



**NATOMAS TEACHERS ASSOCIATION
AND
NATOMAS UNIFIED SCHOOL DISTRICT
CONTRACT AGREEMENT**

**July 1, 2016
through
June 30, 2018**

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ARTICLE I
AGREEMENT

- A. This bilateral and binding Agreement is entered into this 20th day of July 2016, by and between the Board of Trustees of the Natomas Unified School District, hereafter called "District", and the Natomas Teachers Association (who is affiliated with CTA/NEA), hereafter called the "Association". "Board" in this document refers to the Natomas Unified School District Board of Trustees.
- B. This Agreement is entered into pursuant to Division 4, of Title I, Chapter 10.7 of the California Government Code commencing with Section 3540.
- C. Term - This contract will be in full force and effect until June 30, 2018 or until a new Agreement has been agreed to by both parties.
- D. In order to provide the Association with opportunities to assist the District to make reasonable budget assumptions, funding allocations, and enrollment projections; to better manage position control and staffing assignments; and, to make reductions in expenses that do not require collective bargaining to implement, as well as to develop other systems and procedures for improving the District's financial position that the parties may agree is warranted:
 - 1. A group of up to three Association representatives shall meet and consult with up to three District representatives as designated by the Superintendent; one shall be the Assistant Superintendent of Business Services. The meeting shall occur on a monthly basis (unless otherwise agreed), and be scheduled at the mutual convenience of the parties

ARTICLE II
RECOGNITION

- A. For the express purpose of negotiation to meet and negotiate deliberations, the District recognizes the Association as the exclusive representative for the unit of employees defined as: all certificated employees except those excluded in B below.

- B. The unit shall exclude those employees who are designated as management, confidential or supervisory, substitutes, non-NTA summer school employees, special education program specialists, non-NTA adult education teachers and all employees that hold a position that does not require a certificate.

ARTICLE III
GRIEVANCES

Grievance Procedure
Relating only to Agreement Disputes

- A. The purpose of the article is to provide a procedure for the consideration of grievances pertaining to an Agreement dispute, which is defined as an alleged violation, misapplication or misinterpretation of the specific provisions of this Agreement by an employee in the bargaining unit. This grievance procedure shall not be construed by either party to allow for class action grievances.
- B. This grievance procedure applies only to items covered in this Agreement.
- C. Any employee may present grievances relating to an Agreement dispute to his/her employer and have such grievances adjusted without the intervention of the exclusive representative or employee organization as long as the adjustment is not inconsistent with the terms of this Agreement. An authorized NTA representative may file a grievance on behalf of the employee with or without the consent of the employee. The public school employer shall not agree to the adjustment or resolution of the grievance until the exclusive representative or employee organization has received a copy of the grievance and the proposed resolution and has been given five (5) days to file a response.
- D. The District and the exclusive representative or employee organization agree that every effort will be made by management and the grievant to settle grievances at the lowest possible level.
- E. Time limits provided in this grievance procedure may be extended or shortened by mutual Agreement when in writing and signed by the parties. Failure by the District to adhere to time limits shall permit the grievant to appeal to the next step (higher level). Failure of the grievant to adhere to time limits shall mean that the employee is satisfied with the latest answer and waives any right to further appeal within the grievance procedure.
- F. All documents dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.
- G. Efforts will be made to schedule meetings for the processing of grievances at times, which will not interfere with the regular workday of the participants. Grievance procedure hearings under Steps 0, 1 and 2 will not be conducted more than one (1) hour before or later than one (1) hour beyond scheduled student attendance at the school site. These same hours shall apply when students are not in attendance unless a mutually agreed upon time is established.
- H. When a grievance has been filed by an employee, the grievant may terminate the grievance at any time by giving written notice to the public school employer or its designee.

Failure to comply with time limits, to attend scheduled meetings to discuss or hear the grievance, or to provide requested information at the grievants' disposal relating to the subject matter of the grievance, shall be deemed a termination of the grievance by the employee. The public school District shall give written notice of such termination to the employee.

- I. The grievant has the right to have a representative present at any step of this grievance procedure. The grievant, however, must be present at each step of the grievance procedure.
- J. Definitions:
 - 1. Grievance - A grievance shall mean a complaint by a teacher, group of teachers, or the Natomas Teachers' Association (NTA), in its own name, alleging that there has been a violation, misinterpretation, or misapplication of the provisions of this Agreement.
 - 2. Grievant - A grievant is an employee covered by this Agreement who is filing a grievance on his/her behalf. The grievant may also be an authorized NTA representative.
 - 3. Employee - An employee is a certificated employee, as defined in the Recognition Statement.
 - 4. Representative - A representative is an employee of the District, employee of the NTA, CTA or the NEA, any legal assistance or any other person the grievant chooses who participates in the grievance procedure.
 - 5. Immediate Administrator - The site principal that has jurisdiction over the employee who is filing the grievance.
 - 6. Day - A day is any day in which the central administration office of the school district is open for business.
- K. The purpose of the grievance procedure is to resolve grievances at the lowest level, and to provide orderly procedure for reviewing and resolving grievances promptly.
- L. Timelines:
 - 1. To insure the prompt resolution of grievances, specific time limits have been established; however, they may be extended as necessary with the consent of both parties.
 - 2. If at any level or step the grievance is not resolved to the satisfaction of the grievant, it may be appealed to the next step in accordance with the established procedure.

3. If a grievance is not processed by the appropriate administrator at any step in accordance with the time limits of this article, the grievant may appeal to the next step.
4. If a grievance is not processed by the grievant at any step in accordance with the time limits of this article, it shall be deemed withdrawn.

M. Informal Level – Step 0 (Site Level):

1. Before filing a formal written grievance, the grievant shall seek a resolution by an informal conference with the immediate administrator.

N. Formal Level – Step 1 (Site Level):

1. A grievant may present the grievance to the immediate administrator within twenty (20) days after the violation, misinterpretation, or misapplication of the provisions of this agreement, after the grievant knew, or reasonably should have known, of the circumstances which form the basis for the grievance.
2. The statement shall be a concise statement of the grievance and the specific section or sections of the agreement violated. The grievance form will be signed by the grievant, the date and time of presentation affixed thereto, and signed as received by the immediate administrator.
3. The immediate administrator shall communicate a decision to the grievant in writing within ten (10) days after receiving the formal grievance.

O. Formal Level – Step 2 (District Level):

1. If the grievant is not satisfied with the decision at Step 1, or if no written decision has been rendered within ten (10) days, then within ten (10) days of receipt of the decision, or upon the termination date of the decision deadline, a written appeal on the appropriate form may be made to the Superintendent or his designee after filing with the District grievance officer (via the NTA Grievance Chair).
2. This statement shall include a copy of the original grievance, any decision rendered by the immediate administrator, and a clear and concise statement of the reasons for the appeal.
3. The Superintendent or designee shall render a written decision within ten (10) days after receiving the appeal. Either the grievant or the Superintendent or designee may request a personal conference within the above time limits.

P. Formal Level – Step 3 (Appeal):

1. If the grievant is not satisfied with the decision at Step 2, or if no written decision has been rendered within ten (10) days, then within ten (10) days of receipt of the decision, or upon the termination date of the decision deadline, a written appeal on the appropriate form may be made to the School Board.
2. The School Board shall consider the grievance in closed session of the regularly scheduled School Board Meeting. Grievances submitted less than ten (10) days from the regularly scheduled meeting shall be held over until the following meeting. Material supplied to the School Board shall include all prior grievance forms and responses.
3. The NTA Grievance Chairperson, and/or a representative appointed by the NTA, shall be allotted ten (10) minutes to address the School Board during the closed session on behalf of the grievant.
4. The School Board shall make a written disposition of the case within ten (10) days following the School Board Meeting at which the grievance is considered.
5. The decision of the School Board is advisory.

Q. Formal Level – Step 4 (Mediation):

1. If the grievant and/or the NTA are not satisfied with the decision, or if no decision has occurred pursuant to the provisions of Step 3, the grievance may be referred to a mediator from the State Mediation and Conciliation Service (SMCS).
2. If either the District or the NTA elects to go to mediation, the party so electing must notify the other party in writing within fifteen (15) days following the Step 3 decision. Both the NTA and the District agree to participate in the process in good faith in an attempt to reach an equitable resolution.
3. Either the District or the NTA may contact SMCS for the assignment of the mediator. A meeting will be scheduled as soon as calendars can be arranged.
4. If the NTA and the District mutually agree, they may use an alternative to the SMCS.
5. Other than the costs for a mediator, which are to be borne equally, each party shall pay its own costs.

R. Formal Level—Step 5 (Arbitration):

1. A grievance which is not settled at Step 4, and which the NTA desires to contest further, shall be submitted to arbitration as provided herein, but only if the NTA gives written notice to the District of its desire to arbitrate the Grievance within ten (10) days after the termination of Step 4. It is expressly understood that the only matters which are subject to arbitration are grievances as defined above which were processed and handled in accordance within the limitations and procedures of this Article.
2. Upon receipt of the notice, the District shall request a panel of arbitrators from the State Mediation and Conciliation Service. The District and the NTA shall strike in turn until one name remains. The order of striking shall be determined by lot.
3. Upon the mutual and written agreement of the District and the NTA, the parties may elect to utilize the expedited arbitration procedures of the American Arbitration Association.
4. The arbitrator's decision will be in writing and will set forth his/her findings of fact, reasoning and conclusions on the issues submitted. The arbitrator shall have no power to add to, subtract from, or modify the terms of this Agreement or the written policies, rules, regulations and procedures of the District. The decision of the arbitrator will be submitted to the Superintendent and the NTA and will be final and binding upon both parties to this Agreement.
5. All costs for the services of the arbitrator, including, but not limited to, per diem expenses, his/her travel and subsistence expenses and the cost of any hearing room or court reporter/recorder will be borne equally by the district and the NTA. All other costs will be borne by the party incurring them.
6. The decision of the arbitrator within the limits herein prescribed shall be final and binding on all parties.
7. In all cases the grievance and arbitration procedure described above is to be the NTA's and a unit member's sole and final remedy for any claimed breach of this Agreement.
8. All fees and expenses of the arbitrator shall be shared equally by the parties. Each party shall bear the expenses of the presentation of its own case.
9. Time limits hereunder may be lengthened or shortened in any particular case only by mutual written agreement. The parties will attempt in good faith to adjust time limit problems that occur above Level I as a result of the summer recess. Failure to meet time limits by the District shall mean that the grievance may be automatically advanced to the next level.

S. General Provisions

1. All documents, communication, and records resulting from the processing of a grievance shall be filed separately from the personnel files of any participant.
2. When it is necessary for a grievant, and his/her representative, or an employee requested to appear to attend a grievance meeting or hearing during the working day, such parties shall be released without loss of pay.
3. If a grievance arises from action or inaction of a person at a level above the school or department, the aggrieved person shall submit such grievance in writing and in accordance with Step 1 to the Superintendent.
4. Appropriate forms for the filing and processing of grievances will be developed jointly by the Superintendent or designee and employee organization and provided by the district as necessary at the cost of the district.
5. No reprisals of any kind will be taken by any person against any aggrieved person, any party in interest, any member of an employee organization, or any other participant in the grievance procedure by reason of such participation.
6. A teacher shall be represented at all stages of the grievance procedure by himself/herself or at his/her option, by a representative selected by the NTA. If the NTA or its representative does not represent a teacher, the NTA shall have the right to receive a copy of the grievance, the proposed resolution, and be afforded the opportunity to file a response prior to resolution.

ARTICLE IV

SALARIES

A. Salary Agreement

1. Longevity pay will only be in Classes IV and V.
2. An Internship/Emergency column is established for those teachers who are not yet credentialed.
3. The following salary schedule modifications will occur during the term of this contract:
 - a. For the 2016-2017 year, 2.00% added to the 2014-2015 salary schedule
 - b. The first step of the salary schedule in each column shall be increased to be \$1 less than the second step in the same column.
 - c. For the 2017-18 year, the 2016-17 salary schedule will be increased by 2.5%, effective July 1, 2017.
 - d. For the 2016-17 year, the District shall pay the equivalent of 1.00% of the bargaining unit member's annual salary upon completion of twelve (12) hours of District-approved professional development that aligns with Common Core State Standards, Culturally Responsive Instruction, differentiated instruction and social emotional training commencing July 1, 2016. The District will provide the appropriate form that will require principal and School Leadership and Support approval. All hours must be completed and submitted by June 30, 2017.
4. Teachers will be able to substitute a conference, workshop, or in-service day for one (1) of their three (3) staff development days with prior approval from the principal and if the substitute conference falls on the same day as the scheduled in-service.

B. Initial Placement

1. At the time of initial placement on the Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience on a year for year basis up to a maximum of fifteen years. Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications.
2. Outside teaching experience must be verified in writing by previous employers, giving dates of service by school year (e.g. July 1 - June 30). The teacher shall have been required to hold a valid teacher credential in order to receive the credit for outside experience.

3. To receive a year's credit on the salary schedule, a new employee must have served under contract for seventy-five percent (75%) or more of the school year. To calculate the percent of the year:
(percent of days worked) x (percent of the day worked) = percent of the year
This fact must be verified in writing by the previous employer.
4. At the time of initial placement on the Certificated Nurse Salary Schedule, a school nurse shall be given salary schedule credit for previous school nurse experience and/or non-school RN experience on a year for year basis up to a maximum of fifteen years.
5. At the time of initial placement on the Speech and Language Therapist Salary Schedule, a Speech and Language Therapist with a Rehabilitative Service Credential shall be given salary schedule credit for previous school and/or non-school Speech and Language Therapist experience on a year for year basis.
6. Counselors and Psychologists are required to have a Master's Degree and a Pupil Services Credential for employment. At the time of initial placement on the Psychologist/Counselor Salary Schedule, a Psychologist or Counselor shall be given salary schedule credit for previous school Psychologist or Counselor experience on a year for year basis up to a maximum of fifteen years.

C. Control of the Quality and Quantity of Units

1. A beginning teacher without prior teaching experience will not be permitted to enroll in college courses and obtain credit toward salary class increases during the first semester of employment unless approved in writing by the building principal.
2. The maximum number of semester units which may be earned during the fiscal year is twenty-four (24).
3. All bargaining unit members wanting to receive unit credit for advancement on the salary schedule must have an approved District Professional Growth Plan. Unit credit will be allowed for any course, lower, upper division or graduate level that will meet the approved goals on their plan.
 - a. Professional Growth Plan
 1. Goals: The credential holder has a responsibility to formulate one or more professional growth goals that are based on an assessment of his or her professional growth needs.
 2. Units: Classes, workshops, etc. must be selected that are likely to contribute to his or her competence, performance, or effectiveness in a subject or area

of specialization that the credential holder teaches or reasonably expects to teach, in Kindergarten or in grades one through twelve.

3. Approval: The principal must approve the Professional Growth Plan. The principal must give prior written approval for course work. In the event the principal is on vacation or unavailable for an extended period of time the Associate or Assistant Superintendent may approve plan and courses.
4. Appeal: If the principal does not approve the Professional Growth Plan or courses, the credential holder may appeal to the Professional Growth Committee consisting of the Associate Superintendent, one principal and two teachers appointed by NTA.
4. The final date for presenting written evidence for a change in classification on the salary schedule shall be fifteen (15) days prior to the beginning of the employee's work year unless coursework is in progress and then no later than October 1st, provided the personnel office is notified in writing on or before June 1st that it is the intention of the employee concerned to present such units. Written evidence shall consist of a transcript with the school seal, or the instructor's card with the course number, title of the course, number of units, grade, and the instructor's signature. An official transcript should follow within a month. Upon receipt of such written evidence, the personnel office shall, within ten (10) working days issue the teacher a receipt for the number of units earned.
5. Recognized units (lower, upper, graduate) shall be from institutions accredited by the following associations unless specifically approved by the superintendent:
 - (1) Western Association of Schools and Colleges
 - (2) Southern Association of Colleges and Schools
 - (3) North Central Association of Colleges and Schools
 - (4) Northwest Association of Colleges and Higher Schools
 - (5) Middle States Association of Colleges and Secondary Schools
 - (6) New England Association of Colleges and Secondary Schools
6. Board of Registered Nursing approved courses and Speech and Language approved courses will be counted for initial placement and salary advancement.
7. Non-transferable in-district units may also be earned at the rate of one (1) semester unit for each fifteen (15) hours of satisfactory work in District approved Continuing Education Programs and Board of Registered Nursing approved courses. A maximum of six (6) in-District (Continuing Education) units may be granted to an employee in each school year. CEU forms, verified by the principal/designee, shall be submitted to the superintendent/designee on or before June 1st to be applied to subsequent year salary schedule advancement. Such hours are cumulative from year to year. Employees on the last column of the salary schedule may elect to receive a one-time payment of \$150.00 in lieu of each verified CEU earned. District

presenters of Continuing Education Programs will be paid at the rate of \$40.00 for each hour of instruction and one hour for preparation in each workshop.

8. A maximum of eighteen (18) in-district units may be applied to the salary schedule for each teacher. A maximum of six (6) in-district units may be applied to any class on the salary schedule.
9. All certificated personnel will be placed on the salary schedule according to the verification of units on file in the district office. Units not on file shall not be honored.
10. Year for year credit on this schedule shall be given for military service if such service was rendered while in the employ of this district. No more than two (2) years' credit shall be given for such military service.
11. All certificated personnel shall be given full credit on this schedule at the rate of one (1) step for each year of service in this school district, and must have been employed under contract seventy-five percent (75%) of a school year to constitute a complete year of service. To calculate the percent of the year worked:
(percent of the days worked) x (percent of the day worked) = percent of the year
Teachers working less than 75% of the year will earn step increases as follows:
 - a. Work 50% - 75% of the year
 - i. Get a step increase but, if the teacher goes full time, the steps are recalculated and two part time years will equal one step.
 - b. Work less than 50% of the year:
 - i. Get a step increase every two years.
12. Teachers who are assigned supervision of student teachers shall receive one hundred percent (100%) of the supervising teacher stipend when received from the participating college or university. A pool of interested master teachers will be solicited and set up at the beginning of each school year. Student teachers will be assigned to each master teacher on an equitable basis. Student teachers' grade level and/or master teacher preference will be given first priority. After that, master teachers will be selected on a rotating basis. If a teacher is not selected from the pool, the administration will inform the teacher as to the specific reasons for the denial of the master teacher assignment.

D. Special Assignments

1. See Appendix E for stipend schedule.
2. Elementary - per year.

- a. In addition to stipends in the schedule, Appendix F, the School Site Council will determine which other extracurricular jobs will be funded. The rate will be \$40.00 per hour up to a maximum of \$650.00. Compensation for these other jobs will be from School Site Council funds. Teachers may volunteer their services without compensation.
3. Middle School - per year.
 - a. Department chairs will be paid a stipend of \$1000, maximum of five (5) per middle school.
 - b. Department chair positions are to be chosen annually by the members of the department that is to be represented. The choosing shall be done by the third day of the school year. Members must teach 0.6 FTE or more in the department and only a person who teaches 0.4 FTE or more in that department may be eligible to vote.
 - c. Department chairs will be for Science, Math, English, Social Studies and P.E.
 - d. Duties for Middle School Department Chairs:

Create a committee including department chairs, principals, and district administration to develop a job description for Middle School Department Chairs to be completed by the end of 2014.
 4. High School -
 - a. HS department chairs of departments of 35 or more sections will be paid a stipend of \$2,750.
 - b. HS department chairs of departments of 12 to 34 sections will be paid a stipend of \$2,400.
 - c. Counseling department chair will be paid a stipend of \$2,500.
 - d. Maximum of nine (9) department chairs per comprehensive high school, including the counseling department chair.
 - e. Department chair positions are to be elected annually by the members of the department that is to be represented. The election shall be done by the third day of the school year. Candidates for department chair positions must teach 0.6 FTE or more in the department and only members who teach 0.4 FTE or more in that department may be eligible to vote.

f. Counseling department chairs must work at least a 0.6 FTE or more in the department. Counselors eligible to vote must work at least a 0.4 FTE in the department.

g. Duties for High School Department Chairs:

Create a committee including department chairs, principals, and district administration to develop a job description for High School Department Chairs to be completed by the end of 2014.

5. District Wide K-12

a. Notification of Opportunities

The district will notify all teachers of any opportunity to serve as PTSP or BTSA coaches or district committee members.

b. Selection for After School Tutoring/Parent Education Classes

Teacher in extended day tutoring and/or teaching parent education classes will be solicited from appropriately credentialed district teachers. Selections will be in the following order of priority:

1. Teacher working with the student.
2. Teacher in same grade at same site.
3. Any teacher at the site with similar grade level experience.
4. Teachers from other sites in same grade level.
5. Any teacher in the District.
6. Other appropriately qualified persons.

The salary will be \$40.00 per hour.

c. Selection of Home Instruction Teachers

Teacher applications for home instruction will be solicited from district teachers only. Selection will be in the following order of priority:

1. Home room teacher.
2. Teacher in same grade at same site.

3. Teacher in same grade level.
4. Any teacher with similar grade level experience.
5. Any teacher in the district.

A substitute shall be hired only if no teachers are available. The pay rate will be \$40.00 per hour of instruction.

d. Selection of Members for Paid Committees

Joint Labor/Management Committees: All committees are advisory to the bargaining teams, recommendations are subject to negotiations and are not a waiver of EERA duty to consult and bargain.

Paid Committee work will be voluntary. Members will be selected on the basis of district seniority, school representation, and experience relevant to the needs of the committee.

Paid committee work will be paid as follows:

1. \$40.00 per hour for 3 ½ hours or less per day.
2. At the substitute's daily rate of pay for more than 3 ½ hours in one day.

e. Extra Curricular Personnel

Coaches/Advisors/Coordinators who receive a stipend will be selected from certificated teachers in the Natomas Unified School District unless there are not enough qualified and interested teachers available. Selection will be in the following order of priority. The term "Qualified" as used in this paragraph means an individual who meets minimum requirements to be determined by a committee comprised of both District and Association appointees.

1. Certificated teachers at the same site as the team or program.
2. Certificated teachers from comparable schools (High School, Middle School, and Elementary) as the team or program.
3. Certificated teachers from other sites.
4. Other qualified people that are not certificated employees of the District.
5. Other qualified people who are not employees of the District.
6. For activities listed in Appendix F requiring a minimum number of students, if said minimum is met on the Start Date (as defined in paragraph 6 below) or within (two) 2 weeks of the Start Date, the position for said activity must be recognized.

7. Coaches and/or extra duty personnel (7-12) who switch supervision from one “like” activity to another shall retain years of service for purposes of placement on the compensation schedule (e.g. J.V. Football Coach 2 years to Varsity Baseball Coach Year 3).
 8. Coaches and/or extra duty personnel new to Natomas Unified be granted up to two years experience by providing verification from their previous school showing that they were employed in a “like” paid position.
 9. All athletic seasons begin on the first day that the California Interscholastic Federation (CIF) and/or the league allows practice to begin or the day practice actually begins with District approval (“Start Date”).
 10. Athletic coaches who must coach in CIF required postseason playoffs shall receive the extra weekly stipend of \$100 a week for participation that exceeds two (2) weeks after the completion of the league season.
- f. Notification of Opportunities where stipends or extra pay are involved.
- Teachers will be notified in writing of opportunities according to the steps outlined in Article IV Section D.
- g. When a middle school or high school teacher agrees to an administrative request to substitute or is assigned to substitute during his/her prep period, the teacher will be paid \$40.00 per period. Timesheets must be submitted to and approved by the principal monthly during the school year.
- h. Positions created by grants or agencies outside the District shall be compensated at the rate established by the grant and/or funding agency.
1. “Teacher initiated grants” will be written and implemented, upon approval by the District, by the teacher or teachers involved. If additional stipends are involved in the implementation of the grant, those additional stipends or positions will be posted after the grant is awarded.
 2. “District initiated grants” stipends or positions will be posted when teachers are necessary to fill the positions i.e. if the names are needed to submit the grant, the posting will occur before submission.
- i. The District will compensate off-track teachers to attend workshops, in-services, at District request, in one of the following ways:
- Registration and expenses.
 - In-district units.
 - Sub rate.
 - \$40.00 per hour.

j. District presenters of District workshops will be paid at the rate of \$40.00 per hour for each hour of instruction and \$40.00 per hour for preparation time. The administrator and presenter will agree, prior to the presentation, on whether the preparation time will be paid at the above rates or if release time will be used for preparation in lieu of the \$40.00 per hour compensation, or a combination thereof. Further, the administrator and presenter will discuss the approximate number of hours the preparation will require using the following guidelines:

1 hour presentation - up to four (4) hours of paid preparation.

2 hour presentation - up to six (6) hours of paid preparation.

3-6 hour presentation - up to eight (8) hours of paid preparation.

k. District presenters on staff development days will be compensated for preparation time only. The administrator and presenter will agree, prior to the presentation, on whether the preparation time will be paid at the \$40.00 per hour rate, or if release time will be used for preparation in lieu of the \$40.00 per hour compensation, or a combination thereof. Further, the administrator and presenter will discuss the approximate number of hours the preparation will require using the following guidelines:

1 hour presentation - up to four (4) hours of paid preparation.

2 hour presentation - up to six (6) hours of paid preparation.

3-6 hour presentation - up to eight (8) hours of paid preparation.

l. Natomas Unified School District employed teachers and Natomas Unified School District retirees who substitute will be compensated at a rate that is \$25.00 more (full day) and \$12.50 more (half day) than the rate of pay that is being paid by the District.

6. Adult Education and Summer School

a. Bargaining unit members who also teach for Adult Education or Summer School will be compensated at a rate of \$40.00 per hour.

b. All assignments will be determined with the following considerations: specialized program requirements as defined in the job announcement and the credential to perform the services. From the qualified applicants, positions will be filled by district-wide seniority, where applicable.

7. District Committee Leadership

- a. Teachers may be selected from time to time to chair some of the District level committees and cadres. The position may be split between two co-chairpersons. The chairperson(s) will:
 1. Meet with district level administrator:
 - a. To determine overall cadre/committee task.
 - b. To establish goals and agenda for each cadre/committee meeting.
 - c. To assist in the gathering of materials and resources for meetings, the synthesis of data, the writing of notes and documents.
 2. Guide the cadre/committee in:
 - a. Meeting the State Content Standards, Common Core State Standards, and/or State Curriculum Framework.
 - b. Planning and implementing district staff development.
 3. Serve as the facilitator for the meetings and arrange for a recorder.
- b. Selection Process:
 1. Associate Superintendent will select the chair from the current members of the given cadre.
 2. Consideration will be given to:
 - a. The commitment they have demonstrated to the cadre.
 - b. The leadership they have demonstrated.
 - c. Their knowledge of the curriculum and instructional strategies.
 - d. The working relationship he/she has with them.
 - e. The respect they have from the other cadre members and the staff at large.
 3. Associate Superintendent's selection must be validated by the Cabinet and/or the Curriculum Committee. If the selection is not validated, he/she would have to make another choice for cadre/committee chair.
 4. Stipend Amount: \$1,500 for a full school year

E. Release Periods

1. In the High Schools, both the Athletic Director and the Student Activities Coordinator will receive at least two (2) release periods.
2. The Special Education Chair will be provided ten (10) days per year to update IEP's and work on testing.
3. Release periods paid from restricted funds (such as a grant) can be used when there is no expense to the District and Natomas Teachers Association is informed.

