MASTER AGREEMENT

between

WILLITS UNIFIED SCHOOL DISTRICT

and

WILLITS TEACHERS' ASSOCIATION

July 1, 2022 through June 30, 2024

AGREEMENT

This is an Agreement made and entered into between the Willits Teachers' Association and the Willits Unified School District.

POR THE BOARD

Date: 3/29/2023

SIGNATURES

FOR THE ASSOCIATION

Date: 3/29/2023

TABLE OF CONTENTS

	ARTICLE	PAGE
I.	AGREEMENT	3
II.	RECOGNITION	3
III.	AFFIRMATION	
IV.	DEFINITIONS	
V.	GRIEVANCE PROCEDURE RELATING ONLY TO	
	CONTRACT DISPUTES	5
VI.	ORGANIZATIONAL SECURITY	
	PROFESSIONAL DUES AND PAYROLL DEDUCTIONS	
	MISCELLANEOUS PROVISIONS	
	NEGOTIATION PROCEDURE	
	ASSOCIATION RIGHTS	
VII.	CONDITIONS OF EMPLOYMENT	
	TEACHER ORIENTATION	
	HOURS OF SERVICE	
	SCHOOL CALENDAR.	
	IN-SERVICE	
	CLASS SIZE AND COMPOSITION	
	DEPARTMENT CHAIR/GRADE LEVEL CHAIR	
VIII.	SALARIES AND SALARY EVALUATION	
V 1111.	SALARY PLACEMENT AND ADVANCEMENT	1 <i>1</i>
	SALARY SCHEDULE HORIZONTAL ADVANCEMENT	
IX.	HEALTH AND WELFARE BENEFITS	
124.	DENTAL PLAN	
	STAY WELL HEALTH PLAN	
	RETIREMENT BENEFITS	
X.	SAFETY CONDITIONS OF EMPLOYMENT	
21.	TEACHER SAFETY	
XI.	LEAVES	
711.	BENEFITS	
	SICK LEAVE FOR REGULAR EMPLOYEES	20 20
	TRACKING EMPLOYEE ABSENCES	
	MATERNITY LEAVE	
	INDUSTRIAL ACCIDENT OR ILLNESS LEAVES	
	FAMILY CARE LEAVE	
	PERSONAL NECESSITY LEAVE	
	BEREAVEMENT LEAVE	
	STUDY LEAVE	
	JURY DUTY AND COURT APPEARANCE	23 23
	ASSOCIATION LEAVE	
	REGULAR LEAVE OF ABSENCE	
	LEAVE OF ELECTIVE SERVICE.	
	CATASTROPHIC ILLNESS LEAVE	
XII.	SHARED CONTRACTS	
XIII.	PROCEDURES TO BE USED IN EVALUATION OF EMPLOYEES	
21111.	TEACHERS EVALUATIONS	
	CLASSROOM EVALUATION PROCEDURES	
	PERSONNEL FILES	
	PSYCHOLOGIST AND COUNSELORS.	
XIV.	SUMMER SCHOOL	
XIV.	PROCEDURES FOR PROCESSING CHARGES BROUGHT	

	CTTIZENS AGAINST SCHOOL EMPLOYEES	31
XVI.	VACANCY, ASSIGNMENT, TRANSFER	32
	DEFINITIONS	32
	GENERAL PROVISIONS	32
	ASSIGNMENT	
	VACANCY	33
	VOLUNTARY TRANSFER	34
	INVOLUNTARY TRANSFER	
	CLOSE OF SITE.	
	INVOLUNTARY CLASSROOM MOVES.	35
XVII.	PART-TIME EMPLOYMENT/FULL-TIME RETIREMENT CREDIT	37
XVIII.	REOPENERS	
XIX.	SAVINGS	
XX.	ADULT EDUCATION	
	APPENDIXES	begin 40
		O
A.	SALARY SCHEDULES	
	CERTIFICATED TEACHER	
	COUNSELOR	
	DISTRICT LIBRARIAN	
	SCHOOL PSYCHOLOGIST, PUBLIC SCHOOL NURSE, SPEECH AND LANGUA	AGE PATHOLOGIST
	A-1 ADDITIONAL SALARIES FOR EXTRA DUTIES	
	A-2 DEPARTMENT AND GRADE LEVEL CHAIRPERSONS	
	A-3 EXTRA DUTY, EXTRA PAY HOURLY	
В.	EVALUATION FORMS	
•	CERTIFICATED TEACHER FORMS	
	SCHOOL COUNSELOR FORMS	
	SCHOOL PSYCHOLOGIST FORMS	

ARTICLE 1 AGREEMENT

- 1.1 The Articles and provisions contained herein constitute a bilateral and binding agreement (Agreement) by and between the Governing Board of the Willits Unified School District (Board) and the Willits Teachers' Association-California Teachers' Association-National Education Association (Association), an employee organization.
- 1.2 This Agreement is entered into pursuant to chapter 10.7, Section 3540~3549 of the Government Code (Act).
- 1.3 This Agreement shall remain in full force and effect from date of ratification until June 30, 2024.

ARTICLE II RECOGNITION

2.1 The Board recognizes the Willits Teachers' Association as the exclusive representative of all certificated employees exclusive of management, supervisorial and confidential certificated employees and day-to-day substitutes, for the purpose of meeting and negotiating.

ARTICLE III AFFIRMATION

3.1 The Board recognizes classroom teachers as primary agents of the educational program and reaffirms the concept that the role of all other certificated and classified employees is one of providing support and assistance to the teacher and to the educational program.

ARTICLE IV DEFINITIONS

- 4.1 "Teacher" refers to any employee who is included in the appropriate unit and therefore covered by the terms and provisions of this Agreement. References made to male teachers shall include female teachers, vice versa, unless otherwise noted.
- 4.2 "Days" means school days during which students are required to be in attendance.
- 4.3 "Unpaid leaves of absence" means that a teacher shall be entitled to health and dental benefits paid by teachers who are on leave with approval of the insurance company.
- 4.4 "School day" means the amount of time each day of classes during which students are required to be in school, unless otherwise provided for in this Agreement.
- 4.5 "Immediate family" means any relative of the teacher or the family of the employee's spouse herein included: mother, father, grandmother, grandfather, or grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister of the employee, or any relative living in the immediate household of the employee. Also included is any domestic partner included on the member's insurance plan(s).
- 4.6 "Daily rate of pay" means the teacher's annual salary divided by the number of days he is required by the Board to be present at school.
- 4.7 "Bargaining unit" means all certificated, non-management employees of the Willits Unified School District, excluding substitutes.
- 4.8 "Small Schools" means Sanhedrin Continuation High School, Sherwood School, Willits Secondary Community Day School, Community Day School and New Horizons Independent Study.
- 4.9 "Job Share" means two certificated employees who proportion one (1) full-time equivalent (FTE) position between them.
- 4.10 "Part-Time Employee" means a certificated employee who works less than one (1) FTE and is not a job

share position.

- 4.11 The definition for "Temporary Employee" can be found in Education Code sections 44909, 44919, 44920, and 44921.
- 4.12 School-related absence: Absence from the location of assignment shall be designated a school-related absence under any of the following conditions:
 - 4.12.1 When directed by the District or respective supervisor.
 - 4.12.2 When required to fulfill requirements that are part of an individual's job description or assignment.
 - 4.12.3 For administration approved staff development.
 - 4.12.4 For attendance at committee meetings called by the District.

ARTICLE V <u>GRIEVANCE PROCEDURE</u> RELATING ONLY TO CONTRACT DISPUTES

- 5.1 The purpose of this article is to provide a procedure for the consideration of grievances pertaining to a contract dispute, which is defined as an alleged violation, misapplication or misinterpretation of the specific provisions of the contract filed by an employee in the bargaining unit or by the Association.
- 5.2 This grievance procedure applies only to items covered in this contract. If a claim is raised as to the procedural arbitrability of the grievance as a result of the alleged violation, such claim shall be ruled on first by the arbitrator.
- 5.3 Any employee may present grievances relating to a contract dispute to his employer and 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. 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 the opportunity to file a response.
- 5.4. Most grievances arise from misunderstandings or disputes which can be settled promptly and satisfactorily on an informal basis at the immediate administrative level. The employer and the exclusive representative or employee organization agree that every effort will be made by management and the aggrieved party to settle grievances at the lowest possible level. Inasmuch as dissatisfactions and disagreements arise among people in any work situation, the filing of a grievance shall not be construed as reflecting unfavorably upon an employee's good standing, performance, or loyalty or desirability to the organization. Employees, employee representatives, and all other persons involved in the presentation of a grievance will be free from restraint, interference, coercion, discrimination, or reprisal.
- 5.5 Failure by the administration to adhere to decision deadlines constitutes the right for the aggrieved to appeal automatically to the next step (higher level). Failure of the employee to adhere to the submission deadlines shall mean that the employee is satisfied with the latest decision and waives any right to higher appeal. However, nothing prevents the parties from extending the dates by mutual agreement.
- 5.6 All documents dealing with the processing of a grievance shall be filed separately from the personnel file of the participants.
- 5.7 Every effort will be made to schedule meetings for the processing of grievances at times which will not interfere with the regular work day of the participants. If any grievance meeting or hearing must be scheduled during the school day, any employee required by either party to participate as a witness or grievant in such meeting or hearing shall be released from regular duties without loss of pay for a reasonable amount of time.
- 5.8 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 grievant's disposal relating to the subject matter of the grievance shall be deemed a termination of the grievance by the employee. The public school employer shall give written notice of such termination to the employee.
- 5.9 The grievant has the right to have a representative present at any step of the grievance procedure. The grievant, however, must be present at each step of the grievance procedure.

5.10 Definitions:

5.10.1	Grievance - A grievance is a complaint by an employee or the Association that there has been an
	alleged violation, misapplication, or a misinterpretation of the specific provisions of this
	contract covering the employees in the unit.

- 5.10.2 Grievant A grievant is a WTA member, or the Association acting on behalf of its members covered by this Agreement, who is filing a grievance.
- 5.10.3 District Employee A District employee is a full-time or part-time certificated person belonging to an appropriate employee unit.

- 5.10.4 Representative A representative is a fellow employee, employee organization, or legal counsel who participates in the grievance procedure.
- 5.10.5 Immediate Administrator An immediate administrator is the administrator having immediate jurisdiction over the employee who is filing the grievance.
- 5.10.6 Day A day is any day that the employee is required to be present and on duty.

5.11 Informal Resolution

5.11.1 Any employee who believes he/she has a grievance shall present the grievance orally to the immediate administrator within ten (10) teaching days after the grievant knew, or reasonably should have known, of the circumstances which form the basis for the grievance.

Failure to do so will render the grievance null and void. The administrator shall hold discussions and attempt to resolve the matter within three (3) days after the receipt of the grievance. It is the intent of the informal meeting that at least one personal conference be held between the aggrieved employee and the immediate supervisor.

5.12 Grievances will be processed in accordance with the following steps:

- 5.12.1 If the grievance is not settled during the informal discussion and the employee wishes to press the matter, the employee shall present the grievance in writing to the immediate administrator within five (5) days after the oral decision by the administrator. The administrator shall respond in writing within three (3) days after the receipt of the grievance. The written information shall include:
 - 5.12.1.1 A description of the specific grounds of the grievance, including names, dates, and places necessary for a complete understanding of the grievance;
 - 5.12.1.2 A listing of the provisions of this Agreement which are alleged to have been violated or misapplied;
 - 5.12.1.3 A listing of the reasons why the immediate administrator's proposed resolution of the problem is unacceptable;
 - 5.12.1.4 A listing of specific actions requested of the public school employer which will remedy the grievance.
- 5.12.2 If the grievance is not resolved at Step 5.12.1, grievant shall, within five (5) days after receipt of the written decision, present the grievance in writing to the next level administrator with immediate responsibility for the position to which the grievant is assigned. Within five (5) days from the receipt of the grievance, the administrator involved shall, if so required, meet with the grievant in an effort to resolve the grievance. The administrator shall make a written disposition of the grievance within five (5) days after such meetings and return it to the grievant.
- 5.12.3 If the employee is not satisfied with the disposition of the grievance, or if no disposition has been made within five (5) days of such meeting, the grievance shall be transmitted to the Superintendent or the Superintendent's designee. Within five (5) days from the receipt of the grievance, the Superintendent or designee shall meet with the employee on the grievance and shall indicate the disposition of the grievance in writing within five (5) days of such meeting and shall furnish a copy thereof to the Association and to the grievant. For purposes of this section, the Superintendent's designee shall not be the immediate administrator involved in the grievance.
- 5.12.4 If the grievant is not satisfied with the disposition of the grievance, the grievant, with the agreement of the Association, may within ten (10) days after receiving the decision of the Superintendent or the Superintendent's designee, request that the grievance be submitted to mediation. The Association shall notify the California State Mediation and Conciliation Service (CSMCS) and request that CSMCS appoint a mediator who shall schedule a mediation conference at the earliest possible date. Mediation conferences shall take place at a mutually

convenient place and time. Each party shall designate its representatives for the mediation conference. There shall be one (1) person from each party designated as a spokesperson for that party at the mediation conference. The mediator shall assist the parties in resolving the grievance. The mediator shall have the authority to meet separately with either party, but shall not have the authority to compel the resolution of the grievance. If, after due diligence, the mediator concludes resolution is not possible, the mediator shall notify both parties in writing.

- 5.12.5 If the grievance is not resolved at the mediation step, the grievant may, within ten (10) day of the receipt of the written notice from the mediator, request a hearing before the Board of Education. If a hearing with the Board of Education is requested, the Board of Education will hear the grievance at their next regularly scheduled Board meeting, if received before the agenda is posted. The Board of Education will indicate the disposition of the grievance in writing within five (5) days of the Board meeting and shall furnish a copy thereof to the Association and to the grievant.
- If a grievance is not resolved in steps outlined in Sections 5.12.1 through 5.12.5 above, the employee may request in writing a hearing before an arbitrator. The written request shall be filed in the Office of the Superintendent within ten (10) days after receipt of the written decision from the Board per Section 5.12.5 above. The arbitration proceeding shall be conducted by an arbitrator to be selected by the two parties within seven (7) days after such notice is given. If the two parties fail to reach agreement on an arbitrator within seven (7) days, the State Conciliation Service will be requested to supply a list of five names. Each party will alternately strike from the list until only one name remains. The order of striking will be determined by lot. The public school employer and the grievant will share equally any payment for the services and expenses of the impartial arbitrator in the event there are any costs.

5.13 Powers of the Arbitrator

5.13.1	It shall be the function of the arbitrator to resolve the grievance. The arbitrator shall be subject
	to the following limitations:

5.13.1.1	The arbitrator shall have no power to add to, subtract from, disregard, alter, or
	modify any of the terms of this Agreement.

- 5.13.1.2 The arbitrator shall have no power to establish or change salary structures.
- 5.13.1.3 The arbitrator shall have no power to recommend or resolve any of the following:
 - 5.13.1.3.1 The termination of services or failure to re-employ any teacher to a position on the extracurricular schedule.
 - 5.13.1.3.2 Any claim or complaint for which there is another remedial procedure or course established by law or by regulation having the force of law, including any matter subject to the procedures specific in the Education Code.
 - 5.13.1.3.3 Any matter involving teacher evaluation, except procedural violations as specified in Article XI. However, no grievance shall be heard based on disputes involving judgment exercised by District personnel. The arbitrator will have no power to change any practice, policy or rule of the public school employer.
- 5.13.1.4 The fees and expenses of the arbitrator shall be shared equally by the public school employer and the exclusive representative. All other expenses shall be born by the party incurring them.
- 5.13.1.5 The fact that the grievance has been considered by the parties in the preceding steps of the grievance shall not constitute a waiver of jurisdiction limitations upon the arbitrator in the Agreement.

- 5.13.1.6 Either party may request a certified court recorder to record the entire arbitration hearing. The cost of the services and expenses of such court recorder shall be paid by the party requesting the report, or shared by the parties if they mutually agree. If the arbitrator requests a court recorder, then the costs shall be shared by both parties. The court recorder shall deliver a copy of the proceeding to each party within fifteen (15) days.
- 5.13.1.7 The award of the arbitrator shall be binding on the grievant, the Association and the District.
- Hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons entitled to be present to attend. Such hearings shall be conducted during non-classroom hours, unless there is mutual agreement for other arrangements. The public school employer and the exclusive representative are responsible for the payment of their representatives and witnesses involved in any grievance meeting.
- 5.15 If the grievance arises from an action of authority higher than the principal of a school, the employer may present such grievances at Step 2 of the procedure.
- 5.16 Time limits provided in this Agreement may be extended by mutual agreement when signed by the parties. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limit shall permit the grievant to lodge an appeal at the next step of the procedure. Any grievance not advanced from one step to the next within the time limits of that step shall be deemed resolved by the public school employer's answer at the previous step.
- 5.17 Nothing contained herein shall deny to any employee his/her rights under state or federal constitutions and laws. No probationary teacher may use the grievance procedure in any way to appeal discharge or decision by the public school employer not to renew his/her contract. No tenured teacher shall use the grievance procedure to dispute any action by the public school employer which is applicable to the state tenure laws. No teacher shall use the grievance procedure to appeal any decision of the public school employer or administration if such decision is applicable to a state or federal regulator commission or agency.

ARTICLE VI ORGANIZATIONAL SECURITY

6.1 <u>Professional Dues and Payroll Deductions</u>

- 6.1.1 The Association has the right under the Education Employment Relations Act to represent unit members in their employment relations with the District. Nothing in the agreement shall be construed as a waiver of such rights.
- 6.1.2 The Associations shall inform the District of any teacher who is a member o the Association. Pursuant to such notification, the District shall deduct one-eleventh of such dues from the regular salary check of the teacher each month for eleven months. Deductions for teachers who sign such authorizations after the commencement of the school year shall be prorated to complete required dues payment by the end of the school year.
 - 6.1.2.1 Unit member requests to cancel or change authorizations for dues deductions shall be directed to the Association.
 - 6.1.2.2 The Association shall indemnify the District for any claims made by a unit member for deductions made in reliance on that information.
- 6.1.3 Upon appropriate written authorization from the teacher, the Board shall deduct from the salary of any teacher and make appropriate remittance for annuities, credit union, savings bonds, or any other plans or programs jointly approved by the Association and the Board.

