



Moreno Valley Unified School District and the



Moreno Valley Educators Association

Affiliated with

California Teachers Association

National Education Association



CERTIFICATED EMPLOYEES COLLECTIVE BARGAINING AGREEMENT

July 1, 2021 – June 30, 2024

Moreno Valley Unified School District
25634 Alessandro Blvd.
Moreno Valley, CA 92553

An Equal Opportunity Employer

Updated May 2024

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AGREEMENT

This Agreement is made and entered into this 1st day of July 2021, by and between the Moreno Valley Board of Education (hereinafter called the "Board"), on behalf of the Moreno Valley Unified School District (hereinafter called the "District") and the Moreno Valley Educators Association/CTA/NEA (hereinafter called the "Association").

ARTICLE I

DURATION AND TERMINATION

This Agreement shall be and remain in effect from July 1, 2021, to and including June 30, 2024. No later than September 30th of every year until the expiration of this contract, the parties shall meet to reopen the following articles: Salaries, Employee Benefits, School Calendar, Evaluations, PAR and two additional articles for each party.

ARTICLE II

NOTICE

Notices required to be sent in this Agreement shall be in writing and, if to the Association, shall be mailed to President of Moreno Valley Educators Association, 12125 Day Street, Suite M407, Moreno Valley, California 92557, and if to the District, shall be mailed to Superintendent, Moreno Valley Unified School District, 25634 Alessandro Boulevard, Moreno Valley, California 92553. Such addresses may be changed by either party giving written notice to the other.

ARTICLE III
RECOGNITION

Section 1 –

The District recognizes the Association as the sole and exclusive bargaining agent for all certificated employees employed by the District in accordance with the inclusions and exclusions described below:

The bargaining unit includes all certificated employees including, but not limited to, classroom teachers, intern teachers, department chairpersons, school nurses, school psychologists, speech language pathologists, program/staff development/literacy specialists, academic coaches, counselors, music teachers, librarians, children's center permit teachers, and full-time District certificated employees working on adult education on a part-time or overtime basis. The District and the Association agree that sixty percent (60%) of a full-time assignment for adult education teachers is 15.25 hours per week. Other adult education personnel shall not be in the bargaining unit. The only certificated employees excluded from the unit shall be supervisory employees, confidential employees, employees designated by the Board as Management, including but not limited to, Superintendent, Deputy Superintendent, Associate Superintendents, Assistant Superintendents, Directors, Coordinators, Curriculum Assistants, Principals, Assistant Principals, Deans, teachers on assignment and substitute employees.

The Association agrees that the unit as described in the foregoing paragraph is appropriate and that it will not seek clarification or amendment of the unit, either as to specific exclusions or the enumerated inclusions, unless the PERB makes a ruling that clarifies or amends the unit.

Section 2 - Employee

The term "employee" as used herein shall only refer to an employee within the bargaining unit unless the context specifically indicates otherwise.

Section 3 - Duties and Work Performance

Duties and work performed by the certificated employees in the bargaining unit shall be subcontracted or otherwise transferred out of the bargaining unit only after reasonable efforts to staff positions have been made.

ARTICLE IV
MANAGEMENT RIGHTS

Section 1

All management rights and powers which the Board had prior to entering into this Agreement to direct and control the District are unqualified except as expressly and specifically limited, delegated, granted, or modified by an express provision of this Agreement. Except as provided by this Agreement, the Board retains the sole right to manage the District; to direct the work of its employees; to determine the methods, means and services to be provided; to determine the staffing patterns and the number and kinds of personnel required; to determine the educational goals, objectives and curriculum; to decide on the building, location or modification of any facility; to determine the budget and methods of raising revenue; to subcontract work or operations; to maintain order and efficiency; to hire, assign, evaluate, promote, discipline, discharge for cause, layoff, and transfer employees; and to take action on any matter in the event of an emergency for the reasonable period of time required by the emergency. The foregoing rights of management are not intended to be an all-inclusive list, but do indicate the types of matters which are inherent to management.

Section 2

The parties agree that action taken by the District pursuant to this Management Rights article may generate a requirement to engage in "effects bargaining," pursuant to PERB law. The parties further agree that such "effects bargaining," if required by PERB law, shall take place after notice by the Association and shall neither prevent nor delay the actions authorized by this Article IV.

ARTICLE V
ASSOCIATION RIGHTS

Section 1 - Use of Facilities

The Association may request the use of the District's school equipment, buildings and/or facilities at reasonable hours other than during the workday and permission shall not be unreasonably withheld. Such equipment may include computers and printers, typewriters, mimeograph machines, duplicating equipment, photocopying machines, calculating machines, and audiovisual equipment when such equipment has been designated as generally available for faculty use, and when it is not otherwise in use for educational purposes. The District shall provide its available reproduction equipment for Association publications at the same rate as charged for school programs, unless the reproduction equipment is being otherwise utilized to produce school materials. Equipment named in this section shall be used on school premises.

Section 2 - Communication

- (a) The Association shall have the right to post notices of activities and matters on designated employee bulletin board spaces. These bulletin board spaces shall be located in a visible and accessible area in the faculty room(s). The Association may use employee mailboxes for communications with employees. All "general distribution" materials distributed by the Association in school mailboxes shall have the Association's identification, and, concurrent with distribution in the mailboxes, a copy will be supplied to the site administrator.
- (b) The Association shall indemnify and hold harmless the District against any claims, liabilities, or defense costs arising out of the Association's exercise of its rights under paragraph (a).
- (c) The District shall provide written notice of the date, time, and location of orientation days prior to the opening of school, 30 calendar days in advance.
- (d) The District and the Association will meet annually to discuss the time allotted or Association business at New Teacher Orientation (NTO).

Section 3 - Right of Access

Authorized representatives of the Association shall be permitted to transact official Association business on school property before or after the employee workday or during lunch or other breaks.

Section 4 - Bargaining Unit Information

- a) For all certificated and child center permit employees, the District will provide to the Association President or designee, in digital and hard copy format, a roster that includes certificated employee names, job title, date of hire, department, work location, work, home, personal cell number, personal email, and home address by the last work day in August, November, February, and May.
- b) During New Teacher Orientation (NTO) and New Employee Orientation (NEO), the District will make provisions for bargaining unit members to complete an Association Membership Form during their regular work hours.
- c) Job announcements for bargaining unit positions will include a statement advising applicants that Moreno Valley Unified School District is an agency fee district and employees of the District are required as a condition of employment to join the Moreno Valley Educators Association or pay representational fees.

- d) For newly hired certificated and child center permit employees, The District will provide to the Association President or designee, in digital and hard copy format, a roster that includes names, job title, department, work location, work, home, personal cell number, personal email, and home address within (30) calendar days
- e) New Employee Orientation (NEO) shall be defined as the onboarding process, whether in person, online, or through other means where employees are advised of their employment status, rights, benefits, duties and responsibilities or any other employment related matters.
- f) During New Employee Orientation (NEO), the Association shall be provided 30 minutes to speak with certificated employees. In the event that the duration of NEO increase or decreases, the District and Association will meet to discuss the allocation of time given to the Association.

Section 5 - Association Business Days

Designated Association representatives shall be entitled to a collective maximum of one hundred (100) days during the school year for the purpose of performing Association business under the following conditions:

- (a) The Association shall reimburse the District at the rate of daily pay for the substitutes.
- (b) The Association President shall designate the member(s) to be released and shall give the Human Resources Division three (3) workdays written notice. The designated unit member who is to be released shall give his/her site/department manager three (3) workdays notice of the release time. In no case will there be more than fifteen (15) members absent on Association business and in no case shall any individual be absent for more than three (3) consecutive days.
- (c) Notwithstanding the foregoing provision, the parties shall maintain their practice of flexible enforcement of this provision.
- (d) This section shall not be applicable to meeting and negotiating with respect to reaching a new collective bargaining agreement and the processing of grievances.
- (e) The District reserves the right to deny such leave where it would unduly disrupt District operations, but permission shall not be unreasonably withheld.

Section 6 - Release Time

- (a) If the Association chooses to exercise the option, it may purchase at the actual substitute rate release time for the Association President for up to one hundred (100) percent of his/her assignment.
- (b) If the Association chooses, it may purchase release time at the actual substitute rate for up to sixty percent (60%) of the assignment for members of the Association's Executive Board. The District shall not deny such requests arbitrarily or capriciously.

Section 7 - Access to Information

The District, upon request, agrees to furnish to the Association available information concerning the financial resources of the District.

ARTICLE VI
ASSOCIATION SECURITY

Section 1 - Dues Deduction Authorization

Any unit member who is a member of the Association, 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 of the Association. Pursuant to such authorization, the District shall deduct one tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months, and remit such amounts promptly to the Association. 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.

Section 2 - Fee Deduction

- (a) A unit member who is not a member of the Association, or who does not make application for membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days from the date of commencement of assigned duties, shall become a member of the Association or pay to the Association a fee in an amount equal to representational costs. The District shall automatically deduct fees from a unit member's paychecks, as described in Section 1 above, unless the unit member notifies the District, in writing with Association verification, that he/she has paid the dues or fees directly to the Association.
- (b) With respect to all sums deducted by the District pursuant to authorization of the unit member, whether for membership dues or equivalent fee, the District agrees to remit such monies promptly to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.

Section 3 - Religious Exemption

- (a) Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Association as a condition of employment; except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organizations, charitable funds exempt from taxation under Section 501(c)(3) of Title 26 of the Internal Revenue Code:
 - (1) Scholarship fund administered by three (3) trustees appointed by the District and three (3) trustees appointed by the Association. One of the Association trustees shall chair the committee and give reasonable notice to the District trustees of all meetings. Failure of District trustees to attend meetings shall not prevent the committee from acting.
 - (2) Moreno Valley Friends of the Library.
 - (3) Moreno Valley Unified School District Certificated Employee Emergency Fund, administered by one (1) trustee appointed by the Association and one (1) trustee appointed by the District.
 - (4) The scholarship fund of the Riverside YM/WCA Moreno Valley Summer Day Camp program.
 - (5) The Foundation to Assist California Teachers (FACT).

Authorization for such payment shall be made on or before September 15 of each school year, or within thirty (30) days of commencement of assigned duties.

- (b) Proof of payment and a written statement of objection along with evidence of membership in a religious body whose traditional tenets or teachings object to joining or financially supporting employee organizations, pursuant to paragraph 3(a) above, shall be made on an annual basis to the District as a condition of continued exemption from the provisions of Sections 1 and 2 of this Article. Payment shall be in the form of payroll deduction.
- (c) Any unit member making payments as set forth in Section 3(a) and (b) above, and who requests that the grievance or arbitration provisions of this Agreement be used in his/her behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

Section 4 - Association's Duties

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

Section 5 - Indemnification

- (a) The Association agrees to defend, indemnify and hold harmless the District against legal action by any certificated employee of the District challenging the legality of any action taken by the District at the request of the Association in compliance with this Article VI.
- (b) Upon commencement of such legal action, the Association shall have the exclusive right to decide and determine whether any claim, liability, suit or judgment made or brought against the District or Association because of such action shall or shall not be compromised, resisted, defended, tried, or appealed. The Association's decision thereon shall be final and binding.
- (c) The District, immediately upon receipt of notice of such legal action against either or both of them, shall inform the Association of such action, provide the Association with information, pertinent documents, and assistance necessary for the Association's defense or settlement of such action and fully cooperate with the Association in its defense of such action.
- (d) The Association, upon its compromise or settlement of such action, shall immediately pay the District all sums due under such settlement or compromise.
- (e) The Association, upon final order and judgment of a court of competent jurisdiction awarding damages to any employee of the District, shall immediately pay to such employee all sums owing under such order and judgment.

ARTICLE VII

SALARIES

Section 1 – Schedule

Pursuant to Article VII – Salaries, the Moreno Valley Unified School District (District) and the Moreno Valley Educators Association (Association) agree to the following:

- (a) Effective July 1, 2023, the District shall increase the 2023-24 salary schedules, Appendix A and Appendix B, by 7.5%, retroactive to July 1, 2023.
- (b) Effective March 1, 2024, the District shall increase the 2023-24 salary schedules, Appendix A and Appendix B, by 0.72%.
- (c) The District and the Association agree to meet and confer on the progress of site budget committees and their collaborative approach to ensure that unit members have the supplies they need.

Section 2 - Partial Years' Service

Employees who serve for less than a full year shall receive an amount proportionate to the ratio of the number of days worked and the number of days normally worked in the position, except that an employee who works one (1) semester shall receive no less than fifty percent (50%) of the annual salary.

Section 3 - Payments

Salary payments for the regular school year shall be made no later than the last day of the applicable payroll period. All extra compensation timesheets/timecards submitted by the proper due dates will be included on employees' monthly paychecks.

Bargaining unit members hired prior to December 5, 2017, and who are currently receiving their December payroll in January may continue to do so.

Section 4 - Psychologists

Psychologists will work two hundred (200) days and be paid on a six step ratio at 1.00, 1.05, 1.10, 1.15, 1.20 and 1.25 of the employees' schedule with 1.00 equal to the amount in Column F, Step 12.

Section 5 - Counselors

Counselors required to work additional days beyond the established work year, as set forth in this Agreement, shall be paid at their scheduled daily rate of pay. Counselors in elementary school, grades K-5, may work up to five (5) additional days. Counselors in middle school, grades 6-8, shall work at least five (5) additional days and may work up to ten (10) days. Counselors in secondary school, grades 9-12, shall work at least ten (10) additional days and may work up to fifteen (15) days. Up to three Saturdays may be scheduled for proficiency testing purposes. Such days shall be assigned on a voluntary basis to the extent possible. The counselor's required additional days shall not be scheduled days other than those weekdays immediately prior to the start of school or those immediately after the end of school (unless the counselor otherwise agrees) and shall be on the days and at the time designated by the site administrator, provided it is not an established holiday and the counselor has reasonable notice of such designation. Counselors required by the District to work hours outside of the regular workday shall have such hours applied against the additional workdays set forth in this Agreement. Any days in addition to the required number of days specified above or portions thereof shall be compensated at the regular daily rate of pay.

Section 6 - Department Chairpersons, Lead Teachers, Grade Level Leaders, and Team Leaders

- (a) High school department chairpersons shall receive the amount as set forth in Appendix B per period taught by employees in their department each semester. This computation shall include periods taught by the chairperson. Stipends will be paid twice a year. The present departments are set forth in Appendix B. This listing of such departments shall not limit the District from abolishing, modifying, or adding to any of the departments so listed during the term of this Agreement. However, once departments are established at the beginning of a school year, they shall remain in existence for the remainder of the school year.
- (b) The District will provide one (1) released day per month for all high school department chairpersons whose departments include five (5) or more instructors (including the chairperson). One-half (1/2) of the time provided in the release days may be directed by the District; one-half (1/2) of the time shall be used for department chairpersons' duties. Release time can be taken in one period increments, with forty-eight (48) hours advance notice and principal approval.
- (c) The District may offer Assistant Department Chair positions for Math, Science, English, and Social Science at all four-year comprehensive high schools. The Assistant Chair will be paid seventy percent (70%) of the amount paid the Chair, with no release time.
- (d) There shall be grade level leaders at every elementary site on the basis of one grade level leader per grade level and one for support services. They shall be chosen in the same manner that department chairpersons are chosen, and they shall receive an annual stipend as set forth in Appendix B. The hours of work to be performed outside of the regular school day or year by a grade level leader shall be reasonable. The District and the Association agree to a guideline of 20 hours per year outside the workday/work year.
- (e) There shall be a team leader for each middle school team. They shall be chosen in the same manner that department chairpersons are chosen, and they shall receive an annual stipend as set forth in Appendix B.
- (f) There shall be seven (7) lead teachers at each middle school, in the areas of English, mathematics, social studies, science, physical education, elective subjects, and support services. The Team Leaders described in paragraph (e) above in the physical education, elective subjects and support services groups shall be designated "Physical Education Lead Teacher," "Elective Subjects Lead Teacher," and "Support Services Lead Teacher," respectively. The Lead Teacher shall be chosen in the same manner that department chairpersons are chosen. The Lead Teacher stipend will be computed by multiplying the number of periods taught in each subject area each trimester by the current share value times fifty percent (50%). This computation shall include periods taught by the Lead Teacher. This amount will be paid three times a year, with no one to make less than \$665 per year.
- (g) There shall be one lead nurse for the District who shall receive an annual stipend as set forth in Appendix B. He/she shall be chosen in the same manner as department chairpersons are chosen.

Section 7 - Vocational Credentials

Upon initial employment with the District, CTE teachers may be receive a maximum of ten (10) years for combined teaching and industry experience. Maximum starting step based upon combined teaching experience and industry experience shall be step 11.

- a) Up to ten (10) years may be given for classroom teaching experience. One (1) salary step

shall be allowed for each year of verified and approved classroom teaching experience.

- b) Up to five (5) years may be given for industry experience. One (1) salary step shall allowed for each one (1) year of verified and approved vocational experience.
- c) No more than a maximum of 10 years may be granted for any combination of classroom teaching experience and/or industry field experience.

Vocational/CTE Teacher Column Placement

Column A: CTE credential or B.A. degree plus appropriate credential for the assignment

Column B: CTE credential plus 15 approved semester units or B.A. degree plus 15 approved semester units completed subsequent to B.A. plus appropriate credential for the assignment.

Column C: CTE credential plus 30 approved semester units or B.A. degree plus 30 approved semester units completed subsequent to B.A. plus appropriate credential for the assignment.

Verification of teaching and industry/field experience

New CTE teachers must provide written confirmation of qualifying teaching and/or industry experience in accordance to the Commission on Teacher Credentialing for Designated Subjects – Career Technical Education (CTE) Teaching Credential (CL-888).

Section 8 - Step and Column Advancement

The following rules shall be used in determining step and column advancement on the employee salary schedule:

- (a) Experience credit will be allowed only for those years in which the employee has taught or worked under a full-time regular contract for three-quarters (3/4) of a year or, for those employees hired commencing with the 1992-93 school year, in years in which the employee earns credit towards tenure under the Education Code provisions.
- (b) All units to be applied to the salary schedule for placement and advancement credit will be evaluated by the District as provided in this Article.
- (c) After initial placement on the salary schedule, movement on the schedule shall be controlled only by credits earned and years of service.
- (d) Steps 19, 23, and 26, shall be attained upon the completion of eighteen (18), twenty-two (22), and twenty-five (25) years of service, respectively. All years of service creditable to the salary schedule are applicable.
- (e) Unit requirements of the salary schedule shall be in semester units. Quarter units shall be converted to semester units by multiplying by two-thirds (2/3).
- (f) All upper division and graduate units earned at an accredited college or university shall be applicable to the salary schedules if the course units are acceptable for renewal or attainment of a teaching credential, or the course units are applicable to an advanced degree in an educational field, or the course units are in professional education courses including continuing education units (CEUs) for school nurses. In the case of professional educational courses, an employee shall first obtain prior approval from the District. The District shall not be arbitrary and capricious in withholding approval.

- (g) The District may require an employee to verify salary placement by supplying transcripts of completed work.
- (h) All units applicable to the salary schedule shall be earned at an accredited college or university prior to the beginning of the employee work year and shall be verified by a transcript.
- (i) The number of semester units for a column change must be a whole number at least equal to the number set forth on the salary schedule. However, fractional parts of semester units may be added to arrive at the whole number of semester units required.
- (j) Each employee shall inform the District prior to enrolling in courses on a form provided by the District, the number of units the employee plans to have earned and applied to the salary schedule for appropriate salary placement.
- (k) The District shall adjust the employee's salary to reflect units earned prior to September 15 when official transcripts have been submitted to the District. After verification of the units earned, salary adjustments for submissions from April 1 to September 15 shall be effective July 1.
 - (1) Employees who submit official transcripts from September 16 through September 30 shall receive compensation on their monthly paycheck effective October 1 without retroactive payment.
 - (2) Employees who submit official transcripts from October 1 through January 31 shall receive compensation on their monthly paycheck effective February 1 without retroactive payment.
 - (3) Employees who submit official transcripts from February 1 through March 31 shall receive compensation on their monthly paycheck effective April 1 without retroactive payment.
 - (4) All units applicable to the salary schedule shall be verified with the Human Resources Division to ensure that the requirements for salary column advancement listed above have been met.
- (l) Not later than October 15, the District shall furnish the Association with the placement of personnel on the salary schedule as of October 1, subject to subsequent verification and receipt of the requisite information from such personnel.
- (m) Salary placement properly granted prior to September 1, 1988, shall not be affected by any change(s) in this Article VII.

Section 9 - Extra Pay for Extra Duty

- (a) Pay for the performance of extra duties shall be as set forth in Appendix B. No other duty pay shall be paid except as set forth in Appendix B. Qualified current employees of the District shall have preference for these positions over outside applicants and shall at least be granted an interview prior to these positions being offered to outside applicants. This provision shall not apply to committee assignments.
- (b) Director of Student Activities at the high school shall receive three (3) periods daily of release time.
- (c) At the middle school level, the District shall provide five (5) days of release time per semester for the position of Middle School Director of Activities. Release time can be taken in one period increments and requires principal approval.
- (d) The District will provide release days for one district-wide Middle School Athletic Coordinator

position to be rotated annually among the middle schools. The number of days shall be equal to the number of middle schools involved in the program.

- (e) Employees earning extra pay for extra duty who are paid in one lump sum shall be paid by separate check no later than thirty (30) days after completion of the extra duty assignment.
- (f) Extra pay for extra duty positions which are assigned for the school year shall be paid monthly in accordance with Appendix B. Extra duty pay (including the stipends for department chairs, team leaders, grade level leaders, and lead teachers) will be adjusted equally with any across the board increase in Appendix A.
- (g) The District retains the right to determine which extra pay for extra duty positions will be established at each site. In any event, the District will establish Department Chair, Team Leader, Lead Teacher, and Grade Level Leader positions as provided in the Agreement.
- (h) If the District requests a unit member to complete an extra pay for extra duty assignment (such as spelling bee, science fair, or other paid duty) during a non-contract day including weekends, the District shall compensate the unit member at the prevailing contractual hourly extra duty rate. The District shall determine the appropriate number of hours to be compensated. Duties enumerated in Appendix B shall not be subject to this Contract section and shall be compensated as per Appendix B.
- (i) Where mandated by Contract or state guidelines, certificated staff at elementary sites shall be involved in the decision-making process regarding the types of programs and the amounts paid at the site for the site's extra duty assignments.

Section 10 - Part-Time Employees

- (a) Notwithstanding Section 8(a) above, employees employed specifically on a part-time basis shall be granted a step increase at the beginning of a school year whenever the number of days or hours worked in one or more prior school years equals or exceeds three-quarters (3/4) of a full school year. In the event the above calculation exceeds three-quarters (3/4), only the excess over one (1) full year shall be carried over to compute the next entitlement to a step increase.
- (b) A part-time teaching employee covered by this Agreement shall be paid a pro rata salary based upon the ratio of his/her regularly assigned instructional hours to the annual full-time instructional hours applicable to the grade being taught. For the purpose of this section, instructional hours shall mean the number of hours the employee is in class with students.

Part-time, non-teaching employees shall be compensated on a pro rata salary based upon a ratio of his/her regularly assigned duty hours to the annual full-time duty hours applicable to the position.

Section 11 - Intern Teachers

Salary placement for intern teachers shall be Step 1, Column A of the salary schedule as set forth in Appendix A.

Section 12 - Rating In

- (a) The District shall offer employees new to the District full credit for all previous teaching experience up through a maximum of ten (10) years. This provision shall not affect the salary placement of employees hired to begin work in the District prior to July 1, 1995.
- (b) Salary credit is given for the following teaching experience:

- (1) Public school experience in any state or territory of the United States, so long as full-time with K-12 credential and Baccalaureate degree. Credit is not given for experience in a position requiring children's center permit or in a position not requiring a K-12 credential. Credit is not given for preschool, Head Start, or extended day care experience.
 - (2) Public school experience in a foreign country in grades K-12, in a position requiring a K-12 credential.
 - (3) Private school experience in a position in which the school requires a K-12 credential.
 - (4) Community college experience in a full-time position (seventy-five percent [75%] or more) requiring a fully satisfied credential and a Baccalaureate degree.
 - (5) University or college teaching experience in a full-time position (seventy-five percent [75%] or more) requiring a Baccalaureate degree, only if the employee is hired by the District into an area of special needs, as defined by the District.
 - (6) Psychologist private practice counseling experience if done full-time with school psychologist credential, only if employee is hired by the District into a position requiring a school psychologist credential.
 - (7) School Nurse experience and up to five (5) year related clinical and/or hospital experience with school age children.
- (c) The District shall use the following procedure for rating in salary credit for experience and training:
- (1) The District shall place the new hire initially based on verified training and experience as of the date of hire.
 - (2) The new hire shall have sixty (60) days from the first date of paid service in which to submit verification of transcripts and experience required by the District. Verification of prior teaching experience shall be on the form provided by the Moreno Valley Unified School District or on district letterhead from the school or school district giving dates of service, whether full-time or part-time, the position in which the service was rendered, and the type of teaching credential (if any) required for the position.
 - (3) When the new hire submits verification within sixty (60) days from the first date of paid service that justifies a higher placement, the District shall place the new hire where verified on the salary schedule. The District shall pay retroactively any amounts due on account of the higher placement.

