

# **COLLECTIVE BARGAINING AGREEMENT**

**BETWEEN**

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT**

**AND**

**ASSOCIATED CHAFFEY TEACHERS  
CTA/NEA**



**Effective July 1, 2025 through June 30, 2028**

**Approved 10/14/2025**

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# ARTICLE 1

## AGREEMENT

- 1.1 Except as otherwise provided herein, this Agreement shall remain in full force and effect through June 30, 2028 and thereafter shall continue in effect year-to-year until modified or amended, through negotiations, by one of the parties notifying the other, in writing, no later than March 15 of its intended revision.
- 1.2 Savings Clause. If any provision of this Agreement is held to be contrary to the law by a court of competent jurisdiction, such provision will be invalid, but, all other provisions will continue in full force and effect.
  - 1.2.1 It is further agreed that within ten (10) working days of receipt of notification of the court's decision, negotiations shall commence regarding matters related to such provision.
- 1.3 Agreement Prevails. It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures and over state laws to the extent permitted by state law, and that in the absence of specific provisions in this Agreement such practices and procedures are discretionary with the District.
- 1.4 The District agrees to bargain the impact of decisions which change the terms and conditions of employment of unit members as defined in Government Code Section 3543.2 (Scope of Representation in Rodda Act) to the extent required by law.
  - 1.4.1 Article changes included in this Agreement which are brought about by the amendment or addition of statutory guarantees now provided in California or federal law shall be incorporated into this Agreement.
- 1.5 Maintenance of Regulations. The District agrees to maintain the existing Administrative Regulations 6050, 6050.1, 6050.2, and 6050.3, originally adopted July 6, 1982 and dealing with curriculum; 6060 and 6060.1, originally adopted July 6, 1982 and dealing with curriculum modification; 6080, and 6080.1, originally adopted July 6, 1982 and 6080.2 approved February 21, 2006, dealing with controversial issues, for the life of this agreement. Board Policy/Administrative Regulations shall be placed on SharePoint.

## **ARTICLE 2**

### **RECOGNITION**

- 2.1 The District recognizes the Association as the exclusive representative of all regular, full-time and part-time certificated employees (Education Code Section 44909), temporary employees as defined in Education Code Sections 44920 and 44921, including counselors, adult education teachers, school psychologists, resource specialists, speech-language pathologists (SLPs), nurses, certificated teacher librarians, activities directors, and athletic directors; excluding those positions designated as management and/or supervisory by the Governing Board on April 5, 1976, PERB documents and Article 3 Definitions of the Collective Bargaining Agreement. The following classifications are specifically excluded from the bargaining unit: substitute teachers, coordinators, supervisory nurses, program specialists, project specialists, and directors.

Bargaining unit members shall not be assigned administrative duties.

## ARTICLE 3

### DEFINITIONS

- 3.1. **“Adjunct Duties”** responsibilities that are incidental and necessary to the fulfillment of a unit member’s assignment.
- 3.2. **“Adult School Teachers”** as used in this Agreement refers to unit members working the adult school program.
- 3.3. **“Assessment Support”** is assistance during State mandated testing.
- 3.4. **“Assignment”** means the department or departments within a school or schools, in case of a split assignment, to which the unit member is assigned.
- 3.5. **“Association”** means the Associated Chaffey Teachers, CTA/NEA, its officers, and representatives. The Association is the exclusive representative of the certificated bargaining unit in the District.
- 3.6. **“Bargaining Unit Member”** as used in this Agreement refers to regular full-time and part-time probationary and permanent certificated employees, special contract employees (Education Code Section 44909), temporary employees as defined in Education Code Sections 44920 and 44923, including counselors, school psychologists, speech-language pathologists, resource specialists, adult education teachers, nurses, and certificated teacher librarian, athletic directors, activities directors, and teachers on assignment who are members in current good standing with the Associated Chaffey Teachers.
- 3.7. **“Classroom Teacher”** refers to a bargaining unit member who is assigned to an instructional setting or classroom.
- 3.8. **“Collaboration Model”**: An instructional model designed to ensure success for mainstreamed pupils within the general education classroom setting. The model allows for general education and special education teachers to work simultaneously in a common classroom. Both general and special educators work together as equal partners, with both involved in all aspects of planning, teaching and assessment. Areas for collaboration shall include curriculum and instruction, assessment and evaluation, and classroom management and behavior.
- 3.9. **“Core Academic Subjects”** are: English, reading and language arts, mathematics, science, world languages, civics and government, economics, history and geography.
- 3.10. **“Daily Rate”**: For teachers, librarians, and nurses, see Daily Rate Chart 26.1.8.1. For counselors, see Daily Rate Chart 26.10. For school psychologists, see Daily Rate Chart 26.1.11.1. For SLPs, see Daily Rate Chart 26.1.12.2.
- 3.11. **“Day”** is a day in which unit members are required by contract to render service. **“Instructional Day(s)”** means any day(s) pupils are present for instruction.

- 3.12. **“Dependent”** means any spouse, domestic partner, or other person for which the unit member has physical or legal custody. Age limits and other requirements such as college attendance for children apply.
- 3.13. **“District”** is the Chaffey Joint Union High School District, its Board of Trustees, administration, and other designated representatives.
- 3.14. **“Domestic Partner”** means the person designated by a bargaining unit member who has met the requirements of California’s Family Code Section 297, has registered their partnership with the Secretary of State in California on the “Declaration of Domestic Partnership” form pursuant to Division 2.5 of the Family Code and obtained a notarized and certified copy of the “Declaration of Domestic Partnership” form and provided a copy of the form to the District.
- 3.15. **“Education Specialist”** is a special education teacher that provides specialized academic instruction who will additionally case manage, provide behavioral and social support, and intervention for students with disabilities as well as consultation for general education teachers, related service providers, and others providing instructional services to students with disabilities.
- 3.16. **“Extra Duties”** are those duties of supervising pupils for reasons other than instruction performed after the work day.
- 3.17. **“Grievance”** is a claim by a unit member or the Association that there has been a violation, misinterpretation, or misapplication of this Agreement.
- 3.18. **“Hourly Rate”** (for teachers, librarians, nurses, and SLPs): Hourly rate of pay for this group is defined as the daily rate divided by the contracted daily work hours (7.25 hours). The formula for this is  $\text{Daily Rate} / 7.25 = \text{Hourly Rate}$ .

Due to counselors and school psychologists working a different number of hours per week than teachers, librarians, nurses, and SLPs, their hourly rate of pay must be determined by dividing their daily rate by the daily average number of hours they work in a week (7.85 hours). Hourly rate of pay for this group (counselors and school psychologists) is defined as the daily rate divided by the contracted average daily work hours defined in Article 10.1.1.1 (7.85 hours). The formula for this is  $\text{Daily Rate} / 7.85 = \text{Hourly Rate}$ .

- 3.19. **“IEP (Individualized Education Program)”** is a written description for a student with a disability that is developed, reviewed, and revised in accordance with relevant federal and state laws and regulations.
- 3.20. **“IEP Team”**: A group of individuals responsible for identifying and evaluating students with disabilities; developing, reviewing, or revising an IEP for a pupil with a disability; and determining the placement of a pupil with a disability in the Least Restrictive Environment (LRE).

- 3.21. **“IEP Team Meeting”**: A prearranged meeting when school staff members, a parent, and others who have knowledge or special expertise regarding the child come together at the same time and place to discuss matters related to the identification, evaluation, educational placement, and the provision of Free and Appropriate Public Education (FAPE) for a student with a disability.
- 3.22. **“Immediate Family”** means any spouse, domestic partner, mother (stepmother, mother-in-law), father (stepfather, father-in-law), daughter (stepdaughter, daughter-in-law), son (stepson, son-in-law), great-grand parents, grandmother, grandfather, granddaughter, grandson, sister (stepsister, sister-in-law), brother (stepbrother, brother-in-law), niece, nephew, aunt, uncle, and any person living in the household of the unit member.
- 3.23. **“Immediate Supervisor”** means the unit member’s administrator, employed by the District who has direct responsibility for supervising the unit member. “Immediate Supervisor” is the lowest level administrator having immediate jurisdiction over the grievant and who has been designated by the District to resolve grievances.
- 3.24. **“Included Pupils”**: Pupils with an IEP who receive instruction in a general education setting.
- 3.25. **“Inclusion”**: Students with disabilities receive instruction in general education classes with support and services.
- 3.26. **“Induction Mentor”** is a credentialed teacher who is not in the classroom setting and whose purpose is to provide mentorship to beginning teachers for the purpose of clearing their credential through the induction program.
- 3.27. **“Instructional Coach”** is a credentialed teacher who is not in the classroom setting and whose purpose is to provide instructional support to classroom teachers.
- 3.28. **“Leadership Team”** the group of department chairs and others as selected by the Principal as described in Article 18.3.
- 3.29. **“Least Restrictive Environment”**: (LRE) To the maximum extent appropriate, students with disabilities are educated with non-disabled peers.
- 3.30. **“Leveling of Class”** includes overall pupil load as well as course enrollment.
- 3.31. **“Management Employee”** means any employee in a position having significant responsibilities for formulating District policies or administering District programs.
- 3.32. **“Paid Leave of Absence”** means that a unit member shall be entitled to receive wages and all fringe benefits, including, but not limited to, insurance and retirement benefits, return to the same or similar assignment which they enjoyed immediately preceding the commencement of the leave, and receive credit for annual salary increments provided during their leave.



- 3.33. **“Per Diem Rate of Pay”** means the unit member’s annual scheduled salary divided by the number of duty days required by the Agreement.
- 3.34. **“Placement”** means the initial school or schools to which the unit member is placed upon being employed by the District or returning from a discretionary leave of absence of one semester or more.
- 3.35. **“Preparation Period”**: A non-instructional period for bargaining unit members assigned to the classroom, utilized as preparation time, and by each classroom bargaining unit member in such manner as to enable further development and refinement of professional competence and greater instructional effectiveness in the classroom. Preparation time is a duty period and shall be used for professional assignment-related work, including, but not limited to, presentation for classes; preparation of instructional materials; preparation of or attendance at demonstration lessons, participation in employee training; conferences with the principal, regarding evaluation observations, parent conferences and classroom substitutions as per Article 10.5.4, lesson planning, and collaborating with colleagues on instructional strategies.
- 3.36. **“Principal”** shall mean principal or designee.
- 3.37. **“Professional Dress and Grooming”** Dress and grooming standards that present an image consistent with job responsibilities and assignment, and that do not endanger the health and safety of the unit member.
- 3.38. **“Reassignment”** means a change in the assignment.
- 3.39. **“Referred Participant Teacher”** is a teacher with permanent status who receives assistance to improve their instructional skills, classroom management, knowledge of subject, and/or related aspects of their teaching performance as a result of an unsatisfactory final evaluation.
- 3.40. **“Regular Day Employees”** as used in this Agreement refers to all regular part-time, full-time, permanent and probationary classroom teachers, and temporary employees, as defined in Education Code Sections 44920 and 44923, counselors, school psychologists, education specialists, nurses, certificated teacher librarian, and speech-language pathologists.
- 3.41. **“Seniority”** means placement on the official District seniority list.
- 3.42. **“Site”** means a building or location where unit members work.
- 3.43. **“Students with Disabilities”**: A student who has a current IEP.

- 3.44. **“Summer Program Employees”** as used in this Agreement refers to unit members working during the summer months in the extended year program and/or summer school.
- 3.45. **“Summer School Salary”** is defined as the hourly rate multiplied by the assigned number of daily summer session hours multiplied by the total number of summer school days. Hourly Rate x Daily Contracted Hours x Number of Days = Summer School Salary.
- 3.46. **“Superintendent”** shall mean superintendent or designee.
- 3.47. **“Supervisory Employee”** means any employee, regardless of job description, having authority in the interest of the employer to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to assign work to and direct them, or to adjust their grievances, or effectively recommend such action.
- 3.48. **“Supplemental Service Provider Member”** is a unit member employed, as described in this Agreement, to teach/tutor as a supplemental service to pupils or otherwise to provide supplemental services of an instructional nature to pupils. Participation of unit members of the District in providing supplementary service shall be voluntary.
- 3.49. **“Support Personnel”** refers to any bargaining unit member who is not a “classroom teacher” as defined above.
- 3.50. **“Support Provider”** is a credentialed teacher who is not in the classroom setting and whose purpose is to provide instructional support for referred or self-referred teachers enrolled in the PAR program.
- 3.51. A **“Teacher on Assignment”** is a credentialed teacher whose primary assignment is to perform duties other than classroom instruction. Examples may include: Induction Mentors/Support Providers and Instructional Coaches.
- 3.52. **“Transfer”** means the change in placement of unit member from one school to another.
- 3.53. **“Unit Members”** as used in this Agreement refers to regular full-time and part-time probationary and permanent certificated employees, special contract employees (Education Code Section 44909), temporary employees as defined in Education Code Sections 44920 and 44923, including counselors, school psychologists, speech-language pathologists, education specialists, adult education teachers, nurses, and certificated teacher librarian, athletic directors, activities directors, and teachers on assignment; excluding those positions designated as administrative, management, and supervisory, by the Governing Board, substitute teachers, coordinators, supervisory nurses, directors, project specialists and consultants.

- 3.54. **“Unpaid Leave of Absence”** means that a unit member shall be entitled to the same benefits accorded unit members who are on paid leave, excluding wages.
- 3.55. **“Voluntary Event”** a meeting or activity to which a unit member is not required to attend which shall have no negative consequences for non-attendance.

## **ARTICLE 4**

### **NEGOTIATION PROCEDURES**

#### **4.1 Reopeners of the Agreement**

- 4.1.1 The parties hereby agree that negotiations will reopen on or before July 1st of each year for the life of the contract on the following: Compensation (Article 26) and Fringe Benefits (Article 19), Calendar, and two additional articles. Additional articles may be reopened on mutual agreement of the Bargaining Agent and the District.

## ARTICLE 5

### RIGHTS AND PROCEDURES

- 5.1 District Rights. Except as limited by the law and the terms of this agreement, 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, and the use of judgment and discretion in connection therewith. Included in but not limited to those duties and powers are the exclusive right to: determine its organization; direct the work of its employees; determine the time and hours of operation; determine the kinds and levels of service 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 the pupils; determine staffing patterns; determine the numbers and kinds of personnel required; maintain the efficiency of District operation; determine the curriculum; build, move, or modify facilities; establish budget procedures and determine allocation; determine the methods of raising revenue; contract with ROP, San Bernardino County, WESELPA and other agencies for services not normally provided by bargaining unit members; take action on any matter in the event of an emergency as defined in Government Code Section 8558 (any such action taken shall have been necessitated by the emergency and shall be in effect only so long as the condition caused by the emergency exists); hire, classify, assign, evaluate, and promote employees; discipline employees pursuant to Education Code 44944; and terminate employees pursuant to Education Code 44955.
- 5.1.1 Notwithstanding any other provisions of this Article, the parties agree that this Article is not intended as a general or specific waiver of any right of the Association or unit members.
- 5.1.2 Counselors hired beginning with the 2004-2005 school year must possess and keep current a valid California single subject teaching credential and a valid California Pupil Personnel Services Credential or present written verification from an accredited institution that they qualify for a Pupil Personnel Services Credential and that an application is being processed. A candidate possessing a California Pupil Personnel Services Credential and a teaching credential other than a California single subject credential may be mutually agreed upon between the District and the Association.
- 5.1.3 All teachers must receive certification in Cultural, Language and Academic Development (CLAD) or its equivalent, no later than the first day of the 2009-2010 school year, in order to continue employment with the Chaffey Joint Union High School District. In order to qualify for reassignment under Article 23, bargaining unit members not assigned to the classroom must have met the above requirement.

## 5.2 Association Rights

5.2.1 Representation. The Association and its officers shall have the right to represent the members of the bargaining unit relating to all matters enumerated under the Rodda Act. (EERA 3543.5, 3543.1, 3543.2).

5.2.2 Use of Facilities. The Association and its officers shall have the right of reasonable use of District facilities for the purpose of transacting Association business provided such use does not interfere with the school program or duties of unit members, and provided further, an authorized Association representative obtains advance permission from the superintendent or designee regarding the time, place and type of activity to be conducted. A reasonable fee may be assessed for exceptional expense incurred by the District related to utilities, security, clean-up and unusual wear and damage as a result of use of the school facility by the Association.

5.2.2.1 Bargaining unit members shall obtain permission and appropriately calendar the use of school facilities for voluntary events that do not violate the Collective Bargaining Agreement.

5.2.3 Use of Bulletin Boards, Mail Boxes, Mail Service and District E-Mail. The Association shall have the right to post notices with an appropriate Association identification regarding activities and matters of Association concern on bulletin boards. At least one bulletin board shall be provided at each school site in areas frequented by unit members. The size and location shall be mutually agreed upon by the ACT campus director and the site administration. The Association shall have use of District E-Mail and intra-District mail service, both incoming and outgoing, and mail boxes for communications to unit members regarding activities and matters of Association concern. Copies of all materials for general distribution shall be mailed to the Superintendent at the time the information is distributed.

5.2.3.1 Bargaining unit members shall not utilize intra-District mail service, both incoming and outgoing, and mail boxes for other than official school business communications to unit members without written approval of the principal.

5.2.4 Association Business. The Association shall be permitted a minimum of fifteen (15) minutes at each faculty meeting. The Association business start time will be determined by mutual agreement.

5.2.4.1 The Association shall be permitted a minimum of 25 minutes during the new teacher orientation. The time slot on the agenda shall be mutually agreed upon by the Superintendent/Designee and the ACT President.

5.2.5 The District, upon request by the Association, agrees to furnish to the Association, within ten (10) work days, all available information concerning the financial resources and certificated and classified staffing of the District. Such information shall include, but not be limited to: annual financial reports and audits, budgets, interim reports, J-90 Reports, assignment location of certificated personnel, tentative budgetary requirements and allocations, the agenda and minutes of all Board meetings and attachments thereto at the time of distribution to the Board, census and membership data, names, addresses and phone

numbers of all unit members, salaries, benefits, and stipends paid thereto, educational background, longevity, and other employee information that may be used in representing unit members without cost to the Association.

- 5.2.6 Negotiation Information. The District shall furnish the Association upon request all information classified as public which is necessary and relevant for the Association to fulfill its responsibilities in connection with the negotiations and maintenance of the Collective Bargaining Agreement. Such information shall be provided within a reasonable time following the request.

5.2.6.1 Such information, by request of the Association, shall be supplied via electronic means if the District keeps such data in electronic format.

- 5.2.7 Association Leave. A maximum of twelve (12) work days shall be granted in any school year to the Association for legitimate Association business. Additional work days, which are in the best interest of the District, may be granted. Such leave shall be requested in writing by the ACT President at least two (2) work days in advance of the proposed leave. The Association shall reimburse the District for substitute costs resulting from such leave at the time of each absence, except that paid leave shall be granted for four (4) work days of the twelve (12) work days.

- 5.2.8 President's Leave. The Association President shall be provided with full-time released time at no loss of salary or other benefits for the duration of the Agreement. The base salary for the Association President will be determined by the President's appropriate placement on the teacher's salary schedule for a work year equal to that contracted prior to their election as President. The Association will submit a written request annually identifying the amount of additional salary which the President should receive for additional work days/hours beyond the normal contract work year. The Association will reimburse the District on a quarterly basis all costs for salary, employer retirement contribution for the amount which exceeds the base salary. The annual and monthly salary received by the Association President will be based on the combined total of the base salary and the additional duties salary as requested by the Association. The District shall not incur any additional cost from this Agreement article. The President shall return to their assignment with a preference given to return to the original site in the event a qualifying position is available and upon a written request. This sub-section is only applicable for the year of return from the Presidency.

- 5.2.9 Board Agendas. The District shall provide the Association one complete agenda for all Board of Trustees meetings on the same day that said agenda is delivered to Board Members. The service of the agenda shall constitute official notice of any proposed action by the Board of Trustees on items set forth in the agenda.

- 5.2.10 Association Meetings. Prior to the opening of school, the Association will calendar two (2) Tuesday afternoons per month for Association business. The District and site administrators shall avoid scheduling meetings in conflict with these meetings except for meetings called to deal with emergency situations. No unit member shall be denied the right to attend these Association meetings because of District or site meetings unless such meetings conflict with their regularly scheduled assignments.
- 5.2.11 Bargaining Unit Representatives to District Committees. The Association shall select or elect unit member representatives to school site councils, staff development committees, school discipline committees, school safety plan committees and other District advisory committees.
- 5.2.12 The District shall notify the Association of any new certificated classifications created and negotiate the impact and/or placement of any such classification in the certificated bargaining unit prior to Board action. Disputed cases shall be submitted to PERB for determination.

### 5.3 Unit Member Rights

- 5.3.1 Complaints or Charges. No negative and/or unsatisfactory evaluation, discipline, dismissal, or other adverse action shall be taken against a unit member due to complaints, information or material of a derogatory or critical nature or charges received from pupils, parents, District employees, and/or the public unless the administrator believes it is significant and the following procedures have been followed:
- 5.3.1.1 All complaints or charges, including all forms of harassment charges, shall be received by the site administration and/or District without comment or prejudice.
- 5.3.1.2 A preliminary investigation of any complaint or charge may be made by an administrator. If this investigation reveals a serious or unresolved complaint or charge, the person making the original complaint or charge shall state the complaint or charge in writing and sign it. If the complainant refuses to do this, the charge shall be dropped.
- 5.3.1.3 Those involved shall receive written notification of the complaint or charge within five (5) working days after it has been reduced to writing and submitted to the site administration and/or District except as otherwise provided by law. A unit member shall have the right to Association representation at any conference or investigatory meeting except in the case of a complaint from one unit member against another unit member.
- 5.3.1.4 If the complaint or charge cannot be resolved at the local school level, the superintendent or designee shall make a thorough investigation of the alleged complaint or charge and attempt to effect a resolution. The term "resolution" as used in this section shall mean the resolution to the point that neither the charging party nor the unit member wishes to pursue this issue to another level.



- 5.3.1.5 In the event resolution cannot be effected by the superintendent or designee, the superintendent, designee, or the employee(s) may present findings to the Board of Trustees for appropriate action. The employee(s) shall have the right to be present during the presentation of any information or evidence having bearing on the charge.
  - 5.3.1.6 If the complaint or charge is presented to the Board of Trustees, it shall be received in executive session unless otherwise requested by the staff member being charged.
  - 5.3.1.7 Complaints or charges which are withdrawn, shown to be false, or are not sustained by the grievance procedure, 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.
  - 5.3.1.8 If the complaint or charge is found valid, the District will take appropriate action to address the complaint or charge and may impose disciplinary action as designated in Article 13.
  - 5.3.1.9 All information or proceedings regarding any complaint or charge shall be kept confidential by the site administration and/or District.
  - 5.3.1.10 A member of the bargaining unit may not assist another unit member, pupil, or parent in making a written complaint or charge against another unit member.
- 5.4 Non-Reappointment. If a unit member is not to be re-appointed to a special assignment or is removed during the year, the written reasons for non-reappointment or for removal shall be provided the unit member involved upon written request. Unit members shall not be removed during the school year from such appointments without cause.
- 5.5 Personal and Academic Freedom
- 5.5.1 Unit members have the responsibility for implementing the study of issues, subjects, and materials relevant to the assigned course of study. Among the objectives to promote this end are the following:
    - 5.5.1.1 Ability and the will to study complete life situations and to make intelligent choices from alternatives.
    - 5.5.1.2 Ability to analyze materials, to recognize propaganda, and to evaluate sources of information.
    - 5.5.1.3 Ability and the desire to make use of rational methods in considering a significant issue and in coming to decisions about them.
    - 5.5.1.4 Willingness to recognize the necessity for the value of differing viewpoints.
    - 5.5.1.5 Readiness to accept desirable compromise when necessary.

- 5.5.1.6 Respect for minority position and acceptance of the right of minorities, through the democratic process, to attempt to become majorities.
- 5.5.2 The District has the responsibility to insure unit member's reasonable freedom in classroom presentations and discussions including controversial materials, providing said material is relevant to the course content and is within the scope of the law.
- 5.5.3 A unit member shall be entitled to full rights of citizenship. The personal life of a unit member is not an appropriate concern of the District for purposes of evaluation or disciplinary action.
- 5.5.4 The District shall prohibit discrimination because of race, color, national origin, religion, sex, sexual orientation, age, handicap, disability, marital status, economic status, political affiliation, domicile, membership in an employee organization, participation in the activities of an employee organization, union affiliation, or exercising the rights contained in this Agreement.
- 5.5.5 The District shall take reasonable steps to prevent any form of harassment or discrimination by an administrator or fellow unit member against a unit member while performing the duties of employment.
  - 5.5.5.1 The District and Bargaining Unit Members will comply with all applicable state and federal laws regarding discrimination and will maintain a comprehensive process to ensure any employee with a complaint or concern may bring such matters to the appropriate supervisor for resolution.
  - 5.5.5.2 In the event of any complaint of discrimination regarding another employee, the employee will inform their immediate supervisor in writing (complaint and investigative procedures are outlined in the CJUHSD Employee Handbook in section one under Equal Employment Policy).
- 5.6 Waiver of Unit Member Benefits or Privileges. No waiver of any of the benefits or privileges granted to any unit member of this Agreement or by District policy shall be valid unless approved in writing by the Association.
- 5.7 Salary Reserve. Contract employees not paid in twelve equal monthly payments may elect to participate in a Salary Reserve Plan as authorized by Education Code 45040.
- 5.8 Representation. A unit member shall be entitled to have present representatives of the Association when they is being reprimanded, warned, or disciplined.
- 5.9 Personnel Files
  - 5.9.1 Right to Examine. Each unit member shall have the right to examine and obtain copies at cost of all material in their personnel file, located in the District office, that is not restricted as confidential by Education Code Section 44031. Any material placed in the file shall be signed and dated by the person or persons who drafted it. The District shall make

timely notification to any unit member when any material is to be placed in the file and before any action is to be taken. “Timely Notification” shall mean as soon as reasonably possible and long enough to reasonably prepare defense or response.

- 5.9.2 Right of Response. The unit member shall sign any material placed in the file to indicate that they has seen the material, but the signature shall not necessarily indicate agreement with the contents. The unit member shall be given the right to attach a response to any materials placed in the file.
- 5.9.3 Right of Representation. Upon written authorization by a unit member, a representative of the unit member shall be permitted to examine materials in the file.
- 5.9.4 Examination Log. Each unit member’s file shall have a log sheet upon which shall be recorded the name, date, and purpose for which an examination of the file is made by anyone. Access to the files by members of the District administration shall be on a need-to-know basis. Board of Trustees members may request a review of a unit member’s file at a personnel session of the Board of Trustees.
- 5.9.5 Notation of Resolution. The administration shall, upon request, make a notation in the files when a previous problem has been resolved.
- 5.9.6 On-site Files. Any file on a unit member kept at a site other than the central office shall be subject to all the same protections and rights of access as the central District file.
- 5.9.7 Removal of Derogatory Material. After seven (7) years, a unit member may request material of a derogatory nature be removed from their personnel file unless such material is currently involved in pending litigation. Evaluations are not subject to removal.

#### 5.10 Parent/Guardian Involvement and Information

- 5.10.1 Parent(s)/guardian(s) wishing to observe on campus during the instructional day shall submit a request to administration. Prior to the observation, administration will meet with the unit member and parent to determine the date, time, and duration of the visitation.
  - 5.10.1.1 Administration shall ensure that a parent(s)/guardian(s) coming on to a work site for a scheduled observation shall check in at the main office. Personnel in the main office shall contact the unit member to be visited before the parent(s)/guardian(s) are allowed to leave the office to go to the unit member’s work location at the site.
  - 5.10.1.2 If, during the course of the observation, the parent(s)/guardian(s) presence becomes disruptive, the unit member shall have the authority to tell the parent(s)/ guardian(s) to leave the classroom.
  - 5.10.1.3 The unit member shall report any incidents to the site administrator as soon after the incident as possible.

5.10.1.4 A disruptive parent/guardian shall not be allowed to observe the unit member's classroom again without agreement between an administrator and unit member.

5.10.2 Parent(s)/guardian(s) wishing to review materials for use in their pupil's classroom shall provide a written request to the pupil's teacher. Reasonable time will be afforded a unit member to gather requested information and materials prior to the visitation. Arrangements shall be made should a unit member wish to be present during review of materials.

## 5.11 Annual Parent Notifications Required by Law

5.11.1 The District will adhere to the parent notification requirements as set forth in the provisions of the Every Student Succeeds Act.

5.11.2 If the District receives a request from a parent for information about the professional qualifications of their child's teacher(s), the District shall only provide information about the following:

- a) whether the teacher has met state qualifications and licensing criteria for the grade levels or subject area taught;
- b) whether the teacher has an emergency or waiver certification; and
- c) the degree(s) and certification held by the teacher and subject area for each degree or certification.

## 5.12 Instructional and Clerical Aides

5.12.1 The assignment of the instructional and clerical aides is determined by administration and Article 27.4. The certificated bargaining unit member has the responsibility to determine the work activities of the instructional and clerical aide(s) during the time the aide is assigned to the unit member.

5.12.2 No instructional or clerical aide or any other classified personnel of the District shall participate in or provide information for the evaluation of a unit member.

## 5.13 Teaching Conditions

5.13.1 Repairs, setup, and programming of educational technology, equipment, and instructional devices shall be made as soon as possible by qualified personnel. Communication regarding the current status of technology requests shall take place in a timely manner, not to exceed two (2) working days.

5.13.2 Except in emergencies, the District shall make every effort to address necessary repairs and maintenance of classrooms and District facilities at a time that will not interfere with the instructional program. Should the health, safety, or welfare of pupils or unit members be endangered, immediate action shall be taken by the District to correct the problem.

5.13.3 Unit members shall not be expected to use or purchase supplies or personal equipment for their assignment.

5.13.4 Unit members may not paint or drill the physical classroom space or other District property without prior written approval by site administration. Classroom spaces will adhere to fire and life safety regulations.

#### 5.14 Grading/Progress Reports

5.14.1 Grading/Progress Reports for 9-12 grade levels shall be two (2) grading periods for all pupils at approximately the 9th and 18th weeks of each semester. Two (2) progress reports at approximately the 5th and 14th weeks of each semester will be required for all pupils who:

- a) are earning less than a C grade
- b) are in danger of failing
- c) have dropped two or more grade levels

Teachers are required to assign letter grades to all students earning less than a C grade and they are encouraged, but not required, to grade all pupils at progress reporting time.

5.14.1.1 Alternative Grading/Progress Report options may be considered by a vote of the certificated staff. See Appendix E for the specific steps to complete the process.

5.14.2 Grades will be due at 9:00 a.m. on the third day following the end of the grading period.

5.14.3 Teachers at Valley View High School are required to report grades and credits up to eight (8) times per year through the student electronic grade reporting system.

#### 5.15 Temporary Unit Members

5.15.1 At the request of the Association President, the District shall provide a list of all bargaining unit members in temporary positions including name, position, work site and length of contract.

5.15.2 Temporary unit members may apply for vacancies during the “inside” application process.

## **ARTICLE 6**

### **GRIEVANCE PROCEDURE**

#### **6.1 Grievance**

6.1.1 A “grievance” is a claim by a unit member or the Association that there has been a violation, misinterpretation, or misapplication of this Agreement. Actions to challenge or change the policies of the District as set forth in the Board Policy/Administrative Regulations, which are not in conflict with this Agreement, must be undertaken under separate legal process.

#### **6.2 General Provisions**

6.2.1 The time limits contained herein are considered maximum limits. However, they may be extended or reduced by mutual written agreement.

6.2.2 The grievant may be represented by authorized representatives selected by the Association at any conference or hearing. For this purpose, released time may be provided to the grievant and the Association representatives at a time mutually agreed to by the grievant and by the District’s designee.

#### **6.3 Informal Level**

6.3.1 Before filing a written grievance, the grievant is encouraged to attempt to resolve it by an informal verbal conference with the grievant’s immediate supervisor. The immediate supervisor or their designee shall confer with the grievant within five (5) work days of the request. Any time required in this attempt shall be added to the ten (10) work days period for filing the grievance at Level 1.

#### **6.4 Formal Level - Level 1 - School Level**

6.4.1 Within ten (10) work days after the grievant has knowledge of or reasonably should have knowledge of the event which caused the grievance, the grievant or their elected Association representative must present such grievance in writing on the appropriate grievance form to the immediate supervisor. An extension of time may be granted by mutual agreement of the Association and the District.

6.4.2 This statement shall include the circumstances involved and the remedy sought.

6.4.3 The supervisor shall communicate a decision to the employee in writing within ten (10) work days after receiving the grievance. If the supervisor does not respond within the time limits, the grievance shall proceed to the next level.

6.4.4 Within the above time limits, either party may request a personal conference with the other party. The Association shall be notified by the District prior to such a meeting in sufficient time to provide representation.

## 6.5 Formal Level 2 - Superintendent's Level

- 6.5.1 In the event the grievant is not satisfied with the decision at Level 1, the grievant may appeal the decision on the appropriate grievance form to the superintendent within ten (10) work days from receiving the Level I response. The form may be submitted electronically.
- 6.5.2 This statement of appeal should include a copy of the original grievance, the decision rendered, and reason(s) for the appeal.
- 6.5.3 The superintendent or designee shall communicate a written decision within ten (10) work days after receiving the appeal. Either the grievant or the superintendent may request a personal conference within the above time limits. The Association shall be notified by the District, prior to such a meeting, in sufficient time to send representatives. If the superintendent does not respond within the time limits, the grievant may request the Association to proceed to arbitration.

## 6.6 Formal Level 3 - Mediation

- 6.6.1 If the grievant or the Association is not satisfied with the decision at Level 2, it may, within ten (10) days, submit a written request for mediation of the grievance. In this event the Association shall, within five (5) days, submit to the California State Conciliation Service a written request for the immediate services of a Mediator.
  - 6.6.1.1 The function of the Mediator shall be to assist the parties to achieve a mutually satisfactory resolution of the grievance. At the outset of this process, the Mediator shall schedule a meeting at a mutually agreeable time for the purpose of resolving the matter through mediation.
  - 6.6.1.2 If a satisfactory resolution of the grievance is achieved by means of this mediation process, both parties to the grievance shall sign a written statement to that effect, and thus waive the right of either party to any further appeal of the grievance.
  - 6.6.1.3 The District and the Association have agreed that this level (Level 3 of this Grievance Procedure) may be waived by mutual agreement. If no satisfactory settlement is reached within ten (10) days following the first meeting with the Mediator, either party may appeal the grievance to the next level (Level 4).

## 6.7 Formal Level 4 - Arbitration

- 6.7.1 In the event the grievant is not satisfied with the decision at Level 2, the grievant may, within ten (10) work days of the decision or the date the decision was due, request the Association to submit the grievance to arbitration.
- 6.7.2 If the Association agrees to submit the grievance to arbitration, it will so notify the superintendent and the American Arbitration Association (AAA) within fifteen (15) work days of the request. Except as otherwise agreed in writing, the parties shall then be bound by the Voluntary Labor Arbitration Rules of the AAA and the award of the arbitrator.

6.7.3 The arbitrator shall have no power to add to, subtract from, or modify the terms of the Agreement or the written policies, rules, regulations and procedures of the District.

6.8 Miscellaneous Provisions

6.8.1 The parties agree that the costs and fees of arbitration shall be paid by the District if the grievance is sustained and by the Association if the grievance is denied. In the event the grievance is sustained in part and denied in part, the arbitrator shall determine the appropriate share of costs to be assessed by each party.

6.8.2 If the Board of Trustees wishes to review the grievance and the superintendent's proposed decision, the superintendent shall notify the grievant within the ten (10) work day time limit referred to in Section 6.5.3 above, and that time limit shall then be automatically extended to twenty (20) work days.

6.8.3 All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.



## **ARTICLE 7**

### **ORGANIZATIONAL SECURITY**

#### **7.1 Dues Deduction**

- 7.1.1 Any unit member who is a member of the Associated Chaffey Teachers/CTA/NEA, or who has applied for membership, may sign and deliver to the Association an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorized deduction, the District shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.
- 7.1.2 With respect to all sums deducted by the District pursuant to Sections 7.1.1 above for membership dues, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made.
- 7.1.3 The Association agrees to furnish any information needed by the District to fulfill the provisions of Section 5.3

## **ARTICLE 8**

### **MANAGEMENT PROPOSALS**

- 8.1 It is agreed and understood that there will be no strike, work stoppage, slow-down, unlawful picketing or refusal or failure to fully and faithfully perform job functions and responsibilities, or other interference with the operation of the District by the Association or by its officers, agents, or members during the term of the Agreement, including compliance with the request of other labor organizations to engage in such activity.
- 8.2 The Association recognizes the duty and obligation of the representatives to comply with the provisions of this Agreement and to make every effort toward inducing all employees to do so. In the event of a strike, work stoppage, slow-down or other interference with the operations of the District by employees who are represented by the Association, the Association agrees in good faith to take all necessary steps to cause those employees to cease such action.
- 8.3 During the term of this Agreement, the District agrees that it shall not engage in a lock out involving unit members.
- 8.4 It is agreed and understood that any employee violating this Article may be held accountable subject to the due process procedure.
- 8.5 This Article shall be suspended and have no effect should the parties fail to reach agreement in negotiations over any topic properly reopened after completing the impasse procedures of the Rodda Act.