6.2 Miscellaneous Provisions

- Any individual contract between the Board and an individual teacher heretofore executed shall be subject to and consistent with the terms and conditions of this Agreement.
- This Agreement shall supersede any rules, regulations or practices of the Board which are or may in the future be contrary to or inconsistent with its terms.

6.3 <u>Negotiation Procedure</u>

- Any agreement reached between the parties shall be recognized when reduced to writing, ratified and signed by both parties.
- 6.3.2 Either party may utilize the services of outside consultants to assist in the negotiations.
- 6.3.3 The Board and the Association may discharge their respective duties by means of authorized officers, individuals, representatives or committees.
- 6.3.4 Negotiations shall take place at mutually agreeable times and places, provided that meetings shall normally be held within five (5) days from receipt of request. The District shall provide up to 4 full work days of release time for negotiations each school year. In the event that negotiations are not complete and further time is needed, negotiations shall be scheduled on an alternating basis during the work day and after work hours until complete. However, if impasse is declared the parties recognize that mediation will be held on a week day.
- 6.3.5 The Association shall designate a representative from each school, a member at large, and up to three (3) consultants as needed to attend negotiations and impasse proceedings.
- 6.3.6 The schools are Willits High School, Baechtel Grove Middle School, Blosser Lane Elementary School, Brookside Elementary School, and all small schools as a unit. This may be modified by the Association to a lesser number of representatives. In the case of negotiations going to impasse, both the District and W.T.A. may use additional consultants as needed.
- 6.3.7 At the first negotiation session for each annual cycle of negotiations, the District and Association teams shall discuss negotiation protocols including but not limit to the following issues:

- 1. the meaning of a "Tentative Agreement";
- 2. whether joint minutes will be taken;
- 3. confidentiality of the process; and
- 4. report outs
- 6.3.7.1 In the event that joint minutes are mutually agreed to, the District will provide office staff to take the minutes.

6.4 Association Rights

- 6.4.1 The Association and its members shall have the right to make use of school equipment, buildings, and facilities at all reasonable hours. Such equipment shall include typewriters, computers, fax machines, and all types of audio-visual equipment when such equipment is not otherwise in use. All costs incurred by the Association's use of these machines will be paid by the Association.
- 6.4.2 The Association shall have the right to post notices of activities and matters of the Association concern on Association bulletin boards, at least one of which shall be provided in each school building in areas frequented by teachers. The Association may use the District mail service and teacher mailboxes for communication to teachers.
- Authorized representatives of the Association shall be permitted to transact official Association business on school property at all reasonable times.
- The Board shall place on the agenda of each regular Board meeting an item entitled "WTA President's Reports and Requests."
- Names, addresses, personal email addresses on file with the employer, and telephone numbers of all District teachers shall be made available to the Association no later than September 15th of each school year, or within twenty (20) days of hiring and then every(120) one hundred and twenty days thereafter throughout the year. (AB 119)
- 6.4.6 The following new bargaining unit member information shall be delivered to the Association President via email in digital excel format, no later than thirty (30) days after the date of hire.
 - 1. Name
 - 2. Home address
 - 3. Home phone, Work phone, Personal cell phone on file with the district
 - 4. Personal email on file with the district
 - 5. Job Title
 - 6. FTE

6.4.7 New Bargaining Unit Member Orientation

- 6.4.7.1 Each time a person is newly employed in a position in the bargaining unit, the District shall inform them of their employment status, rights, benefits, duties and responsibilities, and other employment-related matters.
- 6.4.7.2 The District shall provide written notice of the date, time and location of all bargaining unit member orientations meetings, by electronic mail, to the Association president and vice president no later than 14 calendar days prior to the annual orientation meeting or (10) calendar days prior to any other formal orientation that may occur throughout the year.
- 6.4.7.3 The Association shall be provided ninety (90) minutes of uninterrupted time to communicate with bargaining unit members during the lunch period at the annual new bargaining unit orientation. District administration shall not be present during Association time, unless the Association requests specific administrators

ARTICLE VII CONDITIONS OF EMPLOYMENT

7.1 Teacher Orientation

- 7.1.1 Teachers who have not previously been employed in the District (new teacher) may be invited by the administration to one day of orientation workshops and one uninterrupted day in their classroom paid at their per diem rate before the first in-service day of required certificated attendance. The Board shall supply the Association with a list of the names and addresses of all such teachers no later than August 15th or within ten (10) days of being hired.
- 7.1.2 New teachers shall not be required to perform services for the Board, including attendance at Board workshops, tours or civic meetings, more than four (4) days before the first day of required student attendance.
- 7.1.3 Teachers who have been previously employed in the District (returning teachers) shall not be required to perform services more than two days before the first day of required student attendance.

7.2 Hours of Service

- 7.2.1 The workday for certificated personnel covered under this Agreement shall commence thirty (30) minutes before the first scheduled class and end seven and a half (7 ½) hours later, with the exception of the day before Winter Break when the workday will end twenty minutes after students are dismissed for the day.
- 7.2.2 High school and middle school teachers shall have five hours or five unassigned periods per week set aside exclusively for preparation and planning. High school and middle school teachers must teach at least four periods to qualify for this preparation time, regardless of assigned sites.
- 7.2.3 Preparation time for teachers in grades K-5 will be a minimum of thirty (30) consecutive minutes per school day (see "school day", 4.4), excluding necessary small schools, who will have thirty (30) consecutive minutes per day (see "day", 4.2).
- 7.2.4 Every teacher shall be entitled to one (1) duty-free, uninterrupted lunch period. The lunch period shall not be less than thirty (30) consecutive minutes, exclusive of passing periods.
- All psychologists, Public School Nurses, Speech and Language Pathologists and counselors will be able to flex their seven and one half hour basic work day (inclusive of lunch) to start and end at times that allow them to best fulfill their duties as detailed in the applicable job descriptions. Psychologist, Public School Nurse, and Speech pathologists will have 191 work days and counselors have 196 work days included in their contract.
- 7.2.6 Teachers will attend and take part in Open House and Back to School Night activities outside of regular work day.

7.3 <u>School Calendar</u>

- 7.3.1 The length of the teacher work year shall be 186 days. Three staff development days shall be scheduled contiguous to and/or embedded within the school year.
- 7.3.2 Teachers will have a full workday for classroom preparation the day prior to the first student attendance day, with the exception of department chairpersons and grade-level chairpersons. Site administration will make every effort to limit meetings for chairpersons to finish no later than 9:30 a.m.
- 7.3.3 If in-service funding is discontinued, or flexibility is authorized by the State in use of such funding, the three (3) staff development days or proration thereof may be reduced or eliminated as determined by the District.
- 7.3.4 Psychologists shall work an additional five (5) days beyond the work year for other members of the bargaining unit as outlined in Article 7.3.1. Psychologists shall work with their

administrator to develop an annual work calendar.

- 7.3.5 Counselors shall work an additional ten (10) days beyond the work year for other members of the unit as outlined in Article 7.3.1. Counselors shall work with their administrator to develop an annual work calendar.
- 7.3.6 The school year for psychologists and counselors may be extended to include a maximum of ten (10) extra work days at each person's daily rate of pay. Any and all such extra work days, or any portion thereof, may be scheduled at the mutual consent of the unit member and immediate supervisor and may include providing services to another district that is contracting through WUSD. Extra days will be scheduled either prior, subsequent, or during the regular school year, or any combination thereof.
 - 7.3.6.1 Extra work will be offered to the affected employee groups. If more than one employee is interested, the contracting agency will manage a selection process.

7.4 <u>In-service</u>

7.4.1 Teachers will attend District sponsored in-service sessions on specific in-service days. In addition, each teacher may elect to take an in-service day to observe an innovative program, master teacher or other event relevant to his/her particular teaching situation. In-service days of this type must be approved in advance by the principal. The teacher will be expected to "share" the in-service day with colleagues upon his/her return. The principal will be expected to make a reasonable effort to accommodate this request. The teacher shall pay any travel expense and the District shall provide the substitute teacher.

7.5 Class Size and Composition

7 7 1 0

7.5.1 The District shall not exceed the following maximums per class.

7.5.1.1	<u>Elementary</u>	<u>Class Maximums</u>
	K	24^*
	1~3	24^{*}
	4~5	30

Middle School (Credes C. 9)

*For these grade levels the District may maintain an average of 24 per grade level at each site with no class exceeding 26.

1.5.1.Z	<u>Miaale School</u> (Grades 6~8)	<u>Class Maximums</u>
	Academic classes	32
	Music	50
	Physical Education	40
7.5.1.3	<u>Secondary</u>	Class Maximums
	Academic classes	35
	Music	50
	Physical Education	40
	Community Day School	25

- 7.5.1.4 Class size at Sanhedrin High School shall be based on an overall student-to-teacher enrollment ratio not to exceed 25:1.
- 7.5.2 When determining the overall composition and size of individual classroom K-8 the following factors will be considered:

Ratio of high-medium-low achievement levels

Ratio of Title 1 to non-Title 1 students

Ratio of special education to non-special education students

Proportion of behavioral needs students

Boy/girl ratio

Total number of students

7.5.2.1 Distribution among classes within each grade or subject level will be such that

no one class will have a significantly higher percentage of students from any of these categories listed in 7.5.2 than another similarly structured class, without the prior consultation of that classroom teacher. Teachers may elect to have a higher percentage of special needs/categorically funded students, with the equivalent percentage of categorical services.

- 7.5.3 Special modification of this policy may be needed for bilingual and ELP classrooms.
- 7.5.4 Should the class size of any class exceed the limits defined in 7.5.1 above for 20 school days, the Principal and Teacher and one representative appointed by the Association will meet within 5 school days to discuss possible ways to address the situation and come to a mutually agreed upon resolution.
- 7.5.5 Caseload limits for psychologists shall not exceed 1:1000 ADA.
 - 7.5.5.1 The Superintendent or designee will meet with psychologists prior to the start of each school year to discuss their caseloads and work assignments. After considering input from psychologists, the Superintendent or designee will determine psychologists' caseloads and work assignments.
 - 7.5.5.2 When balancing the overall caseload for individual psychologists, the following factors will be considered:

Total number of students Grade level of students Special needs of students Severity of student needs

Number of initial versus triennial assessments

7.5.6 Caseload limits for counselors shall not exceed 1:650 ADA.

7.6 Department Chair/Grade Level Chair

For comprehensive sites, the position of Department Chair/Grade Level Chair will rotate based on seniority and interest (excluding first year teachers. First year teachers may be the Department/Grade Level Chair if they are the only person in the Department or Grade Level) within the department/ grade level. The position may be shared and the term is for two years. If there is a tie for the position the site administrator will conduct an interview for selection.

Department Chair/Grade Level Chair shall receive an evaluation at the end of their 1st year of the term. If the evaluation is deemed unsatisfactory, the Department Chair/Grade Level Chair will not continue with year two and the position will be offered to the next senior person or interested unit member within the grade level/department. Upon mutual agreement with the site administrator, the unit member may opt out of the second year of the position regardless of the evaluation.

No teacher shall be required to accept this position; however, it must be offered to each teacher of that department or grade level. The District will initiate this process by April 1 with the goal that a Department Chair/Grade Level Chair shall be selected by April 30, for the following year. The teacher shall respond within 5 working days of the offer.

7.7 Teachers who work less than full time shall participate in staff meetings and other professional responsibilities consistent with the FTE for which they are contracted. By mutual agreement with their site administrator, a schedule should be worked out for the year in advance or at the commencement of the semester. In the event of a conflict, the part-time employee shall work with the principal or designated site administrator to determine how this responsibility will be met. Part-time employee are eligible to participate in optional staff development opportunities and shall be paid a full day for a full day of attendance.

ARTICLE VIII SALARIES AND SALARY EVALUATION

- 8.1 The salary schedule for all teachers is set forth in Appendix A, attached.
 - 8.1.4 The Association recognizes and agrees that "compensation" shall be defined as across the board salary increases (including COLA), Health and Welfare benefits, and step and column increases.
 - 8.1.5 Counselors shall be paid from the Counselor salary schedule
 - 8.1.6 Psychologist, Speech and Language Pathologists, and Public School Nurse shall be paid from the Psychologist, Speech and Language Pathologists, and Public School Nurse Salary Schedule.

8.2 Master's Degree

- 8.2.1 1.0 FTE unit members shall receive \$2111 per year for a Master's Degree. Unit members are limited to one Master's stipend. The Master's stipend will be prorated for unit members who work less than full time.
 - 8.2.1.1 The Master's stipend shall change at the same rate and time as any regular salary schedule change agreed to by the parties.
- 8.4 Additional salaries for extra duties are set forth in the Appendix
 - When there is an extra-duty extra-pay opening, and two persons are qualified, but one is a certificated employee and one is not, the certificated employee will be offered the position first.
 - 8.4.2 Individuals who are authorized to perform duties outside of the school day will be paid the extra duty, extra pay rate.
- 8.5 The daily rate of pay will be based upon salary divided by the number of work days.
- 8.6 Teachers who serve 50% of the contracted days shall receive not less than 50% the annual salary for their position.
- 8.7 Employees will be paid monthly on the last day of each month for a period of eleven (11) months (eleven checks) each year beginning on the last day in August.
- 8.8 Employees who are required to use their vehicles in performance of their duties will be paid mileage at the rate paid all other persons that travel for the district if on school business. Mileage statements shall be presented monthly to the business office not later than 30 days following the incurring of trip expenses.
- 8.9 Salary Evaluation Committee Policy
 - 8.9.1 The first meeting of the school year to evaluate all new documentation presented for salary advancement will be held as soon as possible after November 15. The Superintendent or designee will meet with a WTA representative of the units choosing, and minutes will be taken. For certificated staff members hired after November 15, the Superintendent or designee shall meet with a WTA representative to verify placement on the salary schedule. Verification shall take place within 60 calendar days of employment with documents/transcripts when available.

8.10 Salary Placement and Advancement

8.10.1 General provisions

All Staff members shall provide the District within sixty (60) days after employment, information which will ensure placement on the proper step of the salary schedule. Such placements shall be based on degree(s), years of teaching, credential, and units earned beyond the degree as follows:

8.10.1.1 For staff hired after July 1, 2019, full time equivalent teaching experience credit

for the first nine (9) years will be given. 8.10.1.2 Seventy-five percent (75%) or more of a school year under contract and/or one hundred and thirty-five (135) days or more of substituting will be counted as a full year experience credit. 8.10.1.3 Credit for service in non-comparable experience shall be evaluated by the Superintendent or designee in consultation with the WTA Designee. 8.10.1.4 All official transcripts are due prior to November 15. 8.10.1.5 Course work must be completed by September 10, within the application year. This deadline may be extended by mutual agreement to no later than November 1. An employee seeking to earn credit for District units, community college units, 8.10.1.6 or first and second year university class units shall secure prior approval by submitting appropriate course information on a form provided by the District, which shall include approval signatures from the site administrator and the Superintendent or designee. 8.10.1.7 Appeal Procedure: If the placement decision is disputed by the employee, the teacher may appeal the decision to the School Board. The decision of the Board is final. Unit members new to the District who have earned their credential as part of 8.10.1.8 their Bachelor's Degree shall be placed on column III-BA plus 30 unless they qualify for a higher placement by virtue of additional units. Salary Schedule Horizontal Advancement Horizontal advancement on the salary schedule will be determined on the following basis. Proof of units completed shall be submitted to the district for approval. All such 8.11.1.1 units shall be from accredited colleges, universities, or other educational institutes approved. 8.11.1.2 Units are defined for purposes of this article as semester units. 8.11.1.3 Quarter units may be converted to semester unit equivalents by multiplying the quarter units by a factor of 0.67. For all units to be used for advancement on the salary schedule, a course grade of at least "C" or "P" in a pass/fail grading system shall be achieved or documentation of in-service completion s.

8.11

8.11.1

8.11.2

must be provid members.	led. These units are intended to support the professional growth of staff
8.11.2.1	Four (4) units in each fifteen (15) unit division may be earned as District units. One District unit is equivalent to participating in twenty (20) hours of inservice for which participants receive no District compensation.
8.11.2.2	Four (4) units in each fifteen (15) unit division may be earned in any field related to education that the staff member may desire.
8.11.2.3	Additional units may be earned for specific job-related courses. Examples of job-related courses are Spanish, computer technology, and sign language.
8.11.2.4	All other credits must be on graduate or upper division.
8.11.2.5	An employee seeking to earn credit for District units, community college units, lower division university class units, and/or job-related courses shall secure prior approval by submitting appropriate course information on a form
	15 P a g e

provided by the District. This form includes approval signatures from the site administrator and the Superintendent/ designee. Completion of course work taken must be verified for unit credit authorization.

- 8.11.3 A staff member anticipating a horizontal move shall notify the Superintendent or designee by January 30 on the Intent to Return Form provided by the District in January of each year indicating the anticipated completion of units which will qualify the staff member for a horizontal move on the salary schedule for the next school year. The Intent to Return submitted shall not be binding.
- Upon verification of new units by the District and WTA representative a revised worksheet from payroll explaining the column movement and new unit total will be issued to the employee when the payroll change takes place.

ARTICLE IX HEALTH AND WELFARE BENEFITS

9.0 Vision Plan

The District will provide all full time employees covered by this agreement with a fully paid vision plan as approved by the Association and the Board of Trustees.

9.1 Dental Plan

The District will provide all full-time members covered by this Agreement with a fully paid family dental plan as approved by the Association and the Board of Trustees. If two employees from the certificated unit are from the same family unit, the District will provide each unit member with a family policy. The District will equally match the maximum orthodontic benefit allowed by the California Dental Service up to \$500 per eligible person.

9.2 Health Plan

- 9.2.1 The District will provide mutually agreed upon health plan coverage.
- 9.2.2 Any employee working at least fifty percent (.50) FTE may be enrolled in the health plan. Each employee working at least eighty-five percent (.85) FTE shall be enrolled in the major medical portion of the Health Plan.
- 9.2.3 The District shall pay \$12,500 toward the cost of all health benefit premiums (health, dental, vision) for full time active employees. Any subsequent increase shall be subject to negotiations between the parties.
- 9.3 In the event of the death of a currently employed certificated employee, the District will provide continued medical coverage to the surviving spouse for a period not to exceed one (1) year.