Section 13 - Honoraria

The District shall forward honoraria received from teacher training institutions to those master/cooperating teachers for whose student teachers the honoraria are paid.

Section 14 - State Program for English Learners K-12

- (a) This section pertains to the District's implementation of the California legislation requiring all English Learners (EL) to achieve a proficient working knowledge of English.
- (b) District Economic Impact Aid (EIA) funds will be distributed equitably K-12 based on the prior

year's Language Census, R-30. The EIA site budget development process, under the leadership of site administration, will provide for the input of EL staff with regard to program allocations and be approved by the English Learner Advisory Committee (ELAC) and School Site Council.

- (c) English Language Development (ELD) Specialists will provide support services to K-12. EL lead teachers/department chairs or designated teachers at grades 6-12 will be provided extra facilitation periods. These periods will be determined by the prior year's Language Census, R- 30, and based upon available funds distributed proportionally.
- (d) Alternative Course of Study (ACS) teachers with a BCC/BCLAD and ACS teachers working toward such a certificate (Plan to Remedy) will be compensated at their daily rate of pay for additional work associated with primary language services. The Plan to Remedy must be completed within a five (5) year period. Teachers possessing BCC/BCLAD will be compensated for up to ten (10) days' pay. Teachers on Plan to Remedy will be compensated for up to five (5) days' pay.
- (e) The program support staff (i.e., instructional assistants and clerical) assigned to each site to provide EL services will be determined by the prior year's Language Census, R-30, and based upon available funds distributed proportionally. Actual assignment(s) of program support staff will be a site-based decision.
- (f) The District and the Association will work together to expand opportunities and provide scheduling of English Language learner staff development (i.e., BCLAD, CLAD, SDAIE, SB1969, SB395) within the school district. Special accommodations will be made available for Year Round Education (YRE) schedules.

Section 15 - Joint Fiscal Management Committee

- (a) A Joint Fiscal Management Committee (JFMC) shall review information regarding the fiscal status of the District and provide ongoing assistance and input regarding the fiscal well-being and long term financial integrity of the District. The JFMC shall articulate its findings to the Superintendent and the Association.
- (b) The JFMC shall participate in the development of the District's annual budget, review budget income and expenditures, and identify changes in revenue, efficiency and budget modifications.
- (c) The JFMC shall be composed of three MVEA members, three Management members, and three CSEA members.
- (d) The Association shall appoint its members. The District shall appoint its members. CSEA shall appoint its members. The committee shall select co-chairpersons to facilitate the activities of the committee. One co-chair shall be the Assistant Superintendent, Fiscal Services or designee.
- (e) The succeeding agenda shall be determined by the committee at the end of each meeting.
- (f) The JFMC shall notify the Superintendent and the Association if monies have been identified which are available for use in the compensation package or if adverse financial conditions occur.
- (g) The JFMC shall establish committee operating procedures.

ARTICLE VIII

EMPLOYEE BENEFITS

Section 1 - Entitlement

- (a) The District and the Association agree to increase the four-tier unblended CAP structure for medical and dental insurance effective October 1, 2023 to the following:

Employees Only	\$10,600
Employee + Spouse	\$18,800
Employee + Children	\$16,150
Employee + Family	\$25,750

- (b) If the projected benefits fines under the Affordable Care Act (ACA) do not occur, that money shall remain in a “rainy day” CAP fund as part of the reserve for the health benefits pool. Effective July 1, 2003, bargaining unit members enrolled in a medical plan may no longer elect to waive medical coverage. Effective July 1, 2003, bargaining unit members who waive medical coverage may continue to exercise the cash out option. The maximum amount available for cash shall be \$3,540. Certificated employees whose first day of paid employment is on or after July 1, 2002, shall not be eligible to receive this cash balance.
- (c) Benefits shall be paid in eleven (11) monthly installments including, but not limited to, programs for Health, Cancer and Income Protection.

Section 2 - Dental Insurance

Each employee shall have deducted from the above amount a sum equal to the composite premium for Delta PPO Dental Plan of California. It is required that all employees participate in this program. The District shall have the right to change the dental insurance carrier so long as the same or better benefits are maintained and prior notice and opportunities to consult are provided to the Association.

Section 3 - Life Insurance

Each employee shall have the option to deduct a sum equal to the premium for a term life insurance policy of no less than five thousand dollars (\$5,000).

Section 4 - Health Insurance

Employees may elect to join either the District’s self-insured plan or the Kaiser Plan recommended by the District Fringe Benefits Committee and approved by the Board of Education. If a carrier declines to offer a plan, the District Fringe Benefits Committee will meet to discuss the matter.

Section 5 - IRC Section 125 Benefits Plan

The District will implement an approved Internal Revenue Code Section 125 benefits plan including a modified benefits plan (offering employees a choice of premium only, dependent care and unreimbursed medical tax benefits). The Fringe Benefits Committee shall select and recommend a Third Party Administrator to the Board of Education.

- (1) Each employee may deduct up to the legal limit for dependent care.
- (2) Each employee may deduct an amount for unreimbursed medical tax benefits up to the

maximum guaranteed by the Third Party Administrator.

- (b) Costs related to the implementation and maintenance of the IRC 125 benefits plan shall be paid as follows:
 - (1) The District shall pay all annual set-up and re-enrollment fees.
 - (2) The District shall pay the monthly fees for premium only and/or one half of the costs related to the cash option. The employee shall pay one half of the costs related to the cash option.
 - (3) The employee shall pay monthly fees as they relate to additional individually selected options.
- (c) The Fringe Benefits Committee will annually review the costs and/or savings as a result of the implementation of the IRC 125 plan and provide information to the Negotiating Teams. Any savings realized through this plan shall be used for fringe benefits for bargaining unit members.

Section 6 - Leaves

Employees on leave without pay shall have the option of continuing health and dental insurance premiums at their own expense during the period of the unpaid leave.

Section 7 - Part-Time Employees

A part-time employee covered by this Agreement shall receive a pro rata share of the amount set forth in Section 1 based upon the formula in Article VII, Section 10(b). Said amount shall first be applied to dental insurance pursuant to Section 2 above, and any remaining amount may be applied to health insurance as specified in Section 4, if the insurer permits for such employees. There is no requirement that part-time employees have health insurance coverage.

Section 8 - Retired Employees

Employees who retire from the District after ten (10) or more years of District service shall be entitled to receive individual coverage under a District health plan at District expense (if the retiring employee wishes to have such coverage). District contributions toward retiree health plans shall be based on the lowest cost plan available that is offered at 100 percent coverage. This benefit may not begin before the employee reaches 55 years of age and will cease at the end of the month in which the employee turns 65.

Section 9 - Fringe Benefits Notification

The District will notify all unit members of the best figures available as to the rates of the various health and welfare benefit plans prior to the open enrollment period.

ARTICLE IX
SCHOOL CALENDAR

Section 1 - Calendar

- (a) The calendars for schools on a traditional schedule (including summer school) are attached as Appendix C (1) Head Start/Pre-K, (Full Day Duration/Non-Duration), State Preschool, Head Start Pre-K (Double Session), TK-6 Butterfield Language Academy, 6-8, and 9-12.
- (b) The calendars for schools on a year-round schedule are attached as Appendix C (2).

Section 2 - Instructional Days

There shall be the equivalent of 180 instructional days per year for the duration of this Agreement. The District may utilize up to eight (8) of the statutorily permitted non-student attendance days as part of the 180 instructional days. To the extent such non-student attendance days are utilized, the scheduling and utilization of at least four (4) of such days shall be determined at the individual school site level (with all required approvals of the District). To the extent additional non-student days are utilized, they may, at the District's discretion, be scheduled District-wide rather than by site. Any prescheduled, District wide non-student days shall include consultation with the Association during the negotiation of the school calendar.

Section 3 - Work Year

The length of the work year for employees shall be the instructional days plus four (4) days except that the District may require newly hired teachers to work two (2) additional days. No unit member shall be required to work longer than one hundred eighty-four (184) workdays, except as provided above (new teachers), Article VII, Section 4 (psychologists), and Article VII, Section 5 (counselors). In addition, the following classifications shall be exempt from the one hundred eighty-four (184) workdays: Professional Development Specialist, Equity and Access Specialist, English Language Specialist, Behavior Specialist, and Special Education Program Specialist. As per past practice, the District may provide for additional workdays for some bargaining unit positions. Such positions shall be offered to the unit member currently assigned to the position at the site(s) requiring additional service. If the unit member refuses, such positions shall be posted district-wide. Unit members who agree to work such additional days shall be compensated at the pro rata daily rate of pay for the extended work year. The District shall provide a list of all extended year employees to the Association upon request.

Section 4 - Parent Conference/Non-Student and Calendared Minimum Days

- (a) High School - The District shall schedule minimum days (for professional duties such as grading) at the end of the first and third quarters. An additional minimum student day shall be scheduled at the end of the fourth quarter. The District shall schedule non-student days (for professional duties such as grading) on the last day of each semester. The District may schedule other minimum days at its discretion for in-service training or District meetings or other non-student days as provided in categorical programs.
- (b) Middle School - The District shall schedule minimum days (for professional duties such as grading) at the end of each quarter. An additional minimum student day shall be scheduled at the end of the fourth quarter. The minimum days at the end of the fourth quarter shall not be scheduled back to back. The District shall schedule two (2) non-student days for parent conferences as provided in Appendix C. The District may schedule other minimum days at its discretion for in-service training or District meetings, or other non-student days as provided in categorical programs. Middle school teachers will be expected to conference with a number of parents comparable to teachers with self-contained classroom assignments

- (c) Elementary School - The District shall schedule minimum days (for professional duties such as grading) at the end of each trimester. An additional minimum student day shall be scheduled at the end of the third trimester. The minimum days at the end of the third trimester shall not be scheduled back to back. The District shall schedule two (2) non-student days for parent conferences as provided in Appendix C. The District may schedule other minimum days at its discretion for in-service training or District meetings, or other non-student days as provided in categorical programs.
- (d) K-12 - The last workday of the year for all grade levels shall be a minimum workday.

Section 5 - Minimum Teaching Day

- (a) Minimum days which are not back-to-back shall be 180 minutes of instruction.
- (b) Minimum days which are back-to-back shall be 240 minutes of instruction.
- (c) The student minimum days that the District may schedule (at its sole discretion) for inservice training or other purposes shall be 215 minutes for K-5 students.

Section 6 - District Calendar Committee

The District and the Association agree to continue the current process of utilizing a District wide Calendar Committee to develop a draft calendar to be presented to the respective negotiation teams for negotiations. Such calendars shall include days for high school semester exam schedules. The District and the Association shall also meet and confer regarding State and District mandated and non-mandated testing schedules.

Section 7 - Staff Development Reform Program

- (a) Pursuant to the conditions set forth by the California Legislature in the Staff Development Reform Program, staff development days will be conducted by the Moreno Valley Unified School District. Certificated classroom teachers who are eligible and choose to participate, on a voluntary basis, in the Staff Development Reform Program, will be paid eighty-five percent (85%) of the legislated staff development allowance per day; the remaining fifteen percent (15%) will be reimbursed to school sites for administrative costs related to the Staff Development Reform Program.
- (b) Site-based committees shall be established to provide input into Staff Development Reform Program activities. When required, District-wide committees shall be established as provided in Article XI - Professional Working Environment, Section 1(d) to address identified District-wide staff development needs.

Section 8 - District-Wide Flex Days

Beginning the 2014-15 school year, the District calendar will include fifteen (15) early release days ("District-Wide Flex Days") for the purpose of professional development, articulation, collaboration, and planning to effectively implement Common Core State Standards and monitor student achievement. The District-Wide Flex Days will be held on the same dates for all school sites and will be on alternate Wednesdays (September through May). These District-Wide Flex Days are separate and unique from any early release days that are part of a site's restructuring plan or Parent Conference/Non-Student and Calendared Minimum Days (Section 4).

For the first year of implementation, the MVUSD/MVEA Negotiating Team will schedule the fifteen (15) District-Wide Flex Days. After the first year of implementation, the Calendar Committee shall recommend the fifteen (15) District-Wide Flex Days for subsequent school years. Nine (9) District-Wide Flex Days will

be reserved to address site needs. The activities scheduled on these days (e.g. professional development, articulation, collaboration, planning, etc.) shall be established through the restructuring process (Article XXXIII). The remaining six (6) District-Wide Flex Days will be reserved for District use.

In addition to the District-Wide Flex Days, sites may choose to add additional flex days to meet their individual needs, through the site restructuring process (Article XXXIII). All flex days shall be on Wednesdays.

The District and the Association will annually evaluate the effectiveness of the District-Wide Flex Days.

ARTICLE X
HOURS AND ASSIGNMENTS

Section 1 - Assignment

- (a) An employee shall be given written notice of tentative assignment (grade level, subject, and school) for the forthcoming year no later than ninety (90) calendar days preceding the first day of the new work year. Notification of changes in assignments shall be given as soon as possible after a change has been decided upon. It shall also be the policy of the District when practicable to advise employees of possible changes when it appears such changes are likely.
- (b) When possible, combination classes will be minimized.
- (c) Middle school teachers, except those in self-contained classrooms, shall not be required to teach more than three (3) subjects (i.e., Math), title (SDAIE or GATE), and/or grade level (6th, 7th, or 8th) preparation. Teachers may volunteer for additional preparations.

Section 2 - Hours of Work

Except pursuant to the circumstances set forth in subsections (a) and (b) below, the length of the regular workday for employees who have a majority of their time assigned to regular classroom teaching shall be seven (7) hours, twenty (20) minutes.

- (a) Teaching employees shall attend meetings called by site administrators or department chairpersons, except as limited by Section 9.
- (b) The high school level certificated employees may be assigned duties that may be outside the defined workday. Such assignments shall be reasonable and assigned equitably within a school staff. Extra duty for high school will include Graduation and Back to School Night, plus six (6) events. Any duty assigned beyond eight (8) shall be paid at the extra duty hourly rate.
- (c) Teaching employees shall be entitled to a forty (40) minute duty free lunch period each workday. In no event shall the student lunch period exceed the teacher lunch period and in those schools with forty (40) minute lunches, accommodation will be made to assure teachers of their full forty (40) minute duty free lunch break.
 - (1) In serious inclement weather situations, the District may adjust the elementary schedule, as long as a thirty (30) minute duty free lunch period is maintained.
 - (2) At the beginning of the school year, a committee at each site/YRE track will be formed to discuss inclement weather options in order to cover lunch time supervision. By the end of the first month of the school year, the findings of this committee will be presented to the staff for their approval.
 - (3) On minimum days, the District may adjust all schedules as long as a thirty (30) minute duty free lunch period is maintained.
 - (4) The lunch period at elementary schools shall be forty-five (45) minutes. Teachers are expected to walk their classes to the lunch area and may be required to stay with their classes for a reasonable period of time, generally from zero (0) to five (5) minutes.

- (d) Classroom teachers shall be responsible for up to three hundred five (305) minutes of instruction as scheduled by the District. The District and the Association will meet and prepare a report for the Bargaining Teams on the effects of counting passing time as instructional minutes. Teaching employees in a period-oriented program will be assigned no more than five (5) periods of instruction.
- (e) The District shall establish the beginning and ending times of all school programs, except in setting such times the Board shall not exceed the workday as set forth above in Section 2. Teaching employees will be present at their site a reasonable period of time prior to and following the student day.
- (f) Playground duty, bus duty and supervision of special events within a school staff may be assigned to employees, and in such cases, such duties shall be reasonable in amount and assigned equitably within a school staff.
- (g) Supervisory duties will be determined at each school site and each YRE track by a committee composed of administrator(s), and teachers selected by their peers. At each school site/YRE track, the committee will determine the type and number of supervision minutes per week. These minutes will be equitable per teacher per site and/or per track. The committee will present the information to the staff for their approval.
- (h) Adjunct duties shall be assigned by the District. Such duties shall be reasonable, equitably distributed, mutually scheduled (or assigned if mutual agreement has been attempted but has not been reached), and communicated to all unit members at each school site. Adjunct duties shall be communicated within thirty (30) workdays from the beginning of each school year. Other adjunct duties may be added, deleted, or modified by mutual agreement between the administrator and the employee. The District may assign additional, necessary adjunct duties after thirty (30) workdays, by seniority, with the duties assigned first to the employee(s) with the least District seniority.
- (i) Each middle school staff may develop a comprehensive school plan, in cooperation with the school parental community, to address curricular and staff development needs through the reduction of student contact time. This plan must be supported by at least seventy percent (70%) of the respondents to the school parental community survey prior to submission to the Board of Education for approval. In no event shall such plan violate minimum State mandated instructional minutes.

Section 3 - Job Sharing

- (a) Job sharing is defined as two (2) permanent employees in satisfactory status sharing one full-time teaching assignment. Job sharing shall be by mutual consent of the District and the teachers and shall not result in any additional cost to the District.
- (b) A written plan for job sharing shall be presented to the District for approval. The plan must be in the best interests of the District. The plan shall include provisions for extra duty assignments and attendance at regular meetings. The District shall not withhold approval arbitrarily or capriciously.
- (c) Employees sharing jobs shall be paid at their regular contractual rate and accrue salary and benefits proportionate to the part of the job assignment fulfilled.
- (d) Employees sharing jobs shall be entitled to the rights, protections, and benefits set forth in this Agreement.
- (e) Employees sharing jobs shall receive one step increase upon the accumulation of each one full-time equivalent year.

- (f) Job sharers shall request and shall be granted one-half (1/2) time leaves of absence during the job share year. If one job sharer leaves the arrangement, the other job sharer must either go on leave for the remainder of the year or move to full-time employment.

Section 4 - Psychologists/Speech Language Pathologists/Athletic Directors

The length of the workday for psychologists hired to begin work on or before June 30, 1992 shall be eight (8) hours exclusive of a lunch period. The length of the regularly scheduled workday for all other employees whose majority assignment is not regular classroom teaching shall be in accordance with the provisions of section 2, 2(a), 2(b), and 2(c) of this Article. The establishment of a regularly scheduled workday in this paragraph shall not mean that any responsibilities traditionally associated with a particular job involving work outside the regular scheduled workday or away from the building site shall be affected. In every case, the hours of work for each non-teaching employee shall be established by such employee's immediate supervisor.

Speech language pathologists (SLPs) shall work an eight (8) hour day, and the District and the Association shall establish a salary schedule that reflects the additional forty (40) minutes each day that these employees are required to work. Each day the District exceeds the K-12 caseload average as stipulated in Education Code section 56363.3 by one to five students, SLPs with a caseload above 55 shall be paid one hour per day at the contractual hourly rate as identified in Appendix B. The contractual hourly rate shall be increased incrementally for each additional one to five students above the stipulated caseload. The Preschool SLP caseload shall be as stipulated in Education Code 56441.7. The District and the Association will review caseloads on a monthly basis.

Athletic Directors at the comprehensive high schools shall be fully released from classroom responsibilities (full-day release) and shall work an 8 hour day for 200 days and be placed on the same salary schedule as the Special Education Program Specialist. Duties will include, but are not limited to, the development and oversight of academic intervention and support for student athletes, training devoted to the development of coaches and fostering community and collegiate partnerships.

Section 5 – Non-Classroom Certificated Employees

- (a) The length of the regularly scheduled workday for employees whose majority assignment is not regular classroom teaching shall be in accordance with seven (7) hours, twenty (20) minute workday inclusive of 40-minute lunch period. Such positions include, but are not limited to: Multilingual Program Specialists, Professional Development Specialists, Certificated Site Academic Coaches, School Counselors, School Social Workers, and Behavior Intervention Teachers.
- (b) The length of the regularly scheduled workday for employees whose majority assignment is not regular classroom teaching shall be in accordance with an eight (8) hour work day inclusive of a 40-minute lunch period. Such positions include, but are not limited to: Special Education Program Specialists, African American Parent Involvement Program Specialists, Behavioral Support Program Specialists, and School Nurses.
- (c) Adjunct duties shall be assigned by the District. Such duties shall be reasonable, equitably distributed, mutually scheduled (or assigned if mutual agreement has been attempted but has not been reached), and communicated to all non-classroom unit members. Adjunct duties shall be communicated within thirty (30) workdays from the beginning of each school year. Other adjunct duties may be added, deleted, or modified by mutual agreement between the administrator and the employee. The District may assign additional, necessary adjunct duties after thirty (30)

workdays, by seniority, with the duties assigned first to the employee(s) with the least District seniority.

- (d) Non-site based certificated employees may be assigned duties that may be outside the defined workday. Such assignments shall be reasonable and assigned equitably within a department. Adjunct duty for non-site certificated employees shall not exceed three (3) events, unless mutually agreed upon by the District and the Association. Adjunct duty assigned beyond three (3) events shall be paid at the extra duty hourly rate.
- (e) Unit members shall not be daily reassigned from their specified job assignment for more than five (5) days during any school year. In the event there is a need to increase the number of days a unit member may be reassigned it shall be decided by mutual agreement by the District and the Association. If a unit member shall be required to be daily reassigned, then the unit member shall be notified in advance by the end of the prior workday.

Section 6 – Student Grouping

The principal of each school may involve the employees in the grouping of students within the school so as to maximize learning consistent with sound growth, development, and social practices.

Section 7– Emergency Coverage

If the principal and assistant principal (if any) are to be away from the school during the regular student hours, an employee shall be designated to act in an emergency.

Section – 8 Preparation/Conference Periods

On each full-time teaching day, all teaching employees shall have a preparation/conference period established by the District during which entire time the employee shall devote his/her energies to preparation activities, conferencing with students, parents of students, or employees on matters relevant to assigned duties. In grades K through 5 the preparation/conference period shall be no less than fifty (50) consecutive minutes. At the secondary level (6-12), the length of the preparation/conference period shall be no less than the students' regular daily period.

Section – 9 Traveling Employees

- (a) Employees traveling from site to site on the same day will be paid mileage at the current IRS rate to cover automobile expenses. If the distance exceeds one and one-half (1-1/2) miles, the District shall reduce the employee's instructional day by an appropriate amount of time for traveling, not less than fifteen (15) minutes per day.
- (b) The District will make a reasonable effort to provide existing equipment and materials to traveling employees to minimize the inconvenience faced by such employees.

Section – 10 Meetings

The number of required meetings will be limited as follows: At each school, attendance at more than two (2) meetings of the entire school staff shall not be required by the site administrator during a calendar month and no more than two (2) other mandatory meetings per month except in either case where such meetings are pursuant to the dictates of state law or except those required by categorically funded programs. Except in the case of categorical program evaluations, emergencies, and where the site administrator with the concurrence of the majority of the school staff agree, mandatory staff meetings shall not occur during a scheduled preparation/conference period. Mandatory meetings shall not last longer than sixty (60) minutes after the end of the regular workday and shall be scheduled at least twenty-four (24) hours in advance.

Meetings called by department chairpersons shall not count against the above limits, but shall be reasonable in number. This section shall not be applicable to any non-student attendance days. Issues discussed at voluntary staff meetings shall be summarized at the next mandatory staff meeting or provided to the staff in writing.

Section – 11 Support Personnel

- (a) Association Attendance. With respect to Association building representative meetings, one (1) psychologist representative may attend up to two (2) such meetings per month during scheduled work hours, provided one day's advance absence notice is given. All District Office employees, including but not limited to program specialists, curriculum specialists, and speech language pathologists may attend up to three (3) general membership meetings per school year. In either case where attendance at such meetings will occur during scheduled work hours, the District Office employees shall make up such time at a time scheduled by the District.
- (b) Resource Specialists. Resource Specialists will be responsible for testing and attending meetings for their respective caseloads, administrative placements, and initial referrals at their sites. One period per day of the Resource Specialist's instructional schedule shall be designated for such testing and related duties.

Section 12 Medical Procedures

The District shall not require bargaining unit members, other than nurses, to perform ongoing medical procedures for students.

Section – 13 Full Day Kindergarten

- (a) The length and number of recess/lunch breaks for students shall be the same as other primary grade classes (i.e., one recess break, one lunch break, etc.).
- (b) Each Full Day Kindergarten teacher shall be provided an instructional assistant for 1.75 hours per day by the District.
- (c) The District shall attempt to keep the Kindergarten classrooms together and locate the program in classrooms near age appropriate restrooms per Title V regulations.
- (d) Full Day Kindergarten teachers shall have standardized class set up: tables, chairs, rug, cubbies, kitchenette, kidney table, big book holder, standing bookcase, single sided bookcase, and kitchen play set.
- (e) Full Day Kindergarten classes may be dismissed up to 15 (fifteen) minutes prior to 1st (first) grade - 5th (fifth) grade dismissal, as established by the site through the Restructuring Process. The District and the Association representatives will meet by the end of the 2018-2019 school year to evaluate the efficiency of dismissal times.
- (f) Full Day Kindergarten teachers shall receive up to 13 substitute days for the 2018-2019 school year. Beginning with the 2019-2020 school year all Full Day Kindergarten teachers shall receive up to 11 substitute days per year. During the 2019-2020 school year, the District and the Association will bargain the substitute days for subsequent years.