## ARTICLE 9

### SAFETY

#### 9.1 Safe Working Conditions

- 9.1.1 Bargaining unit members shall not be required to work in unsafe conditions or to perform tasks that endanger their health, safety or well-being.
- 9.1.2 Upon written notification, the District shall make every effort to eliminate or correct any unsafe, hazardous condition, or harassment.
- 9.1.3 The District shall comply with provisions of the California Occupational Safety and Health Act and the California Labor Code. The District will continue to consider the guidance of the Governor's Office, California Department of Education, the San Bernardino County Health Department, and other governmental entities related to pandemic health and safety matters.
- 9.1.4 In the event of an emergency school or District closure, including but not limited to natural disaster, quarantine, or government order, unit members shall receive their daily rate of pay and benefits. If make-up workdays are required by law, the District shall negotiate the form of making up the workdays with the Association.
- 9.1.5 The District shall notify and keep the Association President informed of the issues related to the Article 9.1.1 through Article 9.1.4.
- 9.1.6 Each school year, the District shall provide each department with first aid kits containing gloves, breathing barriers, first aid book, flashlight and basic first aid supplies.
- 9.1.7 The District shall keep all school grounds and facilities free of unwanted rodents, pests, and insects such as ants, roaches, and fleas. If insecticides or poisons are used, the District shall notify unit members of the names of the chemicals used at least one week in advance of their use. The District shall apply them only at times when unit members and pupils are not present, allowing sufficient time for toxic effect to wear off before humans re-enter the affected area.
- 9.1.8 Administration shall monitor cleanliness in the instructional setting.
- 9.1.9 For the safety and security of students and staff, employees shall visibly wear their District provided ID badge at all times while on District property. The District shall supply a suitable means for bargaining unit members to visibly display the badge on their person.

#### 9.2 Abuse, Assault, Battery or Threat of Such Against a Unit Member

- 9.2.1 Report of Incidence. Any abuse, assault, battery, or threat of force directed toward unit members at any time or place, which is related to school activity or school attendance, shall be reported to the immediate supervisor and/or site administration. As required by

Education Code Section 44014 (a), the unit member and the administration shall promptly report the same to the appropriate law enforcement authority. The District, upon consultation with law enforcement, shall notify unit members of credible campus-wide and/or individual threats as soon as practical.

- 9.2.2 The District shall provide support and assistance, to unit members who may have been assaulted while in performance of their duties.

### 9.3 Pupil Suspension

Per Education Code 49079, the District shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The District shall provide the information to the teacher based upon any records that the District maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in Education Code 49079.

### 9.4 Pupil Suspension from Class

- 9.4.1 A unit member may suspend a pupil from their class for the day of the suspension and the day following, for offenses enumerated in Section 48900 of the Education Code, and shall report the suspension to the principal/designee and send the pupil to the principal/designee for appropriate action.

- 9.4.1.1 The District shall annually provide the most current version of Education Code Section 48900 to unit members and as revisions occur.

- 9.4.2 The unit member shall notify the parent in a timely manner and participate in any subsequent parent conference. The principal or designee shall facilitate in carrying out this obligation of the unit member including sending of notices to parents or guardians and the scheduling of meetings at mutually acceptable times. The principal or designee shall attend the conference if the unit member or parent requests.
- 9.4.3 The pupil shall not be returned to the bargaining unit member's class during the period of suspension without the bargaining unit member's concurrence.
- 9.4.4 The pupil shall not be placed in another regular class during the period of suspension. If the pupil is assigned to more than one class per day, this section shall apply only to classes scheduled during the same time as the class from which the pupil was suspended.

### 9.5 Pupil Suspension From School

- 9.5.1 A bargaining unit member may refer a pupil for suspension from school to the principal (or their designee) for any acts enumerated in Education Code Section 48900 and/or 48915.

- 9.6 Bargaining unit members shall provide a pupil who has been suspended from school for two or more school days the homework that the pupil would otherwise have been assigned, upon the request of the parent or legal guardian. Bargaining unit members may, but are not required to allow a suspended pupil to take tests missed during the period of suspension.

- 9.6.1 If a homework assignment is requested and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class (Education Code 48913.5).
- 9.7 The District agrees to meet with representatives of the Association upon request to discuss problems concerning teacher and site safety. The District agrees to respond in writing within ten (10) work days.
- 9.8 The District and the Association agree to continue participation in the Safety Task Force for the term of this Agreement.

## ARTICLE 10

### HOURS AND ADJUNCT DUTIES

#### 10.1 Length of Workday

10.1.1 Hours. Unit members who are assigned to the classroom are required to be on campus and perform school based services fifteen (15) minutes prior to the start of their first assigned period and remain for seven (7) hours, fifteen (15) minutes, except as in Article 10.5.6. The preparation period is part of the member's contractual day. Unit members not assigned to the classroom are required to be on campus fifteen (15) minutes prior to the start of the school day and remain for seven (7) hours and fifteen (15) minutes to provide essential school functions, except as in Article 10.5.6.

10.1.1.1 Counselors and school psychologists are required to be on campus from 8 a.m. to 4 p.m. inclusive of lunch Monday-Thursday and 8:15 a.m. to 3:30 p.m. inclusive of lunch on Fridays except as in Article 10.1.1.1.1.

10.1.1.1.1 An alternate schedule may be used by counselors to accommodate parent conferences as long as total hours remain the same.

10.1.2 Amendments to Prescribed Teaching Hours. The provisions of Article 10.5.1 may be amended, if required, for the establishment of new or revised programs involving flexible schedules or other varying time blocks under the following conditions:

10.1.2.1 If approved by a two-thirds (2/3) secret ballot vote of the certificated staff assigned to the site involved, (See Appendix E) and there is no increase in the hours per week, as stated in Section 10.1.1. Unit members may cast an absentee ballot.

10.1.2.2 Once a two-thirds (2/3) secret ballot vote of the certificated staff involved is approved as set forth in Article 10.1.2.1 above, the selection of which flexible schedule to be implemented, will be determined by a majority vote of the certificated site staff and reviewed by ACT REP Council.

10.1.2.3 After a three (3) year period with the non-traditional schedule, a simple majority vote of the certificated staff assigned to the site shall be required to retain, adjust, or revert back to the traditional schedule. The Association and the District may mutually agree to reconsider at an earlier date. A vote mutually agreed to reconsider on an earlier date does not reset the timeline for the vote that takes place every three (3) years.

10.1.2.4 The weekly schedule shall not exceed 7.25 hours per day and preparation time will be a minimum of 275 minutes a week except for weeks containing special arranged days. A special arranged day is defined as any day other than a regular school day.

10.1.2.5 The schedule shall have staff development/collaboration, school wide staff meetings, and department meetings within the workday.

- 10.1.2.6 The vote must take place by the third week of April and a voting timeline must be created and communicated with the staff that allows for at least a 15-calendar day notification prior to the vote as in Appendix E. The voting deadline may be extended upon mutual agreement between ACT and the District.
- 10.2 Professional Day. The above hours and duties constitute a unit member's professional day.
- 10.3 Early Release. Upon prior request, the principal may release a unit member during the minimum on-campus duty day, provided such request does not interfere with the unit member's instructional, professional or other assigned responsibilities.
- 10.4 Duty-Free Lunch Period. Except for unit members at the District alternative schools, a duty-free lunch period at least equivalent to the pupil lunch period shall be provided for each full-time unit member. The duty-free lunch period shall not be less than thirty (30) consecutive minutes. Passing time shall be excluded from the thirty (30) minutes. Unit members at the District alternative schools shall be entitled to at least thirty (30) minutes duty-free lunch period.
- 10.5 Work Load/Adjunct Duties
- 10.5.1 Number of Periods. The number of periods assigned to each full-time unit member who is assigned to the classroom shall be six (6). Five (5) of these shall be instructional periods and one (1) period shall be for preparation and shall be free of any assigned activities, except for IEP activities, meetings with supervisors regarding evaluation observations, 504 meetings, parent conferences, and classroom substitution as in 10.5.4.
- An additional exception to the use of a preparation period will occur during a full professional development pull out day. If a member attends a full professional development day, the member will have a one-hour lunch in lieu of their prep period. A shorter time period of lunch can be mutually agreed upon if the professional day is to end earlier.
- The number of periods (instructional sessions) at the online high school will be five (5). Full time bargaining unit members at the online high school will teach five sessions and have one preparation period which shall be free of any assigned activities, except for IEP activities, meetings with supervisors regarding evaluation observations, meeting with supervisors and staff, and parent conferences.
- 10.5.1.1 The 6/4 work assignments (i.e., responsibility to teach six (6) classes in the fall and only four (4) classes in the spring.)
- 10.5.1.1.1 When a 6/4 work assignment is voluntarily agreed to by a unit member and a site administrator, the daily teaching loads shall be adhered to proportionately.
- 10.5.1.1.2 Teachers assigned to a 6/4 schedule shall work six periods inclusive of lunch during the first semester (7.25 hours). During the second semester, the teacher shall work four periods with a prep period, exclusive of lunch. All unit members shall be given an equal opportunity for such an assignment when the master schedule

permits doing so. When a 6/4 work assignment is agreed to by the unit member and the respective site administrator, the individual's work day may include a conference period before or after the regular school day. Such 6/4 arrangements are to be considered commitments subject to mutual agreement in the event that changes are deemed necessary for the second semester.

- 10.5.1.2 No unit member assigned to the classroom shall be required to change rooms more than two times per day. The maximum number of different rooms assigned shall be three (3).
- 10.5.1.3 Site administration shall work with the campus director to make every effort to maintain a maximum of three (3) preparations for a veteran teacher, and a maximum of two (2) preparations for a first-year teacher.
- 10.5.1.4 The District shall make a reasonable effort to assign a split assignment on more than one campus for one year only.
- 10.5.2 A unit member who holds a valid teaching credential in the subject area may accept a sixth instructional period (except as in Articles 12.4-12.9) provided that the District cannot hire an additional teacher and the Association agrees. Administration shall provide all certificated staff members with an equal opportunity to teach a sixth instructional period when one exists during their preparation period. (See Appendix A).
- 10.5.3 Only one subject may be assigned to an instructional period. Two levels of a subject may be assigned provided there is mutual agreement between that teacher and site administration. If the unit member is probationary, the administration will notify the campus director or the Association. This does not prohibit a multilevel subject, as defined in the Course Description, from being assigned to an instructional period.
- 10.5.4 The principal shall make a reasonable effort to assign unit members to a classroom substitution on an equitable basis. The unit member assigned to a period of substitution shall be paid one-fifth (1/5) of step one, Class D, per diem, rate. A counselor who possesses a valid teaching credential will be eligible to substitute in a classroom.
- 10.5.5 Classroom Substitution. When a teacher is absent for three or more teaching periods, the District shall make a reasonable effort to obtain a substitute.
  - 10.5.5.1 Day to day substitute teachers will be used for teacher substitutions as needed. When day to day substitute teachers are not available, the principal/designee shall then make reasonable effort to assign unit members to a classroom substitution on an equitable basis. If other unit members are unavailable to substitute, at the principal's/designee's discretion, a counselor who possesses a valid teaching credential will then be eligible to substitute in a classroom for one period.
  - 10.5.5.2 Unit members who substitute for finals (or two-hour block schedules) may only be paid for one hour of substitution. Two teachers may sub for one hour of a two-



hour block, thereby earning the maximum for their contract day. During block scheduling, (two-hour blocks) teachers are docked one hour for each hour missed. All absences are paid/docked in one-hour increments. A unit member may not sub more than one period during a single day.

10.5.6 Adjunct Professional Duties. Unit members (including part-time unit members) are required to perform necessary professional adjunct duties.

10.5.6.1 Unit members who are assigned to the classroom are required to do adjunct duties that include but are not limited to lesson planning, program development, instructional material preparation, paper grading, parent conferences and communications, and student advisement. These duties also include providing instruction, supervision, and direction for aides assigned to the teacher during direct teaching periods. (Education Code 54482)

10.5.6.1.1 Bargaining unit members shall communicate with parents and administration, in a timely fashion, in person, via telephone, via District provided messaging platform, e-mail and/or voice mail.

10.5.6.1.2 Bargaining unit members will update their District provided learning management system gradebook every three (3) weeks to report student progress.

10.5.6.1.3 Bargaining unit members will maintain their courses in the District provided learning management system for students to access classroom materials.

10.5.6.1.4 Bargaining unit members will record daily student attendance in the student information system.

10.5.6.2 Unit members who are not assigned to the classroom are required to do adjunct duties that are particular to their assignment. These duties include but are not limited to instruction, pupil supervision, pupil/parent advisement, due process hearings, pupil support, career guidance, recognition program, parent contacts and conferences with parents and/or teachers. In addition to graduation and back to school night, counselors are required to attend up to four additional events outside their professional day per school year. These duties shall be calendared by site administration three weeks before the event or at a time mutually agreed upon by counselor and site administration.

10.5.6.3 Non-Classroom Duties. Unit members (including part-time unit members) are required to attend school-wide staff meetings, department meetings, staff development/collaboration, one back-to-school, report card, or open house night. Unit members (including part-time unit members) may be required to attend professional growth activities, staff development meetings, and to participate in necessary pupil supervision or work assignments.

- 10.5.6.3.1 Based on input from the site leadership team, a school may have one additional voluntary back-to-school, report card or open house night.
- 10.5.6.4 Staff Meetings. There shall be one school wide staff meeting per month not to exceed one and one-half (1½) hours in length that will include all bargaining unit members. The school wide staff meeting that occurs on the non-instructional day prior to the start of school is not included in the one per month count. When a majority of staff agrees, the staff meetings may occur after school. When period-by-period meetings are called by the administration in lieu of a staff meeting, the unit member has the option of attending the meeting during their preparation period or attending an identical meeting held before or after school on the same day. On shortened pupil days, the staff is required to attend seven and one-quarter (7¼) hours. School meetings on these days shall be designated as follows:
- One Week – Schoolwide Staff Meeting
  - One Week – Department Meetings
  - One Week – Staff Development/Collaboration with Department
  - One Week – Staff Development/Collaboration
  - Fifth Week – Staff Development/Collaboration developed by site leadership committee or Classroom Preparation as determined by site administration.
- 10.5.6.4.1 Unit members may work with administration to determine collaboration content.
- 10.5.6.4.2 During a school's WASC visitation year, or the year prior to the visitation, up to four (4) days may be granted by the District as minimum days for pupils consisting of 240 minutes of instruction. Unit members shall utilize the remainder of the regular workday for WASC.
- 10.5.6.4.3 The Association and Superintendent may mutually agree to a special staff meeting as necessary.
- 10.5.6.5 Back-to-School Nights. A minimum day of 240 minutes shall be held the day of the required back-to-school, report card or open house night, unless the site Principal and Campus Director agree it should be held the day after, and the following day is not a scheduled shortened pupil day. Back-to-school, report card or open house night shall not exceed three (3) hours per event.
- 10.5.6.5.1 Article 10.5.6.5 does not apply to voluntary back-to-school, report card or open house nights.
- 10.5.6.6 Assignments. Assignment shall refer to an assignment for pupil supervision or duties necessary for the operation of the event. Counselors are exempt from these duties.
- 10.5.6.6.1 The number of supervision or work assignments shall be no more than two (2) and shall be assigned to all unit members on an equitable basis.

The District shall make a good faith effort to fill all non-paid work assignments on a volunteer basis.

10.5.6.6.1.1 Graduation and baccalaureate shall be assigned to a unit member every third or every other year with no more than one third (1/3) of the staff being assigned for graduation and baccalaureate. If additional staff is needed, a unit member may volunteer to have graduation count as one of their two assigned duties.

10.5.6.6.1.2 An assignment that exceeds three (3) hours shall be counted as two (2) assignments.

10.5.6.6.1.3 An event on Saturday, Sunday, or non-work day or off campus events shall be on a voluntary basis and shall count as two (2) assignments, exclusive of graduation or baccalaureate.

10.5.6.6.1.4 An assignment on a Saturday, Sunday, non-work day, or off campus event shall not exceed three (3) hours.

10.5.6.6.1.5 Paid assignment shall count as a supervision or work assignment when the unit member makes a request of administration that a paid duty count as one of their required supervision or work assignments. If the request is granted the unit member will not be paid for this duty.

10.5.6.6.1.6 Teachers assigned to the Alternative Education Center will be assigned to graduation each year.

10.5.6.6.1.7 Active participation on the following official District or site committee will count for two (2) required assignments for the year, exclusive of graduation or baccalaureate:

- School Site Council
- School Site Safety Committee

#### 10.5.6.6.2 Assignment Categories

<b><u>Sport</u></b>	<b><u>Non-Paid Categories</u></b>	<b><u>Paid Categories</u> (Rate \$50.00 per paid event)</b>
Basketball (Non-Varsity)	Supervision	Clock, Timer
Basketball (Varsity)	Supervision	Announcer, Clock, Ticket Seller, Ticket Taker, Timer
Football (Non-Varsity)	Supervision	Chains, Clock
Football (Varsity)	Supervision	Announcer, Chains, Clock, Spotter, Ticket Seller, Ticket Taker
Girls Flag Football (Non-Varsity)	Supervision	Chains, Clock
Girls Flag Football (Varsity)	Supervision	Announcer, Chains, Clock, Spotter
Soccer (All Levels)	Supervision	Clock
Swimming	Supervision, Timer	
Track		
Volleyball (All Levels)	Supervision	Scoreboard
Water Polo (All Levels)	Supervision	
Wrestling	Supervision	Timer
<b><u>Performing Arts</u></b> There shall be no more than fourteen (14) performing arts events assigned as duties per school year (e.g., Band Concerts, Choral Concerts, Dance Concerts, and Theatre Productions). *Offered at program discretion.	Supervision, Ticket Taker	Ticket Seller*
<b><u>Dances (Supervision)</u></b>		
There shall be no more than five (5) dances assigned as duties per school year including Prom.		
Additional events that require supervision by bargaining unit members may be added to the above list with prior written approval from ACT.		

10.5.6.7 If a unit member is absent from school on the day of an assignment, the administration shall find a substitute. This constitutes a missed assignment and must be made up. If the unit member is unable to make-up the duty during the current school year, an additional duty will be assigned the following school year.

- 10.5.6.8 If a unit member is unable to fulfill an assignment and notifies the administration in writing at least twenty-four (24) hours before the event, the Administration shall find a substitute. The assignment shall be made up if the substitute does not perform the assigned duties. If the unit member does not notify the administration at least 24 hours before the event, this shall be counted as a missed assignment and must be made up. Emergency situations will not be subject to this provision and will be evaluated on a case-by-case basis.
- 10.5.6.9 No unit member shall be assigned to more than one assignment in any five (5) day period unless the unit member requests the assignment.
- 10.5.6.10 New staff members added after the original assignments are made will be given their fair share of assignments from the original list. Assignments for staff yet to be hired shall be made with the original assignments.
- 10.5.6.11 Prior to first day of the school year a comprehensive list of extra duty assignments shall be given to the campus director and a copy shall be sent to the Association and District Personnel Office. Revisions may be made to cover unique problems or events scheduled after the list was completed and/or revised. The revised list shall be sent to the Association and all unit members by the second week of school.
- 10.5.6.12 By the end of the second week of school, a comprehensive list of extra duty assignments shall be given to all unit members, and a copy shall be sent to the Association and District Personnel Office. Revisions may be made to cover unique problems or events scheduled after the list was completed. The revised list shall be sent to the Association.
- 10.5.7 Alternative Schools. The articles contained elsewhere in this agreement are modified and/or not applicable as follows:
  - 10.5.7.1 A maximum of 50 percent of the teaching positions in the District Alternative Studies Program (ASP) may be placed on a modified work year schedule to accommodate program needs as determined by the District with the agreement of the Association. Teachers will be notified of their work year as indicated in 17.2.1.

## 10.6 Work Year

- 10.6.1 The duty days for regular day employees shall be as follows:

- 10.6.1.1 One hundred eighty (180) instructional days plus two (2) non-instructional workdays prior to the school year for a total of one-hundred eighty-two (182) workdays. The first Friday meeting of the second semester will be designated as classroom preparation. Bargaining unit members at the online high school may teach an alternate schedule but shall not exceed the 180 school days per year. Mandatory meetings prior to the start of the school year shall take no more than a total of three (3) hours during the non-instructional day(s).

- 10.6.1.2 Counselor's work year shall be one hundred-ninety-two (192) workdays. Five (5) consecutive workdays will be scheduled within the eight (8) days prior to the first non-instructional day and five (5) consecutive per diem days will be scheduled within the seven (7) days of the conclusion of the school year. The above-mentioned workdays shall be scheduled by site administration.
- 10.6.1.3 Effective July 1, 2020, School Psychologist's work year shall be one hundred eighty-seven (187) work days. The five (5) additional work days will be scheduled each year at the discretion of the Superintendent/Designee in consultation with the unit member.
- 10.6.1.4 Effective July 1, 2024, Special Education Advisor work year shall be one hundred-eighty-seven (187) workdays. Three (3) consecutive workdays will be scheduled within the five (5) days prior to the first non-instructional day and two (2) consecutive workdays will be scheduled within the five (5) days of the conclusion of the school year. The above-mentioned workdays shall be scheduled at the discretion of the Superintendent/Designee in consultation with the Special Education Advisor.
- 10.6.1.5 The number of scheduled workdays for summer employees and adult school teachers are to be determined by the District.
- 10.6.1.6 Specialists assigned paid duty days in addition to the regular work year as specified in 10.6.1.1-10.6.1.3. These duty days for teacher librarians and resource specialists shall be advertised and assigned as early as possible. In the event any specialist elects not to serve, the additional workdays shall be assigned in an equitable manner.
- 10.6.1.7 In the event of an emergency closure of District facilities, including but not limited to natural disaster, quarantine, or government order, unit members shall receive their daily rate of pay and benefits. If make-up days are required by law, the District shall negotiate said work days with the Association.
- 10.6.1.8 Up to a maximum of 50 percent of the teaching positions in the District Alternative Studies Program (ASP) may be placed on a modified work year schedule to accommodate program needs as determined by the District with the agreement of the Association. Teachers will be notified of their work year as indicated in 17.2.1.
- 10.6.1.9 The negotiated school year calendars listing all instructional days, non-instructional days, and holidays are incorporated into this agreement and attached as Appendix G.
- 10.6.1.10 The Instructional Coaches' work year shall be consistent with Article 10.6.1.1. The Director of Instruction may assign up to five (5) additional days to be paid at the bargaining unit member's per diem rate. The Director of Instruction will

make every effort to schedule additional days in cooperation with the bargaining unit member prior to May 15.

10.6.1.11 ROTC teachers will be paid based upon contract approved by District with the United States government.

## 10.7 Preparation Time

10.7.1 In the event that a unit member accepts a sixth (6<sup>th</sup>) instructional period, they shall be available as necessary to fulfill the responsibilities of the position, parent and pupil conferences, IEP activities, and meetings with supervisors regarding evaluation observation as needed.

10.7.2 A unit member who is on a part-time teaching assignment shall be assigned a preparation period prorated on the basis of their assignment.

## 10.8 Three Year Out-of-Classroom Assignment Limitations

10.8.1 School Site Out-of-Classroom Assignments. There is a three (3) year limit on out-of-classroom assignments. Bargaining unit members who fill these positions will do so utilizing Article 17.2.

10.8.2 Non-School Site Out-of-Classroom Assignments. All bargaining unit employees who are assigned to non-school or non-classroom assignments (excluding teacher librarians, counselors, nurses, school psychologists, instructional coaches, speech-language pathologists and Special Education Advisors), shall not be permitted to continue in such positions for more than three (3) years. Induction mentors, by mutual agreement of ACT and the District, can be extended by up to two (2) years. There is no assurance of a minimum length for such assignments. On completion of such an assignment, the employee shall not, for a minimum of two (2) years, be eligible for succeeding non-school or non-classroom assignments.

10.9 Recognizing that unit member contact with pupils is the primary responsibility of the District's professional staff and that professional staff effectiveness, in part, depends upon positive District support, the District shall:

10.9.1 Provide teachers required to move from one classroom to another after the start of the work year with the necessary release time and physical assistance to facilitate the transition. If the move is required and completed after the start of the work year (as defined in 10.6.1, excluding breaks), teachers may receive compensation (up to six (6) hours, as approved by administration and described in 10.9.2).

10.9.1.1 Provide a department chair (or another teacher volunteer from within the department) where an office move is required to move the department office from one location to another and completed after the start of the work year (as defined in 10.6.1, excluding breaks), with necessary release time and physical assistance to facilitate the transition and/or with compensation on a case-by-case

basis, as mutually agreed upon by ACT and the District (as described in 10.9.2.1).

10.9.2 Teachers who decide to complete this move outside their workday (as described in 10.9.1) but during their work year (as defined in 10.6.1, excluding breaks) will be paid up to three (3) hours for packing up their current classroom and up to an additional three (3) hours for setting up their new classroom, as approved by administration. The rate of pay will be the before and after school rate.

10.9.2.1 A department chair (or another teacher volunteer from within the department) who decides to complete the office move outside their workday (as described in 10.9.1.1) will be paid on a case-by-case basis as mutually agreed upon by ACT and the District, for packing up the office and for setting up the new office. The rate of pay will be the before and after school rate.

10.9.3 Ensure that in any case where a teacher determines that there is an unsatisfactory working relationship between that teacher and an aide assigned to their classroom, the teacher may initiate a request to the principal or designee to meet to attempt to resolve the matter.

10.9.4 Not require unit members to perform special medical procedures unless they have been specifically trained to do so and are provided with necessary assistance.

#### 10.10 Assessment Schedule

10.10.1 All bargaining unit members shall be assigned duties equitably during the scheduled assessment time. The final assessment schedule will be developed by administration and the campus director and in accordance to Article 10.5.1 no later than fourteen (14) days prior to State mandated assessment dates.

10.10.2 When periods are modified to accommodate assessments, preparation time shall be equitable among teachers. Teachers, who have extra preparation time due to the testing schedule, shall provide assessment support during that extra time.

10.10.3 Unit members not assigned to the classroom shall be required to provide assessment support.

#### 10.11 Unit Members Assigned Duties at More Than One School

10.11.1 Unit members assigned duties at more than one school shall be provided adequate work space, supplies, access to a desk and appropriate storage space.



## ARTICLE 11

### CLASS SIZE/CASE LOAD

#### 11.1 Case Load

11.1.1 On the basis of a five (5) period teaching assignment, regular day classroom teachers may be assigned a pupil load of 172 for first and second semesters. Teachers at Valley View High School shall be assigned a pupil load not to exceed 125 based on an average class size ratio of 25:1. Pupil load for teachers at Chaffey District Online High School will be evaluated annually.

11.1.1.1 Leveling of classes shall occur within eighteen (18) school days after the start of first semester and eight (8) days after the start of the second semester. Consideration will be given for the equitable distribution of the total number of students enrolled in classes. Consideration will be given for the equitable distribution of students with disabilities.

11.1.1.2 If a teacher's pupil load is 173-176 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$1,000. If the teacher's pupil load is 177-179 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,000. If the teacher's pupil load exceeds 179 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,500. A teacher may receive up to one stipend per semester.

11.1.1.2.1 When a teacher determines that their pupil load exceeds 172, they shall notify administration. If the pupil is not rescheduled by the end of the following work day, the teacher shall receive compensation as in 11.1.1.2.

11.1.1.3 On the basis of a five (5) period teaching assignment, physical education teachers may be assigned a pupil load of 240. At alternative schools, physical education classes shall not exceed 40 pupils.

11.1.1.4 Teachers who teach a combination of traditionally large classes shall have a class load for the other classes prorated at a ratio of 172/5 per class.

11.1.2 The District shall attempt to maintain a pupil/teacher ratio so as to provide maximum state apportionment for its independent study programs.

11.1.2.1 Teachers at Valley View High School who teach a combination of physical education and other classes shall have a class load for the other classes prorated at a ratio of 125/5 per class.

### 11.1.3 Counselor Case Loads

11.1.3.1 Counselors at the comprehensive high schools may be assigned a school-wide average caseload of 499 pupils.

11.1.3.2 Counselors at Valley View High School may be assigned a school-wide average caseload of 350 pupils.

11.1.3.3 The District shall maintain one (1) counselor for Adult School as long as the average daily attendance (ADA) is 500 or more pupils.

11.1.4 Speech-language pathologists' caseload shall not exceed 55. With mutual agreement of the SLP and District, if the SLP's caseload is 56 to 65 as approved by administration thirty (30) days into the first semester and/or fifteen (15) days into the second semester, the SLP will be compensated \$1,500. If the SLP's caseload is 66 to 75 as approved by administration thirty (30) days into the first semester and/or fifteen (15) days into the second semester, the SLP will be compensated \$3,000. If the SLP's caseload is 76 or higher as approved by administration thirty (30) days into the first semester and/or fifteen (15) days into the second semester, the SLP will be compensated \$4,500.

11.1.5 Induction Mentors' caseload shall not exceed 16. With mutual agreement of the Induction Mentor and District, if the Induction Mentor's caseload is 17 to 18 as approved by administration thirty (30) days into the first semester and/or fifteen (15) days into the second semester, the Induction Mentor will be compensated \$1,500. If the Induction Mentor's caseload is 19 to 20 as approved by administration thirty (30) days into the first semester and/or fifteen (15) days into the second semester, the Induction Mentor will be compensated \$3,000. If the Induction Mentor's caseload is 21 or higher as approved by administration thirty (30) days into the first semester and/or fifteen (15) days into the second semester, the Induction Mentor will be compensated \$4,500.

11.1.6 Effective July 1, 2024, full time assignment (mild to moderate) Education Specialists may be assigned a case load of 25 for first and second semesters.

If the mild to moderate Education Specialist's caseload during the regular school day is 26-27 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the Education Specialist will be compensated \$1,500. If the educator's case load is 28-29 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the educator will be compensated \$2,000. If the educator's case load is 30 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the educator will be compensated \$2,500. Case load may not exceed 30.

11.1.6.1 Effective July 1, 2024, when an Education Specialist determines that their case load exceeds 25, they shall notify administration. If the student is not reassigned by the end of the following workday, the teacher shall receive compensation as in 11.1.5.

- 11.1.7 Effective July 1, 2024, full time assignment (moderate) Education Specialists may be assigned a case load of 19 for first and second semesters.

If the moderate Education Specialist's caseload during the regular school day is 20-21 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the Education Specialist will be compensated \$1,500. With prior approval of the Education Specialist, if the educator's case load is 22-23 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the educator will be compensated \$2,000. With prior approval of the Education Specialist, if the educator's case load is 24 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the educator will be compensated \$2,500. Case load may not exceed 24.

- 11.1.7.1 Effective July 1, 2024, when an Education Specialist determines that their case load exceeds 19, they shall notify administration. If the student is not reassigned by the end of the following workday, the teacher shall receive compensation as in 11.1.6.

- 11.1.8 Effective July 1, 2024, full time assignment (moderate to severe) Education Specialists may be assigned a case load of 13 for first and second semesters.

If the moderate to severe Education Specialist's caseload during the regular school day is 14 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the Education Specialist will be compensated \$1,500. With prior approval of the Education Specialist, if the educator's case load is 15 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the educator will be compensated \$2,000. With prior approval of the Education Specialist, if the educator's case load is 16 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the educator will be compensated \$2,500. Case load may not exceed 16.

- 11.1.8.1 Effective July 1, 2024, when an Education Specialist determines that their case load exceeds 13, they shall notify administration. If the student is not reassigned by the end of the following workday, the teacher shall receive compensation as in 11.1.7.

## 11.2 Class Size

- 11.2.1 Pupil load per class shall not exceed three (3) classes at 34 pupils and two (2) classes at 35 pupils, except as follows:

- a) Traditionally large classes.
- b) 13 additional classes at each site may be enrolled at 35 pupils. No teacher may be assigned to more than 2 of these classes.
- c) Honors/AP classes may exceed 35 if the teacher agrees prior to pupil placement.
- d) PE classes shall not exceed 50 pupils.

- 11.2.2 There shall be a maximum of one (1) AP class of fewer than 20 pupils per bargaining unit member.
- 11.2.3 Traditionally large classes shall include the following:
- All Instrumental Music
  - All Choral Music
  - All auxiliary units to Marching Band
  - Pep Squad
  - All Associated Student Body Classes
  - Dance\* (Except Advanced Dance)
  - Yearbook\*
  - Newspaper/Journalism\*
  - Drama\* (Except Stage Crew)
  - Athletics Class
- \* Maximum of 40 pupils except upon mutual consent.
- 11.2.4 Pupil load per class at Valley View High School shall not exceed 26 except that 9 classes at the site may be enrolled at 27 pupils or as in 11.1.1.3.
- 11.2.5 Pupil load per class at Community Day School shall not exceed 22 except as in 11.1.1.3.
- 11.2.6 Teachers at Valley View High School who teach a combination of physical education and other classes shall have a class load for other classes prorated at a ratio of 125/5 per class.
- 11.2.7 Effective January 1, 2024, Special Education class (mild to moderate) size shall be 18. If a special education class size is 19-20 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the Education Specialist will be compensated \$1,000. If the special education class size is 21-22 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,000. If the special education class size is 23 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,500. Mild to moderate special education class size may not exceed 23.
- 11.2.8 Effective January 1, 2024, Special Education class (moderate) size shall be 16. If a special education class size is 17-18 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the Education Specialist will be compensated \$1,000. If the special education class size is 19-20 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,000. If the special education class size is 21 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,500. Moderate special education class size may not exceed 21.
- 11.2.9 Effective January 1, 2024, Special Education class (moderate to severe) size shall be 15. If a special education class size is 16-17 as approved by administration eighteen

(18) days into the first semester and/or eight (8) days into the second semester, the Education Specialist will be compensated \$1,000. If the special education class size is 18-19 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,000. If the special education class size is 20 as approved by administration eighteen (18) days into the first semester and/or eight (8) days into the second semester, the teacher will be compensated \$2,500. Moderate to severe special education class size may not exceed 20.

- 11.2.10 In computer lab classes, the number of pupils shall not exceed the number of normally functioning student computers.
- 11.2.11 The maximum alternative school physical education class shall be at 40.
- 11.2.12 The District will make every effort not to exceed enrollment of 15 students in adaptive physical education classes.
- 11.2.13 Upon the request of the campus director and/or Association President, the site administrator shall make available all necessary information regarding master schedules, class lists, and other pertinent information regarding class size.
- 11.2.14 In the event of a fiscal crisis, the District reserves the right to increase caseload by five (5) (3 classes at 35 and 2 classes at 36) beginning in the 2018-19 school year and thereafter.

## **ARTICLE 12**

### **OTHER DUTY ASSIGNMENTS**

#### **12.1 Nurses, Teacher Librarians, School Psychologists**

##### **12.1.1 Nurses**

12.1.1.1 The District shall make every effort to assign at least nine (9) full-time equivalent nurses, one to be assigned to each comprehensive high school and the Alternative Education site.

12.1.1.2 Nurses shall not be required to administer medications or medical procedures that are beyond the scope of their training.

##### **12.1.2 Teacher Librarians**

12.1.2.1 The District shall assign one (1) full-time teacher librarian to the library at each comprehensive high school.

##### **12.1.3 School Psychologists**

12.1.3.1 The District shall employ at least sixteen (16) full-time equivalent school psychologists to be assigned at the discretion of the District.

#### **12.2 Nurses, SLPs, and School Psychologists are site personnel.**

#### **12.3 Athletic Class Assignments**

12.3.1 The District shall provide up to eight (8) athletic periods per semester, at each comprehensive high school. The athletic class shall be considered a traditionally large class and enrollment shall not exceed 100 pupils except football and track. If a football or track class exceeds 100 it shall be limited to athletes from the respective sport.

12.3.2 A unit member may be assigned only one (1) semester athletic class period a year. The following exceptions apply allowing for two (2) semester athletic class periods a year:

1. The athletic director
2. The football coach
3. One additional teacher/coach may be selected by the principal of each site and shall be assigned each year on an equitable basis.

The teacher/coach shall be responsible for accurate attendance accounting and grading for the entire semester, even if the season of the sport has ended.

12.3.3 No specific sport or program may be staffed for more than one athletic class period in a given semester.

12.3.4 The site principal or administrative designee shall designate the assignment of the unit member to an athletic class period as per 10.5.2 and Appendix A. Title IX requirements shall be considered in the selection process.

12.3.5 Athletics class period shall be one of the unit member's five assigned teaching periods.

12.3.5.1 If the principal determines the assignment of an athletic class period causes the necessity for a sixth class period in any department, the assignment of that sixth period shall follow the department rotation (Appendix A).

12.3.5.2 An athletic class assignment shall be for one semester, and shall be assigned on an equitable basis.

#### 12.4 Director of Athletics

Effective July 1, 2024, the Director of Athletics shall be given release time of three (3) instructional periods to perform prescribed duties. The number of periods assigned shall be six (6). Two (2) of these shall be instructional periods, one (1) period shall be free of any assigned activities as defined in section 10.5.1, and three (3) periods to perform prescribed duties. Directors of Athletics are not eligible to teach an extra teaching period. Secretarial support shall be provided from existing resources for the Director of Athletics.

#### 12.5 Director of Activities

The Director of Activities shall be given release time of two (2) instructional periods to perform prescribed duties. The number of periods assigned shall be six (6). Three (3) of these shall be instructional periods, one (1) period shall be free of any assigned activities as defined in section 10.5.1, and two (2) periods to perform prescribed duties. Directors of Activities are not eligible to teach an extra teaching period. Secretarial support shall be provided from existing resources for the Director of Activities.

#### 12.6 Student Achievement/Renaissance Advisor

The Student Achievement/Renaissance Advisor shall be given release time of one (1) instructional period to perform prescribed duties. The number of periods assigned shall be six (6). Four (4) of these shall be instructional periods, one (1) period shall be free of any assigned activities as defined in section 10.5.1, and one (1) period to perform prescribed duties.

