

Master Contract Agreement

between

Pacific Grove Unified School District

and

Pacific Grove Teachers Association

July 1, 2025 – June 30, 2026

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CONTRACT

I. THE AGREEMENT

- 1.1 Terms of Agreement The articles and provisions contained herein constitute a bilateral binding agreement. Agreement between the Governing Board of the Pacific Grove Unified School District (District) and the Pacific Grove Teachers Association, an affiliate of California Teachers Association and the National Education Association (Association).
- 1.2 Recognition The District recognizes the Association as the exclusive representative of all certificated Unit Members of the Board - excluding management, confidential unit members, and also excluding supervisors, per diem substitutes, and adult education teachers - for the purpose of meeting and negotiating.
- 1.3 Printing of Agreement Within one month of ratification of this Agreement by both parties, the District agrees to print sufficient copies of the Agreement for distribution to all members of the unit employed by the District.

II. WAGES

2.1 The District and the Association agree that the salary increases for the term of this contract, shall be set forth as in (Exhibit 3).

2.1.1 Psychologist's Salary Schedule (Exhibit 5)

2.1.2 Counselor's Salary Schedule (Exhibit 6)

2.1.3 Special Services Salary Schedule

The following Unit Members shall be paid in accordance with their normal placement on the teacher's salary schedule:

2.1.3.1 Speech Therapists

2.1.3.2 School Librarians

2.1.3.3 GATE Resource Teacher

2.1.4 Part-Time Unit Member Salary Schedule

The Part-Time Unit Members who are employed on a regular basis shall be compensated on a regular basis on a prorated formula of place on the Unit Member's salary schedule.

2.1.4.1 Number of hours employed divided by number of hours of Full-Time Unit Member multiplied by placement on the Unit Member's salary schedule.

2.1.4.2 The periods of assignment of a member of the unit employed Part-Time may be separated by not more than one class period or the equivalent unless by mutual consent.

2.1.4.3 This Part-Time teaching arrangement shall be of two types:

- (1) Part-Time, all year during the regular school term:
- (2) Full-Time during one semester with the other semester off.

2.1.5 Computation of Daily Rate:

2.1.5.1 The computation of the daily rate of pay shall be as follows: Annual salary divided by number of days contracted;

2.1.5.2 A Unit Member required by the District to serve more than the number of days in their work year shall be paid at the daily rate.

2.1.6 Placement on the Salary Schedule for Academic Equivalency (Exhibit 7)

2.1.7 Definition of Salary Classifications on Salary Schedule

2.1.7.1 Classifications:

2.1.7.1.1 Column I = Bachelor's Degree

2.1.7.1.2 Column II = Bachelor's Degree plus 15 upper division or graduate college semester units after Degree.

2.1.7.1.3 Column III = Bachelor's Degree plus 30 upper division or graduate college semester units after Degree.

2.1.7.1.4 Column IV = Bachelor's Degree plus 45 upper division or graduate college semester units after Degree.

2.1.7.1.5 Column V = Bachelor's Degree plus sixty (60) upper division or graduate college semester units after Degree.

2.1.7.1.6 Column VI = Commencing July 1, 2006, placement in column VI, may be achieved through the accrual of a bachelor's degree, plus 75 "professional credits" as defined on (Exhibit 4), or a master's degree plus 30 units or a doctorate degree. Individuals employed by the District in 2005–06 may use previously obtained college units as their "professional credits."

2.1.7.1.6.1 For any column advancement, professional growth units may be used.

2.1.7.1.6.2 An earned doctorate may be substituted for a master's degree.

2.1.8 Placement and Type of Salary Schedule

2.1.8.1 The salary schedule recognizes two bases for placement:

- (1) Years of experience in education at an accredited institution.
- (2) Training or preparation.

2.1.8.2 The District and PGTA agree effective July 1, 2022, unit members who were initially hired prior to July 1, 2021, but were given fewer than 12 years credit for prior Full-Time teaching experience in an accredited school and who are not yet on the highest step of their salary

schedule column placement on the salary schedule, shall be prospectively advanced on the salary schedule to the step on their appropriate column that reflects their prior full-time teaching experience in an accredited school up to a maximum of 12 years credit for the prior experience outside of the District.

2.1.8.3 The District and PGTA agree certificated Unit Members who are initially hired on or after July 1, 2022, shall be given year-for-year credit for Full-Time teaching experience in an accredited school up to a maximum of 12 years for initial placement on the salary schedule.

2.1.8.4 The District and PGTA agree that certificated Unit Members initially hired for the 2021-2022 school year were placed on the certificated salary schedule based on their prior years of teaching.

2.1.8.5 By August 31 of each year, the District will provide each certificated Unit Member a written statement indicating the Unit Member's current step and column placement on the salary schedule for the upcoming school year.

2.1.9 Requirements for Advancement on the Salary Schedule

2.1.9.1 Increment Step (Vertical Advancement)

2.1.9.1.1 The Unit Member shall receive an increment step advancement for each year's experience in the District up to a maximum stated on the salary schedule.

2.1.9.1.2 Column (Horizontal Advancement) – The Unit Member shall receive column advancement for professional growth units earned according to provisions of 2.1.10.

2.1.10 Professional Growth/General Provisions

2.1.10 The Unit Member may earn professional growth credits for advancement on the salary schedule by two methods:

2.1.10.1.1 By satisfactorily completing upper division or graduate courses from an accredited college or university.

2.1.10.1.2 By satisfactorily completing professional growth units through the provisions of the Self-Development Program outlined in 2.1.11.

2.1.10.2 Professional growth units may be applied to column or converted to in-service release time (Exhibit 39).

2.1.11 Professional Growth/Self-Development Program

2.1.11.1 A Unit Member may earn professional growth units by applying to the Professional Growth Review Board (Exhibit 39), BEFORE they commence the activity.

2.1.11.2 The Professional Growth Review Board will review applications and make recommendations to the Superintendent, who shall have the final decision.

2.1.11.3 If the application is approved and the activity completed, the Unit Member shall file a notice of completion with the Professional Growth Review Board.

2.1.11.3.1 The application forms and notice of completion form shall be provided by the District (Exhibit 39).

2.1.11.3.2 No more than five professional growth units can be earned for column advancement.

2.1.11.3.3 Verification of the completion of professional growth units shall be determined by the District.

2.1.11.4 Guidelines for acceptability of professional growth activities are in Board Policy 4131.7.

2.1.11.5 Professional growth units may be applied to advancement from one column to the next on the salary schedule or to in-service release time.

2.1.11.6 Professional growth units may be earned by the following activities, upon evidence of satisfactory completion:

2.1.11.6.1 Educational travel

2.1.11.6.2 Action research

2.1.11.6.3 Self-directed study

2.1.11.6.4 Lower division college course work (for Unit Members already in the District)

2.1.11.6.5 Curriculum development

2.1.11.6.6 Other activities approved by PGRB and the Superintendent.

2.1.11.6.7 Professional growth units are limited as follows:

2.1.11.6.7.1 The units must be related to the Unit Member's assignment for activities

which go substantially beyond the scope of the Unit Member's regular professional duties.

2.1.11.6.7.2 In general, 15 approved hours of activity equates to one professional growth unit.

2.1.11.6.7.3 No more than one-third (five units) of the units required for any column change on the salary schedule shall be earned in any manner other than upper division or graduate college work.

2.1.11.6.7.4 In-service release time. One professional growth unit will entitle a Unit Member to one 1 day of in-service release time. Unit Members shall give advance notice to their site administrator before taking release days. The date(s) of such release time shall be at the Unit Member's discretion, except that in an emergency situation the Superintendent may require the Unit Member to select an alternative date(s). If preferred, a Unit Member may use an in-service release day to cover day(s) normally charged to sick leave.

2.1.11.6.7.5 Professional growth units used by a Unit Member for in-service release time shall be carried over from year to year. Only three in-service release days shall be used during one school year unless otherwise approved by the Superintendent.

2.1.11.6.7.6 Activities completed for professional growth units must take place outside the regular school day with the possible exception of action research projects.

2.1.11.6.7.7 All expenses connected with earning professional growth units will be given by the Unit Member to the immediate Site Administrator.

2.1.11.6.7.8 A copy of each application for professional growth units will be given by the Unit Member to the immediate Site Administrator.

2.1.12.6.7.9 All proposals for professional growth units must be received by the Professional Growth Review Board prior to the Unit Member's beginning their activity.

2.1.12 Professional Growth Placement, Column VI

2.1.12.1 A Unit Member may earn professional credits by applying to the Professional Growth Review Board (Exhibit 39) before they commence activity to move into column VI.

Professional growth efforts for column VI are intended to establish an area of concentration which will assist the Unit Member in their assignment in Pacific Grove Unified School

District.

2.1.12.2 Professional Growth Review Board will review applications and make recommendations to the Superintendent, who shall have the final decision.

2.1.12.3 If the application is approved and the activity is completed, the Unit Member shall file a notice of completion with the Professional Growth Review Board.

2.1.12.4 Verification of the completion of professional growth activities or units shall be submitted to the Professional Growth Review Board for their determination as to the completion of the application for professional growth advancement to column VI.

2.1.12.5 The Professional Growth Review Board will forward approved applications to the District for verification of completion of professional growth activities/units.

2.1.12.6 The Unit Member shall notify the District of the Unit Member's intent to complete the requisite number of professional growth units for an advancement on the Salary Schedule during the coming school year. The notification shall be delivered to the District by June 1 of the year preceding the advancement. This notification shall be made on a form provided to each Unit Member by April 15 by the District.

NOTE: Current practice of placing a newly-employed Unit Member in the column equal to their credits earned will continue. (Example: new hire with BA + 75 units of upper division work or a MA + 30 credits or doctorate from an accredited institution will be placed in column VI.)

2.1.13 Notification and Verification Requirements

2.1.13.1 Verification of the completion of professional growth units shall be determined by the District.

2.1.13.2 Notification of intent to advance on the Salary Schedule. The Unit Member shall notify the District of the Unit Member's intent to complete the requisite number of professional growth units for an advancement on the salary schedule during the coming school year. The notification shall be delivered to the District by May 1 of the year preceding the advancement. This notification shall be made on a form provided to each Unit Member by April 15 by the District.

2.1.14 Extra-Duty Assignments/Stipend Positions

- 2.1.14.1 Unless otherwise provided in the article on Hours of Employment, stipend positions are beyond the normal school day. Extra Duty assignments have additional responsibilities.
- 2.1.14.2 Increases in stipends must be negotiated separately from the general, total compensation agreement and are no longer factored according to any cell on the PGTA salary schedule.
- 2.1.14.3 Before any athletic/activity stipend is advertised, the following steps shall be taken:
- 2.1.14.3.1 All new stipend amounts and extra duty positions will be negotiated and a memorandum of understanding signed with PGTA before they are proposed to the school board.
- 2.1.14.3.2 The negotiated agreements for any new stipend or extra duty positions will be subject to approval by the Board before being advertised.
- 2.1.14.4 Stipend Positions/Extra Duty Assignments
- 2.1.14.4.1 All paid vacant extra-duty/stipend positions (either due to a new position or because the incumbent will not be continuing) will be advertised for five working days.
- 2.1.14.4.2 Qualified unit members meeting the minimum qualifications stated in the job description will have first right of refusal for any extra duty assignment before a position is offered to non-unit members.
- 2.1.14.4.3 An interview process shall occur for all qualified applicants for open stipend positions if there are multiple qualified applicants.
- 2.1.15.4.4 Individuals who share an extra duty assignment will split the stipend based on the division of labor. A Unit Member assigned only a portion of the duties of the regular full assignment shall receive a prorated portion of the total salary (e.g., a coach working only one-half of the full coach assignment will receive one-half of the salary).
- 2.1.14.4.5 Unfilled stipend positions may be reallocated to other sports/activities in response to increased student participation. Reallocation requests shall be submitted in writing by the site administrator and approved by the Superintendent or designee. If the District reallocates funds, the District will notify the PGTA President.
- 2.1.14.5 Stipend positions and Extra Duty assignments are approved annually on an

assignment order. By January of each school year, unit members will be given an opportunity to express interest in any stipend/extra duty assignment within the professional plan form for the following year. If a unit member expresses interest in a filled position, that position will be posted for the following school year.

2.1.14.6 No later than August 31 of each new school year, the District shall provide the PGTA President with the projected list of the stipend assignment/extra duty assignments and stipend amount for each position.

2.1.15 Overpayment to a bargaining unit member

Any payroll error resulting in an overpayment to a bargaining unit member shall be repaid within a reasonable time frame developed through mutual agreement between the bargaining unit member and the District. When there is a payroll error which results in an overpayment to the bargaining unit member, they shall be allowed to repay through monthly payroll deductions, unless an agreement is reached to repay through alternative means. In no event shall a bargaining unit member's repayment plan reduce their net pay by more than 25% per pay period.

2.1.16 Underpayment to a bargaining unit member

In the event that a bargaining unit member is underpaid due to a payroll error, the District shall follow California Education Code 45048.

2.1.17 Timeliness for repayment

In the event of overpayment or underpayment to a bargaining unit member, the statute of limitations of three years will apply.

2.1.18 Summer School Pay

Certificated unit members will receive their hourly pay based on their placement on the PGUSD salary schedule or the instructional hourly rate, whichever is higher. The hourly pay rate will be computed as follows: The unit member's annual salary divided by 185 equals the daily rate. The daily rate divided by seven equals the hourly rate.

III. UNIT MEMBER BENEFITS

3.1 Health Benefits

3.1.1 Mandatory Participation

Solely for the purpose of this Article and for no other purpose, "Full-Time" shall be defined to mean an Unit Member who regularly works 37.5 or more hours per week, exclusive of a duty-free lunch. All PGTA members working 0.8 or more of a fulltime assignment (30 or more hours per week) must be enrolled in one of the medical plans offered by the District or meet MCSIG eligibility rules for opting out. Part-Time certificated unit members working fewer than 0.4 of a full-time assignment shall not be eligible for any health benefits. The unit members shall select a plan upon eligibility and may thereafter change to a different plan during any period of open enrollment or as otherwise allowed by the terms and conditions of the applicable plans. While enrollment in District offered dental and vision plans is optional and not mandatory for all eligible Unit Members, Unit Members must be enrolled in a District offered medical plan to be eligible for a District contribution towards dental and vision plans. Unit Members not enrolled in a District offered medical plan may email in a District offered dental and/or vision plan at their own expense.

3.1.2 Allowance

Beginning on July 1, 2025, the District will provide a health benefit program for Full-Time bargaining unit members (0.8 FTE shall be considered full-time for health benefits purposes only) who are enrolled in a MCSIG medical plan, which shall consist of a medical plan with optional dental and vision. The District's maximum contribution for health benefits for Part-Time bargaining unit members working fewer than 0.8 of 37.5 hours per week but 0.4 or more of a Full-Time equivalent shall be shall be 0.5 of the amounts below. The District's maximum contribution to MCSIG for health benefits for Full-Time Unit Members shall not exceed the following monthly amounts on a 10-month basis:

For Unit Member Only Coverage	\$1,164.00
For Unit Member and Dependents Coverage	\$1,626.00

The District will pay the above amounts on behalf of enrolled bargaining unit members, unless the actual cost of the benefits is less than the above slated amounts, in which case the District shall pay the full cost of the actual benefits.

Complete Care Program. Bargaining unit members who have opted out of all of the MCSIG medical plans may enroll in MCSIG's Complete Care Program. The District's contribution for

premiums for Complete Care Program for Full-Time Unit Members shall not exceed the following monthly amount on a 10-month basis:

Unit Member Only	\$256.00
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3.1.3 Dependent Medical Coverage

If a Unit Member enrolls eligible dependents in one of the medical, dental and vision plans offered by the District, then the District contribution toward dependent medical coverage beginning 2019-2020 shall be a total of \$4,624.00 per year. This amount shall be paid by the District directly to the benefits provider selected by the Unit Member.

3.1.4 Choice of Plan

3.1.4.1 The Association shall have the right to choose its health insurance plans and providers.

However, if the selected plan involves the creation of a self-insurance program then the choice must receive mutual agreement from the District prior to implementation of the change process. The District shall make a good faith effort to reach agreement through collaborative efforts with the Association.

3.1.4.2 In accordance with the requirements of current plan providers, the Association shall give timely notice to the District in writing if there is to be a change in the medical plan options to be offered to their membership, both active and retiree, in the succeeding plan year. The Association reserves the right to request a rescission of the notice. Such request shall be presented to the School Board and the Board will act on the request in accordance with the Association's wishes. No less than 120 days prior to implementation of the new plan(s), the Association shall identify the specific new plan(s) to be offered and, in collaboration with the District, identify all estimated costs to the District and affected Unit Members resulting from changing to the new plan(s). While it is the aim of the Association to limit District financial obligations due to a change of plan(s), it is understood that any additional costs to the District must be negotiated between the District and the Association and that premium increases, in excess of the District paid allowance or contractual District contribution levels for dependent coverage, shall be the obligation of the Unit Member unless changed by negotiations.

3.1.5 Unit Members Without Dependent Coverage

For those Unit Members without dependent coverage, \$10.00 may be applied to the following at the Unit

Member's discretion:

- (1) life insurance
- (2) income protection insurance
- (3) medical insurance

3.1.6 Choice of Insurance Companies and Coverage

The choice of insurance companies and coverage shall be determined by the Association.

3.1.7 Maximum Benefit to Part-Time Unit Members

The maximum benefit to Part-Time Unit Members will be the allowance stated above in section 3.1.2, as determined by the percentage of a Full-Time assignment that the Unit Member actually works.

3.1.8 Eligibility Requirements

Unit Member and dependents must meet whatever requirements are set forth by the insurance companies in order to be eligible.

3.1.9 COBRA Coverage

A Unit Member shall be given the option of continuing their benefit coverage at their own expense upon resignation of employment in accordance with the consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986.

3.2 Medicare

All members hired after November 1, 1990 will participate in Medicare coverage.

3.3 Medical Coverage for Retired Unit Members

3.3.1 Full-Time unit members who retire from the District with at least 10 years of certificated service, and who previously were eligible to receive the same insurance contribution from the District as active Unit Members, shall now receive a contribution to their insurance up to the equivalent dollar value of the allowance, identified in 6.1.2 above, if they are enrolled in the three District/ Association health insurance plans. The amount of the District contribution shall not, however, exceed the cost of the premium(s) for the plan(s) in which the retiree is enrolled. This benefit shall continue up to the time at which the retired unit member becomes eligible for Medicare or age 65, whichever occurs first.

3.3.2 After the retired unit member reaches age 65, or becomes eligible for Medicare, whichever occurs

first, the District will provide \$102 per month toward a Medicare supplement insurance policy for those who retired prior to July 1, 2006 and \$152 per month for those who retired July 1, 2006 or after. Retired unit members in this category will receive the Medicare supplement subject to the cap, up through age 85. Additionally, the District will provide to retired unit members in this category premiums for dental and vision coverage equal to premiums received by active Unit Members up through age 85.

3.3.3 After November 1, 1990 a bargaining unit member who retires between the ages of 55 and 65 and is unable to earn sufficient quarters to be vested in Medicare by their retirement date will be covered under the provisions for retiree health coverage listed in the 1989-90 contract.

3.3.4 Additionally, the retiree has the option to purchase medical coverage for one dependent under the foregoing conditions as specified above, if allowable under the rules of the insurance provided.

3.3.5 If allowable, the surviving spouse shall be permitted to purchase coverage at their expense.

3.4 Attendance Incentive/Reward Plan (AIRP)

3.4.1 Eligibility

3.4.1.1 All Unit Members who are members of the State Teachers' Retirement System (STRS) are eligible for additional sick leave credit.

3.4.1.2 All Full and Part-Time Children's Center and Preschool teachers who are members of the Public Unit Members' Retirement System (PERS) are to be eligible for additional sick leave.

3.4.2 Incentive

3.4.2.1 Unit Members who, by the end of the school year, have not used more than a total of five days of personal necessity leave and sick leave combined, shall be credited with one additional day of sick leave at their FTE rate. In no event shall a member receive more than one additional day of sick leave per year as part of the AIRP.

3.4.3 Credit

3.4.3.1 Eligible Unit Members will be awarded the appropriate additional sick leave by the tenth (10th) day of October of the following school year. Unit Members will be notified of the additional leave hours in October in writing.

IV. RETIREMENT/EARLY RETIREMENT

4.1 General Provision

4.1.1 Eligible Unit Members may apply for retirement or an early retirement program. By February 1 the Superintendent or designee shall notify those teachers who will be eligible for retirement or an early retirement option as of the commencement of the following school year.

4.1.2 Unit Members are encouraged to notify the Superintendent by March 1 that they desire to retire or participate in an early retirement program for the following year.

4.1.3 By April 15 a Unit Member shall notify the Superintendent that their plans to participate in an early retirement option of the following year.

4.1.4 Before a Unit Member participates in an early retirement option he will receive from the Assistant Superintendent an analysis of the benefits and duties which accompany the early retirement options.

4.1.5 The District has the authority to make exceptions to these deadlines.

4.2 Early Retirement Options

4.2.1 Consultancy Contract

4.2.1.1 Consistent with applicable laws limiting post-retirement employment, the District may award a consultancy contract to a retired Unit Member under the age of 65 (Exhibit 37). Persons hired by a consultancy contract are considered Unit Members. It is to be understood that in accordance with District needs, the early retiree may be required to perform duties as a classroom substitute teacher. Any person retained to furnish such services, hereinafter called an early retiree, shall meet the following requirements:

- (1) The early retiree was a Full-Time Unit Member of the District for the 10 years immediately preceding his resignation and retirement.
- (2) The early retiree is at least 55 years.
- (3) The early retiree shall make application to the Superintendent (Exhibit 37).

4.2.1.2 Compensations

Payments shall be made at the rate of \$132.50 for each day of service completed up to a maximum of 40 days service and \$5,300.00.

4.2.1.3 Terms

The term of any agreement for services under this section will not exceed five years. The duties will be reviewed on an annual basis. An agreement with an early retiree for the furnishing of services shall be terminated automatically at the end of the fiscal year in which the early retiree reaches the age of 65 or upon the reemployment of the early retiree in a position requiring certification qualifications other than as a substitute teacher on a day-to-day basis.

4.2.2 Early Full Retirement

4.2.2.1 Eligibility

To be eligible the Unit Member must be at least 55 years of age and have 10 years of service with the District immediately preceding resignation and retirement.

4.2.3 Reduced Workload with Full-Time Benefits

4.2.3.1 Eligibility requirements:

- (1) The certificated Unit Member cannot hold a position with a salary above that of a site administrator.
- (2) The Unit Member must have reached the age of 55 prior to reduction in workload.
- (3) The Unit Member must have been employed full-time in a position requiring certification for at least 10 years, of which the immediately preceding five years were full-time employment.
- (4) The option of part-time employment must be exercised at the request of the Unit Member, and can be revoked by the Unit Member unilaterally only until the time that a Unit Member has been hired to fill the remaining portion of the assignment, or until March 1st for the subsequent school year. After a Unit Member has been hired, or after March 1 for a subsequent year, this option can only be revoked with the mutual consent of the District and the Unit Member.
- (5) The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the Unit Member's contract of employment during his final year of service in a full-time position.

4.2.3.2 Salary benefit provisions

The Unit Member shall be paid a salary which is the prorata share of the salary he would be earning had he not elected to exercise the option of part-time employment, but shall retain all other rights and benefits for which he makes the payments that would be required if he remained

in full-time position.

4.2.3.2.1 The Unit Member shall receive the allowance described in 3.1.2. in the same manner as a full-time Unit Member.

4.2.3.2.2 Both the District and the Unit Member shall contribute to the State Teachers' Retirement System as if the Unit Member were a full-time Unit Member.

4.2.3.2.3 The Unit Member shall receive the same retirement credit as would have been received as a full-time Unit Member.

4.2.3.2.4 The District shall maintain the records necessary for a Unit Member to receive this retirement credit.

4.2.3.2.5 Participation in this program does not preclude a Unit Member from participating in the consultancy contract program, however concurrent participation is not permitted.

V. LEAVES

5.1 Purpose. The purpose of the Leaves Article is to define the amount of leave earned by each unit member and how each leave can be used.

5.2 Definitions

5.2.1 For the purpose of this Section, differential pay is the unit member's daily rate less the amount actually paid to a substitute Unit Member employed to fill the position during the unit member's absence or, if no substitute was employed, the amount that would have been paid if one were employed.

5.2.2 Immediate family includes any of the following:

- The spouse or registered domestic partner of a unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member
- Mother, father, grandfather, grandmother, or grandchild of the unit member's spouse or registered domestic partner
- Son, son-in-law, daughter, daughter-in-law, brother or sister of the unit member
- Any relative living in the immediate household of the unit member
- Any other relative permitted by California law

5.2.3 A designated person is any individual whose association with the unit member is the equivalent of a family relationship. The designated person, related by blood or in a family-like relationship with the unit member, shall be identified by the unit member at the time the unit member requests leave to care for this individual. Unit members may not identify more than one person as a designated person in any 12-month period. A unit member must have worked for the District at least 1,250 hours in the 12 months prior to their leave. For eligibility purposes, full-time and 0.8 FTE unit members are deemed to have met the 1,250 hour requirement.

5.2.4 Emergency Situation: A situation that demands immediate attention from a unit member. Examples include, but are not limited to, the following:

5.2.4.1 Death or illness of a member of a unit member's immediate family/designated person.

5.2.4.2 Serious accident involving the person or property of the unit member or a member of their immediate family/designated person.

5.2.5 Nothing in this contract shall contradict the requirements and rights of the California Family

Rights Act (CFRA) and Family and Medical Leave Act (FMLA).

5.2.6 Extended Illness Leave: Extended illness leave occurs when a unit member has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from their duties on account of illness or accident for an additional period of up to five months, whether or not the absence arises out of or in the course of the employment. An illness will be considered extended only when a unit member has been absent for 10 consecutive work days or more.

5.3 Sick Leave

5.3.1 Each full-time unit member shall be allowed 10 days of sick leave as provided in the Education Code. Unit members working part-time will be entitled to such leave of absence for illness or injury on a pro-rata basis.

5.3.2 Unit members contracted for more than a 185-day work year, excluding summer school appointments, will receive additional sick leave as follows:

- Unit members working 190-195 days receive an additional 3.5 hours.
- Unit members working 196-205 days receive an additional 7.0 hours.
- Unit members working more than 205 days receive an additional 10.5 hours.

5.3.3 Any days not used shall be accumulated by the unit member for use, if necessary, during the succeeding years. At the termination of employment, accumulated sick leave may be used toward retirement benefits as provided by law.

5.3.4 It shall be the unit member's responsibility to notify the site administrator or their designee before commencing sick leave. Notification shall be as soon as the unit member is aware of the need for the absence.

5.3.5 Verification The use of accumulated sick leave will be authorized if one of the following is on file (Exhibit 8)

- a. Personal verification signed by the unit member that she/he has been ill or injured.
- b. Verification signed by a physician that the unit member has been ill or injured.
- c. Verification signed by the unit member that, because of religious reasons, they have not consulted a physician but have been treated by someone in a religious sect.

5.4 Extended Illness/Injury Leave

- 5.4.1 Per Ed Code 44977, when a unit member has exhausted all available sick leave, including accumulated sick leave, they are entitled to up to five months of Extended Illness/Injury Leave. During this time, they will receive differential pay as defined in Section 5.2. The unit member's sick leave, accumulated sick leave, and the five-month period shall run consecutively.
- 5.4.2 A unit member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the unit member may take the balance of the five-month period in the subsequent school year.
- 5.4.3 The leave under this section may only be taken in full-day increments and shall be compensated only if there is written verification provided by the unit member's healthcare provider that the unit member's illness or accident has disabled them from performing their essential job functions. In addition, the unit member shall provide from their healthcare provider a date of their anticipated return to work.
- 5.4.4 Failure to provide written verification shall render the unit member's absence without pay. Human Resources shall notify the unit member in writing of any and all missing paperwork before pay is revoked.