Section – 14 Dual Language Immersion

- (a) Dual Language Immersion (DLI) teachers shall be compensated up to ten (10) days per school year at their daily rate of pay for additional work associated with primary language services.

- (b) DLI teachers attending mandated professional development outside the professional working hours as defined by Article X - Hours and Assignments shall be compensated at the hourly rate of pay for all such professional development.
- (c) Class size shall conform to the self-contained bilingual size of 28 pursuant to Article XIII - Class Size, Section 2. Class size overages shall follow the contractual process outlined in Article XIII, Section 2 (a) and Section 3.
 - (1) Grades TK-3 shall not exceed 25 students.
 - (2) Grades 4-12 shall not exceed 28 students.

ARTICLE XI

PROFESSIONAL WORKING ENVIRONMENT

Section 1 - Orientation and Inservice

- (a) All orientation and in-service education of other than new employees shall be conducted as designated by the District during the work year for employees as established by the terms of this Agreement.
- (b) Hours of service for employees on days designated for orientation or in-service activities shall be the same as the hours of service established for employees on regular days.
- (c) Employees have a professional responsibility to provide for their own continuing program of professional in-service education designed to maintain their individual skills.
- (d) District in-service and preservice programs shall be planned by the District. Upon request, the District officials responsible for planning such programs will meet with an Association committee, composed of no more than three (3) members designated by the Association, to discuss any suggestions or information such committee may have with respect to present or future programs. Such meetings shall be reasonable in number and shall take place during other than normal working hours except as otherwise mutually agreed. The content and format of any such program shall be the sole decision of the District committee and not reviewable under the grievance/arbitration article set forth in this Agreement.
- (e) The District may offer pay at the contract hourly rate for some or all in-service programs held outside the unit member's regular workday. The District will make available a semester schedule for in-services thirty (30) days before the semester begins, stating which unit members are eligible to attend specific sessions and which sessions shall be paid. The schedule will be subject to revision(s) during the semester. The District may arrange for college or university credit for any unit member attending a specific in-service session, to be provided (if available) in lieu of hourly pay (if hourly pay is otherwise provided for the specific session).
- (f) The District shall pay a unit member who acts as a presenter for a particular in-service program at the following rates:
 - (1) If the presentation is during the regular workday, the unit member will be given release time for the presentation plus one (1) hour of preparation time for every two (2) (or less) hours of presentation at the contract hourly rate.
 - (2) If the presentation is outside the regular workday, the unit member will be paid double the

contract hourly rate for each hour of the presentation plus one (1) hour of preparation time for every two (2) (or less) hours of presentation at the contract hourly rate.

- (g) The District (per site managers) may schedule up to three (3) mandatory in-service training sessions per year (not to exceed one per quarter), not to exceed one (1) hour each outside the workday, for which pay and/or release time is not required.

Section 2 - Instructional Assistants and Student Teachers

- (a) The District may assign a paid instructional assistant to an employee. The employee shall not have responsibility for a formal evaluation of the paid instructional assistant but shall provide input and opinions to the evaluator. The employee shall be responsible for the work direction of the paid instructional assistant. The employee shall be consulted prior to the assignment of a paid instructional assistant to the work station of the employee. Such right to consult shall not be construed as a right to reject an assignment.
- (b) The District may assign or the employee may recruit non-paid volunteer teacher aides. Teachers shall have the right to decline such voluntary, unpaid assistance.
- (c) The District will work cooperatively with employees on the assignments of student teachers or certificated intern staff from teacher training institutions. No student teacher or intern will be assigned to work with an employee without the employee approval.

Section 3 - School Site Councils

The School Site Council shall not have the authority to waive any provision of this Agreement without the written consent of the Association and the District. The District shall provide the Association with a copy of School Site Council Improvement Plans at least ten (10) calendar days prior to approval by the Board.

Section 4 - Facilities

- (a) The District agrees to make available to employees equipment for keyboarding and duplication of educational materials. In addition, the District will make available to employees:
 - (1) a location where coats and other personal items, such as handbags, may be stored, some of which is lockable;
 - (2) chalkboard space in each instructional area; and
 - (3) a place at each instructional site where District instructional materials might be stored.
- (b) The District shall provide a work place which is safe for its employees.
- (c) The District will make reasonable effort to provide a telephone or other appropriate means of communication as determined by the needs in each classroom/work station.

Section 5 - Materials and Supplies

- (a) The District will provide employees with appropriate equipment, instructional materials, and supplies in order to perform assigned professional duties, including equipment, materials, and supplies for special needs programs.
- (b) The District shall make every reasonable effort to provide desk space, storage space (some of which will be lockable), and moving assistance.

- (c) Each site shall establish procedures to ensure timely delivery of materials and supplies prior to the start of each school year.
- (d) The District will make reasonable effort to provide each teacher with a basic minimum classroom supplies and equipment package.

Section 6 - Individualized Educational Plans

The District and the Association agree that it is desirable to include unit members who will be affected by the Individualized Educational Plan of a particular student in the planning process for that student. Therefore, the District will make reasonable effort to involve affected unit members in development, review, and/or revision of Individualized Educational Plans.

Section 7 - Special Education Standing Committee

- (a) The Special Education Standing Committee will meet at least six times during each school year to consider concerns about the SELPA program, class sizes, and budget. This committee will suggest solutions to problems to the District and provide information to both negotiating teams.
- (b) Unit members shall be appointed by the Association to any District committee established by California Education Code or District policy. When updating a special education local plan, unit members shall be released from their regular duties during their workday or paid the hourly rate if outside the workday.

Section 8 - Student Attendance

Unit members shall not be required to spend an unreasonable amount of time verifying student absences.

Section 9 - Site Budget Committee

The site administrator at each school site shall institute a site budget committee, which shall include unit members selected by the faculty. The site budget committee shall develop recommendations for the expenditure of site based block grant funds. Site unit members shall be represented on the site budget committee in numbers no less than those of any other group represented.

Section 10 - Consultation Regarding Administrative Policies and Procedures

Upon request by the Association, the Superintendent of Schools, Deputy Superintendent, Associate Superintendent of Curriculum and Instruction, and/or Assistant Superintendent of Human Resources shall meet with the Association to discuss concerns regarding administrative policies and procedures.

Section 11 - Common Core State Standards (CCSS) Steering Committee

The District and the Association agree that innovative and collaborative implementation of the Common Core State Standards (CCSS) is essential for student success.

The Common Core State Standards (CCSS) Steering Committee will provide a collaborative structure to receive and give input and guide implementation of the CCSS.

For this purpose, the District and the Association shall meet monthly unless they mutually agree to change the meeting schedule.

MVEA shall appoint nine (9) members including a co-chair, and the District shall appoint an equal number of members including representatives from Educational Services, Human Resources, Business Services, and the sites at each level.

ARTICLE XII
TEACHER SAFETY

Section 1 - Student Discipline, Confidential Material, Corporal Punishment

- (a) The District shall provide the Association copies of the current editions of District policies and administrative regulations relating to student discipline. The District shall provide the Association with revisions of such policies and regulations upon adoption.
 - (1) The District shall provide unit members a copy of the site student discipline policies and procedures for the site(s) to which the unit member is assigned along with copies of the state laws regarding expulsion and suspension of students. Such site policies, procedures, and state laws shall be incorporated into a teacher handbook to be distributed to each unit member prior to the first student day or as soon as possible after the opening of a new school.
 - (2) Copies of current editions of District policies and administrative regulations shall be on file at each school site and shall be available for reference by unit members upon request. A statement to this effect shall be included in the teacher's handbook.
 - (3) The building principal shall meet with the site staff to solicit input for the development and implementation of site discipline policies and procedures. A committee formed by October 15 which includes unit members selected by the faculty shall develop, review, and/or revise site discipline policies and procedures, as appropriate. The site discipline plan shall be reviewed annually with the staff by May 15 at a regularly scheduled staff meeting prior to adoption.
 - (4) Discipline procedures established during the previous year to be in effect during the current year shall be operational as soon as possible in the current year.
 - (5) The District shall provide the Association and each site principal copies of the District's monthly crime report and a semiannual or quarterly report that includes the number of students suspended, the length of the suspensions, the number of students assigned Saturday School, and the actual number of students that attended to the extent such reports are generated by the District and are not confidential.
- (b) The District shall provide non-confidential information on students' background to unit members, as appropriate, upon the request of the unit member and shall provide access to student records to unit members with legitimate professional interest. Such access shall be in compliance with District policies.
- (c) Pursuant to Section 49079 of the Education Code,
 - (1) The District shall inform the teacher of every student who has caused, or who has attempted to cause, serious bodily injury or injury, as defined in paragraphs (5) and (6) of subdivision (E) of Section 243 of the Penal Code, to another person. The District shall provide the information to the teacher based on any written records that the District maintains or receives from a law enforcement agency regarding a student described in this section.
 - (2) The District shall not be liable for failure to comply with this section, if, in a particular

instance, it is demonstrated that the District has made a good faith effort to notify the teacher.

- (3) The information provided shall be from the previous three (3) school years.
- (4) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

- (d) Teachers shall not inflict corporal punishment on students. Pursuant to Section 49001 of the California Education Code, "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

Section 2 - Unsafe Conditions

- (a) The District will neither require unit members to work under unsafe conditions nor require them to perform tasks which may endanger their health or safety.
- (b) When in the judgment of a unit member, the continued presence in class or on the campus of a pupil represents a physical danger to the unit member, he/she may refer the matter to the appropriate site administrator for processing in accordance with state law and District procedures.
- (c) Unit members will be notified whenever possible before the District utilizes toxic chemicals, such as pesticides, paints, carpet glue or cleaner, in work areas. Unit members shall notify the principal of medically documented allergies or conditions affected by such substances.

Section 3 - Safety Inspections and Reports

The District shall provide the Association, upon request, with copies of safety and fire marshal inspection reports.

Section 4 - Home Visits

No unit member shall be required to enter the home of a parent or to otherwise meet with a parent at an off-campus location when the meeting may be a danger to the safety of the unit member. The immediate supervisor shall authorize an alternative parent contact method, provide for a safe teacher-parent meeting, or relieve the unit member of the obligation to meet with a parent.

Section 5 - Student Suspension

An employee may suspend for good cause, as defined in District policy, any pupil from such employee's class for the day of the suspension and the day following. The employee shall immediately report the suspension to the principal of the school utilizing the form displayed in Appendix G and send the pupil to the principal or designee for appropriate action. Within the term of suspension, the employee shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. A school administrator shall attend the conference if the employee or the parent or guardian so requests. The pupil shall not be returned to the class from which he/she was suspended, during the term of suspension, without the concurrence of the suspending employee and the principal.

The pupil shall not be sent to another classroom during the term of the suspension without the concurrence

of the receiving employee and the principal.

Section 6 - Exclusion

The District, upon recommendation of the student's teacher, may exclude from the class any student who has filthy or vicious habits, appears to suffer from head lice, ring worm, impetigo, or other contagious or infectious diseases, or who acts in such a way that good cause exists to believe that other students' and employees' health or safety is endangered. A student so excluded shall not be entitled to return to the classroom until such time as the District determines that the condition which prompted the exclusion no longer exists. The teacher shall be informed when the student is cleared to return.

Section 7 - Assault and Battery

- (a) Assault is defined as an unlawful threat or an attempt to harm another physically. Battery is defined as intentional and wrongful physical contact with a person without his/her consent that entails some injury or offensive touching.
- (b) Employees shall immediately report all cases of assault and/or battery suffered by them in connection with their employment to their immediate supervisor who shall, according to statute, report the incident to the local law enforcement authorities. The Superintendent or designee will be notified of the incident and he/she may comply with any reasonable request from the employee for information relating to the incident or the persons involved.
- (c) Assault, battery, physical or verbal abuse of a unit member or person may be cause for suspension or expulsion of the student engaging in such conduct. Such conduct should be reported immediately to the site administrator.

Section 8 - Committees

The District shall maintain a District Safety Committee of which the Association shall appoint one third (1/3) of the membership. The chair of the committee shall be the District designee.

Section 9 - Tuberculosis Exam

Employees shall be required to provide evidence of examination of tuberculosis every four (4) years or more frequently as provided in Education Code Section 49406.

Section 10 - Personal Property

The District assumes no liability for loss or damage to personal property except as set forth in this Article.

- (a) The cost of personal items (such as glasses or clothing damaged under extraordinary circumstances in the line of duty, excluding normal wear and tear) will be reimbursed to the unit member. The District shall not reimburse any loss wholly covered by the unit member's insurance.
- (b) Reimbursement for vehicle damage shall be limited to payment of the deductible amount of the unit member's insurance policy not to exceed two hundred fifty dollars (\$250) for damages resulting from malicious acts of others when an employee's vehicle, while the employee is acting in the scope of employment, is parked or driven on or adjacent to the school or at the site of authorized District activities. Collision, theft of an entire vehicle, any optional equipment attached thereto, such as hubcaps, a radio or tape deck, including tapes and cassettes, and damage to a vehicle resulting from actual theft of the vehicle are specifically excluded from this coverage. When the claim involves a vehicle or theft of property, a report shall be made to the police and the police report number included in the claim.

- (c) Personal property that unit members may wish to bring on campus (not personal items such as glasses or clothing) will be covered as provided in (a) above only when the unit member has received prior written authorization from the District.

Section 11 - Environmental Conditions

- (a) The District shall make every reasonable effort to provide an air conditioned classroom environment, air conditioned multi-purpose rooms, and air conditioned (HVAC) physical education offices and locker rooms.
- (b) Every reasonable effort will be made to relocate any unit member when the unit member has reported a temperature below 60° F or above 90° F in his/her indoor work station.
- (c) When the smog level reaches .20 parts per million oxidants in the air, the District shall make reasonable efforts to notify affected unit members, who will not be required to engage in strenuous activities.
- (d) When a heat wave (predicted temperatures of over 105° F) is predicted that will exceed one day, the District will monitor the temperature at the District Office on the first day and every day thereafter, of the predicted heat wave. The District will order minimum days for students at school sites with no air conditioning when the temperature for the following day is predicted to exceed 100° F. This procedure will not be put into effect on the last school attendance day of any school week. If the District orders minimum days because of this provision, the District shall have the right to schedule additional instructional time to meet the requirements of Education Code Section 46201 provided that the work year of unit members is not extended beyond the required number of workdays.

Section 12 - Instructional Interruptions

- (a) Every reasonable effort shall be made to minimize the number of classroom interruptions as a result of school maintenance and/or custodial/installation activities.
- (b) Intercoms and/or public address systems shall be used only during site designated times. The delivery of messages shall be limited to site designated times.

Section 13 – Telephones

Every reasonable effort shall be made to afford unit members access to a telephone located to ensure reasonable privacy of conversation for school related calls.

Section 14 - Individualized Educational Plan (IEP)

The District and the Association agree that it is desirable to notify unit members in advance of placing students in Severely Disabled (SD) classes. Therefore, the District will make reasonable efforts to provide a copy of the actual or temporary Individualized Educational Plan prior to enrollment.

ARTICLE XIII

CLASS SIZE

Section 1 - Staffing Ratios

- (a) The District shall utilize Section 2 – Class Average Limits/Caseloads for initial projected staffing purposes and all budgetary planning as a guideline at each school site.

The following staffing ratios for were bargained by the District and the Association as an alternative to the requirement of the Grade Span Adjustment (GSA) regulations in the Local Control Funding Formula (LCFF). The staffing ratios are ongoing; however, if the LCFF GSA funds are reduced by the state, the Association and the District shall meet to bargain class size at Grades TK-3 as identified in Section 2 of this Article.

2015-16: Transitional Kindergarten (TK)-Grade 3: TK: 1 teacher per 25 students projected; Kindergarten-Grade 3: 1 teacher per 27 students projected.

2016-17: Transitional Kindergarten (TK)-Grade 3: 1 teacher per 25 students projected.

All other grade level staffing ratios shall be based on the class-size averages listed in Section 2(a).

If the application of these ratios in the aggregate at any one school results in a fraction of one-half (1/2) or more, the next highest whole number of teachers shall be allocated to that school for initial projected staffing purposes.

- (b) The term "Teacher" as used in Section 1(a) above is intended to cover regular classroom teachers and does not include instructional aides, management personnel, psychologists, nurses, resource teachers, librarians, elementary music teachers, counselors, speech language pathologists, special education teachers, reading specialists, and the like.

Section 2 - Class Average Limits/Caseloads

- (a) The following class average limits/caseloads were bargained by the District and the Association as an alternative to the requirement of the Grade Span Adjustment (GSA) regulations in the Local Control Funding Formula (LCFF). The class average limits/caseloads are ongoing; however, if the LCFF GSA funds are reduced by the state, the Association and the District shall meet to bargain class size at Grades TK-3 as identified in this Section. Except as set forth in Section 4 below, if the actual number of students enrolled in an individual class averages more than the numbers stated in subparagraphs below for more than 20 consecutive workdays, the site administrator shall, upon request of the affected teacher(s), develop a plan, after consultation with the affected teacher(s), to achieve a reduction within a reasonable time period. When class size/caseloads exceed the defined limits, a written grievance may be filed, and if unresolved within ten (10) days, the grievance will be moved to Level III of the grievance article.

- (1) Transitional Kindergarten (TK): 25
- (2) Kindergarten - Grade 3: 29 (2014-2015); 27 (2015-2016); 25 (2016-17)
- (3) Grades 4-6 (elementary): 33
- (4) Grades 6 -12: 36 in any one class and 165 students for a five (5) period teaching day exclusive of the classes set forth in paragraph 5 below. If less than five (5) periods are taught, the figure shall be prorated accordingly.
- (5) Special Day Class: 18
- (6) Self-contained bilingual: Not to exceed 27 (2015-16); not to exceed 25 (2016-17).

(TK-3 self-contained bilingual classes shall adhere to Sections 2(a)(1) and 2(a)(2) and shall not exceed 28.)

- (7) Dual Language Immersion: Grades TK-3 shall not exceed 25 students. Grades 4-12 shall not exceed 28 students.
 - (8) Secondary remedial reading: Classes shall have no more than 20 students
 - (9) Middle school opportunity: 26
 - (10) Speech Language Pathologist: as provided in Education Code 56363-3
 - (11) RSP: 28
 - (12) ELD/Bilingual pull-out: 100
 - (13) Physical Education: classes shall have no more than fifty-five (55) students per teacher with a maximum of 240 students for a five period teaching day.
 - (14) Proficiency Mathematics: 25
 - (15) March Mountain/March Valley shall enroll no more than 22 students per class period
 - (16) Independent Study: District-wide average caseload – 60
 - (17) Moreno Valley Community Learning Center (MVCLC) charter shall enroll no more than 20 students in any one class. In the event that there is a change in MVCLC charter language, the District and Association agree to review the class size maximum.
 - (18) Bayside Community Day School: Shall enroll no more than 24 students in any one class or exceed a caseload of 120. Physical Education classes shall have no more than thirty (30) students per class with a maximum of 150 students.
- (b) Alternative Education Sites: In the event that class size or caseload is exceeded for 10 consecutive school days, the site administration, impacted teacher(s) and site representative(s) shall meet to problem solve the specific situation. If the overage is not resolved, the District and Association shall meet to implement the class size overage process.
- (c) The foregoing shall not be construed to preclude the site administrator and affected staff from consulting earlier than the expiration of the twenty (20) workdays to establish an appropriate plan where it is clear that the number of enrollees will exceed the number set forth above for more than twenty (20) workdays. In such case the reasonable period of time in which to take action shall commence as of the first day consultation is requested after such fact becomes clear.
- (d) The District and the Association agree that there are circumstances when class size/caseloads exceed the limits as defined in Article XIII. When established resolution processes are untenable, the District and Association will mutually agree upon a resolution. (Refer to Side Letter Agreement dated October 23, 1998)

Section 3 – Caseload and Class Size Overage Process (First 20 days of instruction)

The following process for class size caseload and class size limits for the beginning of the school year up to and including the first 20 days of instruction.

- (a) The First 20 Student School Days
- (1) The unit member shall notify the principal and the Association through District email of any class size and/or caseload overages that occur within the first 20 days.
 - (2) Within the first twenty (20) days of school the District shall work to balance all class size and/or caseload overages. If the overages are corrected within the first 20 days, there will be no overage payment.

- (3) After the first twenty (20) student days, if the District has not balanced the class size and/or caseload limits, the unit member may file a grievance. That grievance must be filed within ten (10) work days in order to be paid for each day of overage.
 - (4) The unit member who is still over contractual limits on day twenty-one (21) shall be paid from the date of the original overage until resolved as long as a grievance has been filed within timelines.
 - (5) The only exception to this process shall be resource specialist caseloads that by law shall not exceed 28 students.
 - (6) Overages that begin after the first 20 days of school shall follow the normal grievance process.
 - (7) Alternative Education Sites – refer to Article XIII – Class Size, Section 2(b).
- (b) Summer School Class Size and Caseload Overages
(based on a three (3) hour class, four (4) days per week)
- (1) The unit member shall notify the summer school administrator and the Association through District email of any class size and/or caseload overages within the first four (4) days of summer school.
 - (2) Within the first four (4) days of summer school the District shall work to balance all class size and/or caseload overages. If the overages are corrected within the first 4 days, there will be no overage payment.
 - (3) After the first four (4) student days, if the District has not balanced the class size and/or caseload limits, the unit member may file a grievance. That grievance must be filed within five (5) work days in order to be paid for each day of overage.
 - (4) The unit member who is still over contractual limits on day five (5) shall be paid from the date of the original overage until resolved.

Section 4 - Exceptions to Class Size Maximums

- (a) Consistent with past practice, classes at the elementary and secondary level that have traditionally been in excess of the numbers set forth above such as physical education (athletics), ROTC, chorus, and band, as well as classes that have been traditionally below these maximums such as foreign language, shop, home economics, and remedial classes, shall not be governed by the ratios in Section 2.
- (b) At the elementary level, the District will use reasonable efforts to secure substitutes for absent teachers when a teacher is assigned responsibility for students who would have been assigned to a substitute (if one had been available) for any part of a school day, the District shall pay one hour to the teacher at the hourly contract rate.
- (c) At the middle and high school levels, the District will use reasonable efforts to secure substitutes for absent teachers. When a teacher accepts responsibility for students who would have been assigned to a substitute, the District shall pay one (1) hour to the teacher at the hourly contract rate for each extra period assignment.

Section 5 – SDC Class Size and Caseload Overages

- (a) SDC teachers will be paid the contractual hourly rate for additional students over the contractual class size/caseload limits according to the following:
 - Each day the contractual class size/caseload limit is exceeded by one (1) student per day, the teacher will be paid the contractual hourly rate.
 - Each day the contractual class size/caseload limit is exceeded by two (2) students, the teacher will be paid the contractual hourly rate times two (2).

- Each day the contractual class size/caseload limit is exceeded by three (3) to five (5) students, the teacher will be paid the contractual hourly rate times four (4).

Section 6 – Class Size/Caseload Overage Resolutions When Untenable

When established resolution processes are untenable one of the following will be mutually agreed upon by the principal and representative of the District, the member, and representative from the Association.

- (1) Provide one (1) release day per month for activities related to instruction at a District facility or an approved activity outside of the District (location to be identified to administration).
- (2) The teacher shall have the flexibility to exceed defined limitations for programmatic reasons without compensation.
- (3) Elementary teachers will be paid the contractual hourly rate for additional students over the contractual class size/caseload limits according to the following:
 - Each day the contractual class-size/caseload limit is exceeded by one (1) student per day, the teacher will be paid the contractual hourly rate.
 - Each day the contractual class-size/caseload limit is exceeded by two (2) to five (5) students, the teacher will be paid the contractual hourly rate times two (2).
- (4) Secondary teachers will be paid the contractual hourly rate for additional students over the contractual class size/caseload limits according to the following:
 - Each day the contractual class-size limit is exceeded by one or more students in one or more periods per day, the teacher will be paid the contractual hourly rate. An additional incremental increase of the contractual hourly rate shall not apply until the teacher's student caseload contractual limitation is exceeded by five (5) students (e.g., if the contractual limit is 36 students per period, the teacher will receive the contractual hourly rate times one (1)).
 - Each day the contractual caseload limit is exceeded by one to five students per day, the teacher will be paid the contractual hourly rate. For each additional one to five students above the caseload contractual limits, the contractual hourly rate will be increased incrementally (e.g., if the contractual limit is 165 and the teacher has 171 to 175 students, the teacher will receive the contractual hourly rate times two.)
- (5) At the secondary level, teacher(s) shall receive 1/6 of their daily rate as compensation for teaching an additional period.
- (6) At the secondary level, implement a 6/4 teacher schedule. The teacher reaches six periods daily for the first semester and teaches four periods daily and receives two preparation periods the second semester. Additional compensation shall not apply.

Section 7 - Certificated Support Services Staffing

- (a) The District will attempt to limit each English Language Development (ELD) Specialist's assignment to no more than two (2) sites, but both the District and the Association acknowledge that sometimes assignment to additional sites may be necessary.
- (b) The District will assign Elementary School Counselors to no more than two (2) sites but both the District and Association acknowledge that sometimes assignment to additional sites may be

necessary based on fiscal considerations. Before additional sites are assigned the District and Association will mutually agree upon a resolution.