ARTICLE V
HOURS OF EMPLOYMENT

- A. Starting and ending times will not vary more than ten (10) minutes from the current or previous year unless the District and the Association meet to seek a mutually acceptable solution. Notification of a change in given starting or ending times will be given to all affected parties as soon as a decision is made or at least six weeks prior to the implementation of the change.
- B. The morning/afternoon Kindergarten Teacher's workday will include:
1. 15 minutes prior to their students' day. This will include supervision as determined at the site.
 2. a. 190 minutes of instruction with his/her own class. (Traditional)
b. 200 minutes of instruction with his/her own class. (YR)
 3. 15 minutes morning break.
 4. 15 minutes afternoon break.
 5. 35 minutes lunch.
 6. 75 minutes will be spent in the classroom of the partnered Kindergarten teacher. In the event that the Kindergarten teacher is without a partner, the principal will assign the Kindergarten teacher 75 minutes of time to be directly involved in the areas of assessment, instruction, and/or diagnostic processes with students in Kindergarten through 3rd grades. These assignments will be made with consideration of the needs of the school after joint consultation with Kindergarten through 3rd grade teachers. The assignment will include covering a 15-minute break (or breaks) for the other Kindergarten teachers. Unit members will be given one (1) week's notice prior to the assignment or to a change in the agreed on assignment.
 7. 10 minutes after his/her own class session for supervision.
 8. See Appendix E for description of morning/afternoon Kindergarten Minutes.
 9. The District may implement a full-day Kindergarten option at District-designated sites:
 - a. A full-day Kindergarten teacher will be given one (1), three and one half (3.5) hour aide per day.
- C. Workday (Time at work) K-12 grade.

1. Teachers will begin fifteen (15) minutes prior to student day and end at the end of student day except on days when staff meetings or collaboration meetings are scheduled, or on minimum days.

- a. Traditional/Traditional Modified calendar.

TK-K	368 minutes/day.
1-6	385 minutes/day.
Middle School	420 minutes/day.
9-12	432 minutes/day. <u>(includes Continuation)</u>

- b. K-8 schools.

TK-K	368 minutes/day.
1-6	385 minutes/day.
7-8	420 minutes/day.

2. Psychologists, Counselors, Nurses and Speech and Language Therapists will work a regular 8-hour day. Time will be built into the eight hours for breaks and a 35-minute lunch. Job descriptions for each of these positions will be developed that defines the essential duties to be completed within the work hours. Starting times may differ among individual positions and sites.

D. Student Instructional Day (Time in class)

1. Traditional/Traditional Modified calendar.

Morning/Afternoon TK-K	204 minutes/day.
Full-day TK-K	288 minutes/day
1-3	305 minutes/day.
4-6	320 minutes/day.
Middle School	370 minutes/day.
9-12	372 minutes/day. (includes Continuation)

2. K-8 schools.

Morning/Afternoon TK- K	204 minutes/day.
Full-day TK-K	288 minutes/day
1-3	305 minutes/day.
4-6	320 minutes/day.
7-8	370 minutes/day.

3. Elementary and TK-8 Minimum Days

Beginning the 2016-17 school year, minimum days at all elementary and TK-8 schools will reduce by twenty (20) minutes. All grades will dismiss one hour and twenty minutes prior to their regular day dismissal time, with the exception of grades 7-8 at TK-8 schools, which will dismiss at the same time as grade 5.

E. Teacher Instructional Day (Time teaching)

1. Traditional or Single Track calendar.

TK-K	288 minutes/day (1,440 minutes/week including 45 minutes prep).
1-3	305 minutes/day (1,525 minutes/week including 60 minutes prep).
4-6	320 minutes/day (1,600 minutes/week including 90 minutes prep).
6	(middle school) 5 out of 7 periods/day.
7-8	(K-8) 5 out of 6 periods/day.
7-8	5 out of 7 periods/day.
9-12	5 out of 6 periods/day.
9-12	(Continuation High School) teachers shall teach 7 periods, with 1 preparation period. Recognizing that the continuation high school shall have two sessions, morning and afternoon, full-time teachers shall teach in both the morning and afternoon sessions.

2. In order to meet program needs, increase state-mandated UC/CSU A-G access, and to increase student elective courses, middle school and high school sites can choose to implement non-traditional schedule(s) in alignment with specific programmatic needs.

These possible schedules:

- Would not start until the start of the 2017-18 school year at the earliest.
- Must be from a vote initiated by the principal with approval from the Superintendent or designee
 - The vote must take place by February 15th if the plan is to implement an approved change the following school year.
 - The vote must be approved by 55% of the active bargaining unit members assigned and working at that site who participate in the vote.
 - The vote shall be by secret ballot
 - The implementation provisions of a non-traditional schedule shall not waive or supersede any contractual provisions of the parties' collective bargaining agreement.

In order to demonstrate the desire to increase electives, the District will fund an additional one (1) FTE for VAPA, added in 2017-18, at NGMS and NHS. This FTE will be shared between the sites.

F. Collaboration Time

Collaboration meeting time shall be used at all grade levels for the purposes of:

- Developing Common Assessments
- Curriculum Alignment Guide (CAG) Development
- Unit Development
- Sharing Best Practices
- Analyzing Student Assessment Data
- Student Placement
- Interdisciplinary Planning
- Student Social-Emotional Well-being

TK-6 and TK-8 schools: Collaboration meetings will be held on the second, third, and fourth Wednesday of each month that school is in session. Collaboration meetings will be established through a school schedule and articulated with staff by the second week of the school year. Collaboration meetings shall not exceed forty-five (45) minutes in length. Collaboration meetings will begin no later than fifteen (15) minutes after the end of the grades 1-6 dismissal for TK-6 faculty and no later than fifteen (15) minutes after the end of the grades 7-8 dismissal for 7-8 faculty. In the event that there is a fifth Wednesday in a month that school is in session, no mandatory meetings shall be scheduled on that day.

Middle School: Collaboration meetings will be held during the daily collaboration period.

High School (non-Continuation): Collaboration meetings will be held on the second, third, and fourth Wednesday of each month that school is in session. Collaboration meetings will be established through a school schedule and articulated with staff by the second week of the school year. Secondary, grades 9-12, students shall report to school one hour later than the normal start time every Wednesday. Teachers shall report at their regularly scheduled start time and shall use this time for collaboration. In the event that there is a fifth Wednesday in a month that school is in session, no mandatory meetings shall be scheduled on that day.

- G. Teachers, counselors, psychologists may be required by the District to participate, at no additional compensation, in the following activities outside of the regular workday:
1. Teacher-scheduled parent-teacher conferences. The teachers shall have the responsibility for scheduling and completing regular parent-teacher conferences. Annual parent conference days will be held over a week of five (5) consecutive minimum days for TK-5 and TK-8 schools.
 2. One (1) Open House each school year.
 3. One (1) Back-to-School Night each school year.
 4. One (1) Promotion/Graduation ceremony program each school year for middle school/high school.
 5. Federal law requires at least one regular education teacher to attend IEP meetings of a student who is, or may be participating in the regular education environment. Teachers are required to attend IEP meetings including those that are outside of the regular workday. These meetings will be scheduled no earlier than thirty (30) minutes before, or later than sixty (60) minutes after, the student day; or unless otherwise mutually agreed upon.
 6. Participation in principal or parent-initiated meetings for the purpose of student assessment is among a teacher's/counselor's required duties. These meetings will be scheduled no earlier than thirty (30) minutes before, or later than sixty (60) minutes after, the student day; or unless otherwise mutually agreed upon.

H. Faculty meetings:

The purpose of faculty meetings is to share, disseminate and discuss information that pertains to the operation of the school sites. Priority will be given to topics such as school policies, discipline issues, campus security, health and safety, schedules, calendars and other school business.

1. TK-6 and TK-8 schools: Faculty meetings shall be held on the first Wednesday of each month that school is in session. When the first Wednesday is a non-school day, the faculty meeting will be rescheduled the following week, not on a Wednesday. Faculty meetings shall not exceed forty-five (45) minutes in length. The total amount of time beyond the regular workday for such meetings shall not exceed sixty (60) minutes per month except in the case of emergency. Faculty meetings will begin no later than fifteen (15) minutes after the end of the grades 1-6 dismissal for TK-6 faculty and no later than fifteen (15) minutes after the end of the grades 7-8 dismissal for 7-8 faculty.
2. Middle schools and Continuation High Schools: Faculty meetings shall be held on the first Wednesday of each month that school is in session. When the first Wednesday is a non-school day, the faculty meeting will be rescheduled the following Wednesday. The total amount of time beyond the regular workday for such meeting shall not exceed seventy-five (75) minutes per month except in the case of an emergency. Faculty meetings shall begin no later than ten (10) minutes after the end of the regular instructional day. In addition, the sites may schedule a seventy-five (75) minute meeting on the third Wednesday of each month that school is in session for the purposes of school-wide program training. These meetings shall begin no later than ten (10) minutes after the end of the regular instructional day.
3. High schools: Faculty meetings shall be conducted during the first late start Wednesday.

Teachers, counselors, psychologists and speech and language therapists are required to attend staff meetings as scheduled. Those assigned to more than one site will attend the staff meetings on a rotating basis with exceptions made according to agenda items.

I. Duty Before School, After School, Recess.

The duty schedule will include the following criteria:

1. Duty assigned for calendar week.
2. Only one duty per week.
3. The same duty will not be assigned two weeks in a row.
4. Duty will be assigned by rotation.

5. Before school duty starts fifteen (15) minutes before instructional day.
 6. After school duty ends fifteen (15) minutes after the instructional day.
 7. Teachers may exchange duty as long as the exchange is noted on the master schedule in the office.
 8. Traveling teachers and eight-hour work day bargaining unit members are exempt from duty schedules.
 9. Duty schedules for Specialist teachers and Kindergarten teachers may vary, but the total duty minutes shall be equitable with other teachers.
 10. Teachers at the middle schools and high schools will be assigned an equitable number of duties.
- J. All bargaining unit members shall have a duty free lunch period of not less than thirty-five (35) minutes daily.
- K. All bargaining unit members may be requested to provide input on District committees. Such participation shall be voluntary except where required by statute. Meetings of committees required by statute shall be scheduled no less than forty-eight (48) hours in advance except in cases of emergency.
- L. Elementary Adjunct Duties/Activities/Committees.

It is recognized that bargaining unit members' professional duties and responsibilities continue beyond the normal workday. Elementary adjunct duties will be shared equitably by all bargaining unit members at each site and will be self-selected. Equitability will be based on the anticipated number of hours a teacher is involved in adjunct duties/activities/committees.

At the beginning of each school year the principal, in consultation with the leadership team at his/her site, will develop a list of adjunct duties/activities/committees for the school year. When the list is complete, teachers will be given the opportunity to self-select their duties/activities/committees. The principal or his/her designee, after reviewing and analyzing the resulting work list for equity and adequate coverage, may make appropriate adjustments where needed. Duties at the Elementary level will be no more than ten (10) work hours per year.

- M. Middle school teachers may be required to supervise activities in addition to those set forth in this Article V, paragraph G above, and such assignments shall be made by the principal on an equitable basis. Participation beyond a total of seven (7) hours per year for each middle school teacher shall be voluntary.
- N. Adjunct Duties/Activities/Committees at the High School.
1. High school adjunct duties/activities/committees will be shared equitably by all bargaining unit members, except psychologists, at each site. Equitability will be based on the anticipated number of hours a teacher is involved in adjunct duties/activities/committees.

2. Bargaining unit members, excluding psychologists, will have the opportunity to self-select adjunct duties/activities/committees.
 3. Prior to the teacher's last work day of the school year, the principal and the site leadership team will develop a list of adjunct duties/activities/committees for the ensuing school year. This list will contain at least the following: a list of anticipated events; proposed dates; the number of bargaining unit members needed for each event; the anticipated number of hours per unit member; and the total hours needed for each event. The completed list of adjunct duties will be given to each bargaining unit member for review. Suggestions and/or corrections will be forwarded to the principal or site leadership team.
 4. Duties at the high school will be no more than ten (10) work hours. A committee of NTA site representatives and administrators from each comprehensive high school will meet in the summer or early fall of each school year to analyze and revise the process to more adequately fit the needs of the non-instructional high school programs.
 5. Bargaining unit members will be notified when and where the agreed upon list of adjunct duties/activities/committees will be posted. Bargaining unit members by seniority will have one week to self-select their preferred adjunct duties.
 6. The principal or his/her designee, after reviewing and analyzing the resulting list for equity and adequate coverage, may make appropriate assignments where needed.
- O. The traditional calendar work year shall consist of one hundred eighty-three point five (183.5) days (180 instructional + .5 meeting day + 3 staff development days) for returning teachers. It will be one hundred eighty-five point five (185.5) days (180 instructional + .5 meeting day + 3 staff development days + 2 mandatory orientation days) for new teachers. The year round calendar work year shall consist of one hundred and seventy six point five (176.5) days (173 instructional + .5 meeting day + 3 staff development days) for returning teachers and one hundred and seventy-eight point five (178.5) days (173 instructional + .5 meeting day + 3 staff development days + 2 mandatory days) for new teachers.

The music teacher's work year shall consist of one hundred and eighty-three point five (183.5) days. Additional days will be paid at a pro rata per diem rate.

Teachers and bargaining unit members other than bargaining unit members contracted to work longer than the traditional 183.5 day school year shall be paid, with the approval of their supervisor, their per diem rate of pay for each additional day worked.

Counselors will work 195 days at their per diem rate. Counselors who work more than 195 days shall be paid, with the approval of their supervisor, their per diem rate of pay for each additional day worked.

Psychologists will work 195 days, which may include three staff development

days. Psychologists who are assigned additional workdays by the coordinator of Special Education will be paid at their daily rate.

Speech and Language Therapists will work 195 days, which may include three staff development days. Speech Pathologists who are assigned additional workdays by their supervisor shall be paid at their daily rate.

Nurses will work 188 days, which may include three staff development days. Nurses who are assigned additional workdays by their supervisor shall be paid at their daily rate.

Teachers in year-round schools can be offered an extended contract at the per diem rate on a year-by-year basis. They cannot be required to accept the offer nor forced into involuntary transfer as a result of refusal. The extended contract is a year-by-year offer and cannot be made into a permanent 230-day position. Teachers who accept the offer will have twelve (12) leave days, subject to the provisions of Article VI, for the year the offer is in effect.

- P. A minimum of three (3) staff development days will be scheduled during the school year.
- Q. The purpose of this section is to clarify the work year for part-time and partial year employees.
 - 1. Part-time employees work the full year, but do not work full time (not equivalent to 1 FTE).
 - 2. Partial year employees work full time each day, but not for the full year.
 - 3. Both part-time and partial year employees shall work a specified percentage of either the traditional or year-round student days. In addition, teachers shall work three full staff development days.
 - 4. For employees hired after the beginning of the school year, a work calendar will be established to include remaining teacher work days and staff development days.
- R. "Emergency" as used in this article shall be as declared by the Superintendent.
- S. Teacher's participation in "Outdoor Education" and/or "Extended Day Activities" will be voluntary. Teachers not participating with their class will either exchange with another teacher, or be used in some other educational capacity.
- T. Preparation Time

Full time teachers will be given time during the instructional day in addition to the fifteen minutes before school to plan, correct papers, prepare lessons, conference with parents and students, and perform other professional duties. Meetings during prep time will only be scheduled with the consent of the teacher, except in emergencies.

Part time teachers in grades 7-12 are paid a pro rata amount of salary and benefits and are expected to use the prep time as described in Article V.

1. When a middle school or high school teacher agrees to an administrative request to substitute or is assigned to substitute during his/her prep period, the teacher will be paid \$40.00 per period.
 - a. Each secondary site shall put together a list of teachers who wish to volunteer to work during their preparation period. This list will be done by period.
 - b. When there is a need for substitute teachers during a period, the site administrator will first go down the list of teachers who have volunteered to substitute during their preparation period. Once the volunteer list is depleted for a period, the school shall:
 - i. Create a list of teachers by preparation period.
 - ii. The list will be gone through in order until each teacher has been asked to substitute before the school can go back to the start of the list.
 - c. Unless there is an emergency situation in which a class of students will go without coverage, teachers will not be asked to substitute during their prep period more than twice per week.
2. Teachers in grades TK and K have a minimum of (45) forty-five minutes of Physical Education provided by a Physical Education Specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full instructional days, i.e., weeks with holiday, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.
3. Teachers in grades 1, 2, and 3 have a minimum of (60) sixty minutes of Physical Education provided by a Physical Education Specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full instructional days, i.e., weeks with holiday, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.
4. Teachers in grades 4, 5 and 6 at all Elementary schools have a minimum of ninety (90) minutes of Physical Education provided by a Physical Education Specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full days of instruction, i.e., weeks with holidays, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.
5. Teachers on the year round schedule receive approximately the same amount of prep time for the year as teachers on traditional schedule. Variation will be due to scheduling of the PE and prep time specialist teachers. Every effort will be made to have time be equitable and distributed consistently throughout the year.
6. Elementary RSP, TOSAs, reading, physical education and Title I teachers may schedule prep time within their own educational programs in an amount equitable

to teachers of similar work hours. Elementary SDC teachers team with another class to ensure equitable prep time in an amount equitable to teachers of similar work hours.

7. Counselors, Psychologists and Speech and Language Therapists and all other eight-hour bargaining unit members will schedule time within their workdays to prepare for assignments and duties.

U. Year Round Education

In the event that the year round program at a year round school changes, adds tracks or deviates from the current calendar structure, a committee consisting of four (4) teachers chosen by the Association from the year round school staff and administrators will meet to plan the implementation of the changes.

- V. It is the intent of the District to hire substitute teachers for classroom teachers, P.E. teachers, and RSP teachers when they are absent. TOSA, Intervention and Specialist teachers will not be required to substitute except in emergency situations.

W. Zero Period

The workday of a teacher teaching a "zero" period is the same number of minutes as a teacher at the same grade level; however, the beginning and ending times will differ. If teachers teach more than five periods at the traditional calendar schools or six periods at the year round calendar schools, their salary will be increased by a pro rata amount.

- X. The option to have up to five (5) current instructional days changed to minimum days to allow for teacher collaboration (either by grade level or departments), or other entire staff development activities. It is understood that this collaboration/development time will not be used for faculty meetings and teachers will attend until what would be the end of a normal school day.

ARTICLE VI
HEALTH AND WELFARE BENEFITS

- A. Each member of the bargaining unit, whose first day of employment in the District was before the 2004-2005 school year, shall have the option of either receiving health, vision, and/or dental insurance premiums withdrawn from their pay on a pre-tax basis pursuant to the Pre-Tax Premium Contribution Plan, or, in the alternative, may opt to receive cash in lieu of benefits up to four hundred eighty-six dollars and thirty-nine cents (\$486.39). Bargaining unit members opting to receive the cash benefit should be aware that options may be available for investing such cash benefits or a portion thereof in tax-free accounts.
- B. All bargaining unit members who require and enroll in family coverage will receive nine hundred ninety-seven dollars and ninety-eight cents (\$997.98) per month for the purpose of funding pre-tax health and dental premium contributions and benefits. Those who enroll in two party or single parent coverage will receive six hundred sixty-nine dollars and eighty-five cents (\$669.85) for the purpose of funding pre-tax health and dental premium contributions and benefits. Bargaining unit members, who select single coverage, will receive five hundred eighty dollars and thirty-six cents (\$580.36) per month for the purpose of funding pre-tax health and dental premium contributions and benefits.

For the 2016-2017 school year, a one-time, off-schedule payment of six hundred dollars (\$600.00) per each bargaining unit member enrolled in medical benefits will be paid on the October 2016 pay warrant.

- C. Bargaining unit members whose first day of employment in the District is for the 2004-2005 school year whose insurance benefits fall under the District cap of \$486.39 will not receive cash benefits from the difference. No payments will be made to these employees in lieu of health benefits.
- D. For part-time bargaining unit members who are regularly scheduled to work for one-half ($\frac{1}{2}$) of the school day or more, the District will increase the salary of each such individual a pro rata share of amounts in A, B & C for the purpose of funding pre-tax health and dental premium contributions.
- E. Unit members may enroll with the company managing the District's 125 Cafeteria Plan to use pre-tax salary deductions for dependent care and un-reimbursed medical expenses, including orthodontics.
- F. Employees on approved leaves of absence without pay will have the option to continue to receive health and welfare coverage as specified by this article by submitting a personal check made out to the school district for the full amount of the monthly premium. This is contingent upon the insurance carrier's Agreement to provide such coverage.

G. An advisory committee comprised of members of NTA and the District shall be formed to make a recommendation to the Board and the Association for review and ratification of a replacement for the loss of a medical program.

H. Health Benefit Committee

Commencing in 2016-17, a Health Benefits Committee will explore potential health benefit cost containments to help reduce employee out-of-pocket costs. The committee will use a broker as a resource when needed.

I. Retiree Benefits

The District will pay single medical premiums (medical, dental, and vision) up to the amount allocated for other certificated bargaining unit members until they reach age sixty-five (65) for employees who have worked in the district for at least fifteen (15) consecutive years prior to retirement and enter the retirement system upon leaving the District.

In order to be eligible for retiree health benefits, the bargaining unit member must be enrolled in the plan the year prior to the year of retirement that he/she wishes to have after retiring from the District. This includes dental and vision. If a bargaining unit member is currently receiving cash back in lieu of insurance coverage, he/she may continue receiving cash back upon retirement from the District, however, IRS considers this taxable income.

J. Cal PERS Health Benefits

In addition to the benefits offered in Section H, the District will offer all retirees the option of participating in Cal PERS health benefits plans. The coverage is for life contingent on the District participating in Cal PERS. Unlike section H, retirees who participate in a Cal PERS Plan do not need to have been employed with the district for 15 years, nor have been enrolled in the plan the year prior to the year of retirement that she/he wishes to have after retiring from the District.

If a retiree not covered in section H elects to participate in the District medical plan, the District will contribute to medical coverage only according to the following schedule:

- From July 1, 2004 to December 31, 2004, the District will contribute \$1 per month.
- From January 1, 2005 to December 31, 2005, the District will contribute \$3.42 per month.
- From January 1, 2006 to December 31, 2006, the District will contribute \$6.65 per month.
- The District contributions for the Cal PERS retiree health benefits for Natomas Teachers Association shall end on June 30, 2008.

All past bargaining unit retirees will be contacted and offered this option; newly retiring unit members will be offered this option upon retirement.

If the Association elects not to participate in Cal PERS, this section becomes void.

K. Employee Assistance Program

Bargaining unit members are included in the District Employee Assistance Program.

ARTICLE VII

LEAVES

- A. Teachers will be able to use sick leave and bereavement leave on all staff development days and will be excused for jury duty. In the event that the state requires staff attendance at staff development days, to gain reimbursement, the District will require make-up for non-attendance. Jury Duty, bereavement, or serious medical illness will be excused from staff development make-up.
- B. Sick Leave
1. A full-time employee employed five (5) days a week or at least 186 days per year is entitled to ten (10) days of sick leave during a school year; such leave is to accumulate from year to year without limit. An employee working less than full-time shall be granted sick leave in the same ratio that the employment bears to full-time employment.
 2. When an employee has exhausted all accrued sick leave, absences beyond that period shall be continued with pay for a period of five (5) months from the end of that accrued earned sick leave period. During the five (5) month period, the employee shall have deducted from his/her salary the sum actually paid a substitute to fill the position. The maximum that will be deducted from the employee's salary will be the long-term substitute rate regardless of the amount that is actually paid to the substitute.
 3. The employee shall submit, on the District form, verification of any absence and in the case of an absence for more than three (3) consecutive days a physician's statement may be required. Employees returning to work from extended illness (including surgery) or injury absences shall be required to present a doctor's release prior to returning to duty.
 4. Time deducted shall not be less than one-half ($\frac{1}{2}$) day.
 5. Routine medical and dental appointments shall be scheduled outside the workday. The employee shall receive prior approval from the immediate administrator for medical or dental appointments which are other than routine and which cannot be scheduled outside of the workday. Reasonable periods of time not to exceed two (2) hours may be granted (without sick leave deduction) by the immediate administrator provided; however, the class can be covered by another certificated person.
 6. The employer shall provide each teacher with written statements of his/her accrued sick leave on the employee payroll warrant.

C. Industrial Accident or Illness

1. Industrial Accident or Illness Leave is granted to employees who have had an accident or illness arising out of and in the course of their employment with the District. All probationary and permanent certificated employees shall be entitled (in any one (1) fiscal year for the same accident or illness) up to sixty (60) days of Industrial Accident or Illness Leave during which the schools of the District are required to be in session or when the employees would otherwise have been performing work for the District.

Such Industrial Accident or Illness Leave shall commence on the first day of absence and shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.

2. Allowable leave shall not be accumulative from year to year, except when an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year. The employees shall then be entitled to only that amount of unused leave due him/her for the same illness or injury.
3. During any paid industrial leave of absence, the teacher shall deposit the temporary disability indemnity checks to the District account; the District shall continue to pay the teacher their full salary.
4. Any employee receiving benefits from an Industrial Accident or Illness Leave shall, during periods of injury or illness, remain within the State of California, unless the District authorizes travel outside the state.
5. The Industrial Accident or Illness Leave of Absence is to be in lieu of entitlement acquired under "Sick Leave". An employee's absence shall be deemed to have commenced on the date of termination of the Industrial Accident or Illness Leave, provided that if the employee continues to receive temporary disability indemnity, he/she may elect to take as much accumulated sick leave which, when added to the temporary disability indemnity, will result in a payment of not more than his/her full salary.
6. Industrial Accident or Illness Leave for each occurrence shall cease when temporary disability benefits under workers' compensation laws of the State of California are discontinued for the applicable industrial accident or illness.

D. Jury Duty

1. An employee shall be paid his/her regular salary for absence by service as a juror, up to twenty (20) working days with extension upon superintendent's approval. The employee may keep the mileage allowance, but all fees shall be given to the District.

2. The employee shall submit to his or her immediate supervisor a written notification for jury duty leave accompanied by a copy of an official summons for jury service, no fewer than ten (10) days prior to the date on which the unit member is scheduled to appear, or as soon as possible if such notice is received less than ten (10) days prior to the time for service.
3. Employees called for jury duty in a court of law during their regular work year who elect to defer their jury service to non-required service days (i.e., summer break) as allowed by law shall be compensated in an amount equal to the District's daily substitute teacher rate of pay for each day of jury service that was deferred. The employee must provide written documentation to the District showing the original jury summons date and the actual date(s) of jury duty served prior to receiving compensation under this section. Any jury fees received by the employee shall be deducted from the amount paid to the unit member, but the unit member shall be entitled to retain any mileage reimbursement paid for the jury service.

