachers shall work the same number of total work days per year as District K-6 classroom teachers, although the number of student contact days of Early Childhood Education Teachers may be different from the number of student contact days of K-6 teachers.

2. Each early childhood education teacher shall have a seven (7) hour work day, during which the early childhood education teacher will be entitled to a thirty-five (35) minute duty-free lunch. The duty-free lunch may be taken at any time during the workday that the preschool teacher is not assigned student contact time or administrative activities such as a staff meeting, subject to the approval of the site administrator.

3. All Preschool Teachers are required to attend monthly in-service training sessions, relevant to early childhood education, scheduled by the site administrator.

G. Mileage. Early childhood education teachers shall be reimbursed for mileage at the then-current District rate, for the following trips: (1) home visits required by federal Head Start Guidelines; (2) travel to pick up school supplies, with prior authorization of the site administrator; (3) travel to out-of-town conferences and workshops, with prior authorization of the site administrator.

H. Layoffs/Seniority. For purposes of layoffs, early childhood education teachers shall be included on a seniority list separate from the K-6 teacher seniority list. Early Childhood Education teachers who also maintain a K-6 credential also will be included on the general K-6 teacher seniority list, provided that the Early Childhood Education teacher provided service to the District in a K-6 position before being assigned as an Early Childhood Education Teacher. In the event of a layoff in K-6 programs, credentialed K-6 teachers who are not on the separate Early Childhood Education teacher seniority list shall not be able to "bump" into an Early Childhood Education teaching position. In the event of a layoff of Early Childhood Education teachers, those Early Childhood Education teachers with K-6 credentials may be able to "bump" a less senior K-6 teacher performing a K-6 teaching assignment.

I. Completion of Negotiations And Reopeners.

1. The association and District negotiating teams may agree to have an Early Childhood Education bargaining unit member attend negotiating meetings when this article is being negotiated to represent the specific needs of this group of teachers.

J. Bargaining unit members assigned to the ECDC a.m. session may act as substitutes for the p.m. session, and vice versa. Unit members will be paid the rate of fifty-five dollars (\$55.00) per 3.5 hour substitute assignment. Unit members may only be assigned to three (3) such substitute assignments per school week.

K. ECDC bargaining unit members will be excused from attendance at activities after the conclusion of the regular school day as identified in Article XII, section G, and shall instead be required to be present at and participate in three (3) school site evening activities (such as a "family night") at the school site per school year. However, ECDC bargaining unit members may still be required to serve on various committees, including the types of committees identified in Article XII, section G.3.

L. The ECDC calendar shall be attached as Appendix A-1 to this Agreement.

ARTICLE XXII
COMPLETION OF NEGOTIATIONS AND REOPENERS

A. Completion of Negotiations. During the term of this Agreement, the Association waives and relinquishes the right to meet and negotiate except as specifically provided below. The parties further agree that the district shall not be obligated to meet and negotiate with respect to any subject or matter whether referred to or covered in this Agreement or not. This Agreement may be altered, changed, added to, deleted from or modified only through voluntary, mutual consent.

B. Effect of this Agreement. It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practice and procedures and over State laws to the extent permitted by law. This written Agreement sets forth the full and complete agreement between the Parties concerning the subject matter hereof and supersedes all prior informal or formal agreements thereon. There are no valid or binding representations, inducements, promises, or agreements, oral or otherwise, between the parties that are not embodied herein.

C. It is agreed that all sections of this Agreement shall remain in full force and in effect through the duration of this Agreement, until June 30, 2005.

D. Concerted Activities.

1. It is agreed and understood that there will be no strike, work stoppage, slow-down or other interference with operations of the District by the Association or by its officers, agents or members during the term of this Agreement. This understanding is waived should impasse procedures be concluded and no agreement has been reached.

2. The Association recognizes the duty and obligation of its representatives to comply with the provisions of this Agreement and to make every effort toward encouraging all bargaining unit members to do so. In the event of a strike, work stoppage, slow-down or other interference with the operations of the District by bargaining unit members who are represented by the Association, the Association agrees to advise and direct those bargaining unit members to cease such action. It is agreed and understood that any bargaining unit members violating this Section may be subject to discipline or discharge by the District, in accordance with Article XI, Personnel Action.

3. It is understood that the District shall be entitled to withdraw Association privileges as provided, other than by statute, in Articles V and VI if section E. of this Article is violated.

4. The District agrees, in return, not to engage in any lockout of bargaining unit members covered under this Agreement during its term.

ARTICLE XXIII
SAVINGS

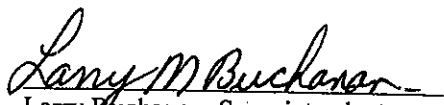
A. If any provision of the Agreement or any application thereof to any bargaining unit member is held by a court of competent jurisdiction to be contrary to the law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

B. If Chapter 10.7, sections 3540 - 3549 of the Government Code are amended, then such amendments shall not supersede any provision or application of this Agreement until negotiations are reopened.


SIGNATURES

In witness whereof the parties hereto have caused the amendments to this Agreement to be signed by their respective spokespersons, and their signatures placed thereon, on the dates noted.

For the Del Paso Heights School District:


Larry Buchanan, Superintendent

For the Del Paso Heights School District
Teachers Association:


Teri Leo, Negotiations Chairperson
Del Paso Heights Teachers Association

Del Paso Heights School District 2005-2006 Student Calendar

Appendix A

July 2005

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

No Student Attendance Days

August 2005

1	2	3	4	5
8	9	10	11	12
15	16	17		
			25	26
29	30			

6 Student Attendance Days

September 2005

			1	2
	6	7	8	9
12	13	14	15	16
16	20	21	22	23
26	27	28	29	30

21 Student Attendance Days

October 2005

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

21 Student Attendance Days

November 2005

	1	2	3	4
7	8	9	10	
14	15	16	17	18
28	29	30		

16 Student Attendance Days

December 2004

			1	2
5	6	7	8	9
12	13	14	15	16

12 Student Attendance Days

Important Calendar Dates

- August 18, 19, 22, 23**
Staff Development
- August 24**
First Day of School for Grades K-6
- August 24-30**
Preschool Parent Orientations
- August 31**
First Day of Preschool
- September 5**
Labor Day (*Legal Holiday*)
- November 11**
Veteran's Day (*Legal Holiday*)
- November 14-18**
Parent Conference Week (*Minimum Day*)
- November 21-25**
Break/Thanksgiving
- December 19-30**
Winter Break and New Year's Eve
- January 16**
Martin Luther King, Jr. Day (*Legal Holiday*)
- February 13**
Lincoln's Day (*Legal Holiday*)
- February 20**
Washington/President's Day (*Legal Holiday*)
- March 6-10**
Parents Conference Week (*Minimum Day*)
- April 10-14**
Spring Break
- April 14**
Good Friday
- April 17**
Staff Development/Institute Day (*No School for Students*)
- May 29**
Memorial Day (*Legal Holiday*)
- June 7**
Last Day of School for Preschool Students
- June 9**
Last Day of School for Grades K-6 (*Minimum Day*)

Legend:

Parent Conference Week (<i>Minimum Days</i>)			
Trimesters		Progress Report Sent Home	
1 st	August 24 th - November 10 th (56 Days)	1 st	October 14 th 2005
2 nd	November 14 th - March 10 (64 Days)	2 nd	February 3 rd 2006
3 rd	March 6 th - June 9 (62 Days)	3 rd	May 12 th 2006
Report Cards			
Grades K-6 report cards are sent home during the week of Parent Conferences and on the last day of school.			