#### 12.7 G.A.T.E. Advisor

The G.A.T.E. Advisor shall be given release time of one (1) instructional period to perform prescribed duties. The number of periods assigned shall be six. Four of these shall be instructional periods; one period shall be free of any assigned activities as defined in section 10.5.1, and one period to perform prescribed duties. G.A.T.E. advisors are not eligible to teach an extra teaching period.

## 12.8 Special Education Advisor

Effective July 1, 2024, the Special Education Advisor shall be given release time of six (6) instructional periods to perform prescribed duties (27.13). Special Education Advisors are not eligible to teach an extra teaching period. Special Education Advisors may be assigned a case load at the Special Education Advisor's request. Special Education Advisors may be assigned an academy period at the Special Education Advisor's request. If other unit members are unable to substitute, at the principal's/designee's discretion, a Special Education Advisor will then be eligible to substitute in a classroom for one period.

## 12.9 Title I Advisor

The number of periods assigned shall be six (6). One (1) period shall be free of any assigned activities as defined in section 10.5.1. Title I Advisor with release time are not eligible to teach an extra teaching period.

## 12.10 Extra teaching Period Eligibility

Any teacher given release time is not eligible to teach an extra teaching period with the exception of Department Chairs.

## 12.11 Other Duty Position Announcements - Bargaining unit members at each school site shall be notified by District e-mail with a five (5) day application period when positions listed herein become available. Unit members shall be given preferential consideration in filling extra duty position, when qualifications are essentially equal. The ACT Campus Director will be involved in interviews for open instructional positions.

## 12.12 Teachers on Assignment

Teachers on Assignment shall be fully released from instructional periods to perform their prescribed duties. Examples include Induction Mentors/Support Providers and Instructional Coaches. Teachers on Assignment are eligible to teach summer school, as long as it does not conflict with their summer work calendar. Teachers on Assignment are not eligible to teach an extra period.

## 12.13 Peer Counselor Advisor

The number of periods assigned to a Peer Counselor Advisor shall be six (6). Five (5) of these shall be instructional periods, one (1) period shall be free of any assigned activities as defined in section 10.5.1. If the peer counseling fieldwork program has ten (10) or more students, the peer counselor advisor shall also be assigned one (1) period to perform peer counselor fieldwork duties as one of the five (5) instructional periods. Students may be assigned to fieldwork during this period.

## 12.14 Multilingual Learner (MLL) Advisor

The number of periods assigned to a MLL Advisor shall be six (6). Four (4) of these shall be instructional periods, one (1) shall be free of any assigned activities as defined in section 10.5.1, and one (1) period shall be assigned to perform prescribed duties. MLL Advisors with release time are not eligible to teach an extra teaching period.



## ARTICLE 13

### DISCIPLINE

13.1 No permanent or probationary unit member shall be disciplined without just cause. The terms “discipline,” “disciplinary action,” and “suspension” for purposes of this Article, mean suspensions without pay not to exceed two (2) consecutive work days. Suspension for more than two work days may be imposed with the concurrence of the Association.

13.2 In administration of this Article, the District shall observe the following progressive remediation steps:

- a) A verbal reprimand.
- b) A conference with the unit member which is memorialized in a conference summary document but not placed in the personnel file.
- c) A written warning which is placed in the personnel file.
- d) A written reprimand which is placed in the personnel file.
- e) Imposition of a suspension not to exceed two (2) consecutive work days. Suspension for more than two (2) work days may be imposed with the concurrence of the Association.

In the event of major or serious infractions, the District may impose discipline without following the progressive steps set forth above. In addition, the content of oral or written communications in steps a, b, c, d, and e above, shall not be subject to the grievance procedure.

13.2.1 If the progressive remediation steps fail to correct the disciplinary concern, an involuntary transfer may be utilized as a step in the disciplinary process.

13.3 In the event of a suspension under the provisions of this Article, the following provisions shall apply:

- a) Prior to imposing a suspension without pay, the District shall provide the unit member with written notice thereof which shall include the cause or causes for disciplinary action in a specific statement of charges. A conference shall be held between the unit member and their immediate supervisor or other appropriate administrator, at which time the unit member shall have the opportunity to respond to the charges and any written materials upon which the charges are based. The unit member may be represented by the Association during this conference.
- b) After the conference, the immediate supervisor or other appropriate administrator shall decide whether or not to impose a suspension without pay and give the unit member written notice thereof.

- c) Upon being served with written notice of suspension, the unit member may request a hearing before an arbitrator who shall be chosen by mutual agreement between the District and the Association. If mutual agreement cannot be reached within five (5) calendar days after a request for hearing is received, the parties shall request a list of five (5) potential arbitrators from the State Conciliation Service. As soon as the list of five (5) potential arbitrators is received, the parties shall strike names and the remaining individual shall serve as arbitrator.
  - d) The unit member must file the request for hearing under Section (c) above with the Superintendent's office no later than five (5) calendar days (excluding days the District Office is closed) after receiving the notice of suspension. Failure to file a written appeal within the five (5) day period shall be deemed a waiver of any right to a hearing.
  - e) The arbitrator shall prepare written findings and a decision within thirty (30) calendar days after the close of a hearing. The decision shall be binding on all parties, but the arbitrator shall have authority only to affirm, modify or revoke the suspension without pay. Any modification shall be limited to increasing or decreasing the number of suspension days and, if the suspension is reduced or revoked, the unit member shall be entitled to back pay for the number of suspension days rescinded.
- 13.4 The cost of an arbitrator shall be borne equally by the District and the Association. Each party shall bear its own costs of representation at the hearing.
- 13.5 Nothing contained in this Article shall be construed to limit or restrict the authority of the governing board to dismiss, suspend or take other disciplinary action under the Education Code or other applicable law. Suspensions shall be subject to the due process procedure set forth in this Article and the grievance procedure shall not apply.

## ARTICLE 14

### STAFF DEVELOPMENT

#### 14.1 Staff Development Program

14.1.1 The District and Associated Chaffey Teachers (ACT) recognizes the importance of continuous staff development and will provide a staff development program that improves the quality of instruction through expanded and improved professional development that maximizes pupil learning. Staff Development Committees shall be established at each comprehensive high school and the District. Bargaining unit members may be required to receive staff development training during the school day.

14.1.1.1 Staff development includes site and district-level collaboration, specific training activities which focus on instructional methods, teaching strategies, technology, classroom management, and other training designed to improve pupil performance.

14.1.1.2 All staff development activities shall be in accordance with the School Plan for Student Achievement and/or support State and District goals.

14.1.1.3 The Site Staff Development Committee (SSDC) will develop the staff development plan which meets the needs of that site. The SSDC shall be composed of the principal or designee and unit members elected by unit members. An employee who provides direct pupil support in the classroom may be a member of the committee. The majority of committee members shall be unit members.

14.1.1.4 The District Staff Development Committee (DSDC) shall have as its purpose the coordination and recommendation of staff development needs on a District-wide basis. The DSDC shall be composed of up to two (2) administrators appointed by the superintendent, one (1) instructional coach, and one (1) teacher from each site SSDC selected by ACT.

14.1.1.5 The District shall provide staff development for new programs that are implemented at the school sites.

#### 14.2 Instructional Coaching Team

In accordance with Article 14.1, the District may provide instructional coaching support, under the direction of the Director of Instruction or designee appointed by the superintendent, in order to facilitate collaboration, professional learning opportunities, and ongoing professional growth of staff.

##### 14.2.1 Instructional Coach Roles and Responsibilities:

- Provide model lessons for classroom teachers, using evidence-based instructional strategies, including how to integrate technology strategically in support of these strategies;

- Support classroom teachers and collaboration teams in collecting, analyzing, and using student achievement data to shift instruction, including how to analyze and integrate data provided through state-mandated assessments;
- Schedule release time for classroom teachers and accompany them in conducting peer classroom visits;
- Identify site and district professional learning needs;
- Collaboratively and independently plan, schedule, and conduct professional learning opportunities aligned with district and site goals for achievement;
- Monitor the quality of professional learning opportunities provided;
- Attend grade-level, department, and district department chair meetings, as well as district-level meetings;
- Support grade level and department teams in developing short- and long-term goals;
- Provide site and district administrative teams with research which addresses evidence-based instructional support strategies;
- Provide coaching and curriculum support through classroom visits, feedback, and mentorship;
- Develop and model curriculum aligned to California Common Core and State Standards, including the integration of technology in effective and meaningful ways;
- Perform related duties as assigned.

#### 14.2.2 Instructional Coach Selection Criteria

- Possesses a clear California Teaching Credential
- Demonstrates an ability to work successfully with culturally diverse students and staff
- Demonstrates outstanding professional teaching ability
- Demonstrates strong communication skills
- Demonstrates ability to work collaboratively and cooperatively with other staff members
- Demonstrates leadership ability or potential within the teaching profession
- Demonstrates extensive knowledge and use of a variety of instructional strategies and classroom management skills in alignment with the California Standards for the Teaching Profession and is able to utilize them
- Demonstrates knowledge of how to effectively integrate students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Possesses knowledge of the California Common Core State Standards in English Language Arts, Math, and Literacy in History/Social Studies, Science, and Technical Subjects, the California Content Standards, the California English Language Development Standards, the ELA/ELD Framework, and the CAASPP targets.
- Possesses knowledge of scientific, evidence-based differentiated instructional strategies to support literacy and academic language development.

- Possesses knowledge of human relations strategies, conflict resolution strategies, and team-building principles
- Possesses knowledge of program assessment and evaluation techniques, strategies, and procedures.
- Possesses knowledge of the integration of technology into curriculum for the purpose of enhancing student achievement
- Possesses knowledge of how to incorporate a broad variety of student and staff technology and software to enhance effective instruction, including effective online and distance learning practices when appropriate

### 14.2.3 Evaluation

14.2.3.1 The Instructional Coach will be evaluated by the Director of Instruction or designee upon the first year of assuming a position and then evaluated every second year as part of the ongoing determination of the coach's effectiveness in the role. Pursuant to 10.8.2, there is no assurance of a minimum length for such assignments. Instructional Coaches have the right to return to their previous school site and department upon completion of the assignment.

14.2.3.2 The Instructional Coach will be evaluated according to the CJUHSD Instructional Coaching Standards using a mutually agreed-upon form (to be in Appendix H):

- Change Agent: Instructional Coaches inspire educators and leaders to create equitable and ongoing access to high-quality learning.
- Collaborator: Instructional Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.
- Learning Designer: Instructional Coaches model and support educators to design learning experiences in culturally-responsive and inclusive environments to meet the needs and interests of all students.
- Data-Driven Decision-Maker: Coaches model and support the use of qualitative and quantitative data to inform instruction and the effectiveness of professional learning.
- Professional Learning Facilitator: Instructional Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to advance teaching and learning which are aligned to the seven standards outlined in CA's Quality Professional Learning Standards.
- Connected and Evolving Learner: Instructional Coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas, as well as in adult learning and leadership, and are continuously deepening their knowledge and expertise through reflection and their own ongoing professional learning.

## ARTICLE 15

### EVALUATION

15.1 Evaluation Procedure. The provisions of this Article apply to all unit members except as otherwise provided herein or as limited by Article 25 of this Agreement relating to summer program and adult school teachers. This provision establishes a procedure of systematic appraisal of an employee's work performance on a regular basis. The primary purpose of any employee evaluation is to improve educational instruction and to develop a high professional competence on the part of each employee.

15.1.1 It is recognized that a system of periodic evaluation is essential to assist teachers in developing competency and realizing their potential. It is further recognized that information gathered through such a system will enable District decisions, for which a unit member's competence is relevant, to be made in a just and equitable manner.

15.1.2 Unit members to be evaluated during a particular year shall be advised of the criteria (teaching and objective standards) upon which the evaluation is to be based, and notified of the identity of their evaluator no later than the second (2<sup>nd</sup>) week of October of the year in which the evaluation is to take place. The unit member being evaluated and the evaluator shall meet no later than the fourth (4<sup>th</sup>) week of October to discuss:

- a) objectives and standards to be achieved during the evaluation period;
- b) the manner in which observations and conferences will occur; and
- c) the final evaluation date.

15.1.3 Evaluations shall be conducted according to the following schedule:

15.1.3.1 Probationary and temporary unit members shall be evaluated in writing at least once each school year.

15.1.3.2 Permanent unit members shall be evaluated at least every other school year except as per 15.1.3.3.

15.1.3.3 Unit members with permanent status who have been employed at least ten (10) years with the school District, are highly qualified as defined in 20 U.C.S. Sec 7801 (ESEA), and whose previous evaluation rated the employee as meeting standards, shall be evaluated every five years. Administration reserves the right to observe a unit member at any time.

15.1.3.3.1 A unit member may be evaluated upon a change in position or location.

15.1.3.4 Temporary and probationary unit members with three (3) or more years in the District shall be evaluated at least every other year.

- 15.1.3.5 In the case of a scheduled evaluation, observations shall begin no later than December 1st. Scheduled evaluations for permanent unit members shall be every other year except as in 15.1.3.3.
- 15.1.4 During the course of the evaluation period, circumstances may change which require modification of the original objectives and standards. The unit member and evaluator may mutually agree on a change of those objectives and standards in a manner prescribed in section 15.1.2 above. However, a conference must be held in order to communicate any changes with the unit member.
- 15.1.5 The primary evaluator shall be the principal to whom the unit member is immediately responsible or a designee who has the authority to effectively evaluate the unit member. In the case of a unit member assigned to more than one school, there will be one evaluation done by one principal. The evaluator will be determined by mutual agreement between the involved principals; a principal who does not evaluate shall have input into the process. Department chairpersons or other unit members shall not participate in or have input in the evaluation of any fellow member of the bargaining unit.
- 15.1.6 The evaluation process shall include the following activities:
- 15.1.6.1 Formal classroom observations shall last at least thirty (30) minutes followed by a conference with written feedback within ten (10) working days of the observation. A unit member who receives an unsatisfactory evaluation shall, upon request, be entitled to additional classroom observations, evaluation conferences and written evaluation. Such entitlement includes a pre-observation conference.
- 15.1.6.1.1 Satisfactory Evaluation:  
If the formal observation is satisfactory, the final evaluation may be based on that observation.
- 15.1.6.1.2 Unsatisfactory Evaluation
- 15.1.6.1.2.1 To receive an unsatisfactory evaluation, the unit member must be provided three (3), thirty (30) minute formal observations. The first formal observation shall occur before December 1<sup>st</sup> of their scheduled evaluation year. If the formal observation is unsatisfactory, the administrator shall begin the development, placement, and subsequent monitoring of an Improvement Plan.
- 15.1.6.1.2.2 If the final evaluation is unsatisfactory, the unit member will be assigned to the Peer Assistance and Review program. The unsatisfactory evaluation (15.1.14) shall be attached to the Improvement Plan and the administrator will continue to monitor the unit member's progress through observations.

- 15.1.6.1.2.3 The administration will continue to monitor and revise the Improvement Plan. If performance continues to be unsatisfactory between April of the current school year and December 15 of the subsequent school year, the administrator will issue another unsatisfactory evaluation.
  - 15.1.6.2 In the case of unsatisfactory evaluation(s), the evaluator shall take positive action to assist the unit member in correcting any cited deficiencies. The evaluator's role to assist the unit member shall include, but not be limited to, the following:
    - 15.1.6.2.2 Direct assistance to implement such recommendations.
    - 15.1.6.2.3 Provisions of additional resources as necessary, without cost to the unit member, to be utilized to assist with improvements.
    - 15.1.6.2.4 Techniques to measure improvement.
    - 15.1.6.2.5 Time schedule to monitor progress.
- 15.1.7 In preparing the final evaluation for placement in the unit member's personnel file, the evaluator shall rely primarily upon data collected through classroom observations and evaluation conferences. Any deficiencies which may have been brought to the attention of the unit member, and subsequently corrected, shall not be included in the final evaluation form. Unsubstantiated statements shall not be included in the evaluation.
- 15.1.8 A final evaluation conference between the unit member and evaluator shall be held no later than thirty (30) days prior to the end of the school year to discuss the content of the final evaluation. In the event the unit member disputes the content, the unit member may prepare a written statement, which shall be attached to the final evaluation. The final evaluation form shall contain only ratings of "satisfactory" and/or "unsatisfactory."
- 15.1.9 Unit members shall not be required to participate in the evaluation(s) and/or observation(s) of other unit members except as provided for in the Peer Assistance and Peer Review (PAR) Section (Article 16).
- 15.1.10 The evaluation of unit members, pursuant to this Section, shall not include or be based upon the following:
  - 15.1.10.1 Complaints or charges made against a unit member that are not found valid by Section 5.3.1 of this Agreement.
  - 15.1.10.2 Results of any tests utilized for the purpose of a School Improvement Plan.
  - 15.1.10.3 The success, or lack thereof, of the site to meet the required API/AYP growth targets.



- 15.1.10.4 Assessments and/or recommendations of the Scholastic Audit Team assigned to the school as a result of Program Improvement, Corrective Action, and/or Restructuring or by other identified teams/individuals such as a School Assistance and Intervention Team (SAIT).
- 15.1.10.5 Utilization of any Classroom Walk-Through (CWT) techniques.
- 15.1.10.6 The success, or lack thereof, of an instructional or clerical aide in the performance of tasks assigned by the unit member.
- 15.1.10.7 The personal life or lifestyle of a unit member, their personal opinions, scholarly, literary, or artistic endeavor of a unit member.
- 15.1.10.8 Intercoms and television cameras used for communications and monitoring safety conditions shall not be used for the purposes of evaluation.
- 15.1.10.10 Achievement of objectives stated in Individual Educational Programs (IEPs) of special education pupils.
- 15.1.10.11 Sustained reading time of a lengthened regular class period.
- 15.1.11 An Association representative(s) may be present at meetings described in this Article which the bargaining unit member reasonably believes might result in or become disciplinary.
- 15.1.12 Unit members shall be evaluated on the following six (6) California Standards for the Teaching Profession (CSTP):
  - 1. Engaging and Supporting All Students In Learning.
  - 2. Creating and Maintaining Effective Environments for Student Learning.
  - 3. Understanding and Organizing Subject Matter for Student Learning.
  - 4. Planning Instruction and Designing Learning Experiences for All Students.
  - 5. Assessing Students For Learning.
  - 6. Developing as a Professional Educator.
- 15.1.12.1 The evaluation of first-year temporary and probationary unit members shall focus on three (3) standards (as numbered above):
  - 2. Creating and Maintaining Effective Environments for Student Learning.
  - 4. Planning Instruction and Designing Learning Experiences for All Students.
  - 6. Developing as a Professional Educator.

- 15.1.12.2 The evaluation of second-year temporary and probationary unit members shall focus on four (4) standards (as numbered above):
1. Engaging and Supporting All Students In Learning.
  3. Understanding and Organizing Subject Matter for Student Learning.
  5. Assessing Students For Learning.
  6. Developing as a Professional Educator.
- 15.1.12.3 Evaluation of permanent, probationary and continuing temporary [three (3) or more years in the District] unit members may include all six (6) standards unless the unit member and evaluator mutually agree to focus on fewer than six (6).
- 15.1.12.4 The parties acknowledge that student assessment data is one of many data points relevant to the overall review of classroom teaching performance, and that such data is to be considered and used solely as a formative assessment tool to inform and shape adjustments to the instructional strategies, methods and emphases, to influence and guide the establishment of each teacher's performance objectives and strategies for the current year, and to influence upcoming classroom observations and other traditionally utilized assessment tools regarding classroom methods, skill levels and effectiveness.
- 15.1.13 A permanent teacher, whose most recent performance evaluation contains three (3) or more unsatisfactory ratings on Teaching Standards 1, 2, 3, 4 or 5 shall receive an overall rating as unsatisfactory and after completion of 15.1.14 shall participate in the District's Peer Assistance and Review Program. An unsatisfactory rating shall occur in a single teaching standard when three (3) or more of the sub-standards are marked "Does Not Meet Standards". A permanent teacher who receives an unsatisfactory rating in any teaching standard may be required to complete an improvement plan.
- 15.1.14 In the case of a permanent unit member who receives an unsatisfactory evaluation(s), the evaluator shall identify standards needing improvement and shall continue to monitor and develop an improvement plan with specific recommendations for improvement (see Appendix B). In the development of the improvement plan, the evaluator will seek suggestions for assistance from the bargaining unit member. The plan will include assistance the evaluator provides the unit member in correcting any cited deficiencies. The evaluator's role to assist the unit member shall include, but not be limited to, specific training activities and classroom observations in the teaching/instructional areas identified as unsatisfactory.
- 15.1.14.1 In the case of a first and/or second year unit member who receives a "needs improvement" and/or "does not meet standards," the evaluator shall identify standards needing improvement, and complete Appendix B.
- 15.1.14.2 In the case of a permanent unit member who receives an overall satisfactory rating but receives ratings on multiple sub-standards which do not meet

standards, the evaluator shall identify standards needing improvement, and complete Appendix B.

- 15.1.15 A Referred Participant Teacher is a teacher with permanent status who receives assistance to improve their instructional skills, classroom management, knowledge of subject, and/or related aspects of their teaching performance as a result of an unsatisfactory final evaluation.
- 15.1.16 Evaluation forms used shall be by mutual agreement of the Association.
- 15.1.17 Self-evaluation shall not be required by any unit member.
- 15.1.18 A written evaluation of a unit member's other duty assignment shall be made upon written request from the unit member (it does not include work or supervision assignments).
- 15.1.19 Evaluation Response. The unit member shall receive a dated copy of all written evaluations to be placed in their personnel file, which shall be signed by the evaluator and the bargaining unit member. Provisions shall be made for:
  - a) comments by the unit member being evaluated as required by Education Code Section 44031, and
  - b) a statement that the unit member's signature does not necessarily indicate approval of the evaluation, but does indicate that the unit member has read the document and has been provided the opportunity to respond.
- 15.1.20.2.3 The CWT of the bargaining unit member shall not be performed by the primary evaluator.
- 15.1.20.2.4 A good-faith effort will be made to provide feedback to the bargaining unit member within three (3) days and provide reflection time with the teacher.
- 15.1.20.2.5 Provide staff development that improves the learning of all pupils.
- 15.1.20.3 Use of CWT in a bargaining unit member's evaluation shall result in the evaluation not being placed in the bargaining unit member's personnel file.
- 15.1.20.4 All CWTs must be equitable.
- 15.1.20.5 CWTs cannot be substituted for observations.

## ARTICLE 16

### PEER ASSISTANCE AND REVIEW

#### 16.1 Peer Assistance for Teachers Program (PAT) Including Review

The Peer Assistance for Teachers (PAT) program is a collaborative effort between the Chaffey Joint Union High School District and Associated Chaffey Teachers (ACT). It is the vision of the District and ACT to develop and retain high-quality professional teachers who have the ability to maximize student potential and learning.

Therefore, the parties agree to provide a program that improves the quality of instruction through expanded and improved professional development and peer assistance. Teachers in the program are viewed as having the potential to be high quality professional educators who deserve the best resources available in the interest of meeting District standards.

The PAT program provides support providers who have had substantial recent experience in classroom instruction and demonstrate exemplary teaching ability. They will provide mentorship and/or assistance for all first- and some second-year teachers and others who are having difficulty and in need of help. The PAT Program encompasses several assistance programs:

- The Beginning Teacher Support and Assessment (BTSA) Induction Program for qualified first and second year beginning teachers and qualified out-of-state teachers
- Fully credentialed teachers new to the District and/or the profession
- Interns
- Volunteer assistance programs for experienced teachers who request help
- Self-Referred Teachers
- Peer Assistance and Review Program (PAR) for permanent teachers who receive an unsatisfactory final evaluation

While the Peer Assistance for Teachers Program offers resources for teacher assistance, it does not usurp the direct responsibility of school administrators to conduct evaluations and make recommendations concerning the continuing employment of teachers to the full extent of the Education Code. Teachers in the program will receive their regular evaluations from their administrators.

##### 16.1.1 PAT Joint Panel

The PAT Program is supervised and evaluated by a Joint Panel composed of five (5) administrators (appointed by the superintendent), including three (3) District administrators and two (2) site administrators, and seven (7) teachers (appointed by ACT). ACT Members of the Joint Panel will include the Association President, or designee, Vice President, all current Induction Mentors, and at least five (5) other members selected by ACT to serve a two-year term beginning August 1. A panel year is defined as August 1st to May 31st. Every effort will be made to include members of local Institutes of Higher Education (IHEs) to ensure the Induction Program is aligned to local teacher preparation programs

and provides a seamless transition for Teacher Candidates beginning with Induction in the District.

In the event a teacher self refers or is referred for PAR, a Joint Panel subcommittee comprised of the Association President, Vice President, Executive Director of Instructional Development, Assistant Superintendent of Personnel, and one former Induction Mentor will oversee PAR directly.

The Joint Panel uses a consensus model for decision-making. PAT support providers/induction mentors shall be selected by the majority vote of the panel (Education Code 44502). The PAT Joint Panel shall establish its own meeting schedule and operational procedures. To meet, at least seven (7) members of the panel must be present. A quorum must include at least four (4) teachers. Such meetings may take place during the regular workday in which event teachers who are members of the Joint Panel will be released from their duties without loss of pay.

The Joint Panel is charged with the following authority and responsibilities:

- Directs the management and oversees the implementation of the PAT program
- Meets with support providers to receive reports
- Evaluates the PAT program
- Evaluates referrals for intervention
- Develops the Program Budget
- Interviews and selects the support providers
- Monitors the effectiveness of the PAT program through feedback surveys and data analysis
- Approves reports submitted to the state for the purpose of program accreditation
- Approves the professional development and training programs for support providers and beginning teachers in the program
- Annually determines training needs for Joint Panel members
- Approves trainers and/or training providers for the support providers
- Determines number of voluntary participants and their needs annually
- Schedules the assignment(s) of the support providers
- Evaluates the coursework of the Induction Program and makes recommendations for ongoing program improvement
- Approves all forms related to the program including application forms, report forms, etc.

## 16.2 Executive Director of Instructional Development

The Executive Director of Instructional Development will provide support to the Joint Panel and the support providers, give direction, and evaluate the support providers.

The Executive Director of Instructional Development has the following roles and responsibilities as they pertain to the PAT Program:

- Implements the PAT Program as approved by the Joint Panel

- Implements the PAT Program professional development and training programs as approved by the Joint Panel
- Schedules the assignments and work of the support providers with the approval of the Joint Panel
- Maintains and monitors confidentiality
- Monitors continuously the overall effectiveness of the PAT program
- Recommends to the Joint Panel adjustments to the program designed to meet the needs of the teachers in the programs while maintaining program standards
- Provides information to the Joint Panel on the performance of the support providers and content mentors
- Provides information to the Joint Panel for the annual report
- Monitors the budget as developed by the Joint Panel and the District and approved by the Board of Trustees
- Provides the first line of support for the resolution of issues and problems brought by the support providers
- Coordinates and submits all reports and documentation to the state to meet accreditation requirements
- Implements the decisions of the Joint Panel

### 16.3 Support Providers/Induction Mentors

#### 16.3.1 Selection Criteria for Support Providers/Induction Mentors

The criteria for the selection of support providers will include the following:

- Possesses a clear California Teacher Credential
- Has taught in the Chaffey District for a minimum of three (3) years and has permanent status as a teacher
- Demonstrates an ability to work successfully with culturally diverse students and staff
- Demonstrates outstanding professional teaching ability
- Demonstrates strong communication skills
- Demonstrates ability to work collaboratively and cooperatively with other staff members
- Demonstrates leadership ability or potential within their profession
- Demonstrates extensive knowledge of a variety of instruction strategies and classroom management skills and is able to utilize them
- Demonstrates an understanding of the Collective Bargaining Agreement

#### 16.3.2 Selection Process

There is an application form specifically for the position of support provider. An announcement of openings will be distributed annually and as needed throughout the District for these positions with an application deadline.

Applications will be accepted and kept on file for future consideration based on the expansion and/or needs of the program. In addition to submitting a properly completed application form, each applicant is required to provide:

- A personal resume that addresses qualifications and experience as it relates to the roles and responsibilities for a support provider.
- Three (3) confidential reference letters from:
  - a) Site principal or immediate supervisor at the applicant's site.
  - b) The department chair or a teacher at the applicant's site.
  - c) Association representative at the applicant's site.

The Joint Panel will review the applications and identify teachers as finalists to be interviewed. Candidates for interview will be observed by panel members in their assignment. The Board will select support providers from this group of applicants. All application references are treated with the strictest confidentiality and will not be disclosed except as required by law.

### 16.3.3 Assignment Status

Applicants who are not selected as support providers will be notified in writing. Those who are selected by the Joint Panel as support providers will:

- Continue in their current assignment until the Joint Panel determines the need for a support provider.
- If assigned, work full-time as a support provider until the Joint Panel determines the service is no longer needed. Generally assignments will be for the school year and will not continue more than three (3) years except as in 10.8.2 and 16.7.4.11. As needed, an additional one- or two-year extension can be added to the term with mutual agreement of ACT. Once an individual has served as a support provider, the individual may reapply to be a support provider after returning to their regular duties for a period of two years.

### 16.3.4 Support Provider/Induction Mentors Roles and Responsibilities:

- Develops a sustaining and supportive mentoring relationship based on the needs of each teacher which is characterized by openness, sharing, reflection, trust, and confidentiality
- Provides outside support to each teacher in the form of guidance, assistance, and information that builds on the teacher's previous knowledge and leads to effective professional practices
- Works with each teacher to develop an Individualized Learning Plan (ILP), as dictated by the California Teacher Induction Program Preconditions and Standards, or improvement plans for PAR teachers
- Participates in all the professional development activities provided for the support provider, up to a maximum of twelve (12) work days. Support providers may need to complete an additional three (3) work days for which they shall receive pay determined by the Staff Development Pay Formula. Additional school-year training dates will be determined by the Joint Panel

- May provide up to three (3) days in-service for new teachers prior to the opening of school and other scheduled meeting times
- Assists teachers in developing and maintaining an individual portfolio that is used as part of the requirements for Induction.
- Assists participating teachers by demonstrating, observing, coaching, conferencing, referring, or by other activities which in their professional judgment will assist the participating teacher
- Collaborates with content mentors and site administrators, when appropriate, to support qualitatively the developmental growth of each teacher
- Provides feedback on program effectiveness to the Joint Panel
- Attends training meetings as required by the PAR program
- Understands the California Standards for the Teaching Profession
- Contributes to research through surveys and evaluation tools
- Meets formally and informally with teachers in the program on a regular basis
- Dedicates a minimum of one hour per week on average to support each teacher
- Performs all of the required assessments and completes the necessary documents and surveys in a timely manner
- Meets quarterly with Association leadership
- Documents all observations, visitations and meetings
- Meets with the site principal and the referred teacher to establish goals for the referred teacher's improvement in the PAR Program

#### 16.4 Content Mentors

The content mentor will collaborate with the support provider and the site administrator to offer specialized assistance in the area of specific, content-oriented curriculum delivery. The content mentor will be given release time to observe the teachers in the program and/or demonstrate excellent teaching practice.

##### 16.4.1 Content Mentor Selection Criteria

- Possesses a clear California Teaching Credential
- Has taught in the Chaffey District for at least one (1) year
- Demonstrates an ability to work successfully with culturally diverse students and staff
- Demonstrates outstanding professional teaching ability
- Demonstrates strong communication skills
- Demonstrates ability to work collaboratively and cooperatively with other staff members
- Demonstrates leadership ability or potential within the teaching profession
- Demonstrates extensive knowledge and use of a variety of instruction strategies and classroom management skills and is able to utilize them

##### 16.4.2 Content Mentor Roles and Responsibilities

- Mentors in a supportive and reflective manner and maintains confidentiality



- Assists support providers in working with teachers in the program in a specific content area by mentoring with classroom assistance, instructional strategies and techniques related to developing successful lessons that are content specific
- Works collaboratively and cooperatively with other staff members to assist teachers
- Demonstrates strong communication skills

#### 16.4.3 Content Mentor Selection Process

An application process will be developed that outlines content-specific, instructional-delivery expertise exemplified by the content mentor. A District-wide cadre of content mentors will be established. Content mentors can serve at any site when appropriate. Content mentors will have release time to assist teachers in the program and will be compensated on a fee-per-service basis for work done outside school hours. The support provider, the site principal and the ACT campus director will collaborate on the assignment of a content mentor to a teacher in the program. In assigning a content mentor, emphasis will be place on establishing a caring, trustful, and sensitive match between content mentor and a teacher in the program.

#### 16.5 Teachers in the Program

Based on available funding and desire to maintain a 1:16 ratio between support providers and teachers in the program, the Joint Panel will annually select participants for the program from the following tiers:

- A) Teachers who shall be admitted to the PAT program are:
- Beginning teachers
  - Referred teachers
  - BTSA Induction-qualified teachers or qualified out-of-state teachers
  - Fully credentialed teachers new to the District and/or the profession
  - Interns, Provisional Intern Permit (PIP) teachers, Short-Term Staff Permits (STSP) teachers
- B) Teachers who may be admitted to the program based on the decision of PAT Joint Panel:
- 1) Self-referred
  - 2) Volunteer teachers who receive assistance from a content mentor

##### 16.5.1 Beginning Teachers

All preliminary credentialed teachers will participate in the BTSA Induction program for the purpose of clearing their credential. The PAT program may also include interns, out-of-state teachers and those new to the profession teachers who are not credentialed but are authorized under emergency permits. The PAT program shall be the primary provider of assistance and support to beginning teachers who possess a preliminary credential or intern permit.

##### 16.5.2 Referred Teachers

The Joint Panel reviews and acts upon Referrals for Intervention. A referred teacher is a teacher with permanent status who as a result of two or more unsatisfactory ratings on their final evaluation is referred to the Joint Panel for assistance and support. This assistance and

support shall be designed to strengthen the referred teacher's instructional skills, classroom management, knowledge of subject matter, and/or any other aspects of their teaching performance.

The Joint Panel shall assign a support provider(s) to referred teachers. Additional support providers may be assigned by the Joint Panel at any time the panel determines a need for additional support exists.

When an administrator refers a permanent teacher for the intervention process, the administrator shall notify the teacher and the Joint Panel in writing. Such notification shall include the basis for seeking the assistance.

The referred teacher shall have the right to submit a request in writing, to the Joint Panel for a different support provider. They will state the reasons why the support provider should be replaced and have those reasons considered.

The intervention process includes the following:

- The support provider meets with the referred teacher
- The support provider meets with the principal and referred teacher to discuss the case at which time the principal identifies problems and offers suggestions for improvement
- Following the joint meeting with the support provider, referred teacher, and principal, the support provider and the referred teacher meet to discuss the assistance program, establish mutually agreed upon performance goals, and develop the assistance plan. The support provider and referred teacher will meet with the principal to review the proposed plan and discuss any input. The support provider will observe the referred teacher and monitor the teaching performance as it relates to performance goals
- Assisting participating teachers by demonstrating, observing, coaching, conferencing, referring or by other activities which, in their professional judgment, will assist the participating teacher
- During the referred teacher's stay in the program, the support provider will frequently observe the teacher, having both pre-observation and post-observation conferences as often as practical. Content mentors may be included as frequently as deemed necessary by the support provider
- The support provider shall monitor the progress of the referred teacher and shall provide periodic written reports to the referred teacher for discussion and review
- The support provider will communicate with the principal regarding the type of contact and activities the support provider has engaged in with the referred teacher while attempting to meet the established goals for improvement prior to submitting them to the Joint Panel.

### 16.5.3 Self-Referred Teachers

A self-referred teacher is a teacher with permanent status whose most recent evaluation is satisfactory and who volunteers to participate in the Peer Assistance and Review Program. The self-referred teacher shall be provided with peer assistance in those areas that are mutually agreed to by the self-referred and support provider. The self-referral program is a one (1) semester program with reapplication required each semester. Participants must notify the Joint Panel and support provider of the intent to participate in the program less than (1) one semester.

A self-referred participant may request the Joint Panel to assign a support provider to provide peer assistance. The support provider shall play no role in the evaluation of the teacher performance of the self-referred or the volunteer participant. All communication between the support provider and the self-referred shall be confidential; and without the written consent of the self-referred participant, shall not be shared with others, including the site principal, the evaluator, or the Joint Panel.

The participant will work collaboratively with the support provider in the development of an assistance plan based on the California Standards for the Teaching Profession. This plan will include goals, classroom observation and pre and post observation conferencing and reflection. The Joint Panel will consult the support provider and the Program Director regarding participant re-application based on the progress toward achievement of established goals.

16.5.4 Volunteer Teachers. Any teacher who needs support and assistance may request a content mentor be assigned to them. Teachers will receive assistance only and not participate in a performance review.

## 16.6 Status Reports and Evaluations

The Peer Assistance for Teachers program is designed primarily to provide assistance, feedback and support for beginning and experienced teachers. The assessment aspect of the PAT program exists to ascertain and assess the impact of the program on teachers as professional educators, classroom instruction and student achievement.

The PAT program assessments and the District evaluations are completely separate and distinct processes. Information received through consultation with a support provider is not to be used by a principal in completing a teacher's evaluation. In order to promote the highest levels of trust, observation data and discussion between the teacher and the support provider shall remain confidential. Principals will evaluate teachers consistent with District policies and the Collective Bargaining Agreement.

The Joint Panel is updated at regular intervals on the progress being made by teachers. When a teacher exits the program, a summary report is completed by the support provider and is submitted for review by the Joint Panel. This report shall be deemed without prejudice and will include the following information:

- Date the teacher began in the program
- Hours of observations
- Feedback provided
- Date the teacher exited the program

The Joint Panel will provide appropriate information to the teacher and the site principal relating to beginning, Induction, intern, volunteer, self-referred, and referred teachers.