5.5 Personal Necessity Leave

- 5.5.1 Up to 11 days of earned and accumulated sick leave per year may be used for reasons of Personal Necessity. Up to three days of leave for Personal Necessity may be taken without disclosing the purpose or reason of leave. The date of such leave shall be at the unit member's discretion. Unit members shall be required to obtain prior authorization from their immediate supervisor or their designee for all personal necessity leave except in an emergency situation, as defined in Section 5.2, Definitions.
- 5.5.2 In the event leave is denied by the immediate supervisor, the unit member shall have the right to meet with the Superintendent to appeal the decision. The Superintendent's decision shall be presented to the unit member in writing within three working days.
- 5.5.3 A unit member may convert accumulated sick leave benefits (up to a maximum of the remaining days as eligible for FMLA) to personal necessity leave to care for an immediate family member or designated person with a serious illness or health condition. The unit member shall provide documentation to support the conversion of sick leave to personal necessity upon request.

by the District.

5.6 Pregnancy Disability Leave

Leaves of absence for a disability caused by or contributed to by pregnancy, miscarriage, or childbirth shall be treated the same as leaves for illness, injury, or disability in that unit members shall have the right to use accumulated sick leave and up to five months of Extended Illness leave with differential pay. The length of the leave of absence, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the unit member and the unit member's physician. Upon request by the District, the unit member shall provide documentation to support the extended leave.

5.7 Parental Leave

5.7.1 For the purpose of this section, Parental Leave means leave for the birth of a unit member's child, or the placement of a child with a unit member in connection with the adoption or foster care.

5.7.2 Per Ed Code 44977.5, unit members may use their sick leave, including accumulated sick leave, for purposes of Parental leave for a period of up to 12 school weeks.

5.7.3 Once sick leave, including accumulated sick leave, is exhausted, a unit member on Parental Leave shall be paid differential pay or 50% of their regular salary, whichever is greater, for the remaining portion of the 12 school week period.

5.7.4 A unit member shall not be provided more than one 12-week period per Parental leave. However, if a school year terminates before the 12-week period is exhausted, the unit member may take the balance of the 12-week period in the subsequent school year, so long as the Parental leave is taken within one year of the birth or adoption of the child.

5.7.5 Unit members shall provide documentation to support the request for leave upon request by the District.

5.8 Industrial Accident or Illness Leave Per Ed Code 44984, an industrial accident or industrial illness leave is granted to an individual as a result of a job related accident or illness and is in addition to regularly accrued sick leave.

5.8.1 Allowable industrial accident or industrial illness leave with pay shall not exceed 60 working days in any one fiscal year for the same accident or illness. When an industrial accident or

industrial illness occurs at a time when the full 60 days will overlap into the next fiscal year, the unit member shall be entitled to utilize only that amount remaining of the 60 days in the following fiscal year.

5.8.2 Allowable industrial accident or industrial illness leave shall not be accumulated from year to year.

5.8.3 Industrial accident or industrial illness leave shall commence on the first day of absence.

5.8.4 Payment for wages lost on any day, when added to an award granted the unit member under Workers' Compensation laws of this State, shall not exceed the unit member's actual wage if they were on the job.

5.8.5 Industrial accident or industrial illness leave will be reduced by one day for each day of authorized absence, regardless of a compensation award made under Workers' Compensation.

5.8.6 Eligibility for this leave will be based upon finding that the disability is due to industrial accident or industrial illness. In such a case, regular sick leave will not be deducted for absence due to the industrial accident or industrial illness until the full 60 days, if granted, has been exhausted.

5.8.7 During any paid leave of absence, the unit member shall endorse to the District the temporary disability indemnity checks received on account of their industrial accident or illness. The District, in turn, shall issue the unit member appropriate salary warrants for payment of the unit member's salary and shall deduct normal retirement and other authorized contributions.

5.8.8 The District reserves the right to secure proof of industrial injury or illness of a unit member. Before salary payments will be made to a unit member because of an industrial injury or illness, a report of such accident or illness, in the form required by the compensation insurance carrier, must be on file with the Human Resources Department.

5.9 Jury Duty Leave

5.9.1 A leave of absence for bargaining unit members called for required jury duty shall be granted according to the provisions of the Education Code, Section 44036. Upon return to work, proof of attendance for each day of absence shall be provided to the site administrator or their designee.

5.9.2 The District shall grant such leave with pay. Unit members shall claim jury duty fees and remit the fee to the District, excluding the fee for mileage.

5.9.3 Unit members shall return to work if excused by the court before 11:00 a.m.

5.10 Witness Leave

5.10.1 A leave with pay shall be granted to unit members subpoenaed to appear as a witness (not as a litigant) in a court of law or to appear before another governmental jurisdiction in response to an official order for reasons not brought about through the connivance or misconduct of the unit member.

5.10.2 A unit member requesting such leave shall submit a copy of the subpoena or official order to the site administrator or their designee.

5.10.3 At the conclusion of the appearance, the unit member shall submit verification that they have been on witness leave.

5.10.4 Statutory fees to which the unit member is entitled for appearing as a witness, excluding the statutory mileage fee, shall be paid to the District.

5.10.5 Unit members shall return to work if excused by the court before 11:00 a.m.

5.11 Leave of Absence Without Pay The District may grant an unpaid leave of absence upon the personal request of the unit member. Leaves of this type are requested for personal reasons of the unit member and not for reasons that will necessarily result in a direct benefit to the District.

5.11.1 Requests for unpaid leaves of absence for personal reasons leave shall be submitted to Human Resources for submission to the Board of Trustees. Unit members requesting a leave of absence should, whenever possible, submit the application to Human Resources no later than April 15. Personal leaves must have prior approval by the Board of Trustees before the unit member can take such a leave.

5.11.2 No such leave of absence shall be granted for more than one year at a time, nor may it be extended beyond a second year.

5.11.3 Leaves of absence under this provision shall be without pay.

5.11.4 Unit members on leave status must notify the District by February 1 of their intent to return to work for the following school year.

5.11.5 At the expiration of a Board approved one-year leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the leave

of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of a leave of absence of more than one year or of changed conditions, the unit member shall be reinstated and assigned work appropriate to the unit member's field of training.

5.12 Health Leave Without Pay

5.12.1 Unit members shall be entitled to one year's health leave at a time, provided the unit member's health care provider verifies that the unit member is unable to perform their duties. The time involved in such a leave shall not constitute a break in continuous service; neither shall this time be counted as employment. No such leave shall be extended beyond a second year unless the State Teachers' Retirement system declares a disability.

5.12.2 All requests for leaves of absence to begin at the start of the school year must be on file with Human Resources not later than the preceding April 15. All requests for leaves of absence for the second semester must be on file not later than the preceding November 15. Exceptions to notification dates will be made in emergency cases. Health leave shall be without pay. At the unit member's option, leave without pay shall commence after accumulated sick leave and Extended Illness/Injury Leave has been exhausted.

5.13 Bereavement Leave

Each unit member is entitled to five days of paid bereavement leave for the death of any member of their immediate family, including pregnancy loss or for the death of a unit member's designated person.

5.14 Sabbatical Leave

5.14.1 The District may grant sabbatical leave to a full-time unit member for the purpose of professional study or travel if such leave will benefit the unit member's work performance and the students of the District and compliance with the State and Board regulations has been achieved. Sabbatical leaves are granted without prejudice to a unit member's assignment or salary status.

5.14.2 It is understood that sabbatical leave is granted as an opportunity to prepare for improved services to the students served by the schools of the District and that such leave is related to the present or prospective service of the applicant. Sabbatical leave may be granted for the following purposes: travel, independent study, formal study, or a combination of the above.

5.14.2.1 Travel is considered education if it results in a significant contribution to professional growth by exposing the participant to new people, cultures, environments, experiences, and events.

5.14.2.2 Independent study is a program of independent study, research, and/or experience relating to the present or prospective service of the applicant, which promises professional value equivalent to that derived from formal study at recognized educational institutions.

5.14.2.3 Formal study is upper-division or graduate study in an accredited institution of higher learning, including equivalent study in foreign universities. Courses must relate to the present or prospective service of the unit member or must qualify the applicant for a needed credential or a higher degree.

5.14.3 The Superintendent is authorized to establish additional conditions that, in their opinion, may be necessary, provided that such details shall be consistent with Education Code sections 44966 and 44967 and this section.

5.14.4 Any unit member who has completed seven or more full years of service in the District and who has received satisfactory evaluations during the last seven years of service shall be eligible to apply for sabbatical leave. After one sabbatical leave, another seven years of service must be performed before the unit member may apply for another sabbatical leave. A full year of service is considered to be 75% of a school year, excluding absences for illness or other causes.

5.14.5 Sabbatical leave may be granted for a minimum of one semester and a maximum of two consecutive semesters.

5.14.6 The applicant shall submit a statement of the program that they propose to follow while on sabbatical leave to the Professional Growth Review Board (PGRB) no later than February 1. The PGRB will review all sabbatical leave applications. Applicants shall appear in person and discuss plans with the committee, which will then submit, in priority order, the names of qualified applicants as a recommendation to the Superintendent. If the PGRB denies a sabbatical request, the unit member has the right to appeal the decision to the Superintendent within five days.

5.14.7 The Superintendent shall make the final decision regarding the unit members to be recommended for leave. All of the following items shall be used as guides:

- a. Whether leave has been taken previously
- b. Seniority

- c. Relative merits of reasons for desiring leave
- d. Benefits to the District
- e. Applicant's service record

5.14.8 The Superintendent shall present their recommendations to the Board of Trustees for Board consideration and action between February 15 and March 30. When a unit member must make earlier arrangements for leave than can be accommodated within the dates indicated, earlier requests for intention to take leave and earlier Board action may be taken.

5.14.9 Compensation for unit members on sabbatical leave shall be 50% of the salary which the unit member would have received had they remained in active service or differential pay, whichever is greater. The unit member, at their option, may continue their benefits with the District contributing one-half of the District's responsibility as per Article III- Health Benefits of the collective bargaining agreement. The unit member may accept a fellowship or grant-in-aid for the sabbatical leave.

5.14.10 Compensation shall be processed by the District in the same manner as if the applicant were teaching in the District.

5.14.11 The applicant shall furnish to the District a surety bond of a corporate surety authorized to do business in the State of California to be approved by the Superintendent in an amount equal to the total compensation to be paid to the applicant during said leave of absence. This bond shall be conditioned so as to service in the employ of the District following their return from said leave of absence. Bonds are to be delivered to the Human Resources Department.

5.14.12 A unit member who is granted sabbatical leave shall receive when the sabbatical leave is completed, such automatic increases in salary rating as would have been received had they remained in active service and, upon return, indemnify the District against failure of the applicant to render appropriate shall assume a position on the salary scale as if they had not been on leave.

5.14.13 At the expiration of the sabbatical leave of absence, the unit member shall, unless otherwise agreed, be reinstated in the position held at the time of the granting of the sabbatical leave of absence, provided that conditions would not have changed the unit member's assignment or status had the unit member remained in active service for the same period. In the event of changed conditions, the unit member shall be reinstated and assigned work appropriate to their field of training.

5.14.14 The applicant for a sabbatical leave must agree to return to the service of the District immediately following the sabbatical leave for a period of time equal to twice the period of the leave. The unit member who has taken sabbatical leave shall file with the District a detailed report within thirty days after returning, giving evidence that the program has been completed. If a unit member fails to fulfill the terms of their sabbatical leave program, the District may require the repayment of a portion of the District reimbursement paid during the period of the sabbatical leave.

5.14.15 If a unit member suffers injury or illness during the sabbatical leave, which prevents the completion of the sabbatical program, the leave will be terminated, and all provisions for sick leave will apply. The unit member will notify the Superintendent of such an accident or illness. Notification shall be by registered letter mail within two weeks after such accident or illness. Such notice must include a doctor's verification of the unit member's state of health.

5.14.16 Sabbatical leave time shall count toward retirement in proportion to the unit member's compensation. The unit member's contribution to the retirement system during the sabbatical period shall be consistent with State Teachers Retirement System (STRS) rules and regulations.

5.14.17 The granting of sabbaticals is at the sole discretion of the Board of Trustees.

5.15 Military Leave

Military leave will be granted in accordance with Military and Veterans Code Sections 395.01 and 395.02 and Ed Code Section 44018. Every effort on the unit member's part must be made to aid in an orderly transition in the event the unit member is required to leave in the middle of the school year.

5.16 Overseas or Foreign Teaching Leave

5.16.1 The District may grant permanent unit members leaves for a period not to exceed one school year for the purpose of accepting an appropriate overseas or foreign teaching assignment. This leave shall be without compensation. The unit member shall receive annual step advancement during the leave.

5.16.2 When requesting overseas teaching leave, the unit member shall notify Human Resources in writing of their request prior to March 1.

5.16.3 This request shall state the reasons and dates the unit member wishes to begin and end the leave.

5.16.4 The granting of the leave, the determination of the date on which the leave shall begin, and its duration shall be made by the Board of Trustees.

5.17 Job-Sharing Leave

Job sharing is a plan whereby two unit members, at least one of whom has attained permanent status in the District, share full teaching responsibilities for one identifiable full-time position. Application for Job-Sharing Leave (Exhibit 40) shall be submitted to Human Resources, who will convene a committee composed of the site administrator, a unit member at the grade level/subject in which the job share would occur, and a PGTA representative. The committee shall submit a recommendation to the Superintendent for approval. Prior to the committee's consideration of the plan, the applicant(s) may request a conference with the committee.

5.17.1 By March 1, the unit member must request a partial leave and include a job-sharing plan (Exhibit 40) to Human Resources. The job-sharing plan must identify how each job-share partner will learn the information disseminated during staff meetings and staff development sessions held on days that they are not scheduled to work, including the option of attending such meetings.

5.17.2 The plan must be reviewed and approved by Human Resources.

5.17.3 If a permanent unit member is not identified as the job-share partner, the District must be able to employ a fully qualified replacement for the job-share partner.

5.17.4 Job-sharing applicants must meet all credential and job description requirements for the requested position.

5.17.5 The unit member requesting the job share may rescind their request for leave and a job-sharing assignment prior to the hiring of the potential job-share partner.

5.17.6 Any permanent unit member approved for and assigned to a job-sharing plan shall become a part-time unit member in the District.

5.17.7 Any outside applicant approved for and hired to a job-sharing plan assignment shall be on a temporary contract, shall retain no permanency rights in the District, and must reapply and follow recruitment procedures for any future openings for which they are qualified.

5.17.8 Salaries, benefits, and contributions to STRS shall be computed in accordance with Article II- Wages on a basis that is proportional to full-time service.

5.17.9 If one of two unit members in the job-sharing plan resigns, retires, goes on leave, or returns to full-time employment midyear, the remaining permanent unit member may request that the District recruit another partner or may choose to take the position full-time.

5.17.10 At no time shall a job share pose an undue hardship to the District.

5.17.11 Each job-sharing plan will be only one year in duration. Permanent unit members who wish to continue job sharing must reapply annually by March 1. If one of the job-share partners is a temporary unit member, the position must be advertised within the District prior to selecting the temporary job-share partner for the following year. There is no limit on the number of years a unit member may be approved for job sharing.

5.17.12 Before entering a job-sharing plan, each unit member will receive from the Director of Human Resources an analysis of the rights and benefits that accompany the job-sharing option. This analysis will include information about:

- a. salary placement
- b. salary schedule advancement
- c. seniority and permanent status rights
- d. benefits
- e. sick leave

5.18 Association Representative Leave

The president of the PGTA or their designee shall be entitled to a reasonable number of days of released time for conducting business pertinent to unit affairs. Requests to Human Resources shall be made as far in advance as possible.

5.19 Liability Release

Per Education Code Section 44974: The Board of Trustees and the District shall not be liable for the payment of any compensation or damage arising from the death or injury of a unit member while on leave of absence.

VI. TRANSFERS/ASSIGNMENTS

6.1 Definitions

6.1.1 A transfer is any change of assignment.

6.1.2 A voluntary transfer is a transfer requested by the unit member.

6.1.3 An involuntary transfer is a transfer initiated by the District. An involuntary transfer includes changes in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such involuntary transfers may occur when the unit member selected for the transfer did not request a change or when there is a grade-level closure that necessitates the transfer.

6.1.4 Assignment is the current placement of a unit member prior to the voluntary or involuntary transfer.

6.1.5 A vacancy shall include a new position or an opening arising from resignation, retirement, leave, or release at any District location after all district-wide involuntary transfers have been assigned.

6.1.7 Seniority shall be based upon the initial date of full-time or part-time paid employment in a probationary or permanent-status certificated position, and shall remain the same, provided continuous service is maintained pursuant to Education Code Section 44848 and 44956. If more than one qualified person has the same seniority in the District, determination will be based on prior experience, major or minor fields of study, and the specific requirements of the vacant position. In the event that all factors are equal, tie-breaking criteria will be established in coordination with PGTA.

6.1.8 Relocation occurs when a unit member is required to vacate a workspace and re-establish that workspace in another classroom or location. Relocation may occur as a result of a transfer, a reassignment, or a reorganization of classrooms or other spaces.

6.1.9 For this section only, in writing is defined as communication in written form, such as by mail, email, or personal delivery.

6.1.10 An Itinerant position is a position in which a unit member is required to work at two or more sites during their regular work day.

6.2 Notification of Assignment

Unit members will receive their tentative assignment for the following school year no later than the last teacher work day of the current school year. This shall be communicated in writing and shall provide grade level and/or subject matter.

6.3 Involuntary Transfers

6.3.1 Involuntary transfers include changes initiated by the District in the following: (a) elementary grade level, (b) secondary department, or (c) school site. Such transfers shall be based exclusively on the legitimate, educationally related needs of the District. Transfer of personnel may become necessary due to loss of enrollment and/or program elimination, reduction or revision, or program changes. When there is a need for involuntary transfers, the District shall make an initial attempt to satisfy District staffing needs by soliciting volunteers within the reduced grade level or department at that site. The solicited volunteers would have the same rights as an involuntary transferee. The involuntary transfer shall be documented on the Change of Assignment form (Exhibit 44) and retained in the unit member's personnel file. The affected unit member(s) will be notified as soon as possible, and no later than May 1. An involuntary transfer shall become official when the unit member works their first day in the new position.

6.3.2 When involuntary transfers are necessary, District seniority will be used to determine which unit member will be transferred. If the unit member with the lowest seniority is not qualified for the alternative positions, the unit member who is qualified for the unfilled vacancy with the lowest District seniority will be transferred unless they meet the exemption of 6.3.7 below.

6.3.3 Should a unit member be displaced due to a grade level closure or a reduction in a program or service, Human Resources will provide the affected unit member(s) a list of all vacancies within the District for which they are qualified.

6.3.4 In order of District seniority, each unit member shall meet with Human Resources and the PGTA President or designee to indicate their preferences from the list of available vacancies for which the unit member is qualified. If a unit member does not indicate a preference within three days of their appointed meeting, they will not have an opportunity to select a position until all other involuntary transferees have chosen their positions.

6.3.5 Human Resources will make decisions regarding involuntary assignments in consultation with the PGTA President or their designee. The unit member(s) and the PGTA President will be

notified in writing by Human Resources of the involuntary transfer assignments and the reasons for the transfer of each unit member. The involuntary transfer of the displaced unit member shall be documented on the Change of Assignment form (Exhibit 44) and retained in the unit member's personnel file.

6.3.6 Unit members involuntarily transferred shall have the right to return to their original assignment if it becomes available within the next two years.

6.3.7 Any unit member involuntarily transferred shall not be involuntarily transferred for a minimum of two years unless no other viable alternative is available. If a unit member has been involuntarily transferred three times during the past five-year period, then the unit member shall be exempted from further involuntary transfers for the following five-year period regardless of their years of service in the District. The five-year period timeline starts with the first involuntary transfer assignment.

6.3.8 Any unit member affected by an involuntary transfer shall be informed as soon as the decision is made or at least two weeks before the end of the school year. Exceptions to this notification can only be made for good cause, such as, but not limited to, resignation, death, revision of curriculum, low enrollment, and State or Federal mandates. During the summer break, every reasonable attempt will be made to contact a unit member involuntarily transferred, so they can exercise their right of first refusal for any positions that become open in the District.

6.4 Vacancy Announcements

6.4.1 After all involuntary transfers have been resolved District-wide, vacancies will be advertised internally to District unit members before posting for external candidates.

6.4.2 The District will not advertise a vacancy until all qualified unit members who have applied with an In-House Application/Position Interest Form (Exhibit 45) within vacancy announcement deadlines have been interviewed by a panel of staff, to include at least two PGTA staff members and administration.

6.4.3 In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview.

6.4.4 All interviewees will be notified of the decision before external interviews are held.

6.4.5 Shifting of unit members' assignments, such as changes in grade-level teaching assignments, departments, or job classifications, will not occur at the site level before vacancy announcements are made available to District unit members.

6.4.6 When a vacancy occurs that must be filled during the current school year or from June 1 through August 30, the District may post internally and externally at the same time. The District will not fill a vacancy until all interested qualified unit members have been interviewed by a panel of staff, to include at least two PGTA staff members and administration. In the case of only one qualified internal candidate, Human Resources may assign the transfer without an interview. If an internal candidate is not selected, external interviews will only be held after all internal candidates have been notified.

6.5 Voluntary Transfer

6.5.1 Unit members interested in a voluntary transfer to fill an advertised vacancy shall indicate their interest in writing by submitting the In-House Application/Position Interest Form (Exhibit 45) to Human Resources on or before the vacancy closing date listed on the vacancy announcement.

6.5.2 Filing a request for a voluntary transfer is without prejudice to the unit member and does not jeopardize the unit member's current assignment.

6.5.3 Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and length of service in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.6 Placement Priority for Additional Vacancies after Involuntary Transfers

6.6.1 Unit members wishing to be considered for a voluntary transfer to a position that may open during summer break shall submit to Human Resources the In-House Application/Position Interest Form (Exhibit 45) for any position within vacancy announcement deadlines.

6.6.2 Unit members who were involuntarily transferred and who selected the option to automatically return to their original assignment on the Change of Assignment Form (Exhibit 45) shall be deemed to have accepted such assignment if it becomes available. Human Resources shall then post the subsequent vacancy in accordance with Section 6.4.

6.6.3 When a vacancy occurs, priority will be given to current unit members in the following order:

6.6.3.1 First priority shall be given to a unit member who was involuntarily transferred and would be returning to their original assignment.

6.6.3.2 Second priority shall be given to a unit member who was involuntarily transferred, with priority within this group based on seniority.

6.6.3.3 Third priority shall be given to a unit member who requested a voluntary transfer based on summer vacancies, with priority within this group, based on seniority.

6.7 Notification, Preparation, and Compensation for Transfers and Relocations

6.7.1 In the event of a transfer or involuntary relocation, unit members will be given two weeks' notice, if possible. Impacted unit members will be given the choice of three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time to compensate for the time required to prepare for and effect the move. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter. Transportation shall be provided by the District for moving the unit member's materials.

6.7.2 Transportation shall be provided by the District for moving unit member's materials for a voluntary relocation.

6.8 Pupil Personnel Service Members Serving as Substitutes

Pupil Personnel Service unit members shall not be required to temporarily transfer to substitute for any teacher except in an emergency situation where the safety of the students is involved and no other reasonable alternative is available.

6.9 Intra-District Exchange Program

With the consent of the site administrators involved and Human Resources, two unit members may choose to exchange positions for a period not to exceed one school year. Requests for intra-district exchanges shall be made in writing to Human Resources no later than April 15.

6.10 Summer School Assignment

Whenever possible, applications for summer school will be available no later than April 1. The deadline to return applications will be April 15, or 14 calendar days after the date of posting. If there are more internal applicants than available positions for the summer school assignments, interviews will be held. Decisions on filling all vacancies in the District will be based on clearly defined and pre-established criteria, prior experience, major or minor fields of study, and seniority in the District. Applicants shall not be deemed unqualified for a position for capricious or arbitrary reasons.

6.11 General Education Combination Class Assignment

6.11.1 A combination class is one comprised of students from two elementary grade levels. When a combination class is formed, requiring a unit member from one of the affected grades to teach the combination class, the assignment shall be considered an involuntary transfer and the same procedures outlined in Section 6.3 shall be followed.

6.11.2 The unit member assigned to teach a combination class shall document on the Change of Assignment form (Exhibit 44) which grade level within the combination shall be considered their grade level for purposes of future assignment. This choice may have a bearing on the outcome of future transfers within a grade level.

6.11.3 A unit member transferred to teach a combination class will be given as much advance notice as possible to prepare for the change of assignment. Under no circumstances will a unit member be given fewer than three work-days notice before the transfer.

6.11.4 Three days of compensation at the substitute rate for work performed outside the normal work day or three school days of release time shall be provided to the affected unit member to prepare for the change of assignment. Release time shall be used prior to the commencement of the assignment or within 30 days thereafter.

6.11.5 The site administrator will confer with the unit member teaching the combination class and the other teachers within the affected grades to assign students to the combination class.

6.12 Itinerant Positions

6.12.1 For an itinerant position, unit members will be notified as soon as possible, and no later than May 1. The District shall designate the school site where the unit member is assigned the greatest number of minutes per week as the unit member's primary school site. They will only be required to attend staff meetings at their primary school site. The site administrator at the unit member's

primary school site will be the unit member's evaluator. Unit members in itinerant positions will be afforded the same amount of time for lunch and preparation as other unit members at their primary school site. Itinerant unit members will not be required to substitute for other bargaining unit members.

6.12.2 In the event that a unit member is required to move into an itinerant position during the school year, they will be provided two-weeks written notice and will be entitled to either compensation or release days as provided under Sections 6.7. If the decision is made during the summer for a position to become itinerant, the District will attempt to notify the affected unit member using the contact information that is on file. This will be considered an involuntary transfer.

6.12.3 Itinerant unit members shall not be required to travel during their duty-free lunch or preparation time. The unit member and site administrators will agree on which days of the week they will work at each school site.

6.12.4 Itinerant unit members shall be given a designated office area, desk, or workspace where they can keep their supplies and items, as well as an area for them to prepare either at the District Office or at the school sites where they are assigned. Itinerant unit members will be provided a district laptop or Chromebook in which to access district email and a designated staff "mailbox" at each site assigned to receive mail.

6.12.5 Itinerant unit members shall receive a stipend of \$500 per year.

VII. ORGANIZATIONAL SECURITY

7.1 Dues Deduction

7.1.1 Any unit member who is a member of the PGTA, CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorization, the District shall deduct 0.1 of such dues from the regular salary check of the unit member each month for 10 months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year. Deductions will remain in force until changes are made in the law or by a written direction by the Unit Member to the Pacific Grove Teachers Association (the Association) and subsequent notification by the Association to the District.

7.1.2 With respect to all sums deducted by the District pursuant to Paragraph 1, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made and indicating any changes in personnel from the list previously furnished. Any revocation of union membership shall fall under the purview of the Association. In the event a unit member wishes to revoke their membership, the District shall refer them to the Association.

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

7.2 Access to Bargaining Unit Members

7.2.1 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.

7.2.2 The District shall schedule any new bargaining unit member orientations for all newly hired bargaining unit members to take place during the new bargaining unit member's contract day.