January 2006

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

21 Student Attendance Days

February 2006

		1	2	3
6	7	8	9	10
	14	15	16	17
	21	22	23	24
27	28			

18 Student Attendance Days

March 2006

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

23 Student Attendance Days

April 2006

3	4	5	6	7
	18	19	20	21
24	25	26	27	28

14 Student Attendance Days

May 2006

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
	30	31		

22 Student Attendance Days

June 2006

			1	2
5	6		8	
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

7 Student Attendance Days

**MOREY AVENUE PRESCHOOL
CALENDAR**

PRESCHOOL IS NOT IN SESSION ON THESE DATES

HOME VISIT DAYS

October 16, 2006
October 17, 2006
October 18, 2006
October 19, 2006
October 20, 2006

February 5, 2007
February 6, 2007
February 7, 2007
February 8, 2007
February 9, 2007

PRESCHOOL IS IN SESSION

MULTI-CULTURAL DAY

May 25, 2007

CLASS PROFILE

Teacher Name: _____ School Year: _____

School Site: _____ Assignment: _____

Number of students in class: _____

LANGUAGE DATA

These languages are represented in my class:

Language	Number of Students
_____	_____
_____	_____
_____	_____
_____	_____

Number of students who are English proficient: _____
Number of students who are English Language Learners: (ELL): _____

EXCEPTIONAL STUDENT DATA

Review student data as appropriate, including cognitive, social, etc.

RESOURCE SUPPORT NEEDS/REQUESTS

OTHER

Teacher Signature Date

Administrator Signature Date

DEL PASO HEIGHTS SCHOOL DISTRICT
OBSERVATION REPORT
CLASSROOM TEACHER

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:

- | | | |
|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Probationary | <input type="checkbox"/> Intern |
| | <input type="checkbox"/> Year one | <input type="checkbox"/> Year one |
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Year two | <input type="checkbox"/> Year two |

Number of Days Absent: _____

Number of Days Tardy: _____

The following observation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 32 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide instruction, screening, assessment, and evaluation of children. TEN or more checks in the column marked PRACTICE NOT CONSISTENT WITH THE STANDARD will automatically trigger a (3rd) observation.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

STANDARD 1

Engages And Supports All Students In Learning.

1.1 Connects students' prior knowledge, life experience, and interest with learning goals.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

Appendix C

STANDARD 2

Creates and maintains effective environments for student learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Creates physical environment that engages all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Plans and implements classroom procedures and routines that supports students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Uses instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Creates, Understands and Organizes Subject Matter for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Demonstrates knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Organizes curriculum to support student understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Uses materials, resources, and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

Appendix C

STANDARD 4

Plans Instruction and Designs Learning Experiences For All Students.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
4.1 Draws on and values students' backgrounds, interests, and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develops and sequences instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4 Summary:

STANDARD 5

Assesses Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
5.1 Establishes and communicates learning goals for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collects and uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Involves and guides students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Uses the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Communicates with students, families, and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

EMPLOYEE SIGNATURE _____ DATE: _____
 (indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

**DEL PASO HEIGHTS SCHOOL DISTRICT
END OF YEAR EVALUATION
CLASSROOM TEACHER**

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:
 Temporary Probationary Intern
 Year one Year one
 Permanent Year two Year two

Number of Days Absent: _____

Number of Days Tardy: _____

The following evaluation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 32 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide instruction, screening, assessment, and evaluation of children. Failure to meet district standards in seven or more subgroups may trigger a work plan.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
 Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

<u>STANDARD 1</u>	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
Engages And Supports All Students In Learning.					
1.1 Connects students' prior knowledge, life experience, and interest with learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of instructional strategies to motivate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Facilitates learning experiences that promote autonomy, interactions, and choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promotes self-directed, reflective learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 4

Plans Instruction and Designs Learning Experiences For All Students.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
4.1 Draws on and values students' backgrounds, interests, and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develops and sequences instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4 Summary:

STANDARD 5

Assesses Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
5.1 Establishes and communicates learning goals for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collects and uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Involves and guides students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Uses the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Communicates with students, families, and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5 Summary:

STANDARD 2

Creates and maintains effective environments for student learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Creates physical environment that engages all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Plans and implements classroom procedures and routines that supports students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Uses instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands Developmental Appropriate Practices for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Demonstrates knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Organizes curriculum to support student understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Uses materials, resources, and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

PART THREE

RECOMMENDATION:

- | | |
|---|--|
| <input type="checkbox"/> RE-ELECTION (probationary/temporary) | <input type="checkbox"/> TENURE |
| <input type="checkbox"/> NON-RE-ELECT | <input type="checkbox"/> WORK PLAN |
| <input type="checkbox"/> NON APPLICABLE OR NONE NEEDED | <input type="checkbox"/> ADDITIONAL TRAINING AS NEEDED |
| <input type="checkbox"/> REFERRAL TO PEER ASSISTANCE & REVIEW | |

PART FOUR

Evaluation conference took place on:

DATE: _____ TIME: _____ PLACE: _____

_____ I AGREE with the evaluation report.

_____ I DISAGREE with the evaluation report.

_____ I made the choice TO SUBMIT a written explanation.

_____ I made the choice NOT TO SUBMIT a written explanation.

EMPLOYEE SIGNATURE _____ DATE: _____
(indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
OBSERVATION REPORT
CURRICULUM COACH, MUSIC, RSP, AND RESOURCE TEACHER

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:

- | | | |
|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Probationary | <input type="checkbox"/> Intern |
| | <input type="checkbox"/> Year one | <input type="checkbox"/> Year one |
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Year two | <input type="checkbox"/> Year two |

Number of Days Absent: _____

Number of Days Tardy: _____

The following observation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 32 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide instruction, screening, assessment, and evaluation of children. Failure to meet the district standards in ten or more subgroups will automatically trigger a (3rd) observation.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

STANDARD 1

Engages And Supports All Classroom Teachers In Students Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
1.1 Connects students' prior knowledge, life experience, and interest with learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of instructional strategies to motivate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Facilitates learning experiences that promote autonomy, interactions, and choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promotes self-directed, reflective learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates and maintains effective environments for student learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Creates physical environment that engages all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Plans and implements classroom procedures and routines that supports students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Uses instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands and Organizes Subject Matter for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Demonstrates knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Organizes curriculum to support student understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Uses materials, resources, and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 4

Plans Instruction and Designs Learning Experiences For All Students.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
4.1 Draws on and values students' backgrounds, interests, and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develops and sequences instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4 Summary:

STANDARD 5

Assesses Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
5.1 Establishes and communicates learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collects and uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Involves and guides students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Uses the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Communicates with students, families, and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5 Summary:

STANDARD 6

Develops as a professional educator.

Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
-----------------	--	--	-----------------------	--

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6.1 Reflects on student, parent, and teacher communication and planning professional development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 Establishes professional goals and pursues opportunities to grow professionally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 Works with communities to improve professional practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 Works with families to improve professional practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.5 Works with colleagues to improve professional practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.6 Balances professional responsibilities and maintains motivation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

EMPLOYEE SIGNATURE _____ DATE: _____
(indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

STANDARD 2

Creates and maintains effective environments for student learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Creates physical environment that engages all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Plans and implements classroom procedures and routines that supports students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Uses instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands and Organizes Subject Matter for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Demonstrates knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Organizes curriculum to support student understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Uses materials, resources, and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 4

Plans Instruction and Designs Learning Experiences For All Students.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
4.1 Draws on and values students' backgrounds, interests, and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develops and sequences instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4 Summary:

STANDARD 5

Assesses Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
5.1 Establishes and communicates learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collects and uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Involves and guides students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Uses the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Communicates with students, families, and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

EMPLOYEE SIGNATURE _____ DATE: _____
 (indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
END OF YEAR EVALUATION
CURRICULUM COACH, MUSIC, RSP, AND RESOURCE TEACHER

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:

- | | | |
|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Probationary | <input type="checkbox"/> Intern |
| | <input type="checkbox"/> Year one | <input type="checkbox"/> Year one |
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Year two | <input type="checkbox"/> Year two |

Number of Days Absent: _____

Number of Days Tardy: _____

The following evaluation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 32 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide instruction, screening, assessment, and evaluation of children. Failure to meet the district standards in ten or more subgroups will automatically trigger a (3rd) observation for a non-tenured teacher or a work plan for a veteran teacher. A Check mark = area not met.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard

Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

STANDARD 1

Engages And Supports All Classroom Teachers In Students Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
1.1 Connects students' prior knowledge, life experience, and interest with learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of instructional strategies to motivate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Facilitates learning experiences that promote autonomy, interactions, and choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promotes self-directed, reflective learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates and maintains effective environments for student learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Creates physical environment that engages all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Plans and implements classroom procedures and routines that supports students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Uses instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands and Organizes Subject Matter for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Demonstrates knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Organizes curriculum to support student understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Uses materials, resources, and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 4

Plans Instruction and Designs Learning Experiences For All Students.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
4.1 Draws on and values students' backgrounds, interests, and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develops and sequences appropriate instructional activities and materials for students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4 Summary:

STANDARD 5

Assesses Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
5.1 Establishes and communicates learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collects and uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Involves and guides students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Uses the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Communicates with students, families, and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursuing opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balance professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

PART THREE

RECOMMENDATION:

- | | |
|---|--|
| <input type="checkbox"/> RE-ELECTION (probationary/temporary) | <input type="checkbox"/> TENURE |
| <input type="checkbox"/> NON-RE-ELECT | <input type="checkbox"/> WORK PLAN |
| <input type="checkbox"/> NON APPLICABLE OR NONE NEEDED | <input type="checkbox"/> ADDITIONAL TRAINING AS NEEDED |
| <input type="checkbox"/> REFERRAL TO PEER ASSISTANCE & REVIEW | |

PART FOUR

Evaluation conference took place on:

DATE: _____ TIME: _____ PLACE: _____

- _____ I AGREE with the evaluation report.
- _____ I DISAGREE with the evaluation report.
- _____ I made the choice TO SUBMIT a written explanation.
- _____ I made the choice NOT TO SUBMIT a written explanation.

EMPLOYEE SIGNATURE _____ DATE: _____
(indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
OBSERVATION REPORT
PSYCHOLOGIST, SPEECH THERAPIST, AND COUNSELOR

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:

- | | | |
|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Probationary | <input type="checkbox"/> Intern |
| | <input type="checkbox"/> Year one | <input type="checkbox"/> Year one |
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Year two | <input type="checkbox"/> Year two |

Number of Days Absent: _____

Number of Days Tardy: _____

The following observation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 23 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide screening, assessment, and evaluation of children. Failure to meet district standards in eight or more subgroups will automatically trigger a (3rd) observation.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

STANDARD 1

Engages And Supports Staff.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
1.1 Uses appropriate strategies to build relationships with students, staff, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of strategies to assess students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Uses knowledge & skills of specialized field to support the learning & behavior levels of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Uses community agencies, appropriately for the benefit of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates Guidelines For Inclusion In Effective Environments. .

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Contributes to special services and staff meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Supports social development through IIP's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Uses work time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Develops rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Develops rapport with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Develops rapport with community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands Development Appropriate Practices for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Organizes and plans work..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Observes & supports teachers & students in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provides leadership in bringing desirable changes to district programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Writes anecdotal to provide health information and direction to classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Works as a member of each school site team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Reports are relevant & of professional quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 6	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
Develops as a professional educator.					
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

EMPLOYEE SIGNATURE _____ DATE: _____
 (indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
END OF YEAR EVALUATION
PSYCHOLOGIST, SPEECH THERAPIST, AND COUNSELOR

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:

- | | | |
|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Probationary | <input type="checkbox"/> Intern |
| | <input type="checkbox"/> Year one | <input type="checkbox"/> Year one |
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Year two | <input type="checkbox"/> Year two |

Number of Days Absent: _____

Number of Days Tardy: _____

The following evaluation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 23 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide screening, assessment, and evaluation of children. Failure to meet district standards in eight or more subgroups may trigger a work plan.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
 Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

STANDARD 1

Engages And Supports Staff.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
1.1 Uses appropriate strategies to build relationships with students, staff, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of strategies to assess students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Uses knowledge & skills of specialized field to support the learning & behavior levels of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Uses community agencies, appropriately for the benefit of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates Guidelines For Inclusion In Effective Environments.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Contributes to special services and staff meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Supports social development through IIP's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Uses work time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Develops rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Develops rapport with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Develops rapport with community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands Development Appropriate Practices for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Organizes and plans work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Observes & supports teachers & students in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provides leadership in bringing desirable changes to district programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Writes anecdotal to provide health information and direction to classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Works as a member of each school site team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Reports are relevant & of professional quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 4

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursuing opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balance professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

PART THREE

RECOMMENDATION:

- | | |
|---|--|
| <input type="checkbox"/> RE-ELECTION (probationary/temporary) | <input type="checkbox"/> TENURE |
| <input type="checkbox"/> NON-RE-ELECT | <input type="checkbox"/> WORK PLAN |
| <input type="checkbox"/> NON APPLICABLE OR NONE NEEDED | <input type="checkbox"/> ADDITIONAL TRAINING AS NEEDED |

PART FOUR

Evaluation conference took place on:

DATE: _____ TIME: _____ PLACE: _____

- _____ I AGREE with the evaluation report.
- _____ I DISAGREE with the evaluation report.
- _____ I made the choice TO SUBMIT a written explanation.
- _____ I made the choice NOT TO SUBMIT a written explanation.

EMPLOYEE SIGNATURE _____ DATE: _____
(indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
OBSERVATION REPORT
NURSE

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:

- | | | |
|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Probationary | <input type="checkbox"/> Intern |
| | <input type="checkbox"/> Year one | <input type="checkbox"/> Year one |
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Year two | <input type="checkbox"/> Year two |

Number of Days Absent: _____

Number of Days Tardy: _____

The following observation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 23 sub-groups for the observation/evaluation practices of all who provide instruction to children. Failure to meet district standards of eight or more subgroups will automatically trigger a (3rd) observation.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

STANDARD 1

Engages And Supports Staff.