9.4 Retirement Benefits

- 9.4.1 Eligibility for retirement: A certificated employee is eligible for retirement upon reaching age 55 and completing at least five (5) years of District service immediately prior to retirement. Time on unpaid leave does not count as services for purposes of eligibility unless the board expressly acts to approve the use of such leave towards eligibility. However, employees who have provided at least ten (10) years of service to the District and have an approved leave the one (1) year prior to retirement, shall have their service deemed as being "immediately prior to retirement" for purposes of this section.
- 9.4.2 Except as provided below, all certificated retirees and dependents are eligible for District-provided Health Insurance for five (5) years for five (5) years of District service, six (6) years for six (6) years of District service, seven (7) years for seven (7) years of District service following retirement up to a District maximum contribution equal to the amount for a full-time employee for medical benefits. The premiums for dependents shall be the responsibility of the retiree.
 - 9.4.2.1 Employees hired prior to July 1, 2002 who retire prior to July 1, 2019, benefits will remain status quo, consistent with the 2015/16 Bargaining Agreement-as follows:
 - 9.4.2.2 Employees whose first day of regular paid service is after July 1, 2002, shall upon retirement from the District be granted one (1) year of medical benefits for every four (4) years of service to the District. Employees employed on or before July 1, 2002, who retire from the District, will be given the option to receive either the current seven (7) year benefit entitlement or the post July 1, 2002 benefit entitlement if that is to their advantage. District contribution for benefits for retirees shall not exceed the amount of the District contribution for active employees.
 - 9.4.2.3 Employees whose first date of service is on or after July 1, 2014, and who retire from the District on or after the age of 61, will receive one year of benefits for

every five years of service. To be eligible a unit member would have to have at least twelve (12) years of full time service to the District. The District contribution for benefits will be at the rate for regular employees for a total of no more than five years, or until Medicare eligible, whichever comes first.

- 9.4.3 Upon eligibility for Medicare, medical coverage shall cease and the District contribution will be for the Medicare supplement.
- 9.4.4 At the end of this retiree benefit, each retiree may elect to purchase, at his/her own expense, the District health insurance at the group rate until eligibility for Medicare subject to carrier approval.
- 9.4.5 Until eligibility for Medicare, every certificated retiree has the option to enroll in other District fringe benefits at his/her own expense, but at the group rate.
- 9.4.6 All retirees retain the medical welfare benefits according to the contract under which retirement was taken.
- 9.4.7 Certificated employees age 65 and older, who are still entitled to benefits under this Article, will be provided the District's vision plan.
- 9.4.8 The District agrees to give retiring certificated employees the option to "buy out" their medical benefit at the maximum rate of the single rate for retired employee the first year of their retirement. For example, if the certificated employee retires as of June 30, 2005, the single rate would be calculated at the 2005-06 single retiree rate. This benefit will be paid on a monthly basis. This option must be made on or before June 30th of the year of retirement and will continue for the duration of the employee's benefit entitlement.
- 9.4.9 The Association acknowledges that the retirement benefits to certificated employees is part of the total compensation package for all certificated employees.

ARTICLE X SAFETY CONDITIONS OF EMPLOYMENT

10.1 <u>Teacher Safety</u>

- All pupils shall comply with the regulations, pursue the required course of study and submit to the teachers of the schools (Education Code).
- A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900 of the Education Code, for the day of the suspension and the following school day. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the Board of Education. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practical a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher, parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal. (Education Code section 48910.)
- 10.1.3 A written description of the rights and duties of all administrators and teachers with respect to student discipline, and the rights of a suspended student, shall be presented to each teacher in writing on the first day of each school year.
- When, in the judgment of a teacher, a student requires the attention of the principal, assistant principal, counselor, psychologist, nurse or other specialist, he shall so inform his principal or immediate superior. The principal or immediate superior shall arrange as soon as possible for a conference between himself, the teacher and an appropriate specialist to discuss the problem and to decide upon appropriate steps for its resolution.
- Teachers shall immediately report cases of assault suffered by them within the scope of their employment to their principal or to his/her immediate superior, who shall immediately report the incident to the police. Such notification shall be immediately forwarded to the Superintendent, who shall comply with any reasonable request from the teacher for information in the possession of the Superintendent relating to the incident or the persons involved, and shall act in appropriate ways as liaison between the teacher, the police and the courts.
- 10.1.6 As used in this article, "within the scope of his/her employment" shall include any voluntary activities (such as field trips and extra-curricular activities) which involve student contact.

ARTICLE XI LEAVES

11.1 Benefits

11.1.1 The benefits provided teachers by section 44962 through 44985 and 44800 and 44801 of the Education Code are incorporated into this Agreement, except as supplemented in this article.

11.2 Sick Leave for Regular Employees

- For the purpose of this section, "regular employees" refers to full-time employees who are employed on a continuous basis, and whose salaries are established on regular schedules or by special Board action. Each regular employee is entitled to a leave of absence (to the extent of his/her accumulated sick leave) at full pay when such absence results from an incapacitating accident or illness.
- Sick leave accumulates at the rate of one day for each month of service. No credit is earned for summer school teaching. Any unused portion of sick leave credit at the end of the year accumulates and is added to the employee's sick leave privilege for the ensuing year or years. When employment is terminated, accumulated leave is canceled and no employee shall be paid for such accumulated leave. Credit for accumulated sick leave will be granted in accordance with State law for retirement benefits. After all earned sick leave is exhausted, additional leave at differential pay shall be available for a period not to exceed five (5) months. The amount deducted from a teacher's salary shall be the amount actually paid to a substitute teacher employed to fill the position during the leave or if no substitute is employed, the amount which would have been paid to a substitute. In no case shall the amount deducted for the cost of the substitute for differential pay exceed the unit member's actual daily rate minus the unit members daily cost of health benefits. The school district shall make every reasonable effort to secure the services of a substitute employee.

11.2.3 Verification of Illness

The District may request written verification of illness from the employee's health care provider for any absence of five (5) or more consecutive days.

11.3 Tracking Employee Absences

An employee missing one (1) period (grades 6-12) or one (1) hour (grades K-5) will be assessed accumulated sick leave for only one (1) period/one (1) hour. One (1) period off will equate to one (1) hour off. An employee missing one (1) period will be assessed 13% (1 hour/7.5 hrs) of a school day. The minimum assessment will be one (1) period.

11.4 Maternity Leave

- The governing board shall provide for leave of absence from duty for any certificated employee of the District who is required to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery there from. The length of the leave of absence, including the date on which the employee shall resume duties, shall be determined by the employee and the employee's physician.
- Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery are, for all job-related purposes, temporary disabilities and they shall be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment by the District.
- 11.4.3 Any unit member who uses up all accrued sick leave as a result of maternity shall receive two (2) additional sick days to use between the time the member returns to work and the end of the school year. If unused, the days will not accrue to the following year.

11.4.4 Parental Leave

During each school year when a person employed in a position requiring certification qualifications has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his or her duties on account of maternity or paternity leave pursuant to §12945.2 of the Government Code for a period of up to 12 school weeks, whether or not the absence arises out of or in the course of the employment of the employee, the amount deducted from the salary due him or her for any of the additional 12 weeks in which the absence occurs shall not exceed 50% of their regular salary per AB 2012. Employees who are not eligible for CFRA leave are not entitled to partial pay under Ed Code sections 44977.5 and 45196.1.

- 11.4.4.1 The 12 week period shall be reduced by any period of sick leave, including accumulated sick leave taken during a period of maternity or paternity leave pursuant to §12945.2 of the Government Code
- 11.4.4.2 An employee shall not be provided more than one 12 week period per parental leave per 12 month period. If a school year terminates before the 12 week period is exhausted, the employee may take the balance of the 12 week period in the subsequent school year.
- 11.4.4.3 For the purposes of this section maternity or paternity leave means leave for the reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee.

11.5 Industrial Accident or Illness Leaves

- Industrial Accident or Illness Leave shall be limited to the minimum provisions mandated by Education Code Section 44984; a unit member shall be entitled to such leave for up to sixty (60) days during which the schools of the District are required to be in session or when the employee would otherwise have been performing work for the District in any one fiscal year for the same accident.
- 11.5.2 Allowable leave shall not be accumulated from year to year.
- 11.5.3 Industrial accident or illness leave shall commence on the first day of absence.
- When a person employed in a position requiring certification qualifications is absent from his/her duties because of an accident, or illness, he/she shall be paid such portion of the salary due him any month in which the absence occurs, as when added to this temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code, will result in a payment to him/her of not more than his/her full salary.
- Industrial accident or illness leave shall be reduced by one day for each day of authorized leave regardless of temporary disability indemnity award.
- When an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due him for the same illness or injury.
 - 11.5.6.1 Upon termination of the industrial accident or illness leave, the employee shall be entitled to the benefits provided in Sections 44977, 44978, and 49983, and for the purposes of each of these sections, the 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, the employee may elect to take as much of his accumulated sick leave which, when added to the employee's temporary disability indemnity, will result in a payment of not more than the employee's full salary. During any paid leave of absence, the employee shall endorse to the District the temporary disability indemnity checks received on account of the employee's industrial accident or illness. The District in turn shall issue the employee appropriate salary warrants for payment of the employee's salary and shall deduct normal retirement and other authorized contributions.

11.6 <u>Family Care Leave</u>

- 11.6.1 It is the intent of this provision to be consistent with Government Code section 12945.2, and it shall be interpreted so that there is no violation of that law.
- An employee with more than one year of continuous service with the District, who is eligible for other leave benefits, shall be granted an unpaid family care leave up to a total of one year pursuant to the requirements of this provision. For purpose of this provision, the term "family care leave" means either (a) leave for reason of the birth of a child of the employee, the placement of a child with an employee in connection with the adoption of the child by the employee, or the serious illness of a child of the employee; or (b) leave to care for a parent or spouse who has a serious health condition.
- 11.6.3 An unpaid family care leave shall be granted independently of any other leave pursuant to this article.
- An unpaid family care leave shall be treated as any other unpaid leave. During an unpaid family care leave an employee shall retain employee status with the District, and such leave shall not constitute a break in service. An employee returning from an unpaid family care leave shall have no less seniority than when the leave commenced.
- 11.6.5 If an employee's need for an unpaid family care leave is foreseeable, the employee shall provide the District with reasonable advance notice. If the employee's need for such leave is due to a planned medical treatment or supervision, the employee shall make a reasonable effort to schedule the treatment or supervision to avoid disruption to the operations of the District.
- The District requires that an employee's request for an unpaid family care leave for the purpose of caring for a child, spouse or parent who has a serious health condition be supported by a written certification issued by the health care provider of the individual family member requiring care. This written certification must include the date on which the serious health condition commenced, the probable duration of the condition, an estimate of the amount of time the health care provider believes the employee needs to care for the individual requiring care, and a statement that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the individual requiring care. If additional leave is required upon expiration of the time estimated by the health care provider, the employee must request such additional leave again supported by a written certification consistent with the requirements for an initial certification.
- For the purposes of this provision and consistent with current law, the term "child" means a biological, adopted, or foster child, a step-child, a legal ward, or a child of an employee standing in loco parentis who is either under eighteen years of age or an adult dependent child.

For purposes of this provision and consistent with current law, the "parent" means biological, foster, or adoptive parent or step-parent, or a legal guardian.

For purposes of this provision and consistent with current law, the term "serious health condition" means an illness, injury, impairment, or physical or mental condition which warrants the participation of a family member to provide care during a period of the treatment or supervision, and involves either of the following:

- 11.6.7.1 Inpatient care in a hospital, hospice, or residential health care facility; or
- 11.6.7.2 Continuing treatment or continuing supervision by a health care provider. For purposes of this provision and consistent with current law, the term "health care provider" means an individual holding either a physician's or surgeon's certificate issued pursuant to applicable law, or a osteopathic physician's and/or surgeon's certificate issued pursuant to applicable law.

- The District, within its discretion, may allow an employee upon written request to utilize accumulated illness and accident leave for the purpose of family care leave.
- An employee taking unpaid family care leave pursuant to this provision shall continue to be entitled to participate in health plans or other benefits to the same extent and under the same conditions as apply as if the employee were not on leave.
- The District may refuse to grant an employee's request for unpaid family care leave under this provision even though all requirements of this provision have been satisfied (a) if the refusal is necessary to prevent undue hardship to the operations of the District, (b) if the employee and the other parent would receive unpaid family care leave exceeding four (4) months in any twenty-four (24) month period, or (c) if the other parent is also taking family care leave at the same time or is unemployed.
- Any employee returning from an unpaid family care leave shall be assigned to the same or comparable position. For purposes of this provision and consistent with current law, the term "same or comparable position" means a position that has the same or similar duties and pay which can be performed at the same or similar geographic location as the position held prior to the leave.

11.7 Personal Necessity Leave

11.7.1 Personal necessity days shall not be used for vacation or second employment. A teacher may elect to use not more than ten (10) sick leave days per year as personal necessity leave for conditions which prevent the teacher from performing his/her classroom duties at an optimum level. Personal necessity leave may be utilized for matters of a compelling personal concern which cannot be lightly disregarded by the employee and which cannot be handled outside of working hours. In addition, teachers should avoid using Personal Necessity Leave immediately before or after recesses, holidays, or designated staff development days or designated staff development days each year. It is also recognized that teachers should avoid using personal necessity leave during the first and last 5 days of each school year. Unused personal necessity leave shall not be accumulated from year to year. If possible, the teacher shall submit a request for personal necessity leave to the site administration two (2) days prior to the beginning date of the leave except in emergency circumstances which prevent notice. The teacher shall make a reasonable effort to comply with District procedures designed to secure substitutes and shall notify his/her immediate supervisor of the expected duration of the leave.

11.8 Bereavement Leave

Bereavement leave, without loss in pay, will be granted for up to five days, to the employee for the critical illness or death in the immediate family. The immediate family means the mother, father, grandmother, grandfather, or grandchild of the employee or of the spouse/domestic partner of the employee, and the spouse/domestic partner, son, son-in-law, daughter, daughter-in-law, brother, sister, niece, nephew, aunt, or uncle, of the employee or anyone living in the immediate household of the employee. Also included are step-parents and step-children.

11.9 Study Leave

The Board may grant a teacher an unpaid leave of absence to pursue educational improvement and advancement. Such leave shall be for one (1) school year. A teacher shall apply to the Board for such leave no later than March 1. A teacher on Study Leave shall be entitled to health and dental coverage paid by teachers who are on leave and approved by the insurance company. If full-time teaching employment is obtained in another district during the study leave, reemployment rights are forfeited.

11.10 Jury Duty and Court Appearance (Education Code section 44036.)

11.10.1 Leaves of absence to serve on a jury or to appear as a witness in court other than as a litigant shall be granted with no loss in pay provided the employee endorses the fee received to the District.

11.11 Association Leave

11.11.1 A total of 11 days will be available for the Association President or designee to utilize for local, state or national conferences or for conducting other business pertinent to Association office affairs. The District will pay for the first six (6) days of the 11-day total and the Association will pay for five (5) days. Six (6) of the 11 days may be used by the Association President/designee and will be subtracted from the 11 total days. Release time will be taken in not less than one-half day increments. (See attachment 4 for current language.)

11.12 Regular Leave of Absence

Any certificated employee may upon his or her request, be granted a leave of absence without pay. This leave of absence would be for a semester or for a full school year and should be requested prior to May 1 of the year preceding the leave. An additional year of leave may be granted when requested by the employee. A regular leave of absence is limited to two (2) consecutive years. If full-time teaching employment is obtained during this leave in another school district, without prior authorization, re-employment rights are forfeited.

11.13 Leave of Elective Service

11.13.1 A teacher shall be granted an unpaid leave of absence to run for elective office. This shall coincide with the school year. During the term of such leave, the employee may be employed for less than full-time service upon mutual agreement.

11.14. Catastrophic Illness Leave

- 11.14.1 Upon written request, the District may authorize bargaining unit members to donate earned sick leave or accrued vacation up to the maximum number of days prescribed in Education Code section 44043.5 to an employee as eligible leave credits when that employee or that employee's family member suffers from a catastrophic illness or injury. The donation and receipt of such credits are subject to the following conditions:
 - 11.14.1.1 Catastrophic illness or injury is defined to mean an illness or injury that is expected to incapacitate an employee or a member of an employee's family for an extended period of time, which incapacity requires the employee to take time off from work to care for that family member for an extended period of time, and taking extended time off work creates a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other time off.
 - Eligible leave credits are identified to mean vacation leave and sick leave accrued to the donating employee. An employee cannot donate future vacation leave and sick leave that has not been accrued.
 - 11.14.1.3 Family member is defined to mean the employee's spouse, parents, parents-in-law, siblings, children and stepchildren.
 - 11.14.1.4 The employee who is, or whose family member is, suffering from catastrophic illness or injury and who is requesting that eligible leave credits be donated:
 - 11.14.1.4.1 Must request in writing to the WTA Leave Bank Committee, or a family member may make the request if the employee is unable to make a written request because of the catastrophic illness or injury, that eligible leave credits be donated.
 - 11.14.1.4.2 Must provide verification of the catastrophic injury or illness that is acceptable to the WTA Executive Council.
 - 11.14.1.4.3 Must exhaust all accrued paid leave credits.