7.2.3 The District shall provide written notice of the date, time and location of all bargaining unit member orientations/onboarding meetings by certified or electronic mail to the Association president and vice president no later than 21 calendar days in advance of the annual orientation meeting(s) or 10 days in advance of other orientation/onboarding meetings that may occur

throughout that year. In the event the District is unable to comply with the stated advance notice, the Association shall be provided as much notice as possible but no less than two work days.

7.2.4 The Association shall be provided no more than 60 minutes of uninterrupted time to communicate with bargaining unit members at all new bargaining unit member orientations/onboarding meetings. The orientation session will be held at a mutually agreeable time on District property during the work day of the Unit Member(s), who shall be given time to attend. District administration may excuse themselves during Association time.

7.2.5 The Association is entitled to invite California Teachers Association (CTA) endorsed vendors and CTA staff to the Association portion of new bargaining unit member orientations/onboarding meetings and will have access to District audio visual equipment for Association presentations. The following new bargaining unit members information as provided by the new member shall be delivered to the Association president in digital Excel format and hard copy, sorted by seniority date, no later than 30 days after the date of hire:

7.2.5.1 Name

7.2.5.2 Home Address

7.2.5.3 Phone Numbers – work, home and cellular

7.2.5.4 Personal (non-District) Email Address

7.2.5.5 School Site

7.2.5.6 Assignment: secondary/elementary

7.2.5.7 Date of Hire

7.2.5.8 Seniority Date

7.2.5.9 Full-Time Equivalent (FTE) status

7.2.5.10 Employment Status (ie, Probationary, Permanent, Temporary, etc.)

7.2.5.11 Type of Credential (i.e., Clear, Preliminary, Short-Term, Staff Permit, Provisional Internship Permit “PIP” or College Internship, etc)

7.2.6 In addition, three times a year (September, January, and May), the District shall deliver to the Association president the following information as provided by the member in digital Excel format for all bargaining unit members:

7.2.6.1 Name

7.2.6.2 Home Address

7.2.6.3 Phone Number – work, home and cellular

7.2.6.4 Personal (non-District) Email Addresses

7.2.6.5 School Site

7.2.6.6 Assignment: secondary/elementary

7.2.6.7 Date of Hire

7.2.6.8 Seniority Date

7.2.6.9 Full-Time Equivalent (FTE) status

7.2.7 This shall be subject to the grievance and arbitration article of the Collective Bargaining Agreement between the parties.

VIII. HOURS OF EMPLOYMENT

Definitions

Staff Meeting: The objective of a staff meeting is to provide updates, deliver announcements, solicit feedback, share information and participate in a team environment on information related to the school's operations.

Professional Development: The continuous process of learning and improving skills and knowledge to help teachers be more effective in the classroom. TPD (Teacher Professional Development) can include

- Staying current with best practices
- Understanding the needs of students, families, and communities
- Being informed about policies and statutes
- Adapting to changing professional responsibilities
- Improving teaching practices
- Collaborating with colleagues
- District safety measures

8.1 Length of Work Year

8.1.1 The length of the work year for teachers will be 185 days inclusive of two teacher preparation days, two District professional development days, and one Welcome Back Day.

8.1.1.1 A teacher preparation day shall be free from meetings and other district-directed activities.

Any teacher required by the administration to attend a meeting or activity shall be given flex time off at a later date. In the case of a sudden, unexpected, or unforeseen major event affecting the safety or welfare of staff or students, the District or a site administrator may call a meeting of the entire staff in accordance with Section 8.2.4. In such a case, the flex time requirement shall not apply.

8.1.1.2 Welcome Back Day will be the first day of the 185-day calendar. All unit members will be allocated at least four hours to participate in the mandatory health and safety training. If the health and safety training is more than four hours, equivalent release time will be provided within the seven-hour work day to complete the training by October 1.

8.1.1.3 The District will share plans for the upcoming school year's professional development days with the PGTA Executive Board by the last day of school of the current school year. Time may be allocated for mandated health and safety training during this day at the site administrator's

discretion.

8.1.1.4 Any site staff meeting at the start of the school year may be accomplished during the school day on the Welcome Back Day or a professional development day.

8.2 Work Day

8.2.1 A reasonable effort will be made by teachers, before or after their teaching day, to be available to students and parents. Secondary teachers will post available hours for student/parent contact.

8.2.2 Each teacher's work day shall be defined as being seven hours per day, which shall include a 45 minute, duty-free lunch. The full work day for teacher professional development (non-student days) shall continue to be six hours long.

8.2.3 Start and End Times - The on-site work day for teachers shall be seven hours per day except at the secondary schools where teachers shall work on average seven hours per day per five-day work week. Teachers shall be in their classrooms or on campus engaged in school business at least 15 minutes prior to the beginning of their first assignment, and shall remain in their classrooms or on campus engaged in school business for at least 15 minutes at the conclusion of their last assignment. If a teacher's day begins or ends with a preparation period that period is part of the teacher's assignment.

8.2.3.1 If a teacher's work day ends before student dismissal, the teacher may leave campus 15 minutes after the conclusion of their last assignment or earlier with the approval of the site administration.

8.2.3.2 If a teacher's work day ends with tutoring after student dismissal, the teacher may leave campus at the conclusion of their last assignment.

8.2.3.3 For teachers, the additional 30 minutes will not be required if the added time would cause the work day, as described above, to exceed seven hours, inclusive of lunch.

8.2.3.4 Nothing contained herein shall be construed as precluding the school administration from holding a staff meeting or other professional meetings as provided elsewhere in the collective bargaining agreement.

8.2.4 Attendance at school staff meetings and professional development sessions may be required for no more than one hour up to 25 times per school year. The site administrator may continue this meeting

an additional 30 minutes in case of emergency.

8.2.5 Attendance at District staff meetings and professional development sessions may be required until 5:00 p.m. one day per quarter. In the event that a quarterly meeting is held, it will count towards the annual meeting total referenced in 8.2.4.

8.2.6 Attendance at school related meetings and activities may be required up to five times a year until 8:00 p.m. Each evening event shall be counted as three hours of duty per event.

8.2.6.1 At the beginning of each school year, unit members will be notified as to the required events for the upcoming school year.

8.2.7 The District may require of each Unit Member up to five hours per year beyond the regular work day or work year for specified inservice activities. At the evaluation plan conference the Unit Member and the District shall mutually agree on the inservice activities which may be required. If no agreement is reached, the Superintendent shall make the final decision. The required inservice activity will be completed by the following Fall evaluation plan conference. The inservice activities will be of no cost to the Unit Member.

8.2.8 Additionally, Unit Members shall be required to be on duty for agreed to adjunct duties. The total number of hours between adjunct duties and evening events shall not exceed 27 hours for the school year. Each evening event shall be counted as three hours of duty per event.

8.2.9 The normal working hours for the pupil personnel services Unit Members are as follows:

8.2.9.1 The psychologist shall have a 37.5 hour work week exclusive of lunch.

8.2.9.2 The speech therapists and librarians shall have a seven hour day, including a 45-minute, duty-free lunch.

8.2.9.3 Elementary, middle and high school counselors shall have a 35 hour work week inclusive of a daily 45-minute duty-free lunch.

8.2.10 The preschool teachers have a six hour work day.

8.2.11 A Unit Member may volunteer additional hours beyond those required by the District.

8.2.12 A “Full-Time instructional workday” shall be defined as being six hours long only for the

purpose of implementing the State Staff Development Program (E.C. 44579 1[e]).

8.3 Teaching Hours:

8.3.1 A full-time assignment at the secondary level (grades 6-12) shall consist of five sections. A reasonable effort will be made to assign no more than three course preparations to a teacher unless a teacher requests otherwise.

8.3.2 Full-Time teachers of TK through five shall be assigned approximately the same number of student contact hours each day.

8.3.3 The classroom teaching hours may be reduced for minimum days and other programs as determined by the school calendar and school site administrator.

8.3.4 Every effort will be made not to assign a high school teacher four classes in one block day. In the case a teacher is assigned four classes in one day, the department will be given an opportunity to adjust assignments to better balance the workload among department members.

8.4 Preparation Periods and Professional Learning Communities (PLC)

8.4.1 For full-time teachers of grades 9-12:

8.4.1.1 Teachers shall be assigned one section each week (215 minutes) for preparation time, with one additional class period per week chosen by the department in accordance with section 8.4.1.2, below.

8.4.1.2 PLC meetings within departments shall occur within the school day during a mutual section in which all department members will have no class offerings. The PLC meetings shall occur two times each week for the entire designated class period. The third meeting of this section will be designated an additional preparation period. PLC blocks will vary between departments.

8.4.2 Full-time teachers of grades six through eight shall be assigned one teaching period each day for preparation time. PLC meetings will occur once per week when school has an early release for students.

8.4.3 Full-Time teachers of grades TK through five shall have at least an average of 170 minutes of preparation time per week. The faculty and the site administrator at each elementary site shall determine the manner in which the 170 minutes preparation time shall be distributed throughout the week. Reasonable effort will be made to distribute preparation time equally among teachers within a

grade level at each school site. PLC meetings will occur once per week when school has an early release for students.

8.4.4 The length of preparation periods and/or PLC time may be reduced for minimum days and other programs as determined by the school calendar and site administrator.

8.4.5 In emergency situations, teachers may be called upon during their preparation period to assist or provide coverage until a substitute arrives. Events which have been previously scheduled such as State testing programs or District meetings do not constitute an emergency. Unit members will be compensated a minimum of one hour at the instructional rate for coverage of 10-60 minutes and then at the instructional rate for any subsequent required hours.

8.4.6 Site administrators may authorize a teacher to leave school during a preparation period when, in the site administrator's opinion, such leaving is for the benefit of the school's program or an emergency has arisen. If the site administrator is not available, the bargaining unit member shall leave a message with the office staff.

8.4.7 Each psychologist and speech therapist shall be allowed half-day per week for office time which is, in effect, their common preparation time.

8.4.8 If a Special Education teacher is required to have student contact during their student-free minutes, they shall be compensated at the hourly rate.

8.5 Part-Time Teachers Part-Time teachers shall have classroom assignments and preparation periods in the proportion that their assignment bears to full-time teaching.

8.6 Adjunct Duties

Each Unit Member shall perform reasonable adjunct duties. Adjunct duties shall be defined as non-instructional duties and responsibilities including supervisory and advisory duties. Adjunct duties shall be determined by the site administrator or designee working with an adjunct duties committee of faculty members. If there is no agreement the Superintendent will make the decision. At each school this committee will determine a method for fair distribution of adjunct duties. The PGTA President and Vice President are to be relieved of some site adjunct duties in consideration of fulfilling District responsibilities. All itinerant Unit Members shall be responsible for a proportionate share of adjunct duties at their assigned work sites. Adjunct duties for Part-Time Unit Members shall be on a prorata basis. The Unit Member and the District will select those duties for which the Unit Member will be held responsible. Starting with the 2007-08 school year, the School Site Adjunct Duties Committee shall

use a numerical point system based on the number of hours required for adjunct duties. The Committee shall use this point system in its effort to fairly distribute adjunct duties. Members of the standing regular SST teams attending meetings held outside the student school day shall be given adjunct duty credit. The District agrees to credit 10 hours of classroom Special Education teachers' school site adjunct duty time for the purpose of participating in the 10 monthly District-wide Special Education meetings.

8.7 IEP, SST, and Section 504 Meetings

8.7.1 IEP Meetings

Individualized Education Plan (IEP) meetings shall be scheduled during the school day, unless there are extenuating circumstances or the team participants prefer to hold the meeting before or after school. A substitute shall be provided if needed to relieve the classroom teacher from their duties. If the IEP meeting falls within the teacher's preparation period, a substitute shall, upon request by the teacher, be provided for a make-up preparation period. Substitute time may be cumulative within a semester; e.g. a teacher may request four hours of substitute time after participating in four hours of SST, Section 504 and/or IEP meetings during preparation time. Preparation time shall be spent on campus. IEP meetings that must be held after the student school day shall be limited to one hour unless there are extenuating circumstances.

8.7.2 SST and Section 504 Meetings

Student Study Team (SST) and Section 504 meetings may be held immediately before or after the student school day and limited to one hour unless there are extenuating circumstances. If an SST or Section 504 meeting is held during the school day, a substitute shall be provided if needed to relieve the classroom teacher from their duties. If the SST or Section 504 meeting falls within the teacher's preparation period, a substitute shall, upon request by the teacher, be provided for a make-up preparation period. Substitute time may be cumulative within a semester; e.g. a teacher may request four hours of substitute time after participating in four hours of SST, Section 504 and/or IEP meetings during preparation time. Preparation time shall be spent on campus.

8.7.3 Miscellaneous

If any of these meetings must be held before school, the meeting shall start no earlier than 45 minutes before the teachers' first class.

8.8 Inclusion of students with disabilities who make significant impact on a classroom setting

8.8.1 Definition of Inclusion: Inclusive education exists when students with significant disability(ies) attend general education class(es).

8.8.2 Definition of Significant Impact on a Classroom Setting: Significant impacts on a classroom setting are instances such as, but not limited to, students who require adult aide support, students with significant behavioral or cognitive deficiencies, and/or students with severe physical disabilities/limitations.

8.8.3 Placement Team Composition: On the school site, the placement team for potentially included students will consist of the site administrator, the Director of Student Services (when possible), a special education teacher, the school psychologist, and at least one general education teacher with whom the student will, or may, be placed. All teachers who may be affected by the placement will be invited to participate.

8.8.4 Protocol for Placement: The rights and needs of the other students and staff will be considered as part of the placement process.

8.8.4.1 New Students from Programs Outside of PGUSD: When a special education student moves to the district, the school psychologist, the site administrator, and counselor will be consulted to determine an initial placement for the student. It is critical that the school psychologist review the student's file as soon as possible to interpret testing information and guide appropriate placement. An initial placement, including possible supports will be made by the school psychologist and the site administrator. If it is determined by any person servicing the student that the student is having a significant impact on the general education class, a placement meeting may be requested. The placement team will convene within five instructional days to discuss the appropriateness of the initial placement and supports. The day following the request for a meeting will be day one of the five-day limit. If the placement and supports are deemed appropriate by the team, the student's placement in specific general education class(es) will continue. If the team decides the placement or supports in specific general education class(es) are not appropriate, they will make an alternative recommendation. In the event the team can not reach agreement, the final decision will be made by the site administrator pending an individual education plan (IEP) meeting.

8.8.4.2 Students Returning to District Programs from Outside Programs; When a special education student returns to PGUSD after attending a program outside of the district, the placement team will be consulted to determine initial placement for the student. If the District

receives advance notice of the incoming student, the site administrator will convene a meeting of the potentially involved staff at the earliest reasonable time prior to the start date to begin the planning process. Appropriate planning could include visits to observe similar programs, visits to observe the student, a preparation meeting with specialists, reading background material, etc. Planning and timelines will conform to the relevant State and Federal laws, regulations and where appropriate, court decisions on similar cases. After discussing the student's needs, probable impact on the classroom, and the needed support services, teachers will be surveyed to see who is interested in participating in the inclusion program for that student. The site administrator will endeavor to place the new student in accordance with expressed teacher interest. In the event the team cannot reach agreement, the final decision will be made by the site administrator pending an individual education plan (IEP) meeting. If the District does not receive advance notice of the incoming student, the process outlined above in Section 8.8.4.1 be followed.

8.8.4.3 Students Matriculating to the Subsequent Grade: Special education teachers will meet with general education teachers before the end of the school year to discuss the placement and supports of students in matriculating in the following year. This meeting will be informational in nature; however, teacher input will be considered with regard to student placement.

8.8.5 Appeal Process: In accordance with special education laws, any member of the IEP team, including the teacher, has the right to compel a convening of the IEP team to reconsider placement if it is believed that the placement is inappropriate.

8.9 Summer School Hours

The length of a Summer School assignment will be clearly defined in the job posting and shall include one day of preparation before the start of summer school and 30 minutes of preparation time for each day of instruction.

IX. EVALUATION

Purpose The purpose of this evaluation system is to assist and support unit members and to provide a means for assessing the performance of the unit member in accordance with the California Standards of the Teaching Profession (CSTP), outlined in Exhibit 12-35.

9.1 Objectives of the Evaluation Process

- 9.1.1 To emphasize evaluation as a means for improvement of instruction
- 9.1.2 To provide an ongoing and uniform process for the evaluation of certificated Unit Members in an objective manner
- 9.1.3 To improve the quality of learning for each student
- 9.1.4 To aid in the growth and development of the school program
- 9.1.5 To promote skills in assessing students, developing instructional objectives and achieving goals
- 9.1.6 To promote self-evaluation
- 9.1.7 To strengthen and clarify roles and responsibilities
- 9.1.8 To support the unit member in their assignment
- 9.1.9 To improve job satisfaction

9.2 Definitions

9.2.1 Unit Member

Any certificated Unit Member designated as a bargaining unit member.

9.2.2 Administrator

Any administrator who meets certificated staff evaluation policy requirements as established by the PGUSD Board of Education.

9.2.3 California Content Standards

Standards of expected student achievement at each grade level as adopted by the District.

9.2.4 Instructional Objectives

Expectations relating to student progress, based on student diagnosis and District curriculum standards, developed by the unit member and agreed upon by the administrator.

9.3 Procedures for Evaluation.

9.3.1 Responsibilities of the Administrator

- 9.3.1.1 To help create a personalized evaluation program and procedure that will ensure a growing experience for the unit member
- 9.3.1.2 To arrive at mutually acceptable instructional objectives relating to student progress
- 9.3.1.3 To conduct classroom observations relating to CSTEP or corresponding standards of performance for non-classroom based unit members
- 9.3.1.4 To review and observe a unit member's adherence to curricular objectives or corresponding standards of performance for non-classroom based unit members
- 9.3.1.5 To use the results of the evaluation in an effective and constructive manner
- 9.3.1.6 To adhere to all calendar dates
- 9.3.1.7 To maintain a file of all reports, materials, and other data that have been gathered during the evaluation process
- 9.3.1.8 To ensure that the evaluation and assessment of the unit member's competence shall not include the use of standardized tests
- 9.3.1.9 To provide copies of completed observation and evaluation forms to the unit member

9.3.2 Responsibilities of the Unit Member

- 9.3.2.1 To help create a personalized evaluation program and procedure
- 9.3.2.2 To recognize evaluation as an integral part of growth and development
- 9.3.2.3 To develop instructional objectives relating to student progress
- 9.3.2.4 To use the results of the evaluation in an effective and constructive manner
- 9.3.2.5 To participate in the evaluation procedure
- 9.3.2.6 To adhere to all calendar dates

9.3.3 Evaluation Process

9.3.3.1 Frequency of evaluation.

- 9.3.2.1.1 At a minimum, the administrator shall evaluate probationary unit members annually and permanent unit members every two years on a cycle determined by the administrator.
- 9.3.2.1.2 Upon receipt of an unsatisfactory evaluation, the unit member shall be evaluated annually until a satisfactory evaluation is achieved, in accordance with provisions of the California Education Code Section 44662.

9.3.2.2 Planning Phase

9.3.2.2.1 Within the first two weeks of the first student day, the unit member will have access to a site copy of any such developed District, school, grade level, departmental, or program goals and/or objectives. In addition, the unit members will have access to the job description relating to their assignment, the California Standards of the Teaching Profession, the Continuum of Teaching Practice, established District curriculum standards, and any other District requirements.

9.3.2.2.2 Within the first two weeks of the first student day commencement of the assignment, the unit members shall be informed of their assigned administrative evaluator and provided with the evaluation section and attachments of the collective bargaining agreement.

9.3.2.2.3 All unit members who are being evaluated will meet in an evaluation planning conference with their administrator to mutually agree upon the strengths, teaching standards, and areas for growth (Exhibit 12,15, 18, 21, 24 & 27). The administrator and the unit member may each select up to two sub standards to be highlighted for areas of growth. This meeting will occur by September 15 for temporary and probationary unit members, and by October 15 for permanent unit members.

9.3.2.2.4 By October 23, if there is no agreement on the selected areas of growth by both parties, the Chief Human Resources Officer and PGTA President shall help resolve the disagreement. By October 30, if there is no agreement at this level, the Superintendent and PGTA President shall meet. The Superintendent will make the final decision in writing, citing their reasons.

9.3.2.2.5 If mitigating circumstances arise which make a review of the evaluation plan and schedule necessary, the plan and schedule may be modified by mutual agreement of both parties.

9.3.2.3 Evaluation phase

9.3.2.3.1 A minimum of one formal classroom observation of the permanent unit member and two formal classroom observations of the temporary/probationary unit member by the administrator shall be held. These observations shall be held prior to the writing of the final evaluation summary but not before the evaluation plan conference, except for

those unit members under Peer Assistance Review (PAR).

9.3.2.3.2 The observations shall occur during instructional periods. At least one of the observations shall be mutually scheduled in advance and shall be preceded by a pre-observation conference.

9.3.2.3 Each formal observation shall be a minimum of 30 minutes in length.

9.3.2.3.4 The unit member shall have the right to an additional formal observation and subsequent conference if they request it by February 20.

9.3.2.3.5 Classroom observation forms shall be used to record the observations (Exhibit 13, 16, 19, 22, 25 & 28).

9.3.2.3.6 Classroom observation forms shall be signed by the administrator and the unit member. In cases where the unit member is in disagreement with their classroom observation, the unit member may file a written response. The unit member's statement shall be attached to their observation form and made part of the official record.

9.3.2.3.7 The administrator shall outline specific recommendations for improving any deficiencies noted on the classroom observation form. The administrator will assist and document the assistance that has been provided to the unit member in implementing such recommendations. When remedial action eliminates the identified deficiencies, subsequent classroom observation forms shall indicate the improvement.

9.3.2.3.8 The evaluation will be conducted by the administrator to whom the individual unit member is directly responsible. That administrator is responsible for the final written evaluation, which must bear their signature. Upon written request by either the administrator or the unit member, additional formal observations may be conducted by other certificated management personnel mutually agreed upon. If there is no agreement, the Superintendent will select another evaluator. Within five working days of a formal observation, a written copy of the administrator's classroom observation form shall be given to and discussed with the unit member at a post-observation conference.

9.3.2.4 Summary phase

- 9.3.2.4.1 The unit member shall complete their assessment of the goal setting areas for growth on the Evaluation Planning Form (Exhibit 12,15, 18, 21, 24 & 27) and submit it to the administrator by April 15.
- 9.3.2.4.2 Either party may request a conference to be held between April 15 and May 1 to review the unit member's Evaluation Planning form.
- 9.3.2.4.3 The final evaluation summary (Exhibit 14, 17, 20, 23, 26 & 29) shall be submitted in writing to the unit member and a conference will be held no later than thirty calendar days prior to the last scheduled school day.
- 9.3.2.4.4 The unit member shall have the right to submit a written response to the final evaluation. This response shall become a permanent attachment to the unit member's personnel file.
- 9.3.2.4.5 If any negative rating (i.e. conditional, unsatisfactory) or negative comments will be included on the final evaluation, written notification will occur in time (up to 15 teaching days when possible) for the unit member to take corrective action before the final evaluation summary is given to the unit member. Written notification will address criteria found on the observation form (Exhibit 13, 16, 19, 22, 25 & 28). Memoranda from the administrator will be used when negative comments are based on anything other than direct classroom observation.

9.4 Conditional Evaluation.

- 9.4.1 An overall evaluation of conditional rating may be given only if a unit member receives an unsatisfactory rating in one or more of the six CSTP performance areas used in the final evaluation summary, or a conditional rating in two or more of the six CSTP performance areas used in the final evaluation summary.
- 9.4.1.1 An overall evaluation containing a conditional rating may include the requirement that the unit member shall, as determined necessary by the District, participate in a program designed to improve appropriate areas of the unit member's performance, further student achievement, and the instructional goals of the District. A program shall consist of participation and completion in one or more of the following options developed mutually by the administrator and unit member: a college course, workshop, conference, professional literature, classroom/school visitation, or District professional development programs. This

program shall be at no cost to the unit member.

9.4.1.2 The unit member and the administrator will mutually develop a conditional assistance plan prior to the last school day.

9.4.1.3 If there is no agreement, the Superintendent shall make the final decision in writing, citing their reasons.

9.4.1.4 The unit member who receives an overall rating of conditional shall be placed in the evaluation cycle for the following school year and shall be expected to complete the conditional assistance plan during that evaluation cycle. The conditional assistance plan shall serve as the mutually agreed-upon performance objectives for the purpose of complying with Section 9.3 - Procedures for Evaluation.

9.4.1.5 The District shall not be required to provide an assistance plan to a probationary unit member who has been non-reelected.

9.5 Unsatisfactory Evaluation.

If a unit member receives an unsatisfactory in two or more of the six criteria used in the final evaluation summary, an overall evaluation of unsatisfactory may be given. Upon receipt of an unsatisfactory evaluation, the unit member will be evaluated in accordance with provisions of the California Education Code, which requires that permanent unit members be given specific recommendations for improvement, referred to the Peer Assistance and Review program, and be evaluated annually until a satisfactory evaluation is achieved.

9.6 General Provision.

9.6.1 Any forms used for the evaluation process shall be revised only upon mutual agreement between the District and PGTA.

9.6.2 Each unit member shall have the following rights with reference to their official personnel file regarding materials relevant to evaluation of performance.

9.6.2.1 All materials relating to the assessment of performance in a unit member's personnel file shall be signed by the unit member and dated to indicate when such material was drafted and placed into the file.

9.6.2.2 A unit member shall be provided with any derogatory material before it is placed in their personnel file and no negative comments can be made on an evaluation without such substantiating materials. Unit members shall be given an opportunity to prepare a written response to such material. The written response shall be attached to the material. When a unit member is absolved of the derogation in a grievance/court action, all reference to the incident shall be removed from the personnel file.

9.6.2.3 The content of personnel files shall be kept in confidence. Access to the unit member's personnel file shall be under the direct supervision of a District administrator or their designee, and limited to the unit member, District administrators, and the Board of Trustees, or as otherwise allowed by law or consent of the unit member.

9.6.2.4 Copies of all final evaluations will be filed in the unit member's personnel file.

9.6.2.5 Undocumented evidence will be excluded from the evaluation process. Any documented evidence used in an evaluation must have been relayed to the unit member within three days of the date that the evidence was obtained. Documented evidence shall be a written record and the source of the evidence shall be identified. The unit member shall have the right to attach a written response.

9.6.2.6 The evaluation plan and forms are adapted for auxiliary services personnel.

9.6.2.7 Only the procedures outlined in this article are subject to the grievance provisions of the contract.

9.7 Appeal Process

9.7.1 The unit member may appeal the content of their final evaluation to the Superintendent, in writing, within five calendar days of the post-evaluation conference. Upon the unit member's request, the Superintendent shall meet to discuss the final evaluation. The Superintendent will respond, in writing, to the appeal within 20 calendar days of receipt of the appeal. The decision of the Superintendent shall be final.

9.8 Traditional Evaluation Calendar for Permanent Unit Members

9.8.1 Within the first two weeks of the first student day, the unit member shall be informed of their assigned administrator, and a site copy of the evaluation section of the master contract will be

made available.

9.8.2 By October 15 - Goal setting with the unit member and the administrator will be completed in a preliminary conference to establish the evaluation plan.

9.8.3 By February 15 - At least one observation and conference will be held with permanent unit members who are to receive a final evaluation summary during the current year.

9.8.4 By February 20 - Unit member initiated requests for additional observations and evaluations will be submitted by this deadline.

9.8.5 By April 15 - The unit member shall complete their assessment of the evaluation goal setting plan and submit the results to the administrator.

9.8.6 No later than 30 calendar days prior to the last scheduled school day - The final evaluation summary (Exhibit 14, 17, 20, 23, 26 & 29) shall be submitted in writing to the unit member and a conference will be held.