- 1.1 Uses appropriate strategies to build relationships with the students, staff, and families.
- 1.2 Uses a variety of strategies to assess student's health.
- 1.3 Uses knowledge & skills of specialized field to support the learning & behavior levels of all students.
- 1.4 Engages students in problem solving, critical thinking, and other activities.
- 1.5 Uses community agencies, appropriately for the benefit of all students.

Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates Guidelines For Inclusion in Effective Environments

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Establishes a climate that promotes fairness & respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Uses a variety of teaching aids, materials, and equipment to motivate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Develops rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Develops rapport with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Develops rapport with community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands Development Appropriate Practices for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Organizes & plans work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Observes & supports teachers & students in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provides leadership in bringing desirable changes to district programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Works as a member of each school site team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Reports are relevant & of professional quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balance professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

EMPLOYEE SIGNATURE _____ DATE: _____
 (indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
END OF YEAR EVALUATION
NURSE

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:
 Temporary Probationary Intern
 Year one Year one
 Permanent Year two Year two

Number of Days Absent: _____
 Number of Days Tardy: _____

The following evaluation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 23 sub-groups for the observation/evaluation practices of all who provide instruction to children. Failure to meet district standards of eight or more subgroups may trigger a work plan.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
 Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice Toward the Standard

<u>STANDARD 1</u>	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
Engages And Supports Staff.					
1.1 Uses appropriate strategies to build relationships with the students, staff, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of strategies to assess student's health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Uses knowledge & skills of specialized field to support the learning & behavior levels of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Uses community agencies, appropriately for the benefit of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates Guidelines For Inclusion in Effective Environments

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Contributes to special services and staff meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Supports social development through IIP's .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Uses work time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Develops rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Develops rapport with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Develops rapport with community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands Developmental Appropriate Practices for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Organizes & plans works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Observes & supports teachers & students in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provides leadership in bringing desirable changes to district programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Writes anecdotal to provide health information and direction to classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Works as a member of each school site team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Reports are relevant & of professional quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursuing opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balance professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

PART THREE

RECOMMENDATION:

- | | |
|---|--|
| <input type="checkbox"/> RE-ELECTION (probationary/temporary) | <input type="checkbox"/> TENURE |
| <input type="checkbox"/> NON-RE-ELECT | <input type="checkbox"/> WORK PLAN |
| <input type="checkbox"/> NON APPLICABLE OR NONE NEEDED | <input type="checkbox"/> ADDITIONAL TRAINING AS NEEDED |

PART FOUR

Evaluation conference took place on:

DATE: _____ TIME: _____ PLACE: _____

_____ I AGREE with the evaluation report.

_____ I DISAGREE with the evaluation report.

_____ I made the choice TO SUBMIT a written explanation.

_____ I made the choice NOT TO SUBMIT a written explanation.

EMPLOYEE SIGNATURE _____ DATE: _____
(indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
OBSERVATION REPORT
NON-CLASSROOM CERTIFICATED BARGAINING UNIT MEMBER

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:
 Temporary Probationary Intern
 Year one Year one
 Permanent Year two Year two

Number of Days Absent: _____
 Number of Days Tardy: _____

The following observation is based in part on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these standards with 23 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide instruction, screening, assessment, and evaluation of children. Failure to meet district standards in seven or more subgroups will automatically trigger a (3rd) observation.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
 Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice toward the Standard

<u>STANDARD 1</u>	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
Engages And Supports Staff.					
1.1 Uses appropriate strategies to build relationships with the students, staff, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of strategies to assist students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Uses knowledge & skills of specialized field to support the learning & behavior levels of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Uses community agencies, appropriately for the benefit of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates guidelines for inclusion in effective environments.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Contributes to special services and staff meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Supports social development through IIP's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Uses work time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Develops rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Develops rapport with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Develops rapport with community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands Developmental Appropriate Practices for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Organizes & plans work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Observes & supports teachers & students in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provides leadership in bringing desirable changes to district programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Writes anecdotal to provide health information and direction to classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Works as a member of each school site team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Reports are relevant & of professional quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

EMPLOYEE SIGNATURE _____ DATE: _____
 (indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
 END OF YEAR EVALUATION
NON-CLASSROOM CERTIFICATED BARGAINING UNIT MEMBER

EMPLOYEE: _____

ASSIGNMENT: _____ SCHOOL SITE: _____

OBSERVER: _____ DATE: _____ TIME: _____

STATUS:

- | | | |
|------------------------------------|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Probationary | <input type="checkbox"/> Intern |
| | <input type="checkbox"/> Year one | <input type="checkbox"/> Year one |
| <input type="checkbox"/> Permanent | <input type="checkbox"/> Year two | <input type="checkbox"/> Year two |

Number of Days Absent: _____

Number of Days Tardy: _____

The following evaluation is based on the California Standards for the Teaching Profession (CSTP). The Del Paso Heights School District has adopted these six standards with 23 sub-groups for the observation/evaluation of instructional practices of all certificated staff who provide instruction, screening, assessment, and evaluation to children. Failure to meet district standards in eight or more subgroups may trigger a work plan.

PART ONE Observations Regarding District Standards

Meets the District Standards: 1) Meets the Standard 2) Practice That Exemplifies or Exceeds the Standard
 Does Not Meet the District Standard: 1) Practice Not Consistent With the Standard 2) Developing Practice toward the Standard

STANDARD 1

Engages And Supports Staff.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
1.1 Uses appropriate strategies to build relationships with the students, staff, and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Uses a variety of strategies to assist students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Uses knowledge & skills of specialized field to support the learning & behavior levels of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Engages students in problem solving, critical thinking, and other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Uses community agencies, appropriately for the benefit of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1 Summary:

STANDARD 2

Creates guidelines for inclusion in effective environments.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
2.1 Contributes to special services and staff meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Supports social development through IIP's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Uses work time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Develops rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Develops rapport with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Develops rapport with community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Summary:

STANDARD 3

Understands Developmental Appropriate Practices for Student Learning.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
3.1 Organizes & plans work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Observes & supports teachers & students in the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provides leadership in bringing desirable changes to district programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Writes anecdotal to provide health information and direction to classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Works as a member of each school site team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Reports are relevant & of professional quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3 Summary:

STANDARD 6

Develops as a professional educator.

	Not Observed	Practice Not Consistent With The Standard	Developing Practice Toward The Standard	Meets The Standard	Practice That Exemplifies Or Exceeds The Standard
6.1 Reflects on student, parent, and teacher communication and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6 Summary:

PART TWO

Evidence and recommended support, including possible additional observation cycle, or additional training.