The support provider's final report shall be submitted to and discussed with the referred teacher to receive their input and signature before it is submitted to the Joint Panel. The referred teacher shall have the right to submit a written response within twenty (20) work days and have it attached to the final report. The referred teacher shall also have the right to request a meeting with the Joint Panel and to be represented at this meeting by the Association representative of their choice.

The results of the referred teacher's participation in the PAT program shall be made available for placement in their personnel file and may be used in the evaluation of the referred teacher. Timelines will be determined by the Evaluation Policy in the Collective Bargaining Agreement.

The Joint Panel is also updated at regular intervals on the level of program participation and the overall progress of the program. The Joint Panel is also involved in the development and assessment of program activities and events as they relate to program standards. The Joint Panel makes recommendations based on participant feedback regarding the effectiveness of program-sponsored workshops and the quality and relevance of professional development providers.

## 16.7 Working Conditions

16.7.1 Joint Panel. Teachers who are members of the Joint Panel shall be released from their regular duties to attend meetings without loss of pay or benefits.

16.7.2 The Joint Panel's meetings will normally take place during the regular teacher workday.

16.7.3 For necessary summer meetings, teachers on the Joint Panel will be compensated at their per diem rate for a maximum of two summer meetings.

16.7.3.1 Teacher members of the Joint Panel shall be exempt from any other assignments as required in Section 10.5.6.6 of the Collective Bargaining Agreement.

16.7.3.2 The District agrees to hold harmless and provide a defense to the Association and any Association selected member of the Joint Panel against any claim, courses of action, damages, grievances, administrative proceedings or any other litigation arising from the Association's participation in the Peer Assistance for Teachers Program including Peer Review.

16.7.4 Support Provider:

16.7.4.1 Shall have a one hundred-eighty-two (182) day work year and, in addition, must be available for training and in-service during the summer for up to a maximum of twelve (12) work days. Support providers may need to complete

additional work days for which they shall receive pay determined by the Staff Development Pay Formula.

- 16.7.4.2 Shall have a salary determined by appropriate placement on the teacher salary schedule, plus a stipend of \$5,500 effective July 1, 2023.
- 16.7.4.3 Report to the Joint Panel and work under the direction of the Executive Director of Instructional Development.
- 16.7.4.4 Begin work year on July 1st of each year.
- 16.7.4.5 Perform neither management nor supervisory functions.
- 16.7.4.6 Shall have all rights of a bargaining unit member.
- 16.7.4.7 Shall have the right to return to their previous school site and department upon completion of the assignment.
- 16.7.4.8 Shall have the responsibility for no more than sixteen (16) teachers in the program.
- 16.7.4.9 Are District employees and shall be exempt from other assignments as required in Section 10.5.6.6.1 of the Collective Bargaining Agreement.
- 16.7.4.10 If for any reason a support provider is unable to complete the duties of the position for a period exceeding twenty (20) work days, the Joint Panel may select an alternate teacher from a list of approved applicants, or by the provisions listed in Section 16.4.1 to complete the assignment of the absent support provider.
- 16.7.4.11 When a support provider is selected as an alternate for one semester and retained for the following school year, they may be entitled to complete up to a three (3) year term.
- 16.7.4.12 Support Provider who voluntarily requests a leave of absence for a period exceeding ninety (90) work days may be reassigned to their original site in the event a qualifying position is available.
- 16.7.4.13 The employer agrees to provide a defense for the support provider against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the support provider's participation in the Peer Assistance for Teachers Program including Peer Review.

#### 16.7.5 Content Mentors:

- 16.7.5.1 Will work with the support providers in determining needs and assignments.
- 16.7.5.2 Shall have release time to assist a teacher.

16.7.5.3 Shall be paid a stipend of \$100.00 per teacher.

16.7.5.4 Shall be compensated for teacher assistance outside school hours (as approved by the Joint Panel) on a fee-per-service rate of \$25 per hour.

16.7.6 Teachers in the Program

16.7.6.1 All proceedings and materials related to evaluations, reports, and other personnel matters shall be strictly confidential. Therefore, Joint Panel members and support providers may disclose such information only as necessary to administer the PAT program.

16.7.6.2 Referred teachers have the right to be represented throughout these procedures by the Association representative of their choice.

16.8 Collective Bargaining Agreement

The Collective Bargaining Agreement between the Associated Chaffey Teachers and the District may not be violated in implementing the Peer Assistance for Teachers program. All rights of a bargaining unit member under Law and Agreement shall be honored.

## **ARTICLE 17**

### **TRANSFER AND REASSIGNMENT**

#### **17.1 Filling of Vacancies**

17.1.1 The District reserves the right to make placements, assignments, reassignments and to transfer unit members pursuant to the provisions of this Article which shall apply to all unit members except as otherwise provided herein, or as limited by Article 25 of this Agreement relating to summer program and Article 22 relating to adult school teachers.

#### **17.2 Procedures for Assignment and Reassignment.**

17.2.1 Each continuing unit member shall be given a tentative written notice no later than the close of the school year of the next year's assignment. New teachers shall be given written notice at the time of hiring or reasonably soon thereafter. When possible, such notice shall specify the teaching location, grade level(s), and subject area to which the unit member will be assigned.

17.2.1.1 Bargaining unit members may appeal to administration for review of their teaching assignment.

17.2.1.2 A unit member shall have the right to discuss changes to their schedule with administration.

17.2.1.3 Administration determines assignments and the master schedule. Upon their discretion, administration shall make a reasonable effort to seek input from department chairs and/or individual members before changes are made.

17.2.2 Reassignment requests. A unit member may request a reassignment from their principal.

17.2.3 Involuntary reassignment shall occur only when volunteers are not available.

17.2.4 Unit members affected by a reassignment shall be given five (5) working days prior notice and, upon request, written reasons for the change of assignment.

17.2.5 Unit members who are reassigned after the beginning of the instructional school year shall be granted a duration of instructional duty-free time for preparation and orientation equivalent to one (1) period for each period reassigned.

#### **17.3 Procedures for Involuntary Transfers**

To maintain curricular integrity and campus stability, a bargaining unit member may be involuntarily transferred by District Management whenever such a transfer is in the best educational and/or operational interest of the District as defined by the management of the District.

Involuntary transfers shall be considered for the following reasons: A decrease in enrollment, elimination of program(s) and/or funding; opening and closing of schools, certification

adjustments, or as determined necessary by the superintendent or designee with mutual agreement from ACT.

17.3.1 A unit member being involuntarily transferred shall be allowed to indicate their preferences for any vacancy for which they are is qualified.

17.3.2 An involuntary transfer shall not result in the loss of compensation on the salary schedule, seniority or any fringe benefits to the transferred bargaining unit member.

17.3.3 Upon request, a written reason for the transfer will be provided to the unit member.

17.3.4 Certificated staff may not be involuntarily transferred if:

17.3.4.1 A transfer might impact a program negatively and the District and the Association mutually agree;

17.3.4.2 They are serving in the current year and will be continuing in that position for the following year as athletic director, activities director, head varsity coach, yearbook advisor, department chair, special education advisor, or newspaper advisor.

17.4 The involuntary transfer shall be based on the following considerations:

17.4.1 Seniority within the District

The following seniority system shall be considered to identify the involuntary transfer(s):

17.4.1.1 Longest number of years of District seniority as defined by the Education Code

17.4.1.2 Longest number of years of consecutive service at the school or site

17.4.1.3 Longest number of years of service with the department

17.4.2 Credential, major, minor.

17.4.3 Experience in the subject/work area of needs. If all factors are equal, the unit member with the least seniority in the District shall be transferred.

17.5 Unit members with the same initial date of service shall have their seniority number determined by lottery.

17.5.1 The lottery shall be conducted in the presence of at least two (2) Association representatives.

17.5.2 A unit member involuntarily transferred shall not be involuntarily transferred again for a period of five (5) school years.

17.5.3 Unit members being transferred shall be given at least five (5) working days notice.



17.5.4 Any unit member involuntarily transferred after the commencement of the school year shall be entitled to a District paid substitute for one day to assist the employee in accomplishing the transfer. Any unit employee involuntarily transferred within ten (10) calendar days of the beginning of the school year shall be assisted by the District in the movement of the employee's materials and supplies.

17.5.5 One (1) day of instruction duty-free time for preparation and orientation shall be given to a unit member who is involuntarily transferred unless the transfer occurs prior to the beginning of the instructional school year.

17.5.6 Unit members involuntarily transferred shall have the privilege of first consideration for transfer to the original position or its equivalent.

## 17.6 Procedures for Voluntary Transfer

17.6.1 Unit members may apply for voluntary transfer by completing the approved District Certificated Transfer Form. The voluntary transfer form shall be kept on file by the Personnel Office until the transfer is accomplished or the applicant, in writing, withdraws the request. The District shall maintain the request on file for one (1) school year, after which it shall be deemed withdrawn. Such transfer may take effect during the school year or at the beginning of the next school year.

17.6.1.1 The District shall not deny a teacher in a special education assignment the right to apply for a transfer to a vacant position for which the unit member has an appropriate credential.

17.6.2 All vacancies shall be announced by local school bulletins, personnel bulletins, or e-mail. Copies shall be sent to the Association. The closing date shall not be less than five (5) working days from the effective date of the posting or announcement and shall contain a closing day for submitting a request for transfer.

17.6.2.1 No assignments to fill the open positions shall be made until after the closing date.

17.6.2.2 Each posting must contain information on work location, subject area(s) to be taught, required credential(s) and special qualification(s), if applicable.

17.6.3 Whenever the District opens a new school, the provisions of this article shall apply only to 80 percent of the positions identified to staff the new site. All other positions shall be filled in accordance with District needs.

17.6.4 Unit members may file an application for transfer with the Personnel Office. Applications of all qualified unit members shall be considered. Unit members will not be eligible for voluntary transfer during the first year of their probationary period.

17.6.5 The following criteria shall be used in selecting an applicant for the posted position to effectively meet the demonstrated needs and efficient operation of the District:

17.6.5.1 Interview

- 17.6.5.2 Seniority
- 17.6.5.3 Appropriate credential authorization; preferably a preliminary or clear credential
- 17.6.5.4 CLAD/BCLAD/CTEL or equivalent
- 17.6.5.5 The recent experience and training of the unit member compared to those of other candidates for the position to be filled
- 17.6.5.6 Review of previous performance evaluations and/or work history and habits
- 17.6.5.7 Extra service
- 17.6.5.8 Site staff balance in terms of gender and/or ethnicity

## 17.7 Application of Criteria

- 17.7.1 Interview: A unit member shall have an opportunity for an interview
- 17.7.2 Seniority: Years of teaching experience and training related to the subject
- 17.7.3 Major/Minor Credential: Any valid credential which authorizes service in the subject.
- 17.7.4 CLAD/BCLAD/CTEL or equivalent
- 17.7.5 Seniority: Years of teaching experience and training related to the subject
- 17.7.6 Evaluations: The last two (2) performance evaluations must have an overall satisfactory rating.
- 17.7.7 Review of personnel files
- 17.7.8 Extra Service: i.e., coaching, AVID, yearbook, activities, journalism, GATE, WASC, academic decathlon, etc.

- 17.8 If a unit member's request for a voluntary transfer is denied, the unit members shall, upon request, be granted a meeting with the administrator who denied the request to discuss the reasons for the denial.

## 17.9 Applications in Absentia

- 17.9.1 A unit member may apply for voluntary transfer to positions that are not yet vacant where the unit member will be unavailable to school site information due to vacation or leave status. Such application shall be submitted to the Personnel Office and shall include the telephone number and address at which the unit member may be reached. The application shall be effective only for the duration of the vacation or leave. The District shall make reasonable effort to contact the unit member at the address or telephone number listed in the application. The unit member shall be available for personal interview upon request.
- 17.10 When a vacancy occurs as a result of shifts of pupils from school to school for re-organization purposes, the District shall be required to post notices and consider volunteers.

## ARTICLE 18

### DEPARTMENT CHAIRS (LEADERSHIP)

#### 18.1 Department Chairpersons Leadership Advisory Committee (Leadership Team)

18.1.1 The Leadership Team at each high school is comprised of department chairpersons as listed in Section 18.3 of this Article and is formed to provide an advisory function from the department they represent to the principal as indicated in Board Regulation 2230. This Leadership Team shall also include the function of information gathering and dissemination.

#### 18.2 Teachers elected as chairpersons shall discuss curriculum and instruction issues which directly affect the school including the development of the master schedule, curriculum development, school instructional site budget, and other topics specifically related to members of the committee.

The function and purpose of this committee does not diminish the role, function, or authority of the Local Curriculum Steering Committee.

18.2.1 Administrators shall consult with department chairpersons prior to initiating the development of the master schedule. Teachers shall make their teaching preferences known to the administrator in writing through the department chairperson. Administration will consider equitable rotation of class requests. A unit member shall retain the right to consult with the administrator regarding their assignment.

#### 18.3 The Leadership Team will be composed of the principal, who will be the chairperson, and representatives who have been elected to represent their respective instructional department from:

1. English
  2. Math
  3. Social Studies
  4. Special Education
  5. Science
  6. Visual and Performing Arts (Art, Music and Drama)
  7. World Language
  8. Career Technical Education (Industrial Technology, Business and Home Economics)
  9. Physical Education
  10. The Association Campus Director or designee shall serve as a regular member of the Leadership Team
- 18.3.1 These individuals shall comprise the minimum regular membership of the Leadership Team including the teacher librarian. Other individuals such as a counselor, activities director, athletic director, or special education advisor, etc., may be included by the principal.
- 18.3.2 Individuals with split assignments such as two (2) English, two (2) social science, and one (1) math will have a choice of belonging to the English or social science department. A unit member with this type of assignment may not be nominated as a department

chairperson unless no other member of the department has more than two (2) assignments within the department.

#### 18.4 Selection of Department Chair Leadership Members

- 18.4.1 The department chairperson will be elected by the end of the third week of April every two (2) years. The Principal and the site representative of the Association shall conduct the election. Any challenges by a department member shall be handled by the ACT Elections Committee pursuant to the ACT Bylaws and Standing Rules.
- 18.4.2 The department chairpersons shall be democratically elected by their department members. Unit members must be assigned at least three (3) classes with the department to be eligible to vote (excluding Activities Directors, Athletic Directors, Special Education Advisors, and other positions upon mutual agreement with ACT). In an election where more than one candidate receives votes, the principal may choose not to accept the candidate receiving the highest number of votes, in which case the candidate with the second highest number of votes shall be declared the department chair. Tie votes shall be decided by the Principal.
- 18.4.3 Department chairpersons cannot serve as a representative without being duly elected. Department chairpersons begin to serve at the Leadership Team meeting immediately following their election. In order to be a nominee for their respective departmental area as defined in Section 18.4.2 above, a unit member must have at least three (3) assignments in the department or area that they are to represent and be highly qualified in the subject area according to ESEA standards (shall have a preliminary or clear credential in the department subject area). In the event that a bargaining unit member does not have three (3) assignments in a single department or area, they may be nominated from a department or area in which they have two (2) assignments.
- 18.4.4 If a vacancy develops after the initial election, the department shall have a special election to fill the vacant seat or seats. The same election procedures as outlined above will be followed.
- 18.4.5 The administration shall annually assess the department's effectiveness utilizing the Department Effectiveness Survey (Appendix D).

#### 18.5 Meetings/Procedures

- 18.5.1 Meetings will be held at least once a month and by mutual agreement as often as deemed necessary. The agenda will be prepared in advance by the principal; however, any member of the committee may add to the agenda at any time up to and including the day of the meeting. The site budget, including department allocations, will be discussed at least twice a year with notification to the committee of any changes in allocation to the site made by the District. The principal and/or members of the committee may invite resource people to attend meetings of the committee from time to time as necessary.
- 18.5.2 Minutes of the Leadership Team meetings shall be recorded by a person mutually selected by the committee and the principal. Published minutes shall be distributed to all staff members as soon as possible following the completion of the meeting. The person

responsible for distribution of the minutes will endeavor to distribute the minutes of the previous meeting at least five (5) duty days prior to the next meeting. The minutes shall reflect the mutual concerns of the principal and the committee members relative to the content of the meeting.

18.5.3 The development process of the master schedule for each semester is to be discussed by the Leadership Team in sufficient time as to have any concerns addressed.

18.5.4 The individual teaching assignment of teachers is the responsibility of the administration. Department chairpersons may be asked for their input on the master schedule; however, the department chairperson shall not make the assignment.

18.6 Department Chairperson – Duties and Responsibilities (Appendix C)

## **ARTICLE 19**

### **HEALTH & WELFARE BENEFITS**

#### **19.1 Group Insurance Plans**

The District shall provide for regular day employees and their dependents medical, dental, prescription, and vision insurance provided by carriers selected by the District Insurance Committee to which ACT shall appoint representatives. Verification of eligible dependents is required at the time of enrollment. Verification of eligible dependents shall include qualifying documents of dependent status. Children shall be considered eligible dependents up to their twenty-sixth (26<sup>th</sup>) birthday. The District will provide medical coverage for the domestic partner of an employee effective at the time District insurance carriers make it available at no increased cost with certification of the Declaration of Domestic Partnership. Summer program employees shall not be eligible for these benefits. Adult school unit members shall be entitled to the same health and welfare benefits as provided by existing District procedures.

##### **19.1.1 Medical Plan**

- 19.1.1.1 Medical insurance premiums will be paid by the District to the extent they do not exceed the Kaiser Family Plan. A unit member may select a plan that costs more or less than the Kaiser Family Plan Rate. The unit member shall pay the difference between the cost of the premium of the Kaiser Family Plan Rate and any plan that has a higher premium cost.

##### **19.1.2 Dental Plan**

- 19.1.2.1 The maximum dental coverage will be two-thousand dollars (\$2,000) per year and will include up to four (4) prophylaxis treatments per twelve (12) months. The maximum orthodontia coverage shall be two-thousand dollars (\$2,000).

##### **19.1.3 Vision Plan**

- 19.1.3.1 Vision insurance will be provided for the employees and dependents of employees.

#### **19.2 Life Insurance Plan**

- 19.2.1 Death Benefits. The District will provide to all regular day employees a fully paid death benefit, excluding suicide, of at least fifty thousand dollars (\$50,000). For new employees, this shall begin on September 1st. If employed after September 1<sup>st</sup>, this benefit shall begin on the first of the month following employment.
- 19.2.2 In the event of the death of a unit member or retiree receiving Health Benefits, the surviving spouse and/or dependents shall have continued coverage for that month and the following month in order to have time to decide whether or not to continue coverage.

19.2.3 Part-time Employees' Fringe Benefits. The District shall continue to provide the fringe benefit package on the basis of 1/5 for each period assigned for part-time regular day employees.

### 19.3 Duration of Benefits

19.3.1 Duration Following Termination. Should a regular day employee's employment terminate following the last day of the school year, and before the commencement of the ensuing school year, such employee shall be entitled to continued coverage under the health, dental, and vision plans until August 31<sup>st</sup> of the ensuing school year. Employees shall be covered for twelve (12) months for continuing employees beginning July 1st and ending June 30th. Should an employee terminate employment during the school year, coverage shall continue until the end of the month.

### 19.4 Tuberculosis Examination

19.4.1 When a unit member is required to undergo a tuberculosis examination, such examination shall be at District expense based on whatever fee may be established by the San Bernardino County Health Department. Unit members shall provide proof of TB clearance in the intervals as prescribed by Education Code 49406.

### 19.5 Tax Sheltered Programs

19.5.1 Eligible unit members may participate in tax sheltered programs authorized by Section 403 (B) of the Internal Revenue Code with the District providing payroll deduction for this purpose.

### 19.6 Property Damage

#### 19.6.1 Reimbursement Privileges

19.6.1.1 The District shall provide for reimbursement of personal property that is used for and is necessary to the fulfillment of the unit member's responsibility to the District when such property is lost, destroyed, or damaged by action of arson, burglary, or vandalism.

19.6.1.1.1 When a unit member's vehicle is vandalized on school property and located in the staff designated parking area, a \$200 reimbursement toward the employee's insurance deductible shall be made upon receipt that repairs have been completed. At the time the employee notices the vandalism, the unit member must report such vandalism to a site administrator and file a report with law enforcement. A claim for reimbursement must be filed within six (6) months of the incident. The District will make reasonable efforts to provide a safe environment for employee vehicles.

- 19.6.1.2 Reimbursement Limits. The amount of such reimbursement cannot exceed four hundred dollars (\$400.00) nor will the District reimburse unit members for property valued less than fifty dollars (\$50.00).
- 19.6.1.3 Reimbursement Eligibility. The unit member is not eligible for reimbursement if loss or damage is due to the employee's negligence in care of or placement of such articles as determined by the District.
- 19.6.1.4 Reimbursement Application. Reimbursement shall be made only when written approval on the appropriate District form for the use of personal property in the school was given before the property was brought to school and when the person or persons bringing the property and the principal agree on the value.
- 19.6.1.5 Reimbursement, Replacement, Repair. The District may repair or replace eye glasses, hearing aids, dentures, watches, or articles of clothing necessarily worn or carried by the employee which are damaged, while in the line of duty without fault or negligence of the unit member. The District may pay either the repair cost or the actual value of the item at the time the damage occurred, whichever is the lesser. Replacing or repairing of such items will be limited to damages or values exceeding ten dollars (\$10), but not in excess of two hundred dollars (\$200).
- 19.6.1.6 Subrogation Rights. In the event a payment is made under this policy, the District will, to the extent of such payments, be subrogated to any right of the employee to recover compensation for such damaged property. The District will be entitled to enforce its subrogation right in any court of competent jurisdiction.

## 19.7 Retirement Benefits

- 19.7.1 Continuation of Benefits. Bargaining unit members who retire after fifty-five (55) years of age and have completed fifteen (15) years of full-time service in the District, shall have premiums paid by the District for medical insurance, paid prescription, dental, and vision plans for the retiree and their eligible dependents until the retiree is eligible for Medicare. Medical insurance premiums will be paid by the District to the extent that they do not exceed the rate of the Kaiser Family Plan. For plans exceeding the Kaiser Family Rate, the retiree must pay the District the amount equal to the monthly difference between Kaiser Family Plan and the cost of the plan chosen for each of the following twelve (12) months beginning January 1<sup>st</sup> of each year.

Dental insurance shall have a maximum of two thousand dollars (\$2,000) yearly and two thousand dollars (\$2,000) maximum orthodontia coverage.

Premiums will be prorated for part-time regular day employees who have complete fifteen (15) years of service, based on percent of time employed at the time of retirement. However, if a part-time regular day employee has previously met the full-time requirement of fifteen (15) years, the premiums will be paid in full.



Coverage will continue until the retiree qualifies for Medicare or reaches age 65.

- 19.8 Long-Term Service Retirement. Bargaining unit members who were employed prior to the 2003-2004 school year who retire after twenty-eight (28) or more years of full time service in the District and are 55 years of age or older, shall have premiums paid by the District for medical insurance, paid prescription, dental, and vision plans for the retiree and their eligible dependents.

Medical insurance premiums will be paid by the District to the extent that they do not exceed the rate of the Kaiser Family Plan. For plans exceeding the Kaiser Family Rate, the retiree must pay the District the amount equal to the monthly difference between Kaiser Family Plan and the cost of the plan chosen for each of the following twelve (12) months beginning January 1<sup>st</sup> of each year.

Dental insurance shall have a maximum of two thousand dollars (\$2,000) yearly and two thousand dollars (\$2,000) maximum orthodontia coverage.

- 19.8.1 Member Paid Participation. Unit members, who elect to, may continue to participate in the health and welfare benefits program of the District after retirement by paying the premium directly to the District.

- 19.8.2 Limits of Member Paid Participation. Such participation may be in any or all such programs, not including life insurance death benefit, available to regular day employees, at the option of the unit member.

- 19.8.3 Overlapping Coverage. In the event of coverage by the same plan of a retiree whose spouse continues to be employed by the District, the retiree will remain on the employee's plan. At such time, the District will supplement Medicare with a plan which will provide comparable benefits.

The retiree will have the option of returning to the District health plan as the subscriber in the event the spouse does not remain in the employment of the District or does not qualify for full coverage at retirement.

## ARTICLE 20

### RETIREMENT

#### 20.1 Pre-Retirement Part-Time Employment Plan (CalSTRS Reduced Workload Program)

20.1.1 The Board of Trustees shall provide the following pre-retirement part-time employment plan, subject to conditions set forth below.

- 20.1.1.1 Minimum Age. The regular day employee must have reached the age of fifty-five (55) to attain eligibility in the plan.
- 20.1.1.2 Duration of Employment. The regular day employee must have been employed full-time in a position requiring certification for at least ten (10) years, of which the immediately preceding five (5) years were full-time employment, all in the District.
- 20.1.1.3 Optional Participation. The option of part-time employment must be exercised at the request of the regular day employee and can be revoked only with the mutual consent of the employer and the regular day employee, except that such regular day employee shall be subject to lay-off according to Section 44922 of the Education Code and Dismissal for cause.
- 20.1.1.4 Pro-Rata Salary. The part-time regular day employee shall be paid a salary that is pro-rata of the salary the unit member would be earning had the employee not elected to exercise the option of part-time employment (based on 20 percent proportions), but shall retain all other rights and benefits for which the employee makes the payments that would be required if the unit member remained in full-time employment.
- 20.1.1.5 Health Benefits. The part-time regular day employee shall receive health and welfare benefits in the same manner as a full-time regular day employee.
- 20.1.1.6 Minimum Contract. The minimum part-time employment shall be the equivalent of one-half (1/2) of the full-time position.
- 20.1.1.7 Application for Participation. It is the responsibility of the regular day employee to submit a written request for part-time employment status prior to March 1st of the current school year.
- 20.1.1.8 Restrictions. A regular day employee may not participate in this retirement plan for more than five (5) years.
- 20.1.1.9 Return to Full-Time Status. Once a regular day employee has elected to be on a part-time status, such regular day employee cannot return to full-time employment status, except by mutual agreement between the District and the unit member.

- 20.1.1.10 Seniority Rights. A regular day employee who is on part-time employment status will accrue seniority on the same basis as a regular full-time day employee.
- 20.1.1.11 Appointment to Part-Time Status. The final determination as to which employees, if any, will participate in this program and the form of part-time employment rests within the sole discretion of the Board of Trustees.
- 20.1.1.12 Duration of Program. The program will be in operation only so long as the District can be assured that a savings will accrue to the District; and furthermore, in case of a reduction in force, the expansion of the plan would automatically be suspended if a replacement unit member is not available at a salary level which would guarantee a savings over a five year period.
- 20.1.1.13 Implementation. Prior to implementation of the part-time (reduced) pre-retirement workload, the unit member must provide written verification of approved participation from CalSTRS (California State Teachers Retirement System Reduced Workload Program Eligibility Certification Application) to the Personnel Office.

## 20.1 Resignation from the District

- 20.2.1 If a unit member submits a resignation which is effective within the current month after the County payroll deadline, the final pay warrant may be delayed until ten (10) work days after the end of the calendar month or pay period during which the services are performed.

## ARTICLE 21

### LEAVES

#### 21.1 Administrative Leave

- 21.1.1 Superintendent's Authorization. The superintendent may provide a unit member leave with pay to attend a professional meeting in the member's field of instruction or service, to attend a professional conference as a representative of the school or District, to participate in a state or regional education committee workshop as a representative of the school or District, to attend other schools to observe instructional practices, or to serve on Fair Hearing Panels.
- 21.1.2 Fair Hearing Panel Compensation. Unit members who serve on paid Fair Hearing Panels during the hours of their regular duty day shall remit to the District the amount of compensation received for such service. Unit members who receive compensation for service on panels outside their regular duty day shall be entitled to retain such compensation.
- 21.1.3 Advance Authorization. Administrative leave authorization must be obtained in writing in advance of the requested activity.

#### 21.2 Bereavement Leave

- 21.2.1 Time Allowance. In the event of the death of any person in the unit member's immediate family (as defined by Article 21.2.2), or if the unit member is the closest (closest does not refer to geographic proximity) surviving relative of the deceased in the event there are no surviving immediate family members, the bargaining unit member shall be entitled up to a maximum of five (5) days of leave of absence, as follows:
- Local (less than 400 miles round trip): Up to a maximum of three (3) days of paid leave and two (2) additional days of unpaid leave. Unit members may use any available leave to receive pay for the two (2) unpaid days.
  - Long distance (400 miles or more round trip) or the unit member is the executor of the estate of the deceased: Up to a maximum of five (5) days of paid leave.
- 21.2.2 Immediate Family Defined. For the purposes of this Article, an immediate family member shall be defined as: spouse, son, daughter, grandchild, son-in-law, daughter-in-law, parent-in-law, mother, father, sister, brother, sister-in-law, brother-in-law, grandmother, grandfather, great-grandmother, great-grandfather, niece, nephew, aunt or uncle of the unit member or of the spouse of the unit member, or any person living in the immediate household of the unit member.
- 21.2.3 For purposes of this article, foster family relationships shall be defined as equivalent to immediate family relationships.

21.2.4 All bereavement leave shall be completed within six (6) months of date of death. Due to special circumstances, an extension of up to six (6) additional months may be granted by the Superintendent or Assistant Superintendent Designee. The Superintendent or Assistant Superintendent Designee may request verification of bereavement leave.

### 21.3 Reproductive Loss Leave

21.3.1 Unit members who have suffered from reproductive loss events (as defined in SB 848), including miscarriage, stillbirth, a failed adoption, failed surrogacy, or an unsuccessful assisted reproductive technology procedure shall be provided up to three (3) days of paid leave and two (2) additional days of unpaid leave. Members may use any available leave to receive pay for the two (2) unpaid days.

Unit members must have been employed for 30 days to be eligible for the Reproductive Loss Leave.

The five days of leave do not need to be taken consecutively but must be completed within three (3) months of the reproductive loss event.

If the unit member suffers more than one reproductive loss event within 12 months, the District shall provide up to 20 days of leave (of which up to 3 days of the 20 days of leave will qualify as paid leave). Members may use any available leave to receive pay for the remainder of their unpaid leave days.

### 21.4 Child Bearing, Child Rearing, or Adoption Leave

21.4.1 Emergency Allowance. Paid leave not to exceed two (2) work days in any given school year shall be granted to a unit member to take care of emergencies relating to the birth or adoption of a child. This leave shall be granted in cases where sick leave, pregnancy disability leave, and reproductive loss leave do not apply. The District may require the unit member to submit verification of the emergency.

### 21.5 Industrial Accident Leave

21.5.1 Eligibility. Unit members shall be entitled to industrial accident leave according to the provisions of Education Code Sections 44984 for personal injury which has qualified for workers' compensation under the provisions of workers' compensation laws of the State of California as a self-insured agency.

21.5.2 Duration. Unit members shall be eligible for up to ninety (90) working days during which the schools of the District are required to be in session or when the employee would otherwise have been performing work for the District in any one fiscal year for the same industrial accident. This leave may be extended by the Board at its discretion in cases of serious assault and battery that has rendered the unit member incapacitated for an indeterminate period of time.

21.5.3 Physical Examination. The District, at its expense, has the right to have the unit member examined by a physician to assist in determining the length of time which the unit member

will be temporarily unable to perform assigned duties and the degree to which a disability is attributable to the injury involved. The unit member shall select the physician from a list prepared by the District, or pre-designate a physician of their choice and have it noted in their personnel file prior to an injury occurring.

21.5.4 District Reimbursement. For any work days of absence from duty as a result of the same industrial accident, the District shall deduct from the unit member's salary warrant the amount of such disability indemnity actually paid to and retained by the unit member.

## 21.6 Jury/Subpoenaed Unit Member Leave

21.6.1 Paid Leave. Unit members shall be provided paid leave for regularly called jury duty or to appear in court due to a no personal fault subpoena issued by the court. "No personal fault" indicates that the unit member is a witness or a defendant found zero percent liable.

21.6.2 Verification. The unit member shall submit an absence report form for each such absence, accompanied by a "Jury Duty Certification" or a copy of the subpoena.

## 21.7 Sick Leave

21.7.1 Annual Allowance. Full-time unit members shall be entitled to ten (10) work days leave with full pay for each school year for purposes of personal illness or injury. Unit members who work less than full-time shall be entitled to a pro-rata portion of the ten (10) work days leave as the number of hours per week of scheduled duty relates to the unit member in a comparable position.

21.7.2 Extended Illness Benefits. After all entitled leave and all accumulated sick leave as described elsewhere in this Agreement is exhausted, additional non-accumulated leave shall be available for a period not to exceed five (5) calendar months. If the school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in a subsequent school year. The amount deducted for leave purposes from the unit member's salary shall be the amount actually paid a substitute employee employed to fill the position during the leave, or if a substitute is not employed, the amount that would have been paid a substitute. If at this time the unit member is still unable to return to work and has exhausted all entitled paid and unpaid leave, they shall be placed on a reemployment list. A permanent unit member shall be placed on a reemployment list for thirty-nine (39) months and a probationary unit member is placed on a twenty-four (24) month reemployment list. A unit member may receive only one (1) five-month period per accident or illness.

21.7.3 Accumulation. If a unit member does not utilize the full amount of sick leave as authorized in any school year, the amount not utilized shall be accumulated from year to year. Excess sick leave days (days earned beyond the possible annual allowance of eleven (11) workdays if a summer school assignment was worked pursuant to Article 25.4.6) shall be exhausted first.

21.7.4 Verification. For legitimate District reasons, upon request, a unit member shall be required to present a medical doctor's certificate verifying the personal illness or injury. The

District, at its expense, may require a unit member to visit a certified medical specialist to verify the unit member's illness or injury. The unit member shall select the medical specialist from a list prepared by the Association and the District. If the report concludes that the absence is not due to a personal illness or injury, or that the illness is not sufficiently severe to warrant continued absence, then the superintendent or designees after notice to the unit member, may refuse to grant such leave.

21.7.5 Advance Notice. Whenever possible a unit member must follow the absence notifications procedures.

21.7.6 School Notification. The unit member must follow the absence notification procedure. The teacher must request a substitute teacher utilizing the District absence management system. At this time, the system will ask the teacher for a starting and ending date. If the teacher returns to work prior to the ending date that was originally given to the system, the teacher is responsible for canceling the assignment. Failure to cancel the assignment may result in a payroll deduction up to a substitute's daily rate or subtraction of a day of sick leave, whichever the unit member chooses.

21.7.7 Partial Day Sick Leave. A unit member who is absent for less than a full day shall be charged for no less than one (1) hour of such leave. Beginning in 2013-2014, sick leave for unit members must be converted to hours. Sick leave is currently assigned in six (6) segments based on the six (6) period full time assignment including preparation period. For purposes of sick leave records, a day will be converted to six (6) hours. A unit member who is absent any portion of an hour will be charged one-sixth ( $1/6$ ) of a day's sick leave or one (1) hour; between one (1) and two (2) hours will be charged two-sixths ( $2/6$ ) or two (2) hours; between two (2) and three (3) hours, three-sixths ( $3/6$ ) or three (3) hours; between three (3) and four (4) hours, four-sixths ( $4/6$ ) or four (4) hours; between four (4) and five (5) hours, five-sixths ( $5/6$ ) or five (5) hours; over five (5) hours, a full day or six (6) hours.

21.7.7.1 Unit members assigned to non-classroom positions shall be assessed partial sick leave in an equitable manner.

21.7.7.2 When converting remaining hours to days for retirement purposes, the number of hours will be divided by six (6) and reported as days or percentage of days.

21.7.8 Statement of Accrued Sick Leave. District shall provide each unit member with a written statement of accrued sick leave total and entitlement for the school year as soon as administratively practicable.

## 21.8 Personal Leave

21.8.1 Allotment. Each full-time unit member shall be entitled to use seven (7) days of the paid sick leave allotment during each school year as personal leave. Personal leave may not be used for concerted activities, extending a holiday, or for purposes of personal convenience or social commitment.

Unit members, who work less than full time, shall be entitled to a prorated portion of the seven (7) days leave as to the number of hours per week of scheduled duty relates to the number of hours for a full-time unit member in a comparable position.

- 21.8.2 Advance Notification, Verification. Whenever reasonably possible, a unit member shall inform the appropriate management person before taking personal leave. When it is not reasonably possible to inform the appropriate management person as stated above, the unit member, upon return, shall submit on the personal leave form verification that the personal leave was not used for purposes described in paragraph 21.7.1 above.

## 21.9 Pregnancy Disability Leave

- 21.9.1 Qualifications and Duration. Unit members are entitled to use sick leave solely for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery there from. The length of the leave, including the date on which the leave shall commence and the date on which the duties are to be resumed, shall be determined by the unit member and the unit member's physician and set forth on an appropriate form supplied by the District.

- 21.9.2 Paternity Leave. Unit members are entitled to use personal leave solely for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery of their spouse. The length of the leave, including the date on which the leave shall commence and the date on which the duties are to be resumed, shall be determined by the unit member and the unit member's physician and set forth on an appropriate form supplied by the District.

- 21.9.3 Leave Without Pay. When all other leaves available herein are exhausted, a unit member may be entitled to leave without pay for the purposes set forth.

## 21.10 Catastrophic Leave Program. Individuals within the certificated bargaining unit may be eligible to participate in the catastrophic leave program if they satisfy the following requirements.