- (c) The District acknowledges that the current secondary counseling staffing ratios as designated below are desirable:
 - (1) High School: 450 to 1 District-wide ratio
 - (2) Middle School: less than 1450 - 2
more than 1450 - 3
when enrollment reaches 1700 – 4
- (d) The District and the Association shall establish a prorated caseload assignment for psychologists hired after July 1, 1992, based on the Side Letter Agreement to Article X, Section 1, dated June 30, 1989.

ARTICLE XIV

YEAR ROUND EDUCATION (YRE)

Section 1 - General

The District shall provide no less than one hundred (100) workdays' notice to the Association prior to implementing Year Round Education (YRE) at any particular site. The Association shall participate in planning and providing input prior to decision making. This Article shall be reopened for contract negotiations following the first year of YRE implementation at each additional level.

In addition, if the District decides to implement YRE at a comprehensive high school, it will give one hundred (100) workdays' notice of such intent to the Association and will meet and negotiate regarding issues arising because of the implementation at the additional grade levels. If the District and the Association have not reached agreement by the end of the one hundred (100) workday notice period, the District will implement its last offer, the parties will continue to meet and negotiate in good faith, and both parties retain all PERB rights in regard to the implementation. The District and the Association will continue to discuss implementation of YRE programs during the term of the Agreement.

Section 2 - Transfer To and From Year Round Education

- (a) The District shall make every reasonable effort to have participation in the Year Round Education voluntary on the part of unit members.
- (b) Unit members presently assigned to schools designated as Year Round Education sites shall have the right to remain at those sites unless they become subject to involuntary transfer pursuant to Article XXI.
- (c) YRE transfer requests shall be done in accordance with the provisions of Article XXI of the Collective Bargaining Agreement, except as provided below:
 - (1) The District shall make every reasonable effort to transfer those unit members who do not wish to work in schools designated as Year Round Education sites. Such unit members shall be given the first opportunity to transfer to vacancies in traditional school program sites. In any event, such unit members shall be interviewed for at least their first and second position choices.
 - (2) The District shall make every reasonable effort to make transfers from YRE sites prior to consideration of other transfer requests or the hiring of outside applicants.
- (d) Within fifteen (15) workdays after the District notifies all unit members that a particular school has been designated as a Year Round Education program, a unit member who wishes to leave must notify in writing the site administrator of his/her intention. The District shall provide the unit member with a list of all openings at traditional school program sites.
- (e) Within twenty (20) workdays after the District announces that a particular school has been designated as a Year Round Education program, the District shall post at all school sites any available openings at Year Round Education sites. Unit members interested in being transferred to a particular opening shall notify the Human Resources Division in writing fifteen (15) workdays from the date of posting.
- (f) The timelines indicated in Section (d) and (e) above can be extended through District and Association collaboration.

- (g) The District will provide a unit member involuntarily transferred into or out of a YRE school site one (1) day of released time for the purpose of relocating.
- (h) The District will make every reasonable effort to avoid reassigning a unit member to a different track or involuntarily transferring a unit member after the beginning of the track to which the unit member is assigned.

Section 3 - Extended Year Assignment

- (a) The District will post openings for intervention* assignments if it determines such sessions will be held. Unit members shall apply for intervention* assignments and selections for assignments shall be made as set forth in Article XXV, Summer School. The District shall compensate the unit member on intervention* assignment at pro rata summer school assignment rates.
- (b) No unit member will be required to work longer than one hundred seventy-four (174) workdays, except as provided in Article IX, Section 3 (new teachers), Article VII, Section 4 (psychologists), and Article VII, Section 5 (counselors). The District may provide for additional workdays for some bargaining unit positions. Such positions shall be offered to the unit member currently assigned to the position at the site(s) requiring additional service. If the unit member refuses, such positions shall be posted District-wide. Unit members who agree to work such additional days shall be compensated at their daily rate of pay for the extended work year.
- (c) If a unit member is assigned to an extended year assignment at a YRE school that is more than 174 workdays, that teacher shall be considered to be more than 1.0 Full-Time Equivalent, in the ratio the extended assignment bears to the standard assignment of 174 days. For example, an RSP teacher with an annual assignment of 199 workdays shall be considered a 1.14 Full-Time Equivalent position.
- (d) Unit members with an assignment in excess of a 1.0 Full-Time Equivalent position shall have a caseload which does not exceed the Education Code limits for a 1.0 position plus the proportional caseload attributable to the extended assignment. For example, an RSP teacher with an annual assignment of 199 workdays (1.14 Full-Time Equivalent) shall have a caseload not to exceed 31.9 students (114% of 28). Such a teacher shall not have an active caseload at any one time in excess of 28 students. "Active caseload" means the number of students on a teacher's caseload who are then on track.
- (e) The remedies provided in Article XIII, Section 2(c), as well as the other provisions of Article XIII, shall apply to unit members with an extended assignment.
- (f) If the District requests a unit member to complete an extra pay for extra duty assignment (such as spelling bee, science fair, or other paid duty) during off-track time, the District shall compensate the unit member at the prevailing contractual hourly extra duty rate. The District shall determine the appropriate number of hours to be compensated.

Section 4 - Track Assignments

- (a) During the initial stages of establishing a YRE program at a site, the faculty and administration will meet to discuss the most equitable distribution of track assignments. It is the intent of this Article to allow the faculty and administration of a particular YRE site to determine track assignments to the greatest extent possible. The District retains the right to make final assignments. If track assignment agreement is not reached during the process, the site

* Previously intersession

administrator shall assign teachers using the following criteria:

- (1) The educational needs of the program (appropriate credential, satisfactory evaluation, and specific site/program needs and/or related experience in desired position).
 - (2) Seniority at the site.
 - (3) Seniority in the District.
- (b) Unresolved conflicts regarding track placement can be appealed to the Superintendent or designee who will render a decision within ten (10) workdays of written appeal.
 - (c) At the conclusion of each school year, the faculty and site administration will meet to re-determine track assignments. If agreement is not reached, the site administration will make such decisions using the criteria listed above. (See Article X, Section 1 – Timeline of 90 days.)
 - (d) Except under exceptional circumstances, students who are off track will not be assigned to an on-track teacher's classroom for the purpose of making up instructional time.
 - (e) For the purpose of making track assignments, Article XXI, Section 2 (a) – Involuntary Transfers shall apply. If a unit member is involuntarily transferred to another track, the unit member shall have first right of return to the previously assigned track.

Section 5 - Communications

- (a) Each YRE site administrator shall forward District and site information to employees who are off track. Examples include information regarding application for Professional Support Provider (PSP), transfers and leaves, extra duty assignments, school events such as Open House, Back to School, holiday observances, and faculty election matters.
- (b) The District shall, upon request by a unit member, make reasonable efforts to notify that unit member during intersession or off-track assignment of any appropriate posted openings which may arise during intersession or off-track assignment. The unit member's request shall be in writing and will include a mailing address.

Section 6 - Substitutes

Unit members not on duty status will be allowed but not required to substitute in YRE. The District shall pay unit members who substitute in the YRE 140% of Step 1 of the Summer School Program Schedule found in Appendix B of this Agreement. The District shall pay unit members who substitute in the Summer School Program in accordance with the Summer School teacher salary schedule.

Section 7 - Evaluation

- (a) A unit member in a YRE school shall be notified of the identity of his/her evaluator within fifteen (15) calendar days of the beginning of his/her initial track of the year in which the evaluation is to take place.
- (b) Observation and evaluation procedures and schedules shall be in accordance with Article XV.
- (c) Final evaluation conferences shall be held no later than thirty (30) calendar days before the end of the final track in the unit member's instructional year.

- (d) Adjunct duties subject to evaluation shall be communicated to the unit member within thirty (30) calendar days of the beginning of the initial track of the unit member's work year. Adjunct duties may be changed, deleted, or added only in accordance with Article XV, Section 2(h).

Section 8 - Room Assignments

- (a) A "roving teacher" is a teacher in the YRE program whose classroom assignment changes when the tracks change. The District will seek volunteers before making roving assignments. Teachers assigned to a roving position will have two (2) subsequent years without roving unless otherwise agreed to by the unit member or under exceptional circumstances.
- (b) Every reasonable effort will be made to ensure that shared room assignments shall be equitably distributed at each YRE site. The site administrator will make room assignments after consultation with the affected teachers.
- (c) When teachers share a classroom, all teachers will have appropriate availability for storage space in the room being shared as well as that provided in other areas.
- (d) Unit members assigned to kindergarten and self-contained Special Education programs will be exempt from roving assignments, except under exceptional circumstances.

Section 9 - Flexible Scheduling

- (a) A unit member may be permitted to exchange instructional days with another unit member who is appropriately credentialed and on satisfactory status.
- (b) An exchange contract will be agreed to between the two teachers and signed by each.
- (c) The signed agreement shall then be submitted to the site principal for approval at least ten (10) workdays prior to the beginning of the exchange. Such an exchange shall be approved or disapproved based on the needs of the District. If disapproved, the reasons for disapproval shall be in writing.
- (d) Unit members may take the opportunity to attend conferences, workshops, or meetings which have been scheduled during periods of time when traditional calendar employees are on recess. Unit members wishing to participate in such events will be able to exchange days with off-track employees. The on-track teacher will then arrange to cover an equal number of days for the cooperating teacher.
- (e) Specific arrangements will be noted on the standard District form located in Appendix H.
- (f) Failure to carry out the service obligations under the approved exchange agreement shall result in a loss of pay for the unit member who fails the contractual agreement.

Section 10 - Extra Duty Site Assignments

Extra duty positions as described in Appendix B which the District determines require year round services including, but not limited to, Grade Level Leader, Team Leader, Subject Area Lead Teacher, Student Body Activities Director, Drama Coach, Yearbook Advisor, Publications Director, Band Director, Pep Squad, and Vocal Music Director shall be funded on the basis of 120% of the traditional calendar year rate. If the person in this position declines to serve while off track, the District shall pay the annual rate (100%), and may assign the duties to another unit member who will be paid the differential; i.e., 20%. Selection procedures for these interim positions shall be in accordance with Article VII, Sections 6 and 9.

Section 11 - Program Termination

If the District decides to eliminate YRE at one (1) or more sites, the District will provide the Association no less than one hundred (100) days' notice.

Section 12 - Working Conditions

- (a) The District shall make every reasonable effort to provide adequate materials, supplies, desk space, storage space (some of which will be lockable), moving assistance, an air conditioned classroom environment, air conditioned multi-purpose rooms, and air conditioned (HVAC) physical education offices and locker rooms.
- (b) Each site shall establish procedures to ensure timely delivery of materials and supplies prior to the start of each track's school year.
- (c) All YRE K-5 regular, self-contained classroom teachers shall be assigned to a single school work site.
- (d) All YRE classroom teachers at the middle school level shall be assigned to a single work site.
- (e) The District shall make every reasonable effort to distribute students with special needs among the various tracks and to provide equitable distribution of special support services (i.e., ELD, RSP, SDC, LSHS) to all tracks. Traditional and YRE programs shall have access to equivalent support services.
- (f) When possible, combination classes will be minimized.
- (g) Middle school teachers, except those in self-contained classrooms, shall not be required to teach more than three (3) subjects (i.e. Math), title (SDAIE or GATE), and/or grade level (6th, 7th, or 8th) preparations. Teachers may volunteer for additional preparations.

Section 13 - Salary

- (a) A unit member assigned to a YRE position shall be compensated on the same base salary schedule as a unit member assigned to a traditional calendar position. Advancement on the salary schedule shall be as provided in Article VII.
- (b) Unit members who work at the YRE sites shall not be adversely affected by the application of the standards for advancing on the salary schedule or obtaining years of service credit as defined in Article VII of the Collective Bargaining Agreement.
- (c) If a unit member transfers into or out of a YRE site and in the process changes his/her pay cycle, the District will make every reasonable effort to accommodate the unit member's pay cycle to minimize interruption of regular pay warrants. Over or under payments that occur in any fiscal year will be handled as quickly and equitably as possible.
- (d) Unit members assigned to a YRE site, for all or part of their regular assignment, shall be paid on a twelfthly basis, effective July 1.
- (e) All unit members paid on a twelfthly basis shall be required to sign the Salary Agreement for Employees Paid on a Twelfthly Basis attached hereto as Appendix F.
- (f) Unit members who are assigned to a roving position shall be paid an annual stipend equal to that of an elementary grade level leader at a traditional site.

Section 14 - Leaves

- (a) Unpaid leaves of absence shall be allowed based on the YRE calendar; i.e., leaves will correspond with the length of the teaching session (trimester).
- (b) All other leave provisions continue as provided in Article XXII.
- (c) A unit member whose assignment extends beyond the traditional 174 workdays shall earn pro rata sick leave consistent with Article XXII, Section 1(c)(3).

Section 15 - YRE Calendar

- (a) The YRE calendar shall appear in Appendix C.
- (b) There shall be 170 instructional days per year for the duration of the Agreement.
- (c) The length of the work year for employees shall be the instructional days plus four (4) days, except that the District may require newly hired teachers to work two (2) additional days.
- (d) The District shall schedule five (5) 180 minute instructional days (excluding lunch) for the purposes of professional duties such as grading and/or classroom or instructional preparation. The District shall schedule two (2) non-student days for parent conferences as provided in Appendix C.
- (e) The District may schedule other minimum days at its discretion for inservice training or District meetings, or other non-student days as provided in categorical programs. These minimum days shall be 215 minutes for K-5 students.
- (f) Except pursuant to the circumstances set forth in Article X, Section 2, subsections (a) and (b), the length of the regular workday for employees who have a majority of their time assigned to regular classrooms teaching on a 174 day work year YRE program calendar schedule shall be seven (7) hours, forty-six (46) minutes.

Section 16 - Annual Review

Article XIV, Year Round Education (YRE) will be reviewed by the District and Association annually or more frequently as mutually determined.

ARTICLE XV
EVALUATION PROCEDURES

Section 1 - Principles of Evaluation and Assessment

This provision establishes a uniform and systematic procedure for assessing an employee's work performance. The primary purpose of an employee evaluation is to improve the educational process for students and to develop the highest professional competence on the part of each employee.

In order to implement a more collaborative evaluation model that emphasizes coaching, the Association and the District agree to a structured rollout of the updated Article XV - Evaluation Procedures. Schools currently participating in the structured rollout shall continue under the updated procedures. Beginning in the 2015-16 school year, all employees shall be evaluated using the updated Article XV - Evaluation Procedures articulated in this Article.

The Association and the District shall continue to work on evaluation procedures in the Joint Association/District Evaluation Committee to analyze the updated procedures using member and administrative input.

The District retains the sole responsibility for the evaluation and assessment of performance of each employee, subject to the following procedural requirements. Any grievance brought under this Article shall be limited to a claim that the procedural requirements stated herein have been violated. Under normal circumstances, the site administrator (or his/her designee) shall have overall responsibility for the evaluation. If someone other than the site administrator (or designee) is the evaluator, or if the District changes the evaluator, the District shall, within a reasonable time, notify the employee. The District shall not request bargaining unit members to evaluate other bargaining unit members.

In compliance with law, discipline and discharge procedures may be undertaken independently of the evaluation procedures contained in this Article. This provision shall not, however, constitute a waiver of any right an employee may have to adequate notice of performance deficiencies and adequate opportunity to improve. Written evaluations shall be communicated using the forms shown in Appendix D.

Section 2 - Evaluation Criteria

(a) This evaluation system shall be based on the California Standards for the Teaching Profession (CSTP), a set of standards of professional practice that acknowledge the multiple activities and responsibilities of educators that contribute to the improvement of learning and the success of the school. In the case of certificated unit members other than teachers, the appropriate standards shall be used

(b) The evaluation and assessment of employee competency shall not include the use of publishers' norms established by standardized tests.

(c) The criteria for the Project Based Evaluations are referenced in Section 5.

Section 3 - Procedures for Evaluation and Assessment

The District shall evaluate probationary, temporary, and intern employees every year and permanent employees every other year, subject to the provisions of Article XV - Evaluation Procedures. Temporary, Intern, and Probationary 1 employees shall only be evaluated using CSTP 1, 2, and 6. Probationary 2 employees shall only be evaluated using CSTP 3, 4, and 5. Permanent employees shall be evaluated

using all six (6) CSTPs.

It is understood between the District and the Association that this Section is an evaluation procedural requirement.

(a) Pre-evaluation

- (1) Each school shall hold a staff meeting prior to the beginning of each school year to discuss evaluation criteria and procedures.
- (2) The District shall appoint an evaluator for each employee and inform each employee to be evaluated of his/her evaluator within forty-five (45) workdays from the beginning of the school year.
- (3) In the case of employees assigned after the beginning of the school year, such notification and meeting shall occur within thirty (30) calendar days of the assignment.
- (4) The employee may request the District to assign an alternate evaluator.
- (5) The evaluator and the employee shall meet to discuss and establish evaluation goals for the year using the Goal Setting Form to record the goals. The employee may utilize the Self-Reflection Form as part of this process (as included in Appendix D).

(b) Observations - General

- (1) The evaluator shall conduct no fewer than three (3) observations prorated appropriately for employees assigned after the beginning of the year.
- (2) There shall be one scheduled observation and at least two (2) unscheduled observations.
- (3) At least one observation shall occur by December 15 of their evaluation year.
- (4) Observations shall be reasonable in number and duration, and in no instance shall be used to harass an employee.
- (5) Scheduled Observations
 - a. The evaluator shall meet with the employee in a Pre-Observation Conference using the Pre-Observation Conference Form (Appendix D) and shall agree to a time and date for the scheduled observation.
 - b. The Goal Setting Conference (Section 3(a)(5)) and the Pre-Observation Conference may be combined into one conference by mutual agreement of the evaluator and the employee.
 - c. The scheduled observations shall be no longer than sixty (60) minutes using the Observation Form (Appendix D). This observation shall be prescheduled at least three (3) days in advance.
 - d. The evaluator shall meet with the employee to review the observation and to provide a copy of the observation report within ten (10) workdays after the classroom observation. The District and the Association acknowledge that unusual circumstances (such as illness of either the evaluator or the employee, or

emergencies) may prevent compliance with the time limits set forth in this section.

(6) **Unscheduled Observations**

- a. Unscheduled observations shall be no longer than thirty (30) minutes and may be shorter.
- b. The evaluator shall meet with the employee within ten (10) workdays to review the observation using the Observation Form (Appendix D).

(c) Final Evaluation Conference

- (1) The evaluator shall use observation data and the Teacher Evaluation Report Criteria to develop the Teacher Evaluation Report as included in Appendix D. The final evaluation may include comments and information from previous observations or other written evidence of employee performance as related to Section 2 provided such information has been shared with the unit member prior to development of the written evaluation. In any event, the evaluation shall reflect and be consistent with the written documentation provided to the employee throughout the evaluation year. The evaluator shall use the appropriate Evaluation Report form (Appendix D) for all certificated employees who are not teachers (e.g., counselors, psychologists, speech language pathologists, etc.).
- (2) Evaluations and assessments conducted pursuant to this procedure shall be reduced in writing on the forms attached hereto as Appendix D. The evaluator shall meet with the employee to provide a copy and review the final evaluation report no later than thirty (30) calendar days before the last day of student attendance of the school year. If the evaluation report requires an Assistance Plan, the meeting will be held within ten (10) workdays from the date of the delivery of the evaluation form to the employee. This same procedure shall be used for all Certificated Employees using the appropriate forms (Appendix D) for each category of Certificated Employees.
- (3) The evaluator shall notify the employee of the next steps.
 - a. An Assistance Plan shall be required if an employee receives an overall rating of two (2) in more than one standard (Section 4 of this Article). The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.
 - b. An Assistance Plan (Section 4 of this Article) and PAR shall be required if an employee receives an overall rating of 1 in any standard. The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.
- (4) The Final Evaluation Report and Observation Forms shall be placed in the employee's personnel file at the conclusion of the school year.

(d) Rebuttal

- (1) The employee has the right to initiate a written reaction or response to the evaluation. Such response shall become a permanent attachment to the copy of the evaluation in the employee's personnel file. If such response is filed, the evaluation document may be

modified at the District's discretion.

- (2) If a grievance relating to the evaluation procedures as set forth in this Article is filed, evaluation materials shall be withheld from the personnel file until the grievance process is exhausted.
- (3) Evaluations and other material of an evaluative nature shall be removed from personnel files and sealed, upon the employee's request, after four (4) years have elapsed from the date of evaluation.

Section 4 - Assistance Plans

The purpose of an Assistance Plan is to strengthen the knowledge, skills, and practices of educators to improve student achievement through a supportive and coaching-based process. An Assistance Plan is not disciplinary and shall be developed collaboratively.

- (a) Assistance Plans shall address the specific area(s) in which improvement is needed. When multiple standards/strands are identified for improvement (on the Final Evaluation Report), the evaluator and employee may choose to address one or more standards/strands on the Assistance Plan. If additional standards/strands are not addressed in the first Assistance Plan, it is understood that another Assistance Plan will be developed.

Additional plan(s) may be developed pursuant to Section 4(d).

- (b) If on an employee's Final Evaluation Report, an employee receives a rating of two (2) in more than one standard, then an Assistance Plan shall be required to address the elements of that standard.
- (c) If on an employee's Final Evaluation Report, an employee receives an Overall Rating of a 1 in any standard (does not meet District Standards/unsatisfactory), then an Assistance Plan shall be required to address all **elements of that** standards, and the employee shall be referred to the Peer Assistance and Review Program (PAR).
- (d) At any time during the school year, the District **shall** notify an employee in writing that his/her job performance is at risk of not meeting District Standards and the reasons the evaluator has made such determination. In this event, the District and the employee shall meet as necessary to discuss specific recommendations for improvement of the employee's performance. If these recommendations do not improve performance, the evaluator and employee shall develop an Assistance Plan to specifically address identified weaknesses and describe a process for improvement.
- (e) An Assistance Plan shall include the following provisions:
 - (1) An Assistance Plan shall specifically address identified weaknesses and describe a process of improvement. The District may recommend or require an employee who is on an Assistance Plan to participate in a District provided program designed to improve appropriate areas of the employee's performance. If the District requires such participation on a non-workday, or after 5:00 p.m., it shall pay the employee the negotiated hourly rate for his/her actual time in attendance.
 - (2) An Assistance Plan shall have a term of no more than six (6) weeks; and will, if unsuccessful, be followed by additional Assistance Plan(s).

- (3) When an employee is on an Assistance Plan such employee shall be observed by the evaluator no more than once per week. Each observation shall be written up. A conference between the employee and his/her evaluator shall take place within three (3) days.
- (4) There shall be a conference at the conclusion of each Assistance Plan. At this conference, the employee shall be notified if he/she has successfully completed the Assistance Plan or another Assistance Plan is needed.
- (f) Upon the request of the employee who is on an Assistance Plan the District shall appoint **an alternate** evaluator.
- (g) If a first year probationary employee ends the year on an Assistance Plan and is reelected, the employee shall have two (2) observations prior to November 30. Each of these shall be followed by a conference with the observer and shall result in an updated evaluation form.

A second year probationary employee who may end the year on an Assistance Plan must be informed of unsatisfactory performance prior to February 15, except under extraordinary circumstances.
- (h) Association shall be notified within ten (10) days of the assignment of an employee to an Assistance Plan unless the employee involved specifically requests that the Association not be notified.

Section 5 - Alternative Evaluation Project Based Evaluation

The purpose of the **Project Based** Evaluation is to provide evaluators and eligible employees the opportunity of collaboratively developing a self-guided growth plan. Project options are action research project, development of curriculum unit or course, lesson study, mentoring or peer coaching, National Board Certification process, self-directed professional growth, or site leadership role.

(a) Participation Criteria

The participation criteria are as follows:

- (1) Prior evaluations by an administrator with all ratings of “4” or “3”;
- (2) Mutual agreement by evaluator and certificated employee for participation in the **Project Based** Evaluation process; and
- (3) Permanent teacher at least six (6) years in MVUSD.

(b) Project Deadlines

- (1) Project description including goals discussed with and submitted to the evaluator by October 31.
- (2) Mid-year evaluation of project by January 31. If the certificated employee opts to return to the regular Certificated Evaluation process, that transition shall take place following the completion of the mid-year evaluation. The employee and the evaluator shall follow the procedures in Sections 3 through 6; and the employee shall have at least two (2) observations, at least one (1) of which is a scheduled observation.
- (3) Final evaluation of the project shall occur no later than thirty (30) days before the last student day of school.

Section 6 - General Evaluation Practices

- (a) This Article does not preclude non-scheduled classroom visitations and observations as an additional useful assessment technique, nor does it preclude classroom observations or visitations during a year in which the employee is not being evaluated.
- (b) Any observation which impacts an employee evaluation shall be written on the District observation report form (Appendix D). All observation reports shall be provided to the employee.
- (c) All employees are presumed to plan instruction and design learning experiences for all students (CSTP IV). Whether or not an employee has adequately planned a particular lesson will generally be evident from the observation of the lesson itself. When it is not evident to an administrator that there is evidence of planning, the administrator may meet with the employee to discuss concerns regarding planning. If these concerns are not addressed, then Section 4(d) of this Article may be implemented.
- (d) The District shall not require that lesson planning be done in any particular format or require lesson plans to be turned in on a regular (daily or weekly) basis unless the employee is on an Assistance Plan. The District may request a lesson plan to be provided prior to a prescheduled observation.