PART THREE

RECOMMENDATION:

- | | |
|---|--|
| <input type="checkbox"/> RE-ELECTION (probationary/temporary) | <input type="checkbox"/> TENURE |
| <input type="checkbox"/> NON-RE-ELECT | <input type="checkbox"/> WORK PLAN |
| <input type="checkbox"/> NON APPLICABLE OR NONE NEEDED | <input type="checkbox"/> ADDITIONAL TRAINING AS NEEDED |

PART FOUR

Evaluation conference took place on:

DATE: _____ TIME: _____ PLACE: _____

_____ I AGREE with the evaluation report.

_____ I DISAGREE with the evaluation report.

_____ I made the choice TO SUBMIT a written explanation.

_____ I made the choice NOT TO SUBMIT a written explanation.

EMPLOYEE SIGNATURE _____ DATE: _____
(indicates receipt)

OBSERVER SIGNATURE _____ DATE: _____



Del Paso Heights School District

2004-2005 Certificated Salary Schedule (K-6)

Calendar #1100 / 186 Days
2% COLA Effective June 25, 2005

Salary Schedule #11 - Medicare

Salary Schedule #12 - Non-Medicare

Salary Schedule #13 - Non-Certificated

Year	Class I BA + 10	Class II BA + C	Class III BA + 30	Class IV BA + 45	Class V BA + 60	Class VI BA + 75	Class VII BA + 90	Class VIII BA + 105
1	Annual	30,595.57	32,009.68	37,296.30	37,821.60	40,973.40	43,074.60	45,175.80
	Monthly (12)	2,549.63	2,667.47	3,108.03	3,151.80	3,414.45	3,589.55	3,764.65
	Daily	\$164.49	\$172.10	\$200.52	\$203.34	\$220.99	\$231.58	\$242.88
2	Annual	31,141.89	32,010.73	37,821.60	38,346.90	42,024.00	44,125.20	46,226.40
	Monthly (12)	2,595.16	2,667.56	3,151.80	3,195.58	3,502.00	3,677.10	3,852.20
	Daily	\$167.43	\$172.10	\$203.34	\$206.17	\$225.94	\$237.23	\$248.53
3	Annual	31,689.25	32,011.78	38,346.90	38,872.20	43,074.60	45,175.80	47,277.00
	Monthly (12)	2,640.77	2,667.65	3,195.58	3,239.35	3,589.55	3,764.65	3,939.75
	Daily	\$170.37	\$173.78	\$206.17	\$208.99	\$231.58	\$242.88	\$254.18
4	Annual	32,235.56	32,322.76	38,872.20	39,134.85	42,024.00	46,226.40	48,327.60
	Monthly (12)	2,686.30	2,693.56	3,239.35	3,261.24	3,502.00	3,852.20	4,027.30
	Daily	\$173.31	\$176.33	\$208.99	\$210.40	\$225.94	\$248.53	\$259.83
5	Annual	32,780.82	32,796.58	39,134.85	39,397.50	43,074.60	46,751.70	48,852.90
	Monthly (12)	2,731.74	2,733.05	3,261.24	3,283.13	3,589.55	3,895.98	4,071.08
	Daily	\$176.24	\$176.33	\$210.40	\$211.81	\$231.58	\$251.35	\$262.65
6	Annual	39,922.80	40,185.45	46,226.40	47,277.00	49,378.20	52,530.00	
	Monthly (12)	3,326.90	3,348.79	3,852.20	3,939.75	4,114.85	4,377.50	
	Daily	\$214.64	\$216.05	\$248.53	\$254.18	\$265.47	\$282.42	
7	Annual	40,710.75	41,236.05	46,751.70	48,327.60	49,903.50	53,055.30	
	Monthly (12)	3,392.56	3,436.34	3,895.98	4,027.30	4,158.63	4,421.28	
	Daily	\$218.88	\$221.70	\$251.35	\$259.83	\$268.30	\$285.24	
8	Annual	41,498.70	42,286.65	46,751.70	49,378.20	50,428.80	53,317.95	
	Monthly (12)	3,458.23	3,523.89	3,895.98	4,114.85	4,202.40	4,443.16	
	Daily	\$223.11	\$227.35	\$251.35	\$265.47	\$271.12	\$286.66	
9	Annual	42,024.00	42,549.30	46,751.70	49,903.50	50,954.10	53,580.60	
	Monthly (12)	3,502.00	3,545.78	3,895.98	4,158.63	4,246.18	4,465.05	
	Daily	\$225.94	\$228.76	\$251.35	\$268.30	\$273.95	\$288.07	

Stipend:

Masters	Annual	\$ 800.00
Ph.D.	Annual	\$ 1,500.00

Hourly Rates:

Instructional	p/hour	\$25.00
Non-Instructional	1/8 of daily	\$25.00

Del Paso Heights School District

2004-2005 Certificated Salary Schedule (K-6)

Calendar #1100 / 186 Days
2% COLA Effective June 25, 2005



Salary Schedule #11 - Medicare

Salary Schedule #12 - Non-Medicare

Salary Schedule #13 - Non-Credentialed

Year	Class I BA + NC	Class II BA + C	Class III BA + 30	Class IV BA + 45	Class V BA + 60	Class VI BA + 75	Class VII BA + 90	Class VIII BA + 105
10	Annual	42,811.95	46,751.70	50,428.80	51,479.40	53,843.25		
	Monthly (12)	3,567.66	3,895.98	4,202.40	4,289.95	4,486.94		
	Daily	\$230.17	\$257.35	\$271.12	\$276.77	\$289.48		
11	Annual	46,751.70	50,954.10	52,004.70	54,105.90			
	Monthly (12)	3,895.98	4,246.18	4,333.73	4,508.83			
	Daily	\$257.35	\$273.95	\$279.60	\$290.89			
12	Annual	51,479.40	52,530.00	54,368.55				
	Monthly (12)	4,289.95	4,377.50	4,530.71				
	Daily	\$276.77	\$282.42	\$292.30				
13	Annual	52,004.70	53,055.30	54,631.20				
	Monthly (12)	4,333.73	4,421.28	4,552.60				
	Daily	\$279.60	\$285.24	\$293.72				
14	Annual	53,580.60	55,681.80					
	Monthly (12)	4,465.05	4,640.15					
	Daily	\$288.07	\$299.36					
15	Annual	54,105.90	56,732.40					
	Monthly (12)	4,508.83	4,727.70					
	Daily	\$290.89	\$305.01					
16	Annual	54,368.04	57,783.00					
	Monthly (12)	4,530.67	4,815.25					
	Daily	\$292.30	\$310.66					
17	Annual	54,631.20	58,833.60					
	Monthly (12)	4,552.60	4,902.80					
	Daily	\$293.72	\$316.31					
18	Annual	54,893.85	59,884.20					
	Monthly (12)	4,574.49	4,990.35					
	Daily	\$295.13	\$321.96					
19	Annual	55,156.50	60,934.80					
	Monthly (12)	4,596.38	5,077.90					
	Daily	\$296.54	\$327.61					

Hourly Rates:	Instructional	p/hour
	Non-Instructional	1/8 of daily \$25.00

Stipend:	Masters	Annual
	PhD.	\$ 800.00
		\$ 1,500.00



Del Paso Heights School District

2004-2005 Certificated Salary Schedule (K-6)

Calendar #1100 / 186 Days
2% COLA Effective June 25, 2005

Salary Schedule #11 - Medicare

Salary Schedule #12 - Non-Medicare

Salary Schedule #13 - Non-Credentialed

Year	Class I BA + C	Class II BA + C	Class III BA + 30	Class IV BA + 45	Class V BA + 60	Class VI BA + 75	Class VII BA + 90	Class VIII BA + 105
20	Annual						55,419.15	61,985.40
	Monthly (12)						4,618.26	5,165.45
	Daily						\$297.95	\$333.25
21	Annual						55,681.80	63,036.00
	Monthly (12)						4,640.15	5,253.00
	Daily						\$299.36	\$338.90
22	Annual						55,944.45	64,086.60
	Monthly (12)						4,662.04	5,340.55
	Daily						\$300.78	\$344.55
23	Annual						56,207.10	64,611.90
	Monthly (12)						4,683.93	5,384.33
	Daily						\$302.19	\$347.38
24	Annual						56,732.40	71,400.00
	Monthly (12)						4,727.70	5,950.00
	Daily						\$305.01	\$383.87