- 21.10.1 Unit members receiving compensation under worker's compensation provisions are not eligible to receive leave from the catastrophic leave program until exhausting such benefit.
- 21.10.2 Eligible unit members interested in receiving such benefits shall submit a "Request to Participate in Catastrophic Leave" form which is available from the Personnel Office. In those instances where a medical condition or other facts make this impossible or impractical, requests submitted by their designated representative on the behalf of unit members shall be considered.
- 21.10.3 Eligibility shall be determined by the District upon receipt of a "Request to Participate in Catastrophic Leave" which is to be accompanied by verification of catastrophic illness or injury of the unit member or a member of their immediate family.
- 21.10.4 Situations appropriate for catastrophic leave may involve any circumstance that might reasonably be expected to incapacitate the employee for an extended period of time



[thirty (30) days or more] thus requiring the employee to take time off from work which may create a financial hardship. Catastrophic leave would most likely involve illness or accidents, but other situations may be considered on their individual merits.

21.10.5 Unit members determined to be eligible may only participate in catastrophic leave after they have exhausted all accrued paid leave credit, excluding extended sick leave which provides differential pay entitlement for five (5) months pursuant to Education Code Section 44977. Donated leave credits shall be used within twelve (12) consecutive months (Education Code 44043.5).

21.10.6 Unit members may contribute to the catastrophic leave program on the behalf of a fellow unit member in accordance with the following procedures:

21.10.6.1 Unit members who seek to contribute their accrued sick leave to a fellow unit member shall submit an "Authorization for Transference of Sick Leave" form to the Personnel Office. This form shall indicate the number of days which are being authorized for transference and the name of the unit member designated to receive credit for the sick leave days contributed. All such contributions shall be in increments of one (1) full day.

21.10.6.2 Sick leave contributions provided for unit members are to be placed in a pool to be maintained by the Personnel Office. On a weekly basis and through the use of a lottery system, the names of the individual sick leave shall be deducted from the accrued entitlement of those individuals. Each person's name shall be placed in the pool in accordance with the number of days they have authorized for deduction. Sick leave which is authorized for transference and is not used shall not be deducted from the unit member making the contribution.

21.10.6.3 After an initial sick leave pool has been created for a unit member determined to be eligible for catastrophic leave, additional unit members may contribute to the pool through the above procedures and their names shall be added to a weekly lottery described in item 2.10.6.2 above.

21.10.6.4 The Personnel Office shall apprise participating unit members of the results of the weekly lotteries and confirmation shall also be provided at the time that the sick leave credit is transferred to the unit member receiving this benefit. All transfers of leave credit shall be irrevocable by the unit members.

21.10.7 As catastrophic leave is utilized by unit members determined by the District to be eligible, records shall be kept by the Personnel Office regarding the costs involved. The Associated Chaffey Teachers (ACT) may request information regarding this program at any time to ensure proper implementation.

## 21.11 Family Care and Medical Leave

21.11.1 The District shall grant, upon request of a unit member, up to a maximum of twelve (12) weeks of unpaid leave during any twelve (12) month period for the following reasons:

- a) In order to care for the spouse, son, daughter, or parent of the unit member, if such spouse, son, daughter, or parent has a serious health condition.
  - b) Because of a serious health condition that makes the unit member unable to perform the functions of the position of such unit member.
- 21.11.2 The District shall grant, upon request of a unit member, up to a maximum of twelve (12) weeks of leave during each school year for maternity or paternity leave once the employee has exhausted all available sick leave, including accumulated sick leave in compliance with Education Code 44977.5.
- 21.11.3 While on this leave, the District shall provide the unit members with all health and welfare benefits provided in Article 19 of this Agreement.
- 21.11.4 The unit member must be restored to their former position upon returning from this leave.
- 21.11.5 The unit member retains all rights of employment while on this leave including seniority, salary advancement, and participation in optional benefits programs.
- 21.12.6 Leaves under this section shall run consecutively with other leaves available to the unit member.

## 21.12 Other Leaves Without Pay

Upon recommendation of the superintendent and approval of the Board of Trustees, leave without pay may be granted for a period not to exceed one (1) school year for purposes such as voluntary government service, care of a member of the immediate family who is ill, long-term illness of the unit member, service in an elected public office, or professional study or research. The applications for such leaves shall be in writing. In addition, a unit member on such leave shall notify the District Personnel Office by February 15th of the school year as to an intent to return to employment in the District or to apply for an additional leave. Failure to so notify the District will be considered an abandonment of the unit member's position.

## 21.13 Leave Status

- 21.13.1 Return From Leave. Unless otherwise provided in this Article, a unit member on unpaid leave of absence shall be entitled to return to a position comparable to that held at the time the leave commenced and may continue to participate in the health and welfare programs provided in the Agreement upon advancement to the District of the appropriate premium costs; but the unit member shall not receive seniority and tenure credit, nor credit for annual salary increments provided during such leave.
- 21.13.2 Return from Paid Leave. Unless otherwise provided in this Article, a unit member on paid leave of absence shall be entitled to return to a position comparable to that held at the time the leave commenced, receive health and welfare benefits provided in this Agreement, receive credit for annual salary increments provided during such leave, and receive seniority credit. For the purpose of receiving credit for annual salary increments, unit members on differential pay do not qualify as being on a paid leave of absence unless

the unit member has worked seventy-five percent (75%) of the school year pursuant to Article 26.1.4.

#### 21.14 Leave(s) While Holding Elective Public Office

- 21.14.1 Unit members shall be provided the opportunity to exercise the duties attendant to holding an elective public office to which they have been duly appointed or elected. This shall be in the form of Leave of Absence for Holding Elective Public Office.
- 21.14.2 Leaves While Maintaining Full-time District Employment. Leave of absence may not exceed four (4) work days in any one calendar month for a unit member holding public office while maintaining full-time employment with the District. Such leaves will be granted with a deduction in pay equaling one dollar (\$1.00) above the current daily rate paid for substitute replacements for each day or half-day of absence granted under this policy.
  - 21.14.2.1 Full-Day Leave. Upon request to their immediate administrator, a unit member may request up to a maximum of four (4) full work days per month. When requesting two (2) or more work days in sequence, requests must be made at least forty-eight (48) hours in advance of the need for such leave. A unit member may not, while on leave, request another leave for the next full or half-day.
  - 21.14.2.2 Half-Day Leave. Upon request to their immediate administrator, a unit member may request up to a maximum of eight (8) one-half (1/2) day leaves.
  - 21.14.2.3 Emergency. In an emergency situation the unit member may be granted leave in excess of the above limits by the superintendent or designee.
  - 21.14.2.4 Aggregate Leave
    - 21.14.2.4.1 No class hour or period may have more than a total of four (4) absences accrued against it for purposes of the policy in any calendar month, when combining full or half-day leaves.
    - 21.14.2.4.2 The total number of leave days taken in one (1) school year may not exceed twenty (20).
    - 21.14.2.4.3 Leave days may not be cumulative from month to month or year to year.
- 21.14.3 Full-Time Elective Office. In the event the elective office is a full-time occupation, an unpaid leave of absence of not less than one (1) semester, encompassing the first term of office, shall be granted providing the unit member has achieved permanent status in the District. For purposes of the provision, an elective public office is determined to be a full-time occupation when a unit member must, in order to carry out elective duties, be absent from assigned work days beyond those authorized leaves of absence available to all unit members.

21.14.4 Use of District Facilities and Personnel. At no time may a unit member absent themselves from assigned duties and responsibilities or from pupils who are under their supervision in order to confer with any party by telephone or in person concerning the duties or responsibilities of said public office. School District employees shall not be responsible for sending or receiving messages for a unit member attendant to their duties while holding an elective public office, except in case of emergency. Such inquiries and messages received will be directed to the unit member's place of public office. The involvement of other District personnel during their working hours, to assist in performing the duties or responsibilities of said public office, is prohibited. The use of District telephones, computers, reproduction machines or other office materials is prohibited in performing the duties or responsibilities of said public office, whether during or after the unit member's regular work hours. Exceptions to this section shall be made in times of emergency.

#### 21.15 Military Leave

The District shall operate within the mandates of the Military and Veterans Codes section 395.01 and 395.02. The code states that any public employee who is on temporary leave of absence for military duty ordered for the purposes of active military training, encampment, naval cruises, special exercises, or like activity as such member, provided that period of ordered duty does not exceed 180 calendar days including time involved in going to and from such duty, is entitled to be paid for a maximum of 180 calendar days. This code explicitly excludes payment for inactive duty such as scheduled reserve drill periods.

Request for leave and copies of the orders will be submitted at least two (2) weeks in advance of the departure date. In case of an emergency this requirement will be waived. All service on active military status, as defined in this section, by persons already employed in the District shall count for service credit with the District.

## **ARTICLE 22**

### **ADULT EDUCATION**

Adult School Teachers. The articles contained elsewhere in this Agreement are modified and/or not applicable to adult school teachers as stated below.

- Article 10.6      Hours and Work Year. Not applicable
- Article 11.1      Case Load. Not applicable
- Article 11.2      Class Size. Not applicable
- Article 15.1      Evaluation Procedure. Not applicable
- Article 15.1.19   Evaluation Response. Not applicable
- Article 17        Assignment, Transfer, and Filling of Vacancies. Not applicable
- Article 21.2      Bereavement Leave. Not applicable
- Article 21.4      Child Bearing Preparation, Child Rearing, or Adoption. Not applicable
- Article 21.5      Industrial Accident Leave. Not applicable
- Article 21.7      Sick Leave. Sections 21.7.5, 21.7.6, 21.7.7, 21.7.8, are not applicable.
- Article 21.13     Other Leaves Without Pay. Not applicable.
- Article 21.14     Leave Status. Not applicable.
- Article 26        Compensation and Fringe Benefits. Not applicable

#### **22.1    Duty Hours**

- 22.1.1 The hours may be increased by mutual consent between the unit member and their principal/supervisor. Each instructional hour in the adult school will consist of a maximum of sixty (60) minutes of instruction.
- 22.1.2 The District shall provide the Association with a teacher work year calendar as early as possible prior to the start of an adult school year. Such calendar(s) shall be published to all unit members.
- 22.1.3 When funding for the corrections program is enhanced or reduced, the work year calendar for that program may be modified at the discretion of the district.

22.1.4 Instructors shall not be compensated when classes must be cancelled and are not rescheduled by the adult school teacher with the approval of the adult school principal or designee.

22.1.5 A teacher shall be compensated at their regularly hourly rate for a Chaffey Adult School professional activity. A teacher shall not be compensated for a professional development activity or other district activity that is not approved by the Chaffey Adult School.

## 22.2 Assignment and Transfer

22.2.1 Adult school teachers shall be assigned according to the staffing needs of the District adult schools. Said assignments shall be consistent with the tenure requirements of the Education Code. The assignment of an adult school teacher may include more than one (1) adult school and/or site.

22.2.2 Seniority for purposes of assignment in the Adult Education Program is determined based on a unit member's first date of service in the District.

22.2.3 Assignments shall not be made in an arbitrary or capricious manner.

22.2.4 Adult school teachers will be selected for additional teaching hours based on staffing needs as determined by the principal, using the following criteria:

1. Program needs
2. Availability
3. Compliance of tenure hours requirements under the provisions of the Education Code.
4. Credential of applicants
5. Seniority

22.2.4.1 When an adult school teacher is interested in additional hours, the appropriate form shall be completed. This form shall provide the bargaining unit member with an opportunity to identify their interests in teaching additional hours. A completed form is required for consideration.

22.2.4.2 The District shall provide all adult school teachers written notice through posting regarding open teaching positions.

## 22.2.5 Transfer to Comprehensive/Alternative Education Center

22.2.5.1 Permanent adult school teachers may be considered as inside employees and apply for transfer within the District as openings become available.

22.2.5.2 Permanent adult school teachers transferring to Comprehensive Schools or the Alternative Education Center shall be granted credit based on their years

of service at Adult School. One year of credit shall be given for each year of service which the teacher worked for twenty-five (25) hours per week for 75 percent of the school year.

## 22.3 Reassignment

22.3.1 All reassignments of permanent and probationary adult school teachers from site to site or reassignments within the site in the adult school system shall be accomplished in accordance with the following:

22.3.1.1 Permanent and probationary adult school teachers shall be consulted prior to any reassignment.

22.3.1.2 No reassignment shall be made arbitrarily or capriciously.

## 22.4 Evaluation Procedure

22.4.1 Evaluation Procedure. If an evaluation conference occurs, it shall be in writing and shall be completed and delivered within ten (10) working days and, where administratively practicable, shall be preceded by at least one observation. Observations that reveal unsatisfactory performance shall be followed by a personal discussion with the evaluator within two weeks. An unsatisfactory evaluation shall include specific recommendations for improvement and professional assistance to be given.

22.4.1.1 Evaluation Response. The unit member shall receive a dated copy of all written evaluations to be placed in the personnel file, which shall be signed by the evaluator and the bargaining unit member. Provisions shall be made within the document for:

(1) Comments by the unit member being evaluated as required by Education Code Section 44031, and

(2) A statement that the unit member's signature does not indicate approval of the report, but does indicate that the unit member has read the document and has been provided the opportunity to respond.

22.4.2 The primary evaluator shall be the principal or assistant principal. Bargaining unit members shall not participate in or have input in the evaluation of any fellow member of the bargaining unit.

22.4.3 The evaluation of adult school bargaining unit members shall not include or be based upon the following:

22.4.3.1 Complaints or charges made against a unit member

22.4.3.2 Utilization of any CWT techniques

- 22.4.3.3 The success, or lack thereof, of an instructional or clerical aide in the performance of tasks assigned by the unit member
- 22.4.3.4 The personal life or lifestyle of a unit member, their personal opinions, scholarly, literary, or artistic endeavor of unit member
- 22.4.3.5 Intercoms and television cameras used for communications and monitoring safety conditions shall not be used for the purposes of evaluation, discipline, or discharge of unit members except as required by law.
- 22.4.3.6 Deficiencies, which may have been brought to the attention of the unit member, and subsequently corrected

## 22.5 Adult School Salary

- 22.5.1 The salary schedule for adult school teachers is set forth in Article 26, Sections 26.1.13, 26.1.13.1 and 26.1.13.2.

## 22.6 Leaves

- 22.6.1 Bereavement Leave. In the event of the death of any person in the Adult Education teacher's immediate family (as defined by Article 21.2.2), or if the unit member is the closest (closest does not refer to geographic proximity) surviving relative of the deceased in the event there are no surviving immediate family members, the bargaining unit member shall be entitled up to a maximum of five (5) days of leave of absence, as follows:

- Local (less than 400 miles round trip): Up to a maximum of three (3) days of paid leave and two (2) additional days of unpaid leave. Unit members may use any available leave to receive pay for the two (2) unpaid days.
- Long distance (400 miles or more round trip) or the unit member is the executor of the estate of the deceased: Up to a maximum of five (5) days of paid leave.

- 22.6.1.1 Immediate Family Defined. For the purposes of this Article, an immediate family member shall be defined as: spouse, son, daughter, grandchild, son-in-law, daughter-in-law, parent-in-law, mother, father, sister, brother, sister-in-law, brother-in-law, grandmother, grandfather, great-grandmother, great-grandfather, niece, nephew, aunt or uncle of the unit member or of the spouse of the unit member, or any person living in the immediate household of the unit member.

- 22.6.1.2 For purposes of this article, foster family relationships shall be defined as equivalent to immediate family relationships.

- 22.6.1.3 All bereavement leave shall be completed within six (6) months of date of death. Due to special circumstances, an extension of up to six (6) additional months may be granted by the Superintendent or Assistant Superintendent Designee. The Superintendent or Assistant Superintendent Designee may request verification of



bereavement leave. To be eligible for bereavement leave, an adult education teacher must have been employed for at least 30 days before taking the leave.

#### 22.6.2 Industrial Accident Leave

- 22.6.2.1 Unit members may utilize up to sixty (60) days during which the schools of the District are required to be in session or when the employee would otherwise have been performing work for the District in any one (1) fiscal year for the same industrial accident. This leave may be extended by the Board at its discretion in cases of serious assault and battery or work related injury, which had rendered the unit member incapacitated for an indeterminate period of time.

#### 22.7 Health and Welfare Benefits

- 22.7.1 Adult school unit members employed a minimum of 12 hours per week shall be entitled to the same health and welfare benefits as provided by existing District procedures (Appendix F Fringe Benefit Costs for Adult Education Teachers).
- 22.7.2 Adult school teachers taking a voluntary reduction in hours, shall have their health and welfare benefits adjusted on a prorated basis.

#### 22.8 Class Size

- 22.8.1 Class size shall not fall below 20 enrolled pupils to fiscally support the cost of operating a class. Classes that drop below the minimum number may only continue with the approval of the adult school principal or designee.

## **ARTICLE 23**

### **REDUCTION IN FORCE**

- 23.1 All provisions of the Education Code relating to the procedures for layoff are incorporated into this agreement as fully set forth.
- 23.2 Bargaining unit members not assigned to the classroom.
  - 23.2.1 In the event of a reduction in force, nurses, teacher librarians, school psychologists, and counselors who hold a valid teaching credential for 9-12 curriculum that is taught in the District and, beginning with the first day of the 2009-2010 school year, a certification in Cultural Language and Academic Development (CLAD) or its equivalent, shall be reassigned to the classroom based on accrued District seniority.

## ARTICLE 24

### INTERNS WITH THREE (3) OR MORE YEARS EXPERIENCE

#### 24.1 Interns

24.1.1 Interns teach on an Intern Credential with support from a buddy teacher at their site and a university supervisor. Interns may not coach extracurricular activities nor be required to attend meetings that conflict with their responsibilities at their respective institute of higher learning. The intern teacher will attend department and faculty meetings and parent teacher conferences when appropriate. If there is a conflict between university training and District training, university meetings shall take priority during the internship year.

##### 24.1.1.1 Intern Responsibilities

24.1.1.1.1 Obtain an intern credential for the instructional program of their classroom

24.1.1.1.2 Share intern teaching experiences with a buddy teacher at the school site

24.1.1.1.3 Prepare thoroughly and carefully for each day of teaching

24.1.1.1.4 Meet all expectations for first year teachers in the District

24.1.1.1.5 Keep a notebook for university supervisor, including lesson plans

24.1.1.1.6 Meet with and implement the suggestions of their university supervisor

24.1.1.1.7 Attend classes at a university or other off-campus site

24.1.1.2 Interns shall be released by the principal to attend meetings that are their responsibility at their institute of higher learning.

24.1.2 The intern shall be released for two (2) school days so that they can attend in-services at the university during the winter quarter. The District will not charge the intern in any way for these days, including having them take sick or personal leave.

24.1.3 Unit members who are interns shall assume full teaching and legal responsibility for classes from the first day of the teaching assignment as a paid employee of the Chaffey Joint Union High School District. The secondary intern teacher is responsible for all responsibilities of a contractual teacher.

24.1.4 The on-site coach/buddy shall receive one (1) day for classroom observation. An intern shall have the right to submit a request in writing to the Joint Panel for a different coach/buddy. They will state the reasons why the coach/buddy should be replaced and have those reasons considered.

24.1.5 The on-site coach/buddy shall be selected by the intern and the administrator.

## ARTICLE 25

### SUMMER SCHOOL

- 25.1 The provisions contained in this article shall apply to all summer school instructional programs offered by the District for the benefit of pupils.
- 25.2 Summer Salaries
  - 25.2.1 Summer School Salary shall be paid at their hourly rate of pay for on-line instruction and direct teaching models.
- 25.3 Bargaining unit members shall report to assigned summer school classrooms fifteen minutes before classes start and remain up to fifteen minutes after the completion of the last class. The overall daily time period shall not exceed five (5) hours and fifty (50) minutes
- 25.4 Leaves
  - 25.4.1 Administrative Leave may be authorized by the superintendent as in Article 21.1.1.
  - 25.4.2 Bereavement Leave shall be granted in accordance with article 21.2.
  - 25.4.3 Child bearing preparation, child rearing, or adoption leave shall be granted in accordance with Article 21.3.
  - 25.4.4 Industrial Accident Leave shall be granted in accordance with Article 21.4.
  - 25.4.5 Jury/Subpoenaed unit member leave shall be granted in accordance with Article 21.5.
  - 25.4.6 A unit member is entitled to utilize the sick leave provision of this Agreement during the summer employment; in addition a unit member is provided an additional one (1) day of cumulative sick leave. A summer school employee who is new to the District shall be entitled to one (1) day of sick leave during the summer session, followed by a salary differential for a maximum of seventeen (17) summer session days.
  - 25.4.7 Each full-time unit member shall be entitled to use only one (1) day of the paid sick leave allotment during the summer school session as personal leave in accordance with the conditions in Article 21.7.1. Unit members who have accepted a summer school assignment must be available for the duration of the summer school assignment. Any exceptions will be made by the Assistant Superintendent of Alternative Instruction or Assistant Superintendent of Personnel.
  - 25.4.8 Pregnancy Disability Leave not applicable during summer school.
  - 25.4.9 Catastrophic Leave not applicable during summer school.
  - 25.4.10 Family Care and Medical Leave not applicable during summer school.

## 25.5 Summer School Employment Procedures

25.5.1 The following procedures have been developed in order to:

1. Systematize and provide guidelines for the selection of summer teaching staff.
2. Provide all certificated staff members with equal opportunity, insofar as possible, to teach summer school within the District.
3. Inform staff as early as possible of the probability of summer employment so that teacher plans for the summer months may more readily be made.

The Principal of each high school shall have the responsibility of assigning teachers to subjects offered in the summer session in accordance with the procedures established by this regulation.

### A. Department Lists

- (1) There shall be established at each school within the District a "Rotation List for Summer School Teaching Assignments." There shall be one (1) such list for each department within the school. A teacher shall be included on the list in the department the teacher is currently teaching or on the list of another department of their choice in which the teacher is adequately qualified to teach, but not on both. The name of a counselor and teacher librarian may be added to the department list of their choice and which they are adequately qualified to teach. Induction mentors and instructional coaches may be added to the department list from their most recent site of which they are adequately qualified to teach.
- (2) Schools or programs within the District that have no summer school program will canvass the teachers to designate their selection of the school and department where their names shall be placed for summer school service. By October 1 of each school year, such lists shall be forwarded to the designated schools, where these teachers shall be placed on the designated departments list in the same manner as teachers from other departments within the school, with the order of placement to be based on seniority within the District.
- (3) The initial listing of teachers will be based on seniority in the District, with new teachers going to the bottom of the list in the year that they are employed. Educators, as listed in section one (1), on the site rotation lists shall have continuing priority over educators from another school.
- (4) Each list in each school will be revised and announced by November 1, reflecting preceding summer's service and staff additions. New teachers will

be added to the bottom of the list after rotation reflecting the preceding summer's services. Educators from another school will be added, on an equitable basis based on the District rotation list, after new teachers to the department have been added.

Whether a teacher accepts or declines a summer school class, they will retain their position on the rotation list. Once a teacher has taught a summer school assignment equivalent to two (2) semesters, their name shall be moved to the bottom of the rotation list.

A teacher who fills out the remainder of a summer school assignment in the role of substitute does not have their name placed on the rotation list affected by this service unless they have served in the position for 75% or more of the summer session.

Former teachers of our District, returning to the District following a break in employment, will be placed on the list just as though they are teachers new to the District. Teachers on a leave of absence, however, will retain their position on the list.

The names of two or more teachers employed in the same year that appear on the same list will be placed on the list according to the result of a drawing held for this purpose.

- (5) All Teachers will be placed in the area of their preparation or choice (assuming adequate preparation), but in only one. Preparation, to be considered adequate, must consist (1) the appropriate credential and (2) satisfactory evaluation in their most recent evaluation.
- (6) Personnel transferring from one school to another within the District will retain their position on the original summer school list where they have been serving. Once they actually start service at the new school, or in a new position at the same school, they will relinquish their position on that summer school list and be placed at the bottom of the rotation list at the newly assigned school after rotation of existent staff but ahead of new additions to the staff. A teacher asked to change schools or departments involuntarily after school is in session would have a choice of retaining their original summer school placement at the previous school or department or going on the new department list ahead of new additions to the staff that school year.
- (7) As soon as summer school teaching needs are determined, the required number of teachers (starting at the top of the list) will be notified of openings, and will be given five (5) working days in which to indicate acceptance. Should a teacher not wish to be considered for a summer school position and has so notified the principal before March 1 of that year, their name will remain at the top of the rotation list and not be rotated to the bottom for the following year. If a teacher declines a position offered after

March 1, their name shall be moved to the bottom of the rotation list and the next teacher on the rotation list will be offered the position.

- (8) If a teacher chooses after the March 1 date not to teach two classes, they would not have the option of teaching just one class unless the District list has been exhausted.
- (9) No teacher shall be allowed to trade their position of rotation with any other teacher for any reason.
- (10) When multiple classes of the same course are assigned to more than one teacher, the teacher highest on the summer school rotation list from the home site shall have their classes filled first. When it is necessary to condense any of these classes due to low enrollment, the teacher highest on the summer school rotation list from the home site shall be given first consideration. No summer session class will be dropped after the third school day of the summer session, except under circumstances which are unavoidable, or which could not have been anticipated.

If classes are dropped due to lack of enrollment, teachers who have accepted the positions are to be continued at the top of the rotation list for the following year. Once summer school starts, no one will have the option of bumping another teacher from their assignment because of summer school seniority.

Teacher selection for other than regular summer school positions shall follow the interview process.

- (11) Teachers who will not be returning the following school year because of budgetary restrictions will be considered for summer school employment as if they were to continue service to the District. Their positions will be maintained on the rotation list prepared the preceding November.
- (12) The post-session, if offered, will come under the same rules as the regular session. It will be considered a single class assignment and the position offer will be made at the same time as for regular summer school. Teachers will accept or decline before March 1. The extension of summer school sessions, announced after summer school has begun, will be offered to teachers assigned to the identified classes during that summer session. The acceptance/refusal of an extended summer session will not affect their placement on the rotation list.
- (13) Assignment to two classes in a department gives the teacher the right to make a choice of summer school department lists.

#### B. District Rotation List

- (1) After each Principal has assigned their existing staff, they will submit to the personnel office a copy of the school's rotation list with the names of those already assigned lined out. This will be accompanied by a list of summer school openings which they were unable to fill from their existing staff.
- (2) Schools unable to adequately staff for summer school from their own personnel will consult the District Rotation List in order to complete staffing.
- (3) Assignment from these combined lists to unfilled openings at other schools will be based upon (1) recent summer school employment and (2) seniority in the District, rather than the local school.
- (4) Teachers employed for the summer at a school other than the one where they are normally employed will then be rotated to the bottom of their own school's list, just as though they had taught at their "home" campus.

#### C. Other Sources

Summer school openings remaining unfilled after all available names on appropriate "department" and "district" lists have been assigned will be filled by non-contract teachers.

- 25.6 Qualifications. Any bargaining unit member with a valid credential or permit and meets ESEA highly qualified teacher requirements in the subject area they will teach in summer school shall be considered as a qualified applicant for a summer school assignment.
  - 25.6.1 A unit member who has received an unsatisfactory final evaluation during the regular school year shall not be eligible to teach summer school until they receive a satisfactory final evaluation.
- 25.7 All applicants shall be notified of the tentative selection or non-selection for a summer school assignment by May 1st. A listing of those tentatively selected shall be available at the school site.
- 25.8 All grievances related to summer school assignments must be filed with the District by May 15th. All grievances arising from this Article shall commence at Level II of the procedure. For assignments made after May 1st, the grievance must be filed within 10 working days of the assignment. Before filing a written grievance, the grievant should attempt to resolve it by an informal conference with the grievant's immediate supervisor.
  - 25.8.1 Grievances arising during summer shall be resolved in accordance with Grievance Procedure Article 6.2.
- 25.9 Class Size Limitations for Summer School.
  - 25.9.1 Summer school classes shall be enrolled at a maximum of 34 pupils with the exception of physical education, which shall not exceed 48 pupils.



25.10 Evaluation Procedure. If an evaluation conference occurs, it shall be in writing and shall be completed and delivered within ten (10) working days, and shall be preceded by at least one observation. Observations that reveal unsatisfactory performance shall be followed by a personal discussion with the evaluator within two weeks. An unsatisfactory evaluation shall include specific recommendations for improvement and professional assistance to be given. Unit members who receive an unsatisfactory evaluation during summer school shall not be referred to PAR.

25.11 On-line Instruction

25.11.1 At the District's discretion, on-line courses or virtual instructional days may be offered in place of, or in addition to, regular summer program courses.

25.11.2 Salary for on-line courses shall be paid at the hourly rate of pay.

25.11.3 Unit members who teach an on-line course, must have a valid credential, meet HQT certification and demonstrate proficiency in web-based instruction and assessment.

25.11.4 Unit members who teach two classes (sections) during a summer assignment will move to the bottom of the rotation list

25.11.5 Teachers employed for the summer at a school other than the one where they are normally employed will then be rotated to the bottom of their own school's list, just as though they had taught at their "home" campus.

## ARTICLE 26

### SALARIES

#### 26.1 Salary Schedule

##### 26.1.1 Operation of the Salary Schedule.

- 26.1.1.1 Preparation and Experience. When new regular day employees are hired, they will be placed on the schedule according to their preparation and experience. Credit for teaching elsewhere shall be granted on the basis of one (1) step per year for full time teaching, before employment, with the maximum number of steps granted not to exceed nine (9) steps, effective for all new hires for the 2001-2002 school year.
- 26.1.1.2 Work in Progress. A certificated employee of a school District who qualifies for a salary increase shall be paid the increased salary not later than three regular pay periods or three months, whichever is longer, after the employee files proper documentation. The District shall additionally pay the employee daily interest on the amount owed to the employee calculated from the date that the employee was entitled to the salary increase (Education Code 45048).
- 26.1.1.3 In-Service Credit. Recommendation for approval of in-service courses or workshops for salary credit shall be submitted to the superintendent or designee.
- 26.1.1.4 Class Advancement. A regular day employee may advance in more than one class per year, if qualified, and the provisions of Section 26.1.1.2 above are met.

##### 26.1.2 Class Placement on the Salary Schedule-

###### 26.1.2.1 Class placement is determined according to the following:

Class A Bachelor's Degree or possession of a valid California Teaching Credential.

Class B Bachelor's Degree plus fifteen (15) semester units.

Class C Bachelor's Degree plus thirty (30) semester units. Unit members must possess a preliminary or clear California Credential.

Class D Bachelor's Degree plus forty-five (45) semester units or a Master's Degree.

Class E Bachelor's Degree plus sixty (60) semester units or Bachelor's Degree plus forty-five (45) semester units including a Master's Degree.

Class F Bachelor's Degree plus seventy-five (75) semester units or Bachelor's Degree plus sixty (60) semester units including a Master's Degree or a Master's Degree plus thirty (30) semester units.

- 26.1.2.2 Transcript Files. Complete transcripts of records from an accredited college must be filed with the Personnel Office in order to justify class placement. These transcripts will remain the property of the District.
- 26.1.2.3 Excess Graduate Units. Any graduate units taken in excess of the minimum requirements for the Bachelor's Degree and earned prior to its awarding date may be counted in excess of the Bachelor's Degree. It will be the responsibility of the employee to provide documentary evidence that any such units were in excess of the minimum requirements for the Bachelor's Degree.
- 26.1.2.4 Vocational/Work Experience Credit. For the purpose of initial class placement, a unit member may be granted vocational/work experience credit up to a maximum of nine (9) years in Class A. This credit may be granted to attract highly qualified individuals who have vocational/work experience that would be beneficial to the District.
- 26.1.2.5 Vocational/Work Experience Credits Verification. Work experience units may be used only for the original placement on the salary schedule. Vocational experience may be verified by either an original letter or a photocopy of the original as follows:
- a) Name of the employer or company on letterhead stationery.
  - b) Inclusive dates of full-time employment.
  - c) Type of work performed.
  - d) Position of the person who signs the verification (owner, president of the company, personnel director, etc.).
- 26.1.2.6 Driver Education and Designated Subject Credentialed teachers who lack the Bachelor's Degree will be placed in Class A and may advance to the top step of that class.
- 26.1.2.7 ROTC Placement. Teachers assigned to teach ROTC coming off active duty are required to receive compensation in an amount equal to their base pay in the military, plus allowances, minus monthly retirement pay. This amount will vary based on rank and years of service in the military. This

amount is computed by the service branch of the individual and is known as Minimum Instructor Pay (MIP). Placement on the salary schedule will be the highest class and lowest step above the MIP for each individual teacher.

- 26.1.2.8 Any employee restricted to step advancement on the salary schedule based on the Collective Bargaining Agreement in excess of one year will only be granted one step when the requirement is met regardless of experience.

### 26.1.3 Class Advancement on the Salary Schedule

- 26.1.3.1 Post-Bachelor's Degree Credit. All units submitted for credit on the Certificated Salary Schedule beyond the Bachelor's Degree must be earned in an accredited college or university or by local school district in-service units.
- 26.1.3.2 Advancement with Lower Division Units. Lower division units may be accepted for advancement on the salary schedule with prior approval of the superintendent, based upon the relevancy of the course content to the teacher's instructional field.
- 26.1.3.3 Advancement with Upper Division or Extension Units. All units other than lower division earned in an accredited college or university or in an extension program of an accredited college or university are acceptable for class advancement. Units earned outside of the unit member's credential authorization area must be pre-approved by the Assistant Superintendent.
- 26.1.3.4 Advancement with Military Service Units. Any military service courses that earn academic credit for an academic degree may be applied for class advancement on the schedule.

26.1.4 Step Advancement on the Salary Schedule. Unit members who have worked seventy-five percent (75%) of the school year shall be granted one and only one step on the salary schedule for each year of service in the District until the maximum in the unit member's class is reached. Unit members who receive an unsatisfactory evaluation and, after completing the Improvement Plan and PAR, receive a second unsatisfactory evaluation, shall not be eligible for step advancement. The unit member whose first day of District service is on or after July 1, 1999 must possess a clear California credential to move beyond step seven (7).

26.1.5 Unit Conversion. Quarter units are converted to semester units by multiplying quarter units by two-thirds ( $\frac{2}{3}$ ). If this multiplication results in a fraction that, when added to the other semester units, is within one-half ( $\frac{1}{2}$ ) unit from the required units for qualifying for the next column, then the fraction shall be rounded out to the next whole number and the unit member shall be placed on the next column.

26.1.6 Unit Account. Once per school year, the District shall provide regular day employees, upon request, a statement of the number of units the District has on file for them.

### 26.1.7 Certificated Salary Index

	Class A BA	Class B BA + 15	Class C** BA + 30	Class D BA + 45 or MA	Class E BA + 60 or BA + 45/MA	Class F BA + 75 Or BA + 60/MA or MA + 30
Horizontal Change	.07	.07	.07	.07	.07	.07
Vertical Change	.06	.06	.06	.06	.06	.06
Step						
1	1.00	1.07	1.14	1.21	1.28	1.35
2	1.06	1.13	1.20	1.27	1.34	1.41
3	1.12	1.19	1.26	1.33	1.40	1.47
4	1.18	1.25	1.32	1.39	1.46	1.53
5	1.24	1.31	1.38	1.45	1.52	1.59
6	1.30	1.37	1.44	1.51	1.58	1.65
7	<u>1.36</u>	<u>1.43</u>	<u>***1.50</u>	<u>***1.57</u>	<u>***1.64</u>	<u>***1.71</u>
8	*1.42		1.56	1.63	1.70	1.77
9	*1.48		1.62	1.69	1.76	1.83
10	*1.54		1.68	1.75	1.82	1.89
11	*1.60		1.74	1.81	1.88	1.95
12			1.80	1.87	1.94	2.01
13			1.86	1.93	2.00	2.07
16-18			1.92	1.99	2.06	2.13
19-21			1.98	2.05	2.12	2.19
22-24			2.04	2.11	2.18	2.25
25-27			2.10	2.17	2.24	2.31
28+			2.16	2.23	2.30	2.37

\*Applies only to Driver Education and Designated Subject Credentialed Teachers who lack a BA Degree

\*\*Unit members must possess a preliminary or clear credential to move to Class C. This applies to unit members whose first day of service is on or after July 1, 2002.

\*\*\*In columns C, D, E, and F the unit member must possess a clear California credential in their assigned subject area in order to move beyond Step 7. This applies to unit members whose first day of service is on or after July 1, 1999.