9.9 Evaluation Calendar for Temporary and Probationary Unit Members.

9.9.1 Within the first two weeks of the first student day, the unit member shall be informed of their assigned administrator and be provided with the evaluation section of the master contract and all material indicated in Section 9.3.2.2 above.

9.9.2 By September 15 – Goal setting with the unit member and the administrator will be completed in a preliminary conference to establish the evaluation plan.

9.9.3 By November 15 – A first observation and conference will be held with all temporary and probationary unit members.

9.9.4 By January 15 – The unit member will meet and submit a status report or discuss their evaluation plan with the administrator to be noted on the goal setting evaluation plan form (Exhibit 12,15, 18, 21, 24 & 27).

9.9.5 By February 15 – The second observation and conference will be held with temporary and probationary unit members.

9.9.6 By March 15 – Written notices of non-reelection will be given to unit members subject to

non-reelection for the following year.

9.9.7 The President of the PGTA or their designee and the Superintendent or designee shall meet with any probationary unit member who wants to question their non-reelection notice.

9.9.8 By April 15 – The unit member shall complete their assessment form (Exhibit 14, 17, 20, 23, 26 & 29) and submit it to the administrator.

9.9.9 No later than 30 calendar days prior to the last scheduled school day – A final evaluation summary shall be submitted in writing to the unit member and a meeting shall be held between the unit member and the administrator to discuss the final evaluation summary.

9.10 Permanent Unit Members

9.10.1 Permanent unit members shall be evaluated at least every other year. However, the administrator and the unit member may mutually agree to an evaluation schedule of at least every five years if all of the following criteria are met:

9.10.1.1 The unit member has been employed by the District for at least ten years.

9.10.1.2 The unit member has completed all requirements for the credential to perform the duties of the assigned position.

9.10.1.3 The unit member's previous evaluation rated the unit member as meeting or exceeding standards.

9.10.1.4 At any time, either the administrator or the unit member may withdraw consent in writing to the five year evaluation schedule. In the event consent is withdrawn, the evaluation will occur during the following school year. If consent is withdrawn on or before November 1 of the current year, the evaluation will occur during that school year.

9.11 Alternative Evaluation Process

9.11.1 Intent Statement

9.11.1.1 It is the intent of the District and PGTA to implement an alternative evaluation program to inspire creativity in instruction. It may be used by permanent status unit members who have received satisfactory evaluations, with the approval of the site

administrator.

9.11.1.2 Unit members volunteering for this process will develop goals in self-chosen options. Following agreement with the administrator, these goals will serve as the basis for evaluation.

9.11.2 Program Objectives offer opportunities for unit member:

9.11.2.1 To accept responsibility for their own professional growth

9.11.2.2 To integrate additional productive teaching techniques into their repertoires

9.11.2.3 To work together in peer coaching situations

9.11.3 Participants

All permanent status unit members with a current satisfactory evaluation will be eligible to participate in the alternative evaluation system. Participation will be voluntary but must have approval of the site administrator. If the site administrator denies participation, the administrator must specify in writing to the affected unit member, the reason for the denial. If the administrator and unit member cannot agree on this decision, the Superintendent will make the final decision. There will be no limit to the number of participants at each site.

9.11.4 Process

9.11.4.1 Goal Setting. The unit member will develop goals as the foundation for their alternative evaluation option. During the goal-setting conference, the site administrator and the unit member will:

9.11.4.1.2 Agree on the selection and goals of the alternative evaluation option

9.11.4.1.3 Review how the alternative evaluation option will enhance student learning

9.11.4.1.4 Develop timelines for completion

9.11.4.2 Alternative Evaluation Options

9.11.4.2.1 Option A. Individual Growth Activities. Individual growth activities are designed to improve the unit member's performance through the use of selected professional growth activities combined with self-analysis techniques. Examples of activities in this category are:

9.11.4.2.1.1 Videotaping classroom lesson for self-analysis

9.11.4.2.1.2 Portfolio assessments

9.11.4.2.1.3 Self-evaluation

9.11.4.2.1.4 Student and parent feedback

9.11.4.2.1.5 Unit member created projects

9.11.4.2.1.6 Research and implementation of learning theory or instructional strategy

9.11.4.2.1.7 Reflective journal

9.11.4.2.2 Option B. Educational Team Growth Activities. These activities are designed to reduce the isolation of the unit member. Examples of Educational Team Growth Activities are:

9.11.4.2.2.1 Cognitive coaching

9.11.4.2.2.2 Videotaping classroom lessons with a peer reviewer

9.11.4.2.2.3 Inter-intra-disciplinary grade level teams

9.11.4.2.2.4 Peer classroom visitations

9.11.4.2.2.5 Collaborative teaching with presentations to staff

9.11.4.2.2.6 Creating unit member team projects

9.11.4.2.2.7 Researching and implementing learning theories and/or instructional strategies

9.11.4.3 Program Monitoring. The District and PGTA believe the most effective professional growth occurs through collaboration.

9.11.4.3.1 The unit member and the site administrator will work together in the selection of the options and the development of the specific activities.

9.11.4.3.2 All unit members in the alternative evaluation option will be encouraged to share the progress and results of their individual or team activities with their colleagues. The time and format for this collaboration will be developed at each site.

9.11.4.3.3 The unit member will submit a written alternative plan, including goals. Option timelines will be determined by the unit member(s) and the site administrator.

9.11.4.3.4 If the unit member's participation in the alternative evaluation program is judged by the administrator to detract from the unit member's instructional and professional performance, the unit member may be reassigned by January 15 to the traditional evaluation process. The administrator must specify, in writing to the affected unit member, the reasons for the evaluation reassignment. If the administrator and unit

member cannot agree on this change, the Superintendent will make the final decision.

9.11.5 Calendar for Alternative Evaluations shall be as follows

9.11.5.1 By September 1 – The unit member will notify the site administrator of their intent to participate in the alternative evaluation program.

9.11.5.2 By October 1 – The unit member and site administrator will meet to review and refine the initial plan.

9.11.5.3 By October 15 – The unit member will submit their final plan, including option choices and goals by the unit member (conference optional).

9.11.5.4 By February 1 – The unit member will submit a mid-year assessment/progress report submitted to the site administrator (format subject to plan).

9.11.5.5 By February 15 – The unit member and site administrator will conduct a mid-year conference to review progress. Within five working days of the conference, a written response will be completed by the site administrator.

9.11.5.6 By April 15 – The unit member completes a written assessment of their plan and submits the results to the administrator in a conference. No later than 30 calendar days prior to the last scheduled school day, the administrator will provide a brief narrative evaluation to the unit member. A copy signed by the unit member and administrator will be placed in the personnel file.

9.12 Evaluation Criteria. The following criteria are used to evaluate and assess unit member competency as it relates to the California Standards of the Teaching Profession (CSTP):

9.12.1 The California Standards of the Teaching Profession (CSTP)

- a. Engaging and Supporting All Students in Learning
- b. Creating and Maintaining Effective Environments for Student Learning
- c. Understanding and Organizing Subject Matter for Student Learning
- d. Planning Instruction and Designing Learning Experiences for All Students
- e. Assessing Students for Learning
- f. Developing as a Professional Educator

9.12.2 The Continuum of Teaching Practice (published by the Commission on Teacher

Credentialing) will be used as a reference to measure teacher development across the CSTPs.

9.12.3 Definitions. The definitions of the criteria will be those used in the CSTP document published 2009. The following definitions are intended as guidelines for the unit member and administrator and are not intended to be all inclusive.

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

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

9.12.6 Understanding and organizing subject matter for student learning. Teachers exhibit in- depth working knowledge of subject matter, academic content standards, and curricular frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use an adapter resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

9.12.7 Planning instruction and designing learning experiences for all students. Teachers use

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

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

9.12.9 Developing as a professional educator. Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

X. GRIEVANCE PROCEDURES

10.1 Purpose.

10.1.1 The intent of this procedure is to promptly process and resolve grievances arising under this agreement at the lowest possible level. Both parties agree that these proceedings will be kept as informal and confidential as appropriate for the particular level of the procedure.

10.2 Definitions.

10.2.1 A grievance is a claim of a violation, misinterpretation, or misapplication of the express terms of this agreement, which adversely affects the grievant. Action to challenge or change the terms of this agreement shall not be considered a grievance.

10.2.2 A grievant is either:

10.2.2.1 An individual bargaining unit member; or

10.2.2.2 A group of bargaining unit members with the same grievance. The District will decide whether the grievance is satisfactorily similar to process a single grievance. No more than two grievants and their conferees will be provided release time for processing a common grievance. The two grievants will be selected by the Association. This procedure shall not supersede an individual grievant's right to process a grievance without Association intervention; or

10.2.2.3 The Association.

10.2.3 An immediate supervisor is the management member who assigns, reviews, or directs the grievant's work.

10.2.4 A day is any work day for the grievant.

10.3 General Provision.

10.3.1 Time Limits.

10.3.1.1 Time limits specified at each level shall be considered maximums to ensure the prompt resolution of the grievance. With the written consent of each party, the time limitations for each step may be extended.

10.3.1.2 In the event that all the steps in the grievance procedure cannot be processed by the end of the grievant's work year, the time limits may be reduced by mutual consent so that the procedure

may be completed by the end of the work year or as soon thereafter as practical.

10.3.1.3 Time limits provided for appeal at each step shall begin the day following receipt of a written decision by either party.

10.3.1.4 Response. If the District fails to respond within the timelines, the grievance shall advance to the next level.

10.3.2 Conference. Either party shall have the right to conference, upon request, at each level.

10.3.3 Representation. Each party may be represented by a conferee at any point in the grievance process.

10.3.4 Records. The District shall retain all records of the grievance proceedings in a separate grievance file, not with the bargaining unit member personnel file. Each year in August, all records of grievance proceedings four years old will be destroyed.

10.3.5 Reprisals. No reprisals shall be taken by or against any participants in a grievance procedure by reason of such participation.

10.3.6 Level 2 Grievances: Superintendent or Designee. If a grievance arises from action or inaction on the part of a member of the administration at a level at or above the site administrator or immediate supervisor, the grievant may submit, in writing, the grievance at Level 2 (Exhibit 36e).

10.3.7 Scheduling Meetings. Whenever possible, meetings at the Informal Level, Level 1, and Level 2 shall occur before or after regular teaching hours.

10.3.8 Continuance of Service. The grievant shall continue to discharge their duties until the grievance is resolved.

10.3.9 Conditions for Adjustments. Nothing contained herein shall be construed as limiting the right of any bargaining unit member to have the grievance adjusted without intervention by the Association, as long as:

10.3.9.1 The adjustment is reached prior to arbitration.

10.3.9.2 The adjustment is consistent with the terms of the agreement.

10.3.9.3 The Association received a copy of both the grievance and the proposed resolution and was given the opportunity to file a response.

10.3.10 Further Legal Action. No rights of the grievant to further legal action shall be abrogated.

10.3.11 Participation by a Representative. When it is necessary for a representative designated by the Association to investigate a grievance or attend a grievance meeting or hearing during the day, they will, upon request to the Superintendent/Designee by the President of the Association, be given reasonable release time without loss of pay in order to participate in any level of the grievance procedure. Any bargaining unit member who is requested to appear in meetings or hearings as a witness will be accorded the same right.

10.4 Grievance Procedure.

10.4.1 Informal Level.

10.4.1.1 A bargaining unit member, group of members, or the Association will meet with the appropriate supervisor in an attempt to resolve a complaint informally prior to filing a grievance.

10.4.1.2 The request for a meeting will occur within 25 days after the grievant knew or should have known with the exercise of due diligence of the alleged violation causing the complaint. The meeting will occur within 10 days of the receipt of the request.

10.4.1.3 Following the meeting, the supervisor will document the complaint and resolution, if any, in writing. A copy of the documentation shall be provided to the grievant, the Association and Superintendent/Designee (Exhibit 36).

10.4.2 Level 1: Site Administrator/Supervisor

10.4.2.1 If the informal discussion does not resolve the grievance to the grievant's satisfaction, the grievant may file a Level 1 Grievance with their immediate supervisor (Exhibit 36a).

10.4.2.2 A Level 1 Grievance must be initiated no later than 15 days after the Informal Meeting or an alleged violation of the agreement reached at the Informal Meeting.

10.4.2.3 The Level 1 Grievance shall be made in writing on Certificated Unit Member Grievance Form (Exhibit 36a) and shall be filed with the immediate supervisor, the Association, and the Superintendent on the same day.

10.4.2.4 The Level 1 Grievance shall include a clear, concise statement of the grievance and the circumstances involved, the applicable section of the agreement, and the specific remedy sought.

10.4.2.5 The immediate supervisor shall render a proposed resolution decision on the Certificated Unit Member Grievance Response Form (Exhibit 36b) within 10 days after the Level 1 Grievance has been filed. Copies of the form shall be provided, on the same day, to the grievant, the Association, and the Superintendent.

10.4.2.6 The grievant shall have up to 10 days to either accept the proposed resolution or submit a Level 2 Grievance to appeal the Level 1 decision (Exhibit 36c).

10.4.3 Level 2: Superintendent or Designee

10.4.3.1 The grievant may appeal the Level 1 decision to the Superintendent within 10 days of the decision using Certificated Unit Members Grievance Appeal Form (Exhibit 36c). The appeal shall include a statement of the reason for the appeal and the specific remedy sought.

10.4.3.2 If a grievance arises from action or inaction on the part of a member of the administration at a level above the site administrator or immediate supervisor, the grievant may submit, in writing, the grievance at Level 2: Superintendent or Designee without filing a Level 1 Grievance. The formal grievance shall be in writing on the Certificated Unit Member District Level Grievance Form (Exhibit 36e) and shall be filed on the same day with the Association and the Superintendent.

10.4.3.3 Within 10 days, the Superintendent shall investigate the grievance and render a proposed resolution. The resolution shall be submitted to the grievant and the Association in writing on the same day (Exhibit 36d).

10.4.3.4 The decision at Level 2 shall be final unless appealed to Level 3: Mediation by the grievant within 15 days.

10.4.4 Level 3: Mediation

The Association shall request that a conciliator/mediator from the California State Mediation/Conciliation Service be assigned to assist the parties in the resolution of the grievance.

10.4.4.1 The mediator shall meet with the grievant, The Association, and the District for the purpose of resolving the grievance in a timely manner.

10.4.4.2 If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the grievant, the Association, and the District. This agreement shall be non-precedential and shall

constitute a settlement of the grievance.

10.4.4.3 In the event that the grievant, the Association, and the Superintendent or their designee have not resolved the grievance with the assistance of the conciliator/mediator within 15 days from the first meeting held by the conciliator/mediator, the Association may terminate Level 3: Mediation and the grievance may proceed to Level 4.

10.4.4.4 Expenses. The fees and expenses of the mediator, if required, shall be shared equally. Any additional expenses shall be borne by the party incurring such expense.

10.4.5 Level 4: Arbitration

10.4.5.1 Timeline. Within 15 days after the decision of the Superintendent/Designee or the end of Mediation, the grievant may request in writing that the Association submit their grievance to arbitration. Copies of the request for arbitration will be submitted to the Superintendent.

10.4.5.2 Selection of the Arbitrator. Upon receipt of the written request from the Association, the Superintendent or their designee shall within five days request the American Arbitration Association (AAA) to supply a panel of five names.

10.4.5.3 Response timeline. The Superintendent and the Association shall, within 10 days, either mutually agree upon an arbitrator or notify the AAA to select an arbitrator in accordance with its rules.

10.4.5.4 Expenses. The fees and expenses of the arbitrator and a court reporter, if required by the arbitrator, shall be shared equally. Any additional expenses shall be borne by the party incurring such expense.

10.4.5.5 Limitations Upon the Arbitrator. The rules of the AAA shall govern the arbitration with the exception stated within this Agreement. The arbitrator shall have no authority to add to, delete, or alter any provisions of this Agreement but shall limit their decision to the application and interpretation of its provisions.

10.4.5.6 Arbitration Finding. Within 10 days of selection, provided an arbitrator is available, the arbitrator shall conduct a hearing and submit their findings and award in writing to the Board of Education, the grievant and the Association. The award of the arbitrator shall be binding on the grievant, the Association, and the District.

10.4.5.7 Arbitration Review. The award of the arbitrator may, on petition of either the Board of Education or the grievant and the Association, be reviewed by a court of competent jurisdiction in the same manner as a decision made by a hearing officer under Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code. The court, on review, shall determine whether there was sufficient evidence to support the arbitrator's findings and award. The reviewing court may not exercise its independent judgment on the evidence.

XI. SAFETY CONDITIONS OF EMPLOYMENT

11.1 General Provisions

11.1.1 Unit Members shall not be required to work under unsafe conditions or to perform tasks which endanger their mental and physical health and safety. The District shall provide safe working conditions. All alleged violations of safe working conditions shall be reported in writing to the Unit Member's site administrator or designee. The site administrator or designee will determine whether the working condition is safe or unsafe and so inform the Unit Member of any actions taken. If the Unit Member is not satisfied with the determination, the Superintendent or designee may be contacted to resolve the matter.

11.1.2 Upon request, each Unit Member will be provided with a lockable closet, or comparable space of suitable size, within the vicinity of their working station. The District shall have a reasonable length of time to fulfill this request.

11.2 Short-Term Suspension by Classroom Teachers.

11.2.1 A teacher may suspend from their classroom/activity a student whose behavior is threatening to the safety of the Unit Member. The duration of the suspension can be up to the day of the suspension and the day following. The teacher shall immediately inform the site administrator, describe the special behavior which was threatening, and send the student to the site administrator or designee. As soon as possible, the parents will be contacted to inform them of the reason for the suspension from the class. A conference will be scheduled with the parents, teacher and administrator.

11.2.2 Procedures for short-term suspension will be developed by each site administrator after consultation with Unit Members of the school. Within one working day following the suspension the teacher shall inform the site administrator or designee in writing of the specific behavior of the student which appeared threatening. The student shall not be authorized to return to the class from which they were suspended during the period of suspension without the concurrence of the teacher of the class and the administrator.

11.3 Long-Term Suspension by Site Administrator or Designee.

11.3.1 A site administrator or designee, after conferring with the Unit Members involved, may suspend a student for behavior which affects the safety of Unit Members. The following behavior of students may constitute good cause for long-term suspension from school for:

11.3.1.1 Continued willful disobedience, habitual profanity or vulgarity;

11.3.1.2 Open and persistent defiance of the authority of the teacher;

11.3.1.3 Assault or battery upon a student;

11.3.1.4 Continued abuse of school personnel;

11.3.1.5 Assault or battery upon school personnel.

In each case, due process shall be afforded the student.

11.4 Potential Threat The Unit Member shall immediately inform the site administrator when they have a student who is potentially threatening to the safety of the Unit Member and who may require the attention of other personnel.

Other personnel may include the assistant site administrator, counselor, psychologist, physician, or other specialist. The site administrator or designee shall arrange a conference and consult with the teacher regarding potential solutions to the problem. The site administrator or designee shall determine the appropriate steps for correction.

11.5 Law in the Schools. The District shall provide each school with the latest edition of the Education Code, Title 2, Elementary and Secondary Education, and at least two copies of the current edition of school law.

11.6 Physical Control.

11.6.1 During the performance of their duties a Unit Member may exercise the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which, in no event, shall exceed the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

11.6.2 The provisions of this paragraph are separate from the provisions of the District's corporal punishment policy.

11.7 Defense in any Civil Action. When a Unit Member is acting responsibly within the scope of his employment, the District shall provide for his defense in any civil action, or proceeding brought against

the Unit Member, if the Unit Member requests such defense.

11.8 Worker's Compensation. A Unit Member who has been injured on the job shall be afforded benefits determined by the Industrial Accident Leave provisions of this agreement and of the Worker's Compensation Insurance provision of the Labor Code, Section 3201, et seq.

11.9 Reporting Employment-Related Injuries. A Unit Member shall immediately report cases of assault or battery or other incidents suffered in connection with employment to the site administrator or other immediate supervisor, and to the local police.

11.9.1 The following procedure shall be used in follow up action:

11.9.1.1 The site administrator will immediately report the incident to the police who will conduct an investigation and take statements from all parties concerned.

11.9.1.2 Guardians of the student(s) will be notified and the student(s) sent home pending completion of the investigation made by the police.

11.9.1.3 Upon completion of the investigation, the site administrator will convene a conference consisting of the Unit Member, the student(s) involved, the student(s) guardian, a police department representative, and school administrator. The Unit Member shall have the right to be represented by the Association at this conference.

11.9.1.4 The site administrator shall prepare a written report in response to the information received at the conference and recommend disciplinary action within three working days. Copies of this report shall be given to the Association, the Pacific Grove Police Department, and the Unit Member.

11.9.1.5 The Unit Member shall have the option of activating a Community Review Panel if they are not satisfied with the site administrator's report. The panel shall be comprised of a management Unit Member appointed by the Superintendent, a Unit Member appointed by the Association, and one person from the community acceptable to the other two members. None of the members of the panel shall have been personally involved in the incident. The panel shall determine its own chairperson and its own procedures other than those herein prescribed. Each member shall have one vote. The investigation panel shall have the power to conduct a hearing for the purpose of investigating the disturbance, call witnesses and take testimony relative to the disturbance. Any injured Unit Member shall have the right to appear before the panel. Nothing in this

agreement shall prohibit students from being called as witnesses. The panel does not have the power to subpoena.

11.9.1.6 The panel shall report its findings and recommendations to the Superintendent, The Board of Education, and the Association within three school days of the conclusion of their investigation.

11.10 Social and Athletic Events for Large Crowds. The District shall employ at least one security guard and provide at least four other adults for football games and social dances.

11.11 Availability of Restrooms. The District shall make available, in each school, except for the Community High School, restroom facilities exclusively for adult use.

XII. CLASS SIZE

12.1 Elementary Class Size

12.1.1 The District shall set a goal for the student-to-teacher ratio for elementary school to be the following at any site:

- Grade TK: 1:24 teacher to student ratio, 1:12 adult to student ratio
 - Early Enrollment Transitional Kindergarten: any class with an early enrollment child must meet a 1:10 adult -to-student ratio.
 - “Early enrollment child” means a child whose fourth birthday will be between the June 3 and September 1, inclusive, preceding the school year during which they are enrolled in a transitional kindergarten classroom (CA ed Code 48000.15.4)
- Grade K-2 (Primary Elementary): 25 to one (25:1)
- Grade 3-5 (Intermediate Elementary) 28 to one (28:1)

The maximum class size for an individual class will be the following:

- Grade TK: 1:24 teacher-to-student ratio, 1:12 adult to student ratio.
 - Early Enrollment Transitional Kindergarten: any class with an early enrollment child must meet a 1:10 adult -to-student ratio.
 - “Early enrollment child” means a child whose fourth birthday will be between the June 3 and September 1, inclusive, preceding the school year during which they are enrolled in a transitional kindergarten classroom (CA ed Code 48000.15.4)
- Grade K-2: 27 student maximum
- Grade 3-5: 29 student maximum

Reasonable efforts shall be made to equalize ratios between grade level at each site. When it appears necessary for a class to exceed the maximum, the site administrator shall call a meeting to be held as soon as possible with all teachers assigned at that grade level to discuss alternatives. If no agreement is reached, the provisions of Section 12.1 will be followed.

12.1.2 Elementary P.E. classes shall be staffed at a ratio of 75 students per class if an aide is provided.

When it appears necessary for a P.E. class to exceed 75 students, the site administrator shall meet with all the elementary P.E. teachers to discuss alternatives. If no agreement on a satisfactory alternative is reached, the provisions of 12.1 will be followed. If no aide is provided, the class size for PE classes will match the maximum set forth in section 12.1 above.

12.1.3 Student-to-teacher ratio computation at the elementary school level shall include only general education classroom teachers.

12.1.4 Each year, before the close of the regular session, the site administrator shall meet and consult with the teaching staff concerning student grouping and class size. During the first week of school, a follow up staff meeting will be held to review student grouping and class size for modifications, if necessary.

12.1.5 Combination classes – In recognition of the need for additional preparation and the need to divide teaching time between multiple grade levels, combination classes will have a maximum size four less than the average size of the combined grade levels of the affected grades. No combination class will consist of a combination of primary and intermediate elementary students. The unit member(s) affected will be notified a least two weeks before the start of their combination class teaching assignment. In the event that two weeks notice is not possible, a substitute will be provided to support the affected unit members(s) for 10 working days.

12.2 Secondary Class Size.

12.2.1 The Middle School shall have the number of teachers necessary to provide a school ratio of one teacher per 26 students. The High School shall have the number of teachers necessary to provide a school ratio of one teacher per 28 students.

12.2.2 Each department shall have an average student-to-teacher ratio of not more than 30 to one. When it appears necessary for an individual class to exceed 32 students, the site administrator shall call a meeting with the department to examine why it is necessary to exceed 32 students and will work with the department to meet particular needs. The Teacher/Student Contact Ratio (the number of students an individual teacher has contact with) for grades 9-12 shall not exceed 160:1. If no agreement is reached, the provision of section 12.1 will be followed.

12.2.3 Exceptions to this maximum are permitted in the following situations:

12.2.3.1 Secondary P.E. classes shall be staffed at a ratio of 45 students per teacher per period. If an individual class exceeds 45 students, an aide will be provided for that class. The maximum class size with an aide is 60 students.

12.2.3.2 The site administrator and the department may exceed maximums as outlined in Section 12.1

12.2.3.3 Band, orchestra, chorus, and play production class sizes shall be arranged between the site administrator and the instructor.

12.2.4 In classes with workstations, the number of students shall not exceed the number of workstations in the classroom. Examples include but are not limited to science, culinary arts, art, photo, computer science, and engineering.

12.2.5 Before the close of each semester, the site administrator shall meet and consult with the members of each department concerning class size. During the first week of each semester a follow up department meeting will be held to review student grouping and class size for modifications, if necessary.

12.2.6 Student-to-teacher ratio computation at the secondary level shall include the following teachers:

12.2.6.1 Middle School - General Education teachers (including P.E.) and music teachers only.

12.2.6.2 High School - General Education teachers (including P.E.), and music teachers only

12.3 General Provisions

12.3.1 At any point in the school year, if a teacher's classroom maximum is exceeded or a department's maximum ratio is exceeded, a conference shall be held with the teachers involved, an Association representative, the site administrator, and the Superintendent or Assistant Superintendent to discuss alternative placement possibilities.

12.3.1.1 If there is no valid alternative placement, the Superintendent may exceed a class size maximum.

12.3.1.2 After the adjustment period of 10 days has passed (item 2 below), the District will pay \$250 per month when the class limit is exceeded by either one or two students. For three or more students over the class limit, the payment will increase by \$125 per student per month. Payment will be made on a prorated basis anytime the class size is exceeded for less than one full month, excluding the adjustment period.

12.3.1.3 Once the payment period begins, compensation will be paid within 60 days.

12.3.1.4 If enrollment increases during one semester at secondary schools or one trimester at an

elementary school, the District will consider employing an additional teacher. Reduction of the teacher's class size may be delayed until the following semester or trimester in order to avoid mid-semester disruption for students that would be removed from the affected class. If the class size exceeds the maximum provided herein, the District will pay the teacher in the same manner described in section 12.3.1.2.

12.3.2 An adjustment period of 10 days will be provided to allow sufficient time for management to make enrollment changes when a class maximum is exceeded. Reasonable effort will be made to complete these changes within 10 school days at the beginning of the school year and five days at the second semester. During this adjustment period, no action will be taken by the teachers or the Association on student-to-teacher ratios and maximum class sizes.

12.3.3 Reasonable efforts shall be made at all levels to assure equitable class sizes through scheduling. Newly enrolled students will be distributed as equitably as practical. By May, the Assistant Superintendent or their designee shall notify all TK-5 students assigned to a school not in their attendance area for the purpose of class balancing that they shall be returned to their neighborhood school.