Section 7 - Association Representation

- (a) The District recognizes the right of representation in employment relations provided under Government Code Section 3543.1 as that section is interpreted by PERB and courts of competent jurisdiction.
- (b) It is understood by the District and the Association that this right currently includes the right of an employee to have representation in any meeting with a person in a supervisory position which the unit member reasonably believes may lead to discipline or negative evaluation. Unit members shall not request and shall not be afforded Association representation at any classroom (or other site) observation.

ARTICLE XVI
NONDISCRIMINATION

Section 1 - Nondiscrimination

Neither the District nor the Association, to the extent required by applicable law, will discriminate against any employee on the basis of race, color, creed, age, sex, sexual orientation, national origin, political affiliation, place of residence, disability, marital status, membership or lack thereof in an employee organization (except as affected by Article VI), or participation or lack thereof in an employee organization.

Section 2 - Violations

Any allegation of discrimination based upon race, color, creed, age, sex, sexual orientation, national origin, disability, or marital status shall be processed in accordance with the District's Fair Employment Practice plan, and not through the grievance procedure set forth in this Agreement.

ARTICLE XVII
GRIEVANCE PROCEDURE

Section 1 - Definition

The purpose of this grievance procedure is to provide a means by which certain disputes may be resolved in an equitable and efficient manner. A grievance is a claim by an employee or the Association covered hereby that an express term of this Agreement has been violated by the District and that because of such violation an employee's/Association's rights have been adversely affected. A grievance shall not include any claims or requests to challenge, change, amend, or add to existing policy, rules or regulations, or to adopt or negotiate new policies, rules or regulations. A grievance also shall not include any employer- employee relations matters for which a different method of review is specifically provided by law.

Section 2 - Association Grievance

- (a) The Association may file grievances on its own behalf. Association grievances may be filed at the Superintendent's level and must be signed by the Association President or designee.
- (b) If the same grievance or essentially the same grievance is filed by more than one employee, then the Association may process the grievance under this Article on behalf of the grievants after Level Three or earlier by mutual agreement of the District and Association.

Section 3 - Procedure

An employee's grievance must be reduced to writing and submitted to the employee's immediate supervisor within twenty (20) workdays after the act or omission giving rise to the grievance or within twenty (20) workdays of the date the grievant should have known of the act or omission. A workday shall mean any day during the calendar year except Saturday, Sunday, and holidays.

- (a) Level One - Informal:

Before submitting a written grievance, the grievant shall first have a conference with the employee's immediate supervisor to present the grievance orally and to attempt to resolve it informally.

- (b) Level Two - Immediate Supervisor:

If the attempt at informal resolution is not successful, the grievance shall be reduced to writing. Using the standard grievance form, the grievant or the Association shall state the circumstances upon which the grievance is based, the date of occurrence, the identity and signature of the grievant, the specific sections and terms of this Agreement allegedly violated, and the remedy sought. The supervisor shall answer the grievance within ten (10) workdays after receipt.

- (c) Level Three - Superintendent:

In the event the grievant or the Association is not satisfied with the answer given, the grievant or the Association may appeal the decision to the Superintendent or designee within ten (10) workdays after receipt of the grievant's supervisor's decision. The Superintendent or designee will communicate a decision in writing within ten (10) workdays of receipt.

- (d) Level Four - Mediation:

If the grievant or the Association is not satisfied with the decision at Level Three, it may, within ten (10) days, submit a written request for mediation of the grievance. In this event the Association shall, within five

(5) days, submit to the California State Conciliation Service a written request for the immediate services of a mediator.

- (1) The function of the mediator shall be to assist the parties to achieve a mutually satisfactory resolution of the grievance. At the outset of this process, the mediator shall schedule a meeting at a mutually agreeable time for the purpose of resolving the matter through mediation.
- (2) If a satisfactory resolution of the grievance is achieved by means of this mediation process, both parties to the grievance shall sign a written statement to that effect and thus waive the right of either party to any further appeal of the grievance.
- (3) The District and the Association have agreed that this level (Level Four of this Grievance Procedure) may be waived by mutual agreement. If no satisfactory settlement is reached within ten (10) days following the first meeting with the mediator, either party may appeal the grievance to arbitration.
- (4) Statements and offers of settlement made in the mediation process shall not be referred to in subsequent proceedings.

(e) Level Five - Arbitration:

- (1) Grievances which are not concluded pursuant to the procedures set forth in Sections 2 and 3, and which the Association desires to appeal, shall be submitted to arbitration as set forth in this section provided that written notice is given to the District by the Association within ten (10) workdays after the conclusion of Level Four.
- (2) If no agreement is reached within ten (10) workdays, the parties shall request a panel from the California State Mediation and Conciliation Service. The parties shall select an arbitrator from such a panel by the alternate striking of names. The party to strike the first name shall be chosen by lot.
- (3) The fees of the arbitrator shall be shared equally by the parties. Either party may request a transcript of the proceedings prepared by a professional court reporting service, and the parties shall share the expense equally. Each party shall bear the expense of the presentation of its own case, and the District shall not be required to compensate the Association representatives, the grievant or any Association witness for any time spent at any arbitration, but all such meetings shall be conducted after the employee's workday unless the arbitrator cannot so schedule.
- (4) The arbitrator shall have no power to alter, amend, change, modify, add to or subtract from any of the terms of this Agreement. The decision of the arbitrator shall be based solely upon the evidence and arguments presented to him/her by the respective parties in the presence of each other. No decision shall be retroactive beyond the beginning of the twenty (20) day period specified above, and the arbitrator shall have no authority to hear and issue a decision upon more than one (1) grievance at a time unless the District and the Association expressly agree otherwise.
- (5) Subject to the provisions of the California Code of Civil Procedure and this Agreement's specific exclusion of issues from the grievance/arbitration process, the decision of the arbitrator shall be final and binding. The grievance/arbitration procedures described above are to be the Association's and unit members' sole and final remedy for any claimed breach by the District of this Agreement, unless specifically otherwise provided herein.

Section 4 - General Provisions

- (a) Any grievance not processed by an employee in accordance with the time limits set forth herein shall not be subject to arbitration and shall be considered settled on the basis of the decision last made by the District. In the event a grievance is filed so late in the school year that the processing cannot be completed prior to the end of that school year, the further running of any of the time limits herein shall be suspended as of the last day of the school year, and the processing will be continued to the beginning of the next school year, unless both parties agree to pursue such processing during the summer months. If at any step the District fails to respond in a timely manner, the grievant may proceed to the next step. Any of the time limits set forth in this Article may be waived by written agreement between the parties. Any of the levels of procedures in this Article may also be waived by written agreement between the parties. The time limits set forth herein will begin to run upon the occurrence of the event stated or upon the receipt of any required writing.
- (b) A grievant shall be entitled upon request to representation by the Association at any grievance meetings held after the informal conference with the immediate supervisor. Where the Association has not been requested to represent the grievant and the District is prepared to agree to a resolution of the grievance, the District shall not make any final resolution until the Association has received a copy of the grievance and the proposed resolution and has been given an opportunity to file a response.
- (c) Grievance investigation and processing by Association representatives, not including the attendance at the meetings with District representatives, may be performed during the instructional day, but shall be conducted on non-classroom teaching time. A reasonable amount of release time without lost compensation shall be granted, if requested, to one Association representative to attend any meetings with District representatives which have been scheduled to discuss grievances.
- (d) No reprisals of any kind will be taken by the District or the Association against any grievant, the Association, or any participant in the grievance procedure because of the fact of such participation.
- (e) Grievance forms and other forms necessary to the operation of the grievance procedure shall be agreed upon by the District and the Association as attached in Appendix E. The costs of typing and reproducing such forms shall be borne by the District.

ARTICLE XVIII
PERSONNEL FILES

Section 1 - Maintenance of Files

The District shall maintain the personnel files of employees at the District Office. Such files shall be available for inspection as set forth hereafter. Any disciplinary action taken against an employee may be based only on materials which are contained or placed in the District Office personnel file.

Section 2 - Inspection

Every employee shall have the right to inspect his/her personnel file upon request provided that the request is made at a time when such person is not actually required to render services to the District and when the personnel clerk responsible for employee files is available to be in attendance. Personnel files, which may be inspected, shall not include materials such as ratings, reports, or records which were obtained prior to the employment of the person involved or were prepared by identifiable examination committee members or were obtained in connection with a promotional examination.

Section 3 - Derogatory Material

Information of a derogatory nature, except materials mentioned in Section 2 above, shall not be entered or filed unless, and until the employee is given notice and the opportunity to review and comment thereon. Such notice shall be at least fourteen (14) calendar days and the employee shall have the right to meet with his/her supervisor to discuss the accuracy of such information. If the supervisor agrees that any or all of such information is inaccurate, it shall not be placed in the personnel file. The employee shall also have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review shall take place during business hours, and the employee shall be released from duty during other than student hours for this purpose without salary reduction. The foregoing time constraints shall not prevent the District from taking appropriate disciplinary action where permitted by law.

Section 4 - Hours of Inspection

All employees who want to inspect their personnel files shall make advance appointments. Personnel files shall be available for inspection during regular office hours each day the office is open for business and during the District Office lunch hour at least two (2) days per week.

Section 5 - Log

Each personnel file at the District Office shall have a sheet provided therein for any person who inspects the file to indicate his/her name and the date of inspection. The District shall issue instructions that all persons except clerical personnel should sign and date such sheet.

Section 6 - Identification of Material

- (a) All material of an evaluative and/or derogatory nature placed in a personnel file shall indicate the date it was prepared or placed in the file and who was responsible for its preparation.
- (b) Any material of evaluative and/or derogatory nature shall be removed at the request of the employee after a period of four (4) years.

ARTICLE XIX
PUBLIC COMPLAINTS

Section 1 - Procedures

- (a) Written complaints received by the District shall be communicated to the employee's immediate supervisor who shall:
 - (1) Provide the employee with information as to the nature of the complaint and the name of the complainant;
 - (2) Furnish the employee with copies of any documents relating to the complaint;
 - (3) Notify the employee of meetings with the complainant;
 - (4) Schedule and be present at a meeting with the complainant if requested by the employee;
 - (5) Following any meeting as provided above, meet with the employee to evaluate the complaint; and,
 - (6) If requested by the employee, to assist the employee in arranging to have an Association representative present at any meeting at which the complainant is accompanied by a representative.

- (b) In dealing with public complaints which cannot be settled at the site level, the District shall conform to the following procedures:
 - (1) Have the public complainant file a specific complaint on the District public complaint form which shall require specific allegations if it is to be processed above the site level. This must be filed with the Superintendent or designee within thirty (30) calendar days after the initial site meeting.
 - (2) Such formal complaint must be filed with the Superintendent within the school year in which the alleged incident took place or no later than October 15 of the following school year. The Superintendent or designee shall respond within fifteen (15) calendar days.
 - (3) The District shall encourage the complainant to meet with the unit member in an effort to resolve the complaint.
 - (4) If the meeting with the Superintendent or his/her designee does not resolve the issue, the public member may appeal the complaint to the School Board within thirty (30) calendar days.
 - (5) Any hearing of a public complaint by the Board of Education shall occur within thirty (30) calendar days of the filing of the complaint with the Board of Education.
 - (6) In investigating the alleged incident, students shall only be used to give testimony under the most carefully considered circumstances, and any interviews with students shall occur only after notice to the Association. Questions used in such interviews shall be developed after consultation with the Association.

Section 2 - Implementation of Procedures

Complaints received from members of the public shall not be placed in the employee personnel file without the District following the above procedures as applied.

Section 3 - Unsubstantiated Public Complaints

Unsubstantiated public complaints will not be a part of the employee's personnel file. Documents relating to an unsubstantiated public complaint shall be sealed and filed under the complainant's name. Access to such file shall require the signatures of both the Assistant Superintendent, Human Resources Division and the Association President or their designees. The materials may also be made available as required by law.

Section 4 - Visitations

The District shall provide a uniform system for identifying legitimate visitors to each campus. Parents or guardians are encouraged to participate in classroom activities, but in no case are they granted uninterrupted or automatic access to the classroom. Persons deemed disruptive by the classroom teacher shall be prohibited from entering classrooms pending consultation with the principal and/or legal authorities as per Education Code Section 32211.

ARTICLE XX

REPORTING OF CHILD ABUSE

Section 1 - The District shall make available at each school site copies of the laws regarding the unit member's responsibilities of reporting child abuse and materials on how to recognize child abuse.

Section 2 - When a unit member notifies his/her immediate supervisor of an actual or potential case of child abuse, the supervisor shall provide immediate and positive assistance to that unit member in his/her fulfillment of legal responsibilities. Such assistance shall include, but not be limited to, providing copies of the official report forms, agency addresses or telephone numbers, a quiet and private place to complete the forms, and friendly and courteous assistance in completion of the forms.

Section 3 - The District shall respect and maintain the confidentiality of all information on child abuse which a unit member reports to the appropriate authorities to the extent provided by law.

ARTICLE XXI

TRANSFERS

Section 1 – Definition/Process

- (a) Transfer shall mean a change of school, grade level, or department.
- (b) A “vacant position” shall mean a position which the District has determined to fill with a permanent or probationary unit member. A position which is held in the current school year by a temporary unit member shall also be considered a vacancy.
- (c) The District shall use the following definitions in this order to fill available vacant positions:
 - 1. Voluntary Transfers within Site (Reassignment) shall mean a voluntary reassignment of an employee from one department to another department or one grade level to another grade level within the same school site based on the employee’s request.
 - 2. Involuntary Transfers within Site (Involuntary Reassignment) shall mean an involuntary reassignment of an employee from one department to another department or one grade level to another grade level within the same school site that is not sought or requested by the employee.
 - 3. Voluntary Transfer to a New Site shall mean a voluntary transfer is movement of an employee from one work location to another work location based on the employee’s request.
 - 4. Involuntary Transfer to a New Site shall mean an involuntary transfer is movement of an employee from one work location to another work location that is not sought or requested by the employee.

Section 2 - Transfer Process

- (a) For each available vacant position, the District will provide the opportunity for unit members to participate in the transfer process.
 - 1. Permanent employees shall have first priority consideration in the selection process for filling vacancies.
 - 2. If a unit member begins employment in the current school year in temporary status and is changed to probationary status during or at the end of that year, the position held by such unit member is a “vacant position” for the following school year, and the unit member shall be assigned a position as a new hire.
- (b) Selection for a vacant position shall include the following criteria:
 - 1. Appropriate credential.
 - 2. Satisfactory evaluation.
 - 3. Specific site/program needs and/or related experience in desired position as specified on the job posting.
 - 4. District seniority.

5. There shall be agreement of the receiving principal, and approval of the Human Resources Division.

(c) The District shall post all known openings for positions within the Bargaining Unit, but may fill such positions as circumstances dictate, such as school closure. Each posting shall include required and/or preferred qualifications for that position. The district shall post all known vacancies as they become available and on the second Monday of April, May, June, and August for all schools.

(d) Permanent and probationary employees may request a voluntary transfer to positions for which they are qualified and credentialed. An employee may request a voluntary transfer at any time. Temporary or intern employees may not request a voluntary transfer.

a. No employee shall be overtly or indirectly pressured by the District to seek a voluntary transfer.

b. If a voluntary transfer request from site to site is denied, the employee shall, upon written request, be provided the specific reason for the denial in writing within ten (10) workdays. Denial of a transfer request shall not be arbitrary or capricious in nature.

(e) Voluntary Transfers within Site (Reassignment)

1. For each available vacant position, principals shall first consider employees currently at the site.
2. To be considered for a voluntary reassignment, a certificated employee must submit a completed Voluntary Transfer Request Form to the site principal. The request for transfer shall not require a stated reason.

3. Principals shall meet informally with qualified employees at the site who have submitted the Voluntary Transfer Request Form for each available vacant position.

4. If a principal selects an employee currently at the site, the principal shall not consider employees at other sites for the available vacant position.

5. Principals will make their staffing selection recommendations to Human Resources based upon appropriate credentials, ESSA compliance, specific site/program needs, related experience and/or training, satisfactory evaluations, and District seniority.

6. The principal shall notify each employee if he/she has been selected for the reassignment offer. The principal shall also notify each employee who was not selected.

7. When two teachers express a willingness to trade grade levels, both teachers would submit a transfer form. The principal would utilize the same process as other transfers. This would be considered an internal voluntary transfer.

(f) Involuntary Transfers within Site (Involuntary Reassignment)

1. Prior to considering a voluntary transfer from another site, all employees at the site shall be assigned to available vacant positions for which they are qualified and credentialed.

2. A displaced teacher shall not be transferred to another site if an available vacant position exists at the employee's current site and the employee is qualified and credentialed to fill that available vacant position.

3. In no case may an employee "bump" another unit member in the school in order to acquire a particular assignment.

4. An Involuntary transfer of a unit member shall not occur more than once in any two-year period.

5. No two (2) employees shall be involuntarily transferred to trade each other's positions.

6. If a position opens in a grade level/department from where an employee was involuntary transferred, the employee may have the first option of returning to the grade level/department.

(g) Voluntary Transfers to a New Site

1. After reassignments within the site have occurred, the principal shall consider voluntary transfers from another site.
2. To be considered for a voluntary transfer, a certificated employee must submit a completed Voluntary Transfer Request Form to the Human Resources Division. The request for transfer shall not require a stated reason.
3. Voluntary Transfer Request Forms will be accepted beginning March 1 and shall remain on file until the last working day of February. Human Resources shall acknowledge the receipt of the request. If a Voluntary Transfer Request form is filed within 30 days of the last day working of February for a current vacancy, the request shall remain active until position closes.
4. Each employee shall be given equal consideration for available vacant positions. The District shall provide the site, grade level, and/or department vacancies.
5. For each available vacant position, the principal shall meet informally with all qualified employees who have submitted the Voluntary Transfer Request Form to Human Resources.
6. Principals will make their staffing selection recommendations to Human Resources based upon appropriate credentials, ESSA compliance, specific site/program needs, related experience and/or training, satisfactory evaluations, and District seniority.
7. Each employee will receive written notice if he/she has been selected and a timeframe in which to accept or reject the transfer offer.

(h) Involuntary Transfers to a New Site

1. An involuntary transfer is any transfer not sought or not requested by the employee transferred. Transfers shall not be made in an arbitrary or capricious manner nor for punitive or disciplinary reasons.
2. No employee will be involuntarily transferred to fill a vacancy if there is a volunteer who is fully credentialed for the available position. No employee will be required to teach outside of their credential authorization.
3. Where there is a qualified volunteer with a transfer application on file, the District shall give first consideration to select such volunteer provided such selection is not inconsistent with the criteria in Section **2(b)** listed above.
4. Prior to an involuntary transfer from one site to another, an employee shall be given the opportunity to meet with a Human Resources Division designee to discuss the impending transfer. The employee may suggest alternatives to the transfer.
5. Prior to an involuntary transfer from one site to another, an employee, upon request, will be given written reasons for the impending transfer.
6. The District may make involuntary transfers at any time for the following reasons only:
 - (a) To establish or maintain necessary capabilities at any school for Board, state or federally mandated bilingual instruction;
 - (b) To accommodate a change in school enrollment necessitating either the addition or deletion of staff; and
 - (c) Whenever such transfer will benefit the educational program (including lawful affirmative action considerations).

7. If there are two employees or more at a school who are to be considered for transfer based upon the factors listed above, and all other factors are equal, then the least senior employee (on a District seniority basis) shall be selected. However, the application of such seniority factor shall not operate so as to cause involuntary transfer of a unit member more than once in any two-year period. No two (2) employees shall be involuntarily transferred to trade each other's positions.
8. If a position opens at a site from which an involuntary transfer has occurred, the involuntarily transferred employee may have the first option of returning to the site.
9. The District shall not involuntarily transfer three (3) or more unit members from one site to another unless it first gives three (3) days written notice to the Association of such transfers.
10. When an involuntary transfer within a site or from site to site is made, upon request by the unit member and with the approval of Human Resources, the unit member shall receive up to two (2) days of release time or extra duty pay to prepare for the new position. The impact to instruction shall be minimized as possible.

Section 3 - Transfer of Program

If a program (i.e. GATE, Special Education) is transferred from one site to another, a unit member currently assigned to the program involved in a transfer will remain with the program if he/she so chooses and has satisfactory evaluations.

Section 4 – Exclusions

This Article does not apply to interns or temporary employees.

ARTICLE XXII
LEAVES OF ABSENCE

Section 1 - Paid Leaves of Absence

- (a) The only leaves of absence for which compensation may be paid are set forth below.
- (b) All employees shall be entitled to sick leave benefits and such sick leave benefits shall be cumulative and transferable within the state of California pursuant to Section 44979 of the California Education Code. Such sick leave benefits may be used for personal illness and personal necessity as established in this Agreement.
- (c) **Sick Leave**
 - (1) On the first day of every school year, every employee shall receive a sick leave allotment credit equal to the employee's sick leave entitlement for the school year. Any employee may use such credited sick leave at any time during the school year. When an employee has used all or a portion of the sick leave allowable and subsequently fails to serve the District for the full school year, an appropriate dollar amount shall be deducted from the employee's final salary warrant. The appropriate amount shall equal the employee's daily rate of pay times the number of sick leave days used but unearned.
 - (2) One day of sick leave will be earned for each 18.4 (17.4 YRE) days of being on paid status during the regular school year but no less than ten (10) days for working the entire school year as set forth in Appendix C.
 - (3) Sick leave may be earned for other than a full day of being on paid status during the regular school year as determined by the following formula: total hours worked divided by the number of hours in the established full day equals total days divided by 18.4 days equal sick leave earned. Thus, it will take 18.4 (17.4 YRE) times the number of hours in a full day to earn one day of sick leave.
 - (4) Sick leave shall be cumulative. Sick leave accrual and use shall be calculated on the basis of one (1) hour increments and not in any other portion.
 - (5) An employee may use sick leave when quarantined by the County or City Health Department because of another's illness.
 - (6) The District shall provide each employee with a written statement of the employee's total accrued sick leave, including the sick leave entitlement for the school year. Such statement shall be provided no later than November 15 of each school year.
 - (7) An employee absent in order to keep an appointment with a physician or dentist shall have the time absent charged to sick leave.
- (d) An illness absence shall be an absence of the employee due to illness or disabling condition which prevents the employee from performing such employee's professional functions including but not limited to the following: physical or mental illness, medical, dental or psychiatric appointments and any disabling condition which prevents the employee from performing professional functions.
- (e) A physician's certificate or other proof of illness or disabling condition may be required by the District for any illness or disabling condition in which the absence is three (3) days or more or

when the employee has been informed that verification for future absences will be required.

The District agrees that it will not exercise its discretion to require verification for absences in an arbitrary or unreasonable manner.

- (f) After an employee has exhausted available sick leave and continues to be absent on account of illness or accident, such employee shall be paid no less than the difference between regular salary and the daily rate of pay of a substitute (differential rate of pay), if one has not been employed, or the difference between the absent employee's regular salary and the rate paid to the substitute employee if one is employed to fill said absent employee's position, for a period not to exceed five (5) school months within a school year. Only one five-school-month period of extended illness leave may be taken for the same illness or injury. At the expiration of the paid extended illness leave, the employee may request a non-paid extended illness leave pursuant to Section 2(h).

(g) Personal Necessity Leave

Employees may use, at their election, accumulated sick leave (not to exceed seven (7) days per year) for cases of personal necessity for the following reasons using the procedures below.

- (1) Personal necessity not requiring advance permission to be absent from duty:
 - a. Serious illness or death of the unit member's immediate family or death of a member of the unit member's family (not to exceed three (3) days) beyond that provided under subsection (h) below.
 - b. Accident involving his/her person or property or the person and property of a member of his/her immediate family.
- (2) Personal necessity requiring advance permission before being absent from duty:
 - a. Appearance in any court or before any administrative tribunal as a witness under subpoena or other agency order made with jurisdiction.
 - b. Personal business not to exceed three (3) days per year. In order to take personal business leave, a written request must be made at least three (3) school days prior to the date of such leave. Such leave may not be taken the first five (5) and the last five (5) days of any school year or the day before or after a holiday or vacation without prior written approval of the Superintendent except in the situations set forth in the preceding sentence. The District shall not require employees to state reasons for personal business leave. The number of employees on personal business leave may not exceed ten percent (10%) of the employees at any work site who are covered by this Agreement. Requests for personal business leave will not be denied for arbitrary or capricious reasons, nor will such denial be punitive in nature.
 - c. Parental non-medical absences of two (2) days per year shall be granted following the birth of a child or the adoption of a child. In addition to this leave, a unit member may elect to take up to three (3) personal necessity leave days for this purpose as provided in Section 1(n)(1) above within thirty (30) calendar days of birth or adoption.
 - d. Religious holidays normally standardized by the religious denominations may be observed by personnel upon request as long as the total number of personal necessity days is not exceeded.