E. Personal Necessity Leave

1. Upon prior approval, sick leave may be used by the employee in cases of personal necessity. The following are incidents in which personal necessity leave may be used:
 - a. Death or serious illness of a member of his or her immediate family as defined in Bereavement Leave.
 - b. Accident involving his or her person or property, or the person or property of a member of his or her immediate family.
 - c. Observance of religious holidays
 - d. Up to five (5) days for required appearances in court as a litigant, or as a witness under an official order.
 - e. Up to five (5) days for other personal necessity leaves as may be approved by the site administrator. Such requests shall require forty-eight (48) hours advance approval (except in emergencies) of the site administrator on a case-by-case basis. Approval shall be at the discretion of the site administrator and shall not serve as precedent for any other request. Personal necessity leave shall not be used for recreation, vacation, other employment or illegal activities.
2. Verification of personal necessity leave may be required upon return to work.

F. No-tell Days

1. Up to five (5) days per year may be claimed as No-tell Days. (These five (5) days are inclusive of the ten (10) days of sick leave that teachers receive on a yearly basis). These days may be claimed, without verification, at the discretion of the employee.
 - a. These days:
 - i. must be scheduled five (5) working days in advance;
 - ii. if taken consecutive with holidays, shall not exceed two (2) employees or 10% of the certificated staff from the same site, whichever is less;
 - iii. shall be taken one (1) or two (2) at a time;
 - iv. shall not exceed four (4) employees or twenty percent (20%) of the certificated staff from the same site, whichever is less.
 - v. shall not be used for other employment.
 - b. Requests shall be honored in the order that they are submitted.

G. Bereavement

1. Employees are entitled to a leave of absence not to exceed three (3) days, or five (5) days if travel of more than 300 miles (one way) is required, on account of a death of any member of their immediate family.
2. No deduction shall be made from the salary of such employee nor shall such leave be deducted from leave granted by other sections of this contract.
3. Members of the immediate family, as used in this contract means the mother, father, grandmother, grandfather, or grandchild of the employee or the spouse/registered domestic partner of the employee, and the spouse/registered domestic partner, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any person living in the immediate household of the employee.

H. Pregnancy Disability Leave (PDL)

A leave of absence shall be granted to any employee for that period of time during which the employee, in the judgment of her physician, is unable to perform her duties due to pregnancy, miscarriage or childbirth, and recovery therefrom.

1. The employee's allowable sick leave may be used for such leave. Absences necessitated by illness or disability due to pregnancy, miscarriage, childbirth, and

recovery therefrom shall be treated with the same provisions governing sick leave subject to statutory provisions of the Family Medical Leave Act (FMLA).

2. The duration of the leave of absence, including the date on which the leave shall commence or the date on which the leave is expected to commence and the probable date on which such leave will terminate shall be determined by the employee and employee's physician. Such notice to be given not later than thirty (30) days prior to the expected commencement date, if possible.
3. The employer may request at any time that the employee provide a written statement from her physician attesting to the actual duration of the employee's physical incapacity.
4. At the employee's request, and with the approval of the superintendent or designee, an employee may be granted a maternity leave without pay the pregnancy leave pursuant to statutory provisions of the Family Medical Leave Act (FMLA).

I. Personal Leave with Full Pay

A teacher shall be granted time off with full pay for the following reasons:

1. Childbirth Leave

One (1) day shall be granted for the purpose of delivering the teacher's spouse/registered domestic partner to the hospital.

One (1) day shall be granted for the purpose of taking the teacher's spouse/registered domestic partner and/or child home from the hospital.

2. Child Adoption Leave

One (1) day shall be granted for the purpose of taking delivery of an adopted child.

J. Personal Leave Without Pay

1. A teacher may be granted a leave of absence without compensation for personal reasons for a period of up to one (1) year. Schedule increments, adjustments in salary, and retirement credit are not allowed for such leave. The conditions under which a person may be granted a return from a leave for personal business shall be determined by the Board at the time of the approval of the leave. In the event the Board does not grant a leave under this section, they shall provide the teacher requesting such leave a written statement of the reason or reasons why such leave was not granted. It is the responsibility of any employee on a leave of absence to notify the District administration of his/her desire to return to full employment. Such

notice must be given in writing prior to January 15. Failure to meet this deadline will result in the employee's termination pursuant to provisions of EC 44842. Personal leaves may include, but are not limited to, the following:

- a. Pregnancy disability leave in compliance with state/federal laws
 - b. Child bonding leave in compliance with state/federal laws
 - c. Study leave
 - d. Family care in compliance with the Family Medical Leave Act
2. Family care will be granted for parents/children of employees or any other person living in the employee's home.
 3. Extenuating circumstances can be appealed to the Superintendent.
 4. Teachers on personal leave without pay, when returning from leave, do not have transfer and reassignment rights for that year. The teacher is guaranteed a position in the District after the transfer and reassignment process is complete.
- K. Request to be a teacher on loan will be considered on an individual basis and not be precedent setting. Costs associated with the teacher on loan will not be borne by the District. Schedule increments, adjustment in salary, and retirement credit will be allowed.
- L. Catastrophic Leave
1. Creation and Purpose
 - a. The Association and the District agree to create a Catastrophic Leave Bank ("Bank") effective July 1, 2001.
 - b. Catastrophic Leave will permit credentialed employees of the District to donate days to a Bank that will administer those days according to the terms of this section.
 - c. "Catastrophic illness or injury" is defined as a life-threatening illness or injury that is expected to incapacitate the employee for an extended period of time or that incapacitates a member of the employee's family whose incapacity requires the employee to take time off from work for an extended period of time to care for that family member and taking extended time off work creates a financial hardship for the employee because he/she has exhausted all his/her sick leave, excluding differential leave. A doctor's verification is required.
 - d. "Employee's family" is defined as husband, wife, son, daughter, stepchildren, domestic partner, or parent of the employee. Leave requested to care for any

relative with a catastrophic illness or injury, whom employee has legal guardianship of, will be considered for approval by the Catastrophic Leave Committee.

- e. Days in the Bank shall accumulate in the Bank from year to year.
- f. The Bank shall be administered by a Joint Committee (“Committee”) of the Assistant Superintendent of Human Resources, two members appointed by the Association President and one member appointed by the District.

2. Eligibility and Contributions

- a. All credentialed employees of the District (excluding substitutes) are eligible to contribute to the Bank.
- b. Participation is voluntary but requires contributions to the Bank. Only contributors will be permitted to withdraw from the Bank.
- c. Employees who elect not to join the Bank must wait until the beginning of the next school year to join the Bank. The beginning of the next school year is defined as July 1.
- d. The contribution, on the appropriate form, must be authorized by the unit member.
- e. Members wishing to cancel must notify the Human Resources Department in writing by July 1. Sick leave contributed to the Bank shall not be returned. Forms for cancelling contributions to the leave bank shall be sent out no later than May 15 of the preceding school year.
- f. Contributions shall be initially made between July 1 and September 15. Employees returning from extended leave and new hires will be permitted to contribute within thirty (30) calendar days of beginning work. The District shall supply enrollment forms for the bank to all employees.
- g. Employees wishing to participate in the Bank shall make an initial contribution of one day the first year of participation. Part-time employees shall have their contributions prorated. Continued membership requires a yearly donation of one day per year unless the Bank maximum is reached.

3. Application for Withdrawal from the Bank

- a. Application shall be made when it becomes apparent that Catastrophic Leave may be needed.

- b. Participants must use all accrued sick leave available to them before becoming eligible to withdraw from the Bank.
 - c. A minimum of ten (10) workdays of illness or injury must be covered by the participant's own sick leave, differential leave, or leave without pay the first time the participant qualifies for a withdrawal from the Bank. If the same illness/injury reoccurs in the same year, the ten-day requirement will be waived.
 - d. Family members (as defined in N.1.d) and legal guardians may apply for catastrophic leave on behalf of the unit member.
 - e. Leave is granted for thirty (30) days at a time. Continuation of leave requires another doctor verification and reevaluation by the Committee. A participant's total withdrawal from the Bank may not exceed one hundred eighty-three (183) workdays per catastrophic illness or injury. When requesting leave to care for a parent, a maximum of ten (10) days per year will be granted.
 - f. If the unit member is receiving Workers' Compensation or Disability Insurance, no leave will be granted until compensation is exhausted.
 - g. If no leave days are available in the Bank, the District has no obligation to provide leave.
4. Administration of the Bank
- a. The Committee maintains records of employees participating, receives requests, verifies validity, approves, and communicates actions to members and to the District.
 - b. Decisions will be final and made in writing to the applicant within ten (10) working days of the application to the Committee.
 - c. All requests and actions by the Committee will be confidential.
 - d. The District will keep records and notify the Committee monthly of new members and days remaining in the Bank.
 - e. If this provision is rescinded, the Committee will continue to administer Catastrophic Leave days until the days in the Bank are exhausted.
 - f. The maximum number of days in the Bank shall be seven hundred fifty (750). No more than one (1) day of sick leave shall be donated in a year. If the number of days accumulated exceeds the maximum number of days, no contributions will be assessed for that year except for new members wishing to join the Bank.

ARTICLE VIII
SAFETY AND WELL-BEING

- A. The classroom teacher shall make every effort to call to the attention of the immediate administrator any hazardous working condition of the physical school.
 - 1. The immediate supervisor shall investigate said reported unsafe condition and advise those unit members in writing of any findings and suggested corrective action.
 - 2. If the reported condition is not fixed within three (3) days of the receipt of the form by the Director of Maintenance and Operations, the District will let the employee know what the timeline will be or why it will not be fixed.
 - 3. Members shall not be required to work in unsafe or hazardous conditions, or to perform tasks which endanger their health, safety, or well-being.
- B. Each teacher shall be provided with a Standard Red Cross first aid kit for his/her classroom use.
- C. Members shall be provided with a cabinet or drawer that has the availability to lock for the purpose of storing their personal items.
- D. Members shall be provided with lighting and security at night functions that are part of their duties, adjunct or otherwise.
- E. The District will post rewards for certain crimes.
- F. Pursuant to Education code 49079, the District shall:
 - 1. District shall inform members who have an educational interest of every student who has engaged in, or is reasonably suspected of, actions that at any time during the previous three (3) years which could constitute grounds for suspension or expulsion under Education Code 48900.
 - 2. Maintain and update records of this information on a continuous basis. Members who have an educational interest will be informed of these updates in a timely manner. Any record entry will have its author explicitly stated.

“Educational Interest” shall be defined as any member primarily responsible for the student in question (e.g. teacher, speech pathologist, counselor, or nurse), or secondarily responsible in the course of the member’s duties (e.g. general supervision such as bus areas, yards, field trips, halls, and places for eating or recreation).

- G. A minimum of two (2) dedicated security personnel will be on secondary campuses during workdays, where the student body is five hundred (500) students or greater. On secondary campuses where student enrollment is under five hundred (500) students, a minimum of one (1) dedicated security personnel will be on campus during the workday. In the event of absenteeism, site or district administration will provide coverage.
- H. At his/her discretion, the principal or designee may refuse to register visitors whose acts would disrupt normal school operations, threaten the health or safety of students or staff, or cause problems.
- I. Members shall be provided with a method of direct communication with the principal or designated person-in-charge in the case when any emergency where physical harm is evident (including behavior patterns of students and/or their guardians) or immediate assistance is required.
- J. The District will have a plan in place that establishes responses and educational alternatives in the event of a natural disaster or emergency.
- K. In the event of an epidemic or disaster, normal compensation will not be affected.
- L. A member may use reasonable force, as necessary, to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student.
- M. Behavior which is not conducive to the positive classroom environment, as set forth in Education Code sections 48900, 48900.2, 48900.3, 48900.4 and 48900.7, shall be cause for removal of a student from a classroom.
- N. Administrators will assist members who have been or are being assaulted while acting in the discharge of their duties.
- O. Sites will implement a safety committee that will have at least two (2) meetings per year to discuss site safety and the school wide safety plan.
- P. The District Safety Committee will meet at least three (3) times a year to study safety issues that affect sites.
 - 1. The safety committee will make recommendations on annual staff training, safety policies for employees, physical plant safety improvements, in addition to district-wide and school-wide safety plans.
 - 2. The safety committee will make recommendations to develop and implement annual safety training for bargaining unit members.
 - 3. The safety committee will give a yearly report to the Board of Trustees.

ARTICLE IX
EVALUATION PROCEDURES

A. It is understood and agreed by the parties that their principal objective is to maintain or improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by the manifest willingness on the part of the District to assist all employees in improving their professional skills. The California Standards for the Teaching Profession (CSTP), are the basic framework for the evaluation process (refer to Appendix C).

B. Evaluation Procedure

1. Every probationary employee shall be evaluated by the principal/designee, in writing, at least once each school year and have at least two (2) formal observations, which will be at least 30 minutes in length, and will have at least six (6) informal observations taking place (at least two (2) before the first formal observation and at least two (2) before the second formal observation).
2. Permanent employees will be evaluated at least every two (2) years and will have at least one (1) formal observation, which will be at least 30 minutes in length and completed by March 1, and will have at least four (4) informal observations taking place as needed (at least two (2) before the formal observation). Permanent employees may, upon submission of written request by the third week of school, receive an annual written evaluation. Permanent teacher evaluations will be completed by April 15 unless the teacher's or principal/designee's absence makes this impossible.

Effective July 1, 2015 and pursuant to Education Code 44664, employees with permanent status who have been employed at least ten (10) years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.), as defined in 20 U.S.C. Sec. 7801, and whose next evaluation rates the employee as meeting or exceeding standards, will be evaluated every five years. The certificated employee or the evaluator may withdraw consent at any time.

3. If a teacher receives a rating of "Needs Improvement" on the Summative Evaluation, the teacher will be evaluated again the following year. A rating of "Needs Improvement" for an additional year will require that the teacher participate in the Professional Teacher Support Program (PTSP). (Article XII, Section E, "Referred Teacher")
4. Teachers receiving a rating of "Unsatisfactory" shall be mandated to participate in the Professional Teacher Support Program. (Article XII, Section E, "Referred Teacher")

C. Evaluation Sequence

1. General Conference: A general conference and staff orientation shall be held within the first 30 workdays of the school year to review the evaluation criteria, procedures, timelines and terms set forth in this article.
2. Goal Setting Conference: A goal setting conference between the principal/designee and the employee shall be held prior to the end of the seventh week of the school year or the teacher's work year to discuss:
 - a. Objectives and standards to be achieved during the evaluation period as outlined on the Professional Goal Setting Form (Appendix C: Form B, Sections I - IV);
 - b. A schedule for formal observation, conferencing and the Summative Evaluation completion date. In the event of a disagreement over the objectives, goals, strategies, selected standards, evidence chosen and/or evaluation schedule, the teacher and the principal/designee shall:
 - i. Make a good faith effort to resolve the differences themselves.
 - ii. If the disagreement persists, either party may invite the superintendent/designee to assist in resolving the differences, and/or to adjudicate the dispute.
 - iii. If the teacher disputes the superintendent/designee's decision he/she may provide a written statement to be attached to the summative evaluation form.
 - c. The evaluatee may request, at any time, an additional formal observation by the principal/designee. If there is mutual agreement, an additional formal observation will be held.
3. Pre-observation conference: The pre-observation conference shall be arranged by the principal/designee and the employee to occur at least three (3) working days in advance of the formal observation. Prior to the formal observation, the principal/designee and the employee shall discuss the elements of the lesson plan, including goals and objectives, on which the observation/evaluation is to be based. Teachers submit the Lesson Plan Outline, Pre-Observation, and Reflection Form at this time.
4. Formal Observations: The principal/designee will conduct formal observations that address the California Standards for the Teaching Profession.
5. Post-Observation Conferences: The post-observation conferences shall be held within five (5) working days following the scheduled formal observations. At least 48 hours prior to the post-observation conferences, the teacher will submit the Reflection section of the Lesson Plan Outline, Pre-Observation, and Reflection Form to the principal/designee. During the conference the principal/designee discusses the teacher's reflection and the principal/designee observation. Within ten (10) working days of the post-observation conference the principal/designee will provide written feedback regarding the observation. The five (5) and ten (10) working day windows may be delayed if either party is absent for illness or district/school related business.

6. Informal observations may be held at the discretion of the principal/designee with appropriate conferences, as needed any time during the year and as outlined in Article IX.B. The principal/designee will provide the teacher with written feedback if there are areas of concern within two (2) working days. At the teacher's request, the administrator will meet within ten (10) days to discuss areas of concern.

7. Summative Evaluations:

Probationary teachers will have at least one (1) Summative Evaluation that will include ratings. The Probationary 2 Summative Evaluation shall be completed by February 15. The Probationary 1 and all other probationary and temporary teacher Summative Evaluations shall be completed by April 15.

Permanent teachers being evaluated will have one (1) Summative Evaluation that will include ratings. This Summative Evaluation shall be completed by April 15.

By the dates outlined above, the principal/designee and teacher shall meet to review the teacher's job performance and progress, and to sign the Summative Evaluation document.

- a) Informal observations, formal observations, and adherence to professional assignments and responsibilities will be considered in the Summative Evaluation.
- b) The Summative Evaluation should reflect evidence, data and information gathered by the administrator, and will be collected from observable behavior and/or written documentation (lesson plan forms, teacher logs, student work, observation notes, etc.) This information will be discussed with the teacher in a timely manner and prior to the Summative Evaluation.
- c) A teacher may present or the principal/designee may request additional logs, records and other evidence to support adherence to the CSTP.
- d) Pursuant to Education Code 44664, the evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. If an employee is not performing his or her duties in a satisfactory manner according to the standards prescribed by the governing board, the employing authority shall notify the employee in writing of the fact and describe the unsatisfactory performance. The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavor to assist the employee in his or her performance.
- e) The teacher's signature shall not imply concurrence, only that he/she has had an opportunity to review and discuss the content.
- f) The teacher may file a written response and such response will be filed with the evaluation document.

8. Professional Goal Setting Conference: Either during the teacher's Summative Evaluation Conference or by June 1, the teacher will review their Reflection of the Professional Goal Setting Form with the principal/designee and discuss recommendations for future goals.

- D. Both the certificated employee and the principal/designee shall take action to correct any cited deficiencies. Such action may include direct assistance in implementing such recommendations or release time for the certificated employee to visit and observe other similar classes in other schools.
- E. Bargaining unit members will not be required to do formal Summative Evaluations of other unit members' evaluations.
- F. Evaluations shall not be predicated upon information or material of a derogatory or critical nature which has been received by the principal/designee from students, parents and/or citizens unless the following procedures have been followed:
 - 1. Any student, parent or citizen complaint about a teacher shall be reported to the teacher by the administrator receiving the complaint, within ten (10) days of receipt, if the complaint may be used against the teacher.
 - 2. Should the involved teacher or administrator believe allegations in the complaint warrant a meeting, a meeting shall be scheduled during the teacher workday. If the complainant refuses to attend the meeting, the complaint shall be considered withdrawn.
 - 3. If the matter is not resolved at the meeting to the satisfaction of the complainant, he/she shall put the complaint in writing and submit copies to the teacher and the immediate supervisor. The teacher shall be given time during the work day, without salary deduction, to review the complaint.
 - 4. If the teacher believes the complaint is false, a grievance may be initiated to determine the validity of such complaint. If no written complaint is received, the matter shall be dropped.
 - 5. Complaints which are withdrawn, or shown to be false, or are not sustained by the grievance procedure shall neither be placed in the teacher's personnel file nor utilized in any evaluation or disciplinary action against the teacher.
- G. Nothing contained in these evaluation procedures shall be construed as prohibiting the District from giving employees other forms of feedback, suggestions, or direction regarding the performance of their duties and responsibilities.
- H. The term "designee" in "principal/designee" as used in this Article shall mean a certified employee of the District.
- I. After a period of five years, a teacher may request to have derogatory or negative information/contents (other than evaluations) removed from his/her personnel file.
- J. Counselors
Up to four (4) District administrators and up to four (4) members appointed by the Association will work together to align an evaluation with the American School Counselors Association national standards model with the goal of an approved new evaluation process within four (4) months after the ratification of this Article by both NTA and Natomas Unified

Board of Trustees. Once agreement is reached it will be included in the contract as Appendix F.

See Counselor Evaluation – Appendix F.

K. Psychologists

See Psychologist Evaluation – Appendix G.

ARTICLE X
CLASS SIZE

- A. It will be the District's goal for grades TK-6 schools and TK-8 schools:
1. As long as California's Local Control Funding Formula (LCFF) is in effect:
The parties acknowledge that as a condition of receiving the additional funding grant for TK-3 Class size reduction under the Local Control Funding Formula (LCFF) the District is required to make progress toward maintaining an average class enrollment of not more than twenty-four (24) pupils for each school site in Kindergarten and grades 1 to 3 upon full implementation of the LCFF, as such progress is defined in Education Code section 42238.02. The parties intend for the District to be in compliance with this law as interpreted by subsequent guidelines and regulations of the California Department of Education (CDE) upon full implementation of the LCFF (currently 2020) as set forth in Education Code section 42238.02(d)(3)(0).
 2. To maintain class size goal of no more than twenty-eight (28) students for grades TK-3
 3. To maintain class size of twenty-five (25) to thirty (30) students for grades 4-6
 4. To maintain a class size goal of thirty-two (32) students for grades 7 and 8 (40 for P.E.)
 5. To maintain class size of twenty (20) to twenty-five (25) students for combination classes in grades TK-6.
- B. Grades 6-8 Middle School:
1. Maximum class size of 35 students (40 for P.E. and Music); and
 2. Limit the number of student contacts to 169 (200 for P.E. and Music).
- C. Grades 9-12:
1. Maximum class size of 36 students (41 for P.E. and Music); and
 2. Limit the student enrollment per FTE to 162 (190 for P.E. and Music).
 3. For non P.E. and Music classes, the total student enrollment limit per teacher is 32 x the number of classes + 2. For Music and P.E., it is 38 x the number of classes.
 4. The intent is that students will only be counted once for the purpose of declaring overages.

5. Continuation High School: Maximum class size of 25 students and limit the student enrollment per FTE to 154 for an average of 22 students per class
 6. Independent Study class size shall not exceed the equivalent ratio of pupils to full-time certificate employees for all other secondary programs.
- D. Health and Family Life will not be taught in P.E. classes if the class size exceeds the District's class size goal for a regular class.
- E. The Music program classes (all levels) will not exceed forty-one (41) students without the approval of the teacher.
- F. The District can adjust class size during the first seven (7) days of the school year without extra compensation.
- G. When class size exceeds the District's goal:
1. TK-8 Self Contained Teachers:
 - a. \$10 per student per day
 - b. A student will be considered part of a teacher's class each day they are:
 - i. on the teacher's official class roster, and/or
 - ii. not on the teacher's official class roster, but are assigned to that teacher for more than 120 minutes of any day.
 2. Secondary Option – Grades 7 and 8, and 6 at sites where the classes are not self-contained:
 - a. \$3 per day per student over the individual class size goal
 3. Secondary Option – Grades 9 through 12 (includes the Continuation High School):
 - a. \$3 per day per student over the individual class size goal
 - b. \$3 per day per student over the total enrollment goal
- H. Special Day Classes (SDC)
1. SDC, Mild/Moderate or non-severe, grades TK-6, will be limited to a class size goal of fifteen (15) students. If the limit is exceeded, the teacher shall receive:

- a. \$5 stipend per day per student over the individual class size goal
- 2. SDC, Mild/Moderate or non-severe, grades 7-12 will be limited to a district class size goal of fifteen (15) students. If the limit is exceeded, the teacher shall receive:
 - a. \$5 stipend per day per student over the individual class size goal
- 3. SDC programs designated Severely Handicapped (SH), Independent Living Skills (ILS), Adult Transition Program, autism specific or Social-Emotional Services will be limited to a class size goal twelve (12) students. If the limit is exceeded, the teacher shall receive:
 - a. \$5 stipend per day per student over the individual class size goal
- 4. SDC programs designated preschool, preschool severely handicapped and preschool autism specific will be limited to a class size goal ten (10) students. If the limit is exceeded, the teacher shall receive:
 - a. \$5 stipend per day per student over the individual class size goal
- I. Learning Center Model/RSP-SDC Mixed Caseload

In the Learning Center model or RSP-SDC mixed caseload model, the class size for each period will not exceed the total number of students when the corresponding number of SDC students are enrolled.

SDC	RSP	TOTAL
15	0	15
14	2	16
13	4	17
12	6	18
11	8	19
10	10	20
9	12	21
8	14	22
7	16	23
6	18	24
5	20	25
4	22	26
3	24	27
2	26	28
1	27	28
0	28	28

When class size exceeds the above totals, the teacher shall receive:

1. \$3.00 per period of overage per day.

J. RSP Caseload

The RSP caseload will be limited to a caseload goal of twenty-eight (28). When caseloads exceed twenty-eight (28), the teacher shall receive:

1. \$5 stipend per day per child over twenty-eight (28)

The District shall submit a waiver to the California Department of Education for up to thirty-two (32) students.

K. Speech /Language Caseload

The District shall make a reasonable effort to equalize case loads. A speech and language therapist employed on a part-time basis shall have a pro-rata equivalent of the case load of a full-time therapist.

The speech and language therapist caseload will be limited to a district average goal of fifty-five (55) students. When the caseload exceeds the district average of fifty-five (55) students and a thirty (30) day "grace" period has passed, the teacher shall receive:

1. \$5 per week per student over the district average of fifty-five (55), the individual caseload goal

Preschool caseloads for speech and language therapists will be limited to a caseload goal of thirty-six (36) students. Speech and language therapists with a mixed caseload of preschool and school aged students shall have a prorated caseload average to account for the preschool students.

If the speech and language therapist has a full-time speech-language-pathology assistant (SLPA) assigned, the caseload shall not exceed eighty (80) students. If the SLPA is part-time, the caseload will be prorated.

ARTICLE XI
TRANSFER AND REASSIGNMENT

A. Definitions

1. Transfer - The movement of a unit member from one work location to another work location at a different work site.
2. Reassignment - The movement of a unit member from one subject area to another subject area or one grade level to another grade level at the same work location.
3. Displaced Teacher - A teacher that has to change assignments because of a reduction in positions at his/her grade level and site.
4. Surplused Teacher - A teacher becomes surplused when he/she has the lowest district seniority at his/her site and a position needs to be eliminated at his/her site.
5. New Position - Any bargaining unit position that is added to a site or District. A change in a class that adds specific curriculum i.e., GATE, PIE, Bridge, or ALA does not constitute a new position. Whenever specific curriculum i.e., GATE, PIE, ALA, Bridge is added to classes at a site, the principal will meet with all teachers at the affected grade level to determine who is willing to teach this curriculum. If no decision can be made or if more than one teacher is interested in the teaching assignment, district seniority will be used as the final deciding factor. If no teacher at that grade level accepts the assignment, then the collapse/T&R process will come into play. It is agreed that positions that were filled in the 2008-2009 school year remain with the current teachers who are in those positions if they indicate that choice on their 2009 transfer & reassignment form.
6. Open Position - A currently filled position becomes open when it is vacated. A half-time opening will be created when one of the partners on a shared contract leaves the team and as long as the other partner chooses to remain half time. If the remaining partner chooses to return to full-time status then the full-time position will be posted as open.
7. District Wide Seniority - The unit members initial date of employment in the District with the provisions outlined in Section E of this article.
8. Newly Created Position - A position for which no previous job description has existed.