- 11.14.1.5 Separate from donations to an individual, WTA shall be responsible for administering a Catastrophic Leave Bank. The Catastrophic Leave Bank Shall be administered by a three (3) member Catastrophic Leave Bank Committee appointed by the Association. The terms of the Committee shall be staggered three-year terms. Initial appointments shall be for one (1) year, two (2) years, and three (3) years. The Catastrophic Leave Bank Committee will determine whether the employee is eligible to receive leave credits due to the employee's or his or her family member's catastrophic illness or injury. The WTA decision to deny the employee's request to receive donated leave credits is final and is not subject to review or appeal under the grievance or any other procedure.
- 11.14.1.6 The Association and the District agree to create a Catastrophic Leave Bank effective July 1, 2008. The Catastrophic Leave Bank shall be funded in accordance with the terms of Section 11.14.1.6.2 below.
 - 11.14.1.6.1 An employee must provide written notice to the District Office of the intent to transfer the eligible leave credits.
 - 11.14.1.6.2 An employee must indicate if the donation is to be to a particular employee or to the Catastrophic Leave Bank for future distribution to eligible employees.
 - 11.14.1.6.2.1 All unit members on active duty with the District are eligible to contribute to the Catastrophic Leave Bank.
 - 11.14.1.6.2.2 Participation is voluntary, but requires contribution to the Bank. Only contributors will be permitted to withdraw from the Bank. Donations for individuals may be solicited even if person is eligible for the bank.
 - 11.14.1.6.2.3 Effective July 1, 2008 unit members who elect not to join the Catastrophic Leave Bank upon first becoming eligible have a waiting period of 90 days after joining the Bank before becoming eligible to withdraw from the Bank.
 - 11.14.1.6.2.4 The contribution, on the appropriate form, shall be authorized by the unit member and continued from year to year on an automatic withdrawal basis until canceled by the unit member in writing or unless the Bank has the maximum number of days.
 - 11.14.1.6.2.5 Cancellation occurs automatically whenever a unit member does not make his/her annual contribution or assessment when contributions are sought.

 Cancellation, on the proper form, may be effected at any time and the unit member shall not be eligible to draw from the Bank as of the effective date of the cancellation. Sick leave previously authorized for contribution to the Bank shall not be returned if the unit member effects cancellation.
 - 11.14.1.6.2.6 Contributions shall be made between July 1 and October 1 of each school year. Unit members returning from extended leave which included the enrollment period and new hires will be permitted to contribute within 30-calendar days of beginning work. The Association shall supply enrollment forms for the Catastrophic Leave Bank to all new unit members and

those unit members returning from leave.

- 11.14.1.6.2.7 The annual rate of contribution by each participating unit member for each school year shall be one (1) day of sick leave.
- 11.14.1.6.2.8 An additional day of contribution will be required of participants if the number of days in the Bank falls below 10. Catastrophic Leave Bank unit member participants who are drawing from the Bank at the time of the assessment will not be required to contribute to remain eligible to draw from the bank. If a Catastrophic Leave Bank unit member participant has no remaining sick leave at the time of the assessment, she./he need not contribute the additional day to remain a participant in the Catastrophic Leave Bank.
- 11.14.1.6.2.9 If the number of days in the Bank at the beginning of a school year exceed 100 days, no contribution shall be required of returning unit members. Those unit members joining the Catastrophic Leave Bank for the first time and those returning from leave wishing to join the Bank shall be required to contribute one day to the Bank.
- 11.14.1.6.3 An employee must donate eligible leave credits of a minimum of one day. Additional eligible leave credits have to be donated in full day increments.
- 11.14.1.6.4 An employee must acknowledge in writing to the District Office that he or she cannot revoke the donation of the eligible leave credits. All transfers of eligible leave credits are irrevocable and binding. The donating employee must sign and date this acknowledgment.
- 11.14.1.7 Eligible credits donated to a particular eligible employee will go directly into the receiving employee's leave account. Eligible credits donated into the Catastrophic Leave Bank will be distributed by the Catastrophic Leave Bank Committee of the WTA. The WTA will inform the District Office which eligible employee's account the Bank credits will go to. The District Office will inform the WTA when a request has been submitted and the name of the employee eligible for catastrophic leave credit. The Association agrees to pay all costs, including attorney's fees of any defense which the District must make any claims made under the terms of this sub-section whether in grievance arbitration, law, or equality, the Association to indemnify and hold the District harmless in respect to any such claims or actions.
- 11.14.1.8 When a request is approved, the WTA will make the request known to all certificated employees in the form of a memo.

ARTICLE XII SHARED CONTRACTS

Employees shall be entitled to share certificated positions in accordance with the

12.1

following: Employees wishing to share contracts shall make their request known in writing to the 12.1.1 Superintendent by March 1st of the school year preceding the year they wish to job share. The Superintendent and the Principal shall meet with the employee and try to work out a mutually acceptable shared contract program. Part of this program shall be a calendar marked with the actual days the employee shall work. The final determination on the proposal shall be made by the Superintendent. 12.1.2 Employees sharing a contract will share proportionately in non-teaching duties allocated to the staff. Together they will assume the approximate responsibilities of the employee position(s) they are sharing. 12.1.3 Salary and sick leave shall be pro-rated in accordance with the full-time employment position. The employee shall be charged the pro-rated sick day when the employee is absent from a scheduled day of work due to illness or personal necessity leave. 12.1.4 For purposes of shared contracts, employees in these positions shall be entitled to pro-rata benefits. 12.1.5 An employee working 75% or more of the time served by a full-time employee shall be credited for a full year's service for salary step placement. 12.1.6 Employees working 50% of the time served by a full-time employee shall be credited with a full year's service for salary step placement the first year of job sharing and every two years thereafter. 12.1.7 Employees working less than 50% of the time served by a full-time employee shall be credited with one year of service on the salary schedule after completing 75% of a full-time year's service. 12.1.8 An employee who elects to return to job sharing after completing five or more years of full-time service shall be credited with service for salary placement as in 12.1.5, 12.1.6, and 12.1.7 above. 12.1.9 Employees on shared contracts shall notify the Superintendent by February 15 of the year in which job sharing takes place of the employee's intent to return to full-time status or continue job sharing. 12.1.10 Whenever possible, employees sharing contracts shall be returned to the position held prior to the sharing of a contract. 12.1.11 A District employee wishing to share a contract under the provisions of this article shall request an unpaid leave for the balance of his/her full-time rights. The leave shall be renewable on an

annual basis with the renewal of the shared contract.

ARTICLE XIII PROCEDURES TO BE USED IN EVALUATION OF EMPLOYEES

13.1 <u>Teacher E</u>valuations

13.1.1 It is understood and agreed by the parties that their principal objective is to improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by a manifest willingness on the part of the Board to assist all teachers, but especially less experienced teachers, in improving their classroom skills. The District accepts as a fundamental premise for a successful evaluation program the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. The District will find the necessary training for those engaged in the process of evaluation to assure a level of competence to achieve this respect and confidence.

13.2 Classroom Evaluation Procedure

- Every non-permanent teacher or permanent teacher whose previous evaluation did not rate the employee as meeting or exceeding standards shall be evaluated by the site administrator or his/her designee in writing every school year.
- Every permanent teacher who has been employed with the District less than 10 years, or who is not highly qualified shall be evaluated by the site administrator or his/her designee at least every two (2) years.
- Every permanent teacher who has been employed with the District at least 10 years, who is highly qualified and whose most recent evaluation indicated he/she has met standards, if the evaluator and evaluatee agree, shall be evaluated by the site administrator or his/her designee at least every five (5) years. Either the affected unit member or evaluator may withdraw consent by October 31 of the second year after the most recent evaluation.
- By October 15, the teacher to be evaluated that school year and the site administrator/primary evaluator will set a timeline for the evaluation process. A teacher who works at multiple sites will be evaluated by the administrator of the site where the teacher works the majority of the time. A teacher who works the same amount of time at multiple sites will be evaluated by the administrator of each of those sites in alternating evaluation cycles.
- The evaluation process shall entail five (5) activities: (1) pre-observation conferences before each formal observation; (2) two formal classroom observations; (3) post-observation discussions held within three working days after each formal observation, during which the evaluator and the teacher review the evaluator's observations; (4) written summaries of each observation; and (5) a written employee evaluation summary, written on the form agreed upon by the Association and the District, which will include space for teacher response above the teacher's signature.
- 13.2.6 Information regarding teacher conduct outside of a formal observation shall be documented in a separate memorandum to the employee.
- 13.2.7 A copy of the post-observation written summary shall be provided to the teacher within eight (8) working days following the observation.
- A copy of the written evaluation shall be provided to the teacher within twenty (20) working days following the second formal observation. A copy of the final evaluation shall be provided as specified in Education Code section 44663 (at least 30 days before the last school day).
- Any teacher who receives a "needs improvement" rating on an evaluation is entitled to a different evaluator upon his/her request. The evaluator in the subsequent year will be selected by the District from a list of three (3) names of certificated administrators in the district provided by the teacher to be evaluated. The list of three shall be submitted by October 1.
- The teacher and evaluator shall take positive action to correct any cited deficiencies. A teacher receiving a "needs improvement" rating is required to participate in the PAR program. The

purpose of the PAR program is to provide assistance and improve the quality of teaching. Refusal to participate in the PAR program when required may initiate dismissal procedures.

- 13.2.10.1 The establishment of a PAR Committee will occur each school year. The committee will consist of two (2) tenured certificated teachers, chosen by the Executive Committee and one (1) district appointed administrator. The committee will meet at least twice each year, prior to October 15th and again prior to January 15th to determine if a need exists to provide peer assistance. Need shall be established if a permanent employee receives a "needs improvement" (as defined on Employee Evaluation Summary Form) rating by their evaluator or if a teacher volunteers for the PAR assistance.
- 13.2.10.2 If the PAR Committee determines that a need exists then the committee will initiate an application process of qualifying employees as determined by their most recent evaluation to establish a pool of PAR consultant teachers. The committee will then select no more than three (3) certificated employees from the committee qualified pool.
- 13.2.10.3 The PAR Committee and the employee needing support will mutually agree upon a (1) consultant, from the pool, to provide support. Consultant assistance will be provided in the form of one hour per week of classroom observation and one hour per week of consultant visitation after the duty day. The total number of hours allowed for support will not exceed eight (8) hours, paid at the A-3 supplemental rate. The consultant will submit hours and time to the PAR Committee for approval. Additional PAR time may be considered by the committee on a case by case basis.
- Teachers shall not be required to participate in the evaluation and/or observation of other teachers, nor shall they be required to assess their own classroom performance.
- 13.2.12 If a permanent employee receives a "needs improvement" rating on an evaluation, then he/she shall be evaluated annually until a "satisfactory" or better rating is received, or he/she is dismissed.
- The evaluation and assessment of a certificated employee's competence shall not include the use of publisher's norms established by standardized tests nor can it rely on hearsay.

13.3 <u>Personnel Files</u>

13.3.1 A personnel file will be kept in the District Office for all certificated personnel and is open to inspection by the individual involved upon written request to and consultation with the superintendent or his designee.

13.4 Psychologists and Counselors

The provisions and timelines for the evaluation of psychologists and counselors shall be as outlined in Article 13.2; however, the activities in the evaluation process shall include goal setting, a mid-year evaluation meeting, and a final evaluation. Psychologist and Counselor evaluation forms in Appendix X shall be used for the appropriate evaluation.

ARTICLE XIV SUMMER SCHOOL

- 14.1 Anticipated summer school vacancies shall be posted by the Board on every Association bulletin board no later than twenty (20) work days before the last student day of the year.
- 14.2 Summer school assignments shall be made no later than one week prior to the last student date of the year.
- 14.3 No teachers shall be required to teach summer school.
- 14.4 The Board shall give regular classroom teachers of the District priority in filling classroom teaching positions.
- 14.5 The hourly rate for summer school teachers is set forth in Appendix A-3.
- 14.6 Certificated teachers retired from the District will be able to count their certificated years of District service towards salary placement.
- 14.7 A classroom enrollment cap for grades K-8 of twenty-two (22) students and for grades 9-12 of twenty-five (25) students will be set after the first week of instruction. A teacher will receive five (5) dollars per day for each student enrolled in his/her class beyond the designated cap, either an additional class will be added or an instructional assistant will be hired to lower the student-to-teacher ratio.

ARTICLE XV PROCEDURES FOR PROCESSING CHARGES BROUGHT BY CITIZENS AGAINST SCHOOL EMPLOYEES

- 15.1 Parents of currently or previously enrolled students may file complaints against District~employees.
- 15.2 Before reducing complaints to writing and initiating a formal review process, parents are encouraged to discuss the complaint directly with the employee and attempt to resolve the complaint informally. If requested by either the parent or the employee, a school administrator will meet informally with the parent and employee and assist in resolving the complaint. Any complaint brought by a student against a District employee must first be addressed by the administrator and teacher prior to parent involvement unless the complaint is one of sexual and/or physical abuse.
- 15.3 If the matter cannot be resolved informally, the parent may initiate a formal complaint by submitting the complaint, in writing, describing as thoroughly as possible the parent's concern, and the desired resolution to the Superintendent or designee.
- 15.4 Upon receipt of a written complaint, the Superintendent or designee shall investigate the matter and may meet with the parent and employee to reach a resolution.
- 15.5 The Superintendent or designee shall provide a resolution after his/her investigation. He/she may issue a written report of his/her investigation and findings and the proposed resolution. The proposed resolution, whether or not in writing, shall be communicated to the parent and employee. After the parent's receipt of the proposed resolution, the Superintendent or designee shall meet with the parent or employee to discuss the resolution, if requested.
- 15.6 If the parent and/or employee is not satisfied with the Superintendent's or designee's proposed resolution, the parent and/or employee may request to meet with the Board to discuss the matter. Such requests and reasons shall be submitted in writing to the Superintendent or designee. The Superintendent or designee shall forward the request, with his/her recommendations regarding the requested meeting, to the Board.
- 15.7 If the Board denies the request to meet, the Superintendent's or designee's resolution shall be final.
- 15.8 If the Board grants the request for a meeting, the meeting shall be in closed session unless the employee requests a public hearing within 48 hours of the scheduled meeting. The employee has the right to be present during any discussions between the Board and members of the public, including the parent. The employee also has the right to meet with the Board to discuss the matter.
- 15.9 After hearing from the parent, employee and any other persons whom the Board permits to speak, the Board may excuse any parties it chooses and deliberate on the complaint.
- 15.10 If the Board reaches a resolution, it shall communicate that resolution to the parent and the employee.
- 15.11 The Board's resolution shall be final.
- 15.12 District employees also have the option of utilizing the judicial system.

ARTICLE XVI VACANCY, ASSIGNMENT, TRANSFER

16.1 Definitions

- 16.1.1 Vacancy a vacancy is any position that does not have a unit member assigned to it. This includes any vacated, promotional, or newly created position, including positions created by reconfiguration or reconstructing and any supplemental instructional programs offered by the District.
- 16.1.2 Assignment for the purposes of this Article, means the placement (site, subject area, or elementary grade level) for the coming school year. An assignment does not include duties that are purely voluntary in nature.
- 16.1.3 Transfer-For purposes of this Article means change in assignment. A change in the number of sections of a subject area does not constitute a change in assignment.
 - 16.1.3.1 Voluntary Transfer-a transfer that is requested by the employee.
 - 16.1.3.2 Involuntary Transfer~a transfer initiated by District management.

16.2 General Provisions

- 16.2.1 All unit members employed by the District shall have their initial assignment determined by the Superintendent in accordance with law.
- 16.2.2 Voluntary or involuntary transfer shall not be punitive, disciplinary, or discriminatory in nature.
- 16.2.3 Unit members returning from leave shall be afforded all rights provided under this Article.
- 16.2.4 For purposes of this Article, seniority is defined as per the seniority list.
- 16.2.5 Unit members who are transferred (voluntarily or involuntarily) once the work year has started shall be allowed two (2) days of paid release time for preparation prior to the effective date of the transfer. Unit members who are involuntarily transferred prior to the start of the school year shall be allowed two (2) days of paid time for preparation prior to the start of school.
- 16.2.6 The District shall provide assistance in moving a unit member's material whenever a unit member is transferred.
- 16.2.7 The terms of this Article may be modified by the Superintendent or designee under extenuating circumstances only after agreement of the WTA President or designee and the parties involved.
- 16.2.8 Assignment and transfer shall be based upon the educational needs of the District as determined by the Superintendent. The District shall use the following prioritized criteria:

Voluntary

- 16.2.8.1 Currently possesses appropriate certification and/or credentialing specified in job announcement
- 16.2.8.2 Highest district-wide seniority
- 16.2.8.3 Most years of District experience in grade level K-8 with a

multiple subject credential or 6-12 with a single subject credential

16.2.8.4 Most years of experience at subject/grade level for the Vacancy

Involuntary

- 16.2.8.5 Currently possesses appropriate certification and/or credentialing
- 16.2.8.6 Least district-wide seniority within positions that need to be transferred.
- 16.2.8.7 Least years of District experience in K-8 with a multiple subject credential or 6-12 with a single subject credential
- 16.2.8.8 Least years of experience at subject/grade level currently being taught

16.3 Assignment

- 16.3.1 In January, the District shall send to each unit member an Intent to Return Form for the following school year.
- 16.3.2 No later than the last day of January, each unit member shall file with the District a completed Intent to Return Form for the following year. The Intent to Return Form may be revised by unit members at any time.
- 16.3.3 No later than two (2) weeks prior to the last work day of any school year for bargaining unit members, the District shall send to each unit member his/her preliminary assignment. The District shall also provide the WTA president a complete list of preliminary assignments.
- 16.3.4 No later than two (2) weeks prior to the first day school day, the District shall send each unit member his/her final assignment. The District shall also provide the WTA president a complete list of final assignments.
- 16.3.5 Unit members shall be assigned only to positions for which they hold a valid California credential or authorization, and for which they are qualified.
 - 16.3.5.1 Annually and by February 15th, at a unit member's sole discretion, the unit member may agree to an assignment outside the unit member's credential authorization(s), provided that the District shall secure all the necessary waivers, and emergency credentials.
- 16.3.6 Prior to the tenth student day of the year, the site administrator or designee shall provide teachers with information regarding and access to information regarding documented special_needs of their students, including students with a violent history.

16.4 Vacancy

- 16.4.1 Upon knowledge of vacancies, the District shall deliver to the Association and post in all worksites a list of all vacancies which occur, both during the work year and for the following work year. The list shall contain the following:
 - 16.4.1.1 A closing date which is at least five (5) working days following the posting date.
 - 16.4.1.2 Credentials and certifications necessary to meet the requirements of the position.