(h) Bereavement Leave

Employees shall be entitled to a leave of absence not to exceed five (5) days on account of the death of any member of the employee's immediate family. Immediate family shall be defined as mother, father, grandmother, grandfather, grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister, brother-in-law, and sister-in-law of the employee or any relative living in the immediate household of the employee.

(i) Industrial Accident and Illness Leave

Employees under this Agreement who are absent from duty because of industrial illness or injury qualifying for Workers' Compensation are granted Industrial Accident and Illness Leave. Such leave shall apply from the first day of any such absence from duty to and including the last day of such absence from duty but not exceeding sixty (60) workdays in any fiscal year for the same industrial accident or illness. When an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due the unit member for the same illness or injury.

- (1) The amount of the salary paid to personnel on Industrial Accident or Industrial Illness Leave shall be the same as the individual normally received prior to the accident. Any benefits received from the Workers' Compensation fund shall be deducted from the amount paid to the employee by the District.
- (2) Upon termination of sixty (60) days of absence because of industrial accident or illness, whether they are receiving Workers' Compensation benefits or not, personnel may use that portion of the accumulated sick leave as to maintain their income not to exceed their regular salary.
- (3) During the period of Industrial Accident or Illness Leave, the District shall issue personnel appropriate salary warrants and shall deduct retirement and other authorized contributions from such warrants.
- (4) Reporting industrial accidents and/or industrial illnesses shall be the responsibility of the employees so afflicted. Such report shall be made within twenty-four (24) hours of the time of said accident or illness and/or such time as twenty-four (24) hours relates to the next workday unless the employee is not medically capable. In such cases, the report shall be made as soon as such employee is medically capable.

(j) Military Leave

When employees are called to temporary military service, they shall be released without loss of salary for the term of temporary duty not to exceed thirty (30) calendar days.

(k) Jury Duty

An employee shall be entitled to paid leave for jury duty when legally summoned to such duty. Any pay received for jury duty services other than per diem and travel pay shall be reimbursed to the District. An employee called to jury duty but released for a part of a day shall report immediately to his/her job site supervisor and serve for the remainder of the workday.

(l) Job Related Subpoenas

An employee who is duly subpoenaed to appear in court before an administrative agency in a matter related to the employee's District employment shall be afforded up to two (2) days personal necessity leave, even if the employee has exhausted his/her entitlement to personal necessity leave. The District may afford an employee leave time not charged to personal necessity leave or sick leave under appropriate circumstances.

All employee leaves under this section shall be considered leaves with pay, and continuation of all job benefits shall be paid by the District.

(n) Maternity and Paternity Leave

- (1) Maternity and Paternity leave shall be defined as leave for the birth of a child of an employee, adoption of a child by an employee, or foster care of a child by the employee, as provided by the California Family Rights Act (CFRA). (2016)
- (2) An employee who has exhausted all of their accumulated sick leave will be compensated at a differential rate of pay for a period of up to 12 weeks as defined in Education Code Section 44977.5. The employee will continue in paid status and the employer shall continue their contributions to the employee's health benefits.
- (3) For birthing mothers, the 12 week maternity leave shall commence at the conclusion of any pregnancy disability leave.
- (4) For non-birthing parents, the 12 week leave shall commence on the first day of such leave.

Section 2 - Pregnancy Disability Leave

- (1) The District shall provide for leave of absence from duty for any certificated employee of the District who is required to be absent from duties because of pregnancy, childbirth, or a related medical condition. The length of the leave of absence, including the date on which the leave shall commence and the date on which the employee shall resume duties, shall be determined by the employee and the employee's physician.
- (2) Disabilities caused or contributed to by pregnancy, childbirth, and related medical condition therefrom are, for all job-related purposes, temporary disabilities and shall be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment by the District.
- (3) Except as provided herein, written and unwritten employment policies and practices of the District shall be applied to disability due to pregnancy or childbirth on the same terms and conditions applied to other temporary disabilities.

Section 3 - Family and Medical Leave Act (FMLA)

- (a) For the purposes of this section only, the following definitions shall apply:
 - (1) "child" means a biological, adopted or foster child; a stepchild; a legal ward; or a child of a person standing "in loco parentis" who is either under 18 years of age or an adult dependent child,
 - (2) "parent" means a biological, foster or adoptive parent, a stepparent, a legal guardian, or other person who stood "in loco parentis" to the unit member when the unit member was

a child,

- (3) “serious health condition” means an illness, injury, impairment, or physical or mental condition that involves either in-patient care in a hospital, hospice, or residential health care facility, or continuing treatment or supervision by a health care provider,
- (4) “health care provider” means a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the state in which the doctor practices, or any other person determined by the United States Secretary of Labor to be capable of providing health care services.

(b) An unpaid FMLA shall be granted, subject to the restrictions set forth below, to a unit member who has been employed by the District for at least one year and has provided at least 1,250 hours of service in the 12-month period prior to the FMLA request. FMLA may be granted for reason of:

- (1) the birth of a child of the unit member,
- (2) the adoption of a child by a unit member,
- (3) foster care placement of a child with the unit member,
- (4) the care of a child, parent, or spouse who has a serious health condition,
- (5) because of the unit member’s own serious health condition,
- (6) a call to active duty or foreign deployment by the employee’s parent, spouse, or child who is a “covered servicemember,”

(c) An eligible employee may also take up to 26 workweeks of leave during a “single 12-month period” to care for a covered servicemember with a serious injury or illness, when the employee is the spouse, son, daughter, parent, or next of kin of the servicemember. The “single 12-month period” for military caregiver leave is different from the 12-month period used for other FMLA leave reasons.

(d) FMLA granted for the birth, adoption, or foster care placement of a child must occur within one year of that birth, adoption, or foster care placement. Any FMLA a unit member takes will be counted towards the unit member’s annual leave entitlements under the Federal Family and Medical Leave Act of 1993 and the California Family Rights Act of 1991, as amended. FMLA runs concurrently with any other leave in this Agreement for which the unit member qualifies.

(e) To the extent required by applicable federal and state laws only, the FMLA may be taken intermittently or on a reduced work schedule. The District reserves the right to place any lawful restrictions upon a unit member’s intermittent or reduced-schedule usage of FMLA. The FMLA shall not exceed a total of 12 workweeks within a 12-month period, as calculated from the first date on which the unit member utilizes FMLA. A husband and wife employed by the District may each take 12 weeks of leave for birth of a child, adoption, foster care placement, or care of parent(s) with a serious health condition.

(f) If the need for FMLA is foreseeable, the unit member shall provide written notice and request for FMLA at least 30 days prior to the commencement of any FMLA. If the need for FMLA is not known 30 days prior to the date the FMLA must begin, the unit member shall provide a written notice and request for FMLA within one or two business days of learning of the need for the leave.

If the need for FMLA is due to planned medical treatment, the unit member shall make a reasonable effort to schedule the treatment so as to minimize disruption to the District, subject to the approval of the appropriate health care provider.

- (g) In conjunction with any notice and request for FMLA due to a serious health condition of the unit member or to care for a child, a spouse or a parent who has a serious health condition, the unit member must submit to his/her immediate administrator a certification from the relevant health care provider that includes:
 - (1) the date the serious health condition commenced;
 - (2) the probable duration of the condition;
 - (3) an estimate of the amount of time the health care provider believes the unit member needs to care for the individual, if the FMLA is due to the serious health condition of a child, a spouse, or a parent; and
 - (4) a statement that the serious health condition either warrants the participation of the family member to provide care or renders the unit member unable to perform his/her job functions.

If FMLA is required beyond the initial estimated date provided by the health care provider, the unit member shall submit a new written notice and request for FMLA before any additional FMLA will be granted. In addition, the unit member must submit a new certification from the relevant health care provider. If the District has any reason to doubt the validity of any health care provider certification, the District may require, at its own expense, that the unit member obtain the opinion of a second health care provider designated by the District. In the event the second health care provider's opinion differs from the original certification, the District may require, at its own expense, that the unit member obtain the opinion of a third health care provider approved jointly by the District and the unit member. The opinion of the third health care provider shall be final and binding on the District and the unit member.

- (h) As a condition of reinstatement for a unit member who has taken FMLA because of his/her serious health condition, the unit member must provide the District with a certification from the unit member's health care provider, certifying that the unit member is able to resume work.
- (i) A unit member returning from FMLA shall be reinstated to the same position the unit member held when the FMLA began or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment. The District, however, shall not be required to reinstate a unit member returning from FMLA if, during the unit member's FMLA, the same or comparable position ceases to exist because of legitimate business reasons and, had the unit member not taken FMLA, the unit member would not otherwise have been employed at the time reinstatement is requested.
- (j) All FMLA is unpaid. The exceptions are that:
 - (1) if the unit member is taking FMLA due to his/her own illness, the unit member may elect, or the District may require the unit member to utilize accrued sick leave hours for FMLA in lieu of unpaid status.

The period of the FMLA shall not be considered a break in service. Upon return to service from FMLA, the unit member shall have no less seniority than the unit member had when the FMLA commenced. However, the period of FMLA shall not be used to calculate increased seniority

rights.

- (k) During any period that a unit member takes FMLA, the District shall maintain coverage under any "group health plan" (as defined in Section 5000(b)(1) of the Internal Revenue Code of 1986) at the level and under the conditions coverage would have been provided if the unit member had worked continuously for the duration of such FMLA. The District may recover the premiums that it paid for maintaining coverage for the unit member and any of the unit member's dependents during any period of unpaid FMLA if:
1. the unit member fails to return from FMLA after the period of FMLA to which the unit member is entitled has expired,
 2. the unit member's failure to return to work is for a reason other than the continuation, recurrence, or onset of a serious health condition that would entitle the unit member to FMLA or because of circumstances beyond the control of the unit member.

The District may require any claim that a unit member is unable to return to work because of the continuation, recurrence, or onset of a serious health condition to be supported by a medical certification which states that either the unit member is unable to perform the functions of his/her position on the date that the FMLA expired or that the unit member is needed to care for the child, spouse, or parent who has a serious health condition on the date that the FMLA of the unit member expired.

Section 4 - Non-Paid Leaves of Absence

- (a) All leaves described under this section shall be without pay during the term of leave and shall be approved by the Board of Education. The regular pay received by the employee on leave and all benefits from employment shall be discontinued. The terms semester/trimester shall be applied according to a unit member's current calendar assignment.
- (b) Whenever practically feasible, an employee returning from a non-paid leave of absence approved by the Board of Education will be returned to the job site to which the employee was assigned before his/her approved leave. If it is not practically feasible to return the employee to this exact job site, the District will attempt to return the employee to a position as nearly like the one the employee left as possible.
- (c) Personal leave of absence may be requested by the employee. Leaves of absence for personal reasons, five (5) days or less, may be approved by the Superintendent. All requests for personal leave greater than five (5) days shall be submitted to the Board of Education for its consideration. Such leaves may be approved by the Superintendent or the Board, as the case may be, when it is determined that the employee can be released for the period in question without seriously impairing the program for which the employee is responsible.
- (d) The Board may approve a leave of absence not to exceed one (1) year nor to be less than one (1) academic semester/trimester for the purpose of attendance and enrollment of the certificated employee in a course of study at an accredited institution in an area relating to his/her professional assignment.
- (e) With respect to employees in military service, the provisions of federal law shall apply.
- (f) A leave for travel and study may be approved by the Board of Education upon request by the employee. The request for such leave should be accompanied by a planned itinerary and an outline of subjects to be studied during the period of leave. Such leaves may be approved for no

less than the duration of one (1) school semester/trimester or one (1) academic year.

- (g) A leave for the purpose of postnatal child care may be approved by the Board of Education upon request of an employee. Child care leaves may only be approved to terminate at the end of a semester/trimester or at the Board's discretion. In no case shall child care leave be approved for a period longer than two (2) consecutive semesters/three (3) consecutive trimesters. The child care leave is designed for the postnatal care of an infant and may only be approved for that purpose.
- (h) An extended illness leave may be approved by the Board upon the request of an employee whose condition of health is described by a licensed physician as such that the employee is prevented from performing his/her professional functions. Such a determination shall be provided to the District in a written statement from a licensed physician. Any such leave should be designed to terminate at the end of the semester/trimester or at the Board's discretion. Return from such leave may only be effected at the beginning of a semester/trimester or at the Board's discretion with no less than ten (10) days written notice to the Superintendent.
- (i) The Board may approve a leave of absence not to exceed one (1) year nor to be less than one (1) academic semester/trimester for personal reasons.
- (j) In the event that a unit member serves as an elected public official, he/she may arrange with the District a partial leave of absence in half or full day increments to attend to governmental business not to exceed ten (10) instructional days.

Section 5 - Teacher Exchange Programs

Employees shall be allowed to participate in teacher exchange programs which provide for exchanging positions with teachers of like status from school districts in other parts of the country or world, upon approval of the proposed exchange by the Board.

Section 6 – Catastrophic Illness

- (a) **Intent:** A “catastrophic illness” or “catastrophic injury” means an illness or injury that is expected to incapacitate the employee, or an immediate family member (Section 1(h)) of the employee, for an extended period of time. Catastrophic leave may not be used for elective surgery, personal necessity leaves, or normal pregnancy. Catastrophic leave is applied after the employee exhausts all available leaves. (See Ed. Code: 44043.5)
- (b) **Requests:** An employee wishing to utilize catastrophic leave for emergency situations may submit an application and provide medical documentation to the Catastrophic Review Committee for approval. In the event the unit member is personally unable to apply for catastrophic leave, an immediate family member or designee may make the request for the applicant in the same manner as if a unit member requested it.
- (c) **Eligibility:** All certificated employees employed with the district for a minimum of (30) calendar days from the date of hire, who voluntarily donate to the bank are eligible to request Catastrophic Leave in accordance with this Article.
- (d) **Bank Participation:** A maximum of three (3) days per member may be donated per year. Upon retirement, an employee may elect to donate more. Donations are irrevocable. On an annual basis, employees voluntarily donating days must submit a signed donation form to payroll. Participation is voluntary and requires a minimum donation of one (1) day annually to the Bank, to be deposited no later than October 1st of each new school year or within 30 calendar days from the date of hire.

Employees wishing to donate days must have a balance of at least five (5) days in their own sick leave account. The day of sick leave shall be applied at the employee's full equivalent day.

In the event the Bank depletes to 200 days or less, any certificated employee who presently has five (5) or more days of earned and unused sick leave may donate to the Bank and become a member of the Bank, (current members of the bank may donate up to an additional 3 days).

Unit members who are utilizing catastrophic leave at the time of Bank replenishment, will not be required to contribute in order to remain eligible.

- (e) **Bank Withdrawals:** Withdrawals from the Bank shall be granted in units of no more than 30 workdays and may not be carried over to the following school year. Withdrawals will be made in full day increments, which reflects the employee's regular work assignment. Participants may submit requests for a one-time extension of their original granted bank allocation, as their grant expires. The Committee shall review all such requests.

Any unused days shall be placed into the Catastrophic Leave bank.

- (f) **Direct Donation Process:** Direct Donation days can only be requested/donated for current needs and may not be accumulated for future purposes. A direct donation does not qualify the donor for eligibility in the Bank. All Direct Donation requests shall be reviewed by the Review Committee. Any unused days shall be placed into the Catastrophic Leave bank.

1. **Direct Donation Requests:** An employee wishing to receive Direct Donation Sick Leave must solicit donations on the Sick Leave Direct Donation form(s) and submit completed forms to the committee co-chairs prior to, during, or within seven (7) days of return from leave.
2. **Direct Donation Donors:** A donor's leave balance may not be less than nine (9) days after the donation.

- (g) **Participation Limitations:** Employees may seek to utilize catastrophic leave once they have exhausted all available leaves. Catastrophic Leave days received shall be limited to a maximum of sixty (60) work days in a two-year period with a lifetime maximum of 180 work days.

- (h) **Review Committee:** Catastrophic Leave shall be administered by a five (5) member committee, consisting of three members appointed by MVEA, and two certificated administrators appointed by the Chief Human Resources Officer, or designee. The District Chief Human Resources Officer, or designee, and one MVEA member shall serve as co-chairs of the committee. All members of the committee shall be voting members.

This Committee shall be responsible for receiving leave requests, verifying the validity of the requests, approving or denying requests, communicating its decision to the affected unit member, assessing the number days within the bank, and soliciting for direct donations. Approval shall require a majority vote of the committee members.

The Review Committee shall be provided with the ongoing status of the bank, including but not limited to past years of utilization and available days.

ARTICLE XXIII

PROFESSIONAL GROWTH

Section 1 - Beginning January 1, 2007, verification of professional growth requirements will no longer be a requirement for the renewal of professional clear credentials. This includes both the 150 clock hours of activities and the experience requirement. This change affects all teaching and service credentials, including the designated subjects teaching credentials, except Child Development Permits.

Professional growth requirements for renewal of Child Development Permits will continue to be required to be submitted as part of the renewal process. The credential holder retains full responsibility for obtaining and maintaining an appropriate credential.

Section 2 - Those unit members to whom this Article applies shall develop an individual program of professional growth which consists of a minimum of one hundred five (105) clock hours of participation in activities which contribute to competence, performance, or effectiveness in the profession of education. This program is to be completed within a five (5) year renewal cycle.

Section 3 - Professional Growth Advisors - Requirements

Unit members shall select a professional growth advisor from a District list.

To serve as a professional growth advisor for the Child Development Permit, an individual must qualify under one of the following criteria:

- (a) A Child Development Permit at the Teacher level or above *plus* three years' experience teaching or serving as a director in an early childhood education setting. This includes any permit authorizing instruction or supervision in a child development program issued under previous regulations as long as it is a full permit rather than an emergency, limited, postponed, or provisional permit.
- (b) An Early Childhood Education Specialist Credential.
- (c) A Multiple Subject Teaching Credential with an emphasis in early childhood education.
- (d) A Standard Early Childhood Teaching Credential.
- (e) An elementary (General, Standard, or Ryan) teaching credential and *one* of the following:
 - (1) At least 12 semester units of child development or early childhood education course work.
 - (2) At least 2 years' experience in an early childhood education/child development setting.
- (f) A secondary teaching credential with a major in home economics and one of the following:
 - (1) At least 12 semester units of child development or early childhood education course work.
 - (2) At least 2 years' experience in an early childhood education/child development setting.

Other options for advisor qualifications include the following:

- (a) A master's degree or above in early childhood education or child development.

- (b) At least 5 years' experience as a director of a child development center.

Section 4 - Professional Growth Advisors - Responsibilities

- (a) An Advisor shall complete and return to the credential holder certification of initial plan, initialing of any revisions or verification of completion within ten (10) workdays of submission to the Advisor.
- (b) A unit member may amend a Professional Growth Plan by adding, deleting, or changing any of the original or previously amended goals or proposed activities.
- (c) The Advisor shall initial an amendment to a Professional Growth Plan which complies with state laws and regulations.
- (d) If an Advisor finds that he/she cannot certify an initial plan, initial a modification, or verify completion, the Advisor shall notify the credential holder of the reason(s) in writing within ten (10) workdays of submission.
- (e) No Advisor or other person shall compel a unit member to include any particular activities in his/her Professional Growth Plan.

Section 5 - Association activities which comply with the Education Code shall be allowed as professional growth activities. Upon the request of the credential holder and Advisor, the President of the Association shall provide verification of participation or completion.

Section 6 - Acceptable professional growth activities shall include, but not be limited to, the following:

- (a) Completion of one or more college or university courses.
- (b) Attendance at conferences, workshops, institutes, academies, symposia, teacher center programs, or staff development programs.
- (c) Service in a leadership role in which the unit member contributes to the improvement of the center or group of centers above and beyond the requirements of his/her job.
- (d) Service in a leadership role in a professional organization.
- (e) Service as a professional growth advisor for holders of a Child Development Permit.
- (f) Performance of educational research and innovation.
- (g) Performance of systematic programs of observation and analysis of teaching, curriculum, classroom management techniques, play, or circle activities of a peer-alike job.
- (h) Participation in a program of independent study.
- (i) Improvement of basic skills.
- (j) Participation in creative endeavors.
- (k) Receipt of instruction in Cardiopulmonary Resuscitation (CPR).

Section 7 - A clock hour for purposes of credited professional growth activities shall be the actual time spent in the activity including preparation time spent if a presenter of the course. College, university, or equivalent courses shall be credited as at least fifteen (15) clock hours for each semester unit, ten (10) clock hours for each quarter unit, or the actual number of class/lab hours required, whichever is greater.

Section 8 - Nothing in the professional growth requirements or procedures thereof shall impact, be a part of, or modify the performance evaluation.

Section 9 - At least three months prior to the end of the five (5) year renewal cycle, the District shall notify in writing each Child Development Permit holder of the date for completion of the unit member's professional growth requirements.

Section 10 - The District shall provide a copy of the manual to each unit member to whom this Article applies within thirty (30) calendar days of start of employment. The credential holder shall maintain the records required by the manual and shall provide a copy of said records to the Human Resources Division prior to the end of each five (5) year renewal cycle.

Section 11 - If a credential holder believes that his/her Advisor has taken an action that he/she considers to be unfair, arbitrary, or contrary to the terms of the Education Code, the credential holder may select another Advisor or appeal the adverse action to the Executive Director of the Commission on Teacher Credentialing.

ARTICLE XXIV

INDUCTION AND PEER ASSISTANCE AND REVIEW (PAR) PROGRAMS

The District and the Association agree that all students deserve an opportunity to succeed. This can best be achieved when fully proficient teachers are in every classroom. Both parties also agree that teachers are valued professionals who enhance the continual improvement of student academic achievement. The Induction and Peer Assistance and Review (PAR) programs allow exemplary teachers to assist their peers in need of development in subject matter knowledge and/or teaching strategies.

Section 1 - Induction Program

(a) Induction - Definitions

- (1) A Reflective Coach is an experienced teacher who assists a beginning teacher(s) to gain a professional clear credential.
- (2) An Induction Teacher is a beginning teacher participating in the Induction Program to gain a professional clear credential.

(b) Reflective Coach - Qualifications

- (1) Must be a credentialed classroom teacher with permanent status.
- (2) Must have a minimum of five (5) years of recent experience in classroom instruction.
- (3) Demonstrate exemplary teaching ability.
- (4) Possess knowledge of District academic content standards and curriculum.
- (5) Possess knowledge of the California Standards for the Teaching Profession (CSTP).
- (6) Model a range of teaching strategies/modalities necessary to meet the diverse needs of students.
- (7) Possess ability to work cooperatively and effectively with other teachers and administrators.
- (8) Demonstrate effective leadership skills.
- (9) Perform functions pursuant to this Article. These functions shall not constitute either management or supervisory duties.

(c) Reflective Coach - Job Description

- (1) The Reflective Coach shall:
 - a. complete required District training.
 - b. utilize Induction process/documents incorporating California Standards for the Teaching Profession.
 - c. submit required Induction documents.

- d. provide Induction support services for preliminary credentialed teachers and/or other teachers as assigned.

(d) Reflective Coach - Term

- (1) The term of a Reflective Coach shall be two (2) years with an option to be reappointed by the PAR Joint Panel up to two (2) additional 2-year terms. A teacher may not apply for an additional term within a one (1) year period. The District and the Association may mutually agree to waive the one year break in the event there are specific needs.

(e) Reflective Coach – Compensation and Caseload

- (1) Reflective Coaches without regular release time shall receive compensation as per the amount listed in Appendix B – Reflective Coach/Consulting Teacher.
- (2) Reflective Coaches shall have a caseload not to exceed three (3) participating teachers. The PAR Joint Panel may agree to increase the caseload limit of three (3) to four (4) participating teachers with the proportional increase to the stipend in the event that there are specific needs.

Section 2 - Peer Assistance and Review (PAR) Program

(a) PAR - Definitions

- (1) Participating Teacher
 - a. A referred Participating Teacher is an experienced teacher with permanent status who, as a result of receiving an unsatisfactory final evaluation receives assistance to improve instructional skills, classroom management, knowledge of subject, and/or related aspects of their teaching performance.
 - b. A volunteer Participating Teacher is a permanent teacher who has requested professional assistance in the areas of instructional skills, classroom management, knowledge of subject, and/or related aspects of their teaching performance.
- (2) Consulting Teacher
 - a. A Consulting Teacher provides assistance to Participating Teachers and may conduct other professional development.

(b) Consulting Teachers - Qualifications

- (1) Must be credentialed classroom teacher with permanent status.
- (2) Must have a minimum of five (5) years of recent experience in classroom instruction.
- (3) Demonstrate exemplary teaching ability.
- (4) Possess knowledge of District academic content standards and curriculum.
- (5) Possess knowledge of the California Standards for the Teaching Profession (CSTP).
- (6) Model a range of teaching strategies/modalities necessary to meet the diverse needs of

students.

- (7) Possess ability to work cooperatively and effectively with other teachers and administrators.
- (8) Demonstrate effective leadership skills.