Stipend:

Masters	Annual	\$ 800.00
PhD.	Annual	\$ 1,500.00

Hourly Rates:

Instructional	p/hour	1/8 of Daily
Non-Instructional		\$25.00



Del Paso Heig...s School District

2004-2005 Certificated Salary Schedule

189 Days

2% COLA Effective June 25, 2005

Work Cal #

Salary Schedule #19

Title	1	2	3	4	5	6	7	8	9
	Year	Year	Year	Year	Year	Year	Year	Year	Year
V Program Specialist (BA plus 85 semester hrs., or MA plus 30, or Ph.D.)									
Annual	59,860.74	61,890.54	63,925.44	65,951.16	67,981.98	70,014.84	72,041.58	74,074.44	76,107.30
Monthly (12)	4,988.40	5,157.55	5,327.12	5,495.93	5,665.17	5,834.57	6,003.47	6,172.87	6,342.28
Daily	\$316.72	\$327.46	\$338.23	\$348.95	\$359.69	\$370.45	\$381.17	\$391.93	\$402.68

Stipend:	Annual
	Masters \$ 800.00
	PhD. \$ 1,500.00

Del Paso Heights School District 2006-2007 Certificated Salary Schedule 189 Days

6.6% COLA (over 2004-2005) Effective July 1, 2006

Salary Schedule #19

Work Cal #	Title	1 Year	2 Year	3 Year	4 Year	5 Year	6 Year	7 Year	8 Year	9 Year
1900	V Program Specialist (BA plus 85 semester hrs., or MA plus 30, or Ph.D.)									
	Annual	63,811.55	65,975.32	68,144.52	70,303.94	72,468.79	74,635.82	76,796.32	78,963.35	81,130.38
	Monthly (12)	5,317.63	5,497.94	5,678.71	5,858.66	6,039.07	6,219.65	6,399.69	6,580.28	6,762.87
	Daily	\$337.63	\$349.08	\$360.55	\$371.98	\$383.43	\$394.90	\$406.33	\$417.80	\$429.26

Stipend:	Masters	Annual
	PhD.	\$ 1,500.00

Del Pas Heights School District 2005-2006 Preschool Teacher Salary Schedule

Calendar #1100 / 186 Days
.85% COLA Effective July 1, 2005



Salary Schedule #15

Year	Class I 1 - 75 Units		Class II 76 - 90 Units		Class III 91 - 105 Units		Class IV BA		Class V BA + 15 Units		Class VI BA + 30 Units		Class VII BA + 45 Units		Class VIII BA + 60 Units		Class IX BA + 75 Units		Class X BA + 90 Units		Class XI BA + 105 Units	
	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)	Annual	Monthly (1/12)
1	20,468.00	1,705.67	21,695.00	1,807.92	22,996.00	1,916.33	30,735.00	2,561.25	31,445.00	2,620.42	32,155.00	2,679.58	32,156.00	2,679.67	33,901.00	2,825.08	34,857.00	2,904.75	36,767.00	3,063.92	38,198.00	3,183.17
	\$ 110.04	\$ 116.64	\$ 116.64	\$ 123.63	\$ 123.63	\$ 123.63	\$ 165.24	\$ 165.24	\$ 169.06	\$ 169.06	\$ 172.88	\$ 172.88	\$ 172.88	\$ 172.88	\$ 182.26	\$ 182.26	\$ 187.40	\$ 187.40	\$ 197.67	\$ 197.67	\$ 205.37	\$ 205.37
2	21,285.00	1,773.75	22,562.00	1,880.17	23,916.00	1,993.00	31,284.00	2,607.00	31,719.00	2,643.25	32,156.00	2,679.67	32,470.00	2,705.83	33,901.00	2,825.08	35,334.00	2,944.50	37,243.00	3,103.58	38,676.00	3,223.00
	\$ 114.44	\$ 121.30	\$ 121.30	\$ 128.58	\$ 128.58	\$ 128.58	\$ 168.19	\$ 168.19	\$ 170.53	\$ 170.53	\$ 172.88	\$ 172.88	\$ 172.88	\$ 174.57	\$ 182.26	\$ 182.26	\$ 189.97	\$ 189.97	\$ 200.23	\$ 200.23	\$ 207.94	\$ 207.94
3	22,138.00	1,844.83	23,465.00	1,955.42	24,872.00	2,072.67	31,833.00	2,652.75	31,996.00	2,666.33	32,157.00	2,679.75	32,946.00	2,745.50	34,379.00	2,864.92	35,812.00	2,984.33	37,721.00	3,143.42	39,153.00	3,262.75
	\$ 119.02	\$ 126.16	\$ 126.16	\$ 133.72	\$ 133.72	\$ 133.72	\$ 171.15	\$ 171.15	\$ 172.02	\$ 172.02	\$ 172.89	\$ 172.89	\$ 177.13	\$ 177.13	\$ 184.83	\$ 184.83	\$ 192.54	\$ 192.54	\$ 202.80	\$ 202.80	\$ 210.50	\$ 210.50
4	23,024.00	1,918.67	24,404.00	2,033.67	25,867.00	2,155.58	32,382.00	2,698.50	32,426.00	2,702.17	32,470.00	2,705.83	33,424.00	2,785.33	35,334.00	2,944.50	36,289.00	3,024.08	38,198.00	3,183.17	39,631.00	3,302.58
	\$ 123.78	\$ 131.20	\$ 131.20	\$ 139.07	\$ 139.07	\$ 139.07	\$ 174.10	\$ 174.10	\$ 174.33	\$ 174.33	\$ 174.57	\$ 174.57	\$ 179.70	\$ 179.70	\$ 189.97	\$ 189.97	\$ 195.10	\$ 195.10	\$ 205.37	\$ 205.37	\$ 213.07	\$ 213.07
5	23,944.00	1,995.33	25,380.00	2,115.00	26,902.00	2,241.83	32,930.00	2,744.17	32,938.00	2,744.83	32,946.00	2,745.50	33,901.00	2,825.08	36,289.00	3,024.08	37,243.00	3,103.58	39,153.00	3,262.75	40,108.00	3,342.33
	\$ 128.73	\$ 136.45	\$ 136.45	\$ 144.63	\$ 144.63	\$ 144.63	\$ 177.04	\$ 177.04	\$ 177.09	\$ 177.09	\$ 177.13	\$ 177.13	\$ 182.26	\$ 182.26	\$ 195.10	\$ 195.10	\$ 200.23	\$ 200.23	\$ 210.50	\$ 210.50	\$ 215.63	\$ 215.63
6	24,902.00	2,075.17	26,394.00	2,199.50	27,978.00	2,331.50	33,397.00	2,783.08	33,406.00	2,783.83	33,414.00	2,784.50	34,382.00	2,865.17	36,804.00	3,067.00	37,772.00	3,147.67	39,710.00	3,309.17	40,678.00	3,389.83
	\$ 133.88	\$ 141.90	\$ 141.90	\$ 150.42	\$ 150.42	\$ 150.42	\$ 179.55	\$ 179.55	\$ 179.60	\$ 179.60	\$ 179.65	\$ 179.65	\$ 184.85	\$ 184.85	\$ 197.87	\$ 197.87	\$ 203.08	\$ 203.08	\$ 213.49	\$ 213.49	\$ 218.70	\$ 218.70
Stipend:																						
		Masters										Annual										
		\$ 800.00										\$ 1,500.00										
		PhD.																				