- 16.4.1.3 For vacancies that occur during the instructional year or through resignation, death, or termination, the District may fill the position with an outside applicant and not use the transfer process.
- 16.4.1.4 For vacancies that occur during the first twenty (20) days of school as the result of a newly created class, the District shall post a vacancy for three days. The three days shall start when all certificated employees have been notified via district e-mail.
- 16.4.1.5 For vacancies that occur between July 1 and the first day of student instruction, the District shall post a vacancy for three (3) days. The three (3) days period will start when all certificated employees have been notified via District e-mail.
- 16.4.1.6 If 16.4.1. causes a "domino" effect, all positions may be held and moved at one time once all but the final position to be filled by someone from the outside has been filled.
- 16.4.2 No assignment to fill the vacancy shall be made until after the closing date.
- 16.4.3 The District shall, upon written request by a unit member, notify that unit member of any posted openings which may arise during the summer recess, intersession or a period of leave.
- 16.4.4 If a unit member already has a transfer application on file, it is not necessary to make a further application in order to be considered for any vacancies.
- 16.4.5 The District shall, upon request of the unit member, deliver in writing, the reasons for the unit member not receiving the vacancy.
- 16.4.6 No outside applicant shall be selected to fill a vacancy if there is a qualified unit member applicant.

16.5 Voluntary Transfer

- 16.5.1 A unit member may submit a request for transfer to the District at any time, whether or not a vacancy exists. A unit member may also submit a request for a transfer subsequent to the posting of a vacancy notice pursuant to the posting procedure of this Article.
- 16.5.2 The criteria under Section 16.2.8 shall apply to all requests to transfer.
- 16.5.3 If a unit member's request for a voluntary transfer is denied, the unit member, upon request, shall be granted a meeting with the administrator who denied the request to discuss the reasons for the denial. Following the meeting the unit member may request and shall receive written reasons for the denial.
- 16.5.4 Pending requests to transfer are confidential. The unit member's immediate site supervisor shall not be informed by the District Office of a transfer request should the unit member so request.

16.6 <u>Involuntary Transfer</u>

- 16.6.1 If a decrease in the number of pupils or the elimination of program(s) and/or funding occurs, the District shall seek volunteers prior to making any involuntary transfer.
- 16.6.2 The criteria under general provisions shall apply in terms of making a decision to involuntarily transfer.
- 16.6.3 An involuntarily transferred teacher shall receive reasonable financial assistance from the District for expenses incurred by the transfer, such as purchase of new equipment necessary for

the new position, or additional training the teacher and District see as necessary.

16.6.4 A teacher involuntarily transferred shall have the first priority to transfer to another assignment within the District the following year provided that there is a vacancy, he/she possesses the proper certifications and credentials and there is no unassigned teacher that can't fill another vacancy.

16.7 Closure of Site or Movement of Classes from One Site to Another

16.7.1 If a particular site is to be closed and/or a class is to be moved, unit members shall change with their class unless they wish to transfer. A change in location of a class alone does not constitute a transfer.

16.8 <u>Itinerant/Special Education Staff~Speech Therapists, Resource Therapists and Special Day Class Teachers.</u>

- 16.8.1 The annual caseload and assignment may vary from year to year based on student enrollment, student needs and contracts with other districts. Criteria for making such assignments will be as set forth in 16.2.7.
- 16.8.2 Any changes in the annual assignments as indicated in a preliminary or final assignment shall not be considered a transfer. However any changes in work site location that occur after the time frame for assignment or during the course of the year will be processed under the transfer system such that volunteers will be explored before making an involuntary transfer.

16.9 <u>Involuntary Classroom Moves</u>

- 16.9.1 The District recognizes the need for staff to be involuntarily moved from one facility to another, one room to another, or to be temporarily moved out of and into the same room (e.g., because of adding or replacing carpeting). The following guidelines apply:
 - 16.9.1.1 The compensation rate for teachers will be at the current extra-duty hourly rate for certificated staff. Teachers will be compensated for up to fifteen (15) hours for each involuntary move, providing appropriate documentation is provided.
 - 16.9.1.2 Classroom reassignments based on a voluntary basis (e.g., requested by the teacher, voluntary grade level change) will not apply under this policy.
 - District custodial or maintenance personnel or an outside agency will be responsible for the actual move. The date of the actual move will be prearranged with the custodial/maintenance department or outside agency, the teacher and the principal.
 - 16.9.1.4 A teacher may waive compensation for packing and unpacking.
 - 16.9.1.5 Compensation to teachers for packing and unpacking will fall under the following guidelines:
 - 16.9.1.5.1 The move is of an involuntary nature, initiated by the District or the site administrator.
 - 16.9.1.5.2 The packing and unpacking is conducted outside of contract hours. The District will provide packing materials.
 - 16.9.1.5.3 The packing and unpacking is documented on a supplemental time sheet and signed by the site administrator or designee. Teachers will be compensated for furniture placement and packing and unpacking textbooks, materials, and supplies. Compensation will not be provided for preparing displays/room decoration or instruction preparation.
 - 16.9.1.5.4 The rate of compensation will be borne by the District, if the request is District initiated.

- 16.9.1.5.5 The rate of compensation will be borne by the site operating budget if the site administrator initiates the request. The principal and staff will develop a plan to create as few moves as possible at the site.
- 16.9.1.5.6 All necessary forms related to the move will be completed before compensation is rendered.

ARTICLE XVII PART-TIME EMPLOYMENT/FULL-TIME RETIREMENT CREDIT

Part-time Work in Accordance with Education Code sections 22713 and 44922. 17.1 The Board of Education may allow certificated employees to reduce their workload from full-time to part-time duties in anticipation of retirement, subject to the following: 17.1.1 The employee shall have reached the age of fifty-five (55) prior to reduction in workload. 17.1.2 The employee shall have been employed full time in a position requiring certification in California for at least 10 years, of which the immediately preceding five years were full-time employment. 17.1.3 During the period immediately preceding a request for a reduction in workload, the employee shall have been employed full-time in a position requiring certification for a total of at least five years without a break in service. For purposes of this subdivision, sabbaticals and other approved leaves of absence shall not constitute a break in service. Time spent on a sabbatical or other approved leave of absence shall not be used in computing the five-year full-time service requirement prescribed by this subdivision. 17.1.4 The employee shall be paid a salary which is the pro rata share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment, but shall retain all other rights and benefits for which he/she makes the payments that would be required if he/she remained in full-time employment. 17.1.5 The employee shall receive health benefits as provided in Section 53201 of the Government Code in the same manner as a full-time employee. The minimum part-time employment shall be the equivalent of one-half of the number of days 17.1.6 of service required by the employee's contract of employment during his/her final year of service in a full-time position. 17.1.7 The period of such part-time employment shall not exceed ten years. Once approved by the Board, the part-time employment agreement can be revoked only with 17.1.8 the mutual consent of the employer and the employee. An application for this program must be submitted to the Superintendent no later than 17.1.9 February 15th of the last year the employee intends to work full time. The District, at its sole discretion, may waive the application deadline. 17.1.10 The District and employee shall contribute to STRS the amount based upon the salary that would have been contributed had the member been employed full-time. 17.1.11 The number of participants in the pre-retirement part-time employment shall be determined by the District. The employee and the District shall jointly develop the teaching assignment of any participant pursuant to a written agreement. The criteria for selection of eligible applicants to complete an assignment, if necessary, shall include employee interests, experience, education, training, length of District service, and the program and staffing needs of the program. 17.1.12 Any mandatory statutory changes related to this provision shall be incorporated into this

Agreement

ARTICLE XVIII REOPENERS

- 18.1 The Master Contract expires June 30, 2024.
- 18.2 Negotiations on a successor contract shall begin in February 2024.

ARTICLE XIX SAVINGS

- 19.1 If any provision of this Agreement or any application thereof to any teacher is held by the highest court of the state or by a federal court to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions and applications shall continue in full force and effect.
- 19.2 Should provision or application be deemed invalid, the Board shall reinstate any benefits reduced or eliminated to the extent allowed under the law. Moreover, the parties shall meet not later than ten (10) days after such court decision to renegotiate the provision or provisions affected.

ARTICLE XX WILLITS ADULT SCHOOL

20.1 Salary Schedule

Adult Ed Teachers will receive the Extra Duty Pay Rate in Appendix A-3.

- 20.2 <u>Paid Designated Work Hours</u>
 - Adult Education teachers will be paid at the appropriate hourly rate for the designated class time, which will be specified by the District in a contract format with the employee prior to the commencement of the Adult Education class.
 - In addition to the specified class time, Adult Education teachers for non-fee academic courses will be paid for and shall be present at the work site for 15 minutes before the commencement of class and 15 minutes after the specified ending time for the class. This one-half hour of time shall be referred to as consultation time. It is further agreed that with prior written approval from the administrator in charge of the Adult Education program, the one-half hour consultation time may be adjusted and alternatively scheduled. For example, based on a prior written agreement, the total consultation time of one-half hour may be scheduled to take place prior to the commencement of class. Therefore, the employee would be present at the class site for one-half hour before class and be able to leave the site at the conclusion of the class.
 - 20.2.3 The provision of (b) above shall not apply to teachers for non-academic/fee-based classes.
 - Prep time for Adult Education teachers for credit/academic courses will be paid for 48 minutes (0.8 hours) of prep time for every four (4) hours of teaching time.

20.3 Substitutes

20.3.1 Prior to the commencement of the school term, District administration will provide a description/clarification of the process to be used by Adult Education teachers when they are unable to teach their class and need a substitute. The District will set the substitute rate, which will be different and less than the rate of pay set forth above for the contracted Adult Education teacher.

20.4 <u>Contracts for Employment</u>

It is recognized that Adult Education teachers when hired on a part-time basis are temporary employees under the Education Code. In addition, the District will initiate the practice of issuing a written contract for such employees which specifies class hours, location, rate of pay, and application of consultation and prep time.

20.5 Sick Leave

- Adult Education teachers under contract will accrue sick leave based on their total paid hours compared to a 7 ½ hour work day. When a contracted Adult Education teacher is absent, a deduction that reflects the class time, the consultation time, plus a prorated amount of prep time, will be deducted from any accrued sick leave to cover the sick leave absence.
- 20.6 The following provision of the contract shall not apply to Adult Ed Teachers: Article VIII-Salaries and Salary Evaluation; Article IX-Health and Welfare benefits; Article XII-Shared Contracts; Article XIV Summer School; Article XVI-Vacancy, Assignment and Transfer; and Article XVII-Part time employment/ Full time Retirement Credit.

APPENDIX A

NON-PERMANENT CERTIFICATED TEACHERS

The primary focus in the evaluation of temporary and probationary certificated teachers shall be on coaching, support and feedback related to the California Standards for the Teaching Profession. Non-permanent certificated teachers shall be evaluated each year, as required by law, in order to determine whether or not the individual is meeting district standards. Feedback will be provided on all six Standards, focusing on key elements in each standard.

By October 31, the temporary or probationary certificated teacher will meet with the administrator in charge of the evaluation to discuss the evaluation process. Observation feedback will be centered around the California Standards for the Teaching Profession. In addition, first or second year beginning teachers will participate in the Beginning Teacher Support and Assistance (BTSA) program. Experienced teachers beginning their first year in the district will receive peer assistance from an assigned peer assistant. The administrator in charge of the evaluation will offer support, methods and/or ideas, as needed. Informal classroom visits by the administrator throughout the year will foster dialogue and support.

Second year probationary teachers and temporary teachers may be referred to the PAR program for assistance, on a voluntary basis. The PAR Panel will have the final decision as to the availability of PAR assistance.

Formal Observations

- Pre-Observation Conference
- Length of Observation: Minimum of thirty continuous minutes unless mutually agreed upon by evaluatee and evaluator.
- Post-Observation Discussion: Except for unseen circumstances, no later than three working days after observation.
- ♦ Post-Observation Written Summary: No later than five working days after observation. Meeting to discuss this written observation is not required.
- Frequency of Formal Observations: Not more than one in any five day working period, unless mutually agreed upon by the evaluatee and the evaluator.
- ♦ Number of Formal Observations: Two (2) formal observations; (more by mutual agreement.)

4/17/00 i

Appendix A-1 Extra-Duty Extra-Pay Schedule 2022/23 School Year

2022/23 School Year	1		
Position Title	Besitions	Coloni	
Head Coach-WHS	Positions 16	Salary 2,500	
Baseball, Basketball (Boys/Girls), Football, Pep Squad	10	2,500	
Soccer (Boys/Girls), Softball, Swimming, Track, Volleyball, Wrestling			
Cross Country, Golf, Tennis	-		
Cross Country, Con, Tennis			
Junior Varsity Head Coach - WHS	10	2,100	
Baseball, Basketball (Boys/Girls), Football, Soccer (Boys/Girls),	1 1	2,100	
Softball, Volleyball, wrestling			
Contrain, voidy sain, throating		e Pinituse II	
Assistant Coach - WHS			
Football (3 positions/4 positions if 71+ students)	3	1,900	
Swimming (if 25+ swimmers)	1 1	1,900	
Track Coach (3 if 43+ students)	2	1,900	
Wrestling Coach (if 25+ wrestler-add assistant)	2	1,900	35.39
	100		
Coach - Other			
Freshman Basketball Coach - WHS (Boys/Girls) *position filled	2	1,500	
when league schedule exists and with site administrator approval			
Baechtel Grove Coach	15	1,500	
		.,,	
Athletic Student Director - District/WHS * (w/no period)	1	6,000	
Athletic Scheduling Director - District/WHS * (w/no period)	1	6,000	TV
As determined by Site Administration/District, if a teaching period is			
available, a certificated employee hired as AD will use the available period			
and not receive an additional \$5528. If no period is available, a salary will be			
given. Non-certificated personnel hired as AD will be paid a salary.	101100000000000000000000000000000000000	TO BE SHOWN	1.02
Athletic Student Director - Baechtel Grove**	1	3,500	
Athletic Scheduling Director - Baechtel Grove**	1	3,500	
Other Positions		The second of	
Academic Competition Director - WHS (*salary if given 1 period)	1	2,000	(*1067)
Annual (Yearbook) - WHS (*salary if given 1 period)	1	2,000	(*1067)
Art Under 20 Coordinator	1	1,900	
Club Advisor (10 Students/10 Meetings/Principal Approved)	1	500	and the same
CTIP Mentor Position/STP, PIP, Intern Support Provider	****	1,200	
Drama Director	1	1,400	
Dual Enrollment Teachers WTA Unit Members	**	200	
ELP Site Coordinator	4	700	
Event Coverage	***	50	
FFA Advisor	2	2,500	
Hot Winters Night Coordinator	1	1,900	
Independent Study per term/per student	****	650	
Journalism - WHS (*salary if given 1 period)	1	2,000	(*1067)
Lead ELP District Coordinator	1	1,000	
Leadership - Sanhedrin	1	600	
Leadership Class (*salary if given 1 period) - WHS	1	2,000	(*1067)
Musical Director	2	2,000	
NTIP Coordinator	1	*	10 11
NTIP Mentor Positions/PIP, STIP, Intern Support Provider	*	*	
WEB Coordinator	1	1,200	
Yearbook - Baechtel Grove	1	1,200	
Yearbook - Sanhedrin	1	1,200	
	T. Section 1		
Appendix A-2			
Department Grade-Level Chairpersons			
*The stipend will be increased by \$300 if there are any new teachers in the			
department/grade level.			
1 Teacher	2	400	
	2	700	
2 Teachers			
2 Teachers 3 Teachers	2	1,000	
3 Teachers 4 Teachers		1,000	
3 Teachers	2 2 2	1,300 1,600	
3 Teachers 4 Teachers	2 2	1,300 1,600 1,900	
3 Teachers 4 Teachers 5 Teachers	2 2 2	1,300 1,600	

Effective Date: 7/1/2021

Board Approved: 3/29/2022

- at \$650 per term, subject to the following conditions;

 Daily synchronous instruction (TK-3), daily interactions (4-8), and weekly synchronous instruction (4-12) may occur during contracted or non-contracted time; at teacher's discretion
 - · Weekly packets may be utilized at teacher's discretion
 - Attendance will be counted based on completion; determined by teacher
 - PE requirements will match the minutes occurring at the equivalent school site

^{*}NTIP Coordinator and mentor Positions are paid stipends in accordance with STSA relevant job descriptions and/or operating terms provided by the county cooperative.

^{**}Dual Enrollment per college unit

^{***}Event coverage for when an administrator or athletic director cannot be present at an athletic even or similar function.

^{****}If the independent study program is full or unique circumstances arise, the site principal may request approval from the superintendent allowing a teacher to provide instruction above their full time workload to a student for the trimester at \$650 per term, subject to the following conditions;

^{*****}CTIP Mentor Position/STP, PIP, Intern Support Provider:\$1200 per assigned unit member

Appendix A-3 Extra-Duty Extra-Pay Schedule 2022/23 School Year

Effective Date: 1/1/2022 Board Approved Date: 3/29/2022

Extra-Duty Extra-Pay Hourly Rate	\$40.00 per hour
Ag. Teacher, Hourly for July/August	\$40.00 per hour
Driver Training and Home Teaching	\$40.00 per hour
Per Period Pay	\$40.00 per hour
Summer School Pay	\$45.00 per hour

^{*}Summer School rates shall be \$45 per hour for summer school with an additional \$100 per day for Summer 2022 and Summer 2023

^{**}Special Education teachers shall be paid extra duty rate for work outside of contract time, up to 40 hours per year. One designated non-student contract day per month in which to facilitate IEPs, complete associated paperwork, and/or testing will be provided. Additional hours and days may be approved by the site/program administrator.

APPENDIX B

PERMANENT CERTIFICATED TEACHERS

The primary focus in the evaluation of permanent certificated teachers shall be on coaching support, professional development and feedback related to the California Standards for the Teaching Profession. Permanent certificated teachers shall be evaluated at least every two years.

A teacher receiving a "Needs Improvement" rating for a standard on the Employee Evaluation Summary (See Appendix E) (two or more "Needs Improvement" in a standard on the Observation Form-Appendix D) may choose to participate in the PAR program with the purpose of providing assistance and renewing the quality of teaching. The teacher will be evaluated the following year in at least the standard designated as needing improvement. The teacher has the option of selecting another administrator for the following year evaluation.