(c) Consulting Teacher - Job Description

- (1) The Consulting Teacher shall:
 - a. Complete required District training.
 - b. Meet with the Participating Teacher and the Site Administrator if the Participating Teacher is referred to PAR to discuss the PAR Program and to establish mutually agreed upon performance goals consistent with District adopted content standards and California Standards for the Teaching Profession (CSTP).
 - c. develop, with the Participating Teacher, the assistance plan and a process for determining successful completion of the PAR Program.
 - d. conduct multiple observations and hold pre and post conferences with the Participating Teacher.
 - e. provide and discuss with the Participating Teacher, periodic written reports feedback on their progress toward meeting performance goals.
 - f. report periodically to the PAR Joint Panel on the progress of the Participating Teacher in the PAR Program.
 - g. continue to provide support not to exceed one (1) year to the referred Participating Teacher until the assistance plan of the referred Participating Teacher is successful, or further support will not be productive. The PAR Joint Panel may authorize additional support when the Consulting Teacher indicates that the referred Participating Teacher is benefiting from the assistance.
 - h. prepare a final written report of progress toward meeting performance goals and review it with the referred Participating Teacher to obtain a signature. The signature of the referred Participating Teacher will signify receipt of the report but not necessarily agreement.
 - i. submit a final report on the referred Participating Teacher to the PAR Joint Panel. Consulting Teachers shall inform the referred Participating Teacher of their right to submit a written response within fourteen (14) workdays and have it attached to the final report. The Consulting Teacher shall also inform the referred Participating Teacher of the right to request a meeting with the PAR Joint Panel and to be represented at this meeting by an Association Representative.
 - j. provide model lessons, co-plan, co-teach, arrange release time and refer the Participating Teacher to professional development activities.
 - k. perform functions pursuant to this Article. These functions shall not constitute either management or supervisory duties.

- l. be subject to Article XXI - Transfers upon return to a regular assignment.
- m. provide support services for permanent teachers who volunteer for professional assistance.
- n. support fully credentialed teachers new to the District through staff development programs.
- o. meet periodically with other Consulting Teachers to plan teacher professional development activities.

(d) Consulting Teacher - Term

- (1) The term of a Consulting Teacher shall be two (2) years with an option to be appointed by the PAR Joint Panel for one (1) additional year.
- (2) Consulting Teachers may be designated as elementary (Preschool/TK-6) or secondary (grades 6-12).
- (3) A Consulting Teacher may be provided full or partial release time; release time assignments are for a full academic year.
- (4) Release time shall be up to 184 days and hours of service shall be flexibly scheduled while adhering to Article X - Hours and Assignments.
- (5) In the event that a Consulting Teacher is hired as an administrator by the District, the Consulting Teacher may not evaluate a previous Participating Teacher without mutual consent during each evaluation period.

(e) Consulting Teacher – Compensation and Caseload

- (1) Consulting Teachers without regular release time shall receive compensation as per Appendix B – Reflective Coach/Consulting Teacher.
- (2) Full or partial release Consulting Teachers shall not receive additional compensation for service in the PAR Program.
- (3) Consulting Teachers shall have a caseload not to exceed two (2) participating teachers.

Section 3 - PAR Joint Panel

(a) PAR Joint Panel - Definition

- (1) The PAR Joint Panel is composed of teachers and administrators responsible for the governance structure of the Induction and Peer Assistance and Review programs.

(b) PAR Joint Panel - Composition

- (1) The PAR Joint Panel shall consist of seven (7) members. The Association shall select four (4) certificated teacher PAR Joint Panel members. The District shall select three (3) PAR Joint Panel administrator members.

- (2) Five (5) members (three teachers and two administrators) of the PAR Joint Panel must be present when conducting any business.

(c) PAR Joint Panel - Responsibilities

- (1) Establish the PAR Joint Panel's rules and procedures for review and approval by the District and the Association.
- (2) Schedule PAR Joint Panel meetings.
- (3) Select co-chairs, one (1) from the District administration and one (1) from the Association (MVEA).
- (4) Participate in training necessary to implement and maintain the program.
- (5) Establish the Consulting Teacher and Reflective Coach selection process.
- (6) Select and assign Consulting Teachers and Reflective Coaches.
- (7) Ensure the participation of Consulting Teachers and Reflective Coaches in required training.
- (8) Study periodic reports from Consulting Teachers.
- (9) Study final reports prepared by Consulting Teachers and make recommendations to the Board of Education regarding the referred Participating Teacher progress in the PAR program.
- (10) Annually evaluate the effectiveness of the PAR Program.
- (11) Provide the results of the referred Participating Teacher participation in the PAR Program for placement in their personnel file.

(d) PAR Joint Panel - Terms

- (1) Appointments to the PAR Joint Panel shall be made for three (3) year staggered terms. When a vacancy occurs, an Association or District appointee shall complete the remaining term.

(e) PAR Joint Panel - Compensation

- (1) PAR Joint Panel members shall generally be provided release time to meet within the regular workday; however, when teachers who are members of the PAR Joint Panel find it necessary to work beyond their regular workday, they shall be compensated at the established extra pay for extra duty hourly rate.

Section 4 - Liability

The District agrees to indemnify and hold harmless and provide defense to any Association selected member of the PAR Joint Panel, Reflective Coach, or Consulting Teacher against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the unit member's participation in PAR. The Association retains the right to participate in the litigation. The District shall pay legal costs and fees in such actions.

A Consulting Teacher shall have the right to refuse to be called as a witness in a dismissal hearing.

The District shall hold harmless the Joint Committee Consulting Teachers, and the MVEA/CTA/NEA for any liability arising out of their participation in the Peer Assistance and Review Program as provided in Ed. Code 44503 (c).

Section 5 - Confidentiality

All proceedings and materials related to the administration of this article shall be strictly confidential. Therefore, PAR Joint Panel members, Reflective Coaches, and Consulting Teachers may disclose such information only as necessary to administer this article.

Section 6 - Due Process

Participating Teachers, Consulting Teachers, and Reflective Coaches covered under this article are entitled to all rights as stipulated in the Collective Bargaining Agreement.

Section 7 Contractual Amendments

Article XXIV - Induction and Peer Assistance and Review programs shall be reviewed by the District and Association annually or more frequently as mutually determined.

ARTICLE XXV
SUMMER SCHOOL

Section 1 - Posting

On or about April 1, the District shall post job announcements for summer school positions on employee bulletin boards at each site.

Section 2 - Student Enrollment

Job openings as described in Section 1 above shall, in all cases, be contingent upon actual enrollment. Employment of employees for summer school positions shall be considered as tentative until such time as sufficient enrollment for the offering of classes is established.

Section 3 - Class Size Limits

Class size limits shall comply with the limits in Article XIII, Section 2 of this Agreement.

Section 4 - Selection

- (a) Employees qualified to apply for summer school positions shall be those who have completed the written application form, who have the appropriate credential/authorization to provide service in the subject/grade level for which they have applied, and who have no "unsatisfactory" or "needs to improve" evaluation ratings within the last two (2) years.
- (b) The District shall paper screen qualified employees by using pre-established criteria (such as credential, experience in the content area or grade level, experience within the District).
- (c) The District shall afford the opportunity to the Association to appoint one (1) member to the selection committee.
- (d) The District shall use its regular competitive selection process to make final selections for summer school positions.
- (e) Summer school positions will be filled by current District employees. However, if no qualified employee (who meets the paper screen criteria) applies for a particular position by the deadline, the District may hire a non-employee for the position using its regular recruitment and selection process.

Section 5 - Pay

Summer school pay shall be as provided in Appendix B of this Agreement. The District shall pay unit members who substitute in the Summer School Program in accordance with the Summer School teacher salary schedule in Appendix B, an hourly rate. This does not apply to day-to-day substitutes.

Section 6 - Scheduling

Whether or not summer school shall be held shall be the sole decision of the Board. Summer school for grades K-8 shall not exceed five (5) weeks and summer school for high school shall not exceed six (6) weeks. Such days shall not exceed four and one-half (4-1/2) hours per day. The summer school calendar shall be included in Appendix C.

Section 7 - Notification

Notification of tentative and final assignments to summer school shall be in writing and shall include, where

practicable, the location, subject matter, and/or grade level of the assignment. All applicants, successful and unsuccessful, shall be so notified. If a summer school job is denied, the employee, upon written request, will be provided in writing the reasons for the denial.

ARTICLE XXVI

CHILDREN'S CENTER PERMIT (CCP) TEACHERS

- (a) This Article shall apply to all unit members employed in a position requiring a Children's Center Permit, whether or not such unit member(s) has a California teaching credential. No article, appendix, or side letter of this Agreement shall apply to the unit members covered by this Article unless expressly made applicable by this Article.
- (b) The following articles shall apply to CCP teachers: Articles I, II, III, IV, V, VI, VIII, XII, XV, XVI, XVII, XVIII, XIX, XX, XXI, XXII, XXIV, XXIX, XXX, XXXI, and XXXII. In addition to the provisions of Article XV, CCP teachers shall receive a biennial staff performance appraisal in accordance with Title 45 – Code of Federal Regulations, Chapter XIII, Subchapter B.

Any cross-references in the aforementioned articles to terms provided in nonapplicable articles shall not make the nonapplicable articles apply.

- (c) The salary schedule for CCP teachers is attached as Appendix A. The salary schedule for CCP teachers shall be reopened if categorical funds allocated for Head Start/Preschool Programs are increased, reduced, or discontinued.

New CCP teachers shall be placed on the salary schedule based on prior experience requiring a Children's Center Permit. CCP teachers shall advance on the salary schedule annually, so long as they work no less than seventy-five percent (75%) of the days required in the CCP calendar.

- (d) Calendars for CCP teachers shall be developed in accordance with federal guidelines.
- (e) Unless otherwise agreed to by the District and the unit member, the length of the regular workday for CCP teachers shall be six (6) or eight (8) hours. For the current school year, CCP teachers shall have the same number of minutes for preparation/conference that they had as of March 26, 1992.
- (g) CCP teachers with a full eight (8) hour assignment shall be entitled to a lunch period equal to that of the other teachers at the site.

ARTICLE XXVII

LAYOFFS

In the event the District lays off members of the bargaining unit, such layoffs shall be in accordance with the applicable provisions of the Education Code.

ARTICLE XXVIII

RETIREMENT

Section 1 - Reduced Teaching Service Program, Implementation, and Regulations

In accordance with Education Code, the District herewith establishes a Reduced Teaching Service Plan, and the same shall be implemented by regulations set forth below:

- (a) The employee must have reached the age of fifty-five (55) prior to reduction in workload.
- (b) The employee must have been employed full-time in a position requiring certification for at least ten (10) years of which the immediately preceding five (5) years were full-time employment in the District.
- (c) The option of part-time employment must be exercised at the request of the employee and can be revoked only with the mutual consent of the District and the employee.
- (d) The employee shall be paid a salary which is the pro rata share of the salary the employee would be earning had such employee not elected to exercise the option of part-time employment. In the case of a teaching employee, the pro rata computation shall be based on the amount of instructional time taught in comparison to what such employee would be teaching in a full-time position. In the event the employee is not at the last step of a particular column, the employee shall be entitled to step increases where the hours taught in one (1) or more years add up to three-fourths (3/4) of a full-time position. The employee shall also be paid an amount toward the benefits listed in Article VIII which shall be equal to the composite premium for dental insurance, plus a pro rata share of the additional amount contributed for health insurance. It is required that the employee participate in the dental program. In addition, the employee shall receive the same life insurance policy as regular employees receive.
- (e) The minimum part-time employment shall be the equivalent of one-half (1/2) of the number of days of service required by the employee's contract of employment during the employee's final year of service in a full-time position.
- (f) An employee participating in this program shall receive the credit under the State Teachers Retirement System (STRS) the employee would receive if employed on a full-time basis with a retirement allowance, based upon the salary that the employee would have received if employed on a full-time basis, and both said employee and the District shall contribute to the Teachers Retirement Fund the amount that would have been contributed if the employee were employed on a full-time basis.
- (g) Sick leave entitlement shall be earned and used on a pro rata basis.
- (h) An employee in the Reduced Teaching Service Program may remain therein for a period of five (5) years, at which time the employee shall retire.
- (i) The District shall determine the number of employees, if any, who may enter the program in any year.
- (j) Any modification in the level of part-time service of an employee who has entered into this program or any return to full-time service shall be permitted only with the mutual consent of the District and the employee. It is the intent of this program to provide options for employees for part-time employment to phase in their retirement program. Thus, return to full-time service of any employee who has entered into this program is not contemplated by the District.

- (k) To be eligible to participate in this program, an employee must have attained a salary level equivalent to or greater than D-12 placement on the Teachers' Salary Schedule.

Section 2 - Procedures

The District shall develop applications, other forms, and administrative procedures necessary to implement and operate this program. Assignment to schools shall also be determined by the District.

Section 3 - Retirement Plan Option

The District may offer a Golden Handshake program. If the District determines to offer such a program, it will seek the Association's agreement. For the duration of this Agreement, either the District or the Association may propose a Golden Handshake program, to be negotiated in the successor negotiations.

Section 4 - Teacher Emeritus

- (a) Eligibility. Participation in this early retirement program shall be on a voluntary basis. To be eligible for the program, an employee:
 - (1) Must be at least fifty-five (55) years of age as of June 30 in the last year of full-time employment.
 - (2) Must have been employed in a full-time position requiring certification in the District for at least ten (10) years, including the immediately preceding five (5) consecutive years. A year of service is defined as working seventy-five percent (75%) of the days required by the employee's contract of employment.
 - (3) Shall be in full-time service during the year of application into the Teacher Emeritus Program.
- (b) Resignation. A written letter of intent to retire and enter the Teacher Emeritus Program must be submitted to the Human Resources Division on or before March 1 of the last full year of service. The District shall respond prior to April 30. Should the employee not be accepted into the program, the employee shall have the right to withdraw the letter of intent to retire within three (3) weeks of the notice of non-acceptance. Prior to entry into the Teacher Emeritus Program, an employee must actually resign from the District and begin withdrawal of benefits from STRS.
- (c) No Permanent or Temporary Status. Upon entry into the Teacher Emeritus Program, the employee may not return to any permanent or temporary employment status with the District or participate in any other retirement program offered by the District except as provided in (d) (1) below. Employees shall not be eligible for any of the leave or transfer provisions of this Agreement.
- (d) Limitations of Participation.
 - (1) The District shall have the right to renew or not on an annual basis. However, if an Emeritus is not allowed to stay in the program for three (3) years, he/she shall have a right to return to the bargaining unit pursuant to applicable law.
 - (2) The District may determine on a yearly basis the maximum number of retiring employees eligible to enter the program each year. Decisions on individual eligibility will be made by the District.
- (e) Duties and Assignment. The District shall assign the Emeritus the services to be performed, after consultation with the Emeritus. Such assignment shall be made prior to finalizing retirement and

entry into the program. Any departure from this program of service shall only be made by mutual agreement. The employee shall submit a letter of resignation/retirement within five (5) workdays of notice of acceptance in the program.

(f) Compensation.

(1) Employees entering this program shall be obligated to perform the equivalent of thirty (30) days of regular service to the District and shall be paid five thousand dollars (\$5,000).

(2) Employees will receive the family medical and dental insurance benefits provided elsewhere in this Agreement for full-time employees.

(3) Neither the District nor employee will make payments into the California State Teachers' Retirement System.

(4) Employees will be paid one-fourth (1/4) of their annual stipend upon completion of one-fourth (1/4) of their required hours.

(g) Resignation from Program. The employee may resign from the Teacher Emeritus Program by a thirty (30) day advance written notice to the Human Resources Division.

ARTICLE XXIX

CONCERTED ACTIVITIES - NO STRIKE/NO LOCKOUT

Section 1 - Association Obligations

During the term of this Agreement, neither the Association, its officers, agents, members, nor any employee will authorize, instigate, encourage, aid, participate in, or engage in a strike, work stoppage, slowdown, boycott, mass absenteeism, or any other interruption of or interference with the operations of the District (including a picket line which has such effect), regardless of whether there is a claim by the Association of breach of this Agreement or of federal or state law by the District. Any employee or employees who violate the provisions of this Article may be discharged or otherwise disciplined. In the event any discipline is imposed for a violation of this Article, only the fact of the violation and not the appropriateness of the discipline imposed is subject to the grievance procedure of this Agreement.

Section 2 - Notice to Employees

In the event of a strike, work stoppage, slowdown, boycott, mass absenteeism, or any other interruption or interference with the operations of the District (including a picket line which has such effect), the Association shall, as soon as possible, notify the employees that such action is unauthorized and promptly direct its members to return to work and to take every reasonable effort to terminate the unauthorized action.

Section 3 - Other Action

Respecting any picket line established for any reason at any facility of the District by the Association or any employee, in concert or alone, during the term of this Agreement, shall constitute a violation of this Article.

Section 4 - District Obligations

The District agrees that during the term of this Agreement, it will not engage in any lockout of its employees.

Section 5 - Special Provisions

- (a) This provision shall be suspended if no agreement has been reached by November 1 of the year of reopeners.
- (b) In any event, neither party shall refer to the provisions of this Article XXIX in litigation over the legitimacy of concerted action during this period of its suspension.

ARTICLE XXX

WAIVER OF FURTHER BARGAINING

The parties acknowledge that during the negotiations which resulted in this Agreement, each had an unlimited right and opportunity to make demands and proposals with respect to any subject or matter which was or could have been the subject of negotiation, that the understanding and agreement arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement and, therefore, each waives the right to further negotiations on any subject or matter covered under this Agreement during the term hereof. Further, the parties may mutually agree to engage in negotiations on any subject.

ARTICLE XXXI

STATUTORY CHANGES

It is the intent of the parties that where there is any inconsistency between the terms of the Agreement and any state or federal statute or regulation, the terms of this Agreement shall control, unless the statute or regulation requires that its provisions supersede any agreement between the parties or where a provision in this Agreement specifically provides for the incorporation of the statute or regulation and any changes thereto.

ARTICLE XXXII

MISCELLANEOUS PROVISIONS

Section 1 - Additional Provisions

No privileges, compensation, or benefits of any kind in excess of those specifically set forth in this Agreement or not specifically provided for in this Agreement are required to be granted to employees. However, the Board may, at its discretion, voluntarily extend such hereafter.

Section 2 - Unit Work

Management, supervisory, and non-bargaining unit personnel shall not be restricted from performing work normally performed by employees in the bargaining unit.

Section 3 - Article and Section Titles

Article and section titles in this Agreement are provided for convenience only and in no way are to be used to define, limit, or affect the construction and interpretation thereof.

Section 4 - Copies of Agreement

A copy of the Agreement will be provided by the District to each employee covered by the Agreement. The cost thereof shall be shared equally by the Association and the District.

Section 5 - Reassignment

Reassignments shall not be made to punish or discipline employees.

ARTICLE XXXIII

RESTRUCTURING PLANS

The Association shall be involved in monitoring the ongoing development of a restructuring plan for any site. Restructuring plans shall be necessary when a school site's schedule or program modifies the working conditions outlined in this Agreement. Prior to final approval of the site's restructuring plan, a memorandum of understanding waiving specific provision(s) of the Agreement shall be approved by the Association.

Section 1 - Site Restructuring Process

The restructuring of the school day shall be determined at each individual site in the following manner:

- (a) A site administrator and a unit member shall co-chair a site committee of no less than five (5) members.
- (b) The MVEA Site Representatives shall conduct an election during the teacher workdays at the beginning of each academic year to select members of the committee.
- (c) The purpose of this committee shall be to conduct a school-wide evaluation of the current program and to make proposals regarding changes in the program as outlined in the Single Plan for Student Achievement for the following year. The committee shall survey staff members to surface any concerns with the structuring plan.
- (d) The faculty shall come to consensus on a proposal. Consensus is defined as a problem-solving or team-building process to develop general agreement whereby the unit members will accept the plan although it is not necessarily the preference of all. The final vote shall follow the provisions of Section 1(h). Each site may include break(s) within the plan upon consensus of the unit members and agreement of the administration; if such break(s) require supervision, break(s) shall not be scheduled without consensus of the unit members.
- (e) All unit members at the site shall receive a copy of the proposal at least three (3) days prior to a regularly scheduled faculty meeting. This proposal shall include a detailed description of each component to be discussed at the faculty meeting. The detailed description shall also include the proposed staff involved, the approximate number of students assigned, and the places to be assigned.
- (f) The proposed draft shall be considered and discussed at regularly scheduled faculty meeting(s).
- (g) Following the faculty meeting the Site Representatives shall conduct a secret ballot on the proposal presented. All staff members assigned to a site including staff members assigned on a part-time basis will have an opportunity to vote. Timelines for the vote shall last for six (6) consecutive workdays.
- (h) If seventy-five percent (75%) of the votes cast agree, the proposal shall be forwarded to MVEA for consideration of a Memorandum of Understanding outlining the change in working conditions. Those members who choose not to vote "yes" or "no" will not be counted in any way. Tallies shall consist of the total number of "yes" or "no" votes divided by the total number of votes cast to determine the percentage.
- (i) A site may adopt a restructuring plan up to three (3) years. The Restructuring Committee of a site shall annually review and monitor its current Restructuring Plan utilizing data and member input. Any modification to a multiyear Restructuring Plan shall follow the established restructuring

process. In the event any modifications to the site's multiyear plan cannot be agreed upon by 75% of the votes cast, the current site Restructuring Plan shall stay in effect.

Section 2 - Middle School

In an effort to establish a school program that meets student needs, the student day shall be divided between regular classroom instruction and/or components of a supervisory nature. The annual minutes of each school level must adhere to California Education Code.

- (a) At middle school all instructional periods shall be equal in length at each site and consist of no less than fifty (50) minutes nor more than fifty-five (55) minutes excluding testing days.
- (b) The school day shall include one or more of the following components. These components shall be supervisory and/or staff development in nature and shall not require additional preparation, instructional duties, or follow-up disciplinary actions:
 - (1) Sustained Silent Reading.
 - (2) Homeroom.
 - (3) Collaborative/Intervention Meetings.
 - (4) Staff Development.
 - (5) Other Student Support Activities.
- (c) All components elected to be included in the daily program must meet the following conditions:
 - (1) All full-time certificated employees assigned to a teaching position at each site shall participate in each selected component. Counselors and other non-teaching certificated employees may be utilized at each site as determined by the school program. The supervisory component does not count for total number of student contacts per day (Article XIII).
 - (2) There shall be equitable distribution of students during the supervisory components, accomplished by assuring equitable assignment of the staff to students in available space that is both adequate and appropriate for these purposes.
 - (3) The District shall evaluate unit members in regard to supervisory component assignments only as to the unit member's establishment and maintenance of a suitable environment for the specific activity in question, within the scope of the employee's responsibilities.