12.3.4 A new student may be temporarily placed until permanent placement is made. Permanent placement shall be made within five school days.

12.3.5 Reasonable efforts shall be made at all levels to assure equal distribution of students with exceptional needs among the general education class periods at each building site.

12.4 Resource Special Education

12.4.1 Resource Caseload - After the first 10 school days of each school year, for each student on the regular caseload of an RSP Special Education teacher in excess of 28 for 10 cumulative days, the District will pay the teacher \$25 per student per day. Payment shall be made no later than 60 days after the month in which the caseload exceeded 28.

12.4.2 Resource Class Size - After the first 10 school days of each school year, for each resource student on the class roster of an RSP Special Education teacher in excess of 20 for 10 cumulative days, the District will pay the teacher \$25 per student, per day. Payment shall be made no later than 60 days after the month in which the class size exceeded 20.

12.4.3 RSP Special Education teachers shall receive six full days of release time per year to complete

administrative tasks, including assessments and case management duties. Once the RSP caseload reaches 28, the RSP Special Education teacher shall receive compensation (up to four hours per assessment) at the hourly rate for each additional assessment they are required to complete for any student not already counted in their caseload. A maximum of 40 hours of compensation will be permitted per semester.

12.5 Special Day/Inclusion Special Education

12.5.1 Special Day/Inclusion Caseload- After the first 10 school days of each school year, for each student on the regular caseload of a Special Day/Inclusion Special Education teacher in excess of the Monterey County SELPA recommended class size/caseload maximums for 10 cumulative days, the District will pay the teacher \$25 per student, per day. Payment shall be made no later than 60 days after the month in which the caseload maximum was exceeded

SELPA recommended class size/caseload
Preschool (Mild/Mod/Severe) Maximum of 12
Primary SDC/Inclusion (Mod/Severe) Maximum of 8 Intermediate SDC/Inclusion (Mod/Severe) Maximum of 8
Primary SDC/Inclusion (Mild/Mod) Maximum of 12 Intermediate SDC/Inclusion (Mild/Mod) Maximum of 12
Secondary SDC/Inclusion (Mod/Severe) Maximum of 12
Adult Transition Program Life Skills and Community Based Instruction (Mild/Mod/Severe) Maximum of 12

12.5.2 SDC/Inclusion Special Education teachers shall have six full days of release time per year to complete administrative tasks including assessments and case management duties.

12.6 Speech and Language Pathologists

12.6.1 The caseloads for Speech and Language Pathologist shall comply with the California Education Code 56363.3 and shall not exceed 55 students. The maximum caseload for a Speech Language Pathologist providing services exclusively to individuals with exceptional needs, between the ages of three and five years inclusive shall not exceed a count of 40 as defined in Education Code 56441.7.

12.6.2 After the first 10 school days of each school year, for each student on the regular caseload of an Speech Language Pathologist in excess of the limits defined in Section 12.6. for 10 cumulative days, the District will pay the SLP \$25 per student, per day. Payments shall be made no later than 60 days after the month in which the caseload is exceeded.

12.6.3 Once the SLP caseload exceeds the limits as defined in Section 12.6.1, Speech Language Pathologists shall have the option to receive either one full day of release time or compensation of up to 40 hours per semester at the hourly rate for each assessment they are required to complete for any student not already counted in their caseload.

XIII. CONCERTED ACTIVITIES

- 13.1 The Association and the District agree that differences between the parties hereto shall be settled by peaceful means as provided in this Agreement. During the term of the Agreement, the Association will not engage in, instigate, or condone any strike, work stoppage, or any concerted refusal to perform work duties as required in this Agreement and will undertake to exert its best efforts to discourage all such acts by any member of the unit.
- 13.2 During the term of this Agreement, the District, in consideration of the terms and conditions of the Agreement, will not authorize or permit any lockout of Association members or other persons covered by the Agreement.
- 13.3 If either party fails to honor its commitments in section 13.1 or 13.2 above, the other party shall be released from its obligation to honor any rights granted by this Agreement.

XIV. GENERAL PROVISIONS

- 14.1 Completion of Agreement This document comprises the entire Agreement between the District and the Association on the matters within the lawful scope of negotiations.
- 14.2 Savings Provision If any provisions of this Agreement or any application thereof is held to be contrary to law by Court of Final Jurisdiction or the Public Employment Relations Board (PERB), such provision or application shall be deemed invalid, to the extent required by such court or the PERB; but all other provisions shall continue in full force and effect.
- 14.3 Duration This Agreement shall be effective July 1, 2025 and shall remain in full force and effect up to and including June 30, 2026.

EXHIBITS

Language concerning District Participation
In State and Federal Staff Development Program

1. It is agreed that the District shall participate in the State Staff Development program as defined within (EC 44579.1) and the Federal Staff Development program as originally authorized by the Department of Education Appropriations Act of 1999 - if this program is continued.
2. The District and PGTA shall establish dates, times and topics for Staff Development days.
3. Staff Development days shall be available on a voluntary basis for all PGTA members.
4. PGTA members attending Staff Development days shall comply with program attendance requirements in order to maximize funding potential and facilitate funding disbursement.
5. The District shall submit a request to the Federal and State Departments for grant funding in accordance with program requirements, as soon as the required documentation is available.
6. On receipt of State Grant funding the District shall retain \$1,000 per day of State funding up to a maximum of \$3,000 per year, to offset Certificated staff development program expenses as determined by the Curriculum Coordinator and the Certificated Staff Development Planning Committees unless an equivalent amount is provided through the PAR program. The basic daily amount to be paid to each member for each full day equivalent of Staff Development shall be two hundred and fifty dollars (\$250) times the State funded COLA for this program. (e.g. $\$250 \times 3.17\% = \258). The base amount of \$250 shall be increased to \$264 if the PAR program funds the \$3,000 as noted above. The full daily rate will be paid regardless of part time status.
7. Any Federal funds remaining from the Federal Grant, designated for staff development payment to employees, shall be retained for staff development and a collaborative agreement developed concerning how this balance will be used.
8. The District shall code the payments under this program as one time payments not on the salary schedule, but with the statutory deductions (including Medicare, Workers comp and Unemployment Insurance) being deducted from the gross amount established in (6) above.
9. PGTA members may receive pay for a maximum of 3 State Staff Development days and 1 Federal Staff Development Day – if the Federal program is continued.
10. This provision may be renegotiated annually on request of either PGTA or the District.

(Includes PGTA Changes (4/25/01))
(Board Approved 5/17/01)

Agreement
between
Pacific Grove Unified School District
and
Pacific Grove Teachers Association
concerning
Peer Assistance and Review Program

The Pacific Grove Teachers Association (PGTA) and the Pacific Grove Unified School District (District) are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. The District and the PGTA believe that it is imperative that the District's teachers provide the highest possible quality of education. Therefore, the parties agree to cooperate in the design, implementation, and operation of a program in order to maintain quality of instruction through expanded and improved professional development and peer assistance. Teachers referred to or who request assistance from the program are viewed as valuable professionals who deserve to have the best available resources provided to them in the interest of providing instruction which supports and reflects those practices described in the California Teaching Standards.

I. PURPOSE

- A. The purpose of this Article is to maximize the opportunities presented and resources provided by the California Peer Assistance and Review Program ("Program," AB 1X) in a manner which best meets the needs and maximizes the professional growth of all teachers in the District.
- B. The parties intend to utilize funds offered through this program to create and maintain a support and assistance system for all teachers. This system will include but not be limited to maximizing staff development opportunities for all teachers, and providing peer assistance and support to teachers in need.
- C. The Program's assistance component shall be provided through Consulting Teachers as described in sections IV of this Article. This assistance shall not constitute the evaluation of unit members set forth in section VII of this Agreement and Education Code section 44660 et seq.
- D. Support and assistance for beginning teachers shall continue through the BTSA model in effect at the time of enacting this PAR Program. The Joint Panel of the Par Program shall work in concert with the Curriculum Coordinator to assign support providers for beginning teachers with intern, pre-intern and BTSA program.
- E. If an employee receives an unsatisfactory in two or more of the five criteria used in the final evaluation summary, an overall evaluation of unsatisfactory may be given. Upon receipt of an unsatisfactory evaluation the evaluatee will be evaluated in accordance with provisions of the California Education Code.

II. DEFINITIONS APPLICABLE TO THIS ARTICLE

- A. "Classroom Teacher" or "Teacher." Any permanent teacher whose major professional responsibility is to provide instruction to pupils in a classroom setting.
- B. "Consulting Teacher." An exemplary teacher meeting the requirements of section IV who is selected by the Joint Panel to provide Program assistance to a Participating Teacher.
- C. "Evaluator". As defined in the PGTA Master Contract.

pgta-par
05/18/01

D. Participating Teacher:

Referred Participating Teacher: is a teacher with permanent status who receives assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/or related aspects of his or her teaching performance as a result of a performance evaluation containing an unsatisfactory on his/her Evaluation Summary.

A Requesting Participating Teacher: is a teacher with permanent status who volunteers to participate in the PAR Program. The purpose of participation in the PAR Program for the Requesting Participating Teacher is for peer assistance only and the Consulting Teacher shall not participate in a performance review of the Requesting Participating Teacher. Requesting teachers will be accepted into the Program subject to available funding, after all Referred Participating Teachers have been included.

- E. Group Requesting Teachers: Any group of teachers may request the use of a consulting teacher to provide them assistance on a particular instructional strategy or curriculum development for their grade level or subject area. The purpose of participation in the PAR Program for the Group Requesting Teachers is for peer assistance only, and the Consulting Teacher shall not participate in a performance review of the Group Requesting Teachers. Group Requesting Teachers will be accepted into the Program subject to available funding, after all Referred Participating Teachers have been included.
- F. Unsatisfactory: As defined in the PGTA Master Contract (Exhibit 9g), is a rating that results from a significant recurring problem not showing meaningful improvement during the course of any evaluation.
- G. Consensus: Shall mean a decision to which all parties have agreed without the formality of a vote.

III. GOVERNANCE AND PROGRAM STRUCTURE

- A. The Peer Assistance and Review Program will be administered by a Panel consisting of five (5) members, three (3) permanent certificated classroom teachers selected by PGTA and two (2) administrators appointed by the District. There shall also be one (1) alternate each for the teachers and the District who shall be trained and assume Panel duties if needed.
- B. The parties to this Agreement share a mutual interest in appointing members to the Panel who reflect grade level diversity and who have demonstrated successful professional experience in the District. The parties agree to consensus style decision making strategies.
- C. Terms of the Panel Members
 - 1. One teacher Panel member shall serve a one year term, and two teacher Panel members shall serve two year terms dating from implementation of this Program.
 - 2. One District Panel member shall serve a one year term, and the other District Panel member shall serve a two year term dating from implementation of this Program.
 - 3. The date of implementation of this program through the 2000-01 school year shall be considered the first one-year term for purposes of this section.

4. Following the first year of implementation of these terms, the terms of all succeeding Panel members shall be two (2) years.
 5. There is no limit on the reappointment or re-selection of Panel members to additional terms.
- D. Except as provided herein, the Joint Panel, will make all decisions by majority vote of the members present, provided that at least four (4) of the five (5) Panel members must be present to constitute a quorum for the purpose of meeting and conducting business. However, in case of actions outlined in Section E all five (5) Panel members must be present.
- E. Recommendations to the Governing Board Regarding Referred Participating Teachers: Recommendations of the Panel to the Governing Board regarding Referred Participating Teachers shall be according to the following:
1. First Year of Participation in Program: If unable to reach consensus as determined by the Panel Chair then a vote shall be held. Any panel member may call for a vote to be held. A minimum 3-2 vote is required for the Panel to recommend that the Participating Teacher has met the goals set forth in the Plan for Improvement, or that further assistance is needed. However, a minimum of a 4-1 vote is required for the Panel to recommend that, after sustained assistance, the Participating Teacher is not able to demonstrate satisfactory improvement. (Note: if the vote on this recommendation is 3-2, it shall automatically constitute a recommendation that further assistance is needed).
 2. Second Year of Participation in Program: The same voting requirements set forth above shall apply, *except that* if the "not able to demonstrate satisfactory improvement" recommendation is 3-2, the Panel shall make the following recommendation: "Results of Participation in the Program are inconclusive. Therefore, further participation in the Program is not recommended."
- F. Duties of the Joint Panel: The Panel's primary responsibilities involve selecting and overseeing Consulting Teachers, establishing and recommending the annual budget for this Program as provided herein, and determining the Program's design for the coming year, based on Participants in the Program. In addition, the Panel is responsible for:
1. Reporting to the Participating Teacher, the Evaluator and the Governing Board one of the recommendations set forth in section III of this Article.
 2. Reporting annually to the Governing Board and the PGTA regarding the Program's impact and making recommendations for improvement of the Program.
 3. Assigning Consulting Teachers based on the selection process provided herein.
 4. Receiving Consulting Teachers' reports on Referred Participating Teachers.
 5. Resolving issues and problems which may arise between a Consulting Teacher and the Participating Teacher.
 6. Coordinating with the District to provide training and retraining for Consulting Teachers, for Panel members and, where appropriate, for Participating Teachers.

7. Compiling and updating as appropriate, a listing of the types of assistance activities which might be utilized by Consulting Teachers.
8. Establishing internal operating procedures necessary to carry out the requirements of this Article and the Education Code.
9. Selecting the Panel Chairperson.
10. Meeting at least four (4) times per year.
11. Adjust consulting teacher stipends in unique situations that may arise on a case by case basis.

G. Establishment of Annual Program and Budget: The Panel shall use the following procedure for establishing the annual program plan and budget:

1. By May of each fiscal year the Panel will establish a Program and budget for the succeeding year which will include:
 - a) the estimated State revenues for the program;
 - b) the projected number of Participating Teachers (Referred and Requesting);
 - c) projected number of Consulting Teachers needed to service the projected need;
 - d) projected expenditures necessary to implement assistance plans developed by Participating Teachers, Evaluator and Consulting Teacher;
 - e) compensation for Consulting Teachers and Panel members as provided in this Article, and;
 - f) projected costs for training, administrative overhead, etc.
2. By June, the Program and proposed budget will be approved by the Panel and recommended to the Board for approval. Should the Panel fail to reach agreement on these matters, it shall refer the matter to the PGTA and the District for resolution.

H. Establishment of Staff Development Program and Budget: Once the Program budget has been approved by the Board as provided above, all remaining revenues allocated by law to the Program shall be utilized for staff development for all PGTA members of the District as set forth herein.

1. The first \$3,000 of the balance shall be assigned to offset expense of the "State and Federal Staff Development Program".
2. Use of the "balance" of Program funds shall be determined by the Certificated District Staff Development Committee ("DSDC").
3. The Certificated DSDC will annually perform a needs assessment, prioritize teacher and District Certificated staff development priorities and training, and develop a Staff Development Plan.
4. The Staff Development Plan shall be subject to the annual approval of the District and PGTA.

5. The DSDC shall consist of the following seven (7) members: a PGTA representative from each school site (selected by the Association), the District Curriculum Coordinator and two (2) administrators.

I. Compensation for Joint Panel Members:

1. Compensation for all Joint Panel members shall be at the instructional hourly rate for all meetings held during noninstructional times and for work conducted at the Panel's direction.
2. If alternates provide service on the Panel, they shall be compensated as set forth herein..
3. As part of establishing the annual budget (see section G above), the Panel may recommend increases or decreases in the foregoing compensation. Such recommendations are subject to approval by the District and PGTA.

IV. CONSULTING TEACHERS

A. Qualifications: The minimum qualifications for a Consulting Teacher are as follows:

- a) The teacher shall be a credentialed classroom teacher with permanent status.
- b) The teacher shall have substantial recent experience in classroom instruction.
- c) The teacher shall have demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- d) Retired teachers who have been retired for not longer than two (2) years may act as Consulting Teachers for requesting teachers.

B. Selection Process: The selection process for Consulting Teachers shall be determined by the Panel and may include provisions for observation of Consulting Teacher applicant by the Panel. The process may also include components such as application forms, required letters of references from colleagues (teachers and administrators), and interviews with the Panel. The Panel shall publicize in writing the specifics of the application procedure.

C. Number and Training of Consulting Teachers:

The number and training of consulting teachers shall be determined by the Panel based on the number of requests or referrals.

D. Selection by and Assignment of Consulting Teachers to Referred Participating Teachers: Following issuance of an unsatisfactory evaluation as defined in this Article, the Participating Teacher may select a Consulting Teacher.

1. It is assumed that a selection (and trained) Consulting Teacher can serve as such for any Participating Teacher. However, the Participating Teacher may instead request a teacher who has not been selected (and trained) as a Consulting Teacher.
2. If the Panel approves selection of an other teacher, he/she must meet all qualifications applicable to Consulting Teachers (see section IV above), and

shall be trained as soon as possible to enable him/her to provide assistance as soon as possible.

- E. Compensation for Consulting Teachers: A Consulting Teacher who is approved by the Panel to provide assistance to a Referred Participating Teacher shall receive a stipend of \$3,000 unless adjusted by the Panel (see Section F.11) to perform his/her responsibilities (i.e., from the date of assignment through the report to the Joint Panel). This stipend is independent of the budget for providing assistance activities and resources developed by the Evaluator, Participating Teacher and Consulting Teacher and approved by the Panel (see section III above). It is understood that the Consultant stipend is an annual amount and that if the Consulting Teacher is assigned to a second year of assistance, an additional stipend would be earned.

V. REFERRED PARTICIPATING TEACHERS:

- A. Referred Participating Teachers: A Referred Participating Teacher, as defined in section II above, must participate in the Program.
- B. Assistance Responsibilities of Consulting Teachers: Consulting teachers shall provide assistance to Referred Participating Teachers in the areas of need as set forth in the Assistance Plan (see Master PGTA Contract).
1. Following issuance of an unsatisfactory evaluation as defined in this Article, the Evaluator, Participating Teacher and Consulting Teacher shall meet to discuss the recommended areas of improvement set forth in the Evaluator's Plan for Assistance and types of assistance to be provided by the Consulting Teacher (which are subject to budget approval by the Joint Panel).
 2. The Consulting Teacher's assistance and review shall focus on the areas recommended for improvement set forth in the Evaluator's Assistance Plan.
 3. The Consulting Teacher and the Evaluator shall maintain a cooperative relationship, and coordinate and align, on an ongoing basis, assistance activities provided to the Participating Teacher pursuant to the Plan for Improvement. Examples of assistance activities which may be utilized shall be provided by the Joint Panel.
 4. The parties understand that every possible subject matter competency may not be available within the corps of Consulting Teachers, and therefore, it shall occasionally be necessary to secure additional assistance to fully address areas of needed improvement. In such cases, the Consulting Teacher shall maintain primary responsibility as set forth herein under the Assistance Plan, but may function more like a case carrier who assures the availability of appropriate resources.
- C. Reporting Responsibilities of Consulting Teachers: The parties acknowledge that the Education Code requires the Consulting Teacher to report to the Joint Panel regarding the results of the Participating Teacher's participation in the Program and that these results and the final report of such participation must be made available as part of the Participating Teacher's evaluation to be placed in the personnel file. These requirements shall be implemented as follows:
1. The Joint Panel shall in consultation with the Consulting Teacher and the Evaluator, schedule a time at or around May 1 each year for the Consulting Teacher to make his/her report to the Panel.

2. At least five (5) working days prior to the report to the Panel, the Consulting Teacher will meet with the Participating Teacher and the Evaluator to disclose what information the Consulting Teacher intends to report to the Panel.
3. At the scheduled time, the Consulting Teacher shall make his/her report to the Panel verbally. The only written material to be presented to the Panel by the Consulting Teacher shall be a written log of all assistance activities he/she provided to the Participating Teacher.
4. The Participating Teacher and the Evaluator shall be entitled to be present at the time the report is made, and to comment to the Panel regarding the areas covered in the Consulting Teacher's report.
5. The Panel shall write its report based on the information received pursuant to this section (i.e., the verbal report, comments by the Evaluator and/or Participating Teacher, and the written log of assistance activities.) The log shall be attached to the Panel's report.
6. Following issuance of the Panel's report to the Consulting Teacher, Participating Teacher and Evaluator, each of these individuals shall have the right to attach written comments to the report within a reasonable period of time to be established by the Panel.
7. The written materials described in sections 5 and 6 above shall constitute the result and final report of the Participating Teacher's participation in the Program which must be made available as part of the Participating Teacher's evaluation to be placed in the personnel file.
8. The Panel shall base its recommendation to the Governing Board (see section III) on the report of the Consulting Teacher and the verbal and written input of the other participants as described herein.
9. The professional responsibilities of every Consulting Teacher shall be to retain all materials generated regarding performance of their duties for at least four (4) years following issuance of the final report described herein. These materials are not subject to disclosure except as may be required by law. If for any reason a Consulting Teacher is unable to retain records as required herein, or if/she moves out of the area such that obtaining such records, if legally required, would be difficult, the District shall assume the responsibility described herein.

VI. REQUESTING PARTICIPATING TEACHERS

- A. Permanent classroom teachers desiring assistance in improving their practice may apply to the Joint Panel for such assistance on a confidential basis. The applicant shall be required to provide information as determined by the Panel.
- B. The Joint Panel shall have the authority to accept or reject self-referrals and shall give priority to those applicants who choose to disclose to the Panel that such application has been made at the suggestion of an Evaluator.
- C. If the Panel accepts an application, the assignment and selection of a consulting Teacher shall be pursuant to the same provisions which apply to Referred Participating Teachers (see section V above).

- D. If a teacher is accepted into the Program as a requesting teacher, documentation will not be placed in the personnel file so long as participation continues to be on a requesting basis.
- E. Neither the Consulting Teacher nor the Panel will forward to the Governing Board the names of requesting teacher participants.
- F. Generally, requesting applications will be considered only if submitted to the Panel between April 15th through May 25th.

VII. OTHER PROVISIONS

A. No Encroachment/Loss of Funding/Excess Revenue

- 1. Expenditures for this Program shall not exceed revenues received from funds made available through passage of AB 1X (1999, Villaraigosa) or successor legislation, excluding the allowable administrative cost.
- 2. It is understood that this program shall terminate if for any reason there exists an inability for full funding thereof through AB 1X (1999, Villaraigosa), or successor legislation.
- 3. At the conclusion of the 2000-2001 fiscal year, and each year thereafter, if revenue exceeds expenditures, the excess shall remain within the Staff Development Program budget (see section III above), subject to the Joint Panel's discretion to access such funds if necessary to carry out the Peer Assistance and Review Program.
- 4. Participation in this program shall continue unless either PGTA or the District chooses to terminate this agreement, effective June 30 of any year, by written notice to the other party.

B. Board/District Reservation of Rights

- 1. Governing Board Review of Recommendations: Nothing herein shall preclude the Board from examining information which it is entitled by law to review in connection with the evaluation of and/or decision to retain in employment certificated employees.
- 2. Retention of Education Code Rights: Nothing herein shall modify or in any manner affect the rights of the Governing Board/District under provisions of the Education Code relating to the employment, classification, retention or non-retention of certificated employees.
- 3. Nothing herein shall modify or affect the District's right to issue notices (of unsatisfactory performance and/or unprofessional conduct) pursuant to Education Code section 44938.

C. Participation in PAR is Nonmanagement

- 1. Functions performed pursuant to this article by bargaining unit members shall not constitute either management or supervisory functions as defined in the EERA (i.e., Government Code section 3540.1, subdivisions (g) and (m)).

D. Immunity From Liability

1. The District shall hold harmless the members of the PAR Panel and the consulting teachers from any liability arising out of their participation in this program as provided in Education Code section 44503, subdivision (c).

E. Confidentiality

1. Consulting teachers will provide to the Panel an oral report and written documentation, as provided for in section V of this article, regarding the progress of the Referred Participating Teacher in the program.
2. The Referred Participating Teacher, his/her PGTA representative if requested, and the evaluator may be present for the consulting teacher's presentation to the Panel, and will be given an opportunity to respond to the report.
3. However, none of these individuals mentioned in #2 above may be present during deliberations of the Panel, which are closed and confidential. The Panel may request additional follow-up information from any of these individuals.
4. All proceedings and materials related to the administration of this article shall be strictly confidential. Therefore, panel members and consulting teachers may disclose such information only as necessary to administer this article.

F. Right of Representation

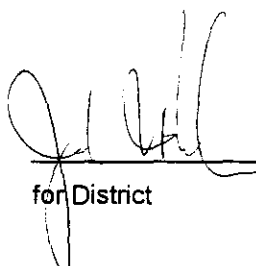
1. A referred teacher shall have the right to be represented by PGTA in any meetings of the Panel to which they are called and shall be given reasonable opportunity to present his/her point of view concerning any report being made.
2. Nothing in this article diminishes the legal rights of the bargaining unit members, including but not limited to the right of representation in connection with evaluative and/or disciplinary conferences with District representatives.

G. Grievability

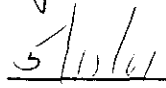
1. A teacher shall not have access to the grievance process to challenge the contents of reports, evaluations or decisions of the Panel, but may file official responses, as provided herein, which shall become part of the official record of the intervention provided under this program. However, said teacher does not waive any statutory rights guaranteed by the State or under provisions of the Ed. Code.

Agreement

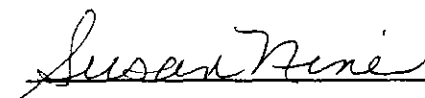
The above PAR Program language is hereby agreed to subject to the understanding that there may be a need for mutually agreed upon modifications required to facilitate implementation consistent with program and legal requirements.



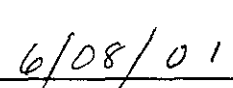
 for District



 Date



 for PGTA



 Date

Compensation “Goal”

- A. It is the mutual goal of the District and the PGTA that in order to be able to continue to hire and retain excellent certificated staff, PGUSD certificated employees shall be compensation at a level that places them in the top quartile when compared with certificated staff in the following Districts:

Alisal
Carmel
Salinas High
Gonzales
Monterey
Soledad
North Monterey County

- B. To reach the above goal the total compensation (including salary, “in lieu” payment and district contribution to health benefits) will be adjusted by the average of the following five benchmarks:

BA 30	Step 1
BA 45	Step 4
BA 60	Step 8
BA 75	Step 22 (incl. MA)
BA 75	Step 30 (incl MA)

plus an adjustment will be made to the longevity stipend to move the last benchmark to closer parity with the top quartile.

- C. The time frame for the adjustment shall be the shortest possible time that maintains the District’s continued fiscal solvency, retains the educational program and ensures the District’s ability to provide a safe working and educational environment.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
2025/2026**

185 Work Days

	BA	BA+15	BA+30	BA+45 or MA	BA+60 or MA +15	BA+75 prof credits or MS + 30 or Doctorate
STEP	I	II	III	IV	V	VI
1	70,409	76,473	81,206	84,603	86,610	87,397
2	71,871	78,360	83,523	87,348	89,837	90,992
3	73,332	80,249	85,838	90,091	93,007	94,590
4	74,795	82,137	88,153	92,835	96,178	98,187
5	76,254	84,027	90,470	95,577	99,347	101,785
6	77,718	85,916	92,785	98,318	102,518	105,381
7	79,180	87,805	95,100	101,063	105,687	108,979
8	80,642	89,696	97,417	103,806	108,859	112,576
9	80,642	91,581	99,734	106,548	112,028	116,173
10	81,515	92,455	103,851	111,094	116,676	121,257
11				113,906	120,240	124,899
12					123,411	128,838
13					126,720	132,437
15					128,830	134,650
17					130,940	136,863
19						138,633
21						140,403
23						142,816
25						145,875
27						149,972

NOTE: The additional units must be obtained following the completion of a degree.

a.) Longevity Stipends

\$600 stipend after year 10 (This is already included in the salary schedule and subject to COLA)

\$750 additional stipend at years 20-24, years 25-29 and year 30 and above (Not subject to COLA)

Stipends are based on initial salary placement plus accumulated years of satisfactory service thereafter.

b.) Masters/Doctorate Stipend \$1500.00 stipend for Masters or Doctorate Degree beginning 7/1/2006. Effective 15/16 Master Stipend increase to \$2,000.

c.) Health Allowance Payment-\$10361.00 changed to \$3000 eff. 4/1/2015. Changed to \$3350 eff 7/1/2019. Changed to \$4700 eff 7/1/2020

Changed to \$5900 eff 7/1/2021. Eff 7/1/2022 \$5900 health allowance is changed to DISTRICT CONTRIBUTION.