26.1.8 Salary Base and Salary Schedule. The salary schedule minimum shall be \$66,385 effective July 1, 2025.

26.1.8.1 Chaffey Joint Union High School District Certificated Salary Schedule.

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 CERTIFICATED SALARY SCHEDULE 182 DAYS WORKYEAR						10/14/2025
	Class A	Class B	Class C **	Class D	Class E	Class F
Step	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30
1	\$66,385	\$71,032	\$75,679 *	\$80,326	\$84,973	\$89,620
2	\$70,368	\$75,015	\$79,662	\$84,309	\$88,956	\$93,603
3	\$74,351	\$78,998	\$83,645	\$88,292	\$92,939	\$97,586
4	\$78,334	\$82,981	\$87,628	\$92,275	\$96,922	\$101,569
5	\$82,317	\$86,964	\$91,611	\$96,258	\$100,905	\$105,552
6	\$86,301	\$90,947	\$95,594	\$100,241	\$104,888	\$109,535
7	\$90,284	\$94,931	\$99,578 ***	\$104,224 ***	\$108,871 ***	\$113,518 ***
8 *	\$94,267		\$103,561	\$108,208	\$112,855	\$117,501
9 *	\$98,250		\$107,544	\$112,191	\$116,838	\$121,485
10 *	\$102,233		\$111,527	\$116,174	\$120,821	\$125,468
11 *	\$106,216		\$115,510	\$120,157	\$124,804	\$129,451
12			\$119,493	\$124,140	\$128,787	\$133,434
13-15			\$123,476	\$128,123	\$132,770	\$137,417
16-18			\$127,459	\$132,106	\$136,753	\$141,400
19-21			\$131,442	\$136,089	\$140,736	\$145,383
22-24			\$135,425	\$140,072	\$144,719	\$149,366
25-27			\$139,409	\$144,055	\$148,702	\$153,349
28-			\$143,392	\$148,039	\$152,686	\$157,332
Doctorate Stipend (Must be accredited) - \$1,500 Annually National Board Certification Stipend (Must be accredited) - \$1,500 Annually						
* Applies only to Driver Education and Vocational Education teachers who lack a B.A. degree						
** Unit members must possess a preliminary or clear California credential to move to Column C. This applies to unit members whose first day of service is on or after 7/1/02						
*** In columns C,D, E, and F, the unit member must possess a clear California credential in their assigned subject area in order to move beyond Step 7. This applies to unit members whose first day of service is on or after 7/1/99						

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 CERTIFICATED SALARY SCHEDULE DAILY RATE - 182 DAYS WORKYEAR						10/14/2025
	Class A	Class B	Class C **	Class D	Class E	Class F
Step	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30
1	\$364.75	\$390.29	\$415.82	\$441.35	\$466.88	\$492.42
2	\$386.64	\$412.17	\$437.70	\$463.24	\$488.77	\$514.30
3	\$408.52	\$434.05	\$459.59	\$485.12	\$510.65	\$536.19
4	\$430.41	\$455.94	\$481.47	\$507.01	\$532.54	\$558.07
5	\$452.29	\$477.82	\$503.36	\$528.89	\$554.42	\$579.96
6	\$474.18	\$499.71	\$525.24	\$550.77	\$576.31	\$601.84
7	\$496.07	\$521.60	\$547.13	\$572.66	\$598.19	\$623.73
8	\$517.95		\$569.02	\$594.55	\$620.08	\$645.61
9	\$539.84		\$590.90	\$616.43	\$641.97	\$667.50
10	\$561.72		\$612.79	\$638.32	\$663.85	\$689.38
11	\$583.60		\$634.67	\$660.20	\$685.74	\$711.27
12			\$656.55	\$682.09	\$707.62	\$733.15
13-15			\$678.44	\$703.97	\$729.51	\$755.04
16-18			\$700.32	\$725.86	\$751.39	\$776.92
19-21			\$722.21	\$747.74	\$773.27	\$798.81
22-24			\$744.09	\$769.63	\$795.16	\$820.69
25-27			\$765.98	\$791.51	\$817.04	\$842.58
28-			\$787.87	\$813.40	\$838.93	\$864.46

## 26.1.9 Additional Compensation and Benefit

- 26.1.9.1 Fringe Benefit Cash Differential. Additional money due a unit member from the fringe benefit package shall be paid monthly.
- 26.1.9.2 Social Security on Non STRS. All unit member pay that does not qualify for STRS withholding shall be subject to withholding of the legally required amounts for Social Security effective July 1, 1986. Effective February 1, 1987, adult education teachers shall be included. Those teachers hired after March 31, 1986 shall be exempt from this provision.
- 26.1.9.3 Compensation for Staff Development. Certificated staff shall be compensated for participation in voluntary staff development activities determined by the following formula:

Placement on the Certificated Salary Schedule:

Pay per day = ----- x.85

182

(Number of days in the current work year as defined in 10.6.1.1 of this Agreement)

The maximum compensation a unit member receives shall not exceed the State funded rate.

Staff development completed and reported between June 6th and August 5th shall be paid by September 1st. All other staff development shall be paid quarterly.

A day of staff development compensation must be at least as long as the contracted workday. A day of staff development can be conducted over several calendar days.

- 26.1.9.4 Sixth (6<sup>th</sup>) Teaching Period. Regular day employees, voluntarily assigned to an sixth (6<sup>th</sup>) teaching period on a regular and continuing basis shall be compensated for such teaching at one-fifth (1/5) of the teacher's daily rate. Daily rate shall be determined by the following formula:

Current Contract Salary

----- = Per Diem Rate

182

(Number of days in the current work year as defined in 10.6.1.1 of this Agreement)

- 26.1.9.5 Part-time Regular Day Employees Pay Formula. Part-time regular day employees assigned to teach on a part-time basis shall be compensated for such teaching at one-fifth (1/5) of the teacher daily rate times the number of periods assigned. Daily rate shall be determined by the following formula:

Contract Placement x Periods Assigned x 1/5

----- = Daily Rate

182

(Number of days in the current work year as defined in 10.6.1.1 of this Agreement)

26.1.9.6 Allowable Weeks. Varsity football shall be allowed the same number of weeks in a season as the highest allowable number of regular weeks in any sport as authorized by C.I.F.

26.1.9.7 Table of Other Duty Pay Codes – Coaching

<b>Table of Other Duty Pay Codes effective 7/1/2023</b>	<b>Total Stipends In District</b>	<b>Fixed Stipend</b>
Baseball - Head Varsity Coach	8	\$5,348
Baseball - Asst. & Non-Varsity Coach	16	\$3,907
Basketball - Head Varsity Coach (Boys)	8	\$5,348
Basketball - Asst. & Non-Varsity Coach (Boys)	16	\$3,907
Basketball - Head Varsity Coach (Girls)	8	\$5,348
Basketball - Asst. & Non-Varsity Coach (Girls)	16	\$3,907
Competitive Cheer - Head Varsity Coach (effective 1/1/24)	8	\$5,348
Competitive Cheer – Asst. & Non-Varsity Coach (effective 1/1/24)	8	\$3,907
Cross Country - Head Varsity Coach (Boys and Girls)	16	\$5,348
Cross Country - Asst. & Non-Varsity Coach	0	\$3,907
Flag Football - Head Varsity Coach (Girls) (effective 7/1/24)	8	\$5,776
Flag Football – Asst. & Non-Varsity Coach (Girls) (effective 7/1/26)	16	\$3,907
Football - Head Varsity Coach	8	\$5,766
Football - Asst. & Non-Varsity Coach	64	\$3,907
Golf - Head Varsity Coach (Boys)	8	\$5,348
Golf - Head Varsity Coach (Girls)	8	\$5,348
Golf - Asst. & Non-Varsity Coach	0	\$3,907
Soccer - Head Varsity Coach (Boys)	8	\$5,348
Soccer - Asst. & Non-Varsity Coach (Boys)	8	\$3,907
Soccer - Head Varsity Coach (Girls)	8	\$5,348
Soccer - Asst. & Non-Varsity Coach (Girls)	8	\$3,907
Softball - Head Varsity Coach	8	\$5,348
Softball - Asst. & Non-Varsity Coach	16	\$3,907
Swimming - Head Varsity Coach (Boys)	8	\$5,348
Swimming - Head Varsity Coach (Girls)	8	\$5,348
Swimming - Asst. & Non-Varsity Coach	0	\$3,907
Tennis - Head Varsity Coach (Boys)	8	\$5,348
Tennis - Head Varsity Coach (Girls)	8	\$5,348
Tennis - Asst. & Non-Varsity Coach	0	\$3,907
Track & Field - Head Varsity Coach (Boys)	8	\$5,348
Track & Field - Head Varsity Coach (Girls)	8	\$5,348
Track & Field - Asst. & Non-Varsity Coach	16	\$3,907
Volleyball - Head Varsity Coach (Boys)	8	\$5,348
Volleyball - Asst. & Non-Varsity Coach (Boys)	16	\$3,907
Volleyball - Head Varsity Coach (Girls)	8	\$5,348
Volleyball - Asst. & Non-Varsity Coach (Girls)	16	\$3,907
Water Polo - Head Varsity Coach (Boys)	8	\$5,348
Water Polo - Asst. & Non-Varsity Coach (Boys)	8	\$3,907
Water Polo - Head Varsity Coach (Girls)	8	\$5,348



Water Polo - Asst. & Non-Varsity Coach (Girls)	8	\$3,907
Wrestling - Head Varsity Coach (Boys)	8	\$5,348
Wrestling – Asst. & Non-Varsity Coach (Girls)	8	\$3,907
Wrestling - Head Varsity Coach (Boys)	8	\$5,348
Wrestling – Asst. & Non-Varsity Coach (Girls)	8	\$3,907
Asst. & Non-Varsity Coach – Principal Discretion	24	\$3,907

#### 26.1.9.8 C. I. F. Playoffs

- 26.1.9.8.1 Coaches will receive a stipend of ten percent (10%) of their coaching pay for each week they are active in C.I.F. playoffs. The Pep Squad Advisor will be paid a stipend of ten percent (10%) of their other duty assignment pay for each week they continue to participate/perform when team sports are active in C.I.F. playoffs.
- 26.1.9.8.2 Team Sports. If a team participates in C.I.F. playoffs, only the assigned varsity and assistant varsity coaches qualify for extra pay at the contractual weekly rate.
- 26.1.9.8.3 Individual Sports or Individual Athletes. In individual sports or where individual athletes are involved in C.I.F. playoffs, only the head varsity coach or their designee will qualify for extra pay at the contractual weekly rate.
- 26.1.9.8.4 The following are considered team sports: Baseball, Basketball, Competitive Cheer, Flag Football (Girls), Football, Soccer, Softball, Volleyball, and Water Polo. All others are designated as individual sports.
- 26.1.9.8.5 Effective July 1, 2025, all unit members assigned extra duty at C.I.F. playoff games, except coaches, shall be paid a stipend of no less than fifty (\$50) per event.
- 26.1.9.8.6 State and National Academic Decathlon and State and National Speech & Debate Competition. If students participate in state or national competition, the assigned teacher or designee shall receive ten percent (10%) of their stipend for each week they are active in the competition.

## 26.1.9.9 Other Duty Assignments Pay Codes\*

<b>Other Duty Assignment Stipends effective July 1, 2023</b>	<b>Stipend</b>
504 Advisor (up to 20 without release)	\$1,500
504 Advisor (21-50 without release)	\$2,500
504 Advisor (21-50 with release, 1 period)	\$1,000
504 Advisor (51-100 without release)	\$4,000
504 Advisor (51-100 with release, 1 period)	\$1,500
504 Advisor (101-150 without release) effective 1/1/24	\$5,000
504 Advisor (101-150 with release, 1 period) effective 1/1/24	\$2,000
504 Advisor (151-200 with release, 1 period) effective 1/1/24	\$2,500
Academic Decathlon (no Academic Dec. class)	\$4,204
Academic Decathlon (with Academic Dec. class)	\$3,003
Academic Decathlon Assistant (as determined by principal)	\$1,201
Academy Advisor	\$3,604
Academy Advisor Assistant	\$1,802
Assistant Athletic Director	\$2,310
Assistant Band Director**	\$1,733
Assistant Director of Activities (as determined by principal)	\$2,402
Assistant Pep Squad (as determined by principal)	\$1,802
Assisted Technology Assessment (current SLP)	\$5,148
AVID Advisor 1-3 sections (one stipend per school)	\$1,155
AVID Advisor 4-7 sections (one stipend per school)	\$1,733
AVID Advisor 8 or more sections with release period (one per school)	
Release period beginning 2015-2016	\$2,310
Band Director**	\$5,405
Choral Director	\$3,003
Dance*	\$304
Director of Activities (with release, 2 periods)	\$5,405
Director of Athletics (with release, 3 periods – effective 7/1/24)	\$5,706
DCSC Committee Member	\$550
Dramatics*	\$304
Drill Team	\$3,003
E-Sports	\$601
FBLA or other state supported CTSO that participates in regional competition(s) (per semester)	\$1,144
G.A.T.E. Advisor (no release time)	\$4,204
G.A.T.E. Advisor (with release, 1 period)	\$3,003
Intramural Recreation Facilitator (per semester)	\$1,802
Journalism	\$2,288
Link Crew	\$2,166
MLL Advisor (no release time)	\$4,204
MLL Advisor (with release, 1 period)	\$3,003
MLL Advisor (with release, 2 periods)	\$2,402
Mock Trial (per semester)	\$994
Orchestra Director	\$1,024
Peer Counselor Advisor	\$1,100
Pep Squad Advisor	\$4,204
Renaissance Advisor (no release time)	\$4,805
Renaissance Advisor (with release, 1 period)	\$3,604
Science Olympiad	\$601

Solar Cup Competition	\$601
Special Education Advisor (full release, 200-299 SWD) effective 7/1/24	\$1,000
Special Education Advisor (full release, 300-399 SWD) effective 7/1/24	\$1,500
Special Education Advisor (full release, 400-499 SWD) effective 7/1/24	\$2,000
Special Education Advisor (full release, 500-599 SWD) effective 7/1/24	\$2,500
Speech and Debate (per semester)	\$2,059
Title I Advisor (no release time)	\$4,204
Title I Advisor (with release, 1 period)	\$3,003
Title I Advisor (with release, 2 periods)	\$2,402
Title I Advisor (with release, 3 periods)	\$1,802
Title I Subject Area Advisor (no release time)	\$3,604
Title I Subject Area Advisor (with release time)	\$2,402
Title III Advisor (no release time)	\$4,204
Title III Advisor (with release, 1 period)	\$3,003
Title III Advisor (with release, 2 periods)	\$2,402
WASC Site Leader (1 period release during semester before and semester of the visit)	\$3,604
WASC Site Leader mid-term report	\$601
Yearbook	\$2,888

\*Per week for time outside the classroom as determined and pre-approved by principal

\*\*If there is an excess of 100 pupils in Marching Band enrolled in a teacher's class, the District will provide an Assistant Band Director stipend for each semester.

Maximum number of release periods will be two (2) per bargaining unit member. Each comprehensive principal may designate up to three (3) bargaining unit members to have three (3) release periods.

#### 26.1.9.10 Special Assignments Pay Codes

##### 26.1.9.10.1 Department Chairs – Comprehensive High Schools

<u>Sections in Department</u>	<u>Release Period(s)</u>	<u>Index*</u>
10-19	0	.057
20-34	0	.120
35-54	0	.162
55-79	0	.185
80-129	0	.206
130-up	0	.256
35-54	1	.049
55-79	1	.059
80-129	1	.073
130-up	2	.083

\*Index figure multiplied by Step 1, Class A, of the Certificated Salary Schedule. Sections include total number within the department including those of the department chair.

Beginning with the 2006-2007 school year, Department Chairs with thirty-five (35) sections or more, shall have the option of a non-teaching period with lower index or no release period with higher index upon approval from the District. A department chair will not be compensated an extra one-fifth (1/5) of the teacher's daily rate unless they teach six (6) periods.

#### 26.1.9.10.2 Department Chairs – Alternative Education Center\*\*\*

<u>Sections in Department**</u>	<u>Release Period(s)</u>	<u>Index*</u>
5-10	0	.036
11-19	0	.078
20 plus	0	.120

\*Index figure multiplied by Step 1, Class A, of the Certificated Salary Schedule.

\*\*Sections include total number within the department including those of the department chair.

\*\*\*The above index will apply effective with the 2006-07 school year.

Sections included in the department total include those sections assigned to the department chair but do not include team, advisory, or homeroom periods.

Departments at the Alternative Education Center are defined in subject areas as: English, Social Studies, Math, Science, PE, Special Education, Career Technical Education, and Fine Arts. Departments with fewer than five (5) sections may be combined to allow for department representation. Department Chairs shall perform duties and responsibilities as outlined in Appendix C.

#### 26.1.9.10.3 Teacher Librarians

Teacher Librarians shall be designated as Department Chairpersons with .120 Department Chairs index.

#### 26.1.9.10.4 Nurses

One (1) nurse shall be designated as Department Chairperson with a .070 Department Chair index.

#### 26.1.9.10.5 Work Experience

One (1) work experience teacher shall be designated as Department Chairperson with a .070 Department Chair index.

#### 26.1.9.10.6 Instructional Coaches and Induction Mentors/Support Providers: Instructional Coaches and Support Providers (16.7.4.2) shall receive an annual stipend of \$5,500.00 effective July 1, 2023.

## 26.10 Counselor Salary Schedule

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 COUNSELOR SALARY SCHEDULE 192 DAYS WORKYEAR				10/14/2025
	Class D	Class E	Class F	
Step	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1	\$90,671	\$95,916	\$101,163	
2	\$95,168	\$100,413	\$105,658	
3	\$99,663	\$104,908	\$110,155	
4	\$104,160	\$109,405	\$114,650	
5	\$108,655	\$113,900	\$119,147	
6	\$113,150	\$118,397	\$123,642	
7	\$117,647	\$122,892	\$128,139	
8 *	\$122,144	\$127,389	\$132,634	
9 *	\$126,639	\$131,886	\$137,131	
10 *	\$131,136	\$136,381	\$141,626	
11 *	\$135,631	\$140,878	\$146,123	
12	\$140,129	\$145,373	\$150,618	
13-15	\$144,624	\$149,871	\$155,115	
16-18	\$149,121	\$154,366	\$159,610	
19-21	\$153,616	\$158,861	\$164,108	
22-24	\$158,113	\$163,358	\$168,603	
25-27	\$162,608	\$167,853	\$173,100	
28-	\$167,105	\$172,350	\$177,595	
Doctorate Stipend (Must be accredited) - \$1,500 Annually				
National Board Certification Stipend (Must be accredited) - \$1,500 Annually				

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 COUNSELOR SALARY SCHEDULE DAILY RATE - 192 DAYS WORKYEAR				10/14/2025
	Class D	Class E	Class F	
Step	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1	\$472.24	\$499.56	\$526.89	
2	\$495.67	\$522.98	\$550.30	
3	\$519.08	\$546.40	\$573.72	
4	\$542.50	\$569.82	\$597.13	
5	\$565.91	\$593.23	\$620.56	
6	\$589.32	\$616.65	\$643.97	
7	\$612.75	\$640.06	\$667.39	
8	\$636.17	\$663.49	\$690.80	
9	\$659.58	\$686.91	\$714.23	
10	\$683.00	\$710.32	\$737.64	
11	\$706.41	\$733.74	\$761.06	
12	\$729.84	\$757.15	\$784.47	
13-15	\$753.25	\$780.58	\$807.89	
16-18	\$776.67	\$803.99	\$831.30	
19-21	\$800.08	\$827.40	\$854.73	
22-24	\$823.50	\$850.82	\$878.14	
25-27	\$846.92	\$874.23	\$901.56	
28-	\$870.34	\$897.66	\$924.97	

- 26.1.10.1 Part-time Adult School Counselor Rate. Any additional part-time adult school counselor shall be paid at the following rate: Adult school hourly teaching rate plus seven (7) percent stipend rate based on their placement on salary schedule.

## 26.1.11 School Psychologist Salary Schedule

- 26.1.11.1 A unit member who has been a member of the bargaining unit prior to being appointed to school psychologist shall be advanced four (4) steps in their placement on the salary schedule or to the top step of their class, whichever is less.

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 PSYCHOLOGIST SALARY SCHEDULE 187 DAYS WORKYEAR				10/14/2025
	Class D	Class E	Class F	
Step	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1	\$91,611	\$96,910	\$102,212	
2	\$96,155	\$101,454	\$106,753	
3	\$100,696	\$105,996	\$111,297	
4	\$105,240	\$110,539	\$115,839	
5	\$109,782	\$115,081	\$120,382	
6	\$114,323	\$119,625	\$124,924	
7	\$118,867	\$124,166	\$129,468	
8 *	\$123,411	\$128,710	\$134,009	
9 *	\$127,952	\$133,254	\$138,553	
10 *	\$132,496	\$137,795	\$143,095	
11 *	\$137,038	\$142,339	\$147,638	
12	\$141,581	\$146,881	\$152,180	
13-15	\$146,123	\$151,424	\$156,724	
16-18	\$150,667	\$155,966	\$161,265	
19-21	\$155,208	\$160,508	\$165,809	
22-24	\$159,752	\$165,051	\$170,351	
25-27	\$164,294	\$169,593	\$174,894	
28-	\$168,837	\$174,137	\$179,436	
Doctorate Stipend (Must be accredited) - \$1,500 Annually				
National Board Certification Stipend (Must be accredited) - \$1,500 Annually				

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 PSYCHOLOGIST SALARY SCHEDULE DAILY RATE - 187 DAYS WORKYEAR				10/14/2025
	Class D	Class E	Class F	
Step	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1	\$489.90	\$518.24	\$546.59	
2	\$514.20	\$542.53	\$570.87	
3	\$538.48	\$566.82	\$595.17	
4	\$562.78	\$591.12	\$619.46	
5	\$587.07	\$615.41	\$643.76	
6	\$611.35	\$639.70	\$668.04	
7	\$635.65	\$663.99	\$692.34	
8	\$659.95	\$688.29	\$716.63	
9	\$684.24	\$712.59	\$740.93	
10	\$708.54	\$736.87	\$765.21	
11	\$732.82	\$761.17	\$789.51	
12	\$757.12	\$785.46	\$813.80	
13-15	\$781.41	\$809.76	\$838.09	
16-18	\$805.70	\$834.04	\$862.38	
19-21	\$829.99	\$858.33	\$886.68	
22-24	\$854.29	\$882.63	\$910.97	
25-27	\$878.58	\$906.91	\$935.26	
28-	\$902.87	\$931.21	\$959.55	

26.1.12.1 Resource Specialists Salary = Placement on the Certificated Salary + Step 1, Class A x .05 with a clear credential (Only applicable to unit members in specialist positions on or before August 30, 2001.)

26.1.12.2 Speech Language Pathologist Salary Schedule

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 CERTIFICATED SLP SALARY SCHEDULE 182 DAYS WORKYEAR							10/14/2025
	Class A	Class B	Class C	Class D	Class E	Class F	
Step	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1 - 5	\$86,434	\$91,314	\$96,193	\$101,072	\$105,952	\$110,831	
6	\$88,891	\$93,677	\$98,463	\$103,251	\$108,036	\$112,822	
7	\$92,994	\$97,779	\$102,565	\$107,353	\$112,139	\$116,926	
8			\$106,669	\$111,455	\$116,242	\$121,028	
9			\$110,771	\$115,557	\$120,345	\$125,130	
10			\$114,873	\$119,661	\$124,447	\$129,233	
11			\$118,977	\$123,763	\$128,549	\$133,336	
12			\$123,079	\$127,865	\$132,653	\$137,439	
13-15			\$127,182	\$131,969	\$136,755	\$141,541	
16-18			\$131,284	\$136,070	\$140,857	\$145,644	
19-21			\$135,387	\$140,173	\$144,961	\$149,747	
22-24			\$139,490	\$144,277	\$149,063	\$153,849	
25-27			\$143,593	\$148,379	\$153,165	\$157,952	
28-			\$147,694	\$152,481	\$157,267	\$162,055	
Doctorate Stipend (Must be accredited) - \$1,500 Annually National Board Certification Stipend (Must be accredited) - \$1,500 Annually							

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 CERTIFICATED SLP SALARY SCHEDULE DAILY RATE - 182 DAYS WORKYEAR							10/14/2025
	Class A	Class B	Class C	Class D	Class E	Class F	
Step	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1 - 5	\$474.91	\$501.73	\$528.53	\$555.34	\$582.16	\$608.96	
6	\$488.41	\$514.71	\$541.01	\$567.31	\$593.61	\$619.90	
7	\$510.95	\$537.25	\$563.55	\$589.85	\$616.15	\$642.45	
8			\$586.09	\$612.39	\$638.69	\$664.99	
9			\$608.63	\$634.93	\$661.23	\$687.53	
10			\$631.17	\$657.48	\$683.77	\$710.07	
11			\$653.72	\$680.02	\$706.31	\$732.62	
12			\$676.26	\$702.56	\$728.86	\$755.16	
13-15			\$698.80	\$725.10	\$751.40	\$777.70	
16-18			\$721.34	\$747.64	\$773.94	\$800.24	
19-21			\$743.89	\$770.18	\$796.49	\$822.78	
22-24			\$766.43	\$792.73	\$819.03	\$845.32	
25-27			\$788.97	\$815.27	\$841.57	\$867.87	
28-			\$811.51	\$837.81	\$864.11	\$890.41	

## 26.1.13 Special Education Advisor Salary Schedule

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2025-2026 CERTIFICATED SPECIAL EDUCATION ADVISOR SALARY SCHEDULE 187 DAYS WORKYEAR							10/14/2025
	Class A	Class B	Class C *	Class D	Class E	Class F	
Step	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1	\$73,677	\$78,452	\$83,226	\$88,001	\$92,776	\$97,550	
2	\$77,769	\$82,544	\$87,319	\$92,093	\$96,868	\$101,643	
3	\$81,862	\$86,637	\$91,411	\$96,186	\$100,961	\$105,735	
4	\$85,954	\$90,729	\$95,504	\$100,278	\$105,053	\$109,828	
5	\$90,047	\$94,821	\$99,596	\$104,371	\$109,145	\$113,920	
6	\$94,140	\$98,914	\$103,689	\$108,463	\$113,238	\$118,013	
7	\$98,233	\$103,007	\$107,782 **	\$112,556 **	\$117,330 **	\$122,105 **	
8			\$111,874	\$116,649	\$121,424	\$126,197	
9			\$115,967	\$120,741	\$125,516	\$130,291	
10			\$120,059	\$124,834	\$129,609	\$134,383	
11			\$124,152	\$128,926	\$133,701	\$138,476	
12			\$128,244	\$133,019	\$137,793	\$142,568	
13-15			\$132,336	\$137,111	\$141,886	\$146,660	
16-18			\$136,429	\$141,204	\$145,978	\$150,753	
19-21			\$140,521	\$145,296	\$150,071	\$154,845	
22-24			\$144,614	\$149,388	\$154,163	\$158,938	
25-27			\$148,707	\$153,481	\$158,256	\$163,030	
28-			\$152,800	\$157,574	\$162,349	\$167,123	
Doctorate Stipend (Must be accredited) - \$1,500 Annually							
National Board Certification Stipend (Must be accredited) - \$1,500 Annually							
* Unit members must possess a preliminary or clear California credential to move to Column C. This applies to unit members whose first day of service is on or after 7/1/02							
** In columns C,D, E, and F, the unit member must possess a clear California credential in their assigned subject area in order to move beyond Step 7. This applies to unit members whose first day of service is on or after 7/1/99							

## 26.1.14 Salary Schedule – Nurses

Effective July 1, 2026, the nurse work year shall be one hundred-eighty-five (185) workdays. Three (3) workdays will be scheduled within ten (10) work days prior to the first non-instructional day. The above-mentioned workdays shall be scheduled at the discretion of the Principal.

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2026-2027 CERTIFICATED NURSE SALARY SCHEDULE 185 DAYS WORKYEAR							10/14/2025
	Class A	Class B	Class C **	Class D	Class E	Class F	
Step	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1	\$67,479	\$72,203	\$76,926 *	\$81,650	\$86,373	\$91,097	
2	\$71,528	\$76,252	\$80,975	\$85,699	\$90,422	\$95,146	
3	\$75,577	\$80,300	\$85,024	\$89,747	\$94,471	\$99,195	
4	\$79,626	\$84,349	\$89,073	\$93,796	\$98,520	\$103,243	
5	\$83,674	\$88,398	\$93,121	\$97,845	\$102,568	\$107,292	
6	\$87,723	\$92,447	\$97,170	\$101,894	\$106,617	\$111,341	
7	\$91,772	\$96,495	\$101,219 ***	\$105,942 ***	\$110,666 ***	\$115,390 ***	
8 *	\$95,821		\$105,268	\$109,991	\$114,715	\$119,438	
9 *	\$99,869		\$109,316	\$114,040	\$118,763	\$123,487	
10 *	\$103,918		\$113,365	\$118,089	\$122,812	\$127,536	
11 *	\$107,967		\$117,414	\$122,137	\$126,861	\$131,585	
12			\$121,463	\$126,186	\$130,910	\$135,633	
13-15			\$125,511	\$130,235	\$134,959	\$139,682	
16-18			\$129,560	\$134,284	\$139,007	\$143,731	
19-21			\$133,609	\$138,332	\$143,056	\$147,780	
22-24			\$137,658	\$142,381	\$147,105	\$151,828	
25-27			\$141,706	\$146,430	\$151,154	\$155,877	
28-			\$145,755	\$150,479	\$155,202	\$159,926	
Doctorate Stipend (Must be accredited) - \$1,500 Annually							
National Board Certification Stipend (Must be accredited) - \$1,500 Annually							
* Applies only to Driver Education and Vocational Education teachers who lack a B.A. degree							
** Unit members must possess a preliminary or clear California credential to move to Column C. This applies to unit members whose first day of service is on or after 7/1/02							
*** In columns C,D, E, and F, the unit member must possess a clear California credential in their assigned subject area in order to move beyond Step 7. This applies to unit members whose first day of service is on or after 7/1/99							

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT 2026-2027 DAILY RATE - 185 DAYS WORKYEAR							10/14/2025
	Class A	Class B	Class C **	Class D	Class E	Class F	
Step	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 BA + 45/MA or MA + 15	BA + 75 or BA + 60/MA or MA + 30	
1	\$364.75	\$390.29	\$415.82	\$441.35	\$466.88	\$492.42	
2	\$386.64	\$412.17	\$437.70	\$463.24	\$488.77	\$514.30	
3	\$408.52	\$434.05	\$459.59	\$485.12	\$510.65	\$536.19	
4	\$430.41	\$455.94	\$481.48	\$507.01	\$532.54	\$558.07	
5	\$452.29	\$477.83	\$503.36	\$528.89	\$554.42	\$579.96	
6	\$474.18	\$499.71	\$525.24	\$550.78	\$576.31	\$601.84	
7	\$496.06	\$521.59	\$547.13	\$572.66	\$598.19	\$623.73	
8	\$517.95		\$569.02	\$594.55	\$620.08	\$645.61	
9	\$539.83		\$590.90	\$616.43	\$641.96	\$667.50	
10	\$561.72		\$612.78	\$638.32	\$663.85	\$689.38	
11	\$583.61		\$634.67	\$660.20	\$685.74	\$711.27	
12			\$656.56	\$682.09	\$707.62	\$733.15	
13-15			\$678.44	\$703.97	\$729.51	\$755.04	
16-18			\$700.32	\$725.86	\$751.39	\$776.92	
19-21			\$722.21	\$747.74	\$773.28	\$798.81	
22-24			\$744.10	\$769.63	\$795.16	\$820.69	
25-27			\$765.98	\$791.51	\$817.05	\$842.58	
28-			\$787.86	\$813.40	\$838.93	\$864.46	

26.1.15 Adult Education Teachers

26.1.15.1 Unit members assigned to teach in the adult school shall be compensated for such teaching at an hourly rate determined by the application of the following formula:

$$\frac{\text{Class A, Step 1} \times 1.04 \times 1/6}{175} = \text{Hourly Rate}$$

26.1.15.2 There shall be four (4) steps on the schedule with the rate at Step 1 determined by application of the formula and seventy-five (.75) cents per hour added for each of the additional steps. Teaching two (2) semesters of adult school shall qualify for each advancement.

26.1.16 Home Teaching Rate. The home teacher rate shall be as follows:

$$\frac{\text{Base Salary, Step 1, Class A} \times 1/5}{180}$$

26.1.16.1 Teachers assigned to Home or CHASE (effective January 1, 2024) Teaching are eligible for one hour of preparation time for every ten (10) hours of instructional time with students.

26.1.17 Summer School Salaries

26.1.17.1 Summer School Salary shall be paid at their hourly rate of pay for on-line instruction and direct teaching models.

26.1.18 Work Experience Teachers - Hourly Rate

When the pupil load for work experience teachers exceeds the state maximum as provided in the Education Code the work experience teacher shall be paid an additional amount at the Home Teaching hourly rate and each additional one-fifth (1/5) or portion thereof of the state maximum if unit member voluntarily accepts the additional pupil load.

26.1.19 Driver Education/Driver Training and Vocational Education Compensation

26.1.19.1 Driver education and vocational education. Driver education and vocational education teachers who lack the BA Degree will be paid under Class A of the Salary Schedule and may advance to the top of that class.

26.1.19.2 Driver Training. Driver training teachers shall be compensated at the Home Teaching hourly rate for all instruction beyond the driver training teacher's regular workday.



#### 26.1.20 Unit Member Travel

- 26.1.20.1 Classroom teachers who are assigned classes at more than one (1) school as part of their primary assignment shall receive twenty-five hundred dollars (\$2,500) additional compensation for travel expenses and loss of preparation time.
- 26.1.20.2 Other Travel Allowance. Unit members assigned non-classroom duties at more than one school, home teaching, or others with duties which require travel, shall receive a mileage allowance for the use of their personal vehicles providing such use is for official District use as determined by the District and the unit member obtains prior written authorization from the site. The amount paid for mileage allowance will be the maximum Internal Revenue Service Code Rate.
- 26.1.20.3 School Psychologists and Speech-Language Pathologists Travel Allowance. School Psychologists and Speech-Language Pathologists who have been authorized to travel on District business and must furnish their own transportation, will be paid a mileage allowance equal to the maximum Internal Revenue Service Code Rate.

#### 26.1.21 Before and After-School Programs

- 26.1.21.1 The hourly rate for before and after-school programs shall be \$60.00 per hour effective January 1, 2024.

#### 26.1.22 Salary Errors

- 26.1.22.1 Salary overpayments that are identified by either the District or an employee, and confirmed by the District's Personnel Department, will be collected from the employee to correct any salary error that exists in the current school year in which the salary error is discovered and up to one prior school year if the salary error existed for more than one school year. Repayment of funds due to the District shall be scheduled by written agreement between the District and the employee. The period of repayment shall not exceed two complete school years. The Association agrees to counsel employees with regard to repayment obligations.
- 26.1.22.2 Salary underpayments that are identified by either the District or the employee, and confirmed by the District's Personnel Department will be reimbursed to the employee to correct any salary error that exists in the current school year in which the salary error is discovered and up to one prior school year if the salary error existed for more than one school year.

26.1.23 Classroom Substitution Rate. The classroom substitution rate shall be as follows:

$$\frac{\text{Base Salary, Step 1, Class D} \times 1/5}{182}$$

26.1.24 Effective June 1, 2022, the summer school classroom substitution hourly rate of pay shall be as follows:

$$\frac{\text{Base Salary, Step 1, Class D} \times 1/5}{182}$$

## **ARTICLE 27**

### **SPECIAL EDUCATION**

#### **27.1 Organization Rights**

- 27.1.1 Prior to organizing a Special Education Local Plan Area, the District shall meet and negotiate with the Association.

#### **27.2 Individual Educational Program (IEP)**

- 27.2.1 Unit members who participate in meetings for an Individualized Educational Program (IEP) beyond their conference period shall be granted release time from their regular duties.
- 27.2.2 The District shall make every effort to schedule IEP meetings during the school day.
- 27.2.3 Teachers assigned a pupil with an IEP shall be provided a copy of the IEP (IEP At-A-Glance) of the incoming pupil within one (1) week of enrollment or notified that the IEP is pending.
- 27.2.4 The District recognizes that some individual pupils may not meet or exceed the growth projected in the annual goals and objectives of the pupil's Individualized Education Program. In such instances, a unit member's accountability shall be limited to having implemented the resources provided by the District.
- 27.2.5 Release time may be provided for each full time special education teacher to work on IEPs at the discretion of the principal. This time will be approved and scheduled with site administration in advance. Special education teachers are required to be present in the workplace the entire day.

#### **27.3 Fair Hearings**

- 27.3.1 When a unit member is required to participate in a fair hearing or other due process procedure, the District shall provide the unit member with release time without loss of compensation. If outside the regular workday or workyear the unit member will be compensated at the before and after school rate for the time they are required to participate.
- 27.3.2 Counsel retained to represent the District in any such hearing shall consult with the unit member regarding preparation for the hearing.

#### **27.4 Instructional Assistant Assignment**

- 27.4.1 All special education teachers shall have an instructional assistant assigned to work with them during direct teaching assignments, not to include preparation periods and collaboration periods. The special education advisor and assigned teacher will propose

the assignment of the special education instructional assistant to be presented for the approval of the site administration.

- 27.4.2 The site principal or assistant principal shall assign the instructional assistant. Department Chairs shall not have input in the assignment process or be consulted. The administrator in charge shall consult with the special education teacher on the assignment of the instructional assistant. Department Chairs shall not move, reassign or evaluate assistants assigned to the teacher.

## 27.5 Resource Specialist

- 27.5.1 Resource specialist caseload shall not exceed twenty-eight (28) pupils unless a waiver is granted by the State Department of Education. The Association shall be notified prior to the request for waiver being sent to the SDE.

## 27.6 Professional Development

- 27.6.1 The utilization of new instructional models shall not be required of unit members assigned to special education positions until after the District has provided released time for and offered appropriate training to unit members regarding the use of such models.
- 27.6.2 All teachers possessing a mild-to-moderate credential and serving in a mild-to-moderate assignment must meet state certification and licensure requirements as stated in ESSA Sections 1111(g)(2)(J) and 1112(c)(6).
- 27.6.3 All teachers possessing a mild-to moderate credential must possess an Autism Authorization prior to October 31, 2013.

## 27.7 Special Education/General Education – Co-Teaching

The Chaffey Joint Union High School District and Associated Chaffey Teachers jointly support the least restrictive educational environment for pupils with disabilities.

- 27.7.1 Special education teachers who co-teach with general education teachers (collaboration model) deliver specialized instruction within the classroom.
- 27.7.2 Site administration will make every effort to assign teachers who are co-teaching to a common preparation period.
- 27.7.3 Teachers assigned to co-teaching periods shall be present in the assigned classroom the entire period.
- 27.7.4 Special education teacher's co-teaching assignment shall not include more than two (2) general education teachers.
- 27.7.5 Every effort shall be made to accommodate mutual co-teaching requests.