By October 31 the permanent certificated teacher will meet with the site administrator/primary evaluator to set goals and to establish an evaluation plan. Observation feedback will be centered on the California Standards for the Teaching Profession. The site administrator/primary evaluator will offer support, methods and/or ideas, as needed. Informal classroom visits by the administrator throughout the year will foster dialogue and support.

A teacher receiving a "Needs Improvement" rating for one or more standard on the Employee Evaluation Summary (See Appendix E) on two consecutive evaluations will be required to participate in the Peer Assistance Review program (See Appendix C) and will remain on the same step of the salary schedule next year. Referral to the PAR Program will be made by the site administrator.

Formal Observations:

- Pre-Observation Conference
- Length of Observation: Minimum of thirty continuous minutes unless mutually agreed upon by evaluatee and evaluator.
- Post-Observation Discussion: Except for unseen circumstances, no later than three working days after observation.
- Post-Written Summary: No later than five working days after observation. Meeting to discuss this
 written observation is not required.
- Frequency of Formal Observations: Not more than one in any five day working period unless mutually agreed upon by evaluatee and evaluator.
- Number of Formal Observations: Two; (more by mutual agreement)

4/18/00 ii

WILLITS UNIFIED SCHOOL DISTRICT

APPENDIX D

TEACHER OBSERVATION SUMMARY*

Employee Name:	Date:
Use the following rating symbols: 1=Exemplary 2=Satis	factory 3=Needs Improvement 4=Not Observed
Standard One:	COMMENTS
Engaging and Supporting all Students in Learning	
1.1 Connecting students' prior knowledge, life experience, and interest with learning goals	
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	
1.3 Facilitating learning experiences that promote autonomy, interactions, and choice	
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	
1.5 Promoting self-directed, reflective learning for all	
Standard Two:	COMMENTS
Creating /Maintaining Effective Environments for Learning	COMMENTS
2.1 Creating a physical environment that engages all students	
2.2 Establishing a climate that promotes fairness and respect and maintaining standards for behavior.	
2.3 Promoting social developments and group responsibility	
2.4 Planning and implementing classroom procedures and routines that support student learning	
2.5 Using instructional time effectively	
Other land There	COMMENTO
Standard Three: Understanding / Organizing Subject Matter for Learning	COMMENTS
3.1 Demonstrating knowledge of subject matter content and student development	•
3.2 Organizing curriculum to support student understanding of subject matter	
3.3 Interrelating ideas and information within and across subject matter areas	
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	
3.5 Using materials, resources and technologies to make subject matter accessible to students	

iv

08/02/00

lanning Instruction / Designing Learning Experiences	COMMENTS
4.1 Drawing on and valuing students' backgrounds, interests, and	,
developmental learning needs	
4.2 Establishing and articulating goals for student learning	
4.3 Developing and sequencing instructional activities and materials for student learning	
4.4 Designing short-term and long-term plans to foster student learning	
4.5 Modifying instructional plans to adjust for student needs	
Standard Five:	COMMENTS
Assessing Student Learning	
5.1 Establishing and communicating learning goals for all students	
5.2 Collecting and using multiple sources of information to assess student learning	
5.3 Involving and guiding all students in assessing their own learning	
5.4 Using the results of assessments to guide instruction	
5.5 Communicating with students, families, and other audiences about student progress	
Standard Six:	COMMENTS
Developing as a Professional Educator	
6.1 Reflecting on teaching practice and planning professional development	
6.2 Establishing professional goals and pursuing opportunities to grow professionally	
6.3 Working with communities to improve professional practice	
6.4 Working with families to improve professional practice	
6.5 Working with colleagues to improve professional practice	
The evaluator will provide specific observations to support all negative	e notations.
This observation summary has been discussed with me. Sign ratings.	ing this form does not necessarily mean I agree with the
Employee Signature	Date

08/02/00

V

APPENDIX C

PERMANENT CERTIFICATED TEACHERS WHO HAVE RECEIVED AN UNSATISFACTORY RATING

The primary focus of evaluation in Option III is centered on permanent certificated teachers who have received a "Needs Improvement" rating on a California Standards for the Teaching Profession standard on two consecutive evaluations, thereby designating an "Unsatisfactory" evaluation rating. The teacher is automatically required to participate in the PAR program in an effort to provide assistance and renew the quality of teaching. Intense remedial efforts in the form of coaching, support, professional development and feedback related to the six standards will be offered. Refusal to participate may initiate dismissal procedures.

Identified teachers shall conference in the spring of the year in which the teacher receives the "Unsatisfactory" evaluation. The conference shall involve the teacher being referred, the evaluator who evaluated the teacher, and the consulting teacher to begin the development of an Individual Improvement Plan.

Observation feedback will be centered around, but not limited to, identified standards of focus so that feedback is meaningful. The site administrator/primary evaluator will offer support, methods and/or ideas, as needed.

During the period of assistance, the permanent teacher's evaluation shall be the responsibility of the principal or designee. Assistance shall be provided by peer coaches and closely monitored by the PAR Panel. Communication and consultation involving the coach and the principal shall be ongoing. It is the intent of the parties that this process be based on the permanent teacher's adherence to the <u>California Standards for the Teaching Profession</u> and this Agreement.

The coach will share all written and verbal evaluation reports during a conference with the teacher at least once every six weeks. A copy of the written reports will be provided to the principal and PAR Panel. In addition, it shall be the obligation of the PAR Panel to report the results of this intervention to the Assistant Superintendent who will report to the WUSD School Board. The written documentation in the evaluation report shall become a part of the permanent teacher's personnel file.

Informal classroom visits by the administrator throughout the year will foster dialogue and support.

Formal Observations

- **♦** Pre-Observation Conference
- ◆ Length of Observation: Minimum of thirty continuous minutes unless mutually agreed upon by the evaluatee and evaluator.
- Post-Observation Discussion: Except for unforeseen circumstances, no later than three working days after
 observation
- **Post-Observation Written Summary:** No later than five working days after observation. Meeting to discuss this written observation is not required.
- Frequency of Formal Observations: Not more than one in any five day working period, unless mutually agreed upon by the evaluatee and the evaluator.
- ♦ Number of Formal Observations: Two; (more by mutual agreement)

4/18/00 iii

WILLITS UNIFIED SCHOOL DISTRICT

APPENDIX E

EMPLOYEE EVALUATION SUMMARY

Name_	School Site	
School		
Perman	nent Temporary Probationary: 1 st Year 2:	nd Year
l. Eng	gaging and Supporting All Students in Learning	
2. Cre	eating and Maintaining Effective Environments for Learning	
3. Uno	derstanding/Organizing Subject Matter for Learning	
4. Plai	nning Instruction/Designing Learning Experiences	
5. Ass	sessing Student Learning	
6. Dev	veloping as a Professional Educator	
	EXPLANATION OF RATING SYMBOLS	
	Exemplary (Teacher receives a rating of "1" for <u>all</u> indicators in this Standeach observation cycle. Teacher models exemplary performance consistent and could serve as a model for others in demonstrating the indicators in this	tly over time
;	Satisfactory (Teacher receives a rating of "1" or "2" in at least <u>four out of</u> in this Standard during each observation cycle. Teacher meets expectation Standard.)	
:	Needs Improvement (Teacher receives "Needs Improvement" rating in 2 indicators in this Standard during each observation cycle. The Principal or develop an improvement plan with the teacher.)	
required	er receiving a "Needs Improvement" rating in a Standard for two consecutive yed I to participate in the Peer Assistance Review program and will remain on the san chedule next year.	
Dates of	observations/conferences:	
	Employee is scheduled for evaluation next year.	
	Participation in the Peer Assistance Review program is recommended.	

08/02/00

		1
		K
4		
		+
	1' 1 '4 0' ' 4' 0 1	+,
This evaluation summary has be necessarily mean I agree with t	been discussed with me. Signing this form dithe ratings.	oes not
This evaluation summary has be necessarily mean I agree with t	been discussed with me. Signing this form diche ratings.	oes not
This evaluation summary has be necessarily mean I agree with t	peen discussed with me. Signing this form dehe ratings.	oes not
necessarily mean I agree with t	the ratings.	oes not
This evaluation summary has be necessarily mean I agree with the m	been discussed with me. Signing this form define ratings. Date	oes not
necessarily mean I agree with t	the ratings.	oes not
necessarily mean I agree with t	Date	oes not
necessarily mean I agree with t Employee Evaluator	Date Date	oes not
necessarily mean I agree with t	Date Date	oes not

vii

WILLITS UNIFIED SCHOOL DISTRICT

APPENDIX F

EMPLOYEE IMPROVEMENT PLAN

Employee	For School Year
Standard	
Goal:	
Action:	
9	
97	
Person(s) Responsible:	
Completion Date:	
Evaluation:	
Employee Signature	Date
Principal/Designee	Date

08/02/00

School Counselor Performance Appraisal Form

The school counselor performance appraisal form contains basic standards of practice expected from school counselors. These performance standards not only function as the basis of counselor evaluation but also serve as guides for self-evaluation. This form can be used by the school counselor as a self-evaluation or by the principal along with the required professional support staff appraisal form.

The standards to be evaluated are:

•	Standard 1	Program Organization
•	Standard 2	Guidance Curriculum Delivered to All Students
•	Standard 3	Individual Planning with Students
•	Standard 4	Response Services
•	Standard 5	Systems Support
•	Standard 6	School Counselor/Administrator Agreement
•	Standard 7	Use of Data
•	Standard 8	Student Monitoring
•	Standard 9	Master Calendar/Time
•	Standard 10	Results Evaluation
•	Standard 11	Program Audit
•	Standard 12	Advisory Council
•	Standard 13	Infusing Themes

The performance standards are to be assessed by indicating "Yes" or "No" to each of the standards. Comments under each section could indicate strengths in that standard or recommendations.

Standard 1: The professional school counselor plans, organizes and delivers the comprehensive school counseling program.	YES	NO
1.1 A program has been written to meet the needs of the school.		
1.2 The professional school counselor demonstrates interpersonal relationships with students.		
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.		
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents/guardians.		
Comments:	Date:	
*		

Standard 2: The professional school counselor implements the guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	YES	NO
2.1 The professional school counselor teaches guidance units effectively.		
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.		
2.3 The professional school counselor encourages staff involvement to		
ensure the effective implementation of the guidance curriculum. Comments:	Date:	_ L
		-
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and career plans.	YES	NO
3.1 The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.		
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.		
Comments:	Date:	-
Standard 4: The professional school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation and referral skills.	YES	NO
4.1 The professional school counselor counsels individual students and groups of students with identified needs/concerns.		
4.2 The professional school counselor consults effectively with parents,		
teachers, administrators and other relevant individuals. 4.3 The professional school counselor implements an effective referral	Ш_	
process with administrators, teachers and other school personnel.		
Comments:	Date:	-
Standard 5: The professional school counselor implements the systems support component through effective guidance program management and support for other educational programs.	YES	NO
5.1 The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.		
5.2 The professional school counselor provides support for other school programs.		
Comments:	Date:	-
Standard 6: The professional school counselor has discussed the counseling department management system and the	YES	NO

program action plans with the school administrator.		
6.1 The professional school counselor has discussed the qualities of the counselor management system with the other members of the	П	П
counseling staff and has agreement.		
6.2 The professional school counselor has discussed the program		
results that will be obtained on the action plans for the school year.		
Comments:	Date:	
Standard 7: The professional school counselor knows how to	YES	NO
use data as a guide to program direction and emphasis.		
7.1 The professional school counselor uses school data to make		
decisions regarding student choice of classes and special programs.		
7.2 The professional school counselor uses data from the counseling		
program to make decisions regarding revisions to the school counseling		
program.		
Comments:	Date:	
Standard 8: The professional school counselor monitors the	YES	NO
students on a regular basis as they progress in school.	1.13	NO
8.1 The professional school counselor is accountable for monitoring the		
progress of every student.		
8.2 The professional school counselor implements monitoring activities		
appropriate to his/her own school.		_ [_
8.3 The professional school counselor develops appropriate		
interventions for students as needed and monitors their progress.	Data	
Comments:	Date:	
Standard 9: The professional school counselor implements the	YES	NO
master calendar/time component to have an efficiently run		
program.		
9.1 The professional school counselor uses a master calendar to plan		
activities through the year.		
9.2 The professional school counselor distributes the master calendar to parents, staff and students.		
9.3 The professional school counselor posts a weekly/monthly		_ H-
calendar.		ш
9.4 The professional school counselor analyzes his/her time spent in		
each of the four areas of the management system to achieve a healthy	1	
balance.		
	Date:	
balance.		
balance.		
balance. Comments:		NO
balance.	Date:	NO
balance. Comments: Standard 10: The professional school counselor has developed a	Date:	NO
Standard 10: The professional school counselor has developed a results evaluation for the program. 10.1 The professional school counselor includes every student in the results.	Date:	NO
Standard 10: The professional school counselor has developed a results evaluation for the program. 10.1 The professional school counselor includes every student in the results. 10.2 The professional school counselor works with members of the	Date:	NO
Standard 10: The professional school counselor has developed a results evaluation for the program. 10.1 The professional school counselor includes every student in the results.	Date:	NO

10.3 The professional school counselor knows how to collect and		
process data.		
Comments:	Date:	
•		
Standard 11: The professional school counselor conducts a	YES	NO
yearly program audit.		
11.1 The professional school counselor provides a yearly program audit		
that includes the results of all the program components.		
11.2 The professional school counselor shares the results of the		
program audit with the advisory council.		
11.3 The professional school counselor uses the yearly audit to make		
changes in the school counseling program for the following year.		
Comments:	Date:	
. *		
Standard 12: The professional school counselor is responsible	YES	NO
for establishing and convening a school advisory council for the		
comprehensive school guidance and counseling program.		
12.1 The professional school counselor has met with the advisory		
council.	_	
12.2 The professional school counselor has reviewed the school		-
counseling program audit with the council.		
12.3 The professional school counselor keeps a record of meeting		
Company of the Compan		
information.		
information. Comments:	Date:	
	Date:	
	Date:	
Comments:	Date:	
Comments: Standard 13: The professional school counselor is a student	Date:	NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student.		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student.		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap.		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers,		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. 13.7 The professional school counselor uses data to recommend		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. 13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. 13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.	YES	NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. 13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit		NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. 13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.	YES	NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. 13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.	YES	NO
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. 13.1 The professional school counselor promotes academic success of every student. 13.2 The professional school counselor promotes equity and access for every student. 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. 13.4 The professional school counselor understands reform issues and works to close the achievement gap. 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. 13.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.	YES	NO

WILLITS UNIFIED SCHOOL DISTRICT SCHOOL PSYCHOLOGIST GOAL SETTING CONFERENCE

Evaluatee: School Ye	ar
Evaluator: Position	
Status: Temporary Probationary I Probationary II	☐ Permanent
STANDARD I – Demonstrated commitment to students and their learning.	PLAN FOR GROWTH
 Regularly attends and participates in formal and informal school-based meetings. Utilizes appropriate indirect and direct consultation and assessment procedures to evaluate school concerns. Establishes and maintains productive partnership with families and staff. Generates, models, and helps implement strategic instructional and behavioral interventions. Regularly collaborates with school-based staff regarding monitoring and evaluation of classroom instructional and behavioral interventions. Regularly collaborates with community and public agencies and private partners regarding the needs of students and families. 	
${\bf STANDARD\ II-Have\ knowledge\ of\ educational\ and\ psychological\ theories\ that\ are\ researched-\ and\ practitioner-based\ and\ know\ how\ to\ deliver\ these\ services\ to\ schools.}$	
 Regularly attends trainings and conferences and completes course work relevant to the discipline of school psychology. Demonstrates flexibility in making decisions about interventions based on a sound integration of theory, practice, and information about the student. Actively volunteers and participates in work groups and on committees that contribute to the review of educational practices. Conducts in-service for school stakeholders. 	

STANDARD III – Use a decision making process in collaboration with other team members, school staff, students' family members, and other stakeholders, as appropriate to identify academic and behavior problems, collect and analyze information to understand the problems, make decisions about service delivery, and evaluate the outcomes of service delivery.

Clearly states problems in observable and measurable terms.

Assessment strategies reflect and address the identified problem.

Uses valid and appropriate assessment methods that match the presenting problem.

Collects data for problem solving from sources and settings pertinent to the identified problem.
 Develops effective interventions that are based on the data collected.

• Uses appropriate monitoring and evaluation techniques when assessing student progress.

 Regularly collaborates with community and public agencies, and private partners regarding the needs of students and families.

• Establishes and maintains productive partnership with families and staff.

Uses technology and/or research in planning and facilitating instructional and behavioral interventions.

STANDARD IV – Collaborate with others to develop challenging but achievable cognitive, social/emotional, and academic goals for all students and provide information about ways in which students can achieve these goals.

• Applies empirically based theories of learning to develop effective instructional strategies.

• Incorporates student-specific assessment information into the development of instructional strategies.

• Shares or demonstrates knowledge about advances in curriculum, instruction, or mental health.

Communicates practical information to teachers and parents on student learning.

Provides in-service activities to students, parents and staff.

STANDARD V – Actively participate in activities designed to continue, enhance and upgrade their professional training and skills to help ensure high-quality service provision.

• Attends workshops, seminars, in-service trainings, and conferences related to the profession of school psychology.

Actively participates in the local, state, or national school psychologist association.

Collaborates with other professionals in the field.

Participates actively in school or systemwide committees or work groups.

• Assumes responsibility for assisting in the development of interns/practicum students and/or the mentoring of psychologists new to the district.

 Stays abreast of current practices by reading journals pertinent to the field of school psychology and applies innovative evidence-based strategies and practices based on the reading.

STANDARD VI - Exhibit a high degree of professionalism.

• Assumes leadership roles on committees, helps to plan staff meetings, and shares knowledge or expertise with colleagues.

• Completes professional obligations in a timely manner.

 Completes all reports in a timely manner, using professional language only when necessary and appropriate.

Conducts self in a professional manner.

Follows federal, state, and local regulations, policies, and procedures.

• Adheres to the National Association of School Psychologists code of conduct.