In addition to other compensation, each certificated, full time employee, who is enrolled in the Dist./Assoc. medical, dental and vision insurance plans, shall have their annual compensation increased by the amount of this payment. The payment shall be made in equal installments over the normal monthly payroll. Eligible part-time employees shall receive a share of the "Health allowance" per contract subject to enrollment in the insurance plans. \$4624 per year for dependent coverage as a district contribution Eff 7/1/2019 (See Article III.2)

d.) Speech Pathologist Stipend effective 15/16 \$1,000

Increase 2.53% effective 7/1/2003, Increase 2.41% effective 7/1/2004, VI-25 added in 2004, added V-17 in 2005

Increase 4% effective 7-1-2005, increase 5.43% effective 7/1/2006

Increase 3.42% effective 7-1-2007, increase 0.7% effective 7-1-2008, increase in lieu to \$10361.00 as of 7-1-2010

Increase 0.7% effective 7/1/2011, Increase 2% effective 7/1/2012, increase 2.25% eff. 7/1/2013

Increase 2.25% eff 7/1/2014, \$7361 added each cell from Health Allowance eff. 4/1/2015, Inc 3.25% eff. 7/1/15, Inc 3.5% eff. 7/1/2016, Inc 3.5% eff. 7/1/2017

Increase 3.2% salary .55% for value of addtl training day .25% premium to additional trainin day eff. 7/1/2018

Increase 2% Base Salary effective 7/1/2019; Increase 2.27% Base Salary effective 7/1/2020, Incr 5% Base Salary Effective 7/1/2021

Increase 5% Base Salary effective 7/1/22 and \$1000/yr H&W inc.

Effective 7/1/2022, per 21-22 T.A., newly hired certificated employees may transfer up to 11 years of prior teaching experience, with maximum salary schedule placement being step 12 on the PGTA Salary Schedule.

*Step VI-27 Effective 7-1-2005

Effective 7/1/23, 3.25% increase to salary schedule. \$3300 increase to benefits. Removal of step 22 in 24/25 school year.

Effective 7/1/24 - 0% Pay increase for 2024/25, no increase to health and welfare.

Effective 7/1/25 - 2% Base Salary Increase. Effective 7/1/25 .5% increase to health & welfare (\$1441)

Date

Joshua Jorn, Assistant Superintendent

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
PSYCHOLOGIST SALARY SCHEDULE 2025/2026

		203 Work Days	
	BA +45 or MA	BA+60 or MA+15	BA+75, INCLUDING MA or MA+30
STEP	I	II	III
1	119,734	123,943	127,553
2	123,943	127,553	131,765
3	127,553	131,765	135,976
4	131,765	135,976	139,583
5	135,976	139,583	143,795
6	139,584	143,794	147,403
7	143,794	147,403	151,616
8	147,403	151,616	155,825
9	151,616	155,825	159,434
10	152,488	156,700	160,307
11	152,488	156,700	160,307
12	152,488	156,700	160,307
13	152,488	156,700	160,307
17	152,488	156,700	160,307

NOTE: The additional units must be obtained following the completion of a degree. The base salary of the psychologist is the first column and first step of the teacher's salary schedule. The base salary multiplied by the appropriate ratio will equal the total salary for the psychologist. The ratio provides for the responsibility assumed by the psychologist and an extended work year of 18 days beyond that expected of teachers. Ratio included in the salary calculations above. An employee within the district who assumes the position of school psychologist will be placed on the next highest level of the schedule above his current annual salary.

a.) Longevity Stipends.

\$600 stipend after year 10 (This is already included in the salary schedule and subject to COLA)

\$750 additional stipend at years 20-24, years 25-29 and year 30 and above (Not subject to COLA)

Stipends are based on initial salary placement plus accumulated years of satisfactory service thereafter.

b.) Masters/Doctorate Stipend \$1,500.00 stipend for Masters or Doctorate Degree eff. 15/16 Masters Stipend increase to \$2,000

c.) Health Allowance PAYMENT - \$3,350.00 eff 7/1/2019, Health allowance inc. to \$4,700 eff 7/1/2020

Health Allowance increased to \$5900 eff 7/1/2021, Eff 7/1/2022 \$5900 health allowance is changed to DISTRICT CONTRIBUTION.

In addition to other compensation, each certificated, full time employee, who is enrolled in the Dist./Assoc. medical, dental and vision insurance plans, shall have their annual compensation increased by the amount of this payment. The payment shall be made in equal installments over the normal monthly payroll. Eligible part-time employees shall receive a proportional share of the Health Allowance subject to enrollment in the insurance plans. Eff 7/1/19 \$4,624.00 per year for dependent coverage as a district contribution. (See Art. III, 2)

Increase of 2.53% effective 7/1/2003, Increase of 2.41% effective 7/1/2004, VI-25 added in 2004, added V-17 in 2005

Increase of 4% effective 7-1-2005, increase of 5.43% effective 7/1/2006

Increase of 3.42% effective 7-1-2007, Increase .7% effective 7-1-2008, increase 1.14% effective 7-1-2010

Inc. of 0.7% eff. 7-1-2011, Inc. of 2% eff. 7-1-2-12, 13/14 inc. 2.25%, 14/15 inc. 2.25%, 3.25% inc. eff 7/1/15, 3.5% eff. 7/1/16

Added \$ 7361 to each cell from HA eff. 4/1/2015

3.5% increase eff 07/01/2017, eff. 7/1/2018 Inc 3.2% salary .55% for value of addtl training day .25% premium to additional trainin day

2% Base Salary inc. eff 7/1/19, 2.27% Base Salary inc. eff 7/1/2020, 5.0% Base Salary Increase Eff 7/1/2021, 5.0% Base Salary Increase Eff 7/1/2022, H&W increase from \$5900 per year to \$6900 eff 7/1/22.

**COVID-19 20/21 Calendar to include 205 days vs. 203 Days

7/1/2023 3.25% salary increase, H&W \$3300 increase eff 7/1/23.


7/1/2024 0% salary increase, H&W \$0 increase eff 7/1/24.

7/1/2025 2% salary increase, H&W \$1441 increase eff 7/1/25.

Date

4/23/25

Joshua Jorn, Asst Superintendent/CBO

4/21/25 
Date Joshua Jorn, Assistant Superintendent

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
 CRITERIA FOR ACADEMIC EQUIVALENCY
 PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE

The following equivalents shall be granted for salary purposes:

1. Equivalent to less than a bachelor's degree (Column I):
 - a. RN held by nurses
 - b. Special Secondary in Public Safety and Accident Prevention and Driver Education and Driver Training when attained with a bachelor's degree
2. Equivalent to a bachelor's degree (Column I)
 - a. PHN held by nurses
 - b. Standard Designated Subjects Credential with Specialization in Vocational Teaching, full-time or part-time
3. Equivalent to Column II (BA + 15)

Standard Designated Subjects Credential with Specialization in Vocational Teaching, full-time or part-time, 22 unit course completed as specified by the Division of Vocational Education, University of California (Phase I-6 semester units, Phase II-6 semester units, 10 educational units = total of 22 units), plus started on 60 unit general education requirement.
4. Equivalent to Column III (BA = 30)

Standard Designated Subjects Credential with Specialization in Vocational Teaching, full-time or part-time, 22 unit course completed as specified by the Division of Vocational Education, University of California, plus 30 units of the 60 unit general education requirement completed.
5. Equivalent to Column IV (BA + 45 or MA)

Standard Designated Subjects Credential with Specialization in Vocational Teaching, full-time, clear. All units completed. 22 units Division of Vocational Education, University of California plus 60 units general education completed.
6. Equivalent to Column V (BA + 60 or MA + 15)

Standard Designated Subjects Credential with Specialization in Vocational Teaching, full-time, clear, plus bachelor's degree from an accredited college or university.
7. No equivalent shall be granted to Column VI (BA + 75/MA or MA + 30)
8. Salary schedule equivalents of Trade and Vocational Credentials shall be granted only to persons whose teaching assignments make these credentials appropriate.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED ABSENCE REPORT

Employee _____ Date(s) Absent _____

School or Work Location _____

REASON FOR ABSENCE (check one)

<input type="checkbox"/> Bereavement <input type="checkbox"/> Industrial illness or accident <input type="checkbox"/> Inservice release time * ¹ <input type="checkbox"/> Jury Duty <input type="checkbox"/> Leave with differential pay, when authorized	<input type="checkbox"/> Leave without pay <input type="checkbox"/> Other _____ <input type="checkbox"/> Personal illness <input type="checkbox"/> Witness Leave
--	---

*¹ Note: HR keeps records of inservice release time. Use of inservice release time must be coordinated with HR prior to use.

PERSONAL NECESSITY LEAVE (not more than seven days per school year)*²

☐ Serious illness or death in family (*beyond Bereavement Leave*)

☐ Accident to person and/or property of immediate family

☐ Leave with prior authorization (*Use "Request for Personal Necessity Leave" form*)

☐ Three days leave with prior notification to Principal but *without* explanation

*² Note: Personal necessity leave will be charged to sick leave unless you prefer they be charged to an Inservice Release Day instead.

Employee's Signature

Date

_____ Approved _____ Not approved

Supervisor's Signature

Date

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR PERSONAL NECESSITY LEAVE

To: Immediate Supervisor (normally site principal or designee:

Personal necessity leave is requested on _____
date/dates

for the following reason or purpose: (seven days per school year limit

It is not possible for me to accomplish the above during non-working hours. I understand that approval of this request will result in an equivalent reduction of my accumulated sick leave benefits.

Signature

To: _____

From: Immediate Supervisor

Response: _____

Signature

Note: contract language states that "In the event of a denial by the immediate supervisor, the employee shall have the right to meet with the Superintendent to appeal the decision. The Superintendent's decision shall be presented to the employee in writing in a timely fashion."

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

TRANSFER REQUEST

Date _____

To: Assistant Superintendent

From: _____

I am requesting a transfer from _____

to _____ effective _____.

The reasons for this request are as follows:

Signature

Pacific Grove Unified School District - 2025-2026									
180 School Calendar						Date	Event		
July 2025	28	29	30	31	1	7/30	New Hire Orientation		
Aug 2025	4	5	6	7	8	7/31	Welcome		
	11	12	13	14	15	8/1	Professional Development Day (Non Student Day)		
	18	19	20	21	22	8/4	Teacher Prep Day (Non Student Day)		
	25	26	27	28	29	8/5	First day of School	19	
Sept 2025	1	2	3	4	5	9/1	Labor Day Holiday		
	8	9	10	11	12				
	15	16	17	18	19				21
	22	23	24	25	26				
Oct 2025	29	30	1	2	3	10/4	Butterfly Parade		
	6	7	8	9	10	10/10	End of 1st Quarter (48 Days)		
	13	14	15	16	17	10/13-10/17	Fall Break		
	20	21	22	23	24				18
Nov 2025	27	28	29	30	31				
	3	4	5	6	7	11/11	Veterans Day Holiday		
	10	11	12	13	14	11/26	Minimum Day for Students and Classified Staff		
	17	18	19	20	21	11/27-11/28	Thanksgiving Holiday		17
Dec 2025	24	25	26	27	28				
	1	2	3	4	5	12/19	End of 2nd Quarter (42 Days)		
	8	9	10	11	12	12/19	End of 1st Semester (90 Days)		
	15	16	17	18	19	12/19	Minimum Day for Students and Classified Staff		
Jan 2026	22	23	24	25	26	12/22-1/2	Winter Break	15	
	29	30	31	1	2				
	5	6	7	8	9	1/5	Teacher Prep Day (Non Student Day)		
	12	13	14	15	16				
Feb 2026	19	20	21	22	23	1/19	Martin Luther King Jr. Holiday		
	26	27	28	29	30			18	
	2	3	4	5	6				
	9	10	11	12	13				
March 2026	16	17	18	19	20	2/13-2/20	Presidents' Break		
	23	24	25	26	27			14	
	2	3	4	5	6				
	9	10	11	12	13	3/13	End of 3rd Quarter (42 Days)		
April 2026	16	17	18	19	20	3/16	Professional Development Day (Non Student Day)		
	23	24	25	26	27			21	
	30	31	1	2	3				
	6	7	8	9	10	4/10	Minimum Day for Students and Classified Staff		
May 2026	13	14	15	16	17	4/13-4/17	Spring Break		
	20	21	22	23	24			17	
	27	28	29	30	1	5/25	Memorial Day		
	4	5	6	7	8	5/29	End of 4nd Quarter (48 days)		
June 2026	11	12	13	14	15	5/29	End of 2nd Semester (90 days)		
	18	19	20	21	22	5/29	Last Day of School		
	25	26	27	28	29	5/29	Minimum Day for Students /180-190 Classified Staff	20	
		First Day/Last Day of School							
	Professional Development Day/Teacher Prep Day								
	Welcome								
	Minimum Day for Classified Staff (4 total)								
185 Work Days - Current Teachers			186 Work Days - New Teachers			Work Days 180			
Board Approved 1/11/24									



Pacific Grove Unified School District

Evaluation Planning

Counselor

Evaluatee: _____ School: _____ Evaluator: _____ Grade/Subj: _____ Date: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent ☐

Strengths		Areas for Growth
	1. Standard-Guidance Curriculum - Applies to Secondary Counselors Only <ul style="list-style-type: none"> Provides guidance in a systematic way for the purpose of skill development and application of skills learned. Profile each student in the caseload, including academic standing, credit status, attendance patterns and school citizenship; monitor students appropriately and keep information current. Facilitates and interprets academic assessments. At the high school, facilitate and interpret academic and career assessments. Regular academic review of students as needed. Build individual student schedules that respond to the student needs and goals. 	
Strengths		Areas for Growth
	2. Standard Small Group and Individual Counseling <ul style="list-style-type: none"> Assist students in planning, monitoring and managing their educational, personal, social and career development goals Uses appropriate content and materials for grade level Establishes rapport with the students. Delivers and lessons and counseling effectively. Counseling department services are available to all students. Responds in a timely manner to scheduling and/or counseling referrals. Communicates and collaborates with teachers and parents appropriately. Is current with recent counseling research and methodologies. 	

Strengths		Areas for Growth
	3. Standard-Prevention and Intervention Services <ul style="list-style-type: none"> • Addresses the concerns of learners. • Demonstrates appropriate involvement with student review teams and utilizes a team approach to problem solving. • Assists in implementation and support of conflict resolution and mediation groups/programs. • Participates in Crisis Response and implements the established coordinated service plans. • Utilizes knowledge of academic and support resources in the community, provides information, makes appropriate referrals and follow-up 	
Strengths		Areas for Growth
	4. Standard-Consultation and Collaboration, Program Coordination <ul style="list-style-type: none"> • Establishes professional relationships with staff, parents and students. • Provides knowledge and support of site and district programs for student services • Presents reports in a clear concise manner. • Promotes counseling and guidance programs to students, parents and staff. • Establishes a calendar of guidance or counseling activities. • Provides assistance in guidance related staff in-services. • Promotes equity and access for all students. • Advocates for student needs. 	

Other Comments:

Evaluatee's Signature

Evaluator's Signature

Date



Pacific Grove Unified School District

School Counselor Observation

Exhibit 13

Evaluatee: _____ School: _____ Date: _____

Evaluator: _____ Grade/Subj: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Standards

☐ Satisfactory/
Meets Standards

☐ Conditional

☐ Unsatisfactory/
Does Not Meet
Standards

1. Standard-Guidance Curriculum - Applies to Secondary Counselors Only

- Provides guidance in a systematic way for the purpose of skill development and application of skills learned.
- Profile each student in the caseload, including academic standing, credit status, attendance patterns and school citizenship; monitor students appropriately and keep information current.
- Facilitates and interprets academic assessments. At the high school, facilitate and interpret academic and career assessments.
- Regular academic review of students as needed.
- Build individual student schedules that respond to the student needs and goals.

Comments:



Pacific Grove Unified School District

School Counselor Observation

Exhibit 13

<div style="margin-bottom: 10px;"> <input type="checkbox"/> Satisfactory/ Meets Standards </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Conditional </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </div> <div> Comments: </div>	<div style="margin-bottom: 10px;"> 2. Standard Small Group and Individual Counseling </div> <ul style="list-style-type: none"> Assist students in planning, monitoring and managing their educational, personal, social and career development goals Uses appropriate content and materials for grade level Establishes rapport with the students. Delivers and lessons and counseling eff. Counseling department services are available to all students. Responds in a timely manner to scheduling and/or counseling referrals. Communicates and collaborates with teachers and parents appropriately. Is current with recent counseling research and methodologies.
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Satisfactory/ Meets Standards </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Conditional </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </div> <div> Comments: </div>	<div style="margin-bottom: 10px;"> 3. Standard-Prevention and Intervention Services </div> <ul style="list-style-type: none"> Addresses the concerns of learners. Demonstrates appropriate involvement with student review teams and utilizes a team approach to problem solving. Assists in implementation and support of conflict resolution and mediation groups/programs. Participates in Crisis Response and implements the established coordinated service plans. Utilizes knowledge of academic and support resources in the community, provides information, makes appropriate referrals and follow-up



Pacific Grove Unified School District

School Counselor Observation

Exhibit 13

- ☐ Satisfactory/
Meets Standards
- ☐ Conditional
- ☐ Unsatisfactory/
Does Not Meet
Standards

4. Standard-Consultation and Collaboration, Program Coordination

- Establishes professional relationships with staff, parents and students.
- Provides knowledge and support of site and district programs for student services
- Presents reports in a clear concise manner.
- Promotes counseling and guidance programs to students, parents and staff.
- Establishes a calendar of guidance or counseling activities.
- Provides assistance in guidance related staff in-services.
- Promotes equity and access for all students.
- Advocates for student needs.

Comments:



Pacific Grove Unified School District

School Counselor Observation

Exhibit 13

_____ is:
Employee Name

☐ **Satisfactory/Meets Standards**

☐ **Conditional**

☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

School Counselor Evaluation

Evaluatee: _____	School: _____	Date: _____
Evaluator: _____	Grade/Subj: _____	
Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent		

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Standards

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	1. Standard-Guidance Curriculum - Applies to Secondary Counselors Only <ul style="list-style-type: none"> Provides guidance in a systematic way for the purpose of skill development and application of skills learned. Profile each student in the caseload, including academic standing, credit status, attendance patterns and school citizenship; monitor students appropriately and keep information current. Facilitates and interprets academic assessments. At the high school, facilitate and interpret academic and career assessments. Regular academic review of students as needed . Build individual student schedules that respond to the student needs and goals.
Comments:	



Pacific Grove Unified School District

School Counselor Evaluation

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	2. Standard Small Group and Individual Counseling <ul style="list-style-type: none"> Assist students in planning, monitoring and managing their educational, personal, social and career development goals Uses appropriate content and materials for grade level Establishes rapport with the students. Delivers guidance and lessons effectively. Guidance and services are available to all students. Responds in a timely manner to scheduling and/or counseling referrals. Communicates and collaborates with teachers and parents appropriately. Is current with recent counseling research and methodologies.
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	3. Standard-Prevention and Intervention Services <ul style="list-style-type: none"> Addresses the concerns of learners. Demonstrates appropriate involvement with student review teams and utilizes a team approach to problem solving. Assists in implementation and support of conflict resolution and mediation groups/programs. Participates in Crisis Response and implements the established coordinated service plans. Utilizes knowledge of academic and support resources in the community, provides information, makes appropriate referrals and follow-up



Pacific Grove Unified School District

School Counselor Evaluation

4. Standard-Consultation and Collaboration, Program Coordination

- ☐ Satisfactory/
Meets Standards
- ☐ Conditional
- ☐ Unsatisfactory/
Does Not Meet
Standards

- Establishes professional relationships with staff, parents and students.
- Provides knowledge and support of site and district programs for student services
- Presents reports in a clear concise manner.
- Promotes counseling and guidance programs to students, parents and staff.
- Establishes a calendar of guidance or counseling activities.
- Provides assistance in guidance related staff in-services.
- Promotes equity and access for all students.
- Advocates for student needs.

Comments:



Pacific Grove Unified School District

School Counselor Evaluation

_____ is:
Employee Name

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

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Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

Evaluation Planning School Psychologist

Evaluatee: _____ School: _____ Evaluator: _____ Grade/Subj: _____ Date: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent ☐

Strengths		Areas for Growth
	1. Pedagogical Content Knowledge <ul style="list-style-type: none"> Identifies student's learning needs (strengths and weaknesses), assesses in all area of suspected disability and recommends appropriate remedial strategies. Collaborates with IEP team to develop IEP's consistent with student's needs. Complies with state and federal regulations governing special education with specific attention to time lines and Individuals with Disabilities Educations Act requirements. 	
Strengths		Areas for Growth
	2. Communication Skills <ul style="list-style-type: none"> Is constructive and cooperative in interactions with parents and receptive to their contributions. Communicates with other professional staff and consults effectively with the wider school community. Reports and interprets test results and other student data in ways that can be understood by non-specialist and used to facilitate student growth. Interprets student records clearly for students, parents, teachers, administrators, and other authorized personnel. 	

Strengths		Areas for Growth
	3. Instructional Practice <ul style="list-style-type: none"> • Creates an environment that promotes team participation, learning, and involvement. • Uses appropriate techniques to facilitate Team process. 	
Strengths		Areas for Growth
	4. Diagnostic Assessments/Evaluations <ul style="list-style-type: none"> • Administers, scores, and interprets results of psycho-educational measures or assessment and recommends remediation or treatment. • Demonstrates knowledge of a wide variety of assessments. • Writes clear and concise reports and educational recommendations. • Present assessment reports in a clear concise manner. 	

Strengths		Areas for Growth
	<p>5. Problem Solving</p> <ul style="list-style-type: none"> • Collaborates with general and special education team members, including sharing knowledge and skills, supporting the contribution of others, and providing leadership in those problem situations where appropriate. • Demonstrates the day-to-day ability to anticipate and to resolve problems and crises. 	
Strengths		Areas for Growth
	<p>6. Professionalism</p> <ul style="list-style-type: none"> • Responsibly meets professional obligations in regard to punctuality, attendance, and routine duties. • Shares responsibility for accomplishing the goals and priorities of grade, team, department, school site and the Pacific Grove Unified School District. • Is a reflective and continuous learner. • Speaks professionally about students and families. 	

Other Comments:

Evaluatee's Signature

Evaluator's Signature

Date



Pacific Grove Unified School District

School Psychologist Observation Form

Exhibit 16

Evaluatee: _____ School: _____ Date: _____

Evaluator: _____ Grade/Subj: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Areas

- ☐ Satisfactory/
Meets Standards
- ☐ Conditional
- ☐ Unsatisfactory/
Does Not Meet
Standards

1. Pedagogical Content Knowledge

- Identifies student's learning needs (strengths and weaknesses), assesses in all area of suspected disability and recommends appropriate remedial strategies.
- Collaborates with IEP team to develop IEP's consistent with student's needs.
- Complies with state and federal regulations governing special education with specific attention to time lines and Individuals with Disabilities Educations Act requirements.

Comments:



Pacific Grove Unified School District

School Psychologist Observation Form

Exhibit 16

<div><input type="checkbox"/> Satisfactory/ Meets Standards</div> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards</div> <div>Comments:</div>	<div>2. Communication Skills</div> <ul style="list-style-type: none">• Is constructive and cooperative in interactions with parents and receptive to their contributions.• Communicates with other professional staff and consults effectively with the wider school community.• Reports and interprets test results and other student data in ways that can be understood by non-specialist and used to facilitate student growth.• Interprets student records clearly for students, parents, teachers, administrators, and other authorized personnel.
<div><input type="checkbox"/> Satisfactory/ Meets Standards</div> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards</div> <div>Comments:</div>	<div>3. Instructional Practice</div> <ul style="list-style-type: none">• Creates an environment that promotes team participation, learning, and involvement.• Uses appropriate techniques to facilitate Team process.



Pacific Grove Unified School District

School Psychologist Observation Form

Exhibit 16

<div><input type="checkbox"/> Satisfactory/ Meets Standards</div> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards</div> <div>Comments:</div>	4. Diagnostic Assessments/Evaluations <ul style="list-style-type: none">• Administers, scores, and interprets results of psycho-educational measures or assessment and recommends remediation or treatment.• Demonstrates knowledge of a wide variety of assessments.• Writes clear and concise reports and educational recommendations.• Present assessment reports in a clear concise manner.
<div><input type="checkbox"/> Satisfactory/ Meets Standards</div> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards</div> <div>Comments:</div>	5. Problem Solving <ul style="list-style-type: none">• Collaborates with general and special education team members, including sharing knowledge and skills, supporting the contribution of others, and providing leadership in those problem situations where appropriate.• Demonstrates the day-to-day ability to anticipate and to resolve problems and crises.



Pacific Grove Unified School District

School Psychologist Observation Form

Exhibit 16

<div><input type="checkbox"/> Satisfactory/ Meets Standards</div> <div><input type="checkbox"/> Conditional</div> <div><input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards</div> <div>Comments:</div>	<p>6. Professionalism</p> <ul style="list-style-type: none">• Responsibly meets professional obligations in regard to punctuality, attendance, and routine duties.• Shares responsibility for accomplishing the goals and priorities of grade, team, department, school site and the Pacific Grove Unified School District.• Is a reflective and continuous learner.• Speaks professionally about students and families.