9. Looping - Is an agreement between two consecutive grade level teachers (at the same site) which allows those teachers to rotate assignments each year, thus allowing them to teach the same students for two years.

B. Voluntary Transfers/Reassignments

1. Voluntary transfer requests will be determined by the following criteria:
 - a. District-wide seniority
 - b. Qualifications of the applicant in terms of credential(s), experience, English Learner certification, and major and minor fields of study.

If a vacancy is not filled by the most senior applicant(s) who possesses the proper credential(s), English Learner or other certifications, the District must provide in writing to the bargaining unit member and the Association President the reason seniority was not the determining factor used to fill a vacancy. Any bargaining unit member(s) so notified will be granted, upon request, a meeting with the Superintendent or administrative designee to discuss the reasons for denial.

2. At the secondary level, after the master schedule has been developed, a bargaining unit member who possesses the proper credentials may use district seniority to request an open teaching assignment within his/her department. This request will be submitted to the principal by the Department Chair.
3. Voluntary Transfer/Reassignment Preference Form.
 - a. By March 1st, the District's Human Resources Department will send a letter to all bargaining unit members describing the voluntary transfer/reassignment process which will include a description of how to complete the Voluntary Transfer/Reassignment Preference Form. The form must be completed by all bargaining unit members. After March 1st, the District shall issue lists of known vacancies as they occur, which shall be posted at each school on the faculty bulletin board, district website, in the Education Center, and on the job line.
 - b. No later than March 15th all bargaining unit members shall submit to the District Human Resources Department the Voluntary Transfer/Reassignment Preference Form listing all school, grade level, and/or subject level preferences for voluntary transfer/reassignment.
 - c. The Superintendent or administrative designee, with site principals, will make all decisions on voluntary transfers/reassignments from the information provided on the Voluntary Transfer/Reassignment

Preference Form, based on the criteria of B.1. Interviews will be arranged as necessary.

- d. Meetings will be arranged so that unit members can meet the new site administrators.
 - e. Two (2) bargaining unit representatives appointed by NTA will assist the Human Resource Department in sorting the requests for transfer.
 - f. A letter will be sent to all requesting unit members when the transfer process is complete.
 - g. If an open position occurs before the start of their school year, unit members whose requests were not honored will be contacted for consideration.
4. Newly created positions will be posted five (5) days prior to the closing date of the position. The postings will be located at the following: Faculty room bulletin boards, in the education center, on the job line and district web site. Prior to April 15th, bargaining unit members shall have seniority over outside applicants.
5. After April 15th of each school year, consideration will be given to unit member(s) transfer requests along with other qualified applicants, per Education Code Section 35036. After June 30th of each school year, new positions that open will be posted and filled from the outside. These positions, if filled by a bargaining unit member for less than 75% of the instructional days of the school year, will be posted as vacancies for the following school year. A current teacher can be transferred after June 30, if the District thinks that it is in the students' best interest.
- a. In addition, any teacher who either moves voluntarily or involuntarily to a position after June 30th, that teacher will have that assignment for the purposes of transfer and reassignment the following year.
 - b. Teachers' transfer and reassignment requests can be honored until the first day of school for newly created positions if it is in the best interest of the school and students.
 - c. Positions posted before June 30 of each year, will not be considered for reposting the following year.
6. When a combination class is changed to two regular classes, the combination class teacher will have a choice of either grade levels that were in his/her combination class.

7. When a combination class is eliminated, the person to be displaced will be the teacher with the least amount of district seniority at the two affected grade levels.
8. When a program is transferred from one site to another site, the teacher transfers with the program, or requests transfer to another open position.
9. Looping, as stated in the definition, can be initiated by two teachers currently assigned to two consecutive grade levels at the same site. These teachers will submit a written looping agreement to their site principal, subject to that principal's approval. When the looping agreement ends, these teachers may renew the looping agreement or return to their original teaching assignments, provided those assignments still exist at that school site. This written agreement will include the duration of the looping agreement and the proposed grade level assignment for each teacher at the conclusion of the looping period.

C. Reassignment Grades 6 - 12

1. The principal will notify staff of pending grade level assignments during the open transfer and reassignment period, as the openings become known. At that time, any unit member shall have the right to request a reassignment in writing to the site administrator.
2. Selection for reassignment shall be determined by the following criteria:
 - a. District-wide seniority.
 - b. Qualifications of the unit member for the vacancy in terms of credential(s), experience in the field, and English Learner certification, if required.
3. When a member's request does not result in a reassignment, the bargaining unit member shall upon written request be provided the reasons in writing.
4. Reassignments will not be made or denied in an arbitrary, capricious or punitive manner, or without basis of fact.
5. If a teacher does not agree with a reassignment, or lack of reassignment, upon request, a meeting with the principal will be scheduled to discuss the reason(s). The teacher may request and shall receive written reasons for the decision following the meeting.

D. Involuntary Transfers and/or Involuntary Reassignments

1. Involuntary transfers and/or reassignments may be made at the discretion of the Superintendent or his designee. These involuntary transfers shall be determined by the following criteria:
 - a. District-wide seniority.
 - b. Qualifications of the unit member for the vacancy in terms of credential(s), experience in the field, and English Learner certification, if required.
2. The District will notify the Association in writing as to the rationale for the transfer. The District will consider written input from the Association before the transfer is consummated.
3. Unit members who are involuntarily transferred and/or reassigned shall be given two (2) weeks prior notice to the effective date of the involuntary transfer and/or reassignment.
4. Unit members who are involuntarily transferred during the school year shall be allowed up to five (5) school days of released time for preparation prior to the effective date of the involuntary transfer or reassignment. The District shall provide assistance in the moving of the unit member's materials whenever a unit member is involuntarily transferred and/or involuntarily reassigned.
5. An involuntary transfer and/or reassignment shall not be made in a punitive, arbitrary, or capricious manner, or without basis of fact.
6. In no case shall an involuntary transfer or involuntary reassignment be made for any disciplinary reason or to punish, reprimand, or deprive an employee for any past, present or future actions or lack of action by said employee.
7. If a teacher does not agree with an involuntary transfer and/or involuntary reassignment, upon request a meeting with the principal will be scheduled to discuss the rationale. The teacher may request and shall receive written rationale for the decision following the meeting.
8. If the teacher is still not satisfied with the involuntary transfer/reassignment after meeting with the principal, the Assistant Superintendent and the member will review the issue with the principal.

E. District-Wide Seniority

Seniority is defined as the unit member's initial date of employment in the District with the following provisions:

1. Unit members with the same initial date of service shall have their seniority number determined by lot.
2. The lottery shall be conducted in the presence of at least two (2) Association representatives and the involved parties, if they so choose. Once the lottery is used to determine a unit member's seniority that seniority shall remain in effect for the unit member while employed in the District.
3. A unit member's seniority shall accrue during layoff, unpaid leave, or part time leave.

F. Reduction of Positions at a Site

When it is necessary to reduce the number of teachers at a given grade level and/or site, the teachers at the affected grade level with the least amount of district seniority will be displaced and have to change assignments. The displaced teacher may take a surplus position at the same site or request transfer to an opening in the District. The teacher(s) with the least amount of district seniority at the site will become surplus. In the event the displaced teacher does not want the surplus position, the surplus teacher retains that position and no one else can take it. The displaced teacher will have seven (7) calendar days to notify the personnel office in writing if they want to be assigned to the surplus position.

G. Reinstatement of Displaced or Surplus Positions

In the event the District reinstates a position, the displaced or surplus teacher has the option to return to his/her original assignment, provided the reinstatement occurs prior to the first day of school. Such reinstatement may occur after the first day of school if agreed to by the teacher, principal, and superintendent.

ARTICLE XII
PROFESSIONAL TEACHER SUPPORT PROGRAM

The Natomas Unified School District and the Natomas Teachers Association (NTA) have developed the following procedures for implementation of the Peer Assistance and Review Program. The purpose of this program is to provide support to permanent teachers in accord with the law.

A. Purpose

1. The purpose of this Article is to maximize the opportunities presented and resources provided by the California Peer Assistance and Review Program ("Program," AB 1X) in a manner which best meets the needs and maximizes the professional growth of all teachers in the District.
2. The parties intend to utilize funds offered through this Program to assist permanent teachers as required by the law, to complement the current BTSA program thus maintaining a support and assistance system for newer teachers, and to assist other experienced teachers to the extent resources allow.
3. The Program's assistance component shall be provided through Coaches as described below. This assistance shall not constitute the evaluation of unit members as set forth in Article IX of the NUSD/NTA Bargaining Agreement and Education Code section 44660 et seq.

B. Definitions applicable to this program

1. "First-Year Teacher." Any individual assigned to provide instruction to pupils in a classroom setting for his/her first year, regardless of credential or intern status.
2. "Experienced Teacher." Any teacher with more than two years of teaching experience.
3. "Referred Teacher." A Referred Teacher is a permanent teacher who has received an overall rating of:

"Unsatisfactory" on the Certificated Employee Formal Evaluation Summary. A Referred Teacher is also a permanent teacher who has received an overall rating of "Needs Improvement" for two years in a row.
4. "Evaluator." An administrator or instructional supervisor appointed by the District to evaluate a certificated teacher.

5. “Coach Teacher.” An exemplary teacher meeting the requirements defined on page 65 who is selected by the Professional Teacher Support Committee to provide Program assistance, support, and review of a participating teacher.
6. “PTS Committee.” The Professional Teacher Support Committee shall consist of five (5) members, three (3) of whom shall be permanent certificated classroom teachers who are chosen by NTA. The District shall choose the two (2) administrators to serve on the Panel.

C. Provisions

1. This program shall be a partnership program.
2. Confidentiality – All proceedings and materials related to the administration of this article shall be strictly confidential. Therefore, Professional Teacher Support Committee Members and Coaches may disclose such information only as necessary to administer this article. Violations of confidentiality may be addressed through legal recourse rather than the contractual grievance process.
3. The Professional Teacher Support Program process shall be reviewed annually by the Cabinet and NTA Executive Board and then brought to the negotiations team, if necessary, by May 30th.
4. No Encroachment/Loss of Funding/Excess Revenue
 - a. Expenditures for this Program shall not exceed revenues received from funds made available through passage of AB 1X (1999, Villaraigosa) or successor legislation, excluding.
 - b. Funds shall be budgeted to enable coaches to provide for release days and/or conferences as a developmental tool for the teachers assigned to the program.
5. At the conclusion of the fiscal year, if revenue exceeds expenditures, the Committee shall meet to determine the allocation of surplus.
6. Indemnity – The District shall defend the indemnity PTSC members and Coaches against claims arising out of their good faith performance under this trust agreement. PTSC members, who act pursuant to the Program, shall have the same protection from liability, and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with section 810) of Title 1 Government Code.
7. Immunity From Liability – The District shall hold harmless the members of the PTS and the coaches from any liability arising out of their participation in this program as provided in Education Code section 44503, subdivision (c).

8. Non-management/Supervisory Status – Functions performed by teacher PTSC members and Coaches pursuant to the program shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of section 3540.1 of the Government Code.
9. Committee Professional Support – A member shall neither participate in discussion nor vote on any matter in which he/she has a professional or personal conflict of interest. If necessary, determination of whether a conflict exists, which justifies abstention from discussion or voting, shall be subject to a majority, affirmative vote.
10. Right of Representation – A Referred Teacher shall have the right to be represented by NTA in any meetings of the PTS to which they are called and shall be given reasonable opportunity to present his/her point of view concerning any report being made.
11. Grievability – A teacher shall not have access to the grievance process to challenge the contents of reports, recommendations or decisions of the PTS. The teacher may file official responses, as provided herein, which shall become part of the official record of the intervention provided under this program. Although violations of confidentiality are not grievable, they may be addressed through other legal recourse.
12. It is understood that this program shall terminate if for any reason there exists an inability for full funding through AB 1X (1999, Villaraigosa), or successor legislation.
13. Board/District Reservation of Rights
 - a. Governing Board Review of Recommendations: Nothing herein shall preclude the Board from examining information which it is entitled by law to review in connection with the evaluation of and/or decision to retain in employment certificated employees.
 - b. Retention of Education Code Rights: Nothing herein shall modify or in any manner affect the rights of the Governing Board/District under provisions of the Education Code relating to the employment, classification, retention or non-retention of certificated employees.
 - c. Nothing herein shall modify or affect the District's right to issue notices (of unsatisfactory performance and/or unprofessional conduct) pursuant to Education Code section 44938.

D. Professional Teacher Support Committee

1. Composition and Selection

The Professional Teacher Support Committee will consist of five (5) members — three (3) teachers and two (2) administrators. The teachers will be selected by the Natomas Teachers Association (NTA) and, if possible, consist of an elementary, a middle and a high school teacher with three (3) alternates. One (1) administrator will be a certified administrator selected by the Superintendent. The other shall be the Associate Superintendent of Educational Services. There will be an administrator alternate. The parties to this Agreement share a mutual interest in appointing members to the Committee who have demonstrated successful professional experience in the District.

2. Committee Teacher-Member Qualifications

- a. Be members of the certificated teachers bargaining unit.
- b. Have permanent status in the District.
- c. Have at least five (5) years of teaching experience, of which at least three (3) must be in the District.
- d. Have a rating of Satisfactory on their most recent evaluation in six (6) of six (6) areas.

3. Length of Terms

The Professional Teacher Support Committee member terms are for three (3) years, on a staggered three-year cycle. No limit shall be placed on the number of terms. When a committee member's term has expired, he/she may re-apply.

4. Meetings and Compensation

The PTSC shall establish its meeting schedule with a minimum of ten (10) meetings annually. It is mandatory that members attend monthly meetings. To hold meetings, a majority of the members must be present. Every effort shall be made to meet at times other than during the school day to allow teachers to remain in the classroom. Committee teacher members of the PTSC shall receive an annual stipend of \$4000. Alternates will receive a proportional amount as determined by the PTS, based on the relative amount of time he/she spends in training and completing other committee duties.

5. Decision Making

The PTSC shall make decisions by consensus of the entire body. If no consensus can be reached, the decision shall be made by a majority vote of the five (5) members.

6. The PTSC shall be responsible for:

- a. Meeting to review the work of the coaches with their caseloads.
 - b. Selecting its own chair annually, alternating the chair between NTA and Administration.
 - c. Developing the budget for the Professional Teacher Support Program and submitting it to the Board of Trustees for approval.
 - d. Determining the number and selection of coaches, as well as other appropriate support personnel. Classroom observations of the coaching candidates may be included in the selection process.
 - e. Evaluating coaches, their interventions and documentation.
 - f. Accepting or rejecting voluntary requests from individual teachers to participate in the Voluntary Permanent Teacher Assistance Program.
 - g. Making recommendations to the Board of Trustees regarding participants in the program, including the names of individuals who, after sustained assistance, are not able to demonstrate satisfactory improvements.
 - h. Annually reviewing and providing recommendations to NTA and the Board of Trustees for improving the Program. Program evaluation may include, but not be limited to, interviews or surveys of program participants.
 - i. Providing annual training for the Committee Members.
7. If a member of the committee fails to meet the expectations set forth, or resigns, or cannot fulfill their responsibilities, the Superintendent or Teacher Association President will take appropriate action.
8. Establishment of Annual Program and Budget: The PTS shall use the following procedure for establishing the annual program plan and budget. Beginning on or after May 15 but no later than June 1 of each fiscal year, the PTS will establish a Program and budget for the succeeding year which will include:
- a. The estimated state revenues for the program;
 - b. The projected total number of Participating Teachers;
 - c. The projected number of Coaches needed to service the projected need;
 - d. The projected expenditures necessary to implement assistance plans developed by the Participating Teachers, Evaluators and Coaches;

- e. The projected costs for training, administrative overhead, etc.
9. By June 1, the Program and proposed budget will be approved by the PTS. Should the PTS fail to reach consensus on these matters, a majority vote will prevail.

E. Referred Teachers

1. Referred Teachers: A Referred Teacher, as defined in Section B, must participate in the program.
2. The Plan of Assistance is developed after the Referred Teacher receives an “unsatisfactory” evaluation, as set forth in Section G. The Coach’s assistance shall focus on the specific areas recommended for improvement by the Referred Teacher’s Evaluator.
 - a. The recommendations in the Plan of Assistance shall be considered as part of the Referred Teacher’s performance goals for the period of participation in this program.
3. The report described in Section G, #7 shall be included as part of the Referred Teacher’s annual evaluation, which is placed in the official personnel file. The evaluator, as the individual officially responsible for the evaluation, retains the right and responsibility to comment on the report in his/her evaluation.

F. Coaches

This Professional Teachers Support (PTS) Committee shall select coaches.

1. Qualifications: The minimum qualifications for a Coach are as follows:
 - a. Be a full-time teacher and hold a valid California credential and be of permanent status.
 - b. Have a minimum three (3) years of classroom experience out of the previous five (5) years of experience.
 - c. Possess exemplary teaching ability, including effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students in different contexts.
 - d. Possess a working awareness of the California Standards of the Teaching Profession.
 - e. Have a commitment to building a collaborative relationship with assigned teachers, i.e. ability to nurture and offer emotional support to assigned teachers.

2. Number, Training, and Terms of Coaches:
 - a. Coaches shall support one (1) or more of the Professional Support Program Components.
 - i. Mandatory Tenured Teacher Intervention Program.
 - ii. Beginning Teacher Support and Assistance (BTSA).
 - iii. Support Program for first year teachers and those teachers new to the District.
 - iv. Voluntary Permanent Teacher Assistance Program.
 - b. In the first year, mentor teachers will be given the opportunity to serve as Coaches. They shall be assigned to support the Professional Teacher Support Components as mutually agreed.
 - c. Agree to be trained in the CFASST process the summer following their selection.
 - d. Coaches may serve consecutive terms. Once selected and trained, a coach will serve a three (3) year term.
 - e. The PTS Committee will determine Coaches' caseload. The committee shall collaborate with Educational Services personnel in the assignment of Beginning Teacher Participants (BTSA) and participants new to the District.
 - f. The terms of the Coaches are subject to annual evaluation by the Committee. The documentation of such evaluations shall not be made part of the coaches' personnel file except the written request of the coach.

3. Compensation:

Coaches shall receive a stipend and release time based on their caseload of at least \$1,200 per participating teacher. The Coach's caseload will depend on the needs of the Program.

Stipends for Coaches/Mentors

\$1800	per BTSA Mentee
\$ 600	per Non BTSA Mentee
\$1800	per refereed (to PAR) teacher

*(If a non BTSA mentee requires significant assistance, the coach may apply for additional stipend up to \$1800.)

4. Duties Working with Referred Teacher:

- a. Coaches will work with teachers with the objective of improving the quality of education of students. The primary focus will be to enhance student learning. Classroom management techniques are to be improved to enhance the learning environment.
- b. The Coaches must follow an observation schedule that includes meeting with the teacher before and after an observation. In addition, Coaches should examine actual student work. Written feedback from Coaches to teachers should be provided on the observations and on the collected samples of student work. There shall be multiple observations.
- c. Performance goals for an individual teacher shall be clearly stated in writing, in alignment with State Content Standards.
- d. Coaches should help teachers attend training in subject area(s), teaching techniques, and classroom environment. They should also recommend workshops for the participating teacher to attend.

G. Mandatory Tenured Teacher Intervention Program

The purpose of the Program is to provide intervention to permanent teachers whose performance has been evaluated as “Unsatisfactory” (Referred Teacher - RT).

Mandatory intervention is also provided for tenured teachers who have received an evaluation of “Needs Improvement” for two successive years.

1. The prime focus of the Program is to provide Referred Teachers with assistance and to renew their quality of teaching.
2. Tenured teachers, who have been referred, shall be mandated to participate in the program. For the purpose of the PTS program, an “Unsatisfactory” evaluation is not meeting District expectations in three (3) of six (6) criteria on the Summary Evaluation Report. A “Needs Improvement” evaluation is not meeting District expectations in two (2) of six (6) criteria on the Summary Evaluation.
3. At the time of the Summary Evaluation Conference, the administrator shall provide the RT with a copy of the Procedures for Professional Teacher Support and a list of available Coaches. The teacher will review the list and select his/her top three (3) choices for a coach. The administrator who authored the evaluation shall meet with the RT to prepare the referral form and send it to the PTS Committee. The administrator shall provide the Committee with a copy of the evaluation, together with appropriate supporting documentation. The administrator and the RT shall keep copies of the referral packet. The committee shall review the referral packet,

including the evaluation report and supporting documentation. It may also interview the referring administrator and/or the RT before assigning a coach.

4. Assistance, remedial efforts and activities shall be intense and multifaceted and shall be preceded by a conference. The conference shall involve the RT, the principal/designee, and the coach. The purpose of the conference is to develop an Individual Growth Plan.
5. Collaborative communication and consultation between the RT, Coach, and principal shall be ongoing.
6. The Coach shall provide written and verbal performance reports during a conference with the RT. The written reports shall be provided to the PTS Committee.
7. Coaches' Report to the PTS: On or before April 1, the Coach shall complete a written report documenting the results of the Referred Teacher's participation in the Program.
 - a. The report shall contain a description of the recommended assistance activities and a log of the Referred Teacher's level of participation in the assistance activities.
 - b. The report shall contain one of the following two conclusions:
 - i. That the elements of the Plan of Assistance involving the peer intervention have been satisfactorily completed; or,
 - ii. That despite sustained assistance, the Referred Teacher has not been able to satisfactorily complete the elements of the Plan of Assistance involving the peer assistance. Further assistance through the Program will not be recommended.
8. The assistance shall be provided by the Coach under this article and shall be monitored by the PTS Committee.
9. The Coach shall provide an oral report and all written documentation regarding the progress of the RT to the PTS Committee. During the Coaches' formal RT presentation to the PTS Committee, the RT and principal/designee will be given an opportunity to comment.
10. Prior to the submission of reports to the PTS Committee, the RT will be entitled to review all reports generated by the Coach and to have his/her comments included. To effectuate this right, the Coach shall provide the Referred Teacher with copies of such reports at least five (5) working days prior to any PTS meeting in which the

report will be given. This process shall also apply to the Evaluator of the Referred Teacher.

11. The deliberations of the PTS Committee shall be closed and confidential. Their decisions shall be based on the information provided by the Coach, the principal, and the participating teacher.
12. The decision of the PTS Committee shall be reported to the RT, the Coach, the principal, and the Assistant Superintendent, Human Resources, who will forward the decision to the School Board as defined by subdivision (a) section 44502 of the Government Code.
13. Nothing in this article precludes the principal or District from doing informal observations nor from notifying the teacher verbally and/or in writing regarding incidents or events related to the teacher's fulfillment of his/her professional obligations.

H. First Year Teacher Support Program and Teachers New to the Natomas Unified School District

This component of PTS shall provide assistance to first year teachers who are not participating in the Beginning Teachers Support (BTSA) program and to experienced teachers who are new to the District.

The purpose of the program is to provide guidance and assistance to first year teachers, internship program teachers, and experienced teachers who are new to Natomas Unified School District. The participants will receive assistance to improve his or her instructional skills, classroom management, and knowledge of curriculum and/or related aspects of their teaching performance.

1. The prime focus of the program is to provide assistance to first year and new teachers in the areas of understanding the District and school culture, explaining school procedures, understanding District expectations, ordering materials and supplies and related duties and responsibilities.
2. Any teacher, who is new to the District and is not participating in BTSA, is eligible to participate in the PTS program.
3. All teachers participating in the PTS Program will be assigned a Coach. There will be a conference between the teacher and the Coach to develop an assistance plan.
4. All consultations/observations between the participating teacher and the Coach are confidential, with the exception of reporting to the PTS Committee and, in the case of the internship teacher, reporting to his/her advisor.

5. Coaches shall work with the internship teachers' advisors regularly to provide additional assistance.
6. Bi-monthly meetings between the participating teacher and the Coach are recommended. Other meetings/observations will be scheduled as needed.
7. Experienced teachers who are new to the NUSD shall be in the program for one year. Internship teachers shall remain in the program as long as they are enrolled in the internship program.

I. Beginning Teacher Support Program (BTSA)

The purpose of the PTS program is to deliver beginning, teacher-centered services that will enhance the academic achievement and over-all growth of students. All credentialed beginning teachers will participate in the BTSA Program.

1. The prime focus of the PTS program is to provide beginning teachers enhanced professional growth and development and increase their competency through a comprehensive induction process.
2. Eligibility requirements to participate in the program are as follows:
 - a. Meet the state eligibility requirements.
 - b. Be a credentialed teacher in the NUSD.
 - c. Must fulfill program participation requirements for a minimum of two (2) semesters, preferably two years.
3. Teachers shall gain a professional voice by working closely with experienced colleagues to chart their own progress through the continuum of skills, knowledge, and abilities associated with each of the six (6) Standards of the Teaching Profession (CSTP) and the California Formative Assessment and Support System for Teachers (CFASST).
4. All activities, communication and documentation between the beginning teacher and the Coach will be strictly confidential, and only a record of participation will be forwarded to the PTS Committee. BTSA activities are not to be used for evaluation purposes.
5. Teachers involved with the BTSA Program will be eligible to earn units through California State University, Sacramento, based on the additional time that they are required to put in to participate in the BTSA Program.

J. Voluntary Tenured Teacher Assistance Program

This component shall provide support to permanent, tenured teachers desiring assistance in improving their teaching practice. Volunteers will receive assistance to improve their instructional skills, classroom management and knowledge of subject.

Teachers can also receive assistance with new programs and how to align their instruction to State Content Standards.

1. Program examples may include, but are not limited to:
 - a. Language Arts
 - b. Freshman Mathematics Courses
 - c. Specifically Designed Academic Instruction in English (SDAIE)
 - d. Mathematics in grades 4-12
2. The purpose of the program is to encourage voluntary teacher participation and to give teachers more professional responsibility to support and play a key role in the assistance of their colleagues.
3. The prime focus of the program is to provide an opportunity for permanent teachers to improve their effectiveness through peer assistance.
4. The teachers desiring to participate in the PTS Program shall submit a request to the PTS Committee for approval.
5. A teacher's participation in the program shall be a maximum of one (1) year.
6. All communications between the Voluntary Teacher and the Coach will be confidential, and shall not be shared with others, including the PTS Committee, without the written consent of the participating teacher.