WILLITS UNIFIED SCHOOL DISTRICT OBSERVATION FORM FOR SCHOOL PSYCHOLOGIST

Evaluatee N	Name	Date
Evaluator N	Name and Title:	
Period of R	Review:	
Current Ro		
<u></u>	Case Manager	
	IEP Team Member	
	Administrator	
	Mentor/Supervisor	
	Advocate	
	Member of Committee(s):	
	Other:	
Current Res	Responsibilities:	
	Assessment	
	Screening	
	Intervention:	
	Prevention:	
	School Duties:	
	Consultation	
	Transition Services	
	Preparation of third party billing (LEA)	
	Research:	
	Other:	
	I (hours per month spent in the following categories of services Direct service to students in the district: Screenings	/activities):
	Assessment Intervention	
	miervention	
	Total:	

2. Rel	ated services:		
	Scheduling Observation Consultation Collaboration Curriculum Development Preparation Co-Teaching Team Meetings IDEA Documentation IEP Development Data Collection Medical Documentation Transition Services Supervision		
	Total:		
3.	Professional activities and responsibilities:		
	Faculty Meetings School Duties School/District In-Service Trainings		
	Total:		
Caseload Size	e and Distribution:		
	Current Number of Students Average Per Week During School Year		
	Level	Number of Students	
	Birth – 3		
	Preschool		
	K-3		
	4-8		
	9-12		

WILLITS UNIFIED SCHOOL DISTRICT School Nurse Traditional Final Evaluation Report

Employ	ree:			Date:	- X-0		
School			-				
Dates o	of Observations:						
Dates o	of Post Observation Con	ferences	:				
Dates o	of Classroom Observatio	n Repor	ts:				
S S S	TANDARD TWO C TANDARD THREE A TANDARD FOUR N TANDARD FIVE N	COMMU ASSESSIN MANAGI MAINTAI	NICATING G STUDEN NG INTERV		SCHOOL AND COMM	UNITY	
Status (<u>of Employee:</u> Permanent			Probationary		Temporary	
	mplary 2=Meets Standa ds Improvement	ırd	N/O= No	ot Oberved			
	rd One: Performing Pro		_				Rate
1.1	Properly administers	or super	vises medi	cation administration	and procedures carrie	d out by unlicensed	
1.2	Supports the care of r health care procedure	nedically	y fragile sti	udents by performing	g, or assisting student to	perform, specialized	
1.3	Performs appropriate		d/care as n	iecessary	Y	,	
1.4	Attends an IEP or 504	meeting	z regarding	g a student with spec	ial health needs and sha	ares input with the team	
1.5	Properly participates proper authorities	in identi	fying abus	e and report child al	ouse, neglect, or sexual a	activity of minors to the	
1.6		ations ar	id knows p	proper communicabl	e disease control practic	es	
1.7	Demonstrates knowle	edge of d	istrict poli	cies and procedures	and other regulations re	garding student health	
-44		7100 .:					
Standa	rd Two: Communicatin	д гнесп	vely with S	chool and Commun	ity		
2.1	Communicates effecti	ively in s	peaking ar	nd writing			
2.2	Makes appropriate re	ferrals to	o commun	ity agencies and mal	tes use of other resource	es following up as	
2.3	Reviews a student's he	ealth rec	ords when	requested by staff			
2.4	Consults with school	sites reg	arding stud	dents with communi	cable diseases		
2.5	Adheres to profession	al ethica	ıl standard	s and practices in co	mmunicating		
2.6	Demonstrates effectiv	e comm	unication	with a variety of peo	ple with varying educat	ion and socio-cultural	
2.7	Responds to written c	ommuni	ications in	a timely manner	1, 1, 1		
Standa	rd Three: Assessing Stu	ident Ne	eds				
3.1	Organizes and condu	cts hear	ing, vision,	, and scoliosis screen	ing with competence		
3.2	Develops student hea	lth care	plan based	on a doctor's writte	n order regarding healtl	1 care procedures	

3.3	Assesses the implementation of a student's health care plan and consults with parents and physician as appropriate	
Standa	rd Four: Managing Interventions Effectively	
4.1	Provides health advice and referral information for students with health-related needs, suspected STI's, pregnancy or possible pregnancy, suspected substance abuse, suspected eating disorders	
4.2	Maintains intervention data and tracks necessary information to support student's health care plan	
Standa	rd Five: Maintaining Appropriate Records	
5.1	Completes required documents within appropriate timelines	
5.2	Maintains appropriate records and tracks necessary information	
5.3	Observes legally mandated rules of confidentiality regarding student records	
5.4	Accurately interprets health data and understands need for confidentiality	
tanda	rd Six: Developing as a Professional (Optional)	
6.1	School nurse reflects on his/her professional practice and actively engages in planning his/her professional development	
5.2	School nurse establishes professional learning goals and pursues opportunities to grow professionally	
5.3	School nurse learns about and works with local communities to improve his/her professional practice	
6.4	School nurse communicates with families to improve professional practice	
6.5	School nurse works with colleagues to improve professional practice	
6.6	School nurse balances professional responsibilities and maintains motivation	
Schoo	Nurse Overall Performance: Satisfactory Unsatisfactory	
	·	
This r worki	Date port has been discussed with me in conference with the evaluator. I have the right to respond in writing days and my response will be appended and filed with this evaluation. My signature on this evaluation arrily signify agreement.	
School	Nurse's Signature Date	
are ce	nent unit members who have been employed in a position requiring certification at least ten (10) years in the tified as Highly Qualified under No Child Left Behind, and whose most recent evaluation was satisfactory, sha live (5) years, if the evaluator and certificated employee being evaluated agree.	e District, who ill be evaluated
Next s	cheduled evaluation:	
Cycles	tor's Initials Employee's Initials	
svalua	tor's initials Employee's initials	

WILLITS UNIFIED SCHOOL DISTRICT TEACHER SALARY SCHEDULE 2022-23

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	Α	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+CBEST	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential		BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	53,539	55,973	58,443	57,372	59,842	58,805	61,275	60,276	62,746	61,783	64,253	Step 1
Step 2	54,756	57,372	59,842	58,805	61,275	60,276	62,746	61,783	64,253	63,327	65,797	Step 2
Step 3		58,805	61,275	60,276	62,746	61,783	64,253	63,327	65,797	64,910	67,380	Step 3
Step 4		60,276	62,746	61,783	64,253	63,327	65,797	64,910	67,380	66,533	69,003	Step 4
Step 5		61,783	64,253	63,327	65,797	64,910	67,380	66,533	69,003	68,197	70,667	Step 5
Step 6		63,327	65,797	64,910	67,380	66,533	69,003	68,197	70,667	69,902	72,372	Step 6
Step 7		64,910	67,380	66,533	69,003	68,197	70,667	69,902	72,372	71,650	74,120	Step 7
Step 8		66,533	69,003	68,197	70,667	69,902	72,372	71,650	74,120	73,441	75,911	Step 8
Step 9		68,197	70,667	69,902	72,372	71,650	74,120	73,441	75,911	75,277	77,747	Step 9
Step 10		69,902	72,372	71,650	74,120	73,441	75,911	75,277	77,747	77,158	79,628	Step 10
Step 11				73,441	75,911	75,277	77,747	77,158	79,628	79,087	81,557	Step 11
Step 12				75,277	77,747	77,158	79,628	79,087	81,557	81,065	83,534	Step 12
Step 13						79,087	81,557	81,065	83,534	83,091	85,561	Step 13
Step 14					A Company			83,091	85,561	85,169	87,639	Step 14
Step 15								85,169	87,639	87,298	89,768	Step 15
Step 16					, EU E			87,298	89,768	89,480	91,950	Step 16
Step 17								89,480	91,950	91,717		Step 17
Step 18								91,717	94,187	94,011		Step 18
Step 19						St. Figure 11		91,717	94,187	96,360		Step 19
Step 20								91,717	94,187	98,769		
Step 21								91,717	94,187		103,709	
Step 22								91,717	94,187	103,770		
Step 23								91,717	94,187	103,770		
Step 24				12.55				91,717			106,240	
Step 25								91,717	94,187		106,240	
Step 26				1 - No. 1	E. 12						106,240	
Step 27											106,240	
Step 28					79- 5-10		E Villa II			103,770	106,240	Step 28

EFFECTIVE 07/01/2022 BOARD APPROVED 3/8/2023

WILLITS UNIFIED SCHOOL DISTRICT SCHOOL PSYCHOLOGIST SPEECH AND LANGUAGE SPECIALIST PUBLIC SCHOOL NURSE SALARY SCHEDULE 2022-23

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential	BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	71,791	74,261	73,334	75,804	74,910	77,380	76,522	78,991	78,167	80,636	Step 1
Step 2	73,334	75,804	74,910	77,380	76,522	78,991	78,167	80,636	79,848	82,318	Step 2
Step 3	74,910	77,380	76,522	78,991	78,167	80,636	79,848	82,318	81,564	84,034	Step 3
Step 4	76,522	78,991	78,167	80,636	79,848	82,318	81,564	84,034	83,318	85,788	Step 4
Step 5	78,167	80,636	79,848	82,318	81,564	84,034	83,318	85,788	85,109	87,579	Step 5
Step 6	79,848	82,318	81,564	84,034	83,318	85,788	85,109	87,579	86,939	89,409	Step 6
Step 7	81,564	84,034	83,318	85,788	85,109	87,579	86,939	89,409	88,808	91,278	Step 7
Step 8	83,318	85,788	85,109	87,579	86,939	89,409	88,808	91,278	90,717	93,187	Step 8
Step 9	85,109	87,579	86,939	89,409	88,808	91,278	90,717	93,187	92,668	95,137	Step 9
Step 10			88,808	91,278	90,717	93,187	92,668	95,137	94,660	97,130	Step 10
Step 11			90,717	93,187	92,668	95,137	94,660	97,130	96,696	99,166	Step 11
Step 12					94,660	97,130	96,696	99,166	98,775	101,245	Step 12
Step 13							98,775	101,245	100,898	103,368	Step 13
Step 14							100,898	103,368	103,068		
Step 15								105,538			
Step 16									107,546		
Step 17							107,546	110,016	109,859	112,329	Step 17
Step 18						Ter exiterin	109,859	112,329	112,222	114,692	Step 18
Step 19									114,634		
Step 20									117,098		
Step 21							117,098	119,568	119,616	122,086	Step 21
Step 22							119,616	122,086	122,188	124,658	Step 22
Step 23							122,188	124,658	124,816	127,285	Step 23
Step 24	70.011.51						124,816	127,285	127,498	129,968	Step 24
Step 25							127,498	129,968	130,240	132,710	Step 25
Step 26									133,040	135,509	Step 26
Step 27										138,370	
Step 28									138,822	141,292	Step 28

WILLITS UNIFIED SCHOOL DISTRICT DISTRICT LIBRARIAN SALARY SCHEDULE 2022-23

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential	BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	60,840	63,310	62,361	64,831	63,919	66,389	65,518	67,988	67,156	69,626	Step 1
Step 2	62,361	64,831	63,919	66,389	65,518	67,988	67,156	69,626	68,835	71,304	Step 2
Step 3	63,919	66,389	65,518	67,988	67,156	69,626	68,835	71,304	70,556	73,026	Step 3
Step 4	65,518	67,988	67,156	69,626	68,835	71,304		73,026	72,319	74,789	Step 4
Step 5	67,156				70,556	73,026	72,319		74,127	76,596	
Step 6	68,835	71,304	70,556	73,026	72,319	74,789	74,127	76,596	75,980	78,450	Step 6
Step 7	70,556	73,026	72,319	74,789	74,127	76,596	75,980	78,450	77,880	80,350	
Step 8	72,319	74,789	74,127	76,596	75,980	78,450	77,880	80,350	79,827	82,297	
Step 9	74,127	76,596	75,980	78,450	77,880	80,350	79,827	82,297	81,823	84,293	
Step 10			77,880	80,350	79,827	82,297	81,823	84,293	83,868		Step 10
Step 11	Joseph H. M.		79,827	82,297	81,823	84,293	83,868	86,338	85,965	88,434	Step 11
Step 12					83,868	86,338	85,965	88,434	88,114	90,584	Step 12
Step 13							88,114	90,584	90,317	92,787	Step 13
Step 14							90,317	92,787	92,575		Step 14
Step 15							92,575	95,045	94,889		Step 15
Step 16							94,889	97,359	97,261	99,731	Step 16
Step 17							97,261	99,731	99,693	102,163	Step 17
Step 18					All Marines Con		99,693		1		
Step 19								104,655			
Step 20									107,358		
Step 21							107,358	109,828	110,042	112,512	Step 21
Step 22								112,512		115,264	
Step 23							112,794	115,264	115,614	118,083	Step 23
Step 24									118,503		
Step 25							118,503	120,973	121,466	123,936	Step 25
Step 26									124,503	126,973	Step 26
Step 27									127,615	130,085	Step 27
Step 28									130,806	133,276	Step 28

WILLITS UNIFIED SCHOOL DISTRICT COUNSELOR SALARY SCHEDULE 2022-23

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	Α	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+CBEST	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential		BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	59,623	62,057	64,527	63,608	66,078	65,198	67,668	66,828	69,298	68,499	70,969	Step 1
Step 2	60,840	63,608	66,078	65,198	67,668	66,828	69,298	68,499	70,969	70,211	72,680	Step 2
Step 3		65,198	67,668	66,828	69,298	68,499		70,211	72,680	71,967	74,437	Step 3
Step 4		66,828	69,298	68,499	70,969	70,211	72,680	71,967	74,437	73,765	76,235	Step 4
Step 5		68,499	70,969	70,211	72,680	71,967	74,437	73,765	76,235	75,610	78,080	Step 5
Step 6		70,211	72,680	71,967	74,437	73,765	76,235	75,610	78,080	77,500	79,970	Step 6
Step 7		71,967	74,437	73,765	76,235	75,610	78,080	77,500	79,970	79,437	81,907	Step 7
Step 8		73,765	76,235	75,610	78,080	77,500	79,970	79,437	81,907	81,424	83,894	Step 8
Step 9		75,610	78,080	77,500	79,970	79,437	81,907	81,424	83,894	83,458	85,928	Step 9
Step 10		77,500	79,970	79,437	81,907	81,424	83,894	83,458	85,928	85,546	88,016	Step 10
Step 11				81,424	83,894	83,458	85,928	85,546	88,016	87,684	90,154	Step 11
Step 12			STATE OF THE	83,458	85,928	85,546	88,016	87,684	90,154	89,876	92,346	Step 12
Step 13						87,684	90,154	89,876	92,346	92,123	94,593	Step 13
Step 14							the Eig	92,123	94,593	94,426	96,896	Step 14
Step 15								94,426	96,896	96,787	99,257	Step 15
Step 16								96,787	99,257	99,207	101,677	Step 16
Step 17	Herby at Land						hitacolies II	99,207	101,677	101,687	104,157	Step 17
Step 18								101,687	104,157	104,229	106,699	Step 18
Step 19					A Bassilla			104,229	106,699	106,835	109,305	Step 19
Step 20								106,835	109,305	109,505	111,975	Step 20
Step 21										112,243		
Step 22	N VETEL	777						112,243	114,713	115,050	117,519	Step 22
Step 23				F-1				115,050	117,519	117,925	120,395	Step 23
Step 24										120,874		
Step 25										123,896		
Step 26		9111								126,993		
Step 27										130,167	132,637	Step 27
Step 28		Total Indian		- Y			rv. Dini			133,422		

WILLITS UNIFIED SCHOOL DISTRICT TEACHER SALARY SCHEDULE 2023-24

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	W. VIII.
	Α	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+CBEST	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential		BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	56,752	59,331	61,949	60,814	63,433	62,334	64,952	63,893	66,511	65,490	68,108	Step 1
Step 2	58,041	60,814	63,433	62,334	64,952	63,893	66,511	65,490	68,108	67,127	69,745	Step 2
Step 3		62,334	64,952	63,893	66,511	65,490	68,108	67,127	69,745	68,805	71,423	Step 3
Step 4		63,893	66,511	65,490	68,108	67,127	69,745	68,805	71,423	70,525	73,143	Step 4
Step 5		65,490	68,108	67,127	69,745	68,805	71,423	70,525	73,143	72,289	74,907	Step 5
Step 6		67,127	69,745	68,805	71,423	70,525	73,143	72,289	74,907	74,096	76,714	Step 6
Step 7		68,805	71,423	70,525	73,143	72,289	74,907	74,096	76,714	75,949	78,567	Step 7
Step 8		70,525	73,143	72,289	74,907	74,096	76,714	75,949	78,567	77,847	80,466	Step 8
Step 9		72,289	74,907	74,096	76,714	75,949	78,567	77,847	80,466	79,793	82,411	Step 9
Step 10		74,096	76,714	75,949	78,567	77,847	80,466	79,793	82,411	81,787	84,406	Step 10
Step 11				77,847	80,466	79,793	82,411	81,787	84,406	83,833	86,451	Step 11
Step 12			CHEPASKI	79,793	82,411	81,787	84,406	83,833	86,451	85,928	88,547	Step 12
Step 13						83,833	86,451	85,928	88,547	88,077	90,695	Step 13
Step 14							m bil mini	88,077	90,695	90,279	92,897	Step 14
Step 15			HEININ	EV A SHE				90,279	92,897	92,536	95,154	Step 15
Step 16				142				92,536	95,154	94,849	97,467	Step 16
Step 17			No Applica	Wester				94,849	97,467	97,221	99,839	Step 17
Step 18								97,221	99,839			Step 18
Step 19								97,221	99,839	102,142	104,760	Step 19
Step 20		ALC: SECURITY ASI						97,221	99,839			
Step 21	THE COLUMN							97,221	99,839			
Step 22								97,221	99,839	109,996	112,614	Step 22
Step 23			A					97,221	99,839		112,614	
Step 24								97,221	99,839			
Step 25								97,221	99,839			Step 25
Step 26						IN CO. L				109,996		
Step 27										109,996		
Step 28										109,996	112,614	Step 28

WILLITS UNIFIED SCHOOL DISTRICT TEACHER SALARY SCHEDULE

* EFFECTIVE 1/1/2024-6/30/2024 BOARD APPROVED 3/8/2023

2023-24 186 WORK DAYS (schedule #01)