Pacific Grove Unified School District

School Psychologist Observation Form

Exhibit 16

_____ is:
Employee Name

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

School Psychologist Evaluation Form

Exhibit 17

Evaluatee: _____ School: _____ Date: _____
Evaluator: _____ Grade/Subj: _____
Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.
Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Areas

<input type="radio"/> Satisfactory/ Meets Standards <input type="radio"/> Conditional <input type="radio"/> Unsatisfactory/ Does Not Meet Standards	1. Pedagogical Content Knowledge <ul style="list-style-type: none">• Identifies student's learning needs (strengths and weaknesses), assesses in all areas of suspected disability and recommends appropriate remedial strategies.• Collaborates with IEP team to develop IEP's consistent with student's needs.• Complies with state and federal regulations governing special education with specific attention to time lines and Individuals with Disabilities Education Act requirements.
Comments	



Pacific Grove Unified School District

School Psychologist Evaluation Form

<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>2. Communication Skills</p> <ul style="list-style-type: none"> Is constructive and cooperative in interactions with parents and receptive to their contributions. Communicates with other professional staff and consults effectively with the wider school community. Reports and interprets test results and other student data in ways that can be understood by non-specialists and used to facilitate student growth. Interprets student records clearly for students, parents, teachers, administrators, and other authorized personnel.
<p>Comments</p>	
<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>3. INSTRUCTIONAL PRACTICE</p> <ul style="list-style-type: none"> Creates an environment that promotes team participation, learning, and involvement. Uses appropriate techniques to facilitate Team process.
<p>Comments</p>	



Pacific Grove Unified School District

School Psychologist Evaluation Form

<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>4. DIAGNOSTIC ASSESSMENT/EVALUATIONS</p> <ul style="list-style-type: none"> • Administers, scores, and interprets results of psycho-educational measures or assessment and recommends remediation or treatment. • Demonstrates knowledge of a wide variety of assessments. • Writes clear and concise reports and educational recommendations. • Presents assessment reports in a clear concise manner.
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<p>Comments</p>	
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<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>5. PROBLEM SOLVING</p> <ul style="list-style-type: none"> • Collaborates with general and special education team members, including sharing knowledge and skills, carrying out assigned tasks, supporting the contribution of others, and providing leadership in those problem situations where appropriate. • Demonstrates the day-to-day ability to anticipate and to resolve problems and crises.
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<p>Comments</p>	
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<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>6 Professionalism</p> <ul style="list-style-type: none">• Responsibly meets professional obligations in regard to punctuality, attendance, and assigned routine duties.• Shares responsibility for accomplishing the goals and priorities of grade, team, department, school site and the Pacific Grove Unified School District.• Is a reflective and continuous learner.• Speaks professionally about students and families.
<p>Comments</p>	



Pacific Grove Unified School District

School Psychologist Evaluation Form

_____ is:
Employee Name

☐

Satisfactory/Meets Standards

☐

Conditional

☐

Unsatisfactory/Does Not Meet Standards

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Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

Evaluation Planning

Speech Language Therapist

Evaluatee: _____ School: _____ Evaluator: _____ Grade/Subj: _____ Date: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent ☐

Strengths		Areas for Growth
	1. Standard-Engaging and Supporting ALL Student in Learning <ul style="list-style-type: none"> Connects students' classroom curriculum, experience and interests with communication goals using a variety of instructional strategies and resources to respond to students' diverse needs. Facilitates communication experiences that promote autonomy and school interaction. 	
Strengths		Areas for Growth
	2. Standard- Creating & Maintaining Effective Environments for Student Learning <ul style="list-style-type: none"> Creates a physical environment that engages students. Establishes a climate that promotes fairness and respect. Promotes speech development and group/individual responsibility. Establishes and maintains standards for student behavior. Plans and implements procedures and routines that support communication skills. Uses instructional time effectively. 	

Strengths		Areas for Growth
	<p>3. Standard- Understands & Organizes Goals and Objectives/Lessons for Student Learning.</p> <ul style="list-style-type: none"> • Creates an environment that promotes team participation, learning, and involvement. • Selects and organizes Speech Therapy materials that match students' current needs and developmental level. • Develops student understanding through instructional strategies that are appropriate to students' goals and objectives. • Insures timely compliance with IEP and assessment requirements. • Uses materials, resources, and technologies to facilitate student achievement of goals and objectives. 	
Strengths		Areas for Growth
	<p>4. Standard- Planning Instruction & Designing Learning Experiences for ALL Students</p> <ul style="list-style-type: none"> • Draws on and values student' backgrounds, interests and developmental learning needs. • Establishes and articulates goals for student learning. • Develops and sequences instructional activities and materials for student learning. • Modifies instructional plans to adjust for student needs. 	

Strengths		Areas for Growth
	<p>5. Standard- Assessing Student Learning</p> <ul style="list-style-type: none"> Assesses Speech and Language performance of students referred and develops appropriate assessment reports. Completes Individualized Education Plans with appropriate goals and objectives for qualified students. Uses the results of assessments to guide instruction. Demonstrates a knowledge and use of wide range of appropriate assessments. Monitor and communicates student progress. Complies with state federal regulations governing special education with specific attention to time lines and Individuals with Disabilities Education Act. 	
Strengths		Areas for Growth
	<p>6. Standard- Developing as a Professional Speech & Language Pathologist</p> <ul style="list-style-type: none"> Reflects on therapy practice and plans professional development. Establishes professional goals and pursues opportunities to grow professionally. Works with colleagues to improve professional practice. Balances professional responsibilities and maintains motivation Establishes professional relationships with staff, parents and students. 	

Other Comments:

Evaluatee's Signature

Evaluator's Signature

Date



Pacific Grove Unified School District

Speech and Language Therapist Observation

Exhibit 19

Evaluatee: _____ School: _____ Date: _____

Evaluator: _____ Grade/Subj: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Areas

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	1. Standard-Engaging and Supporting ALL Student in Learning <ul style="list-style-type: none">• Connects students' classroom curriculum, experience and interests with communication goals using a variety of instructional strategies and resources to respond to students' diverse needs.• Facilitates communication experiences that promote autonomy and school interaction.
<p>Comments:</p>	



Pacific Grove Unified School District

Speech and Language Therapist Observation

Exhibit 19

<div data-bbox="115 373 370 646"> <input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </div> <div data-bbox="99 888 258 921"> Comments: </div>	<div data-bbox="483 304 1440 338"> 2. Standard- Creating & Maintaining Effective Environments for Student Learning </div> <div data-bbox="493 373 1417 718"> <ul style="list-style-type: none"> • Creates a physical environment that engages students. • Establishes a climate that promotes fairness and respect. • Promotes speech development and group/individual responsibility. • Establishes and maintains standards for student behavior. • Plans and implements procedures and routines that support communication skills. • Uses instructional time effectively. </div>
<div data-bbox="115 1270 370 1543"> <input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </div> <div data-bbox="99 1787 258 1820"> Comments: </div>	<div data-bbox="493 1220 1430 1283"> 3. Standard- Understands & Organizes Goals and Objectives/Lessons for Student Learning. </div> <div data-bbox="493 1314 1364 1726"> <ul style="list-style-type: none"> • Creates an environment that promotes team participation, learning, and involvement. • Selects and organizes Speech Therapy materials that match students' current needs and developmental level. • Develops student understanding through instructional strategies that are appropriate to students' goals and objectives. • Insures timely compliance with IEP and assessment requirements. • Uses materials, resources and technologies to facilitate student achievement of goals and objectives. </div>



Pacific Grove Unified School District

Speech and Language Therapist Observation

Exhibit 19

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	4. Standard- Planning Instruction & Designing Learning Experiences for ALL Students <ul style="list-style-type: none"> • Draws on and values student' backgrounds, interests and developmental learning needs. • Establishes and articulates goals for student learning. • Develops and sequences instructional activities and materials for student learning. • Modifies instructional plans to adjust for student needs.
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	5. Standard- Assessing Student Learning <ul style="list-style-type: none"> • Assesses Speech and Language performance of students referred and develops appropriate assessment reports. • Completes Individualized Education Plans with appropriate goals and objectives for qualified students. • Uses the results of assessments to guide instruction. • Demonstrates a knowledge and use of wide range of appropriate assessments. • Monitor and communicates student progress. • Complies with state federal regulations governing special education with specific attention to time lines and Individuals with Disabilities Education Act.



Pacific Grove Unified School District

Speech and Language Therapist Observation

Exhibit 19

<p><input type="checkbox"/> Satisfactory/ Meets Standards</p> <p><input type="checkbox"/> Conditional</p> <p><input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards</p> <p>Comments:</p>	<p>6. Standard- Developing as a Professional Speech & Language Pathologist</p> <ul style="list-style-type: none">• Reflects on therapy practice and plans professional development.• Establishes professional goals and pursues opportunities to grow professionally.• Works with colleagues to improve professional practice.• Balances professional responsibilities and maintains motivation• Establishes professional relationships with staff, parents and students.



Pacific Grove Unified School District

Speech and Language Therapist Observation

Exhibit 19

_____ is:
Employee Name

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

Speech and Language Therapist Evaluation

Exhibit 20

Evaluatee: _____	School: <u>Select School</u>	Date: _____
Evaluator: _____	Grade/Subj: _____	
Check one:	<input checked="" type="radio"/> Probationary 1	<input type="radio"/> Probationary 2
	<input type="radio"/> Temporary	<input type="radio"/> Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.
Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Areas

<input type="radio"/> Satisfactory/ Meets Standards	1. Standard-Engaging and Supporting ALL Students in Learning <ul style="list-style-type: none">• Connects students' classroom curriculum, experience and interests with communication goals using a variety of instructional strategies and resources to respond to students' diverse needs.• Facilitates communication experiences that promote autonomy and school interaction.
<input type="radio"/> Conditional	
<input type="radio"/> Unsatisfactory/ Does Not Meet Standards	
Comments	



Pacific Grove Unified School District

Speech and Language Therapist Evaluation

<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>2. Standard- Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> Creates a physical environment that engages students. Establishes a climate that promotes fairness and respect. Promotes speech development and group/individual responsibility. Establishes and maintains standards for student behavior. Plans and implements procedures and routines that support communication skills. Uses instructional time effectively.
<p>Comments</p>	
<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>3. Standard- Understands & Organizes Goals and Objectives/Lessons for Student Learning.</p> <ul style="list-style-type: none"> Creates an environment that promotes team participation, learning, and involvement. Selects and organizes Speech Therapy materials that match students' current needs and developmental level. Develops student understanding through instructional strategies that are appropriate to students' goals and objectives. Insures timely compliance with IEP and assessment requirements. Uses materials, resources and technologies to facilitate student achievement of goals and objectives.
<p>Comments</p>	



Pacific Grove Unified School District

Speech and Language Therapist Evaluation

<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>4. Standard- Planning Instruction & Designing Learning Experiences for ALL Students</p> <ul style="list-style-type: none"> • Draws on and values students' backgrounds, interests and developmental learning needs. • Establishes and articulates goals for student learning. • Develops and sequences instructional activities and materials for student learning. • Modifies instructional plans to adjust for student needs.
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<p>Comments</p>

<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>5. Standard- Assessing Student Learning</p> <ul style="list-style-type: none"> • Assesses Speech and Language performance of students referred and develops appropriate assessment reports. • Completes Individualized Education Plans with appropriate goals and objectives for qualified students. • Uses the results of assessments to guide instruction. • Demonstrates a knowledge and use of a wide range of appropriate assessments. • Monitors and communicates student progress. • Complies with state and federal regulations governing special education with specific attention to time lines and Individuals with Disabilities Education Act.
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<p>Comments</p>

<p><input type="radio"/> Satisfactory/ Meets Standards</p> <p><input type="radio"/> Conditional</p> <p><input type="radio"/> Unsatisfactory/ Does Not Meet Standards</p>	<p>6. Standard- Developing as a Professional Speech & Language Pathologist</p> <ul style="list-style-type: none">• Reflects on therapy practice and plans professional development.• Establishes professional goals and pursues opportunities to grow professionally.• Works with colleagues to improve professional practice.• Balances professional responsibilities and maintains motivation.• Establishes professional relationships with staff, parents and students.
<p>Comments</p>	



Pacific Grove Unified School District

Speech and Language Therapist Evaluation

_____ is:
Employee Name

**Satisfactory/Meets Standards****Conditional****Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

Evaluation Planning

School Nurse

Evaluatee: _____ School: _____ Evaluator: _____ Grade/Subj: _____ Date: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent ☐

Strengths		Areas for Growth
	1. Engaging & Supporting All Students in Learning <ul style="list-style-type: none"> • Develops, implements and evaluates health care plans appropriate with short and long term goals to foster student • Provides for direct services to students, families and staff as appropriate in areas such as health counseling, medication administration, specialized health care procedures (SHCP), consultations/referrals and trainings for • Acts as a health resource for staff, students and families regarding health education topic • Works effectively with school families to promote student attendance by identifying and addressing health concerns • Conducts health-related in-service programs for students, staff and agency representatives working in the school setting 	
Strengths		Areas for Growth
	2. Creating & Maintaining Effective Environments for Student Learning <ul style="list-style-type: none"> • Effectively communicates with students, families and colleagues while recognizing diverse health beliefs and the need to maintain confidentiality and ethical standards • Collaborates with students, family, school staff and other providers to provide appropriate interventions and continuity of care • Demonstrates time management skills regarding mandated reports and meeting deadlines • Assists school staff to ensure a safe, healthy environment that supports student learning • Oversees and administer health-related services for students as require by law and as prescribed by the primary health care providers. 	

Strengths		Areas for Growth
	<p>3. Understanding & Organizing Access to Health Information and Health Care for the School Community</p> <ul style="list-style-type: none"> • Demonstrates knowledge of existing health programs and assists with access to programs as needed • Conducts mandated screenings at schools and makes referrals with follow-up as indicated • Uses verbal and written communication skills to provide information on health topics to the students, families and staff • Assists student, family, school staff and community in identifying and securing pertinent and available services/resources to address health related needs 	
Strengths		Areas for Growth
	<p>4. Planning & Providing for Continuity of Coordinated School Health Services Program</p> <ul style="list-style-type: none"> • Participates with state, county and community agency personnel in the planning, coordination and implementation of school-based/linked health programs • Collaborates with the student, family, school staff, community and other providers in the formulation of overall goals, timelines, the plan of care and decisions related to care and delivery of services • Assists individual students in developing appropriate skills to provide self-care and advocate for themselves, based on age and developmental level • Orients, provides training, documents competency, supervises and participates in service delivery relative to the diverse health care needs in the school setting • Assigns tasks based on the needs and condition of the student, the potential harm, stability of student's condition, complexity of task and predictability of outcome 	

Strengths		Areas for Growth
	<p>5. Assessing Student Health</p> <ul style="list-style-type: none"> Assesses health and developmental status of students and identifies the needs by reviewing health data collected in a systematic manner from the student, staff, family and health care providers Formulates nursing diagnoses derived from the evaluation of assessment data and shares pertinent information as deemed necessary Uses the results of the health assessment data and nursing diagnoses to recommend appropriate interventions and care plans for the short and long term Communicates with students, families and appropriate staff about the implementation and effectiveness of student health plans for continuity of care 	
Strengths		Areas for Growth
	<p>6. Developing as a Health Professional</p> <ul style="list-style-type: none"> Acquires and maintains current knowledge in school nursing practice Establishes professional goals and pursues opportunities to grow professionally Works with the community and families to improve professional practice Works with colleagues to improve professional practice 	

Other Comments:

Evaluatee's Signature

Evaluator's Signature

Date



Pacific Grove Unified School District

School Nurse Observation Evaluation

Exhibit 22

Evaluatee: _____ School: _____ Date: _____ Evaluator: _____ Grade/Subj: _____ Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent
<p><u>Unsatisfactory</u> is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.</p> <p><u>Conditional</u> must include a supportive statement delineating conditions that must be met to produce satisfactory results.</p>

Professional Performance Areas

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>1. Engaging & Supporting All Students in Learning</p> <ul style="list-style-type: none"> Develops, implements and evaluates health care plans appropriate with short and long term goals to foster student Provides for direct services to students, families and staff as appropriate in areas such as health counseling, medication administration, specialized health care procedures (SHCP), consultations/referrals and trainings for Acts as a health resource for staff, students and families regarding health education topic Works effectively with school families to promote student attendance by identifying and addressing health concerns Conducts health-related in-service programs for students, staff and agency representatives working in the school setting
<p>Comments:</p>	



Pacific Grove Unified School District

School Nurse Observation Evaluation

Exhibit 22

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>2. Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> Effectively communicates with students, families and colleagues while recognizing diverse health beliefs and the need to maintain confidentiality and ethical standards Collaborates with students, family, school staff and other providers to provide appropriate interventions and continuity of care Demonstrates time management skills regarding mandated reports and meeting deadlines Assists school staff to ensure a safe, healthy environment that supports student learning Oversees and administers health-related services for students as required by law and as prescribed by the primary health care providers
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>3. Understanding & Organizing Access to Health Information and Health Care for the School Community</p> <ul style="list-style-type: none"> Demonstrates knowledge of existing health programs and assists with access to programs as needed Conducts mandated screenings at schools and makes referrals with follow-up as indicated Uses verbal and written communication skills to provide information on health topics to the students, families and staff Assists student, family, school staff and community in identifying and securing pertinent and available services/resources to address health related needs



Pacific Grove Unified School District

School Nurse Observation Evaluation

Exhibit 22

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>4. Planning & Providing for Continuity of Coordinated School Health Services Program</p> <ul style="list-style-type: none"> Participates with state, county and community agency personnel in the planning, coordination and implementation of school-based/linked health programs Collaborates with the student, family, school staff, community and other providers in the formulation of overall goals, timelines, the plan of care and decisions related to care and delivery of services Assists individual students in developing appropriate skills to provide self-care and advocate for themselves, based on age and developmental level Orients, provides training, documents competency, supervises and participates in service delivery relative to the diverse health care needs in the school setting Assigns tasks based on the needs and condition of the student, the potential harm, stability of student's condition, complexity of task and predictability of outcome
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>5. Assessing Student Health</p> <ul style="list-style-type: none"> Assesses health and developmental status of students and identifies the needs by reviewing health data collected in a systematic manner from the student, staff, family and health care providers Formulates nursing diagnoses derived from the evaluation of assessment data and shares pertinent information as deemed necessary Uses the results of the health assessment data and nursing diagnoses to recommend appropriate interventions and care plans for the short and long term Communicates with students, families and appropriate staff about the implementation and effectiveness of student health plans for continuity of care



Pacific Grove Unified School District

School Nurse Evaluation

Evaluatee: _____ School: _____ Date: _____

Evaluator: _____ Grade/Subj: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Areas

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>1. Engaging & Supporting All Students in Learning</p> <ul style="list-style-type: none"> Develops, implements and evaluates health care plans appropriate with short and long term goals to foster student Provides for direct services to students, families and staff as appropriate in areas such as health counseling, medication administration, specialized health care procedures (SHCP), consultations/referrals and trainings for Acts as a health resource for staff, students and families regarding health education topic Works effectively with school families to promote student attendance by identifying and addressing health concerns Conducts health-related in-service programs for students, staff and agency representatives working in the school setting
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Comments:



Pacific Grove Unified School District

School Nurse Evaluation

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>2. Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> Effectively communicates with students, families and colleagues while recognizing diverse health beliefs and the need to maintain confidentiality and ethical standards Collaborates with students, family, school staff and other providers to provide appropriate interventions and continuity of care Demonstrates time management skills regarding mandated reports and meeting deadlines Assists school staff to ensure a safe, healthy environment that supports student learning Oversees and administers health-related services for students as required by law and as prescribed by the primary health care providers
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>3. Understanding & Organizing Access to Health Information and Health Care for the School Community</p> <ul style="list-style-type: none"> Demonstrates knowledge of existing health programs and assists with access to programs as needed Conducts mandated screenings at schools and makes referrals with follow-up as indicated Uses verbal and written communication skills to provide information on health topics to the students, families and staff Assists student, family, school staff and community in identifying and securing pertinent and available services/resources to address health related needs



Pacific Grove Unified School District

School Nurse Evaluation

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>4. Planning & Providing for Continuity of Coordinated School Health Services Program</p> <ul style="list-style-type: none"> Participates with state, county and community agency personnel in the planning, coordination and implementation of school-based/linked health programs Collaborates with the student, family, school staff, community and other providers in the formulation of overall goals, timelines, the plan of care and decisions related to care and delivery of services Assists individual students in developing appropriate skills to provide self-care and advocate for themselves, based on age and developmental level Orients, provides training, documents competency, supervises and participates in service delivery relative to the diverse health care needs in the school setting Assigns tasks based on the needs and condition of the student, the potential harm, stability of student's condition, complexity of task and predictability of outcome
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards Comments:	<p>5. Assessing Student Health</p> <ul style="list-style-type: none"> Assesses health and developmental status of students and identifies the needs by reviewing health data collected in a systematic manner from the student, staff, family and health care providers Formulates nursing diagnoses derived from the evaluation of assessment data and shares pertinent information as deemed necessary Uses the results of the health assessment data and nursing diagnoses to recommend appropriate interventions and care plans for the short and long term Communicates with students, families and appropriate staff about the implementation and effectiveness of student health plans for continuity of care



Pacific Grove Unified School District

School Nurse Evaluation

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>6. Developing as a Health Professional</p> <ul style="list-style-type: none"> Acquires and maintains current knowledge in school nursing practice Establishes professional goals and pursues opportunities to grow professionally Works with the community and families to improve professional practice Works with colleagues to improve professional practice
Comments:	

_____ is:
Employee Name

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

Evaluation Planning Teacher Librarian

Evaluatee: _____ School: _____ Evaluator: _____ Grade/Subj: _____ Date: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent ☐

Strengths		Areas for Growth
	Standard 1: Collaborative Teacher: Teacher Librarian supports student learning and inquiry process. <ul style="list-style-type: none"> The teacher: Collaborates with teachers to engage students inquiry- based learning experiences and instructional units. Works with teachers to provide instructional support for student learning. Ensures learners and educators have access throughout the school day by demonstrating flexibility a responsiveness. Students to locate information and utilize technology to answer a question, solve a problem, or enrich information. 	
Strengths		Areas for Growth
	Standard 2: Program Manager: Teacher Librarian demonstrates an understanding of, and commitment to, inclusiveness and respect for diversity in the learning Community <ul style="list-style-type: none"> The teacher: Creates an environment and selects resources that promote student learning while reflecting diversity. Establishes a climate that promotes fairness and respect. Ensures equitable physical access, accessible before, during and after school hours. Establishes and maintains a safe learning environment and standards for student behavior. Plans and implements library procedures and routines that support student learning. 	

Strengths		Areas for Growth
	<p>3. <i>Designer of Collaborative Spaces:</i> Teacher Librarian provides flexible spaces that promote inquiry, creativity, collaboration, and school community.</p> <ul style="list-style-type: none"> • Advocates for literacy as a part of the school culture. • Provides an environment of collaboration, innovation and creative problem-solving. • Serves on decision-making teams to promote school improvement. • Advocates for library programs. • Maintains and updates library policies and procedures. 	
Strengths		Areas for Growth
	<p>4. <i>Collection Manager:</i> The Teacher Librarian develops a library collection of resources that aligns with the needs of students, staff, and the curriculum.</p> <ul style="list-style-type: none"> • Develops and maintains a diverse collection of print and digital resources appropriate for curriculum and multiple learning experiences and abilities for all learners. • Manages access to a variety of digital resources selected and vetted per student/teacher needs. • Coordinates the use of a variety of educational resources, including literature and information technologies, into the school's curriculum. • Develops and implements procedures for the removal of outdated or damaged materials. 	
Strengths		Areas for Growth
	<p>5. <i>Information Specialist:</i> Teacher Librarian demonstrates and promotes a safe, legal and ethical, sharing of information.</p> <ul style="list-style-type: none"> • Supports the ethical use of information, including copyright laws, fair use, intellectual property, privacy and ethical online behavior (digital citizenship). • Demonstrates a commitment to intellectual freedom. • Effective digital literacy and information literacy skills • Provide students and educators with learning opportunities related to technology and use of resources. • Shares policies concerning selection, circulation, resources, copyright, privacy, responsible use of technology and social media. 	

Strengths		Areas for Growth
	<p>6. Develop as a <i>Professional Educator</i></p> <ul style="list-style-type: none"> • Reflects on professional practices and participates in professional development. • Establishes professional goals and pursues opportunities to grow professionally. • Collaborates with colleagues and the broader professional community to support student learning. • D. Manages professional responsibilities to maintain motivation and commitment to all students. 	
Strengths		Areas for Growth
	<p>7. Professional Behavior</p> <ul style="list-style-type: none"> • Assumes responsibility for assigned duties. • Adheres to the rules and regulations of the school and District including collective Bargaining Agreement. • Tactfully discusses issues with students, parents and colleagues. 	

Other Comments:

Evaluatee's Signature

Evaluator's Signature

Date



Pacific Grove Unified School District

Teacher Librarian Observation

Exhibit 25

Evaluatee: _____ School: _____ Date: _____

Evaluator: _____ Grade/Subj: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Areas

<input type="checkbox"/> Satisfactory/ Meets Standards	1. Collaborative Teacher: Teacher Librarian supports student learning and inquiry process. <ul style="list-style-type: none">• The teacher: Collaborates with teachers to engage students inquiry- based learning experiences and instructional units.• Works with teachers to provide instructional support for student learning.• Ensures learners and educators have access throughout the school day by demonstrating flexibility a responsiveness.• Students to locate information and utilize technology to answer a question, solve a problem, or enrich information.
<input type="checkbox"/> Conditional	
<input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	

Comments:



Pacific Grove Unified School District

Teacher Librarian Observation

Exhibit 25

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>2. <i>Program Manager:</i> Teacher Librarian demonstrates an understanding of, and commitment to, inclusiveness and respect for diversity in the learning Community</p> <ul style="list-style-type: none"> The teacher: Creates an environment and selects resources that promote student learning while reflecting diversity. Establishes a climate that promotes fairness and respect. Ensures equitable physical access, accessible before, during and after school hours. Establishes and maintains a safe learning environment and standards for student behavior. Plans and implements library procedures and routines that support student learning.
<p>Comments:</p>	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>3. <i>Designer of Collaborative Spaces:</i> Teacher Librarian provides flexible spaces that promote inquiry, creativity, collaboration, and school community.</p> <ul style="list-style-type: none"> Advocates for literacy as a part of the school culture. Provides an environment of collaboration, innovation and creative problem-solving. Serves on decision-making teams to promote school improvement. Advocates for library programs. Maintains and updates library policies and procedures.
<p>Comments:</p>	



Pacific Grove Unified School District

Teacher Librarian Observation

Exhibit 25

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>4. <i>Collection Manager:</i> The Teacher Librarian develops a library collection of resources that aligns with the needs of students, staff, and the curriculum.</p> <ul style="list-style-type: none"> Develops and maintains a diverse collection of print and digital resources appropriate for curriculum and multiple learning experiences and abilities for all learners. Manages access to a variety of digital resources selected and vetted per student/teacher needs. Coordinates the use of a variety of educational resources, including literature and information technologies, into the school's curriculum. Develops and implements procedures for the removal of outdated or damaged materials.
<p>Comments:</p>	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>5. <i>Information Specialist:</i> Teacher Librarian demonstrates and promotes a safe, legal and ethical, sharing of information.</p> <ul style="list-style-type: none"> Supports the ethical use of information, including copyright laws, fair use, intellectual property, privacy and ethical online behavior (digital citizenship). Demonstrates a commitment to intellectual freedom. Effective digital literacy and information literacy skills Provide students and educators with learning opportunities related to technology and use of resources. Shares policies concerning selection, circulation, resources, copyright, privacy, responsible use of technology and social media.
<p>Comments:</p>	



Pacific Grove Unified School District

Teacher Librarian Observation

Exhibit 25

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	6. Develop as a <i>Professional Educator</i> <ul style="list-style-type: none"> Reflects on professional practices and participates in professional development. Establishes professional goals and pursues opportunities to grow professionally. Collaborates with colleagues and the broader professional community to support student learning. D. Manages professional responsibilities to maintain motivation and commitment to all students.
Comments:	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	7. Professional Behavior <ul style="list-style-type: none"> Assumes responsibility for assigned duties. Adheres to the rules and regulations of the school and District including collective Bargaining Agreement. Tactfully discusses issues with students, parents and colleagues
Comments:	



Pacific Grove Unified School District

Teacher Librarian Observation

Exhibit 25

Overall Comments, Commendations, and Recommendations:

The final rating of evaluation categories assessed in this evaluation is:

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

Teacher Librarian Evaluation

Exhibit 26

Evaluatee: _____ School: _____ Date: _____

Evaluator: _____ Grade/Subj: _____

Check one: ☐ Probationary 1 ☐ Probationary 2 ☐ Temporary ☐ Permanent

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

Professional Performance Areas

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	1. Collaborative Teacher: Teacher Librarian supports student learning and inquiry process. <ul style="list-style-type: none">• The teacher: Collaborates with teachers to engage students inquiry- based learning experiences and instructional units.• Works with teachers to provide instructional support for student learning.• Ensures learners and educators have access throughout the school day by demonstrating flexibility a responsiveness.• Students to locate information and utilize technology to answer a question, solve a problem, or enrich information.
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Comments:



Pacific Grove Unified School District

Teacher Librarian Evaluation

Exhibit 26

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>2. <i>Program Manager:</i> Teacher Librarian demonstrates an understanding of, and commitment to, inclusiveness and respect for diversity in the learning Community</p> <ul style="list-style-type: none"> The teacher: Creates an environment and selects resources that promote student learning while reflecting diversity. Establishes a climate that promotes fairness and respect. Ensures equitable physical access, accessible before, during and after school hours. Establishes and maintains a safe learning environment and standards for student behavior. Plans and implements library procedures and routines that support student learning.
<p>Comments:</p>	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>3. <i>Designer of Collaborative Spaces:</i> Teacher Librarian provides flexible spaces that promote inquiry, creativity, collaboration, and school community.</p> <ul style="list-style-type: none"> Advocates for literacy as a part of the school culture. Provides an environment of collaboration, innovation and creative problem-solving. Serves on decision-making teams to promote school improvement. Advocates for library programs. Maintains and updates library policies and procedures.
<p>Comments:</p>	



Pacific Grove Unified School District

Teacher Librarian Evaluation

Exhibit 26

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>4. <i>Collection Manager:</i> The Teacher Librarian develops a library collection of resources that aligns with the needs of students, staff, and the curriculum.</p> <ul style="list-style-type: none"> Develops and maintains a diverse collection of print and digital resources appropriate for curriculum and multiple learning experiences and abilities for all learners. Manages access to a variety of digital resources selected and vetted per student/teacher needs. Coordinates the use of a variety of educational resources, including literature and information technologies, into the school's curriculum. Develops and implements procedures for the removal of outdated or damaged materials.
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Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>5. <i>Information Specialist:</i> Teacher Librarian demonstrates and promotes a safe, legal and ethical, sharing of information.</p> <ul style="list-style-type: none"> Supports the ethical use of information, including copyright laws, fair use, intellectual property, privacy and ethical online behavior (digital citizenship). Demonstrates a commitment to intellectual freedom. Effective digital literacy and information literacy skills Provide students and educators with learning opportunities related to technology and use of resources. Shares policies concerning selection, circulation, resources, copyright, privacy, responsible use of technology and social media.
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Comments:



Pacific Grove Unified School District

Teacher Librarian Evaluation

Exhibit 26

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	6. Develop as a <i>Professional Educator</i> <ul style="list-style-type: none">• Reflects on professional practices and participates in professional development.• Establishes professional goals and pursues opportunities to grow professionally.• Collaborates with colleagues and the broader professional community to support student learning.• D. Manages professional responsibilities to maintain motivation and commitment to all students.
Comments:	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	7. Professional Behavior <ul style="list-style-type: none">• Assumes responsibility for assigned duties.• Adheres to the rules and regulations of the school and District including collective Bargaining Agreement.• Tactfully discusses issues with students, parents and colleagues
Comments:	



Pacific Grove Unified School District

Teacher Librarian Evaluation

Exhibit 26

Overall Comments, Commendations, and Recommendations:

The final rating of evaluation categories assessed in this evaluation is:

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date



Pacific Grove Unified School District

California Standards for the Teaching Profession

Evaluation Planning

Evaluatee: _____	Evaluator: _____	Date: _____
School: Click to select School	Grade/Subj: _____	
Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent <input type="radio"/>		

Strengths		Areas for Growth
	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING <ul style="list-style-type: none"> 1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. 1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. 1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning. 1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student. 	