ARTICLE XIII
SPECIAL EDUCATION AND SPECIAL SUBJECTS SPECIALIST

1. Principals of schools served by the same special education or special subjects specialist teacher will confer to make every effort to ensure that the duties of the teacher will be no greater than those of the regular teacher.
2. Every effort will be made for teachers who are assigned to more than one school to minimize travel time and to ensure an adequate amount of time for lunch and breaks.
3. Special Education class sizes shall be as specified by the California Education Code or the California State Department of Education regulations. Special Day Classes, except for the middle school and high school tutorial class (RSP) will be limited to a class size goals as specified in Article X – Class Size.
4. All teachers in this article, with the exception of speech and language therapists, shall be provided a certificated substitute when absent from school.
5. The District will attempt to schedule necessary meetings requiring the attendance of Special Education or Special Subjects Specialists teachers within the workday.
6. I.E.P. meetings will be scheduled during the workday if a minimum of three (3) can be scheduled consecutively.
7. See the District's Special Education Program Handbook for description of the Full Inclusion Program for Severely Handicapped Students.
8. Special Education or Special Subjects Specialists are required to attend site faculty meetings as scheduled. Special Education or Special Subjects Specialists assigned to more than one site will attend the site faculty meetings on a rotating basis with exceptions made according to agenda items.

ARTICLE XIV
TEACHER ON SPECIAL ASSIGNMENT

The purpose of this article is to provide guidelines for teachers on special assignment (TOSA). These opportunities for current bargaining unit members are developed to utilize a teacher's expertise in furthering specialized goals of the District.

A. Position Responsibilities:

1. The job posting will describe the specific position responsibilities of the special assignment and its anticipated duration. The assignment may be extended to two (2) school years without additional posting.
2. While on a special assignment, a teacher's previous assignment in his/her building will be held for up to two (2) school years. If the teacher continues beyond two (2) full years in the special assignment, his/her position shall not be held.

B. Selection Process:

1. All vacant TOSA positions will be posted online and all bargaining unit members shall be notified of the posting via district email. Applicants will be subject to a screening and interview process.

C. Work Day:

The work day for the TOSA will be established in conjunction with the Natomas Teachers Association President or designee. The vacancy posting shall note that start and end times may vary. The number of minutes in the work day for each TOSA position shall not exceed the number of minutes in a teacher's workday, as calculated in Article V, at the site to which they are assigned.

D. Work Year:

TOSAs will be compensated on the Certificated Salary Schedule. If the special assignment requires an extended work year, compensation will be on a per diem basis.

ARTICLE XV
SHARED CONTRACT/PART-TIME CONTRACT

The purpose of this article is to provide options for certificated employees by sharing the responsibility for a full-time position with another employee, or by reducing his/her assignment.

A. Shared Contract

Certificated employees, may at their own option and subject to District approval, elect to reduce their contract from full time under the following conditions:

1. A letter of intent and detailed plan must be filed by both proposed partners by January 15 indicating the teachers' desire to have a reduced contract for the coming year. The detailed plan must include how the curriculum will be delivered and accountability for curriculum and instruction. The plan will also include how the partners communicate with each other, the principal, and parents; how the calendar will be divided; and how the needs of the students will be met. Teachers and the Natomas Teachers Association President will be notified of the decision regarding their shared contract plan in writing by March 15.
2. A teacher shall request in writing unpaid leave of absence for the year in which he/she is requesting less than a full-time (1.0 FTE) contract. It is the responsibility of any employee on a leave of absence to notify the District administration of his/her desire to return to full employment. Such notice must be given in writing prior to January 15.
3. Minimum employment under this program shall be equal to one-half of the number of days normally required of the full-time certificated employee, plus all staff development and release days listed on the calendar; or working one-half day either morning or afternoon every day school is in session, plus all staff development, and release days listed on the calendar.
4. At least one partner on a shared contract must be tenured.
5. Health and welfare benefits contributions are pro-rated to that of a full-time employee. In the event the employee elects full coverage, the employee shall be responsible to contribute the additional monies to purchase the full coverage.
6. The employee and the District's contribution to the retirement system will be based on actual salary paid. The employee will receive only the pro-rated service credit toward years of service as computed by the teacher's retirement system
7. Salary Schedule Advancement

Teachers on shared contracts will receive one (1) year credit on the salary schedule for each shared contract school year. If a shared contract employee returns to full-time employment, two (2) years of shared contract experience will equal one (1) year of experience for purposes of placement on the salary schedule. (e.g. four (4) years shared contract equals two (2) years of credit, five (5) years shared contract equals two (2) years of credit, six (6) years shared contract equals three (3) years of credit).

8. Sick leave benefits are accrued based on the pro-rated normal rate. Worker's Compensation Insurance is based on the employee's actual salary.

9. Substitutes:

When a teacher in a shared contract program uses a substitute, he/she must indicate which leave provision is being used; such as sick-leave, personal necessity, no tell days, or other leave. The person sharing the contract with that individual will, if he/she desires to do so, substitute for the partner. This will be done at the prevailing substitute pay rate; otherwise, a regular substitute will be employed.

10. Shared Responsibilities

- a. Both members of a team sharing a 1.0 FTE contract position are responsible for information from the staff, weekly collaboration, or grade level meetings. Only one (1) member of the team will be required to attend these meeting and will be responsible for sharing all information with the other team partner.

- b. Both members of a team sharing a 1.0 FTE contract position are also responsible for taking an active part in District and school inservice, parent conferences, yard duty, back to school night or open house, and other duties as required. Both teachers on shared contracts will attend staff development days having been compensated on the salary schedule each school year. Additional required full-day trainings, seminars, and other district offerings occurring during the professional workday shall be compensated at 1.0 FTE per diem. Shared contract employees are required to submit a timesheet to their administrator by the end of the month.

11. The shared contract teaching assignments shall be made only with the approval of the District.

12. Assignment of shared contract employees shall be made in the best interest of the District as finally determined by the District. Assignments will only be made for one (1) year at a time.

13. If a shared contract teacher wishes to return to full-time teaching he/she may request an open teaching position for which he/she is qualified in accordance with

Article XI. The teacher will be placed on the salary schedule on the basis of the accrued years and units earned. If more teachers wish to return to full-time teaching than there are positions open, then assignments will be made in accordance with Article XI.

14. A shared contract team's seniority is determined by the hire date of the more senior partner.

B. Part Time Contract

Certificated employees may, at their own option and subject to District approval, elect to reduce their contract from full time under the following conditions:

1. A letter of intent must be filed by the teacher by January 15 indicating the teacher's desire to have a reduced ("part-time") contract for the coming year. Teachers and the Natomas Teachers' Association President will be notified of the decision regarding his/her part-time contract in writing by March 15.
2. A teacher shall request in writing unpaid leave of absence for the year in which he/she is requesting less than a full-time (1.0 FTE) contract. It is the responsibility of any employee on a leave of absence to notify the District administration of his/her desire to return to full employment. Such notice must be given in writing prior to January 15.
3. Health and welfare benefits contributions are pro-rated to that of a full-time employee. In the event the employee elects to receive full coverage, the employee shall be responsible to contribute the additional monies to purchase the full coverage.
4. The employee and the District's contribution to the retirement system will be based on actual salary paid. The employee will receive only the pro-rated service credit toward years of service as computed by the teacher's retirement system.
5. Salary Schedule Advancement

Refer to Article IV.C.11
6. Sick leave benefits are accrued based on the pro-rated normal rate. Workers' Compensation Insurance is based on the employee's actual salary.
7. Teachers on part-time contracts are responsible for taking an active part in District and school in-service, parent conferences, yard duty, back to school night or open house, and other duties as required. Teachers on part-time contracts will attend staff development days having been compensated on the salary schedule each school year. Additional required full-day trainings, seminars, and other district offerings occurring during the professional workday shall be compensated up to 1.

0 FTE per diem. Part-time employees are required to submit a timesheet to his/her administrator by the end of the month.

8. The part-time contract teaching assignments shall be made only with the approval of the District.
9. If a part-time contract teacher wishes to return to full-time teaching he/she may request an open teaching position for which he/she is qualified in accordance with Article XI. The teacher will be placed on the salary schedule on the basis of the accrued years and units earned. If more teachers wish to return to full-time teaching than there are positions open, then assignments will be made in accordance with Article XI.

ARTICLE XVI
GENERAL PROVISIONS

A. Separability

Should any provision of this Agreement be rendered or declared invalid by reason of any existing or subsequently enacted legislature or any decree of a court of competent jurisdiction, such invalidation shall not affect the remaining provisions hereof and they shall remain in full force and effect.

B. Amendment

The terms and conditions set forth in this Agreement may be altered, changed, added to, deleted from, or modified only through the written mutual consent of the parties. Any such amendments or modifications shall become a written part of this Agreement. All amendments to be effective must be signed by the District and the Association.

C. Availability of Agreement

The District shall, within ninety (90) calendar days of the completed execution, produce and distribute copies of the Agreement to all bargaining unit members via email. The district will also post a copy on the District Website within the same ninety (90) days. Upon a bargaining unit member's request to Human Resources, a hard copy will be delivered to the requestor within ten (10) days.

ARTICLE XVII
ASSOCIATION RIGHTS

- A. The afternoon of the first Thursday of the month will be reserved for NTA meetings. The NTA president or designee (V.P., Ex. Board) shall be released for up to the equivalent of .4 FTE for the purpose of conducting union business.
- B. Agency Shop (Fair Share)
1. Any unit member who is a member of the Natomas Teachers Association, CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorization, the District shall deduct one-tenth (1/10) 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.
 2. Any unit member who is not a member of the Natomas Teachers Association, CTA/NEA, or who does not make application for membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days from the date of commencement of assigned duties within the bargaining unit, shall become a member of the Association or pay to the Association a fee in an amount equal to unified membership dues, initiation fees and general assessments, payable to the Association in one (1) lump sum cash payment in the same manner as required for the payment of membership dues; provided, however, that the unit member may authorize payroll deduction for such fee in the same manner as provided in section 1 of this Article. In the event that a unit member shall not pay such fee directly to the Association, or authorize payment through payroll deduction as provided in section 1, the Association shall so inform the District, and the District shall immediately begin automatic payroll deduction as provided in Education Code section 45061 and in the same manner as set forth in section 1 of this Article. There shall be no charge to the Association for such mandatory agency fee deductions.
 3. Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support Natomas Teachers Association, CTA/NEA, as a condition of employment; except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organizations, charitable funds exempt from taxation under section 501(c)(3) of Title 26 of the Internal Revenue Code:
 - a. Foundation to Assist California Teachers
 - b. Mustard Seed School

c. Stanford Settlement

d. Loaves and Fishes

Such payment shall be made on or before October 31 of each school year.

4. Proof of payment and a written statement of objection along with verifiable evidence of membership in a religious body whose traditional tenets or teachings object to joining or financially supporting employee organizations, pursuant to section 3 above, shall be made on an annual basis to the Association and District as a condition of continued exemption from the provisions of sections 1 and 2 above. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Such proof shall be presented on or before October 31 of each school year.
5. Any unit member making payments as set forth in sections 3 and 4 above, and who requests that the grievance or arbitration provisions of this Agreement be used in his or her behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.
6. With respect to all sums deducted by the District pursuant to sections 1 and 2 above, whether for membership dues or agency fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.
7. The Association agrees to furnish any information needed by the District to fulfill the provisions of section 3 of this Article.

ARTICLE XVIII
DISTRICT RIGHTS

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.

The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules, regulations, and practices in furtherance thereof, and use of judgment discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with the laws of the State of California.

ARTICLE XIX
DEPENDENT CHARTER SCHOOL
NATOMAS UNIFIED SCHOOL DISTRICT
AND
NATOMAS TEACHERS ASSOCIATION

MEMORANDUM OF UNDERSTANDING TO SETTLE
PERB CASE NO. SA-CE-2645-E

January 9, 2014

The Natomas Unified School District (“District”) and the Natomas Teachers Association (“NTA”) have reached a good faith agreement to settle PERB CASE NO. SA-CE-2645-E as follows:

I. Unit Modification Petition

In the event that NTA files a unit modification petition with PERB seeking to include the certificated employees employed at the Leroy Greene Academy in its certificated bargaining unit, the District shall remain neutral, and shall not file any opposition with PERB or otherwise oppose or hinder the unit modification petition.

II. Establishment of New “Dependent” Charter Schools:

The District agrees that any future petition proposing to establish a “dependent” charter school submitted to the District’s Board of Education (“Board”) by the District, or by a District Administrator acting within the course and scope of his/her employment, will include language identifying that all certificated dependent charter school employees will be included in the NTA certificated bargaining unit as specified in Article II (Recognition) of the Parties’ collective bargaining agreement, and shall be subject to the applicable terms and conditions of employment as provided in the Parties’ collective bargaining agreement.

The parties agree to commence negotiations within thirty (30) days and to add this binding agreement to the collective bargaining agreement as a new “Dependent Charter School” article within ninety (90) days after this Agreement is ratified.

In the interest of presently resolving this matter, the parties agree to the five (5) core tenets listed below with the understanding that the parties will continue to negotiate after execution of this Agreement those other articles of the collective bargaining agreement, and/or portions thereof, which may be applicable to dependent charter school unit members and included in the “Dependent Charter School” article. The parties agree that the “Dependent Charter School” article shall control in the event of a conflict with any other Board document. The binding agreement states:

The District and Association recognize that the certificated bargaining unit members per Article II of the NTA/NUSD CBA at District dependent charter schools shall be considered unit members as governed by this binding agreement.

1. Probationary/Permanent Status

Commencing July 1, 2015, dependent charter school teachers, including new hires shall gain permanent status as a certificated employee after serving three (3) complete school years at the dependent charter school. Service prior to July 1, 2015 is excluded. Teachers identified in their second year requiring support to advance to permanency may be provided assistance in their third year. At any time prior to the expiration of the three (3) year probationary period, the charter school site administrator or designee may non-reelect a probationary employee. The probationary employee shall be provided notice of non-reelection no later than March 15 of the current school year. If the employee is not provided notice by March 15 of the current school year, the employee is deemed reelected for the following school year. A probationary employee provided notice of non-reelection is not entitled to a hearing.

2. Assignment and Transfer

Current district non-charter school teachers can transfer into a dependent charter school with a two year Leave of Absence (LOA). This two-year period will be utilized by both the teacher and the site administration to determine if continued placement at the charter school is desired for the employee. If either the teacher on LOA or the site administration determines the charter placement is not desired, the teacher will return to the regular non-charter TK-12 program. During the LOA the teacher will continue to earn Natomas Unified years of service credit and seniority for his/her time at the dependent charter school.

The parties agree that the LOA is subject to the current Transfer and Reassignment language per the Parties' collective bargaining agreement with the exception that the dependent charter school will interview and determine if the requesting teacher has experience or meets the qualifications for the dependent charter school's program(s).

A dependent charter school teacher can also apply through the Transfer and Reassignment process for non-charter positions that he/she is appropriately credentialed for. If hired for that position, years of service credit and seniority from the dependent charter school will be applied.

3. Calendar/Work Year

The current instructional minutes, collaboration time, workday and work year at Leroy Greene Academy ("LGA") will be used as the baseline from which future negotiations will commence.

Site administration will meet and consult with site charter school teachers to determine the appropriate number of periods and schedule to accommodate charter program needs.

4. Salary

Dependent charter schools shall utilize the LGA salary schedule, as may be revised through the negotiations process. The District and NTA shall negotiate the salary schedule for the 2015-16 school year.

5. Discipline

The employer shall not discipline a dependent charter school bargaining unit employee except as permitted, and according to the procedures set forth, in Title 2, Division 3, Part 25, Chapter 4, Article 3, of the California Education Code, commencing with section 44930. It is the Parties' intent here that the discipline process applied to all dependent charter school bargaining unit employees mirror that set forth in the Education Code and applied to regular (non-charter) school certificated employees. As used here, the term "discipline" shall be construed broadly, and shall include, but not be limited to, dismissal, and suspension.

II. Leroy Greene Academy:

The parties agree that in the event that the NTA bargaining unit is modified to include the certificated employees at the Leroy Greene Academy, those employees shall be subject to the "Dependent Charter School" article referenced above effective July 1, 2015, after the article is ratified by the parties.

III. Dismissal of PERB CASE NO. SA-CE-2645-E:

NTA agrees to dismiss with prejudice PERB CASE NO. SA-CE-2645-E by filing notice of such action with the PERB within ten (10) calendar days after this Agreement is ratified by the Parties. The parties agree that the execution of and/or performance of this Agreement is not an admission of, or concession to liability for any claim, premise, or position of the other party as this Agreement is a compromise settlement.

This Agreement is subject to formal ratification by both parties before it is binding and subject to implementation.

AGREED:

Krusten Rocha

Date: 1/9/2015

NATOMAS TEACHERS ASSOCIATION

Chris G.

Date: 1/9/2015

NATOMAS UNIFIED SCHOOL DISTRICT

ARTICLE XIX
DEPENDENT CHARTER SCHOOL
(Continued)

Tenet #2 - Assignment and Transfer

Transfers from a NUSD Non-Charter School into a NUSD Dependent Charter School

A teacher shall file a request for transfer in accordance with the provisions during the open transfer and reassignment period as described in Article XI - Transfer and Reassignment. All qualifying transfer requests to a dependent charter are subject to interview by the dependent Charter School administration.

If the transfer request is granted, the teacher shall request and be granted an LOA from NUSD per Article VII - Leaves paragraph J in order to transfer into a dependent charter school.

Transfers from a NUSD Non-Charter School into a NUSD Dependent Charter School				
Scenario	Member Status in Non-Charter upon start of the next school year	Enters NUSD Dependent Charter School as	While on LOA	At Dependent Charter School
1.	2nd year probationary	1st year probationary	Maintains placement on NUSD non-charter seniority list for up to 2 years while the Leave Of Absence (LOA) is in effect	Assigned dependent charter school seniority number
2.	Permanent	1st year probationary		

Transfers from a Dependent Charter into a NUSD Non-Charter School

A dependent charter school teacher can apply through the open transfer and reassignment period as described in Article XI - Transfer and Reassignment for non-charter school positions that he/she is appropriately credentialed for.

If a Dependent Charter permanent teacher makes the request for transfer into a non-charter school, that teacher will maintain their permanency within NUSD.

If the request for transfer into a non-charter is made by a Dependent Charter probationary teacher, that teacher will maintain their probationary status within NUSD unless that teacher has completed 2 years of probationary teaching at the dependent charter, in which case the teacher would earn permanent status in NUSD.

Transfers from a NUSD Dependent Charter into a NUSD Non-Charter School				
Scenario	Member Status in NUSD Dependent Charter School at the start of the next year	Enters NUSD Non-Charter as	Leaving Dependent Charter School	At NUSD Non-Charter
1.	2nd year probationary	2nd year probationary	Loses seniority number on dependent charter list	Assigned NUSD non-charter seniority number based on the following: 1. If originally hired at the dependent charter, seniority will be based on the date of hire at the dependent charter 2. If originally hired by non-charter and subsequently transferred to a dependent charter, seniority will be based on the original non-charter hire date as long as there has been consecutive service in NUSD non-charter or dependent charter schools
2.	3rd year probationary	Permanent		
3.	Permanent	Permanent		

ARTICLE XIX
DEPENDENT CHARTER SCHOOL
(Continued)

Tenet #3 - Work Calendar/Work Year

The current instructional minutes, collaboration time, workday and work year at LGA will be used as the baseline from which future negotiations will commence.

Site administration will meet and consult with site charter school teachers to determine the appropriate number of periods and schedule to accommodate charter program needs.

Teachers

Work Year	188 work days (180 student days and 8 staff days)
Instructional Minutes	68,170 minutes/year
Work Day	Arrive 15 minutes prior to student day
	7.5 hours/day (30 minute lunch included, 25-minute advisory* 4 days/week) 8.5 hours (One day/month; 30 minute lunch included)
	Back-to-School Night: 1 event per year Exhibition Night: 2 events per year
	Non-Instructional Duties: Minimum of 12 hours and maximum of 15 hours.
	Office Hours: 120 minutes/week
	Staff Meeting: 60 minutes/month (except in case of emergency)
	Minimum Days: In alignment with the meet and consult language, if minimum days are used for finals, staff is allowed to leave after the end of the student day. Under the current student schedule, there are eight (8) minimum days for finals. The option to have up to five (5) current instructional days changed to minimum days to allow for teacher collaboration (either by grade level or departments), or other entire staff development activities. It is understood that this collaboration/development time will not be used for faculty meetings and teachers will attend until what would be the end of a normal school day.
	Graduation/Promotion Ceremony: All teachers will attend if during the normal work day. If after the normal work day, teachers will attend based on NIDS assignment.

Parent/Teacher Meetings:

Participation in principal or parent-initiated meetings is among a teacher's required duties. These meetings will be scheduled no earlier than thirty (30) minutes before or later than sixty (60) minutes after the student day; or unless otherwise mutually agreed upon.

Admin-Requested Period Substitution: In the event a substitute is not available, a regular teacher may be used as a substitute during his/her prep period. The Administrator will make the request of the employee, and their participation is voluntary, unless there is an emergency situation in which a class of students will go without coverage. Any teacher, who serves as a substitute teacher will be compensated \$40 per regular period and \$80 per block period. It is the employee's responsibility to ensure the time is reported to Payroll on an hourly timesheet.

Collaboration Time

75 minutes/week - Students released early

Collaboration meeting time shall be used at all grade levels for the purposes of:

- Developing Common Assessments
- Curriculum Alignment Guide (CAG) Development
- Unit Development
- Sharing Best Practices
- Analyzing Student Assessment Data
- Student Placement
- Interdisciplinary Planning
- Student Social-Emotional Well-being

*Advisory Period is a 25-minute period in the school day during which each teacher is assigned a group of students for the school year. This is an opportunity to connect with students and families, promote student college and career readiness, and build positive school culture. Teacher advisors will become the main point of contact for families of their group of students, and will be expected to facilitate communication with other staff when necessary. Refer to LGA staff handbook for additional information.

Counselors

Work Year	200 work days
Work Day	8 hours/day (30 minute lunch included)
	Back-to-School Night: 1 event per year Night Events: 2 events per year
	Non-Instructional Duties: Minimum of 12 hours and maximum of 15 hours.
	Staff Meeting: 60 minutes/month (except in case of emergency)
	Graduation/Promotion Ceremony: All counselors will attend if during the normal work day. If after the normal work day, counselors will attend based on NIDS assignment.
	Parent/Teacher Meetings - By appointment Participation in principal or parent-initiated meetings is among a counselor's required duties. These meetings will be scheduled no earlier than thirty (30) minutes before or later than sixty (60) minutes after the student day; or unless otherwise mutually agreed upon.
Collaboration Time	75 minutes/week - Students released early

ARTICLE XIX
DEPENDENT CHARTER SCHOOL
(Continued)

Article VI – Health and Welfare

Dependent Charter members will be provided the same medical, dental, and vision insurance as all other unit members.

Article XIX
DEPENDENT CHARTER SCHOOL
(Continued)

Dependent Charter Certificated Salary Schedule (Effective July 1, 2015)

BA * CTE/Pathway Exp. see below	BA + 60 MA + 15 * CTE/Pathway Exp. see below	BA + 75 MA + 30 * CTE/Pathway Exp. see below	BA + 90 MA + 45 * CTE/Pathway Exp. see below	DISTINGUISHED EVALUATION RATING **See Below
Column A	Column B	Column C	Column D	Column E
Step 1 46,838	Step 1 48,723	Step 1 52,133	Step 1 55,783	Step 1 59,689
Step 2 48,712	Step 2 50,185	Step 2 53,698	Step 2 57,456	Step 2 61,479
Step 3 50,661	Step 3 51,691	Step 3 55,309	Step 3 59,181	Step 3 63,323
Step 4 52,687	Step 4 53,241	Step 4 56,968	Step 4 60,955	Step 4 65,223
Step 5 54,794	Step 5 54,838	Step 5 58,677	Step 5 62,785	Step 5 67,180
Step 6 56,986	Step 6 56,483	Step 6 60,437	Step 6 64,668	Step 6 69,194
Step 7 59,265	Step 7 58,179	Step 7 62,250	Step 7 66,608	Step 7 71,271
Step 8 61,636	Step 8 59,923	Step 8 64,119	Step 8 68,606	Step 8 73,409
	Step 9 61,721	Step 9 66,042	Step 9 70,664	Step 9 75,611
		Step 10 68,023	Step 10 72,784	Step 10 77,879
		Step 14 70,064	Step 11 74,968	Step 11 80,215
		Step 20 72,166	Step 12 77,217	Step 12 82,622
		Step 25 74,331	Step 13 77,217	Step 13 85,101
		Step 28 76,561	Step 14 79,488	Step 14 87,654
			Step 21 82,668	Step 21 90,284
			Step 28 85,148	Step 28 93,895

*At the time of initial placement on the Dependent Charter Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience, relevant industry/pathway experience, and/or CTE experience on a year for year basis up to a maximum of fifteen (15) years. Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications. For recruitment and retention purposes, initial placement also shall take into consideration a teacher's previous salary history to provide competitive and commensurate salary.

After initial placement, movement from column to column will be in alignment with Article IV, Section C of the NUSD NTA Collective Bargaining Agreement.

**Unit members achieving a Distinguished Summative Evaluation rating as defined under Article IX and related appendices while an active unit member will be placed at the appropriate step in Column E. This will commence the first pay period of the following academic year after achieving the Distinguished rating and is valid for up to two years.

A one-time, off-schedule 3% payment will be provided for the 2015-16 school year.

Credentialed staff who attain a Masters Degree shall receive a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to additional degrees, MA or PhD.

For 2015-2016, all active LGA unit members will retain their salary placement as of April 11, 2016 with the exception of those unit members who will move from the former Column A to the new Column A at the same step. (For example, if you were Step 5, Column C, you were at \$53,241, you would now be Step 5, Column B at \$54,838).

ARTICLE XX

PROGRESSIVE DISCIPLINE

Nothing in this Article shall limit the District's right to institute dismissal and immediate suspension and mandatory leave of absence proceedings as set forth in the California Education Code, nor shall discipline under this Article be regarded as a precondition to proceedings under the California Education Code.

A. Purpose

1. This article is to establish just cause and due process for disciplinary actions affecting bargaining unit members up to short- term suspensions without pay.
2. No bargaining unit member will be disciplined, reduced in rank or compensation, nor otherwise subjected to adverse action as a result of alleged misconduct, without "just cause."
3. The parties endorse the utilization of this Agreement and the contractual grievance proceedings. Any alleged misconduct, which can be remedied by progressive discipline must be remedied in accordance with this Agreement.
4. District action to terminate employment remunerated for additional services for which members get extra pay as specified in this Agreement shall not be reviewable under this article unless such termination is for a disciplinable offense.

B. General Provisions

1. Upon request, bargaining unit members have the right to secure and utilize Association representation for any disciplinary considerations.
2. Bargaining unit members shall have the right to rebut any written warning or reprimand by submitting a written statement of their position. Such written rebuttal shall be attached to the warning or reprimand.
3. The bargaining unit member shall acknowledge receipt of all documents intended for placement in his/her personnel file. The unit member's acknowledgement shall not be deemed to indicate their agreement with the contents of the document.

C. Levels of Progressive Discipline

1. **Informal Level:** The parties agree that disciplinary questions and/or issues are best resolved by means of objective discussion between supervisors and bargaining unit members. This is the first step prior to formal discipline.
2. **Written Warnings:** Written warnings issued to the bargaining unit member constitute the first level of formal discipline.
3. **Written Reprimand:** Written reprimands for placement into the bargaining unit member's personnel file constitute the second level of formal discipline. The District must append to the reprimand any prior written warnings and/or reprimands which

are to be relied upon for any purpose.