This salary schedule is for placement of teachers without credentials.
Preschool teachers with an appropriate credential will be placed on the K-6 certificated salary schedule.

Del Paso Heights School District

2005-2006 Twilight Preschool Program Salary Schedule



Grant Funded
 .85% COLA Effective July 1, 2005

Certificated **

No Annual Step Increase		Class I 1 - 75	Class II 76 - 90	Class III 91 - 105	Class IV BA	Class V BA + 15	Class VI BA + 30
Twilight Preschool Site Supervisor							
Annual		21,491.00	22,780.00	24,146.00	32,272.00	33,017.00	33,764.00
Monthly	12	1,790.92	1,898.33	2,012.17	2,689.33	2,751.42	2,813.67
Daily	186	\$115.54	\$122.47	\$129.82	\$173.51	\$177.51	\$181.53

** Salary schedule increase based on Article XXI, Subsection D of the Del Paso Heights Teacher Association Agreement.

Del Paso Heights School District

2005-2006 Twilight Preschool Program Salary Schedule



Certificated

No Annual Step Increase		Class I 1 - 75	Class II 76 - 90	Class III 91 - 105	Class IV BA	Class V BA + 15	Class VI BA + 30
14-1/1100	Twilight Preschool Site Supervisor						
	Annual	21,309.37	22,587.23	23,941.64	31,999.37	32,738.86	33,478.36
	Monthly	1,775.78	1,882.27	1,995.14	2,666.61	2,728.24	2,789.86
	Daily	\$114.57	\$121.44	\$128.72	\$172.04	\$176.02	\$179.99

FORMAL (LEVEL ONE) GRIEVANCE FORM DEL PASO HEIGHTS TEACHERS ASSOCIATION

Name of Grievant: _____

Date of submission to Level 1: _____

Grievant's work location: _____

Grievant's job title: _____

Grievant's immediate supervisor: _____

Specific sections of the contract alleged to have been violated: _____

Description of the circumstances giving rise to the grievance, including, at a minimum, a statement of the facts constituting the alleged violation, including names, dates and places as appropriate:

Remedy sought: _____

Date of informal discussion of grievance with immediate supervisor: _____

Result of informal conference: _____

Grievant's signature: _____

LEVEL TWO GRIEVANCE FORM DEL PASO HEIGHTS TEACHERS ASSOCIATION

Name of Grievant: _____

Date of submission to Level 2: _____

Grievant's work location: _____

Grievant's job title: _____

Grievant's immediate supervisor: _____

Specific sections of the contract alleged to have been violated: _____

Description of the circumstances giving rise to the grievance, including, at a minimum, a statement of the facts constituting the alleged violation, including names, dates and places as appropriate:

Remedy sought: _____

Date of discussion of Formal (Level One) Grievance: _____

Result of Formal (Level One) Grievance: _____

Grievant's signature: _____

LEVEL THREE GRIEVANCE FORM
Request for Advisory Arbitration
DEL PASO HEIGHTS TEACHERS ASSOCIATION

Name of Grievant: _____

Date of submission to Level 3: _____

Grievant's work location: _____

Grievant's job title: _____

Grievant's immediate supervisor: _____

Specific sections of the contract alleged to have been violated: _____

Description of the circumstances giving rise to the grievance, including, at a minimum, a statement of the facts constituting the alleged violation, including names, dates and places as appropriate:

Remedy sought: _____

Date of Level Two Grievance: _____

Result of Level Two Grievance: _____

Grievant's signature: _____

DEL PASO HEIGHTS SCHOOL DISTRICT
DEL PASO HEIGHTS TEACHERS ASSOCIATION

AGREEMENT: PEER ASSISTANCE AND REVIEW

January 26, 2000

The Del Paso Heights School District and the Del Paso Heights Teachers Association hereby agree as follows:

ESTABLISHMENT OF PROGRAM

1. The Del Paso Heights School District and the Del Paso Heights Teachers Association desire to establish and maintain a program, as permitted by California Education Code section 44500, to provide assistance to teachers employed by the District who are in need of development in subject matter knowledge and/or teaching strategies or skills. This program shall be referred to as the "Peer Assistance and Review Program," or "PAR," or simply as "The Program." The PAR Program will not replace current teacher support programs.

GOAL OF THE PROGRAM

2. All teachers participating in the Program shall demonstrate progress toward meeting the California Standards for the Teaching Profession (copy attached).

THE JOINT PANEL

3. The PAR Program shall be administered by a Panel which shall consist of five (5) members, two (2) of whom shall be selected by the Superintendent or the Superintendent's designee, and three (3) of whom shall be selected by a vote of permanent certificated classroom teachers as coordinated by the Association.
4. Panel Members shall have the following minimum qualifications:
 - a. Demonstrated exemplary collaborative strategies and abilities with co-workers;
 - b. Knowledge of current District and state instructional programs, strategies and standards;
 - c. Knowledge of the California Standards for the Teaching Profession.
5. The Panel shall meet at times and places as they shall determine. The Panel shall determine a method for selecting a chairperson. Every school year, teacher members of the Panel shall each receive a stipend of \$ 3,000, prorated when service is less than a full school year. The initial term of service for teacher panel members shall be staggered as follows: one (1) one-year term, one (1) two-year term, and one (1) three-year term. The initial term of service for District panel members shall be staggered as follows: one (1) two-year term, and one (1) three-year term. All subsequent panel members shall serve for three years.

6. The panel shall strive to make decisions by reaching consensus. Failing that, actions of the Panel shall be approved by an affirmative vote of at least three members. The Panel may not meet and act unless at least four panel members are present.
7. The responsibilities of the Panel shall include the following:
 - a. Selecting Consulting Teachers. When selecting Consulting Teachers, the Panel shall strive to select a group of Consulting Teacher with diverse teaching experience;
 - b. Reviewing reports prepared by Consulting Teachers;
 - c. Making recommendations to the Governing Board of the District concerning Participating Teachers, including forwarding the names of individuals to the Governing Board prior to April 15th of each school year, of Participants who, after sustained assistance, are not able to demonstrate satisfactory improvement;
 - d. Preparing an annual review of the impact of the PAR Program, including recommendations for improvement;
 - e. Preparing written guidelines for Consulting Teachers and their activities;
 - f. Developing an annual budget proposal for the PAR Program, subject to Board approval.
 - g. Determine appropriate training for panel members and Consulting teachers and coordinating and implementing such training.
 - h. Limiting the number of voluntary participants in the Program based on budgetary constraints.
 - i. Within budgetary limits, provide support to Consulting Teachers who seek additional assistance and or training.

CONSULTING TEACHERS

8. The Joint Panel shall appoint no more than one "Consulting Teacher" for each two (2) participants in the PAR program.
9. Consulting Teachers shall have the following minimum qualifications:
 - a. A permanent teacher of the District with at least (5) active and consecutive years of classroom experience in this District;
 - b. Demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and a mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
 - c. Demonstrated support for and participation in District programs designed to improve teacher performance and student achievement.
 - d. Demonstrated exemplary collaborative strategies and abilities with co-workers.