## 27.8 Teachers will follow the placement recommendations of the IEP.

- 27.9 Support for collaboration between general education teachers and special education teachers
- 27.9.1 Prior to or within the first quarter of the school year, training shall be offered for teachers who teach remedial level or special education classes.
  - 27.9.2 Staff development training shall be offered for unit members with “included” pupils in their classes.
  - 27.9.3 Requests for additional support shall be mutually agreed upon by teacher/unit member and administration.
  - 27.9.4 If a teacher/unit member disagrees with the range of supports and services recommended by the IEP, that teacher/unit member may request a meeting with an administrator and/or parent to determine more appropriate supports and services for the pupil.
    - 27.9.4.1 The teacher/unit member is required to provide the accommodations written into the IEP until the IEP is revised.
- 27.10 No unit member shall be required to co-teach for more than two (2) subjects.
- 27.11 Special Education Inclusion
- 27.11.1 When five (5) or more students with disabilities are included in a general education class, the teacher may request a meeting with the appropriate administrator to discuss potential additional supports and strategies to review and to implement student IEPs as needed.
  - 27.11.2 If the number of students with disabilities that exceeds one-fourth (1/4) of the maximum class size cap assigned to a full general education class, an Education Specialist or paraeducator will be assigned to the classroom. Teachers will have an opportunity to provide input with site administration prior to the placement of an Education Specialist or a paraeducator. The District will make every effort to ensure that classes are balanced with students with disabilities that do not require the support of a co-teacher or collaborator. Up to seven classes at each site may be enrolled at one third (1/3) of the maximum class size cap without the assignment of an Education Specialist or paraeducator. No teacher will be assigned more than one class enrolled at one third (1/3) of the maximum class size cap.
  - 27.11.3 The District shall make every effort to distribute students with disabilities in all general education subject area class sections equitably.
- 27.12 Special Education Advisor
- 27.12.1 The responsibilities of the special education advisor include but are not to be limited to:
    - 27.12.1.1 Facilitation of IEP meetings.

- 27.12.1.2 Facilitation of collaboration.
- 27.12.1.3 Provide in-District alternative placements for special education pupils.
- 27.12.1.4 Provide expertise and guidance in the area of special education compliance.
- 27.12.1.5 Assist counselors and case carriers in monitoring graduation requirements of special education pupils.
- 27.12.1.6 Assist counselors and case carriers in coordinating intervention programs outside the regular school day.
- 27.12.1.7 Assist counselors and case carriers in coordinating transition plans for special education pupils in career technical education programs.
- 27.12.1.8 Calendar timelines for legal requirements directly associated with special education.
- 27.12.1.9 Provide expertise in “response to intervention.”
- 27.12.1.10 Facilitate instructional programs at the site to assist with program improvement requirements.

- 27.13 The District shall make every effort to equitably distribute caseloads to education specialists based on pupil needs and related services.

## ARTICLE 28

### CONSULTATION

- 28.1 The parties agree that the District, by maintaining the Administrative Regulations listed in Article 1.5 meets for the duration of this agreement its obligation to consult with the Association on curricular matters as specified in Government Code Section 3543.2.
- 28.1.1 The Association shall have the exclusive right to oversee the selection of membership to the Local Curriculum Steering Committee (LCSC). Membership shall consist of two (2) members from each subject area chosen for a two (2) year term. Members for any one subject area shall be chosen on alternate years to provide continuity. The Association shall elect or select (Article 5.2.12) unit members from each site to the District Curriculum Steering Committee (DCSC).
- 28.1.2 The Association may exercise its right to consult on proposed changes to Board Policies or proposed new Board Policies. The right to consult will be for input only and not for approval.
- 28.1.3 In the event the Association exercises its right to consult, the parties shall meet as soon as practicable to exchange information, options, proposals, and recommendations in order to make a good faith effort to reach a resolution on matters where there may be differences of opinion.
- 28.1.4 The District shall give full consideration to proposals made by the Association prior to making a determination of policy of course of action.

## ARTICLE 29

### TEACHER INDUCTION

29.1 The District and Association agree to collaborate on the Induction Program.

29.1.1 The Joint Panel shall:

- Establish rules of procedures for the panel
- Establish the selection process and evaluation instrument for professional development providers
- Conduct an annual program evaluation making recommendations for improvement
- Develop procedures to facilitate cooperation among eligible new hires, their teacher training institutions, and the District's Personnel Department

29.1.2 Joint Panel meetings may take place during the regular school day in which event teachers who are members of the Joint Panel will be released from their duties without loss of pay.

29.1.3 The Induction Program design will meet the Teacher Induction Program Preconditions and Standards and focus on the California Standards for the Teaching Profession, state-adopted academic content standards and performance levels for pupils, and state-adopted curriculum frameworks. The Induction Program will adhere to all requirement of AB2401, California Beginning Teacher Support and Assessment System.

29.1.4 The Joint Panel shall implement an Induction Program design which is in adherence to the Collective Bargaining Agreement.

29.2 The District and Association agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development related to the Induction Program.

29.3 Bargaining unit members shall not be required by the District to participate in an Induction Program.

29.4 The Joint Panel will collect feedback about program quality and effectiveness from participants.

29.5 The Induction program is not a substitute for the contractual evaluation procedure in Article 15 of the Agreement.

29.6 The unit members participation records, including but not limited to, notifications, timelines, program participation, feedback about levels of participation, special assistance, etc., shall remain the property of the unit member and shall not be placed in the unit member's personnel file. The District may maintain only those records necessary to prove participation and completion of the



program. These records shall be confidential and shall not be shared with the unit member's immediate supervisor or the District administration.

- 29.7 The final report shall not be placed in the unit member's personnel file. When the unit member has successfully completed the Induction Program, a certificate of completion shall be issued and the certificate shall be placed in the unit member's personnel file.
- 29.8 The unit member shall have the right to begin a new Induction Program with a different provider at any time.
- 29.9 The Joint Panel uses a consensus model for decision-making in the Induction Program.

## **ARTICLE 30**

### **TECHNOLOGY FOR INSTRUCTION**

- 30.1 In recognition of the rapidly evolving landscape of instructional technology, the District and Association may agree to establish a Technology for Instruction Committee as needed. The purpose of this committee will be to provide recommendations regarding the adoption, implementation, and continued use of district-provided instructional technology tools and platforms. In addition, the committee will make recommendations related to the use of student and staff technology and advise on policies governing the use of personal technology within instructional settings. This committee will serve as an advisory body, helping to ensure that instructional technology decisions align with the District's educational goals, support effective teaching and learning, and reflect emerging best practices.
- 30.1.1 The Committee shall be composed of two (2) District-appointed Instructional Coaches, up to nine (9) Association appointees (one per each school site), two (2) District management appointees, and one (1) mutually agreed-upon classified and/or management appointee. The District and Association may mutually agree to increase the number of participants in any category.
- 30.1.2 The Committee shall as needed conduct a technology and technology-related needs assessments.
- 30.1.3 The Committee shall make recommendations on District direction for future instructional technology needs, policies, staff development, and other district-wide instructional technology decisions.
- 30.2 The Association shall have the use of the District e-mail/website to communicate with their unit members.

# SIGNATURE PAGE



## Chaffey Joint Union High School District and Associated Chaffey Teachers SIGNATURE PAGE 2025-2028

DATE: 9/29/25

A handwritten signature in blue ink, appearing to read "William McConnell", written over a horizontal line.

William McConnell  
ACT President

A handwritten signature in blue ink, appearing to read "Charlene Suenz", written over a horizontal line.

Charlene Suenz  
Assistant Superintendent  
Personnel Services

A handwritten signature in blue ink, appearing to read "Kurt Burger", written over a horizontal line.

Kurt Burger  
Representative

Rick Wiersma  
Assistant Superintendent  
Business Services

A handwritten signature in blue ink, appearing to read "Jennifer Bales-Gutierrez", written over a horizontal line.

Jennifer Bales-Gutierrez  
Representative

Eduardo Zaldivar  
Director of Career Readiness

A handwritten signature in blue ink, appearing to read "Russell Kline", written over a horizontal line.

Russell Kline  
Representative

Andrew Hiben  
Director of Instructional Services

A handwritten signature in blue ink, appearing to read "Aaron Anderson", written over a horizontal line.

Aaron Anderson  
Representative

A handwritten signature in blue ink, appearing to read "Kelly Martinez", written over a horizontal line.

Kelly Martinez  
Director of Special Education

A handwritten signature in blue ink, appearing to read "Chekesha George", written over a horizontal line.

Chekesha George  
Representative

A handwritten signature in blue ink, appearing to read "Layla Pashby", written over a horizontal line.

Layla Pashby  
Representative

## APPENDIX A

The following procedures have been developed in order to:

1. Systematize and provide guidelines for the selection of a unit member to accept a sixth (6<sup>th</sup>) instructional period.
2. Provide all certificated staff members with equal opportunity to teach a sixth (6<sup>th</sup>) period within their department.

### A. Department Lists

- (1) There shall be established at each school within the District a “Rotation List for Teaching a Sixth Instructional Period.” There shall be one (1) such list for each department within the school. A teacher shall be included on the list in the department they are currently teaching or on the list of another department of which they are credentialed to teach. Valley View High School, Chaffey District Online High School, and the Community Day School are separate schools.
- (2) The initial list of teachers will be based on seniority in the District, with new teachers going to the bottom of the list in the year that they are employed. Teachers from within a department shall have continuing priority over counselors and teachers from another department.
- (3) Each list in each school will be revised and announced by May 1st, reflecting preceding sixth (6<sup>th</sup>) period service and staff additions. New teachers will be added to the bottom of the list after the rotation reflecting the preceding semester's service.

If a teacher declines a sixth (6<sup>th</sup>) instructional period, they will retain their position on the rotation list. Once a teacher teaches a sixth (6<sup>th</sup>) instructional period for two (2) semesters, their name shall be moved to the bottom of the rotation list.

When a unit member is assigned a sixth (6<sup>th</sup>) instructional period, they shall retain that sixth (6<sup>th</sup>) instructional period for the entire year unless that sixth (6<sup>th</sup>) instructional period is closed.

Former teachers of our District, returning to the District following a break in employment, will be placed on the list as though they are teachers new to the District. Teachers on a leave of absence, however, will retain their position on the list.

- (4) A teacher with an unsatisfactory evaluation may not teach a sixth (6<sup>th</sup>) period until they have achieved a satisfactory evaluation.
- (5) A teacher who is involuntarily transferred shall be placed on the rotation list according to the date of last 6<sup>th</sup> period assignment.
- (6) A teacher who voluntarily transfers shall be placed at the bottom of the rotation list after current teachers but before new teachers.

## APPENDIX B

### CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT

### IMPROVEMENT PLAN

EMPLOYEE \_\_\_\_\_ GRADE/SUBJECT \_\_\_\_\_

*Evaluator* \_\_\_\_\_

*TIME PERIOD FOR IMPROVEMENT PLAN* \_\_\_\_\_

---

CHECK STANDARDS    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐

AREAS NEEDING IMPROVEMENT FOR STANDARD \_\_\_\_\_ ARE:

RECOMMENDATION FOR ASSISTANCE BEING PROVIDED ARE:

AREAS NEEDING IMPROVEMENT FOR STANDARD \_\_\_\_\_ ARE:

RECOMMENDATION FOR ASSISTANCE BEING PROVIDED ARE:

(Attach additional pages as needed)

---

IMPROVEMENT PLAN ESTABLISHED:

EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_

EMPLOYEE \_\_\_\_\_ DATE \_\_\_\_\_

NOTE: Attach to Evaluation Report

## **APPENDIX C**

### **DEPARTMENT CHAIRPERSONS – DUTIES AND RESPONSIBILITIES**

#### Curriculum

1. Provide leadership in development of new course offerings
2. Coordinate development of course outlines
3. Maintain active file of curriculum guides and outlines
4. Study modern trends in curriculum for possible adoption
5. Be responsible for department budgetary expenditures
6. Be responsible for department instructional and audio-visual materials
7. Examine and evaluate new texts, teaching materials, and equipment

#### Operations

8. Call and organize regular department meetings
9. Provide assistance to the local school administration in the scheduling of teaching assignments and in the development of the master schedule
10. Involve department members in establishing department policies and procedures
11. Arrange rotation and distribution of books, instructional materials, and equipment
12. Inventory books, instructional materials, supplies, and equipment
13. Approve requests for supplies, equipment, maintenance and repairs
14. Order texts and supplementary texts
15. Coordinate co-curricular activities including contests, awards, etc.

#### Professional Leadership

16. Participate in selection and orientation of teachers
17. Develop continuity in the instructional program through consultation and advisement of the program
18. Encourage professional growth through advanced education, in-service training, and participation in professional associations related to the discipline

19. Inform the department of new methods, techniques, materials, etc.
20. Inform department of new trends, legislation, etc., affecting the instructional program.

Liaison

21. Maintain continuous liaison with administration and with chairpersons in same department of other schools of the District and with their counterparts in the feeder schools. Shall attend appropriate District meetings
22. Maintain liaison with the department's representatives to school and District curriculum committees
23. Meet regularly with the principal and other department chairpersons within the school (The name of this official group varies from school to school.)
24. Act as spokesperson for the department
25. Other non-administrative duties as assigned

## APPENDIX D

**DO NOT WRITE YOUR NAME ON THIS PAPER**  
***(RETURN COMPLETED SURVEY TO PRINCIPAL)***

**School Name** \_\_\_\_\_

**Department** \_\_\_\_\_

### DEPARTMENT EFFECTIVENESS SURVEY

1. Has student learning improved?  
Please share examples of improved student learning that are attributed to common instructional commitments within your department or Achievement Team (Grade Level or Content Team)
  
2. Has classroom instruction improved?  
Please share examples of improved classroom instruction that are attributed to common instructional commitments within your department or Achievement Team (Grade Level or Content Team)
  
3. Is the department functioning effectively?  
Comments:
  
4. Are department course outlines up to date?  
Comments:
  
5. Has your department or grade level team established common learning objectives? What are they?  
Comments:
  
6. Is your department adequately meeting your needs for classroom materials?  
Comments:



7. Has your department adopted and integrated new technology to improve student learning?  
Comments:

8. How are department members involved in collaborative staff development?  
Comments:

9. Are department meetings held monthly?  
Comments:

10. Are Achievement Team meetings held monthly?  
Comments:

11. What do you especially like about your department?

**RETURN COMPLETED SURVEY TO YOUR PRINCIPAL  
(4/13)**

## **APPENDIX E**

### **Varying Time/Block Schedules**

The following procedures have been developed in order to provide guidelines for the school site to consider the establishment of a flexible and/or varying time block schedule. All votes shall follow the guidelines for voting in STEP TWO unless specifically noted otherwise.

#### **STEP ONE IDENTIFY**

1. Form a committee

A committee consisting of four (4) bargaining unit members (director, one (1) rep and two (2) additional teachers from the site selected from a pool of teachers who wish to participate in this process) and three (3) administrators will be established.

2. Identify the new or revised program involving flexible schedules or other varying time blocks that you want to explore.

3. Communicate the concept of your proposed revised program involving flexible schedules or other varying time blocks to all certificated staff.

#### **STEP TWO VOTE TO EXPLORE**

4. Guidelines for voting

- a. Secret ballot shall be conducted in accordance with procedures in the ACT Bylaws
- b. All Certificated staff shall be provided the opportunity to vote
- c. All Certificated staff shall be provided clear access to the polling place
- d. Absentee ballots shall be provided for certificated staff who request them in accordance with the established timeline
- e. Certificated staff shall be presented with the timeline for the vote
  - i. Create a timeline
  - ii. Set a date and location for the vote by all certificated staff to explore (or to select schedule or to implement depending on what step in the process you are on)
  - iii. 15 calendar day notice of the vote
  - iv. Deadline for requesting an absentee ballot
  - v. An absentee ballot 10 days prior to vote

*Sample timeline*

*Sept. 1                      Notification of vote including date and voting location*

*Sept. 5                      Last day to request an absentee ballot*

*Sept. 15                      Vote to be conducted*

5. Vote to explore

ACT shall conduct a secret ballot vote of all certificated staff at the school site to determine if the school would like to explore a flexible and/or varying time block schedule. This vote requires approval by a two thirds (2/3) vote of the certificated staff assigned to the site.

#### **STEP THREE VOTE FOR SCHEDULE TO BE CONSIDERED**

6. Prior to the development of an alternate work day schedule, all certificated staff at the site shall be surveyed for input and suggestions through a formal written survey developed by the committee that was established to begin this process. The committee will then

collaborate and explore flexible and/or varying time block schedules to be presented to the site staff.

7. If multiple schedules are to be considered, the school site staff shall take a vote to determine which flexible and/or varying time block schedule they would like to establish for the following school year. A simple majority vote of the certificated staff assigned to the site shall be required to establish the flexible and/or varying time block schedule to be considered.

#### **STEP FOUR *VOTE TO IMPLEMENT***

8. After the flexible and/or varying time block schedule has been selected for consideration, a two-thirds (2/3) vote of the certificated staff assigned to the site shall be required to select either the traditional schedule or the flexible and/or varying time block schedule. In addition, continuance of the flexible schedule will require a simple majority vote of the certificated staff assigned to the site following the procedures outlined in Article 10.1.2.3.

#### **STEP FIVE *ANNUAL REVIEW***

The unit members at the site shall annually review the effectiveness of the schedule to determine if changes need to be implemented. After a three (3) year period with the non-traditional schedule, a simple majority vote of the certificated staff assigned to the site shall be required to retain, adjust, or revert to the traditional schedule as outlined in Article 10.1.2.3.

#### **ADDITIONAL CONSIDERATIONS**

1. A special arranged day is any day in which the class schedule is altered such as:
  - Rally/assembly days • Minimum day • Testing day • Late start day • Finals • Career day
2. All comprehensive high schools will make every effort to have a schedule which approximates 65,280 minutes per school year.

# APPENDIX F

## Fringe Benefit Costs for Adult Education Teachers

### CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT BENEFIT COSTS FOR ADULT EDUCATION TEACHERS EFFECTIVE JANUARY 1 - DECEMBER 31, 2024

HOURS WORKED	12 HOURS / 40%			13 HOURS / 43%		14 HOURS / 47%		15 HOURS / 50%	
	TENTHLY RATE	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS
KAISER									
1 PARTY	839.89	335.96	503.93	361.15	478.74	394.75	445.14	419.95	419.95
2 PARTY	1,679.77	671.91	1,007.86	722.30	957.47	789.49	890.28	839.89	839.89
FAMILY	2,376.90	950.76	1,426.14	1,022.07	1,354.83	1,117.14	1,259.76	1,188.45	1,188.45
UNITEDHEALTHCARE SIGNATURE VALUE HMO									
1 PARTY	1,119.65	447.86	671.79	481.45	638.20	526.24	593.41	559.83	559.83
2 PARTY	2,239.28	895.71	1,343.57	962.89	1,276.39	1,052.46	1,186.82	1,119.64	1,119.64
FAMILY	3,179.78	950.76	2,229.02	1,022.07	2,157.71	1,117.14	2,062.64	1,188.45	1,991.33
UNITEDHEALTHCARE SIGNATURE VALUE HARMONY* HMO									
1 PARTY	996.47	398.59	597.88	428.48	567.99	468.34	528.13	498.24	498.24
2 PARTY	1,992.94	797.18	1,195.76	856.96	1,135.98	936.68	1,056.26	996.47	996.47
FAMILY	2,829.96	950.76	1,879.20	1,022.07	1,807.89	1,117.14	1,712.82	1,188.45	1,641.51
UNITEDHEALTHCARE SIGNATURE ADVANTAGE									
1 PARTY	890.82	356.33	534.49	383.05	507.77	418.69	472.13	445.41	445.41
2 PARTY	1,781.68	712.67	1,069.01	766.12	1,015.56	837.39	944.29	890.84	890.84
FAMILY	2,529.96	950.76	1,579.20	1,022.07	1,507.89	1,117.14	1,412.82	1,188.45	1,341.51
UNITEDHEALTHCARE ADVANTAGE HARMONY* HMO									
1 PARTY	792.82	317.13	475.69	340.91	451.91	372.63	420.19	396.41	396.41
2 PARTY	1,585.67	634.27	951.40	681.84	903.83	745.26	840.41	792.84	792.84
FAMILY	2,251.63	950.76	1,300.87	1,022.07	1,229.56	1,117.14	1,134.49	1,188.45	1,063.18
UNITEDHEALTHCARE CHOICE PLUS PPO									
1 PARTY	1,786.90	714.76	1,072.14	768.37	1,018.53	839.84	947.06	893.45	893.45
2 PARTY	3,823.93	950.76	2,873.17	1,022.07	2,801.86	1,117.14	2,706.79	1,188.45	2,635.48
FAMILY	5,235.58	950.76	4,284.82	1,022.07	4,213.51	1,117.14	4,118.44	1,188.45	4,047.13
DELTA DENTAL PPO									
FAMILY	161.05	64.42	96.63	69.25	91.80	75.69	85.36	80.53	80.53
VSP									
FAMILY	15.12	6.05	9.07	6.50	8.62	7.11	8.01	7.56	7.55

1. THE MAXIMUM AMOUNT THE DISTRICT WILL PAY IS DETERMINED BY THE KAISER FAMILY RATE.  
THE DISTRICT WILL NOT PAY MORE THAN THE APPLICABLE PERCENTAGE OF YOUR CHOICE OF PLAN, (NTE KAISER FAMILY RATE).  
2. WITH A MINIMUM OF 12 HRS WORKED/WEEK - LIFE/EAP INSURANCE IS AVAILABLE AT NO COST.

### CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT BENEFIT COSTS FOR ADULT EDUCATION TEACHERS EFFECTIVE JANUARY 1 - DECEMBER 31, 2024

HOURS WORKED	16 HOURS / 53%			17 HOURS / 57%		18 HOURS / 60%		19 HOURS / 63%	
	TENTHLY RATE	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS
KAISER									
1 PARTY	839.89	445.14	394.75	478.74	361.15	503.93	335.96	529.13	310.76
2 PARTY	1,679.77	890.28	789.49	957.47	722.30	1,007.86	671.91	1,058.26	621.51
FAMILY	2,376.90	1,259.76	1,117.14	1,354.83	1,022.07	1,426.14	950.76	1,497.45	879.45
UNITEDHEALTHCARE SIGNATURE VALUE HMO									
1 PARTY	1,119.65	593.41	526.24	638.20	481.45	671.79	447.86	705.38	414.27
2 PARTY	2,239.28	1,186.82	1,052.46	1,276.39	962.89	1,343.57	895.71	1,410.75	828.53
FAMILY	3,179.78	1,259.76	1,920.02	1,354.83	1,824.95	1,426.14	1,753.64	1,497.45	1,682.33
UNITEDHEALTHCARE SIGNATURE VALUE HARMONY* HMO									
1 PARTY	996.47	528.13	468.34	567.99	428.48	597.88	398.59	627.78	368.69
2 PARTY	1,992.94	1,056.26	936.68	1,135.98	856.96	1,195.76	797.18	1,255.55	737.39
FAMILY	2,829.96	1,259.76	1,570.20	1,354.83	1,475.13	1,426.14	1,403.82	1,497.45	1,332.51
UNITEDHEALTHCARE SIGNATURE ADVANTAGE									
1 PARTY	890.82	472.13	418.69	507.77	383.05	534.49	356.33	561.22	329.60
2 PARTY	1,781.68	944.29	837.39	1,015.56	766.12	1,069.01	712.67	1,122.46	659.22
FAMILY	2,529.96	1,259.76	1,270.20	1,354.83	1,175.13	1,426.14	1,103.82	1,497.45	1,032.51
UNITEDHEALTHCARE ADVANTAGE HARMONY* HMO									
1 PARTY	792.82	420.19	372.63	451.91	340.91	475.69	317.13	499.48	293.34
2 PARTY	1,585.67	840.41	745.26	903.83	681.84	951.40	634.27	998.97	586.70
FAMILY	2,251.63	1,259.76	991.87	1,354.83	896.80	1,426.14	825.49	1,497.45	754.18
UNITEDHEALTHCARE CHOICE PLUS PPO									
1 PARTY	1,786.90	947.06	839.84	1,018.53	768.37	1,072.14	714.76	1,125.75	661.15
2 PARTY	3,823.93	1,259.76	2,564.17	1,354.83	2,469.10	1,426.14	2,397.79	1,497.45	2,326.48
FAMILY	5,235.58	1,259.76	3,975.82	1,354.83	3,880.75	1,426.14	3,809.44	1,497.45	3,738.13
DELTA DENTAL PPO									
FAMILY	161.05	85.36	75.69	91.80	69.25	96.63	64.42	101.46	59.59
VSP									
FAMILY	15.12	8.01	7.11	8.62	6.50	9.07	6.05	9.53	5.59

1. THE MAXIMUM AMOUNT THE DISTRICT WILL PAY IS DETERMINED BY THE KAISER FAMILY RATE.  
THE DISTRICT WILL NOT PAY MORE THAN THE APPLICABLE PERCENTAGE OF YOUR CHOICE OF PLAN, (NTE KAISER FAMILY RATE).  
2. WITH A MINIMUM OF 12 HRS WORKED/WEEK - LIFE/EAP INSURANCE IS AVAILABLE AT NO COST.

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT**  
**BENEFIT COSTS FOR ADULT EDUCATION TEACHERS**  
**EFFECTIVE JANUARY 1 - DECEMBER 31, 2024**

HOURS WORKED		20 HOURS / 67%		21 HOURS / 70%		22 HOURS / 73%		23 HOURS / 77%	
	TENTHLY RATE	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS
KAISER									
1 PARTY	839.89	562.73	277.16	587.92	251.97	613.12	226.77	646.72	193.17
2 PARTY	1,679.77	1,125.45	554.32	1,175.84	503.93	1,226.23	453.54	1,293.42	386.35
FAMILY 1	2,376.90	1,592.52	784.38	1,663.83	713.07	1,735.14	641.76	1,830.21	546.69
UNITEDHEALTHCARE SIGNATURE VALUE HMO									
1 PARTY	1,119.65	750.17	369.48	783.76	335.90	817.34	302.31	862.13	257.52
2 PARTY	2,239.28	1,500.32	738.96	1,567.50	671.78	1,634.67	604.61	1,724.25	515.03
FAMILY	3,179.78	1,592.52	1,587.26	1,663.83	1,515.95	1,735.14	1,444.64	1,830.21	1,349.57
UNITEDHEALTHCARE SIGNATURE VALUE HARMONY* HMO									
1 PARTY	996.47	667.63	328.84	697.53	298.94	727.42	269.05	767.28	229.19
2 PARTY	1,992.94	1,335.27	657.67	1,395.06	597.88	1,454.85	538.09	1,534.56	458.38
FAMILY	2,829.96	1,592.52	1,237.44	1,663.83	1,166.13	1,735.14	1,094.82	1,830.21	999.75
UNITEDHEALTHCARE SIGNATURE ADVANTAGE									
1 PARTY	890.82	596.85	293.97	623.57	267.25	650.30	240.52	685.93	204.89
2 PARTY	1,781.68	1,193.73	587.95	1,247.18	534.50	1,300.63	481.05	1,371.89	409.79
FAMILY	2,529.96	1,592.52	937.44	1,663.83	866.13	1,735.14	794.82	1,830.21	699.75
UNITEDHEALTHCARE ADVANTAGE HARMONY* HMO									
1 PARTY	792.82	531.19	261.63	554.97	237.85	578.76	214.06	610.47	182.35
2 PARTY	1,585.67	1,062.40	523.27	1,109.97	475.70	1,157.54	428.13	1,220.97	364.70
FAMILY	2,251.63	1,592.52	659.11	1,663.83	587.80	1,735.14	516.49	1,830.21	421.42
UNITEDHEALTHCARE CHOICE PLUS PPO									
1 PARTY	1,786.90	1,197.22	589.68	1,250.83	536.07	1,304.44	482.46	1,375.91	410.99
2 PARTY	3,823.93	1,592.52	2,231.41	1,663.83	2,160.10	1,735.14	2,088.79	1,830.21	1,993.72
FAMILY	5,235.58	1,592.52	3,643.06	1,663.83	3,571.75	1,735.14	3,500.44	1,830.21	3,405.37
DELTA DENTAL PPO									
FAMILY 2	161.05	107.90	53.15	112.74	48.32	117.57	43.48	124.01	37.04
VSP									
FAMILY 2	15.12	10.13	4.99	10.58	4.54	11.04	4.08	11.64	3.48

1. THE MAXIMUM AMOUNT THE DISTRICT WILL PAY IS DETERMINED BY THE KAISER FAMILY RATE.  
 THE DISTRICT WILL NOT PAY MORE THAN THE APPLICABLE PERCENTAGE OF YOUR CHOICE OF PLAN, (NTE KAISER FAMILY RATE).  
 2. WITH A MINIMUM OF 12 HRS WORKED/WEEK - LIFE/EAP INSURANCE IS AVAILABLE AT NO COST.

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT**  
**BENEFIT COSTS FOR ADULT EDUCATION TEACHERS**  
**EFFECTIVE JANUARY 1 - DECEMBER 31, 2024**

HOURS WORKED		24 HOURS / 80%		25 HOURS / 83%		26 HOURS / 87%		27 HOURS / 90%	
	TENTHLY RATE	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS
KAISER									
1 PARTY	839.89	671.91	167.98	697.11	142.78	730.70	109.19	755.90	83.99
2 PARTY	1,679.77	1,343.82	335.95	1,394.21	285.56	1,461.40	218.37	1,511.79	167.98
FAMILY 1	2,376.90	1,901.52	475.38	1,972.83	404.07	2,067.90	309.00	2,139.21	237.69
UNITEDHEALTHCARE SIGNATURE VALUE HMO									
1 PARTY	1,119.65	895.72	223.93	929.31	190.34	974.10	145.55	1,007.69	111.97
2 PARTY	2,239.28	1,791.42	447.86	1,858.60	380.68	1,948.17	291.11	2,015.35	223.93
FAMILY	3,179.78	1,901.52	1,278.26	1,972.83	1,206.95	2,067.90	1,111.88	2,139.21	1,040.57
UNITEDHEALTHCARE SIGNATURE VALUE HARMONY* HMO									
1 PARTY	996.47	797.18	199.29	827.07	169.40	866.93	129.54	896.82	99.65
2 PARTY	1,992.94	1,594.35	398.59	1,654.14	338.80	1,733.86	259.08	1,793.65	199.29
FAMILY	2,829.96	1,901.52	928.44	1,972.83	857.13	2,067.90	762.06	2,139.21	690.75
UNITEDHEALTHCARE SIGNATURE ADVANTAGE									
1 PARTY	890.82	712.66	178.16	739.38	151.44	775.01	115.81	801.74	89.08
2 PARTY	1,781.68	1,425.34	356.34	1,478.79	302.89	1,550.06	231.62	1,603.51	178.17
FAMILY	2,529.96	1,901.52	628.44	1,972.83	557.13	2,067.90	462.06	2,139.21	390.75
UNITEDHEALTHCARE ADVANTAGE HARMONY* HMO									
1 PARTY	792.82	634.26	158.56	658.04	134.78	689.75	103.07	713.54	79.28
2 PARTY	1,585.67	1,268.54	317.13	1,316.11	269.56	1,379.53	206.14	1,427.10	158.57
FAMILY	2,251.63	1,901.52	350.11	1,972.83	278.80	2,067.90	183.73	2,139.21	112.42
UNITEDHEALTHCARE CHOICE PLUS PPO									
1 PARTY	1,786.90	1,429.52	357.38	1,483.13	303.77	1,554.60	232.30	1,608.21	178.69
2 PARTY	3,823.93	1,901.52	1,922.41	1,972.83	1,851.10	2,067.90	1,756.03	2,139.21	1,684.72
FAMILY	5,235.58	1,901.52	3,334.06	1,972.83	3,262.75	2,067.90	3,167.68	2,139.21	3,096.37
DELTA DENTAL PPO									
FAMILY 2	161.05	128.84	32.21	133.67	27.38	140.11	20.94	144.95	16.11
VSP									
FAMILY 2	15.12	12.10	3.02	12.55	2.57	13.15	1.97	13.61	1.51

1. THE MAXIMUM AMOUNT THE DISTRICT WILL PAY IS DETERMINED BY THE KAISER FAMILY RATE.  
 THE DISTRICT WILL NOT PAY MORE THAN THE APPLICABLE PERCENTAGE OF YOUR CHOICE OF PLAN, (NTE KAISER FAMILY RATE).  
 2. WITH A MINIMUM OF 12 HRS WORKED/WEEK - LIFE/EAP INSURANCE IS AVAILABLE AT NO COST.

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT**  
**BENEFIT COSTS FOR ADULT EDUCATION TEACHERS**  
**EFFECTIVE JANUARY 1 - DECEMBER 31, 2024**

HOURS WORKED	28 HOURS / 93%			29 HOURS / 97%		30 HOURS / 100%	
	TENTHLY RATE	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS	DISTRICT PAYS	EMPLOYEE PAYS
<b>KAISER</b>							
1 PARTY	839.89	781.10	58.79	814.69	25.20	839.89	0.00
2 PARTY	1,679.77	1,562.19	117.58	1,629.38	50.39	1,679.77	0.00
FAMILY	2,376.90	2,210.52	166.38	2,305.59	71.31	2,376.90	0.00
<b>UNITEDHEALTHCARE SIGNATURE VALUE HMO</b>							
1 PARTY	1,119.65	1,041.27	78.38	1,086.06	33.59	1,119.65	0.00
2 PARTY	2,239.28	2,082.53	156.75	2,172.10	67.18	2,239.28	0.00
FAMILY	3,179.78	2,210.52	969.26	2,305.59	874.19	2,376.90	802.88
<b>UNITEDHEALTHCARE SIGNATURE VALUE HARMONY* HMO</b>							
1 PARTY	996.47	926.72	69.75	966.58	29.89	996.47	0.00
2 PARTY	1,992.94	1,853.43	139.51	1,933.15	59.79	1,992.94	0.00
FAMILY	2,829.96	2,210.52	619.44	2,305.59	524.37	2,376.90	453.06
<b>UNITEDHEALTHCARE SIGNATURE ADVANTAGE</b>							
1 PARTY	890.82	828.46	62.36	864.10	26.72	890.82	0.00
2 PARTY	1,781.68	1,656.96	124.72	1,728.23	53.45	1,781.68	0.00
FAMILY	2,529.96	2,210.52	319.44	2,305.59	224.37	2,376.90	153.07
<b>UNITEDHEALTHCARE ADVANTAGE HARMONY* HMO</b>							
1 PARTY	792.82	737.32	55.50	769.04	23.78	792.82	0.00
2 PARTY	1,585.67	1,474.67	111.00	1,538.10	47.57	1,585.67	0.00
FAMILY	2,251.63	2,210.52	41.11	2,251.63	0.00	2,251.63	0.00
<b>UNITEDHEALTHCARE CHOICE PLUS PPO</b>							
1 PARTY	1,786.90	1,661.82	125.08	1,733.29	53.61	1,786.90	0.00
2 PARTY	3,823.93	2,210.52	1,613.41	2,305.59	1,518.34	2,376.90	1,447.03
FAMILY	5,235.58	2,210.52	3,025.06	2,305.59	2,929.99	2,376.90	2,858.68
<b>DELTA DENTAL PPO</b>							
FAMILY	161.05	149.78	11.27	156.22	4.83	161.05	0.00
<b>VSP</b>							
FAMILY	15.12	14.06	1.06	14.67	0.45	15.12	0.00

1. THE MAXIMUM AMOUNT THE DISTRICT WILL PAY IS DETERMINED BY THE KAISER FAMILY RATE.

THE DISTRICT WILL NOT PAY MORE THAN THE APPLICABLE PERCENTAGE OF YOUR CHOICE OF PLAN, (NTE KAISER FAMILY RATE).