4. **Suspensions without Pay:** A second written reprimand for placement into the bargaining unit member's personnel file, or suspensions without pay (not to exceed fifteen [15] working days), shall constitute the third level of formal discipline. The District must append to the reprimand any prior written warnings and/or reprimands which are to be relied upon for any purpose.
5. **Implementation:** While progressive discipline levels may not be bypassed arbitrarily or capriciously, it is mutually recognized that certain conditions warrant full or partial bypass of such levels.
 - a. The District retains its right to suspend with pay in accordance with the California Education Code. In the event the District subsequently seeks to invoke formal discipline under grounds covered by this article, such action will be governed under the provisions of this Agreement.
 - b. "Egregious Misconduct" warranting immediate implementation of dismissal proceedings in accordance with the California Education Code.
 - c. Serious misconduct of such a critical nature that it justifies bypassing earlier levels of progressive discipline.

D. Notice and Appeal of Suspension without Pay

1. The District may suspend a unit member without pay for fifteen (15) workdays or less per school year for just cause. Before discipline is imposed, the District shall notify the unit member, in writing, at least five (5) workdays prior to implementation of such proposed disciplinary action.
2. The notice shall contain a specific statement of the act(s), omission(s), or infraction(s) upon which the disciplinary action is based, the proposed disciplinary action to be taken by the District, and a statement of reasonable professional expectations, rules, regulations, or statutes which the unit member is alleged to have violated.
3. The unit member will be provided a notice of the right to appeal the proposed suspension by filing a written request, within five (5) workdays of service of the notice, to meet with and respond to the Superintendent as to why the unit member should not be suspended without pay.
4. Within ten (10) workdays following the meeting with and opportunity to respond, the Superintendent shall notify the unit member of his/her determination. The decision of the Superintendent shall be final.

E. Derogatory Information

1. Personnel records are mandatory permanent records, which the district is required by law to retain indefinitely (5 Cal Code Regs Section 16023).
2. Notwithstanding the foregoing, formal discipline documents will be sealed in a

bargaining unit member's personnel file upon request of the member, if at least four years have passed without further misconduct.

3. Sealed documents shall be placed in a sealed envelope in the personnel file and not used for any purpose or released to anyone without the member's written consent, except as follows: (1) by order of a court of competent jurisdiction that member's interest in confidentiality yield to the disclosure of some or all of any such documents; (2) in response to a lawful subpoena; (3) in the event of litigation between the parties; (4) as otherwise required by law.

F. Mutual Disciplines

The District and the Association agree to conform to the following disciplines in order to provide for fair, thorough and objective joint consideration in any proceeding:

1. Reasonable good faith disclosure of known facts, circumstances and evidence relied upon by the District in its determination of disciplinary action.
2. Diligent joint effort to effect appropriate confidentiality, proper interpersonal behavior and objective communication during initial consideration and subsequent review of any disciplinary issue.

ARTICLE XXI

CONSULTATION COMMITTEE

The district and the association agree to establish a joint Consultation Committee of 16 representatives to review, assess and monitor curriculum, instruction, assessment, and student placement. The committee shall be comprised of:

- Eight (8) teachers annually appointed by the NTA President (two representatives from each level: PreK-3, 4-5, 6-8, and 9-12).
- Four (4) teachers annually appointed by School Leadership and Support (one representative from each level: PreK-3, 4-5, 6-8, and 9-12).
- Four (4) administrators annually appointed by the Superintendent.

The committee shall consider the feedback and suggestions for revisions from respective school sites, grade spans, and subject areas. Committee members will also share responsibility for accurately communicating with school sites the “what” and “why” curriculum, instruction, assessment, and student placement actions are taken in Natomas Unified. The committee shall meet a minimum of four times a year, but is encouraged to meet up to eight times. Reports will be made to the Superintendent for consideration and when appropriate, may include recommendations with student achievement data to support those recommendations. Committee recommendations shall be made by consensus.

In part, it is intended that this consultation committee improve the communication cycle that exists in the district to include:

1. Increased feedback from site staff to inform decision-making.
2. Broaden the communication efforts to the site to increase staff awareness of the reasons for decisions.

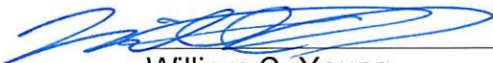
This article shall not restrict the Board and/or Superintendent’s authority. Issues within the scope of collective bargaining as defined by the EERA shall be referred to the parties’ respective bargaining teams.

NATOMAS UNIFIED SCHOOL DISTRICT
AGREEMENT BETWEEN THE


BOARD OF TRUSTEES
AND
NATOMAS TEACHERS ASSOCIATION

RATIFICATION

The signatures affixed to this contract indicate that these persons have the express authority of their respective organizations to sign and execute this Agreement effective upon ratification by both parties and through June 30, 2018.



William C. Young 2/27/17
Deputy Superintendent Date
Natomas Unified School District



Phil Cox 2/24/17
President Date
Natomas Teachers Association

NATOMAS UNIFIED SCHOOL DISTRICT

Certificated Salary Schedule

Effective July 1, 2016

	<u>Class 0</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Steps						
1	\$35,892	\$43,377	\$45,464	\$47,949	\$51,304	\$54,895
2	\$35,893	\$43,378	\$45,465	\$47,950	\$51,305	\$54,896
3	\$36,267	\$44,768	\$46,926	\$49,548	\$53,016	\$56,726
4	\$37,687	\$46,494	\$48,740	\$51,527	\$55,137	\$58,996
5		\$48,291	\$50,623	\$53,588	\$57,341	\$61,355
6		\$50,157	\$52,584	\$55,733	\$59,633	\$63,808
7		\$52,098	\$54,623	\$57,959	\$62,020	\$66,362
8		\$52,098	\$56,746	\$60,280	\$64,501	\$69,016
9		\$52,098	\$56,746	\$62,691	\$67,080	\$71,775
10		\$52,098	\$56,746	\$62,691	\$69,761	\$74,646
11		\$52,098	\$56,746	\$62,691	\$69,761	\$77,632
12		\$52,098	\$56,746	\$62,691	\$69,761	\$77,632
13		\$52,098	\$56,746	\$62,691	\$69,761	\$77,632
14		\$52,098	\$56,746	\$62,691	\$72,552	\$80,737
15		\$52,098	\$56,746	\$62,691	\$72,552	\$80,737
16		\$52,098	\$56,746	\$62,691	\$72,552	\$80,737
17		\$52,098	\$56,746	\$62,691	\$72,552	\$80,737
18		\$52,098	\$56,746	\$62,691	\$72,552	\$80,737
19		\$52,098	\$56,746	\$62,691	\$72,552	\$80,737
20		\$52,098	\$56,746	\$62,691	\$75,453	\$83,966
21		\$52,098	\$56,746	\$62,691	\$75,453	\$83,966
22		\$52,098	\$56,746	\$62,691	\$75,453	\$83,966
23		\$52,098	\$56,746	\$62,691	\$75,453	\$83,966
24		\$52,098	\$56,746	\$62,691	\$75,453	\$83,966
25		\$52,098	\$56,746	\$62,691	\$78,472	\$87,325
26		\$52,098	\$56,746	\$62,691	\$78,472	\$87,325
27		\$52,098	\$56,746	\$62,691	\$78,472	\$87,325
28		\$52,098	\$56,746	\$62,691	\$81,610	\$90,819

Certificated staff will receive longevity pay in Classes IV and V when they reach Steps 14, 20, 25 and 28. The longevity rate shall be four percent (4%) at each increment, as reflected in the above longevity steps.

1. At the time of initial placement on the Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience on a year for year basis up to a maximum of fifteen years. Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications.

Assignments to classes shall be based on education units as follows:

Class 0	Placement prior to earning first Internship, Preliminary or Clear Credential
Class I	BA
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**

* Units must be earned after the issuance of the BA.

** Units must be earned after the issuance of the MA.

2. Credentialed staff who attain a Masters Degree shall receive, in addition to item 1 above, a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to

3. 183.5/185.5 days of service per traditional calendar contract year.

4. The Provisional Permits/Waivers column, Class 0, applies to all non-credentialed teachers hired after July 1, 2000.

5. This schedule reflects a salary increase of 2.0% effective July 1, 2016

6. For the 2017-2018 year, the 2016-2017 salary schedule will be increased by 2.5% effective July 1, 2017

NATOMAS UNIFIED SCHOOL DISTRICT

Certificated Salary Schedule

Effective July 1, 2017

	<u>Class 0</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Steps						
1	\$36,789	\$44,461	\$46,601	\$49,148	\$52,587	\$56,268
2	\$36,790	\$44,462	\$46,602	\$49,149	\$52,588	\$56,269
3	\$37,174	\$45,887	\$48,099	\$50,786	\$54,341	\$58,144
4	\$38,629	\$47,656	\$49,958	\$52,816	\$56,516	\$60,471
5		\$49,498	\$51,888	\$54,927	\$58,775	\$62,889
6		\$51,411	\$53,899	\$57,126	\$61,124	\$65,403
7		\$53,400	\$55,989	\$59,408	\$63,571	\$68,021
8		\$53,400	\$58,164	\$61,787	\$66,113	\$70,742
9		\$53,400	\$58,164	\$64,259	\$68,757	\$73,570
10		\$53,400	\$58,164	\$64,259	\$71,505	\$76,512
11		\$53,400	\$58,164	\$64,259	\$71,505	\$79,573
12		\$53,400	\$58,164	\$64,259	\$71,505	\$79,573
13		\$53,400	\$58,164	\$64,259	\$71,505	\$79,573
14		\$53,400	\$58,164	\$64,259	\$74,365	\$82,756
15		\$53,400	\$58,164	\$64,259	\$74,365	\$82,756
16		\$53,400	\$58,164	\$64,259	\$74,365	\$82,756
17		\$53,400	\$58,164	\$64,259	\$74,365	\$82,756
18		\$53,400	\$58,164	\$64,259	\$74,365	\$82,756
19		\$53,400	\$58,164	\$64,259	\$74,365	\$82,756
20		\$53,400	\$58,164	\$64,259	\$77,340	\$86,066
21		\$53,400	\$58,164	\$64,259	\$77,340	\$86,066
22		\$53,400	\$58,164	\$64,259	\$77,340	\$86,066
23		\$53,400	\$58,164	\$64,259	\$77,340	\$86,066
24		\$53,400	\$58,164	\$64,259	\$77,340	\$86,066
25		\$53,400	\$58,164	\$64,259	\$80,433	\$89,508
26		\$53,400	\$58,164	\$64,259	\$80,433	\$89,508
27		\$53,400	\$58,164	\$64,259	\$80,433	\$89,508
28		\$53,400	\$58,164	\$64,259	\$83,650	\$93,089

Certificated staff will receive longevity pay in Classes IV and V when they reach Steps 14, 20, 25 and 28. The longevity rate shall be four percent (4%) at each increment, as reflected in the above longevity steps.

1. At the time of initial placement on the Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience on a year for year basis up to a maximum of fifteen years. Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications.

Assignments to classes shall be based on education units as follows:

Class 0	Placement prior to earning first Internship, Preliminary or Clear Credential
Class I	BA
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**

* Units must be earned after the issuance of the BA.

** Units must be earned after the issuance of the MA.

2. Credentialed staff who attain a Masters Degree shall receive, in addition to item 1 above, a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to

3. 183.5/185.5 days of service per traditional calendar contract year.

4. The Provisional Permits/Waivers column, Class 0, applies to all non-credentialed teachers hired after July 1, 2000.

5. This schedule reflects a salary increase of 2.5% effective July 1, 2017

NATOMAS UNIFIED SCHOOL DISTRICT

Certificated Nurse Salary Schedule

Effective July 1, 2016

	<u>Class 0</u>	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Steps						
1	\$40,063	\$47,847	\$50,148	\$52,825	\$56,523	\$60,478
2	\$40,859	\$49,379	\$51,756	\$54,584	\$58,403	\$62,492
3	\$41,285	\$50,962	\$53,418	\$56,402	\$60,350	\$64,575
4	\$42,902	\$52,927	\$55,483	\$58,657	\$62,766	\$67,158
5		\$54,972	\$57,627	\$61,002	\$65,275	\$69,843
6		\$57,098	\$59,860	\$63,444	\$67,884	\$72,636
7		\$59,306	\$62,181	\$65,979	\$70,600	\$75,543
8		\$59,306	\$64,597	\$68,621	\$73,426	\$78,566
9		\$59,306	\$64,597	\$71,365	\$76,361	\$81,706
10		\$59,306	\$64,597	\$71,365	\$79,413	\$84,974
11		\$59,306	\$64,597	\$71,365	\$79,413	\$88,374
12		\$59,306	\$64,597	\$71,365	\$79,413	\$88,374
13		\$59,306	\$64,597	\$71,365	\$79,413	\$88,374
14		\$59,306	\$64,597	\$71,365	\$82,589	\$91,909
15		\$59,306	\$64,597	\$71,365	\$82,589	\$91,909
16		\$59,306	\$64,597	\$71,365	\$82,589	\$91,909
17		\$59,306	\$64,597	\$71,365	\$82,589	\$91,909
18		\$59,306	\$64,597	\$71,365	\$82,589	\$91,909
19		\$59,306	\$64,597	\$71,365	\$82,589	\$91,909
20		\$59,306	\$64,597	\$71,365	\$85,893	\$95,585
21		\$59,306	\$64,597	\$71,365	\$85,893	\$95,585
22		\$59,306	\$64,597	\$71,365	\$85,893	\$95,585
23		\$59,306	\$64,597	\$71,365	\$85,893	\$95,585
24		\$59,306	\$64,597	\$71,365	\$85,893	\$95,585
25		\$59,306	\$64,597	\$71,365	\$89,329	\$99,408
26		\$59,306	\$64,597	\$71,365	\$89,329	\$99,408
27		\$59,306	\$64,597	\$71,365	\$89,329	\$99,408
28		\$59,306	\$64,597	\$71,365	\$92,902	\$103,384

Certificated staff will receive longevity pay in Classes IV and V when they reach Steps 14, 20, 25 and 28. The longevity rate shall be four percent (4%) at each increment, as reflected in the above longevity steps.

1. At the time of initial placement on the Certificated Nurse Salary Schedule, a school nurse shall be given salary schedule credit for previous school nurse experience and/or non-school RN experience on a year for year basis up to a maximum of fifteen years.

Assignments to classes shall be based on education units as follows:

Class 0	Placement prior to earning first Internship, Preliminary or Clear Credential
Class I	BA
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**
	* Units must be earned after the issuance of the BA.
	** Units must be earned after the issuance of the MA.

2. Credentialed staff who attain a Masters Degree shall receive, in addition to item 1 above, a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to additional degrees, MA or PhD.

3. The Provisional Permits/Waivers column, Class 0, applies to all non-credentialed teachers hired after July 1, 2000.

4. 188 days of service per contract year.

5. This schedule reflects a salary increase of 2.0% effective July 1, 2016

6. For the 2017-2018 year, the 2016-2017 salary schedule will be increased by 2.5% effective July 1, 2017

NATOMAS UNIFIED SCHOOL DISTRICT

Certificated Nurse Salary Schedule

Effective July 1, 2017

Steps	Class 0	Class I	Class II	Class III	Class IV	Class V
1	\$41,064	\$49,043	\$51,402	\$54,145	\$57,936	\$61,990
2	\$41,881	\$50,614	\$53,050	\$55,949	\$59,863	\$64,055
3	\$42,317	\$52,236	\$54,754	\$57,812	\$61,859	\$66,190
4	\$43,975	\$54,250	\$56,870	\$60,124	\$64,335	\$68,837
5		\$56,346	\$59,068	\$62,527	\$66,907	\$71,590
6		\$58,525	\$61,356	\$65,030	\$69,581	\$74,452
7		\$60,789	\$63,736	\$67,628	\$72,365	\$77,432
8		\$60,789	\$66,212	\$70,336	\$75,261	\$80,530
9		\$60,789	\$66,212	\$73,149	\$78,270	\$83,749
10		\$60,789	\$66,212	\$73,149	\$81,398	\$87,099
11		\$60,789	\$66,212	\$73,149	\$81,398	\$90,583
12		\$60,789	\$66,212	\$73,149	\$81,398	\$90,583
13		\$60,789	\$66,212	\$73,149	\$81,398	\$90,583
14		\$60,789	\$66,212	\$73,149	\$84,654	\$94,207
15		\$60,789	\$66,212	\$73,149	\$84,654	\$94,207
16		\$60,789	\$66,212	\$73,149	\$84,654	\$94,207
17		\$60,789	\$66,212	\$73,149	\$84,654	\$94,207
18		\$60,789	\$66,212	\$73,149	\$84,654	\$94,207
19		\$60,789	\$66,212	\$73,149	\$84,654	\$94,207
20		\$60,789	\$66,212	\$73,149	\$88,041	\$97,975
21		\$60,789	\$66,212	\$73,149	\$88,041	\$97,975
22		\$60,789	\$66,212	\$73,149	\$88,041	\$97,975
23		\$60,789	\$66,212	\$73,149	\$88,041	\$97,975
24		\$60,789	\$66,212	\$73,149	\$88,041	\$97,975
25		\$60,789	\$66,212	\$73,149	\$91,562	\$101,893
26		\$60,789	\$66,212	\$73,149	\$91,562	\$101,893
27		\$60,789	\$66,212	\$73,149	\$91,562	\$101,893
28		\$60,789	\$66,212	\$73,149	\$95,224	\$105,969

Certificated staff will receive longevity pay in Classes IV and V when they reach Steps 14, 20, 25 and 28. The longevity rate shall be four percent (4%) at each increment, as reflected in the above longevity steps.

1. At the time of initial placement on the Certificated Nurse Salary Schedule, a school nurse shall be given salary schedule credit for previous school nurse experience and/or non-school RN experience on a year for year basis up to a maximum of fifteen years.

Assignments to classes shall be based on education units as follows:

Class 0	Placement prior to earning first Internship, Preliminary or Clear Credential
Class I	BA
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**

* Units must be earned after the issuance of the BA.

** Units must be earned after the issuance of the MA.

2. Credentialed staff who attain a Masters Degree shall receive, in addition to item 1 above, a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to additional degrees, MA or PhD.

3. The Provisional Permits/Waivers column, Class 0, applies to all non-credentialed teachers hired after July 1, 2000.

4. 188 days of service per contract year.

5. This schedule reflects a salary increase of 2.5% effective July 1, 2017

Dependent Charter Certificated Salary Schedule (Effective July 1, 2015)

BA * CTE/Pathway Exp. see below	BA + 60 MA + 15 * CTE/Pathway Exp. see below	BA + 75 MA + 30 * CTE/Pathway Exp. see below	BA + 90 MA + 45 * CTE/Pathway Exp. see below	DISTINGUISHED EVALUATION RATING **See Below
Column A	Column B	Column C	Column D	Column E
Step 1 46,838	Step 1 48,723	Step 1 52,133	Step 1 55,783	Step 1 59,689
Step 2 48,712	Step 2 50,185	Step 2 53,698	Step 2 57,456	Step 2 61,479
Step 3 50,661	Step 3 51,691	Step 3 55,309	Step 3 59,181	Step 3 63,323
Step 4 52,687	Step 4 53,241	Step 4 56,968	Step 4 60,955	Step 4 65,223
Step 5 54,794	Step 5 54,838	Step 5 58,677	Step 5 62,785	Step 5 67,180
Step 6 56,986	Step 6 56,483	Step 6 60,437	Step 6 64,668	Step 6 69,194
Step 7 59,265	Step 7 58,179	Step 7 62,250	Step 7 66,608	Step 7 71,271
Step 8 61,636	Step 8 59,923	Step 8 64,119	Step 8 68,606	Step 8 73,409
	Step 9 61,721	Step 9 66,042	Step 9 70,664	Step 9 75,611
		Step 10 68,023	Step 10 72,784	Step 10 77,879
		Step 14 70,064	Step 11 74,968	Step 11 80,215
		Step 20 72,166	Step 12 77,217	Step 12 82,622
		Step 25 74,331	Step 13 77,217	Step 13 85,101
		Step 28 76,561	Step 14 79,488	Step 14 87,654
			Step 21 82,668	Step 21 90,284
			Step 28 85,148	Step 28 93,895

*At the time of initial placement on the Dependent Charter Certificated Salary Schedule, a teacher shall be given salary schedule credit for previous teaching experience, relevant industry/pathway experience, and/or CTE experience on a year for year basis up to a maximum of fifteen (15) years. Teaching experience, for salary schedule purposes, shall include only full time paid experience in positions requiring certificated qualifications. For recruitment and retention purposes, initial placement also shall take into consideration a teacher's previous salary history to provide competitive and commensurate salary.

After initial placement, movement from column to column will be in alignment with Article IV, Section C of the NUSD NTA Collective Bargaining Agreement.

**Unit members achieving a Distinguished Summative Evaluation rating as defined under Article IX and related appendices while an active unit member will be placed at the appropriate step in Column E. This will commence the first pay period of the following academic year after achieving the Distinguished rating and is valid for up to two years.

A one-time, off-schedule 3% payment will be provided for the 2015-16 school year.

Credentialed staff who attain a Masters Degree shall receive a three percent (3%) salary increase. This increase is applicable only to one degree and does not apply to additional degrees, MA or PhD.

For 2015-2016, all active LGA unit members will retain their salary placement as of April 11, 2016 with the exception of those unit members who will move from the former Column A to the new Column A at the same step. (For example, if you were Step 5, Column C, you were at \$53,241, you would now be Step 5, Column B at \$54,838).

NATOMAS UNIFIED SCHOOL DISTRICT

Psychologist/Counselor Salary Schedule

Effective 07/01/2016

	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>
Steps				
1	\$63,910	\$67,744	\$72,487	\$77,561
2		\$70,454	\$75,384	\$80,662
3			\$78,400	\$83,890
4				\$87,245
Longevity Steps				
9			\$81,537	\$90,734
14			\$84,799	\$94,363
19			\$88,190	\$98,138
24			\$91,717	\$102,064

Counselors and psychologists will receive longevity pay in Classes III and IV when they reach Steps 9, 14, 19, and 24. The longevity rate shall be four percent (4%) at each increment.

1. At the time of initial placement on the Psychologist/Counselor Salary Schedule, a Psychologist or Counselor shall be given salary schedule credit for previous school Psychologist or Counselor experience on a year for year basis up to a maximum of fifteen years.

2. Assignments to classes shall be based on education units as follows:

Class I	MA
Class II	MA plus 15 recognized semester units*
Class III	MA plus 30 recognized semester units*
Class IV	MA plus 45 recognized semester units*

* Units must be earned after the issuance of the MA.

3. Beginning July 1, 2005, only units earned after the MA will be counted.

4. 195 days of service per contract year.

5. This schedule reflects a salary increase of 2.0% effective July 1, 2016

6. For the 2017-2018 year, the 2016-2017 salary schedule will be increased by 2.5% effective July 1, 2017

NATOMAS UNIFIED SCHOOL DISTRICT

Psychologist/Counselor Salary Schedule

Effective 07/01/2017

	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>
Steps				
1	\$65,508	\$69,438	\$74,300	\$79,500
2		\$72,216	\$77,269	\$82,678
3			\$80,360	\$85,987
4				\$89,426
Longevity Steps				
9			\$83,575	\$93,002
14			\$86,919	\$96,722
19			\$90,395	\$100,592
24			\$94,010	\$104,616

Counselors and psychologists will receive longevity pay in Classes III and IV when they reach Steps 9, 14, 19, and 24. The longevity rate shall be four percent (4%) at each increment.

1. At the time of initial placement on the Psychologist/Counselor Salary Schedule, a Psychologist or Counselor shall be given salary schedule credit for previous school Psychologist or Counselor experience on a year for year basis up to a maximum of fifteen years.

2. Assignments to classes shall be based on education units as follows:

Class I	MA
Class II	MA plus 15 recognized semester units*
Class III	MA plus 30 recognized semester units*
Class IV	MA plus 45 recognized semester units*

* Units must be earned after the issuance of the MA.

3. Beginning July 1, 2005, only units earned after the MA will be counted.

4. 195 days of service per contract year.

5. This schedule reflects a salary increase of 2.5% effective July 1, 2017

NATOMAS UNIFIED SCHOOL DISTRICT

Speech & Language Therapist Salary Schedule

Effective 07/01/2016

	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Steps					
1	\$55,686	\$58,372	\$61,630	\$65,945	\$70,562
2	\$57,833	\$60,625	\$64,096	\$68,583	\$73,383
3	\$60,067	\$62,970	\$66,658	\$71,326	\$76,318
4	\$62,389	\$65,408	\$69,325	\$74,177	\$79,371
5	\$64,805	\$67,945	\$72,097	\$77,147	\$82,547
6		\$70,584	\$74,981	\$80,232	\$85,848
Longevity Steps					
9			\$77,980	\$83,441	89,283
14			\$81,099	\$86,779	92,854
19			\$84,343	\$90,250	96,567
24			\$87,717	\$93,859	100,430

Certificated staff will receive longevity pay in Classes III, IV and V when they reach Steps 9, 14, 19 and 24. The longevity rate shall be four percent (4%) at each increment.

1. At the time of initial placement on the Speech and Language Therapist Salary Schedule, a Speech and Language Therapist with a Rehabilitative Service Credential shall be given salary schedule credit for previous school and/or non- school Speech and Language Therapist experience on a year for year basis.

Assignments to classes shall be based on education units as follows:

Class I	BA plus 30 recognized semester units*
Class II	BA plus 45 recognized semester units* or MA
Class III	BA plus 60 recognized semester units* or MA plus 15 recognized semester units**
Class IV	BA plus 75 recognized semester units* or MA plus 30 recognized semester units**
Class V	BA plus 90 recognized semester units* or MA plus 45 recognized semester units**
	* Units must be earned after the issuance of the BA.
	** Units must be earned after the issuance of the MA.

2. 195 days of service per contract year.

3. This schedule reflects a salary increase of 2.0% effective July 1, 2016

4. For the 2017-2018 year, the 2016-2017 salary schedule will be increased by 2.5% effective July 1, 2017

NATOMAS UNIFIED SCHOOL DISTRICT

Speech & Language Therapist Salary Schedule

Effective 07/01/2017

	<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
Steps					
1	\$57,078	\$59,831	\$63,171	\$67,594	\$72,326
2	\$59,279	\$62,140	\$65,698	\$70,297	\$75,217
3	\$61,568	\$64,544	\$68,324	\$73,109	\$78,226
4	\$63,949	\$67,043	\$71,058	\$76,032	\$81,356
5	\$66,425	\$69,644	\$73,899	\$79,075	\$84,610
6		\$72,349	\$76,856	\$82,238	\$87,995
Longevity Steps					
9			\$79,930	\$85,527	91,515
14			\$83,127	\$88,948	95,175
19			\$86,451	\$92,506	98,982
24			\$89,910	\$96,206	102,941

Certificated staff will receive longevity pay in Classes III, IV and V when they reach Steps 9, 14, 19 and 24. The longevity rate shall be four percent (4%) at each increment.