Strengths		Areas for Growth
	<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • 2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth. • 2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. • 2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive. • 2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences. 	
	<p>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • 3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development. • 3B: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. • 3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner's growth. • 3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. • 3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student. 	

Strengths		Areas for Growth
	<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <ul style="list-style-type: none"> • 4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests. • 4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. • 4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy. • 4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs. 	
	<p>ASSESSING STUDENTS FOR LEARNING</p> <ul style="list-style-type: none"> • 5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. • 5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning. • 5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress. • 5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth. 	

Strengths		Areas for Growth
	<p>DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <ul style="list-style-type: none"> • 6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness. • 6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals. • 6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs. • 6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being. • 6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being. • 6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. • 6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness. 	

Other Comments:

Evaluatee's Signature

Evaluator's Signature

Date



Pacific Grove Unified School District Classroom Observation Form

Exhibit 28

Evaluatee: _____	School: Click to Select School	Date: _____
Evaluator: _____	Grade/Subj: _____	
Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent		

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.
Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

California Standards for the Teaching Profession Performance Areas

Number of Students: _____	Time: From _____ To _____	
Lesson Objective: _____		
Focus California Academic Standard(s) and Activities: _____		
Method to Assess Student Learning: _____		
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING <ul style="list-style-type: none"> 1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. 1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. 1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning. 1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student. 	
Comments: _____		



Pacific Grove Unified School District

Classroom Observation Form

Exhibit 28

<div> <input type="checkbox"/> Satisfactory/ Meets Standards </div> <div> <input type="checkbox"/> Conditional </div> <div> <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </div>	<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • 2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic and social–emotional growth. • 2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. • 2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive. • 2D: Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students’ identities are included in classroom interactions and future learning experiences.
<p>Comments:</p>	
<div> <input type="checkbox"/> Satisfactory/ Meets Standards </div> <div> <input type="checkbox"/> Conditional </div> <div> <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </div>	<p>UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • 3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development. • 3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. • 3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner’s growth. • 3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. • 3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.
<p>Comments:</p>	



Pacific Grove Unified School District

Classroom Observation Form

Exhibit 28

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <ul style="list-style-type: none"> • 4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests. • 4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. • 4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy. • 4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.
<p>Comments:</p>	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>ASSESSING STUDENTS FOR LEARNING</p> <ul style="list-style-type: none"> • 5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. • 5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning. • 5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress. • 5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.
<p>Comments:</p>	



Pacific Grove Unified School District Classroom Observation Form

Exhibit 28

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	DEVELOPING AS A PROFESSIONAL EDUCATOR <ul style="list-style-type: none"> • 6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness. • 6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals. • 6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs. • 6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being. • 6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being. • 6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. • 6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.
	<p style="text-align: center;"><i>*May not be reflected in this observation</i></p>
<p>Comments:</p>	



Pacific Grove Unified School District Classroom Observation Form

Exhibit 28

Overall Comments, Commendations, and Recommendations:

The final rating of evaluation categories assessed in this evaluation is:

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date

These criteria are based on the California Education Code and the California Standards for the Teaching Profession (CSTP). Please consult the CSTP for further elaboration in each topic area.

Pacific Grove Unified School District

Final Certificated Evaluation Report, _____ School Year

Evaluatee:	School:	Date:
Evaluator:	Grade/Subj:	
Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent		

Unsatisfactory is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

California Standards for the Teaching Profession Performance Areas

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p> <ul style="list-style-type: none"> 1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning. 1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning. 1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning. 1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.
--	---

Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • 2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic and social–emotional growth. • 2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive. • 2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive. • 2D: Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students’ identities are included in classroom interactions and future learning experiences.
--	--

Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • 3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development. • 3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful. • 3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner’s growth. • 3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter. • 3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.
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Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS <ul style="list-style-type: none"> • 4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests. • 4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach. • 4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy. • 4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.
--	---

Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	ASSESSING STUDENTS FOR LEARNING <ul style="list-style-type: none"> • 5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being. • 5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning. • 5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress. • 5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.
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Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <ul style="list-style-type: none"> • 6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness. • 6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals. • 6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students’ academic and social-emotional development. This common understanding informs teaching and supports practices that meet students’ diverse learning interests, strengths, and needs. • 6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student’s growth and well-being. • 6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being. • 6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive. <p>6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.</p>
<p>Comments:</p>	
<p>Overall Commendations:</p>	
<p>Overall Recommendations:</p>	

The final rating of evaluation categories assessed in this evaluation is: **Satisfactory/Meets**

☐ **Standards** *1

☐ **Conditional** *2

☐ **Unsatisfactory/Does Not Meet Standards** *3

Evaluatee's Statement (attach additional pages as needed):

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Principal's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Teacher's Signature

Date

These criteria are based on state law (Education Code) and the California Standards for the Teaching Profession (CSTP). Please consult the CSTP for further elaboration in each topic area.

*1 See Article IX, Section K for Extended Evaluation Period Option

*2 See Article IX, Section E regarding assistance plans

*3 See Article IX, Section F regarding Education Code compliance

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
Extended Evaluation – Professional Growth Plan

Employee _____

Position _____

Date _____

School(s) _____

Employee Professional Growth Activities (List summary of activities)	Date of Activity	Degree of Progress (Summary of Activity)

**Pacific Grove Unified School District
Alternative Certificated Teacher Evaluation
Alternative Evaluation Final Narrative**

The administrator is to complete a written narrative assessment of the alternative evaluation no later than 30 days prior to the last day of school.

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the assessment.

Evaluatee

Date

Evaluator

Date

**Pacific Grove Unified School District
Alternative Certificated Teacher Evaluation
Final Alternative Evaluation Summary**

The employee is to complete a written assessment of the alternative evaluation and submit the form to the administrator in a conference by April 15.

Evaluatee

Date

Evaluator

Date

Pacific Grove Unified School District
Alternative Certificated Teacher Evaluation
Final Alternative Evaluation Plan

This form is to be completed by the employee after conferring with the evaluator to refine and revise the Alternative Evaluation Plan. This plan should include the option choices and goals of the employee for this alternative evaluation. The deadline to complete this form is October 15. A conference may be held; however, in accordance with contract language, this conference is optional.

☐

Option A

☐

Option B

Evaluatee

Date

Evaluator

Date

**Pacific Grove Unified School District
Alternative Certificated Teacher Evaluation
Alternative Evaluation Midyear Response**

This form is to be completed by the administrator no more than five days after holding a midyear conference with the employee.

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the response.

Evaluatee

Date

Evaluator

Date

Pacific Grove Unified School District
Alternative Certificated Teacher Evaluation
Alternative Evaluation Midyear Summary

This form is to be completed by the employee and submitted to the administrator by Feb. 1.

Evaluatee

Date

Evaluator

Date

PGUSD Certificated Employee Grievance Form
Informal Meeting Summary

Date: _____

Grievant Name

Title

Site

Supervisor Name

Title

Site

Description of alleged grievance:

Resolution sought:

Meeting outcome:

Grievant Signature

Name of Conferee (if any)

Supervisor Signature

PGUSD Certificated Employee Grievance Form
Level 1

Date: _____

To:

Supervisor

Title

Site

From:

Grievant

Title

Site

Description of alleged grievance:

List the specific provisions of the collective bargaining agreement that apply to the alleged grievance:

Explanation of the adverse effect on the grievant:

Supervisor with whom the initial informal meeting was held and date:

Resolution sought:

Grievant Signature

Supervisor Signature Indicating receipt

Date

PGUSD Certificated Employee Grievance Response Form
PGUSD Supervisor Response, Level 1

Date: _____

To:

Grievant Name

Title

Site

From:

PGUSD Supervisor

Title

Site

Date Exhibit Form 13a was received:

☐ A copy of PGUSD Certificated Employee Grievance Form Exhibit 13a is attached.

Response to the Level 1 Grievance:

Signature of Supervisor

Date

FOR PGTA USE ONLY

The supervisor's response (Exhibit 13b) to the grievance is:

1	Satisfactory
2	Unsatisfactory: Exhibit Form 13c is required for the next step in the Grievance Process.

Signature of PGTA Representative

Date

PGUSD Certificated Employee Grievance Appeal Form
Appeal to Level 2: Superintendent/Designee

Date: _____

To:

PGUSD Superintendent

From:

Grievant Name(s)

Title

Site

Date Submitted:

☐ Copies of all formal written documents required at previous level or levels are attached
(Exhibits Form 13, 13a, 13b).

Indicate below the reasons you are not satisfied with the decision rendered in the previous level:

Include the specific resolution requested:

Signature of Grievant

Date

Superintendent Signature

Date

PGUSD Certificated Employee Grievance Form
PGUSD Superintendent Response, Level 2

Date _____

To: Grievant Name Title Site

From:
PGUSD Superintendent

Response to Level 2 appeal:

Signature of Superintendent

Date Submitted

FOR PGTA USE ONLY

The Superintendent's response (Exhibit 13d) to the grievance is:

	Satisfactory
	Unsatisfactory: Refer to the Grievance Process in the PGUSD/PGTA Collective Bargaining Agreement for the next step of Mediation.

Signature of PGTA Representative

Date

PGUSD Certificated Employee District Level Grievance Form

Level 2: Superintendent/Designee

- ☐ Exhibit Forms 13a and Exhibit 13b do not apply as the grievance arises from alleged action or inaction on the part of a member of the administration at a level at or above the principal or immediate supervisor.

Date: _____

To:

Superintendent

Title

Site

From:

Grievant

Title

Site

Description of alleged grievance:

List the specific provisions of the collective bargaining agreement that apply to the alleged grievance:

Explanation of the adverse effect on the grievant:

Resolution sought:

Grievant Signature

Date

Superintendent Signature indicating receipt

Date

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
APPLICATION FOR CONSULTANCY AGREEMENT

1. Name of Applicant _____
2. Attach a Consultancy Plan that includes:
 - A. Description of Service
 - B. Hours of employment (e.g., (1) a log to document hours spent or (2) an established schedule equivalent to 40 teacher days. "Teacher work day" is defined in the Master Contract.)
 - C. Work site(s)
 - D. Procedure for Evaluation (There will be a final conference with the immediate supervisor to assess the effectiveness of service and recommendations regarding continuation.)
3. Approved consultancy plan is to be attached to the Consultancy Agreement.

Superintendent's Recommendation for Approval:

Date _____ Superintendent _____

Date of Board Approval _____

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CONSULTANCY AGREEMENT

AGREEMENT made by Pacific Grove Unified School District of Monterey County, California and
_____, Consultant.

1. Services to be furnished:

2. Term: The term of this Agreement shall be for a period of one year, commencing on _____
_____ and terminating on _____.

3. Option: District grants to Consultant the right to extend this Agreement _____ successive
period of one year each.

4. Services by Consultant: The Consultant agrees to furnish forty (40) days per year of services as
described in paragraph 1 above, at a time and place mutually agreeable to the parties.

5. Compensation: The District shall pay a maximum of \$_____ per year at the rate of
\$_____ for each day of completed service. The schedule of payment shall be mutually
arranged between the District and the Consultant.

6. Benefits: The District shall provide the same benefits for the Consultant that it does for the full
time employee.

CONSULTANT

Date _____

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

By _____

Title _____

Date _____

____Initial Request

____Final Request

CERTIFICATED APPLICATION FOR PROFESSIONAL GROWTH
THROUGH THE PROFESSIONAL GROWTH REVIEW BOARD

Note: If you are requesting units in more than one of the eligible areas, please submit a separate application for each.

____Name

____School and Assignments

____Date

I. Application Request

I request _____ units in the following area:

____Educational Travel

____Lower Division Course Work

____Other Activities

____Action Research

____Curriculum Development

____Self-directed study

I want to apply these units to

____Column Advance

____Inservice Release

II. Please summarize your proposal:

Include the following:

- 1) Summarize how your proposal will contribute to your professional growth.
- 2) Describe how you will use this material in your classroom.
- 3) Show how your proposal fits the standards at your grade level.
- 4) **Submit two identical copies to the PGRB Committee.**

(Attach a separate sheet with a legible, perfectly typed, copy of your proposal)

III. PGRB Action:

____units are recommended

____Date

____PGRB Chairperson

IV. Superintendent Action:

____Approved

____Denied

____Additional information requested by Superintendent

Superintendent Signature**V. Final review of evidence of satisfactory completion**

____Approved

____Denied

____Date

____PGRB Chairperson

VI. Entry made on personnel records: _____ units

____Date

____Personnel Officer

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

APPLICATION FOR JOB SHARING

1. Name of Applicant: _____

2. I am applying for a job sharing option for (*position*) _____
 at (*location*) _____ for school year _____

Check if applicable:

☐ *If a current permanent/probationary district employee is not interested in job sharing, I am interested in continuing with my current temporary job share partner.*

3. Attach description of job sharing plan including:

A. Hours of employment schedule

B. Primary responsibility of content areas

C. Provisions of continuity of instruction

D. Student evaluation/grading procedures (for example, report cards)

E. Parent conferences/contracts

F. School/district level meetings (e.g., faculty meetings, curriculum meetings, open house)

G. Teacher's evaluation plan (including objectives for student progress in subjects taught)

H. Adjunct duties

I. Other

4. Recommendation Procedure

A. Committee Recommendation

Date: _____ Committee PGTA Rep.: _____

Date: _____ Committee Site Admin. Rep.: _____

☐ Recommend approval ☐ Do not recommend approval

B. Superintendent Recommendation

Date: _____ Superintendent _____

☐ Recommend approval ☐ Do not recommend approval

C. Date of Board Action: _____

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
STIPEND/EXTRA DUTY PAY LIST**

Position	Number of positions	1st/2nd Year	3rd/4th Year	5+ Years
HS Assistant Athletics Director	Assistant = 1	\$6694	\$7159	\$7658

HIGH SCHOOL ATHLETICS TIER I

Sport	Number of positions	1st/2nd Year	3rd/4th Year	5+ Years
Football	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
	Assistant Coach = 3	\$3684	\$3886	\$4102
Volleyball	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
	Frosh Coach = 1	\$3684	\$3886	\$4102
Boys Basketball	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
	Frosh Coach = 1	\$3684	\$3886	\$4102
Girls Basketball	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
Wrestling	Varsity Coach = 1	\$4917	\$5195	\$5495
	Assistant Coach = 1	\$3684	\$3886	\$4102
Boys Soccer	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
Girls Soccer	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
Baseball	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
Softball	Varsity Coach = 1	\$4917	\$5195	\$5495
	JV Coach = 1	\$3684	\$3886	\$4102
Track	Varsity Coach = 1	\$4917	\$5195	\$5495
	Assistant Coach = 2	\$3684	\$3886	\$4102
Lacrosse	Varsity Coach = 1	\$4917	\$5195	\$5495
	Assistant Coach = 1	\$3684	\$3886	\$4102
Cheer	Coach = 1	\$4917	\$5195	\$5495
Dance	Coach = 1	\$4917	\$5195	\$5495

HIGH SCHOOL ATHLETICS TIER II

Sport	Number of positions	1st/2nd Year	3rd/4th Year	5+ Years
Cross Country	Varsity Coach = 1 Assistant Coach = 1	\$4191 \$3084	\$4408 \$3286	\$4641 \$3502
Golf	Varsity Coach (Boys) = 1 Varsity Coach (Girls) = 1	\$4191 \$4191	\$4408 \$4408	\$4641 \$4641
Swimming	Varsity Coach = 1 Assistant Coach = 1	\$4191 \$3084	\$4408 \$3286	\$4641 \$3502
Water Polo	Varsity Coach (Boys) = 1 Varsity Coach (Girls) = 1 JV Coach (Coed) = 1	\$4191 \$4191 \$3084	\$4408 \$4408 \$3286	\$4641 \$4641 \$3502
Tennis	Varsity Coach (Boys) = 1 Varsity Coach (Girls) = 1	\$4191 \$4191	\$4408 \$4408	\$4641 \$4641

MIDDLE SCHOOL ATHLETICS

Sport	Number of positions	1st/2nd Year	3rd/4th Year	5+ Years
MS Athletics Director	Director = 1	\$3643	\$3841	\$4054
Girls Volleyball	Coach = 1 (6th grade) Coach = 1 (7th grade) Coach = 1 (8th grade)	\$2156 \$2156 \$2156	\$2243 \$2243 \$2243	\$2336 \$2336 \$2336
Boys Volleyball	Coach = 1 (6th grade) Coach = 1 (7th grade) Coach = 1 (8th grade)	\$2156 \$2156 \$2156	\$2243 \$2243 \$2243	\$2336 \$2336 \$2336
Girls Basketball	Coach = 1 (6th grade) Coach = 1 (7th grade) Coach = 1 (8th grade)	\$2156 \$2156 \$2156	\$2243 \$2243 \$2243	\$2336 \$2336 \$2336
Boys Basketball	Coach = 1 (6th grade) Coach = 1 (7th grade) Coach = 1 (8th grade)	\$2156 \$2156 \$2156	\$2243 \$2243 \$2243	\$2336 \$2336 \$2336
Wrestling	Coach = 1	\$2156	\$2243	\$2336
Girls Soccer	Coach = 1	\$2156	\$2243	\$2336
Boys Soccer	Coach = 1	\$2156	\$2243	\$2336

Track	Coach = 1	\$2156	\$2243	\$2336
Cross Country	Coach = 1	\$2156	\$2243	\$2336
Golf	Coach = 1	\$2156	\$2243	\$2336
Tennis	Coach = 1	\$2156	\$2243	\$2336
Spirit Squad	Coach = 0	\$2156	\$2243	\$2336

EXTRA-CURRICULAR STIPEND POSITIONS

Activity	Number of positions	1st/2nd Year Compensation	3rd/4th Year Compensation	5+ Years Compensation
HS Musical	Advisor = 1 Assistant = 1	\$4191 \$3084	\$4408 \$3286	\$4641 \$3502
HS Drama	Coach = 1	\$4191	\$4408	\$4641
HS Newspaper	Advisor = 1	\$4191	\$4408	\$4641
HS Yearbook	Advisor = 1	\$4191	\$4408	\$4641
HS Robotics	Coach = 1 Assistant Coach = 1	\$4191 \$3084	\$4408 \$3286	\$4641 \$3502
PGMS Robotics/ ROV Coach	Coach = 1	\$2156	\$2243	\$2336
HS Choral Club	Coach = 1	\$4191	\$4408	\$4641
HS Mock Trial	Coach = 1 Assistant Coach = 1	\$4191 \$3084	\$4408 \$3286	\$4641 \$3502
MS Yearbook	Advisor = 1	\$1952	\$2076	\$2209
MS Musical	Advisor = 0	\$1952	\$2076	\$2209
Robotics/ROV Advisor	FG = 1 RHD = 1	\$1500 \$1500	\$1500 \$1500	\$1500 \$1500
Drama Advisor	RHD = 1	\$1500	\$1500	\$1500

OTHER STIPEND POSITIONS

Activity	Number of positions	1st/2nd Year Compensation	3rd/4th Year Compensation	5+ Years Compensation
Lead Teacher, Community High	Lead Teacher = 1	\$8177		
HS Band/Orchestra	Director, Fall = 1 Director, Spring = 1	\$2610 \$2610	\$2806 \$2806	\$3016 \$3016
MS/ES Music Performance Coach	Instrumental = 2 Vocal = 2	\$2552 \$1020	\$2743 \$1097	\$2949 \$1179
HS Leadership Teacher	Leadership teacher = 1	\$7658; see notes		
GATE Coordinator	Coordinator = 1	\$5000		
HS WASC Report	Lead Writer = 1	Hourly instructional rate, not to exceed \$2500		
Teacher Tech Lead	HS = 1 MS = 1 FG = 1 RHD = 1	\$1000		
HS 8th Grade Writing Assessment Evaluator	Evaluators = 0	\$400		
Garden Coordinator	FG = 1 RHD = 1	\$3300 \$3300		
Overnight Camp Trips	MS Science Camp	\$150.00 daily		
After School Intervention Classes	As needed	Hourly instructional rate		
GATE Teacher	As needed	Hourly instructional rate		
PAR Mentor	As needed	\$1500 per semester		
Induction Mentor	As needed	\$1200 per semester		
Hourly Instructional Rate	As needed	\$51.30 per hour		
Teacher-In-Charge	As needed, see notes	\$90.85 per day		
Dual Enrollment	Based on enrollment	See notes		
Curriculum Coordinator/ Department Chair	See notes			

Notes:

High School Leadership Teacher: Based on staffing needs, the High School site administrator may assign the Leadership teacher position as a teaching section or sections with a stipend of \$7,658 or as teaching section(s) with one additional prep period. If multiple teachers are assigned the Leadership class with a stipend, the stipend will be split between them.

Teacher-In-Charge: Any bargaining unit member acting as principal will be paid the daily factor if the principal leaves the school site. A Teacher-In-Charge shall be paid for a half-day assignment on a prorated basis. A substitute will be provided for the class of a Teacher-In-Charge if the principal expects to be off site for two (2) days.

Dual Enrollment: In order to encourage teachers to teach one or more Dual Enrollment classes through MPC or another qualified community college with whom PGUSD has an agreement, the following compensation will be paid:

- a. For teachers who meet the college's hiring requirements, stipends will be issued based on the amount paid to PGUSD from MPC per course, with 80% of the amount identified in the MPC/PGUSD Instructional Services Agreement paid as a stipend. The District will retain the California Department of Education (CDE) Indirect Cost Rate, and the remainder of the MPC reimbursement will be retained for classroom supplies specific to the course of study. For fully funded courses, stipends shall not be less than \$1,800 for one (1) dual enrolled course; \$2,600 for two (2) dual enrolled courses; \$3,400 for three (3) dual enrolled courses; \$4,200 for four (4) dual enrolled courses; and \$5,000 for five (5) or more dual enrolled courses per year.
- b. Courses must maintain a minimum of 15 students to seek full reimbursement from MPC. In the event of a course not maintaining the minimum number of students, the course can be canceled, resulting in no payment. The course may continue based on MPC's recommendation and in consultation with PGUSD, and the PGUSD teacher will be reimbursed 15% of the original agreed upon amount as stipulated above.
- c. All stipend amounts are subject to MPC rate adjustment in accordance with the most current MPC salary schedule.

Curriculum Coordinator/Department Chairs: The stipend for all secondary department chairs shall be a base of \$700 with an additional \$20 increment per section. At the elementary level, the hourly instructional rate will be paid to designated curriculum coordinators up to \$700 per assignment.



Joushua Jorn, Assistant Superintendent

1-30-2024
Date



PACIFIC GROVE UNIFIED SCHOOL DISTRICT

CHANGE OF ASSIGNMENT

Date: _____

To: _____ Current Assignment _____ Site: _____

This change in assignment is due to District:

- ☐ Grade level closures
- ☐ Reduction/changes to program/services

- ☐ You will be displaced for the _____ school year
- ☐ You elected to accept the involuntary transfer as a volunteer for the _____ school year.

In accordance with PGTA Collective Bargaining Agreement, you have the right to indicate **your preferences** from current known vacancies for which you are credentialed and qualified. Please indicate in order of preference your choices, with number 1 being your first choice, followed by your second, third, fourth and fifth choices.

You must submit your preferences to Human Resources by _____ . Thank you.

All options should have a number of preference assigned.

- In the event that my current assignment becomes vacant during the summer break, I agree to be reassigned to my original grade level/department. I understand this agreement is final. It may only be revoked by completing a new Change of Assignment Form.
- I do not want to be automatically reassigned. I will apply for any new vacant positions.

Employee signature

Date

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

IN-HOUSE APPLICATION / POSITION INTEREST FORM

I _____ would like to be considered for the following posted vacancy:	
Position Title:	Site or Department:
Hours:	Closing Date:
Current Position Title:	Current Site or Department:
Home phone:	Cell:
If you have never served in this position before, please briefly describe your qualifications for the position :	
Employee Signature:	Date:
_____	_____
FOR HUMAN RESOURCES USE ONLY	
Date name given to site/department:	Human Resources Representative:
<input type="checkbox"/> Candidate interviewed on:	<input type="checkbox"/> Candidate selected
	First day in the position:
<input type="checkbox"/> Candidate not interviewed	<input type="checkbox"/> Candidate not selected

End of Contract