10. Classroom teachers may apply for a consulting teaching position on a form prepared by the Panel. The Panel may also require the submission of a resume' from applicants. Notice of an opening based upon the expiration of the term of another Consulting Teacher shall be posted at each school site no later than (30) calendar days prior to the expiration of the term. However, when a vacancy is created due to the need for additional or replacement Consulting Teachers and the Joint Panel determines that further applications are desired, the notice shall be posted as soon as practical. The posting shall include the minimum qualifications, the anticipated duration of the assignment, the stipend to be paid for the assignment, and other relevant criteria as determined by the Joint Panel. The Joint Panel shall develop a process for selecting Consulting Teachers, which may include interviews of peers and administrators and may also include classroom observations.
11. The first successful applicants for Consulting Teacher positions, as this program is initially implemented, shall be appointed to staggered terms, as determined by the Joint Panel.
12. Consulting Teachers selected who serve full-time shall receive an annual base stipend in the amount of \$500. Consulting Teachers shall receive an additional annual stipend of \$2,500 for the first Participating Teacher assigned to them, and \$3,000 for the second participating teacher assigned, for a total possible annual stipend of \$6,000. Part-time Consulting Teachers, i.e., Consulting Teachers who serve part of a school year or who provide assistance to less than full time Participating Teachers shall be compensated in a prorated amount. The term for the Consulting Teacher shall expire upon the completion of the second school year following the initial appointment by the Joint Panel, unless the Joint Panel has approved extending the term of that individual based upon unusual, special circumstances which were presented in writing by the Consulting Teacher no later than (60) calendar days prior to the end of the term.
13. In the event that the Joint Panel is unable to select a sufficient number of Consulting Teachers, the Joint Panel will develop and implement an alternative plan. Such a plan may not require the expenditure of funds beyond the budget for the Program.

COORDINATION

14. Teachers may be referred to the PAR Program (a) by receiving an overall unsatisfactory performance evaluation (Part Five of Appendix E of the collective bargaining agreement); or (b) by voluntary self-referral by the teacher.
15. For Participating Teachers involuntarily referred to the Program, the following procedures shall apply. After seeking input from the Participating Teacher, the Participating Teacher shall be assigned a Consulting Teacher. This assignment shall be made as soon as practicable after referral to the Program. The Consulting Teacher shall then arrange a meeting, to be attended by the Consultant, the principal (or principal's designee) of the Participating Teacher, and the Participating Teacher. The teacher's performance evaluation document shall be discussed, as well as recommendations for improvement. Based on these discussions, and at least one (1) classroom observation of the Participating Teacher by the Consulting Teacher, the Consulting Teacher shall prepare an Assistance Plan to assist the

Participating Teacher in meeting the goals and objectives for improvement set by the supervising administrator. Prior to submitting the Assistance Plan to the Joint Panel, the Consulting Teacher will seek input from the Participating Teacher and the principal. The Panel shall review and approve said plan, and provide such modifications to the plan as necessary. This process will be completed by July 31 following the involuntary referral to the Program.

16. For Participating Teachers involuntarily referred to the Program, the Consulting Teacher shall prepare a Final Report which shall detail, among other things, whether the Participating Teacher has demonstrated satisfactory improvement in the areas targeted by the Assistance Plan. This report will be submitted to the Joint Panel no later than April 1. All progress reports and the Final Report shall be placed in the personnel file of the Participating Teacher. The Participating Teacher shall have the right of reply to all Progress Reports as well as the Final Report, and the written reply shall be appended to the report. The information obtained through involuntary participation in this program may be used by the District in any personnel decisions or proceedings regarding the Participating Teacher and shall be accessible to the administrator(s) responsible for evaluating the performance of the Participating Teacher.
17. The final report of the Joint Panel shall be forwarded to the Governing Board on or before April 15th.
18. It is anticipated that a Participating Teacher shall stay in the PAR program for no more than twelve (12) months. However, Participating Teachers may, under special circumstances, remain in the Program for a total of eighteen (18) months upon a majority vote of the panel.
19. Participating Teachers who are volunteers or BTSA participants shall not have placed in their personnel files any documentation issued as a result of said participation. The Progress Reports and other documents shall be sealed and remain confidential and viewed only by the Consulting Teacher and Panel Members who need such documents to assist the Participating Teacher.
20. Documents generated by Consulting Teachers and Panel Members regarding specific Participating Teachers as part of the assistance process set forth in this agreement shall be deemed personnel records and shall remain confidential to the extent required by the law. The District reserves the right to use such documents in subsequent disciplinary actions against Participating Teachers.
21. These provisions shall be effective upon ratification by the unit members and the Board.
22. As provided by the California Government Code Tort Claims Act, the District shall defend and hold harmless individual Panel Members and Consulting Teachers from any lawsuit or claim arising out of the performance of their duties under this program.
23. The provisions of the Program shall be reopened for negotiations upon fifteen (15) days written notice from one party to the other.

24. This program and the District's evaluation functions shall operate independently of each other; however, a cooperative relationship between the principal and the Consulting Teacher is encouraged with respect to the process of peer assistance and review. Nothing within this agreement or within the Program shall prohibit or limit the District and Governing Board from exercising its legal or contractual rights regardless of the participation of a teacher within the Program. Such rights include, but are not limited to, the issuance of a notice of unsatisfactory performance, issuance of a notice of intention to dismiss from employment, involuntary transfer, involuntary reassignment, and evaluation independent of the Program. Decisions and actions within the Program are not binding on the District nor the Governing Board. In such disciplinary actions, teachers shall be afforded all due process rights defined in the Education Code, sections 44932 and following.
25. These provisions are not subject to the grievance procedure contained within the collective bargaining agreement between these parties, nor to any grievance procedure contained within Board Policies or District Regulations.
26. Expenditures for the program shall not exceed funds made available through passage of AB1x, For the 1999-2000 and 2000-2001 school years, the Mentor teacher program will continue in the District. That program will end at the end of the 2000-2001 school year. The current BTSA program shall continue, and that funds provided for that program shall not be utilized in implementation of the PAR program. However, PAR funds may be used to support the BTSA program if excess PAR funds are available after providing services to involuntary and voluntary PAR participants.

27. The following table provides an overview of the PAR process:

ACTION	DATE
Referral to PAR Program	Final annual evaluation (prior to end of 4 th week of the 3 rd trimester)
Participating Teacher assigned to work with a Consulting Teacher	As soon as practicable after referral to the PAR program
Participating Teacher, Consulting Teacher and principal meet	As soon as practicable after assignment of Consulting Teacher
Consulting Teacher develops assistance plan	As soon as practicable after meeting
Consulting Teacher seeks input regarding assistance plan from Participating Teacher and principal	As soon as practicable after development of draft plan
Consulting Teacher submits assistance plan to Joint Panel	As soon as practicable after finalizing assistance plan
Joint Panel review and modifies/adopts assistance plan	July 31
Consulting Teacher observes participating Teacher, meets with Participating Teacher and principal, discusses progress	Ongoing, throughout the school year
Consulting Teacher may revise assistance plan, after seeking input from Participating Teacher and principal, and with approval of Joint Panel	Ongoing, throughout the school year
Consulting Teacher submits report to Joint Panel	April 1
Joint Panel makes report to Governing Board	April 15