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Natomas Unified School District

Certificated Evaluation System

MARCH 2015

Introduction

The six California Standards for the Teaching Profession (CSTP) are the basic framework for the proposed evaluation process. The District provides a clear and objective approach to assessing the teacher's performance by describing specific elements for each standard. The Formal Observation and the Summative Evaluation are organized to include the five developmental levels towards meeting the CSTP.

- 1) Emerging
- 2) Exploring
- 3) Applying
- 4) Integrating
- 5) Innovating

In addition, the Summative Evaluation overall ratings include the following:

- 1) Unsatisfactory
- 2) Needs improvement
- 3) Satisfactory
- 4) Distinguished

Each CSTP developmental level has descriptive rubrics to indicate what a teacher should know and be able to do according to the specific elements of the CSTP.

Philosophy of Evaluation

The Evaluation Process is a collaborative endeavor between teachers and administrators designed to promote goal setting and self-reflection in order to facilitate professional growth, improvement and risk taking in innovative teaching practices. Effective, meaningful teacher evaluation enhances student learning and recognizes excellence in teaching. Evaluation must be acknowledged as a continual process to encourage life long learning, promote professional growth and foster student academic success.

Goal of Evaluation

The goal of evaluation should be to provide the teacher with feedback on performance that will stimulate reflective thought, improve performance and provide professional development.

Purpose of Evaluation

Effective evaluation practices should:

- Recognize and reinforce effective teaching
- Provide for the improvement of student achievement
- Assess adherence to professional teaching standards
- Provide constructive feedback to educators
- Provide evidence that will serve as the basis for terminating incompetent or unproductive personnel
- Assist in continuing professional development for teachers
- Unify teachers and administrators in their collective efforts to educate students

Evaluation Process and Use of Professional Teaching Standards

The use of CSTP in the formal observation and evaluation process will promote the following:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing students for learning
- Developing as a Professional Educator

Evaluation Process for Teachers

Step #	Description	Forms	Timeline
1	<p style="text-align: center;">General Conference and Orientation</p> <p>The principal/designee explains the evaluation process, the forms, and the evaluation timelines to the certificated staff in a general meeting.</p>	All Forms	Within the first 30 days of the school year
2	<p style="text-align: center;">Professional Goal Setting Conference</p> <p>The principal/designee and teacher review the Professional Goal Setting Form and objectives and standards to be achieved during the school year. If the employee is in an evaluation cycle, the principal/designee will discuss a schedule for observations and conferencing.</p>	Form A (Sections 1 – 4)	<i>Prior to the end of the seventh (7th) week of the school year</i>
3	<p style="text-align: center;">Pre-Observation Conference</p> <p>The principal/designee and teacher shall discuss the elements, including goals and objectives, on which the observation is to be based. Teachers submit the Lesson Plan Outline, Pre-Observation, and Reflection Form at this time.</p>	Form B (Lesson Plan Outline – Section 1 and Pre-Observation – Section 2)	At least three (3) working days prior to the formal observation.
4	<p style="text-align: center;">Formal Observation</p> <p>The principal/designee conducts a formal observation that addresses the CSTP. This observation will be formal and at least thirty (30) minutes or more in length.</p>	Form C	<i>Scheduled at Professional Goal Setting Conference</i>
5	<p style="text-align: center;">Post-Observation Conference</p> <p>The post-observation conference shall be held within five (5) working days following the formal observation. At least forty-eight (48) hours prior to the conference, the teacher submits the Lesson Plan Outline, Pre-Observation, and Reflection Form to the administrator. Within ten (10) working days of the post-observation conference the principal/designee will provide written feedback regarding the observation.</p>	Form B (Reflection – Section 3)	<i>Post-Observation Conference within five (5) working days of observation. Written feedback within ten (10) working days of post-observation conference</i>
6	<p style="text-align: center;">Summary Evaluation Conference</p> <p>Teachers will have one (1) Summary Evaluation that will include ratings.</p>	Form D	Probationary 0, 1, Temporary: by April 15 Probationary 2: by February 15 Permanent: By April 15
7	<p style="text-align: center;">Professional Goal Setting Summary Conference</p> <p>Either during the teacher's Summary Conference (Step 6) or by June 1st, the teacher will review with the principal/designee the Reflection section in the Professional Goal Setting Form and discuss recommendations for future goals.</p>	Form A (Reflection – Section 5)	<i>By June 1</i>

Natomas Unified School District

Certificated Evaluation System

FORMS

MARCH 2015

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

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

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

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

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

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

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

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

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

Rationale and Use

The *Continuum of Teaching Practice* was developed to:

- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students
- Support the reflective practice and ongoing learning of teachers
- Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence
- Set short or long-term goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
- Support a vision of ongoing learning and teacher development
- Encourage collaboration between classroom teachers, resource personnel and families, to ensure that all students are successful

Structure and Organization

The *Continuum of Teaching Practice* is organized to describe five levels of development. Each level addresses what a teacher should know and be able to do in the six CSTP standards. In addition to the description of teaching in CSTP 1: Engaging and Supporting All Students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning, are what students would be doing at each level of practice.

The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

In the first column, under the language of each element, is a space to record evidence of practice as related to that *CSTP* element. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

Reading and Self-Assessing on the *Continuum*

The process of assessing on the *Continuum of Teaching Practice* can be done individually or collaboratively. Begin by reading the element and thinking of evidence of practice related to that element. Record evidence in the space provided underneath the element for the emerging level of practice. Using that evidence as a guidepost continue across the levels of the continuum noting additional evidence or areas to pursue. Using evidence as a determiner for assessing practice. For example, if you are a novice in regards to that element, you might find your practice by reading Level 1: Emerging, and then, read one or two levels to the right of that to assess practice. However, if you are experienced in a particular element, you might read and note evidence across to Level 3: Applying and beyond.

It is critical to begin on the left of the *Continuum* because any practice described to the left on the *Continuum* is carried across to those on the right **even if not explicitly stated**. Highlight the descriptions that best match current practice. Date the self-assessment. Subsequent self-assessments can be in a different color highlight, to show growth over time.

A teacher may be at Level 1 or 2 in some elements of the *CSTP* and Levels 3 and 4 in others, no matter how many years she or he has been in the profession. Because a teacher's growth is developmental, one may return to an earlier level temporarily if there are changes in a teacher's career, such as new course content, grade level, school, or student demographics. In fact, it is not uncommon for teachers to self-assess and find they have moved from right to left on the *Continuum of Teaching Practice* in response to new teaching contexts, responsibilities, challenges, or even a deeper understanding of the work.

Developmental Levels

Note: The descriptions in each of the Developmental Levels are aligned to the CSTP standards.

Level 1: Emerging

Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. Recognizes the importance of building a positive learning environment that is focused on achievement. Demonstrates knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Professional (CSTP)*. Plans lessons using available curriculum and resources. Develops understanding of required assessments and uses of data to inform student progress. Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

Level 2: Exploring

Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP*. Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.

Level 3: Applying

Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. Maintains a respectful and supportive learning environment in which all students can achieve. Utilizes knowledge of *CSTP* to make connections between elements of effective instruction, learning goals, assessments, and content standards. Plans differentiated instruction using a variety of adjustments and adaptations in lessons. Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

Level 4: Integrating

Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the *CSTP*. Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

Level 5: Innovating

Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the *CSTP* to interconnect effective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning. Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Engaging and Supporting All Students in Learning	Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
Creating and Maintaining Effective Environments for Student Learning	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
Understanding and Organizing Subject Matter for Student Learning	Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Glossary of Terms

The *Continuum* provides a common language of standards-based practice in a community of learners.

Structure

Continuum: a document describing different levels of practice or knowledge along various stages of development.

Descriptor: an individual cell, or “box,” corresponds to the developmental levels in the *Continuum of Teaching Practice*.

Standard: one of six areas of teaching practice that comprise the *CA Standards for the Teaching Profession (CSTP)*.

Element: a sub-area or sub-domain of teaching practice within any of the six *CSTP* standards.

Level: Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration and leadership.

Concepts

Diversity: refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, learning abilities, and learning styles.

Equity: means ensuring learning for all students.

Pre-Assessment: Used to describe assessments that are part of ongoing instruction, as each significant new instructional concept is introduced. Pre-assessments inform teachers of a wide range of students’ knowledge and abilities in order to guide instruction.

Entry level assessment: Generally used to describe an initial assessment of competencies when a student first begins a class or course of study.

Context: Real life contexts include students’ unique family and community settings as a “mirror” reflecting the familiar world; and the broader societal, cultural and global settings as a “window” looking into the larger world (E. Style, 1996).

Culturally Responsive Teaching: Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Academic Language: Academic language is the language (oral and written) needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., whole sentences, narratives, essays, lab reports) and other language-related activities typical of classrooms, (e.g., participating in a discussion, presenting an argument, comparing and contrasting, asking for clarification). (revised from PACT, 2010).

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.1 Using knowledge of students to engage them in learning</p> <div data-bbox="94 592 388 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Learns about students through data provided by the school and/or through district assessments.</p> <p>Some students may engage in learning using instructional strategies focused on the class as a whole.</p>	<p>Gathers additional data to learn about individual students.</p> <p>Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.</p>	<p>Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.</p> <p>Students engage in learning through the use of adjustments in instruction to meet their needs.</p>	<p>Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.</p> <p>Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.</p>	<p>Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.</p> <p>Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.2</p> <p>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.</p> <p>Some students connect learning activities to their own lives.</p>	<p>Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.</p> <p>Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</p>	<p>Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.</p> <p>Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.</p>	<p>Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.</p> <p>Students can articulate the relevance and impact of lessons on their lives and society.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.3 Connecting subject matter to meaningful, real-life contexts*</p> <div data-bbox="94 592 388 1323" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div> <p>* see Glossary</p>	<p>Uses real-life connections during instruction as identified in curriculum.</p> <p>Some students relate subject matter to real-life.</p>	<p>Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.</p> <p>Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.</p> <p>Students utilize real-life connections regularly to develop understandings of subject matter.</p>	<p>Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.</p> <p>Students actively engage in making and using real-life connections to subject matter to extend their understanding.</p>	<p>Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.</p> <p>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses instructional strategies, resources, and technologies as provided by school and/or district.</p> <p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.</p> <p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.</p> <p>Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<p>Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior.</p> <p>Seeks to understand cultural perceptions of caring community.</p> <p>Students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<p>Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.</p> <p>Incorporates cultural awareness to develop a positive classroom climate.</p> <p>Students demonstrate efforts to be positive, accepting, and respectful of differences.</p>	<p>Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community.</p> <p>Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.</p> <p>Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.</p>	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <p>Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the importance of the physical and/or virtual learning environments that support student learning.</p> <p>Is aware that structured interaction between students can support learning.</p> <p>Some students use available resources in learning environments during instruction.</p>	<p>Experiments with adapting the physical and/or virtual learning environments that support student learning.</p> <p>Structures for interaction are taught in single lessons or sequence of lessons to support student learning.</p> <p>Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.</p>	<p>Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.</p> <p>Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.</p>	<p>Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.</p> <p>Integrates a variety of structures for interaction that engage students constructively and productively in learning.</p> <p>Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.</p>	<p>Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Adheres to policies and laws regarding safety that are required by the site, district, and state.</p> <p>Responds to behaviors that impact student safety as they arise.</p> <p>Students are aware of required safety procedures and the school and classroom rational for maintaining safety.</p>	<p>Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.</p> <p>Explores strategies to establish intellectual and emotional safety in the classroom.</p> <p>Students follow teacher guidance regarding potential safety issues for self or others.</p>	<p>Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.</p> <p>Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.</p> <p>Students take risks, offer opinions, and share alternative perspectives.</p>	<p>Integrates support for students to take risks and offer respectful opinions about divergent viewpoints.</p> <p>Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.</p> <p>Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.</p>	<p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</p> <p>Students demonstrate resiliency in perseverance for academic achievement. Students share responsibility for intellectual and emotional safety for themselves and others in the classroom.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.</p> <p>Is aware of the importance of maintaining high expectations for students.</p> <p>Some students ask for teacher support to understand or complete learning tasks.</p>	<p>Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals.</p> <p>Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.</p> <p>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</p>	<p>Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.</p> <p>Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.</p> <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</p>	<p>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.</p> <p>Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.</p> <p>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</p>	<p>Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.</p> <p>Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.</p> <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes expectations, rules, and consequences for individual and group behavior.</p> <p>Refers to standards for behavior and applies consequences as needed.</p> <p>Students are aware of classroom rules and consequences.</p>	<p>Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.</p> <p>Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.</p> <p>Students know expectations for behavior and consequences and respond to guidance in following them.</p>	<p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior and during individual and group work.</p> <p>Students follow behavior expectations, accept consequences and increase positive behaviors.</p>	<p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.</p> <p>Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.</p> <p>Students respond to individual and group behaviors and encourage and support each other to make improvements.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior, consistent participation and are valued for their unique identities.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes procedures, routines or norms for single lessons to support student learning.</p> <p>Responds to disruptive behavior.</p> <p>Students are aware of procedures, routines, and classroom norms.</p>	<p>Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p> <p>Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.</p> <p>Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.</p>	<p>Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.</p> <p>Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.</p> <p>Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.</p>	<p>Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.7 Using instructional time to optimize learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Paces instruction based on curriculum guidelines.</p> <p>Develops awareness of how transitions and classroom management impact pacing and lessons.</p> <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.1 Demonstrating knowledge of subject matter* academic content standards</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Has foundational knowledge of subject matter, related academic language, and academic content standards.</p>	<p>Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.</p>	<p>Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.</p>	<p>Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students.</p>	<p>Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.</p>

*See glossary for a more complete definition of academic language

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines.</p>	<p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p>	<p>Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.</p>	<p>Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Follows organization of curriculum as provided by site and district to support student understanding of subject matter.</p>	<p>Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.</p>	<p>Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.</p>	<p>Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student comprehension and facilitates student articulation about what they do and don't understand.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <div data-bbox="100 625 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses instructional strategies that are provided in the curriculum.</p>	<p>Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.</p>	<p>Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.</p>	<p>Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.</p>	<p>Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <div data-bbox="94 776 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resources needed.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs.</p>	<p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.</p>	<p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of <i>English Learners</i> and students with special needs* to provide equitable access to the content</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English Learners access content.</p>	<p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing.</p> <p>Uses multiple measures for assessing English learners' performance to identify gaps in English language development.</p> <p>Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Identifies English language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.</p>	<p>Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p> <p>Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.</p>

** Please see the additional Standard elements that are of particular importance in the effective instruction of English Learners:
 Standard Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
 Standard Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
 Standard Element 6.4 Working with families to support student learning*

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of English Learners and <u>students with special needs</u>* to provide equitable access to the content</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p>Has an awareness of the full range of students identified with special needs students through data provided by the school.</p> <p>Attends required meetings with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>

* *The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners.*

Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs:

Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.

Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs.

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Plans daily lessons using available curriculum and information from district and state required assessments.</p> <p>Is aware of the impact of bias on learning.</p>	<p>Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.</p> <p>Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.</p>	<p>Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development.</p> <p>Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p>	<p>Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.</p> <p>Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.</p>	<p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.2 Establishing and articulating goals for student learning</p> <div data-bbox="94 594 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines.</p>	<p>Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.</p>	<p>Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs.</p>	<p>Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.</p>	<p>Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <div data-bbox="94 683 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available curriculum guidelines for daily, short- and long-term plans.</p>	<p>Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.</p>	<p>Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.</p>	<p>Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.</p>	<p>Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <div data-bbox="94 651 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Plans instruction that incorporates strategies suggested by curriculum guidelines.</p> <p>Is aware of student content, learning, and language needs through data provided by the site and district.</p>	<p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p>	<p>Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. Considers strategies to provide support and challenge for students.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p>	<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p> <div data-bbox="96 654 386 1378" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Implements lessons and uses materials from curriculum provided.</p>	<p>Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<p>Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.</p>	<p>Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.</p>	<p>Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.</p> <p>Engages with students to identify types of adjustments in instruction that best meet their learning needs.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the purposes and characteristics of formative and summative assessments.</p>	<p>Explores the use of different types of pre-assessment, formative and summative assessments.</p> <p>Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.</p>	<p>Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.</p> <p>Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.</p>	<p>Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.</p> <p>Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.</p>	<p>Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.</p> <p>Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <div data-bbox="94 657 386 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses data from required assessments to assess student learning.</p> <p>Follows required processes for data analysis and draws conclusions about student learning.</p>	<p>Explores collecting additional data using supplemental assessments.</p> <p>Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.</p>	<p>Collects a variety of formal and informal assessment data on student learning.</p> <p>Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.</p> <p>Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>	<p>Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.</p> <p>Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Reviews and monitors available assessment data as required by site and district processes.</p>	<p>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.</p>	<p>Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <div data-bbox="94 654 386 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses data from assessments provided by site and district to set learning goals for the class.</p> <p>Plans instruction using available curriculum guidelines.</p>	<p>Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons.</p> <p>Plans adjustments in instruction to address learning needs of individual students.</p>	<p>Uses a variety of assessment data to set student learning goals for content and academic language.</p> <p>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p>	<p>Integrates a broad range of data to set learning goals for content and academic language across content standards.</p> <p>Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.</p>	<p>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <p>Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.5 Involving all students in self-assessment, goal setting*, and monitoring progress</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals.</p> <p>Monitors progress using available tools for recording.</p>	<p>Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises.</p> <p>Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development.</p> <p>Guides students to monitor and reflect on progress on a regular basis.</p>	<p>Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills.</p> <p>Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.</p> <p>Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.</p>

* Consider the inclusion of English Language Development or Academic English goals along with content goals.

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <div data-bbox="94 651 386 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.</p>	<p>Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> <div data-bbox="96 683 386 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Provides students with feedback through assessed work and required summative assessments.</p> <p>Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.</p>	<p>Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand.</p> <p>Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.</p>	<p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement.</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.</p>	<p>Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning.</p> <p>Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.</p>	<p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.</p> <p>Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.1 Reflecting on teaching practice in support of student learning</p> <div data-bbox="94 586 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.</p>	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p>	<p>Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.</p>	<p>Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.</p> <p>Engages in and fosters reflection among colleagues for school wide impact on student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <div data-bbox="96 711 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops goals connected to the <i>CSTP</i> through required processes and local protocols.</p> <p>Attends required professional development.</p>	<p>Sets goals connected to the <i>CSTP</i> that take into account self-assessment of teaching practice.</p> <p>Expands knowledge and skills individually and with colleagues through available professional development.</p>	<p>Sets goals connected to the <i>CSTP</i> that are authentic, challenging, and based on self-assessment.</p> <p>Aligns personal goals with school and district goals, and focuses on improving student learning.</p> <p>Selects and engages in professional development based on needs identified in professional goals.</p>	<p>Sets and modifies authentic goals connected to the <i>CSTP</i> that are intellectually challenging and based on self-assessment and feedback from a variety of sources.</p> <p>Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.</p>	<p>Sets and modifies a broad range of professional goals connected to the <i>CSTP</i> to improve instructional practice and impact student learning within and beyond the classroom.</p> <p>Engages in ongoing inquiry into teacher practice for professional development.</p> <p>Contributes to professional organizations, and development opportunities to extend own teaching practice.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <div data-bbox="96 716 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Attends staff, grade level, department, and other required meetings and collaborations.</p> <p>Identifies student and teacher resources at the school and district level.</p>	<p>Consults with colleagues to consider how best to support teacher and student learning.</p> <p>Begins to identify how to access student and teacher resources in the broader professional community.</p>	<p>Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.</p>	<p>Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.</p> <p>Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.</p>	<p>Facilitates collaboration with colleagues.</p> <p>Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.</p> <p>Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.4 Working with families to support student learning</p> <div data-bbox="96 589 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the role of the family in student learning and the need for interactions with families.</p>	<p>Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.</p>	<p>Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.</p>	<p>Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.</p>	<p>Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.5 Engaging local communities in support of the instructional program</p> <div data-bbox="96 623 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops awareness about local neighborhoods and communities surrounding the school.</p> <p>Uses available neighborhood and community resources in single lessons.</p>	<p>Seeks available neighborhood and community resources.</p> <p>Includes references or connections to communities in single lessons or sequence of lessons.</p>	<p>Uses a variety of neighborhood and community resources to support the curriculum.</p> <p>Includes knowledge of communities when designing and implementing instruction.</p>	<p>Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families.</p> <p>Draws from understanding of community to improve and enrich the instructional program.</p>	<p>Collaborates with community members to increase instructional and learning opportunities for students.</p> <p>Engages students in leadership and service in the community. Incorporates community members into the school learning community.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <div data-bbox="94 651 386 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops an understanding of professional responsibilities.</p> <p>Seeks to meet required commitments to students.</p>	<p>Maintains professional responsibilities in timely ways and seeks support as needed.</p> <p>Demonstrates commitment by exploring ways to address individual student needs.</p>	<p>Anticipates professional responsibilities and manages time and effort required to meet expectations.</p> <p>Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.</p>	<p>Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging.</p> <p>Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.</p>	<p>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively.</p> <p>Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging-Exploring-Applying	Integrating-Innovating
<p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p><i>Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.*</i></p> <p><i>* As follows:</i></p> <ul style="list-style-type: none"> <i>• Takes responsibility for student academic learning outcomes.</i> <i>• Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.</i> <i>• Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.</i> <i>• Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.</i> <i>• Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.</i> <i>• Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.</i> <i>• Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.</i> <i>• Models appropriate behavior for students, colleagues, and the profession.</i> <i>• Acts in accordance with ethical considerations for students.</i> <i>• Maintains professional conduct and integrity in the classroom and school community.</i> 	<p>Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</p> <p>Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.</p> <p>Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</p>

Natomas Unified School District
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Professional Goal Setting

Teacher Name: _____ Supervisor: _____

School: _____ Grade/Subject: _____

Date: _____ Teacher Status: _____

Section 1. Curriculum Alignment & Assessment: How your job as a teacher will positively reflect in student learning.

Select any two currently adopted state standards that you will specifically monitor and assess for student growth this year. Identify evidence that will show growth and mastery.

(It is understood that students coming to you may include ELD, Special Education and students at risk for a number of reasons, such as mobility, family crisis, attendance and other issues).

Standard	Evidence of Achievement	Target Percentage	Actual Percentage
Example Grade Level Standard - 2nd Grade RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Oral Assessment Administrative Observation Written Comprehension Exams Student Summary Activities Comprehension Assessment	90%	<i>(Assess at the end of the school year)</i>
1.			
2.			

3. Parent Communication

What methods do you plan to use to communicate student progress and behavior to parents? (Include frequency, format and follow through.)

Section 2: Professional Goal Selection: Which professional standards will enhance your teaching skills, better preparing you for student success?

Review the attached detailed description of the CSTP. For non-tenured teachers, select two goals from the six standards, making sure at least one goal stems from Standard Two. For tenured teachers, select two standards from any of the six standards

Goal	Standard #	Professional Goal
Example	2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all student can learn
1.		
2.		

Section 3: Professional Growth Plan: Courses, workshops and other training that will meet your needs listed in your standards goals.

List all actions, courses, conferences, workshops, books, etc., that you will utilize to help you achieve each of your goals listed in Section 2: Professional Goal Selection.

Goal	Growth Plan
Example 2.6	Attend the "I Can Do It" classroom management workshop,-meet with assigned Mentor Teacher and discuss various systems of routines, procedures and management styles, read <u>Discipline With Dignity</u> .
1.	
2.	

Section 4: Goal Implementation: Based on acquired training and meeting student needs.

Explain the various strategies and activities you will use throughout the year to accomplish each goal and the evidence you will gather to establish your accomplishment of each goal.

Goal	Strategies and Activities To Accomplish Goal	Evidence of Accomplished Goal
Example 2.6	Develop classroom management system where expectations and rules are clearly stated, type up class expectations/consequences and hand out for parent/student signature, create and organize parent communication log, develop classroom routines and procedures by meeting with veteran teachers to learn different routines, procedures and management strategies.	Posted rules/expectation in classroom Parent Communication Log Behavior Log Management Expectation Handout Student quiz on classroom expectations
1.		
2.		

Section 5: Reflection

At the close of the school year, write a paragraph reflecting on your Professional Goal Setting for the entire year:

- Consider the success you achieved with each of the professional goals you selected at the beginning of the year.
- Assess the various strategies you used throughout the year, the growth plan you followed to achieve success, and the evidence you gathered to reflect your accomplishment.
- Evaluate the success you achieved with your two curriculum standards you selected at the beginning of the year, your evidence of achievement, your target percentage and your actual percentage.

Fall Meeting

Spring Meeting

Teacher's Signature Date

Teacher's Signature Date

Supervisor's Signature Date

Supervisor's Signature Date

Natomas Unified School District

Lesson Plan Outline, Pre-Observation, and Reflection Form

Teacher Name:

Supervisor:

Grade:

School:

Subject Area:

Observation Date:

Section 1: Lesson Plan Outline (to be completed before observation)

Attach a copy of your lesson plan that, at minimum, addresses the following related to the CSTP:

Identify the state standard(s) that will be addressed in this lesson.

Identify the lesson's objective(s).

Identify the instructional strategies you chose to meet the learning needs of all students.

Identify the assessment data you will use to establish the learning goal, the plan, and differentiated and modified instruction.

Section 2. Pre-Observation

1. How does the content of this lesson build on what students have already studied?

2. How does the content of this lesson relate to what the student will be learning in the future?

Form B

3. In all your planning for this lesson, how have you addressed the needs of particular groups of students?

(Responses might consider gender, culture, language proficiency, exceptionalities, economic status, skill level, or more individual concerns)

4. **CSTP 1:** How will you engage and support all students in meeting the learning outcomes?

5. **CSTP 2:** How have you created an effective environment for student learning? How are you maintaining that environment through this lesson?

6. CSTP 3: How have you organized subject matter for student learning?

Form B

7. CSTP 4: How have you planned instruction and designed this learning to ensure success for all students?

8. CSTP 5: How will you assess students for learning?

Section 3: Reflection (to be completed after observation and submitted to administrator at least 48 hours prior to the Post-Observation Conference)

CSTP 6.1: Using student progress toward meeting the Common Core Standard or Literacy Standard, reflect on the level of student learning and academic achievement in this lesson.

Natomas Unified School District

Formal Observation

Teacher Name: _____ Supervisor: _____

School: _____ Grade/Subject: _____

Date: _____ Time: _____ Teacher Status: _____

The formal observation and the judgments below are based upon a moment of time during the instructional year.

Standard 1 – Engaging and Supporting All Students in Learning

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

Emerging
 Exploring
 Applying
 Integrating
 Innovating

Evidence:

Recommendations:

Standard 2 - Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encouraging constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

Emerging
 Exploring
 Applying
 Integrating
 Innovating

Evidence:

Recommendations:

Standard 3 - Understanding and Organizing Subject Matter for Student Learning

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

Emerging Exploring Applying Integrating Innovating

Evidence:

Recommendations:

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

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

Emerging Exploring Applying Integrating Innovating

Evidence:

Recommendations:

Standard 5 – Assessing Students for Learning

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

Emerging Exploring Applying Integrating Innovating

<p>Evidence:</p> <p>Recommendations:</p>

Standard 6 - Developing as a Professional Educator

(Evidence of meeting this standard may or may not be directly observed through classroom observation.)