1- 4	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	Α	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+CBEST	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential		BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	57,887	60,518	63,188	62,031	64,701	63,580	66,251	65,170	67,841	66,800	69,470	Step 1
Step 2	59,202	62,031	64,701	63,580	66,251	65,170	67,841	66,800	69,470	68,470	71,140	
Step 3		63,580	66,251	65,170	67,841	66,800	69,470	68,470	71,140	70,181	72,852	Step 3
Step 4		65,170	67,841	66,800	69,470	68,470	71,140	70,181	72,852	71,936	74,606	Step 4
Step 5		66,800	69,470	68,470	71,140	70,181	72,852	71,936	74,606	73,735		
Step 6	UELMEE)	68,470	71,140	70,181	72,852	71,936	74,606	73,735	76,405	75,578	78,248	
Step 7		70,181	72,852	71,936	74,606	73,735	76,405	75,578	78,248	77,468	80,138	
Step 8		71,936	74,606	73,735	76,405	75,578	78,248	77,468	80,138	79,404	82,075	Step 8
Step 9		73,735	76,405	75,578	78,248	77,468	80,138	79,404			84,059	Step 9
Step 10		75,578	78,248	77,468	80,138	79,404	82,075	81,389	84,059	83,423	86,094	Step 10
Step 11		1. S.		79,404	82,075	81,389	84,059	83,423	86,094	85,509		Step 11
Step 12				81,389	84,059	83,423	86,094	85,509	88,180	87,647		Step 12
Step 13						85,509	88,180	87,647	90,317	89,838		Step 13
Step 14								89,838	92,508	92,085		Step 14
Step 15								92,085				Step 15
Step 16								94,387	97,057			Step 16
Step 17								96,746	99,417			Step 17
Step 18								99,165				Step 18
Step 19			AFFAILA					99,165	101,835	104,184		Step 19
Step 20	re gray							99,165	101,835	106,789		Step 20
Step 21									101,835			Step 21
Step 22								99,165	101,835	112,196		Step 22
Step 23									101,835			Step 23
Step 24										112,196		Step 24
Step 25								99,165	101,835			Step 25
Step 26		Town In the last of the last o							TO SELECT ON THE SERVICE OF THE SERV	112,196		Step 26
Step 27						Tre-Ball	(20. 10 to 10. 1	DI - 1000		112,196		Step 27
Step 28										112,196	114,866	Step 28

WILLITS UNIFIED SCHOOL DISTRICT COUNSELOR SALARY SCHEDULE 2023-24

100	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	Α	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+CBEST	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential		BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	63,201	65,780	68,398	67,425	70,043	69,110	71,728	70,838	73,456	72,609	75,227	Step 1
Step 2	64,490	67,425	70,043	69,110	71,728	70,838	73,456	72,609	75,227	74,423	77,041	Step 2
Step 3		69,110	71,728	70,838	73,456	72,609	75,227	74,423	77,041	76,285	78,903	Step 3
Step 4		70,838	73,456	72,609	75,227	74,423	77,041	76,285	78,903	78,191	80,809	Step 4
Step 5		72,609	75,227	74,423	77,041	76,285	78,903	78,191	80,809	80,147	82,765	Step 5
Step 6		74,423	77,041	76,285	78,903	78,191	80,809	80,147	82,765	82,150	84,768	Step 6
Step 7		76,285	78,903	78,191	80,809	80,147	82,765	82,150	84,768	84,203	86,822	Step 7
Step 8		78,191	80,809	80,147	82,765	82,150	84,768	84,203	86,822	86,309	88,927	Step 8
Step 9		80,147	82,765	82,150	84,768	84,203	86,822	86,309	88,927	88,466	91,084	Step 9
Step 10		82,150	84,768	84,203	86,822	86,309	88,927	88,466	91,084	90,678	93,297	Step 10
Step 11		VIII E		86,309	88,927	88,466	91,084	90,678	93,297	92,946	95,564	Step 11
Step 12				88,466	91,084	90,678	93,297	92,946	95,564	95,268	97,887	Step 12
Step 13						92,946	95,564	95,268	97,887	97,651	100,269	Step 13
Step 14								97,651	100,269	100,092	102,710	Step 14
Step 15	r veralisi	Hall the Mark						100,092	102,710	102,594		Step 15
Step 16					MEDICA			102,594	105,213	105,159	107,777	Step 16
Step 17			PART OF THE					105,159	107,777	107,788	110,406	Step 17
Step 18	TO LEAD TO							107,788		110,483		
Step 19								110,483		113,245		Step 19
Step 20				haur Mil						116,075		
Step 21								116,075		118,977		
Step 22								118,977	121,596	121,953		Step 22
Step 23									124,571			Step 23
Step 24										128,126		Step 24
Step 25					MATERIAL DE			128,126	130,745	131,330		
Step 26							Min H. III		Sign parting	134,613	137,231	Step 26
Step 27		REAL PROPERTY.								137,977	140,595	Step 27
Step 28			NE EGMER							141,427	144,046	Step 28

WILLITS UNIFIED SCHOOL DISTRICT COUNSELOR SALARY SCHEDULE 2023-24

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	Α	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+CBEST	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential		BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	64,465	67,096	69,766	68,773	71,444	70,492	73,163	72,254	74,925	74,061	76,731	Step 1
Step 2	65,780	68,773	71,444	70,492	73,163	72,254	74,925	74,061	76,731	75,912	78,582	Step 2
Step 3		70,492	73,163	72,254	74,925	74,061	76,731	75,912	78,582	77,810	80,481	Step 3
Step 4		72,254	74,925	74,061	76,731	75,912	78,582	77,810	80,481	79,755	82,425	Step 4
Step 5		74,061	76,731	75,912	78,582	77,810	80,481	79,755	82,425	81,750		
Step 6		75,912	78,582	77,810	80,481	79,755	82,425	81,750	84,420	83,793	86,463	Step 6
Step 7	1 30 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	77,810	80,481	79,755	82,425	81,750	84,420	83,793	86,463	85,887	88,558	Step 7
Step 8		79,755	82,425	81,750	84,420	83,793	86,463	85,887	88,558		90,706	Step 8
Step 9		81,750	84,420	83,793	86,463	85,887	88,558	88,035	90,706	90,235	92,906	Step 9
Step 10		83,793	86,463	85,887	88,558	88,035	90,706	90,235	92,906	92,492	95,162	Step 10
Step 11				88,035	90,706	90,235	92,906	92,492	95,162	94,804	97,475	Step 11
Step 12				90,235	92,906	92,492	95,162	94,804	97,475	97,174		Step 12
Step 13						94,804	97,475	97,174				
Step 14								99,604		102,093		
Step 15				TENT I				102,093	104,764	104,646		
Step 16			Eugen Li						107,317			
Step 17										109,944		
Step 18										112,693		
Step 19						The fix				115,510		
Step 20					D8 5.	Ann Antone				118,397		
Step 21					7014					121,357		
Step 22										124,392		
Step 23										127,501		Step 23
Step 24			Samuel (15)					127,501		130,689		Step 24
Step 25	MUEZE					# 15 61		130,689	133,359	133,956		
Step 26											139,975	
Step 27											143,407	-
Step 28										144,256	146,926	Step 28

WILLITS UNIFIED SCHOOL DISTRICT FFECTIVE 7/1/2023-12/31/2023 SCHOOL PSYCHOLOGIST BOARD APPROVED 3/8/2023

SPEECH AND LANGUAGE SPECIALIST PUBLIC SCHOOL NURSE SALARY SCHEDULE 2023-24

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential	BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		30.581
Step 1	76,099	78,717	77,734	80,353	79,405	81,875	81,113	83,731	82,857	85,475	Step 1
Step 2	77,734	80,353	79,405	81,875	81,113	83,583	82,857	85,475	84,639	87,257	Step 2
Step 3	79,405	82,023	81,113	83,583	82,857	85,327	84,639	87,257	86,458	89,076	Step 3
Step 4	81,113	83,731	82,857	85,327	84,639	87,109	86,458	89,076	88,317	90,935	Step 4
Step 5	82,857	85,475	84,639	87,109	86,458	88,928	88,317	90,935	90,216	92,834	Step 5
Step 6	84,639	87,257	86,458	88,928	88,317	90,787	90,216	92,834	92,156	94,774	Step 6
Step 7	86,458	89,076	88,317	90,787	90,216	92,686	92,156	94,774	94,136	96,754	Step 7
Step 8	88,317	90,935	90,216	92,686	92,156	94,626	94,136	96,754	96,160	98,778	Step 8
Step 9	90,216	92,834	92,156	94,626	94,136	96,606	96,160	98,778	98,228	100,846	Step 9
Step 10			94,136	96,606	96,160	98,630	98,228	100,846	100,340	102,958	Step 10
Step 11			96,160	98,630	98,228	100,698	100,340	102,958	102,498	105,116	Step 11
Step 12					100,340	102,810	102,498	105,116	104,701	107,320	Step 12
Step 13		E STATE OF				Figure Live	104,701	107,320	106,952	109,571	Step 13
Step 14							106,952	109,571	109,252	111,870	Step 14
Step 15							109,252	111,870	111,601	114,219	Step 15
Step 16									113,999		
Step 17							113,999	116,617	116,451	119,069	Step 17
Step 18									118,955		
Step 19									121,512		
Step 20									124,124		
Step 21		Ship ilitaria					124,124	126,742	126,793	129,411	Step 21
Step 22	1 - 1 - 4						126,793	129,411	129,519	132,137	Step 22
Step 23							129,519	132,137	132,305	134,923	Step 23
Step 24									135,148		
Step 25							135,148	137,767	14,034	16,652	Step 25
Step 26								eger ja E. Juli	141,022	143,640	Step 26
Step 27									144,054	146,672	Step 27
Step 28		Livy Mast	li like perili						147,151	149,769	Step 28

WILLITS UNIFIED SCHOOL DISTRICT FEFFECTIVE 1/1/2024-6/30/2024 SCHOOL PSYCHOLOGIST BOARD APPROVED 3/8/2023 SPEECH AND LANGUAGE SPECIALIST PUBLIC SCHOOL NURSE SALARY SCHEDULE

2023-24 191 WORK DAYS (schedule #01)

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential	BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	77,621	80,291	79,289	81,960	80,993	83,611	82,735	85,405	84,514	87,184	Step 1
Step 2	79,289	81,960	80,993	83,611	82,735	85,353	84,514	87,184	86,331	89,002	Step 2
Step 3	80,993	83,664	82,735	85,353	84,514	87,132	86,331	89,002	88,187	90,858	Step 3
Step 4	82,735	85,405	84,514	87,132	86,331	88,949	88,187	90,858	90,083	92,754	Step 4
Step 5	84,514	87,184	86,331	88,949	88,187	90,805	90,083	92,754	92,020	94,691	Step 5
Step 6	86,331	89,002	88,187	90,805	90,083	92,701	92,020	94,691	93,999	96,669	Step 6
Step 7	88,187	90,858	90,083	92,701	92,020	94,638	93,999	96,669	96,019	98,689	Step 7
Step 8	90,083	92,754	92,020	94,638	93,999	96,617	96,019	98,689	98,083	100,754	Step 8
Step 9	92,020	94,691	93,999	96,617	96,019	98,637	98,083	100,754	100,192	102,862	Step 9
Step 10			96,019	98,637	98,083	100,701	100,192	102,862	102,346	105,017	Step 10
Step 11			98,083	100,701	100,192	102,810	102,346	105,017	104,548	107,218	Step 11
Step 12					102,346	104,964	104,548	107,218	106,795	109,466	Step 12
Step 13							106,795	109,466	109,091	111,762	Step 13
Step 14						IVR	109,091	111,762	111,437	114,107	Step 14
Step 15			The state of the s				111,437	114,107	113,833	116,503	Step 15
Step 16							113,833	116,503	116,279	118,950	Step 16
Step 17		water in the section of					116,279	118,950	118,780	121,450	Step 17
Step 18							118,780	121,450	121,334	124,004	Step 18
Step 19							121,334	124,004	123,943	126,613	Step 19
Step 20							123,943	126,613	126,607	129,277	Step 20
Step 21							126,607	129,277	129,329	131,999	Step 21
Step 22							129,329	131,999	132,109	134,780	Step 22
Step 23							132,109	134,780	134,951	137,621	Step 23
Step 24							134,951	137,621	137,851		
Step 25							137,851	140,522	14,315	16,985	Step 25
Step 26									143,842	146,513	Step 26
Step 27		is d'ando en d especialisti						yn dan ar	146,935	149,606	Step 27
Step 28									150,094	152,764	Step 28

WILLITS UNIFIED SCHOOL DISTRICT FFECTIVE 7/1/2023-12/31/2023 BOARD APPROVED 3/8/2023 DISTRICT LIBRARIAN SALARY SCHEDULE 2023-24

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
TO AND THE REAL PROPERTY OF THE PERTY OF THE	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential	BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	64,490	67,109	66,103	68,721	67,755	70,373	69,449	72,067	71,185	73,803	Step 1
Step 2	66,103	68,721	67,755	70,373	69,449	72,067	71,185	73,803	72,965	75,583	Step 2
Step 3	67,755	70,373	69,449	72,067	71,185	73,803	72,965	75,583	74,789	77,407	Step 3
Step 4	69,449	72,067	71,185	73,803	72,965	75,583	74,789	77,407	76,658	79,276	Step 4
Step 5	71,185	73,803	72,965	75,583	74,789	77,407	76,658	79,276	78,574	81,192	Step 5
Step 6	72,965	75,583	74,789	77,407	76,658	79,276	78,574	81,192	80,539	83,157	Step 6
Step 7	74,789	77,407	76,658	79,276	78,574	81,192	80,539	83,157	82,553	85,171	Step 7
Step 8	76,658	79,276	78,574	81,192	80,539	83,157	82,553	85,171	84,616	87,235	Step 8
Step 9	78,574	81,192	80,539	83,157	82,553	85,171	84,616	87,235	86,732	89,350	Step 9
Step 10			82,553	85,171	84,616	87,235	86,732	89,350	88,900	91,518	Step 10
Step 11			84,616	87,235	86,732	89,350	88,900	91,518	91,122	93,741	Step 11
Step 12					88,900	91,518	91,122	93,741	93,401	96,019	Step 12
Step 13	Territor I						93,401	96,019	95,736	98,354	Step 13
Step 14	The Valley						95,736	98,354	98,130	100,748	Step 14
Step 15				Figure			98,130	100,748	100,583	103,201	Step 15
Step 16							100,583	103,201	103,097	105,715	Step 16
Step 17							103,097	105,715	105,675	108,293	Step 17
Step 18							105,675	108,293	108,317	110,935	Step 18
Step 19							108,317	110,935	111,024	113,642	Step 19
Step 20						Men Lak	111,024	113,642	113,800	116,418	Step 20
Step 21							113,800	116,418	116,645	119,263	Step 21
Step 22							116,645	119,263	119,561	122,180	Step 22
Step 23							119,561	122,180	122,550	125,169	Step 23
Step 24		figura (a)					122,550	125,169	125,614	128,232	Step 24
Step 25							125,614	128,232	128,754	131,372	Step 25
Step 26										134,592	
Step 27									135,272	137,891	Step 27
Step 28			35 E 5 T						138,654	141,273	Step 28

WILLITS UNIFIED SCHOOL DISTRICT EFFECTIVE 1/1/2024-6/30/2024 DISTRICT LIBRARIAN BOARD APPROVED 3/8/2023 DISTRICT LIBRARIAN SALARY SCHEDULE 2023-24

	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	COLUMN	
	1	1M	2	2M	3	3M	4	4M	5	5M	
	BA+30	BA+30+ Masters	BA+45	BA+45+ Masters	BA+60	BA+60+ Masters	BA+75	BA+75+ Masters	BA+90	BA+90+ Masters	
For Embedded Credential	BA+CR	BA+CR	CR+15		CR+30		CR+45		CR+60		
Step 1	65,780	68,451	67,425	70,095	69,110	71,780	70,838	73,508	72,609	75,279	Step 1
Step 2	67,425	70,095	69,110	71,780	70,838	73,508	72,609	75,279	74,424	77,094	Step 2
Step 3	69,110	71,780	70,838	73,508	72,609	75,279	74,424	77,094	76,285	78,955	Step 3
Step 4	70,838	73,508	72,609	75,279	74,424	77,094	76,285	78,955	78,191	80,862	Step 4
Step 5	72,609	75,279	74,424	77,094	76,285	78,955	78,191	80,862	80,146	82,816	Step 5
Step 6	74,424	77,094	76,285	78,955	78,191	80,862	80,146	82,816	82,149	84,820	Step 6
Step 7	76,285	78,955	78,191	80,862	80,146	82,816	82,149	84,820	84,204	86,874	Step 7
Step 8	78,191	80,862	80,146	82,816	82,149	84,820	84,204	86,874	86,309	88,979	Step 8
Step 9	80,146	82,816	82,149	84,820	84,204	86,874	86,309	88,979	88,467	91,137	
Step 10			84,204	86,874	86,309	88,979	88,467	91,137	90,678		Step 10
Step 11			86,309	88,979	88,467	91,137	90,678	93,348	92,945		Step 11
Step 12					90,678	93,348	92,945	95,615	95,269		Step 12
Step 13							95,269	97,939			Step 13
Step 14							97,651				
Step 15		METATINE.						102,763		105,265	
Step 16								105,265			
Step 17							105,159	107,829	107,788	110,459	Step 17
Step 18								110,459			
Step 19								113,153			
Step 20	Com Mili		Of the last				113,244	115,915	116,076	118,746	Step 20
Step 21							116,076	118,746	118,977	121,648	Step 21
Step 22				B. Tell Inc				121,648		124,623	
Step 23							121,953	124,623	125,001	127,672	Step 23
Step 24							125,001	127,672	128,126	130,796	Step 24
Step 25							128,126	130,796	131,329	133,999	Step 25
Step 26									134,613	137,283	Step 26
Step 27									137,978	140,648	Step 27
Step 28									141,427	144,098	Step 28