2. WITH A MINIMUM OF 12 HRS WORKED/WEEK - LIFE/EAP INSURANCE IS AVAILABLE AT NO COST.

## Calendar 2025-2026

## 2025-2026

Testing Dates — Tentative	
————	CAASPP Testing
-----	AP Testing

*August 6 - October 3	First Quarter: 42 School Days
** October 7 - Dec. 19	Second Quarter: <u>47 School Days</u>
	Semester One: 89 School Days
*January 5 - March 6	Third Quarter: 42 School Days
**March 9 - May 21	Fourth Quarter: <u>49 School Days</u>
	Semester Two: 91 School Days
	Total: 180 School Days

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## CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT - INSTRUCTIONAL CALENDAR

2026-2027

SCHOOL DAYS

2026 July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
27	27	28	29	30	31		23	24	25	26	27	28	29
							30	31					

September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

2027 January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28						
31													

March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	

May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30													

Testing Dates – Tentative	
—————	CAASPP Testing
-----	AP Testing

JULY		19
3	Independence Day (observed)	
AUGUST		21
3	Certificated Staff Report	
5	Students Report	
SEPTEMBER		21
7	Labor Day	
OCTOBER		21
2	First Quarter Ends	
5	Floating Holiday	
6	Second Quarter Begins	
NOVEMBER		15
11	Veterans Day	
23-27	Thanksgiving Break	
DECEMBER		13
17	Second Quarter/First Semester Ends	
18	Day Between Semesters/Non-Student Day	
21-31	Winter Break	
JANUARY		19
1	New Year's Day	
4	Third Quarter/Second Semester Begins	
18	Martin Luther King Jr. Day	
FEBRUARY		18
8	Abraham Lincoln's Day (observed)	
15	Presidents Day	
MARCH		20
5	Third Quarter Ends	
8	Fourth Quarter Begins	
29-31	Spring Break	
APRIL		20
1-2	Spring Break	
MAY		14
20	Fourth Quarter/Second Semester Ends	
31	Memorial Day	
JUNE		
18	Juneteenth (observed)	

\*August 5 - October 2 First Quarter: 42 School Days

\*\*October 6 - December 17 Second Quarter: 47 School Days





Semester One: 89 School Days

\*January 4 - March 5 Third Quarter: 42 School Days

\*\*March 8 - May 20 Fourth Quarter: 49 School Days

Semester Two: 91 School Days

Total: 180 School Days

	Non-Student Day
	All Schools and District Offices Closed (Holidays)
	All Schools Closed
	Schools / District Offices Closed



## CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT - INSTRUCTIONAL CALENDAR

2027-2028

2027 July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	4	5	6	7	8	9
4	5	6	7	8	9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	28	29	30	31

September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30			31						

November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31						

2028 January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31						

March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31						

May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31						

Testing Dates — Tentative	
CAASPP Testing	
AP Testing	

JULY		SCHOOL DAYS
5	Independence Day (observed)	
AUGUST		17
5	Certificated Staff Report	
9	Students Report	
SEPTEMBER		21
6	Labor Day	
OCTOBER		20
8	First Quarter Ends	
11	Floating Holiday	
12	Second Quarter Begins	
NOVEMBER		15
11	Veterans Day	
12	Floating Holiday	
22-26	Thanksgiving Break	
DECEMBER		16
22	Second Quarter/First Semester Ends	
23-31	Winter Break	
JANUARY		15
3-7	Winter Break	
10	Third Quarter/Second Semester Begins	
17	Martin Luther King Jr. Day	
FEBRUARY		19
14	Abraham Lincoln's Day (observed)	
21	Presidents Day	
MARCH		23
10	Third Quarter Ends	
6	Fourth Quarter Begins	
APRIL		15
3-7	Spring Break	
MAY		19
25	Fourth Quarter/Second Semester Ends	
29	Memorial Day	
JUNE		
19	Juneteenth (observed)	





\*August 9 - October 8 First Quarter: 44 School Days

\*\*October 12 - December 22 Second Quarter: 45 School Days  
Semester One: 89 School Days

\*January 10 - March 10 Third Quarter: 42 School Days

\*\*March 13 - May 25 Fourth Quarter: 49 School Days  
Semester Two: 91 School Days

Total: 180 School Days

	Non-Student Day
	All Schools and District Offices Closed (Holidays)
	All Schools Closed
	Schools / District Offices Closed

## APPENDIX H

### Evaluation Form

#### CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT TEACHING CERTIFICATED EVALUATION FORM FIRST YEAR TEMPORARY/PROBATIONARY

<u>Check One:</u>		
<b>FIRST ASSESSMENT</b> November 1 <input type="checkbox"/>	<b>SECOND ASSESSMENT</b> December 15 <input type="checkbox"/>	<b>THIRD ASSESSMENT</b> February 15 <input type="checkbox"/>

Employee Name:

School:

Evaluator:

Observation Date:

**California Standards for the Teaching Profession:**

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

THE EVALUATION OF FIRST-YEAR TEMPORARY AND PROBATIONARY EMPLOYEES SHALL  
FOCUS ON STANDARDS TWO, FOUR, AND SIX BELOW:

STANDARD 2. Creating and Maintaining Effective Environments for Student Learning Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.	Does Not Meet Standards	Needs Improvement	Meets Standards
A. <i>Learning Environment:</i> Guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <i>Student Behavior:</i> Communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <i>Organizational and Resource Management:</i> Organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. <i>Inclusive Environment:</i> Build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 4. Planning Instruction and Designing Learning Experiences for All Students</b> Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
A. <i>Planning Instruction for Student Learning:</i> Shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <i>Designing and Developing Instruction for Student Learning:</i> Use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <i>Facilitating Instruction for Student Learning:</i> Advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. <i>Adapting Instruction for Student Learning:</i> Vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARD 6. Developing as a Professional Educator Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.	Does Not Meet Standards	Needs Improvement	Meets Standards
A. <i>Reflection on Practice</i> : Continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <i>Focused Professional Learning</i> : Amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <i>Collaboration with Colleagues</i> : Collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. <i>Collaboration with Families, Guardians, and the Community</i> : Collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. <i>Ethical Conduct and Professional Responsibilities</i> : Demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. <i>Activating Access and Equity</i> : Strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. <i>Personal Growth and Well-Being</i> : Cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Statement:

Employee Statement (Not Required): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____ EVALUATOR SIGNATURE	_____ DATE	_____ EMPLOYEE SIGNATURE	_____ DATE
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**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
TEACHING CERTIFICATED EVALUATION FORM  
SECOND YEAR TEMPORARY/PROBATIONARY**

<b><u>Check One:</u></b>		
<b>FIRST ASSESSMENT</b> November 1 <input type="checkbox"/>	<b>SECOND ASSESSMENT</b> December 15 <input type="checkbox"/>	<b>THIRD ASSESSMENT</b> February 15 <input type="checkbox"/>

**Employee Name:**

**School:**

**Evaluator:**

**Observation Date:**

**California Standards for the Teaching Profession:**

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

THE EVALUATION OF SECOND-YEAR TEMPORARY AND PROBATIONARY EMPLOYEES SHALL  
FOCUS ON STANDARDS ONE, THREE, FIVE, AND SIX BELOW:



STANDARD 1. Engaging and Supporting All Students In Learning. Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	Does Not Meet Standards	Needs Improvement	Meets Standards
A. <i>Focus on Students:</i> Plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <i>Knowledge of Students:</i> Elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <i>Student Backgrounds and Family Engagement:</i> Meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. <i>Diversity and Equity:</i> Responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 1:</b> (Completed on third assessment) <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards <input type="checkbox"/> Exceeds Standards			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

<b>STANDARD 3. Understanding and Organizing Subject Matter for Student Learning.</b> Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
A. <i>Knowledge of Subject Matter and Pedagogy:</i> Identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social-emotional and language development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <i>Connecting Subject Matter to Real-World Contexts:</i> Engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <i>Curriculum and Resources for Specific Students and Student Groups:</i> Design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner’s growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. <i>Content and Skills across Subjects:</i> Elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. <i>Curriculum Materials and Resources:</i> Select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 3:</b> (Completed on third assessment)  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards <input type="checkbox"/> Exceeds Standards			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)   Commendations/Recommendations			



<b>STANDARD 5. Assessing Students For Learning.</b> Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
A. <i>Understanding and Using Assessments:</i> Understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <i>Interpreting and Using Assessment Data to Inform Student Learning:</i> Apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <i>Communication of Assessment and Data:</i> Engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. <i>Assessment for Continuous Improvement:</i> Individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 5:</b> (Completed on third assessment)  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards <input type="checkbox"/> Exceeds Standards			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)   Commendations/Recommendations			

<b>STANDARD 6. Developing as a Professional Educator</b> Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
A. <i>Reflection on Practice</i> : Continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. <i>Focused Professional Learning</i> : Amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. <i>Collaboration with Colleagues</i> : Collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. <i>Collaboration with Families, Guardians, and the Community</i> : Collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. <i>Ethical Conduct and Professional Responsibilities</i> : Demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. <i>Activating Access and Equity</i> : Strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. <i>Personal Growth and Well-Being</i> : Cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 6:</b> (Completed on third assessment)  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Meets Standards <input type="checkbox"/> Exceeds Standards			

<p>In reference to element(s) _____, what evidence or practices can be noted? (Optional)</p> <p>Commendations/Recommendations</p>
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**Evaluation Statement:**

Employee Statement (Not Required): \_\_\_\_\_

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_____ EVALUATOR SIGNATURE	_____ DATE	_____ EMPLOYEE SIGNATURE	_____ DATE
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**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
TEACHING CERTIFICATED EVALUATION FORM  
PERMANENT AND TEMPORARY (three years or more)  
DUE DATE APRIL 1**

☐ **OBSERVATION**

☐ **Final Evaluation**

**Employee Name:** \_\_\_\_\_ **School:** Select School from drop down menu

**Evaluator:** \_\_\_\_\_ **Observation Date:** \_\_\_\_\_

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION:**

1. Engage and Support all Students in Learning
2. Create and Maintain Effective Environments for Student Learning
3. Understand and Organize Subject Matter for Student Learning.
4. Plan Instruction and Design Learning Experiences.
5. Assess Student Learning
6. Develop as a Professional Educator

THE EVALUATION OF PERMANENT AND CONTINUING TEMPORARY (THREE (3) OR MORE YEARS IN THE DISTRICT) SHALL INCLUDE THE FOLLOWING STANDARDS UNLESS THE EMPLOYEE AND THE EVALUATOR AGREE TO FOCUS ON FEWER THAN SIX (6)

Check Standard(s) to be evaluated if fewer than six (6):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 1. Engaging and Supporting all Students in Learning</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
1.1 Using knowledge of students to engage them in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Connecting subject matter to meaningful, real-life contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Monitoring student learning and adjusting instruction while teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 1:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)   Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
TEACHING CERTIFICATED EVALUATION FORM  
PERMANENT AND TEMPORARY (three years or more)**

<b>STANDARD 2. Creating &amp; Maintaining Effective Environments for Student Learning</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Using instructional time to optimize learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 2:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
TEACHING CERTIFICATED EVALUATION FORM  
PERMANENT AND TEMPORARY (three years or more)**

<b>STANDARD 3. Understanding and Organizing Subject Matter for Student Learning</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Applying knowledge of student development and proficiencies to ensure students understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 3:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)   Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
TEACHING CERTIFICATED EVALUATION FORM  
PERMANENT AND TEMPORARY (three years or more)**

<b>STANDARD 4. Planning Instruction &amp; Designing Learning Experiences for All Students</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 4:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
TEACHING CERTIFICATED EVALUATION FORM  
PERMANENT AND TEMPORARY (three years or more)**

<b>STANDARD 5. Assessing Student Learning</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Reviewing data both individually and with colleagues, to monitor student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Using assessment information to share timely and comprehensive feedback with students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 5:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			



**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
TEACHING CERTIFICATED EVALUATION FORM  
PERMANENT AND TEMPORARY (three years or more)**

<b>6. Developing as a Professional Educator</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
6.1 Reflecting on teaching practice in support of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Engaging local communities in support of instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 6:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

☐ **Observation**                     
 ☐ **Final Evaluation**                     
 ☐ **Satisfactory**                     
 ☐ **Unsatisfactory**

Evaluation Statement:

Employee Statement (Not Required): \_\_\_\_\_

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\_\_\_\_\_  
EVALUATOR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
EMPLOYEE SIGNATURE

\_\_\_\_\_  
DATE

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL COUNSELOR**

<b>Check One</b> <input type="checkbox"/> TEMPORARY <input type="checkbox"/> PROBATIONARY 1 <input type="checkbox"/> PROBATIONARY 2 <input type="checkbox"/> PERMANENT	<b>Check One</b> <span style="float: right;"><b>Date:</b></span> <input type="checkbox"/> Observation  <input type="checkbox"/> Final Evaluation <b>Due April 1</b>
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**Employee Name:** \_\_\_\_\_ **School:** Select School from drop down menu

**Evaluator:** \_\_\_\_\_

Check Standard(s) to be evaluated if fewer than six (6):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Standard 1: Guidance</b> <b>1. Guidance Lessons</b>  1.1 Counsels students regarding post high school pursuits including college requirements, financial aid and vocational career opportunities. 1.2 Applies counseling principles, methods and techniques to assist students to use learning opportunities 1.3 Resource to administrators in constructing the master schedule of courses and classes.  <b>OVERALL RATING FOR STANDARD 1:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL COUNSELOR**

<b>STANDARD 2: Counseling Services</b> <b>2. Small Group and Individual Counseling</b>  2.1 Guidance is accessible to students 2.2 Responds in a timely manner to counseling referrals 2.3 Meets with students to design/review school four year plan 2.4 Consults with students, parents and teachers on competency test results and remediation .  <b>OVERALL RATING FOR STANDARD 2:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>	<b>Does Not Meet Standards</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Needs Improvement</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Meets Standards</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

<b>STANDARD 3: Prevention/Intervention Services</b> <b>3. Resolving personal, academic, and behavior problems.</b>  3.1 Demonstrates involvement with Student Assistance Program 3.2 Assists in implementation or support of conflict resolution/peer mediation program 3.3 Participates in crisis response 3.4 Participates in necessary campus supervision  <b>OVERALL RATING FOR STANDARD 3:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>	<b>Does Not Meet Standards</b>  <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	<b>Needs Improvement</b>  <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>	<b>Meets Standards</b>  <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL COUNSELOR**

<b>STANDARD 4: The Counseling Relationship</b> <b>4. Consultation and Collaboration</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
4.1 Establishes professional relationships with staff, parents and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Provides knowledge and support of site/district programs for student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Promotes team approach to problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Interprets academic/career assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Provides knowledge of academic and support resources in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Makes appropriate referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Provides/assists in guidance related staff inservices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 4:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

<b>STANDARD 5: PROGRAM COORDINATION</b> <b>5. Providing comprehensive counseling services</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
5.1 Assists in planning, evaluating, and revising site counseling and guidance program based on the National Standards Counseling Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Establishes a calendar of guidance activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Promotes counseling and guidance program to students, parents, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Promotes equity and access for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Advocates for student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Collaborates with and supports staff in the coordination and implementation of the academic program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Assist in informing parents, students and staff regarding their rights and responsibilities under Federal and State laws and District Policies including due process procedures as they apply to the student's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 5:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			

In reference to element(s) _____ , what evidence or practices can be noted? (Optional)
  Commendations/Recommendations

STANDARD 6: Developing as a Professional Educator		Does Not Meet Standards	Needs Improvement	Meets Standards
6.1 Establishing professional goals and pursuing opportunities to grow professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Working with colleagues to improve professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Reflecting on counseling practice and planning professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 6:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)				
Commendations/Recommendations				

**Evaluation Statement:**

**Employee Statement (Not required):** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Employee Signature	Date
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**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL TEACHER LIBRARIAN**

<b>Check One</b> <input type="checkbox"/> TEMPORARY <input type="checkbox"/> PROBATIONARY 1 <input type="checkbox"/> PROBATIONARY 2 <input type="checkbox"/> PERMANENT	<b>Check One</b> <input type="checkbox"/> Observation  <input type="checkbox"/> Final Evaluation <b>Due April 1</b>	<b>Date:</b>
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**Employee Name:**

**School:**

**Evaluator:**

**Article I.**

Check Standard(s) to be evaluated if fewer than six (6):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Standard 1:</b> <b>DEMONSTRATES THE KNOWLEDGE AND SKILL TO PROVIDE FOR POLICY DEVELOPMENT, SELECTION, EVALUATION, UTILIZATION AND MANAGEMENT OF INFORMATION RESOURCES AND TECHNOLOGY.</b>  1.1 Develop and implement a policy and procedure for the selection of resources and evaluate the library collection in terms of curriculum needs. 1.2 Assess emerging technologies for applications to the instructional program. 1.3 Involve school community in selecting, using and evaluating resources, technology and facilities. 1.4 Link informational resources and services to the needs and interests of students and teachers. 1.5 Collaborate with teachers in integrating instructional resources, including core literature, into the instruction and learning across all curriculum areas.  <b>OVERALL RATING FOR STANDARD 1:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>	<b>Does Not Meet Standards</b>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>	<b>Needs Improvement</b>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>	<b>Meets Standards</b>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>          <input type="checkbox"/>
In reference to element(s) _____, what evidence or practices can be noted? (Optional)          Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL TEACHER LIBRARIAN**

<b>STANDARD 2: DEMONSTRATES KNOWLEDGE AND SKILL IN PROMOTING AND EVALUATING SCHOOL LIBRARY MEDIA PROGRAMS TO MEET ESTABLISHED EDUCATIONAL GOALS.</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
2.1 Develop short and long-range plans with teachers, administrators, and community to meet the goals of a comprehensive school library media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop a budget for facilities, personnel, resources and technology that reflects the needs, goals and objectives of the school library media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Define personnel competencies and provide feedback on staff performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Assess existing and emerging technologies and apply them when appropriate to provide for the efficient management, administration and implementation of an effective school library media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Promote the role and resources of the school library media program to the school community for the purpose of increasing use and improving visibility and status of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 2:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL TEACHER LIBRARIAN**

<b>STANDARD 3: DEMONSTRATES KNOWLEDGE AND SKILL IN THE AREAS OF BUDGETING, ACQUISITION, PROCESSING, CIRCULATION, DELIVERY AND MAINTENANCE OF INFORMATION RESOURCES AND TECHNOLOGIES; AND MANAGEMENT OF PERSONNEL, FACILITIES, TEXTBOOKS AND TECHNICAL SERVICES.</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
3.1 Allocate budgeted funds based on cooperative planning, program objectives and identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Understand the characteristics of adequate facilities and arrange existing facilities to their greatest advantage based on needs and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Develop procedures for training and evaluating all library personnel including student assistants and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Provide policies and procedures that assure efficient and effective acquisition, cataloging, processing, circulation, storage, maintenance and retrieval of resources, textbooks and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Establish a working structure where individual library staff members function as a team to meet overall goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Serves as textbook manager by effectively managing budgets, coordinates the adoption process at the site level, provides information for state and federal mandates, responsible for ordering textbooks in coordination with department chairs, manages the distribution and collection of student and teacher textbooks and instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 3:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			



**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL TEACHER LIBRARIAN**

<p><b>STANDARD 4:</b> <b>DEMONSTRATES THE ABILITY TO COMMUNICATE AND INTERACT EFFECTIVELY WITH STUDENTS, STAFF, PARENTS, ADMINISTRATORS AND THE GENERAL PUBLIC.</b></p> <p>4.1 Listen and respond to the needs, of the students, staff, parents and administration.</p> <p>4.2 Establish rapport and foster mutual respect with the school community to create a positive attitude among users of the services.</p> <p>4.3 Use appropriate and effective oral, written and media based communication techniques for a variety of audiences.</p> <p>4.4 Apply appropriate techniques of public relations, communication and</p> <p>4.5 Work as an effective team member.</p> <p><b>OVERALL RATING FOR STANDARD 4:</b> (Completed on third assessment and/or Final Evaluation)  <input type="checkbox"/> <b>Unsatisfactory</b>    <input type="checkbox"/> <b>Needs Improvement</b>    <input type="checkbox"/> <b>Satisfactory</b></p>	<p><b>Does Not Meet Standards</b></p>          	<p><b>Needs Improvement</b></p>          	<p><b>Meets Standards</b></p>          
<p>In reference to element(s) _____, what evidence or practices can be noted? (Optional)</p>          <p>Commendations/Recommendations</p>			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL TEACHER LIBRARIAN**

<p><b>STANDARD 5:</b> <b>DEMONSTRATES SKILL IN SELECTING, PREPARING, EVALUATING AND USING INSTRUCTIONAL STRATEGIES, ACTIVITIES AND RESOURCES THAT ARE APPROPRIATE TO THE DIVERSE NEEDS, INTERESTS AND LEARNING STYLES OF ALL STUDENTS.</b></p> <p>5.1 Accept individual differences and be sensitive to the cultural heritage, community values and aspirations of diverse student, teacher and community populations.</p> <p>5.2 Select, prepare and use strategies, activities and resources appropriate for a diverse population with varying backgrounds, cultures, abilities and interests.</p> <p>5.3 Evaluate and modify learning activities based on feedback gained from observation and interaction with students.</p> <p><b>OVERALL RATING FOR STANDARD 5:</b> (Completed on third assessment and/or Final Evaluation)  <input type="checkbox"/> <b>Unsatisfactory</b>    <input type="checkbox"/> <b>Needs Improvement</b>    <input type="checkbox"/> <b>Satisfactory</b></p>	<p><b>Does Not Meet Standards</b></p>           	<p><b>Needs Improvement</b></p>           	<p><b>Meets Standards</b></p>           
<p>In reference to element(s) _____, what evidence or practices can be noted? (Optional)</p>           <p>Commendations/Recommendations</p>			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL TEACHER LIBRARIAN**

<b>STANDARD 6:</b> <b>DEMONSTRATES KNOWLEDGE OF TRADITIONAL AND CONTEMPORARY LITERATURE FOR YOUNG ADULTS AND IMPLEMENTS PROGRAMS AND ACTIVITIES WHICH PROMOTE READING, LISTENING, VIEWING AND CRITICAL THINKING.</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
6.1 Provide for a well-developed and current collection of resources in areas of literature and information in a variety of print and non-print media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Work with teachers and parents to motivate and promote independent reading, listening, and viewing among students as lifelong learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Work with teachers to provide for the integration of literature with all curricular areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Select, evaluate and recommend quality literature for various age levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 6:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**Final Evaluation:**      Unsatisfactory ☐      Satisfactory ☐

**1) Evaluation Statement:**

**2) Employee Statement (Not required):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator Signature	Date	Employee Signature	Date
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<b>Check One</b> <input type="checkbox"/> TEMPORARY <input type="checkbox"/> PROBATIONARY 1 <input type="checkbox"/> PROBATIONARY 2 <input type="checkbox"/> PERMANENT	<b>Check One</b> <input type="checkbox"/> Observation  <input type="checkbox"/> Final Evaluation <b>Due April 1</b>	<b>Date:</b>
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**Evaluator:** \_\_\_\_\_ **Observation Date:** \_\_\_\_\_

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**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL NURSE**

<b>STANDARD 2: Performance Appraisal/Supervision of Health</b> <b>2. Measurement Criteria for School Nurse</b> 2.1 Supervises the delivery of health services in concert with professional standards of practice, relevant statutes, and regulations. 2.2 Evaluates the delivery and outcomes of health services. 2.3 Develops the appropriate action plans to achieve identified goals. 2.4 Utilizes community resources for continual improvement in quality delivery of health services.  <b>OVERALL RATING FOR STANDARD 2</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>	<b>Does Not meet Standards</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>Needs Improvement</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>Meets Standards</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

<b>STANDARD 3: Education</b> <b>3. Measurement Criteria for school nurse</b> 3.1 Participates in ongoing educational activities to enhance knowledge and competency in school nursing practice. 3.2 Seeks out experiences, which develop current clinical expertise. 3.3 Develops and implements health education practices and treatment modalities that benefit students, staff, parents, community, and professional colleagues.  <b>OVERALL RATING FOR STANDARD 3</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>	<b>Does Not Meet Standards</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>Needs Improvement</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>Meets Standards</b>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL NURSE**

<b>STANDARD 4: Collegiality</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>4. Measurement Criteria for school nurse:</b>			
4.1 Interacts positively with other health care providers as colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Shares knowledge and skills with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Contributes to a healthy and supportive work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Provides constructive feedback regarding school nursing practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Enhances colleagues' personal and professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Enhances the overall quality and delivery of health services to provide a healthy and supportive work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 4</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

<b>STANDARD 5: Ethics</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>5. Measurement Criteria for school nurse:</b>			
5.1 Delivers care in a nonjudgmental and nondiscriminatory manner that is sensitive to student diversity in the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Delivers care in a manner that promotes and preserves student and family autonomy, dignity, and rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Acts as a student advocate and assists students to develop skills to advocate for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Maintains student and staff confidentiality within legal, regulatory, and ethical parameters of health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 5</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL NURSE**

<b>STANDARD 6: Collaboration</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>6. Measurement Criteria for school nurse:</b>			
6.1 Collaborates with students, families, staff and colleagues in a manner resulting in quality health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Makes a positive impact on collaborative activities in a variety of professional settings including district meetings and professional organization activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Makes referrals to care providers and/or community agencies that enable continuity of student care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 6</b>			
(Completed on third assessment and/or Final Evaluation)			
<input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

☐ **Observation**                     
 ☐ **Final Evaluation**                     
 ☐ **Satisfactory**                     
 ☐ **Unsatisfactory**

**Evaluation Statement:**

**Employee Statement (not required)**

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EVALUATOR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
EMPLOYEE SIGNATURE

\_\_\_\_\_  
DATE

<b>Check One</b> <input type="checkbox"/> TEMPORARY <input type="checkbox"/> PROBATIONARY 1 <input type="checkbox"/> PROBATIONARY 2 <input type="checkbox"/> PERMANENT	<b>Check One</b> <input type="checkbox"/> Observation  <input type="checkbox"/> Final Evaluation <b>Due April 1</b>	<b>Date:</b>
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**Evaluator:** \_\_\_\_\_ **Observation Date:** \_\_\_\_\_

Check Standard(s) to be evaluated if fewer than six (6):

Page 1 of 4



**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL PSYCHOLOGIST**

<b>STANDARD 2: CONSULTATION/COUNSELING SERVICES</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>2. Provides Consultation/Counseling Services</b>			
2.1 Collaborates with staff and parents and school personnel on student evaluation, placement, and behavioral concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Working with students on personal as well as educational challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Review cases referred for Student Study Team interventions and providing recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Participating as a member of school teams in emergency/crisis situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 2:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

<b>STANDARD 3: INTERVENTION</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>3. Problem Resolution/Crisis Intervention</b>			
3.1 Serves as a resource for staff and students as a fact finder, mediator, negotiator, clarifier of issues and instructor in relational strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Works directly with students or families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Provides counseling, social skills training, behavior management, and other interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Helps families deal with difficult crises such as separation or loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Helps solve conflicts and problems related to learning and adjustment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 3:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
CERTIFICATED EVALUATION FORM  
SCHOOL PSYCHOLOGIST**

<b>STANDARD 4: PROFESSIONAL DEVELOPMENT</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>4. Develops as a School Psychologist</b>			
4.1 Reflecting on school psychology practices and planning professional development in areas of special interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Demonstrates a regular and on-going effort to remain current in knowledge regarding issues and practices related to psychological services and Special Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Working with colleagues to improve professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Establishing goals and pursuing opportunities to grow professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 4:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

<b>STANDARD 5: STAFF SERVICES</b>	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>5. Professional Participation and Staff Services</b>			
5.1 Serves as a professional member of IEP meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Participation in District psychologist meetings and other related site meetings including SST as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Providing assistance to site staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Inservice presentations or individual consultations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Personal advisement regarding students, interpersonal relations, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 5:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>			
In reference to element(s) _____, what evidence or practices can be noted? (Optional)			
Commendations/Recommendations			

SCHOOL PSYCHOLOGIST				
<b>STANDARD 6: PARENT/COMMUNITY RELATIONS</b>		<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
<b>6. Building parent and community relations</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1 Modeling positive relations with parents and resource personnel in the greater community.				
<b>OVERALL RATING FOR STANDARD 6:</b> (Completed on third assessment and/or Final Evaluation) <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Satisfactory</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)				
Commendations/Recommendations				

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

**CHAFEY JOINT UNION HIGH SCHOOL DISTRICT  
INSTRUCTIONAL COACHING OBSERVATION/EVALUATION FORM**

EMPLOYEE NAME:  
EVALUATOR:

SCHOOL:  
OBSERVATION DATE:

<b>CHECK ONE:</b> <input type="checkbox"/> <b>TEMPORARY</b> <input type="checkbox"/> <b>PERMANENT</b>	<b>CHECK ONE:</b> <input type="checkbox"/> <b>OBSERVATION/DATE: _____</b> <input type="checkbox"/> <b>FINAL EVALUATION: DUE APRIL 1</b>
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Check Standard(s) to be evaluated if fewer than six (6):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 1. Change Agent</b> Instructional Coaches inspire educators and leaders to create equitable and ongoing access to high-quality learning.  Coaches: a. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals. b. Create a shared vision and culture for teaching and learning, aligned to District, site, and department goals, through the coaching process. c. Facilitate equitable use of content and resources that meet the needs of each learner. d. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize learning.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
	<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"/>
<b>OVERALL RATING FOR STANDARD 1:</b> (Completed on third assessment and/or Final Evaluation)  <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Meets Standards</b> <input type="checkbox"/> <b>Exceeds Standards</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)				
Commendations/Recommendations				

<b>STANDARD 2. Collaborator</b> Instructional Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Coaches:				
a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Partner with educators to identify learning content that is culturally relevant, developmentally appropriate, and aligned to content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Personalize support for educators by planning and modeling the effective use of research-based strategies and technology implementation to improve classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Show professionalism, integrity, and maintains confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 2:</b> (Completed on third assessment and/or Final Evaluation)  <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Meets Standards</b> <input type="checkbox"/> <b>Exceeds Standards</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)   Commendations/Recommendations				

<b>STANDARD 3. Learning Designer</b> Instructional Coaches model and support educators to design learning experiences and culturally-relevant environments to meet the needs and interests of all students.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Coaches:				
a. Collaborate with educators to implement evidence-based instructional strategies that are responsive to students' diverse backgrounds, academic, social, linguistic, and learning and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Help educators create meaningful and effective assessments that provide timely feedback and support personalized learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Collaborate with educators to design accessible and active learning environments that accommodate learner variability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Model the use of instructional design principles with educators to create effective learning environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 3:</b> (Completed on third assessment and/or Final Evaluation)  <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Meets Standards</b> <input type="checkbox"/> <b>Exceeds Standards</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)   Commendations/Recommendations				

<b>STANDARD 4. Data-Driven Decision-Maker</b> Coaches model and support the use of qualitative and quantitative data to inform instruction and the effectiveness of professional learning.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Coaches:				
a. Assist educators and leaders in securely collecting and analyzing student data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Support educators to interpret summative and formative student data to inform teachers' instructional and curricular decisions as they pertain to students' academic, linguistic, cultural, social, physical, and emotional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Partner with educators to empower students to use learning data to set their own goals and measure their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyze data shared by educators about their own knowledge, skills, and dispositions to help determine strengths and gaps in content and pedagogical knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 4:</b> (Completed on third assessment and/or Final Evaluation)				
<input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Meets Standards</b> <input type="checkbox"/> <b>Exceeds Standards</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)				
Commendations/Recommendations				

<b>STANDARD 5. Professional Learning Facilitator</b> Instructional Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to advance teaching and learning which are aligned to the seven standards outline in CA's Quality Professional Learning Standards.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Coaches:				
a. Collaboratively and independently design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Build educators', leaders' and instructional teams' capacity to put the CA content standards, instructional frameworks, instructional materials, equipment, technology, and other legislative policy into practice by facilitating learning opportunities aligned to the QPLSs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Utilize teacher-provided data to gauge the quality, satisfaction, usefulness, and impact of the professional learning opportunities provided to teachers and continually make improvements in order to meet the school- and District-wide vision for improving teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrate their responsibility to one another for upholding professional standards of collaboration and collegiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 5:</b> (Completed on third assessment and/or Final Evaluation)  <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Meets Standards</b> <input type="checkbox"/> <b>Exceeds Standards</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)				
Commendations/Recommendations				



<b>STANDARD 6. Connected and Evolving Learner</b> Instructional Coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas, as well as in adult learning and leadership, and are continuously deepening their knowledge and expertise through reflection and their own ongoing professional learning.	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Coaches: a. Engage in continual learning to deepen content knowledge, pedagogical knowledge, and expertise in the learning sciences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Regularly evaluate and reflect on their own professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate educators' learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and education innovations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR STANDARD 6:</b> (Completed on third assessment and/or Final Evaluation)  <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/> <b>Needs Improvement</b> <input type="checkbox"/> <b>Meets Standards</b> <input type="checkbox"/> <b>Exceeds Standards</b>				
In reference to element(s) _____, what evidence or practices can be noted? (Optional)   Commendations/Recommendations				

☐ **Observation**
☐ **Final Evaluation**
**Overall Evaluation of Performance:**
☐ **Exemplary**
☐ **Satisfactory**
☐ **Unsatisfactory**
**Evaluation Statement:**

## **CJUHSD Instructional Coaching Standards of Practice**

The Chaffey Joint Union High School District provides a comprehensive and meaningful system of professional learning for educators from Induction through retirement. In accordance with California's Quality Professional Learning Standards (QPLSs), we believe that quality professional learning programs are developed around the following components:

- Rooted in student and educator needs;
- Focused on content and pedagogy;
- Designed to ensure equitable outcomes;
- Ongoing, intensive, and embedded in practice;
- Collaborative, with an emphasis on shared accountability;
- Supported by adequate resources; and
- Coherent and aligned with other standards, policies, and programs (CA Dept. of Education, 2015).

An integral component of this professional learning system is the work of the instructional coaches of the District. The following six domains reflect the key characteristics of an effective and impactful instructional coach, and provide direction and standards of practice for developing and improving the capacity of each instructional coach.

### **Instructional Coaching Standards of Practice**

#### **1. Change Agent**

Instructional Coaches inspire educators and leaders to create equitable and ongoing access to high-quality learning.

Coaches:

- a. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.
- b. Create a shared vision and culture for teaching and learning, aligned to District, site, and department goals, through the coaching process.
- c. Facilitate equitable use of content and resources that meet the needs of each learner.
- d. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize learning.

#### **2. Collaborator**

Instructional Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.

Coaches:

- a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.
- b. Partner with educators to identify learning content that is culturally relevant, developmentally appropriate, and aligned to content standards.
- c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.
- d. Personalize support for educators by planning and modeling the effective use of research-based strategies and technology implementation to improve classroom instruction.
- e. Show professionalism, integrity, and maintains confidentiality.

#### **3. Learning Designer**

Instructional Coaches model and support educators to design learning experiences and culturally-relevant environments to meet the needs and interests of all students.

Coaches:

- a. Collaborate with educators to implement evidence-based instructional strategies that are responsive to students' diverse backgrounds, academic, social, linguistic, and learning and needs
- b. Help educators create meaningful and effective assessments that provide timely feedback and support personalized learning.
- c. Collaborate with educators to design accessible and active learning environments that accommodate learner variability.
- d. Model the use of instructional design principles with educators to create effective learning environments.

#### **4. Data-Driven Decision-Maker**

Coaches model and support the use of qualitative and quantitative data to inform instruction and the effectiveness of professional learning.

Coaches:

- a. Assist educators and leaders in securely collecting and analyzing student data.
- b. Support educators to interpret summative and formative student data to inform teachers' instructional and curricular decisions as they pertain to students' academic, linguistic, cultural, social, physical, and emotional needs.
- c. Partner with educators to empower students to use learning data to set their own goals and measure their progress.
- d. Analyze data shared by educators about their own knowledge, skills, and dispositions to help determine strengths and gaps in content and pedagogical knowledge.

#### **5. Professional Learning Facilitator**

Instructional Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to advance teaching and learning which are aligned to the seven standards outline in CA's Quality Professional Learning Standards.

Coaches:

- a. Collaboratively and independently design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.
- b. Build educators', leaders' and instructional teams' capacity to put the CA content standards, instructional frameworks, instructional materials, equipment, technology, and other legislative policy into practice by facilitating learning opportunities aligned to the QPLSs.
- c. Utilize teacher-provided data to gauge the quality, satisfaction, usefulness, and impact of the professional learning opportunities provided to teachers and continually make improvements in order to meet the school- and District-wide vision for improving teaching and learning.
- d. Demonstrate their responsibility to one another for upholding professional standards of collaboration and collegiality.

#### **6. Connected and Evolving Learner**

Instructional Coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas, as well as in adult learning and leadership, and are continuously deepening their knowledge and expertise through reflection and their own ongoing professional learning.

Coaches:

- a. Engage in continual learning to deepen content knowledge, pedagogical knowledge, and expertise in the learning sciences.

- b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.
- c. Regularly evaluate and reflect on their own professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate educators' learning experiences.
- d. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and education innovations.

**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
NON-TEACHING CERTIFICATED OBSERVATION/EVALUATION FORM**

<b>SUPPORT PROVIDER</b> <input type="checkbox"/>	<b>OTHER</b> <input type="checkbox"/> _____
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<b>Check One</b> <input type="checkbox"/> TEMPORARY <input type="checkbox"/> PROBATIONARY 1 <input type="checkbox"/> PROBATIONARY 2 <input type="checkbox"/> PERMANENT	<table style="width: 100%;"> <tr> <td style="width: 60%;"><b>Check One</b></td> <td style="width: 40%;"><b>Date:</b></td> </tr> <tr> <td><input type="checkbox"/> Observation</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Final Evaluation <b>Due April 1</b></td> <td></td> </tr> </table>	<b>Check One</b>	<b>Date:</b>	<input type="checkbox"/> Observation		<input type="checkbox"/> Final Evaluation <b>Due April 1</b>	
<b>Check One</b>	<b>Date:</b>						
<input type="checkbox"/> Observation							
<input type="checkbox"/> Final Evaluation <b>Due April 1</b>							

**Employee Name:** \_\_\_\_\_ **School :** Select School from drop down menu

**Evaluator:** \_\_\_\_\_ **Observation Date:** \_\_\_\_\_

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)
- 6.)
- 7.)
- 8.)

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**Specific recommendation(s) for improvement:**

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**Assistance to implement such recommendations:**

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**Evaluation Statement:**

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**Employee Statement (Not Required):** \_\_\_\_\_

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**CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT  
NON-TEACHING CERTIFICATED OBSERVATION/EVALUATION FORM**

**Support Providers shall be evaluated on the following:**

- 1) The establishment of a sustaining and supportive mentoring relationship with beginning, self referred, and referred teachers.
- 2) Consults with beginning teachers on specific needs and develop improvement plans or an Individual Induction plan.
- 3) Current knowledge and proper administration of California Standards for the Teaching Profession and where applicable the California Formative Assessment and Support System for Teachers.
- 4) Participates in professional development activities, attends training meetings as required by the PAR program.
- 5) Meets formally and informally with teachers in the program on a regular basis and maintains a minimum of two and one-half hours per week of support with each teacher.
- 6) Maintains confidentiality
- 7) Completes the necessary documents, surveys and reports in a timely manner.
- 8) Attendance and punctuality; and