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

Emerging Exploring Applying Integrating Innovating

<p>Evidence:</p> <p>Recommendations:</p>

Supervisor's Signature

Date

Teacher's Signature

Date

The teacher's signature shall not imply concurrence, only that he/she has had an opportunity to review and discuss the content.

Natomas Unified School District

Certificated Employee Summative Evaluation

Name: _____ **School:** _____ **School Year:** _____

Position: _____ **Grade Levels:** _____ **Subjects:** _____

Temporary: Probationary 1: Probationary 2: Permanent: Other:

Professional Standards Final evaluation is not limited to information gathered in formal observations.	A Emerging	B Exploring	C Applying	D Integrating	E Innovating
CSTP 1: Engaging and supporting all students in learning					
CSTP 2: Creating and maintaining effective environments for student learning					
CSTP 3: Understanding and organizing subject matter for student learning					
CSTP 4: Planning instruction and designing learning experiences for all students					
CSTP 5: Assessing students for learning					
CSTP 6: Developing as a professional educator					

The completed Evaluator's Formal Observation Forms, containing comments related to the six Standards must be attached to the Summative Evaluation page.

Unsatisfactory
 Needs Improvement
 Satisfactory
 Distinguished

Distinguished = at least 3 Innovating and no marks less than Integrating

Needs Improvement = 2 marks in Columns A and/or B.

Unsatisfactory = 3 or more marks in Columns A and/or B.

Evidence/Concerns/Recommendations/Affirmations/Comments:

Date(s) of any Informal Observations: _____

Date of Professional Goal Setting: _____ **Date of Reflection Conference:** _____

The Evaluatee's signature on this form does not mean agreement with the evaluation, but that the content was shared and discussed. If there is disagreement, the Evaluatee may submit a response, which will be attached to the evaluation.

Evaluator's Signature: _____ **Date:** _____

Evaluatee's Signature: _____ **Date:** _____

cc: Personnel File

Morning/Afternoon Kindergarten Minutes

368	Workday (Time at work)
<u>-15</u>	Before session
353	
<u>-204</u>	Length of student day (as defined in Article 5, Section D1)
149	
<u>-15</u>	Morning break
134	
<u>-35</u>	Lunch
99	
<u>-10</u>	Supervision (as defined in Article 5, Section B7)
89	
<u>-15</u>	Afternoon break
74	Minutes of instruction elsewhere (as defined in Article 5, Section B6)

A	B	C	D	E	F
4000	3500	3000	2500	1500	1000
HSAthletic Director (at least 2 release periods) HSActivities Director (at least 2 release periods) HS Senior Project Coordinator HS Band Director	HSVarsity Head <ul style="list-style-type: none"> ● Baseball ● Basketball ● Football ● Softball ● Track & Field ● Volleyball ● Wrestling MS Activities Director	HSVarsity Head <ul style="list-style-type: none"> ● Cross Country ● Golf ● Soccer ● Swimming ● Tennis ● Waterpolo HS JVHead <ul style="list-style-type: none"> ● Baseball ● Basketball ● Football ● Softball ● Track & Field ● Volleyball ● Wrestling HS Varsity Assistant <ul style="list-style-type: none"> ● Baseball ● Basketball ● Football* ● Softball ● Track & Field* ● Volleyball ● Wrestling HS Cheer Advisor HS Lead <ul style="list-style-type: none"> ● Drama ● Yearbook MS Music/Band Director	HS Assistant Athletic Director (up to 2 per site) HS Varsity Assistant <ul style="list-style-type: none"> ● Soccer HS Frosh Head <ul style="list-style-type: none"> ● Baseball ● Basketball ● Football ● Soccer ● Volleyball HS JV Assistant <ul style="list-style-type: none"> ● Baseball ● Basketball ● Football* ● Softball ● Track & Field* ● Volleyball ● Wrestling HS JV Cheer HS Dance Coach MS Athletic Director HS Music Director HS JV Head <ul style="list-style-type: none"> ● Soccer ● Waterpolo HS AP Coordinator	HS Asst. Frosh <ul style="list-style-type: none"> ● Football HS Class Advisor HS Lead <ul style="list-style-type: none"> ● Journalism/New ● Mock Trial HS Drill Team HS Pep Band MS Head <ul style="list-style-type: none"> ● Basketball ● Flag Football ● Soccer ● Track & Field ● Volleyball ● Wrestling MS Lead <ul style="list-style-type: none"> ● Drama ● Student Council ● Yearbook 	MS Intramural Sports <ul style="list-style-type: none"> ● Basketball ● Flag Football ● Soccer ● Volleyball MS Assistant Athletic Director Elementary Lead <ul style="list-style-type: none"> ● Conflict Manager ● SST Coordinator ● Student Council ● Yearbook Elementary Coach <ul style="list-style-type: none"> ● Basketball ● Flag Football ● Soccer ● Volleyball <u>500</u> MS Asst. Coach Elementary Asst. Coach

*If more than 45 players are participating at the end of the first 2 weeks of practice, a position will be added.

The mentor pay will be flexible between \$600-\$1,800 dependent on state funding

Any additional stipends paid by source other than general fund (ie. booster clubs, parent clubs, PTA) must first be authorized by the District.

Any additional positions must be approved by the District.

All current assignments shall be for one year only and renewal at the discretion of the site principal and/or the District on an annual basis.

Beginning with the 5th year, (after coaching 4 consecutive years) a varsity head coach level will be paid an additional stipend of \$100 per year of service.

In accordance with Title IX, if athletic teams are separated by gender on any given school site, each athletic team constitutes a coaching assignment. An equal stipend will be provided for each coaching assignment. (This line is not intended to reduce the stipend positions.)

What was formerly listed as "Tennis (B)" and "Tennis (G)" will now read "Tennis." (This line is not intended to reduce stipend positions.)

**NATOMAS SCHOOL DISTRICT
SCHOOL COUNSELOR SUMMARY EVALUATION FORM**

Temporary Probationary 1 Probationary 2 Permanent

Employee Name _____ School _____

Evaluator _____ Date _____

Foundation:

Beliefs and Philosophy, Mission, Standards, Developing as a Professional Educator

1. Establishes professional goals and pursues opportunities to grow professionally

2. Works collaboratively with colleagues to improve professional practices and create systemic change to improve academic and career success for students

3. Reflects in counseling practice, and plans and participates in professional development

4. Works to develop and reach consensus on the counseling program's purpose and goals, towards helping students develop competencies in academic achievement, career planning and personal/social development

OVERALL RATING FOR STANDARD:

Unsatisfactory Needs Improvement Satisfactory Distinguished

Evidence:

Commendations/Recommendations:

Delivery System:

Guidance Curriculum, Student Planning, Responsive Services, System Support

1. Counsels students regarding post high school pursuits including college requirement, financial aid, and vocational career opportunities

2. Establishes a guidance program that is accessible to students

3. Responds in a timely manner to counseling referrals

4. Meets with students to design/review school four year plan

5. Consults with students, parents, and teachers on academic, college and career, and personal/social issues

6. Provides short-term individual and/or group counseling to support students in their academic achievement

7. Participates in crisis response

8. Implements an effective referral process

9. Makes appropriate referrals for students and/or their parents to community resources to support student achievement and success

10. Interprets academic/career assessments

11. Advocates for student needs

OVERALL RATING FOR STANDARD:

Unsatisfactory

Needs Improvement

Satisfactory

Distinguished

Evidence:

Commendations/Recommendations:

Management:

Agreements, Use of Data, Action Plans, Use of Time, Use of Calendars

1. Establishes professional relationships with students, parents and staff

2. Provides knowledge and support of programs for student services

3. Promotes team approach to problem solving

4. Provides knowledge of academic and support resources in the community

5. Resource to administrators in constructing the master schedule of courses and classes

6. Provides/assists in guidance related topics for staff through in services

7. Promotes students as life-long learners to gain skills such as problem-solving skills, organizational skills, social/interpersonal skills, career dispositions, and adaptability to change

8. Establishes a calendar of guidance activities

9. Promotes counseling and guidance program to students, parents and staff

10. Promotes equity and access for students through counseling practices

11. Collaborates with and supports staff in coordination and implementation of the academic program

12. Uses data to develop comprehensive programs that meet student needs

13. Develops and discusses the school counseling program with the school administrator(s)

OVERALL RATING FOR STANDARD:

Unsatisfactory

Needs Improvement

Satisfactory

Distinguished

Evidence:

Commendations/Recommendations:

Accountability:

Results Reports, School Counselor Performance Standards, Program Audit

1. Assists in planning, evaluating, and revising school site counseling and guidance program based on the National Counseling Standards

2. Identifies and analyzes school data to inform the school counseling program, assess student achievement, and alignment/progress towards school goals

3. Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data

4. Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement

OVERALL RATING FOR STANDARD:

Unsatisfactory Needs Improvement Satisfactory Distinguished

Evidence:

Commendations/Recommendations:

Summary Evaluation:

(Evidence/observation from all four domains may be included in the summary evaluation rating)

Unsatisfactory Needs Improvement Satisfactory Distinguished

Evaluation Statement:

Employee Statement:

Employee Signature Date

Evaluator Signature Date

**NATOMAS SCHOOL DISTRICT
SCHOOL COUNSELOR OBSERVATION FORM**

Temporary Probationary 1 Probationary 2 Permanent

Employee Name _____ School _____

Evaluator _____ Observation Date _____

Principal or designee picks 2 of the domains listed below for formal observation:

Foundation Delivery Management Accountability

Foundation: Beliefs and Philosophy, Mission, Standards, Developing as a Professional Educator	Does Not Meet Standards	Needs Improvement	Meets Standards
1. Establishes professional goals and pursues opportunities to grow professionally			
2. Works collaboratively with colleagues to improve professional practices and create systemic change to improve academic and career success for students			
3. Reflects in counseling practice, and plans and participates in professional development			
4. Works to develop and reach consensus on the counseling program's purpose and goals, towards helping students develop competencies in academic achievement, career planning and personal/social development			
Evidence:			
Commendations/Recommendations:			

Delivery System: Guidance Curriculum, Student Planning, Responsive Services, System Support	Does Not Meet Standards	Needs Improvement	Meets Standards
1. Counsels students regarding post high school pursuits including college requirement, financial aid, and vocational career opportunities			
2. Establishes a guidance program that is accessible to students			
3. Responds in a timely manner to counseling referrals			

4. Meets with students to design/review school four year plan			
5. Consults with students, parents, and teachers on academic, college and career, and personal/social issues			
6. Provides short-term individual and/or group counseling to support students in their academic achievement			
7. Participates in crisis response			
8. Implements an effective referral process			
9. Makes appropriate referrals for students and/or their parents to community resources to support student achievement and success			
10. Interprets academic/career assessments			
11. Advocates for student needs			
Evidence:			
Commendations/Recommendations:			

Management: Agreements, Use of Data, Action Plans, Use of Time, Use of Calendars	Does Not Meet Standards	Needs Improvement	Meets Standards
1. Establishes professional relationships with students, parents and staff			
2. Provides knowledge and support of programs for student services			
3. Promotes team approach to problem solving			
4. Provides knowledge of academic and support resources in the community			
5. Resource to administrators in constructing the master schedule of courses and classes.			
6. Provides/assists in guidance related topics for staff through in services			
7. Promotes students as life-long learners to gain skills such as problem-solving skills, organizational skills, social/interpersonal skills, career dispositions, and adaptability to change			
8. Establishes a calendar of guidance activities			

Natomas Unified School District

School Counselor Plan Outline, Pre-Observation, and Reflection Form

Counselor Name:

Supervisor:

School:

Observation Date:

Section 1: Plan Outline (to be completed before observation)

Attach a copy of your plan that, at minimum, addresses the following related to the Counseling Standards:

Identify the standard(s) that will be addressed in this observation.

Identify the objective(s).

Identify the strategies you chose to meet the learning needs of your target audience.

Identify the data you will use to establish the intended outcome and success indicators that helped shape the plan.

Section 2. Pre-Observation

1. How does the content of this observation connect to the goals you have established for the school year and build on the work you are already engaged in?

2. How does the content of this observation connect to the work you will have planned in the future?

Form B

3. In all your planning for the content of this observation, how have you addressed the needs of particular groups in your target audience?
(Responses might consider gender, culture, language proficiency, exceptionalities, economic status, skill level, or more individual concerns)

4. **Standard 1 – Foundation:** How will you model? your school’s beliefs, philosophy, mission, standards, and your intent to develop as a professional educator?

5. **Standard 2 – Delivery System:** What evidence will you provide that demonstrates your work around providing guidance to students, helping students create 4-year plans, the manner in which you make yourself accessible to students and families, and how you provide support?

6. Standard 3 – Management: How have you organized your time, planning tools, calendar, data and supporting documents to make the content of this observation successful?

7. Standard 4 – Accountability: How will you use data and results from the content of this observation to improve your practice as a counselor and support the growth of the counseling program in your school?

Section 3: Reflection (to be completed after observation and submitted to administrator at least 48 hours prior to the Post-Observation Conference)

Using the standards, objectives and strategies identified as the focus of the content for this observation, reflect on the level of learning/development/planning that occurred in the observation.

Natomas Unified School District

Psychologist Evaluation

Name: _____

School Sites: _____

Evaluators: _____

Pre-observation meeting / discuss goals and objectives for the year: _____ (date)

Date and time for observation (total at least 30 minutes): _____ (date)

What will observer see on that date? _____

Observation of entire IEP where the psychologist is presenting a case: _____ (date)

Observation of SST meeting where the psychologist is a member: _____ (date)

*If a "Needs Improvement" is marked, observed examples must be quoted.

STANDARD 1: ASSESSMENT

Plans and Conducts Psycho-Educational Assessments.	Not consistent with Standard Expectations	Developing practice	Applying Practice	Accomplish practice that exemplifies standards
1. Planning and carrying out individual evaluations (initials, reviews, 3 year reevaluations etc)				
2. Writing Evaluation reports describing the results of the assessment.				
3. Communicating evaluation findings to school personnel, parents and student (if appropriate).				
4. Accurate and timely completion of written reports (60 days or less from the time the permission to assess is obtained unless circumstances beyond the control of the psychologist exists).				
5. Serves as a professional member of site, district and/or SELPA meetings.				

	Unsatisfactory	Needs Improvement	Satisfactory
OVERALL RATING FOR STANDARD 1			

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

STANDARD 2: CONSULTATION OR COUNSELING SERVICES

Provides Consultation and or Counseling Services	Not consistent with Standard Expectations	Developing Practice	Applying Practice	Accomplish practice that exemplifies standards
1. Consults with staff and parents and school personnel on student evaluation, placement and behavioral concerns.				
2. Counsel and consult with students, teachers, and parents in regard to student problems which adversely affect their educational development				
3. Review cases referred for Student Study Team interventions and providing recommendation.				

	Unsatisfactory	Needs Improvement	Satisfactory
OVERALL RATING FOR STANDARD 2			

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

STANDARD 3: PROFESSIONAL DEVELOPMENT

Develops as a School Psychologist	Not consistent with Standard Expectations	Developing practice	Applying Practice	Accomplish practice that exemplifies standards
1. Establishes goals, plans professional development, and pursues opportunities to grow professionally.				
2. Demonstrates a regular and ongoing effort to remain current in knowledge regarding issues and practices related to psychological services and Special Education.				
3. Works with colleagues to improve professional practice.				

	Needs Improvement	Satisfactory	Commendable
OVERALL RATING FOR STANDARD 3			

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

STANDARD 4: INTERVENTION

Problem Resolution/Crisis Interventions	Not consistent with Standard Expectations	Developing practice	Applying Practice	Accomplish practice that exemplifies standards
1. Serves as a resource for staff and students on issues related to the provision of special education services				
2. Works directly with students or families.				
3. Can direct families to community resources such as counseling social skills training, behavior management and other interventions.				
4. Active member of school teams in emergency and crisis situations.				

	Needs Improvement	Satisfactory	Commendable
OVERALL RATING FOR STANDARD 4			

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

STANDARD 5: STAFF SERVICES

Professional Participation and Staff Services	Not consistent with Standard Expectations	Developing practice	Applying Practice	Accomplish practice that exemplifies standards
1. Serves as a professional member of IEP meetings.				
2. Participation in District psychologist meetings, Special Education meetings, staff development, and other related site meetings including SST as appropriate.				

	Needs Improvement	Satisfactory	Commendable
OVERALL RATING FOR STANDARD 5			

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

Unsatisfactory	Needs Improvement	Satisfactory

Evaluation Statement: _____

Commendations/Recommendations: _____

Psychologist's Signature _____

Date _____

Evaluator's Signature _____

Date _____

NATOMAS UNIFIED SCHOOL DISTRICT
Natomas Teachers Association

Grievance Form
Formal Level – Step 1 (Site Level)
(To be completed if not satisfied with Step 0 decision)

Today's Date: _____ Work Site: _____

Employee Name: _____

NTA Contract Article III – Grievance Procedures N.1

A grievant may present the grievance to the immediate administrator within twenty days (20) after the violation, misinterpretation, or misapplication of the provisions of this agreement, after the grievant knew, or reasonably should have known, of the circumstances, which form the basis for the grievance.

Date grievance occurred (or was discovered): _____

Date of Step 0 (Informal conference with the immediate administrator): _____

1. Concise statement of the grievance:

Describe the specific grounds of your grievance including names, dates, places, and other information necessary for a complete understanding of the grievance.

2. **Specific section or sections of the agreement violated:**
List the article(s) and section(s) of the agreement, which are alleged to have been violated or misapplied.

3. **List the reason(s) why the immediate administrator=s proposed resolution to the problem is unacceptable:**

4. **List the specific action(s) you request of the public school employer to remedy your grievance.**

5. **The immediate administrator shall communicate a decision to the grievant in writing and attach it to this form within ten (10) days after receiving the formal grievance.**

Grievant's Signature: _____

Date Of Presentation: _____

Time Of Presentation: _____

Signed As Received By:
Immediate Administrator _____

NATOMAS UNIFIED SCHOOL DISTRICT
Natomas Teachers Association

Grievance Form
Formal Level – Step 2 (District Level)
(To be completed if not satisfied with Step 1 decision)

Attach copy of Step 1 form & response/decisions rendered by immediate administrator

Today's Date: _____ Work Site: _____

Employee Name: _____

NTA Contract Article III – Grievance Procedures O.1

If the grievant is not satisfied with the decision at Step 1, or if no written decision has been rendered within ten (10) days, then within ten (10) days of the receipt of the decision, or upon the termination date of the decision deadline, a written appeal on the appropriate form may be made to the Superintendent or his designee after filing with the District grievance officer (via the NTA Grievance Chair).

Date grievance occurred (or was discovered): _____

Date of Step 0 (Informal conference with the immediate administrator): _____

Date of Step 1 (Presented to immediate administrator): _____

Date Step 1 response/decision received from immediate administrator: _____

Date filed with District grievance officer (via NTA Grievance Chair): _____

1. Concise statement of the reasons for the appeal:

List the reason(s) why the immediate administrator=s proposed resolution to the problem is unacceptable.

2. The Superintendent or designee shall render a written decision and attach it to this form within ten (10) days after receiving the appeal.

Either the grievant or the Superintendent or designee may request a personal conference within the above time limits.

Grievant's Signature:

NATOMAS UNIFIED SCHOOL DISTRICT
Natomas Teachers Association

Grievance Form
Formal Level – Step 3 (Appeal)
(To be completed if not satisfied with Step 2 decision)

- Attach copy of Step 1 form & response/decisions rendered by immediate administrator
- Attach copy of Step 2 form & response/decisions rendered by immediate administrator

Today's Date: _____ Work Site: _____

Employee Name: _____

NTA Contract Article III – Grievance Procedures P.1 and 2

If the grievant is not satisfied with the decision at Step 2, or if no written decision has been rendered within ten (10) days, then within ten (10) days of the receipt of the decision, or upon the termination date of the decision deadline, a written appeal on the appropriate form may be made to the School Board. The School board shall consider the grievance in closed session of the next regularly scheduled School Board Meeting. Grievances submitted less than ten (10) days from the regularly scheduled meeting shall be held over until the following meeting. Material supplied to the School Board shall include all prior grievance forms and responses.

Date grievance occurred (or was discovered): _____

Date of Step 0 (Informal conference with the immediate administrator): _____

Date of Step 1 (Presented to immediate administrator): _____

Date Step 1 response/decision received from immediate administrator: _____

Date filed with District grievance officer (via NTA Grievance Chair): _____

Date of Step 2 (Written appeal to the Superintendent or designee): _____

Date Step 2 response/decision received from Superintendent or designee:

1. I am appealing the disposition of my grievance to the School Board because the disposition by the Superintendent or designee is unacceptable to me for the following reason(s):

NTA Contract Article III – Grievance Procedures P.3, 4 and 5

The NTA Grievance Chairperson, and/or a representative appointed by the NTA shall be allotted ten (10) minutes to address the School board during the closed session on behalf of the grievant.

The School board shall make a written disposition of the case within ten (10) days following the School Board Meeting at which the grievance is considered.

The decision of the School board is advisory.

Grievant's Signature:

NATOMAS UNIFIED SCHOOL DISTRICT
Natomas Teachers Association

Grievance Form
Formal Level – Step 4 (Mediation)

(To be completed if not satisfied with Step 3 decision)

- Per NTA Contract, approval required from NTA to proceed with Step 4/Mediation*
- Attach copy of Step 1 form & response/decisions rendered by immediate administrator
- Attach copy of Step 2 form & response/decisions rendered by immediate administrator
- Attach copy of Step 3 form & response/decisions rendered by School Board

Today's Date: _____ Work Site: _____

Employee Name: _____

_____ Approved for mediation	_____ Not approved for mediation
_____ President, Natomas Teachers Association	

Date grievance occurred (or was discovered): _____

Date of Step 0 (Informal conference with the immediate administrator): _____

Date of Step 1 (Presented to immediate administrator): _____

Date Step 1 response/decision received from immediate administrator: _____

Date filed with District grievance officer (via NTA Grievance Chair): _____

Date of Step 2 (Written appeal to the Superintendent or designee): _____

Date Step 2 response/decision received from Superintendent or designee: _____

_____ Date of Step 3 (Written appeal to the School Board) _____

Date Step 3 response/decision received from School Board: _____

Date NTA approved proceeding to mediation: _____

1. I am appealing the disposition of my grievance to the Natomas Teachers Association for mediation because the disposition by the School Board is unacceptable to me for the following reason(s):

NTA Contract Article III – Grievance Procedures Q.1-5

If the grievant and/or the NTA are not satisfied with the decision, or if no decision has occurred pursuant to the provisions of Step 3, the grievance may be referred to a mediator from the State Mediation and Conciliation Service (SMCS).

If either the District or the NTA elects to go to mediation, the party so electing must notify the other party in writing within fifteen (15) days following the Step 3 decision. Both the NTA and the District agree to participate in the process in good faith in an attempt to reach an equitable resolution.

Either the District or the NTA may contact SMCS for the assignment of the mediator. A meeting will be scheduled as soon as calendars can be arranged.

If the NTA and the District mutually agree, they may use an alternative to the SMCS.

Other than the costs for a mediator, which are to be borne equally, each party shall pay its own costs.

_____ Date SMCS contacted

_____ Date of scheduled mediation

Grievant's Signature: _____

NATOMAS UNIFIED SCHOOL DISTRICT
Natomas Teachers Association

Grievance Form
Formal Level – Step 5 (Arbitration)
(To be completed if grievance not settled at Step 4)

- Attach copy of Step 1 form & response/decisions rendered by immediate administrator
- Attach copy of Step 2 form & response/decisions rendered by immediate administrator
- Attach copy of Step 3 form & response/decisions rendered by School Board
- Attach copy of Step 4 form & response/decisions rendered by mediator

Today's Date: _____ Work Site: _____

Employee Name: _____

_____ Approved for arbitration	_____ Not approved for arbitration
_____ President, Natomas Teachers Association	

Date grievance occurred (or was discovered): _____

Date of Step 0 (Informal conference with the immediate administrator): _____

Date of Step 1 (Presented to immediate administrator): _____

Date Step 1 response/decision received from immediate administrator: _____

Date filed with District grievance officer (via NTA Grievance Chair): _____

Date of Step 2 (Written appeal to the Superintendent or designee): _____

Date Step 2 response/decision received from Superintendent or designee: _____

Date of Step 3 (Written appeal to the School Board): _____

Date Step 3 response/decision received from School Board: _____

Date Step 4 (Written appeal for mediation): _____

Date Step 4 response/decision received from mediator: _____

1. I am appealing the disposition of my grievance to the Natomas Teachers Association for arbitration because the disposition by the mediator is unacceptable to me for the following reason(s):

For Step 5 guidelines, please refer to:

NTA Contract Article III, Grievance Procedures R.1-9

_____ Date SMCS contacted

_____ Date of scheduled arbitration

Grievant's Signature: _____

2017-2018 Workday Calendar
183.5 Teacher Workdays



July 2017						
Su	M	Tu	W	Th	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					

August 2017						
Su	M	Tu	W	Th	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		
						19 workdays

September 2017						
Su	M	Tu	W	Th	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
						20 workdays

October 2017						
Su	M	Tu	W	Th	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				
						22 workdays

November 2017						
Su	M	Tu	W	Th	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	28	28	29	30		
						16 workdays

December 2017						
Su	M	Tu	W	Th	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						15 workdays

First Day of Class	August 9, 2017
Last Day of Class	May 24, 2018
No School	Non-Workdays
July 4	Independence Day
September 4	Labor Day
November 10	Veteran's Day (observed)
November 20	Certificated Holiday
November 21	Certificated Holiday
November 22	Local Holiday
November 23	Thanksgiving Day
November 24	Local Holiday
December 22-January 5	Winter Recess
December 24	Christmas Eve
December 25	Christmas Day
January 1	New Year's Day
January 15	Martin Luther King Day
February 12	Presidents Day (Lincoln Day)
February 19	President's Day (Washington Day)
April 2-April 6	Spring Recess
May 28	Memorial Day
Certificated Staff Development Days (3.5)	Non-Student Days
August 7	District Staff Development
August 8	District Staff Development
October 9	District Staff Development Day
May 25 (.5)	District Staff Development Day

District Wide Minimum Days:
December 21, 2017
May 24, 2018
Elementary Schools:
5 minimum days for Parent/Teacher Conferences. Check your school calendar for dates.
Secondary Schools:
December 19-20, 2017
May 22-23, 2018

1st Quarter _____ 1st Semester _____
2nd Quarter _____ 2nd Semester _____
3rd Quarter _____ 3rd Semester _____

January 2018						
Su	M	Tu	W	Th	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			
						17 workdays

February 2018						
Su	M	Tu	W	Th	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			
						18 workdays

March 2018						
Su	M	Tu	W	Th	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
						21 workdays

April 2018						
Su	M	Tu	W	Th	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					
						16 workdays

May 2018						
Su	M	Tu	W	Th	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		
						18.5 workdays

June 2018						
Su	M	Tu	W	Th	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