APPENDIX A

SALARY SCHEDULES



**Moreno Valley Unified School District
2023-2024 Certificated Salary Schedule #74**

**Based On: 184 Work Days/11 month; 7 hours 20 minutes
Effective: March 1, 2024
Employee's Hired After 07/01/1998**

	A	B	C	D	E*	F*
Step	BA	BA + 15	BA + 30	MA or BA + 45	MA + 15** or BA + 60 Including MA	MA + 30** or BA + 75 Including MA
1	67,980	70,271	72,621	75,062	77,585	80,184
2	70,271	72,621	75,062	77,585	80,184	82,874
3	72,621	75,062	77,585	80,184	82,874	85,657
4	75,062	77,585	80,184	82,874	85,657	88,531
5	77,585	80,184	82,874	85,657	88,531	91,504
6	77,585	82,874	85,657	88,531	91,504	94,573
7	77,585	85,657	88,531	91,504	94,573	97,750
8	77,585	85,657	91,504	94,573	97,750	101,026
9	77,585	85,657	94,573	97,750	101,026	104,420
10	77,585	85,657	97,750	101,026	104,420	107,918
11	77,585	85,657	101,026	104,420	107,918	111,540
12	77,585	85,657	101,026	107,918	111,540	115,286
13	77,585	85,657	101,026	107,918	115,286	119,151
14	77,585	85,657	101,026	107,918	115,286	123,147
19	77,585	85,657	104,420	111,540	119,151	127,287
23	83,016	91,653	111,730	119,347	127,492	136,198

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

*Employee must possess Master's Degree to be advanced to Column E or F

**"MA +" requirement is defined as semester units earned chronologically after the Master's degree



**Appendix A (continued)
 Moreno Valley Unified School District
 2023-2024 Certificated Salary Schedule #9**

**Based On: 184 Work Days/11 month; 7 hours 20 minutes
 Effective: March 1, 2024
 Employee's Hired Before 07/01/1998**

	A	B	C	D	E*	F*
Step	BA	BA + 15	BA +30	MA or BA +45	MA + 15** or BA + 60 Including MA	MA + 30** or BA + 75 Including MA
1	67,982	70,268	72,622	75,062	77,582	80,183
2	70,268	72,622	75,062	77,582	80,183	82,871
3	72,622	75,062	77,582	80,183	82,871	85,656
4	75,062	77,582	80,183	82,871	85,656	88,533
5	77,582	80,183	82,871	85,656	88,533	91,501
6	77,582	82,871	85,656	88,533	91,501	94,573
7	77,582	85,656	88,533	91,501	94,573	97,749
8	80,159	85,656	91,501	94,573	97,749	101,025
9	83,128	87,350	94,573	97,749	101,025	104,418
10	83,128	90,377	97,749	101,025	104,418	107,916
11	83,128	90,377	101,025	104,418	107,916	111,540
12	83,128	90,377	101,025	107,916	111,540	115,286
13	83,128	90,377	101,025	107,916	115,286	119,151
14	83,128	90,377	101,025	107,916	115,286	123,144
19	86,099	93,399	104,418	111,540	119,151	127,285
23	92,125	99,936	111,727	119,348	127,492	136,195

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

****Employee must possess Master's Degree to be advanced to Column E or F**

*****MA+ requirement is defined as semester units earned chronologically after the Master's degree**



**Appendix A (continued)
Moreno Valley Unified School District
2023-2024 Certificated Salary Schedule #27**

**Based On: 200 Work Days/12 month; 8 hours
Psychologist
Effective: March 1, 2024**

Step	
1	115,285
2	121,047
3	126,812
4	132,580
5	138,340
6	144,103

**Effective March 1, 2024, Appendix A increased by .72%
Increase Board Approved: January 23, 2024**



**Appendix A (continued)
Moreno Valley Unified School District
2023-2024 Certificated Salary Schedule #50**

**Based On: 185 Work Days/11 month; 8 hours
Children's Center Permit Teacher
Effective: March 1, 2024**

Step	
1	56,580
2	60,537
3	64,798

**Effective March 1, 2024, Appendix A increased by .72%
Increase Board Approved: January 23, 2024**



**Appendix A (continued)
 Moreno Valley Unified School District
 2023-2024 Certificated Salary Schedule #19**

**Based On: 189 Work Days/11 month; 7 hours 20 minutes
 Counselor
 Effective: March 1, 2024**

	A	B	C	D	E*	F*
Step	BA	BA + 15	BA + 30	MA or BA + 45	MA + 15** or BA + 60 Including MA	MA + 30** or BA + 75 Including MA
1	69,828	72,174	74,601	77,102	79,689	82,363
2	72,174	74,601	77,102	79,689	82,363	85,127
3	74,601	77,102	79,689	82,363	85,127	87,981
4	77,102	79,689	82,363	85,127	87,981	90,937
5	79,689	82,363	85,127	87,981	90,937	93,988
6	79,689	85,127	87,981	90,937	93,988	97,139
7	79,689	87,981	90,937	93,988	97,139	100,403
8	82,336	87,981	93,988	97,139	100,403	103,768
9	85,391	89,723	97,139	100,403	103,768	107,254
10	85,391	92,825	100,403	103,768	107,254	110,849
11	85,391	92,825	103,768	107,254	110,849	114,574
12	85,391	92,825	103,768	110,849	114,574	118,412
13	85,391	92,825	103,768	110,849	118,412	122,384
14	85,391	92,825	103,768	110,849	118,412	126,494
19	88,436	95,935	107,254	114,574	122,384	130,742
23	94,626	102,650	114,761	122,594	130,951	139,894

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

*Employee must possess Master's Degree to be advanced to Column E or F

***MA + requirement is defined as semester units earned chronologically after the Master's degree



**Appendix A (continued)
 Moreno Valley Unified School District
 2023-2024 Certificated Salary Schedule #15**

**Based On: 194 Work Days/11 month; 7 hours 20 minutes
 Counselor
 Effective: March 1, 2024**

	A	B	C	D	E*	F*
Step	BA	BA + 15	BA + 30	MA or BA + 45	MA + 15** or BA + 60 Including MA	MA + 30** or BA + 75 Including MA
1	71,678	74,084	76,573	79,144	81,796	84,538
2	74,084	76,573	79,144	81,796	84,538	87,376
3	76,573	79,144	81,796	84,538	87,376	90,314
4	79,144	81,796	84,538	87,376	90,314	93,343
5	81,796	84,538	87,376	90,314	93,343	96,474
6	81,796	87,376	90,314	93,343	96,474	99,708
7	81,796	90,314	93,343	96,474	99,708	103,054
8	84,511	90,314	96,474	99,708	103,054	106,513
9	87,647	92,095	99,708	103,054	106,513	110,089
10	87,647	95,281	103,054	106,513	110,089	113,786
11	87,647	95,281	106,513	110,089	113,786	117,606
12	87,647	95,281	106,513	113,786	117,606	121,550
13	87,647	95,281	106,513	113,786	121,550	125,627
14	87,647	95,281	106,513	113,786	121,550	129,841
19	90,781	98,475	110,089	117,606	125,627	134,200
23	97,135	105,369	117,794	125,839	134,421	143,594

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

*Employee must possess Master's Degree to be advanced to Column E or F

**"MA +" requirement is defined as semester units earned chronologically after the Master's degree



**Appendix A (continued)
 Moreno Valley Unified School District
 2023-2024 Certificated Salary Schedule #40**

**Based On: 200 Work Days/12 month; 8 hours
 Specialist/Athletic Director
 Effective: March 1, 2024**

	A	B	C	D	E*	F*
Step	BA	BA + 15	BA + 30	MA or BA + 45	MA + 15** or BA + 60 Including MA	MA + 30** or BA + 75 Including MA
1	80,611	83,317	86,117	89,009	91,991	95,078
2	83,317	86,117	89,009	91,991	95,078	98,267
3	86,117	89,009	91,991	95,078	98,267	101,564
4	89,009	91,991	95,078	98,267	101,564	104,976
5	91,991	95,078	98,267	101,564	104,976	108,496
6	91,991	98,267	101,564	104,976	108,496	112,137
7	91,991	101,564	104,976	108,496	112,137	115,900
8	95,043	101,564	108,496	112,137	115,900	119,790
9	98,573	103,573	112,137	115,900	119,790	123,811
10	98,573	107,153	115,900	119,790	123,811	127,961
11	98,573	107,153	119,790	123,811	127,961	132,263
12	98,573	107,153	119,790	127,961	132,263	136,697
13	98,573	107,153	119,790	127,961	136,697	141,286
14	98,573	107,153	119,790	127,961	136,697	146,023
19	102,093	110,746	123,811	132,263	141,286	150,929
23	109,239	118,498	132,479	141,522	151,176	161,493

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

*Employee must possess Master's Degree to be advanced to Column E or F

**"MA +" requirement is defined as semester units earned chronologically after the Master's degree



**Appendix A (continued)
 Moreno Valley Unified School District
 2023-2024 Certificated Salary Schedule #18**

**Based On: 199 Work Days/12 month; 7 hours 20 minutes
 Specialist
 Effective: March 1, 2024**

	A	B	C	D	E*	F*
Step	BA	BA + 15	BA + 30	MA or BA + 45	MA + 15** or BA + 60 Including MA	MA + 30** or BA + 75 Including MA
1	77,754	80,362	83,056	85,851	88,726	91,709
2	80,362	83,056	85,851	88,726	91,709	94,780
3	83,056	85,851	88,726	91,709	94,780	97,953
4	85,851	88,726	91,709	94,780	97,953	101,250
5	88,726	91,709	94,780	97,953	101,250	104,648
6	88,726	94,780	97,953	101,250	104,648	108,158
7	88,726	97,953	101,250	104,648	108,158	111,786
8	91,670	97,953	104,648	108,158	111,786	115,538
9	95,076	99,899	108,158	111,786	115,538	119,420
10	95,076	103,360	111,786	115,538	119,420	123,424
11	95,076	103,360	115,538	119,420	123,424	127,564
12	95,076	103,360	115,538	123,424	127,564	131,847
13	95,076	103,360	115,538	123,424	131,847	136,272
14	95,076	103,360	115,538	123,424	131,847	140,842
19	98,473	106,817	119,420	127,564	136,272	145,572
23	105,366	114,294	127,779	136,494	140,842	155,760

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

*Employee must possess Master's Degree to be advanced to Column E or F

**"MA +" requirement is defined as semester units earned chronologically after the Master's degree



**Appendix A (continued)
 Moreno Valley Unified School District
 2023-2024 Certificated Salary Schedule #23**

**Based On: 184 Work Days/11 month; 8 hours
 Speech Language Pathologist/School Nurse
 Effective: March 1, 2024**

	A	D	E	F
Step	BA	MA or BA + 45	MA + 15*** or BA + 60 Including MA	MA + 30*** or BA + 75 Including MA
1	74,196	81,921	84,671	87,513
2	76,692	84,671	87,513	90,453
3	79,257	87,513	90,453	93,485
4	81,921	90,453	93,485	96,630
5	84,671	93,485	96,630	99,862
6	84,671	96,630	99,862	103,218
7	84,671	99,862	103,218	106,689
8	84,671	103,218	106,689	110,251
9	84,671	106,689	110,251	113,948
10	84,671	110,251	113,948	117,786
11	84,671	113,948	117,786	121,744
12	84,671	117,786	121,744	125,815
13	84,671	117,786	125,815	130,049
14	84,671	117,786	125,815	134,396
19	84,671	121,744	130,049	138,928
23	90,598	130,267	139,152	148,652

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

***Column A Step 1 - Currently enrolled in an accredited IHE Speech Pathologist Program**

****Employee must possess Master's Degree to be advanced to Column E or F**

*****MA+ requirement is defined as semester units earned chronologically after the Master's degree**



**Appendix A (continued)
 Moreno Valley Unified School District
 2023-2024 Certificated Salary Schedule #21**

**Based On: 184 Work Days/11 month; 8 hours
 School Nurse – Hired Before 07/01/1998
 Effective: March 1, 2024**

	A	B	C	D	E*	F*
Step	BA	BA + 15	BA +30	MA or BA +45	MA + 15** or BA + 60 Including MA	MA + 30** or BA + 75 Including MA
1	74,198	76,690	79,260	81,922	84,669	87,513
2	76,690	79,260	81,922	84,669	87,513	90,451
3	79,260	81,922	84,669	87,513	90,451	93,485
4	81,922	84,669	87,513	90,451	93,485	96,632
5	84,669	87,513	90,451	93,485	96,632	99,860
6	84,669	90,451	93,485	96,632	99,860	103,218
7	84,669	93,485	96,632	99,860	103,218	106,688
8	87,246	93,485	99,860	103,218	106,688	110,250
9	90,214	95,178	103,218	106,688	110,250	113,946
10	90,214	98,206	106,688	110,250	113,946	117,785
11	90,214	98,206	110,250	113,946	117,785	121,746
12	90,214	98,206	110,250	117,785	121,746	125,815
13	90,214	98,206	110,250	117,785	125,815	130,050
14	90,214	98,206	110,250	117,785	125,815	134,394
19	93,186	101,227	113,946	121,746	130,050	138,926
23	99,708	108,313	121,923	130,268	139,153	148,650

Effective March 1, 2024, Appendix A increased by .72% (Increase Board Approved: January 23, 2024)

**Employee must possess Master's Degree to be advanced to Column E or F

***MA+ requirement is defined as semester units earned chronologically after the Master's degree

APPENDIX B(1)

CERTIFICATED EXTRA PAY FOR EXTRA DUTY

SHARE CRITERIA

Extra Duty formula (9-12):

- | | | |
|---|-------------------------------|-------------|
| 1. Length of Activity | One week
(20 week maximum) | = 2 shares |
| 2. Number of Assistants, Direct Work with Head (Paid Adult) | 5 Shares per Assistant | |
| 3. Budget Responsibility (ASB, School, and District Allocation to Program) | 100-400 | = 5 shares |
| | 500-2,999 | = 10 shares |
| | 3,000-5,999 | = 12 shares |
| | 6,000 & Over | = 15 shares |
| 4. Number of Major Performances | 1-4 | = 5 shares |
| | 5-9 | = 10 shares |
| | 10 & more | = 20 shares |
| 5. Number of Participants per Paid Adult | 1-20 | = 15 shares |
| | 20 & more | = 20 shares |
| 6. Average Public Attendance/Performance | 1-400 | = 5 shares |
| | 500 & over | = 10 shares |
| 7. Five (5) additional shares will be given to head positions beginning the sixth year (commencing September 1, 1987) in the same position at the same level within the district. | | |
| 8. Individual Oriented Activity (Performance)
Team Oriented Activity | | = 15 shares |
| | | = 30 shares |
| 9. Certificated District Employee | | = 10 shares |

-
- A. Assistant Coaches use a factor of 70 percent (70%) of Head Coach Share Value.
 - B. Athletic Director and Activities Director receive 20 percent (20%) more than highest paid coach.
 - C. Assistant Athletic Director receives 60 percent (60%) of Head Athletic Director.
 - D. Middle and elementary school programs, as negotiated and set forth in Appendix B, will use a factor of 75 percent (75%) of Share Value.
 - E. Junior and Senior Class Advisors are to be paid at the full rate which may be divided among class advisors. Freshman and Sophomore Class Advisors are to be paid at 50 percent (50%) of the full rate which may be divided among class advisors.



MORENO VALLEY UNIFIED SCHOOL DISTRICT

**APPENDIX B
 CERTIFICATED EXTRA PAY FOR EXTRA DUTY
 Effective March 1, 2024
 .72% Increase
 except as otherwise provided herein**

High Schools:

\$37.20 per share, rounded to the nearest \$10.

Activity	Shares	Share Value
Academic Decathlon	121	\$ 4,500.00
Activities Director	211	\$ 7,850.00
Activities Director, Assistant	169	\$ 6,290.00
Badminton, Head	119	\$ 4,430.00
Badminton, Assistant	83	\$ 3,090.00
Band	141	\$ 5,250.00
Baseball, Assistant	93	\$ 3,460.00
Baseball, Head	133	\$ 4,950.00
Basketball, Boys Assistant	102	\$ 3,790.00
Basketball, Boys Head	146	\$ 5,430.00
Basketball, Girls Assistant	102	\$ 3,790.00
Basketball, Girls Head	146	\$ 5,430.00
Cheer Stunt, Head	128	\$ 4,760.00
Cheer Stunt, Assistant	90	\$ 3,350.00
Class Advisor	128	\$ 4,760.00
Cross Country, Boys Assistant	85	\$ 3,160.00
Cross Country, Boys Head	121	\$ 4,500.00
Cross Country, Girls Assistant	85	\$ 3,160.00
Cross Country, Girls Head	121	\$ 4,500.00
Dance/Drill Advisor	126	\$ 4,690.00
Drama	131	\$ 4,870.00
Esports, Head	121	\$ 4,500.00
Esports, Assistant	85	\$ 3,160.00
Flag Football, Girls Head	138	\$ 5,130.00
Flag Football, Girls Assistant	97	\$ 3,610.00
Flags	126	\$ 4,690.00
Football, Assistant	123	\$ 4,580.00
Football, Head	176	\$ 6,550.00
Forensics	126	\$ 4,690.00
Golf, Head	119	\$ 4,430.00
Golf, Assistant	83	\$ 3,090.00
History Day	121	\$ 4,500.00
Journalism	126	\$ 4,690.00
Lacrosse, Boys Head	133	\$ 4,950.00
Lacrosse, Boys Assistant	93	\$ 3,460.00
Lacrosse, Girls Head	133	\$ 4,950.00
Lacrosse, Girls Assistant	93	\$ 3,460.00

APPENDIX B (continued)
Effective March 1, 2024
.72% Increase

Activity	Shares	Share Value
Mock Trial	121	\$ 4,500.00
Odyssey of the Mind	121	\$ 4,500.00
Pep Squad, Assistant	106	\$ 3,940.00
Pep Squad, Head	151	\$ 5,620.00
ROTC Drill	142	\$ 5,280.00
Science & Engineering Fair	121	\$ 4,500.00
Soccer, Boys Assistant	93	\$ 3,460.00
Soccer, Boys Head	133	\$ 4,950.00
Soccer, Girls Assistant	93	\$ 3,460.00
Soccer, Girls Head	133	\$ 4,950.00
Softball, Assistant	93	\$ 3,460.00
Softball, Head	133	\$ 4,950.00
Speech	116	\$ 4,320.00
Swimming, Boys Assistant	99	\$ 3,680.00
Swimming, Boys Head	141	\$ 5,250.00
Swimming, Girls Assistant	99	\$ 3,680.00
Swimming, Girls Head	141	\$ 5,250.00
Tennis, Boys Assistant	87	\$ 3,240.00
Tennis, Boys Head	124	\$ 4,610.00
Tennis, Girls Assistant	87	\$ 3,240.00
Tennis, Girls Head	124	\$ 4,610.00
Track, Boys Assistant	93	\$ 3,460.00
Track, Boys Head	133	\$ 4,950.00
Track, Girls Assistant	93	\$ 3,460.00
Track, Girls Head	133	\$ 4,950.00
Vocal Music	126	\$ 4,690.00
Volleyball, Boys Assistant	95	\$ 3,530.00
Volleyball, Boys Head	136	\$ 5,060.00
Volleyball, Girls Assistant	95	\$ 3,530.00
Volleyball, Girls Head	136	\$ 5,060.00
Volleyball, Beach Girls Head	119	\$ 4,430.00
Volleyball, Beach Girls Assistant	83	\$ 3,090.00
Water Polo, Boys Assistant	92	\$ 3,420.00
Water Polo, Boys Head	131	\$ 4,870.00
Water Polo, Girls Assistant	92	\$ 3,420.00
Water Polo, Girls Head	133	\$ 4,950.00
Wrestling, Boys Assistant	93	\$ 3,460.00
Wrestling, Boys Head	131	\$ 4,870.00
Wrestling, Girls Head	131	\$ 4,870.00
Wrestling, Girls Assistant	93	\$ 3,460.00
Yearbook	106	\$ 3,940.00

APPENDIX B (continued)
Effective March 1, 2024
.72% Increase

**Junior and Senior Class Advisors are to be paid at the full rate, which may be divided among class advisors. Freshmen and Sophomore Class Advisors are to be paid at 50% of the full rate, which may be divided among class advisors.

Extended season pay for CIF playoffs will be ten percent (10%) per week of such head coach's and designated assistant varsity coach's coaching salary for sports where the entire team makes the playoffs, and five percent (5%) per week of such head coach's and designated assistant varsity coach's salary for sports where the coach accompanies an individual to the CIF playoffs. The extra stipend shall be provided to head coaches and all designated varsity assistants as determined by the District.

Department Chairpersons Positions: \$37.00 per period taught by employees in their department each semester, in the following departments:

Aerospace	English	Reading
Agriculture	Home Economics	Science
Art	Industrial Education	Social Studies
Business Education	Math	Special Education
Counseling	Performing Arts	World Language
Driver Education	Physical Education, Boys	
ELD	Physical Education, Girls	

Release time can be taken in one period increments, with 48 hours advance notice and principal approval.

Effective July 1, 1991, the District will establish Assistant Department Chair positions for Math, Science, English, and Social Science at all four-year comprehensive high schools. The Assistant Chair will be paid 70% of the amount paid the Chair, with no release time. For 1992-93, Assistant Department Chair positions may or may not be offered, as determined by the District. This provision will be renegotiated prior to the end of the 1992-93 school year.

Athletic Director: \$655 Stipend per year with full-day release for an 8-hour day for 200 days.

Credit for Years in Position: Five (5) additional shares will be given to head positions beginning the 6th year (commencing September 1, 1987), in the same position at the same level within the District. This provision will be renegotiated prior to the end of the 1992-93 school year.

Effective January 1, 2020, the District and Association agree to add the following positions/stipends to Appendix B. From January 1, 2020, through June 30, 2020, the annual stipend will be prorated at fifty percent (50%) of the annual stipend amount.

HIGH SCHOOLS:

High School Activity	Annual Stipend
PBIS Coordinator	\$ 1,857.00
SST Coordinator	\$ 1,857.00

APPENDIX B (continued)
Effective March 1, 2024
.72% Increase

Alternative High School:

Alternative High School Activity	Annual Stipend
ASB	\$ 4,298.00
Athletic Coach	\$ 1,931.00
Esports	\$ 4,018.00
Other Academic/Interest Club	\$ 4,018.00
PBIS Coordinator	\$ 1,297.00
SST Coordinator	\$ 1,297.00
Yearbook	\$ 4,018.00

MIDDLE SCHOOLS:

Core Extended Day Activities:		
Academic Societies	\$ 2,009.00	Semester
Band	\$ 2,034.00	Semester
Basketball	\$ 3,156.00	Season
Cross Country	\$ 2,584.00	Season
Detention	\$ 2,009.00	Semester
Drama Program	\$ 2,009.00	Semester
Esports	\$ 2,009.00	Semester
Football	\$ 2,584.00	Season
History Day	\$ 965.00	Semester
Language Arts Fair	\$ 965.00	Semester
Math Field Day	\$ 965.00	Semester
Music, Vocal	\$ 2,009.00	Semester
Odyssey of the Mind	\$ 3,367.00	Season
Other Academic/Interest Clubs	\$ 2,009.00	Semester
Other Special Events/Activities	\$ 965.00	Semester
PBIS Coordinator	\$ 1,297.00	Annual
Pep Squad Advisor	\$ 2,009.00	Semester
Publications	\$ 2,009.00	Semester
Science Fair	\$ 965.00	Semester
Softball	\$ 2,584.00	Season
Speech Contest	\$ 965.00	Semester
Spelling Contest (District)	\$ 965.00	Semester
SST Coordinator	\$ 1,297.00	Annual
Student Assistance	\$ 2,009.00	Semester
Student Body Activities	\$ 4,298.00	Season
Team Leader	\$ 965.00	Semester
Track	\$ 2,584.00	Season
Volleyball	\$ 2,463.00	Season
Yearbook	\$ 2,009.00	Semester

APPENDIX B (continued)
Effective March 1, 2024
.72% Increase

Lead Teacher - The stipend will be computed by multiplying the number of periods taught in each subject area each semester by the current share value times seventy-five percent (75%). This computation shall include periods taught by the Lead Teacher. This amount shall be paid two times per year, with no one to make less than \$999 per year.

Middle School Athletic Coordinator - The District will provide release days for one Districtwide position to be rotated annually among the middle schools. The number of days shall be equal to the number of middle schools involved in the program.

ELEMENTARY SCHOOLS:

Grade Level Leader: \$999/year - The hours of work to be performed outside of the regular school day or year by a Grade Level Leader shall be reasonable. The District and the Association agree to a guideline of 20 hours per year outside the workday/work year.

Effective July 1, 2022, the District will provide a base amount of \$2,633.00 for each elementary site with a student population in grades K-5 (total enrollment) of 800 or less, and \$1.00 additionally for each student over 800 in schools with a student population of 801 or more. The numbers for each school site will be calculated based on the budgeted projected enrollment as of the adopted budget, the adjusted based on actual numbers in October.

Each site shall determine, subject to District approval, the types of programs and the amounts to be paid for each site's extra duty program.

Effective January 1, 2020, the District and Association agree to add the following positions/stipends to Appendix B. From January 1, 2020, through June 30, 2020, the annual stipend will be prorated at fifty percent (50%) of the annual stipend amount.

Elementary Activity	Annual Stipend
Esports	\$ 1,230.00
Math Field Day	\$ 581.00
Odyssey of the Mind	\$ 3,074.00
Other Academic/Interest Club	\$ 1,230.00
PBIS Coordinator	\$ 854.00
Publications	\$ 1,230.00
Science Fair	\$ 581.00
SST Coordinator	\$ 854.00
Yearbook	\$ 1,230.00

APPENDIX B (continued)
Effective March 1, 2024
.72% Increase

Reflective Coach/Consulting Teacher:

Consulting Teachers (PAR Process): (Two (2) Maximum) without regular release time shall receive compensation as follows:

No less than \$6,556 per year: Up to two (2) maximum Participating Teachers.

REFLECTIVE COACHES: (BTSA PROCESS):

No less than \$6,882 per year: Up to three (3) maximum Induction/Participating Teachers.

No less than \$4,590 per year: Up to two (2) Induction/Participating Teachers.

No less than \$2,293 per year: Up to one (1) Induction/Participating Teachers

This amount shall be paid two times per year.

Full or partial release Reflective Coaches/Consulting Teachers shall not receive additional compensation for services in the Induction/PAR programs.

SUMMER SCHOOL:

Summer School:		
Step	Years of Experience	Hourly Rate
I	0 - 5 Years	\$ 54.02
II	6 - 10 Years	\$ 56.71
III	11 - 15 Years	\$ 59.56
IV	16 - 20 Years	\$ 62.54

Years of experience for salary credit shall be as in the year just completed prior to commencement of summer school.

HOURLY RATES:

Payment for basic instruction beyond regular teaching hours shall be at an hourly rate as follows:

Adult Education	\$ 54.02
Driver Education	\$ 54.02
Extra Period Assignment	\$ 54.02
Hourly Rate	\$ 54.02
Saturday School	\$ 54.02

Lead Nurse: \$999.00 per year.

APPENDIX B (continued)
Effective March 1, 2024
.72% Increase

MISCELLANEOUS:

General Education Combination Classes:

Effective December 1, 2021, General Education Elementary combination teachers shall receive an annual \$3000 stipend, which they shall begin receiving during the March pay period (retroactive to December 1, 2021). The Stipend is subject to future negotiations but will not automatically receive Appendix B increases.

For all staff currently teaching a general education elementary grade level combination class as of December 1, 2021, they shall begin receiving a stipend during the March pay period (retroactive to December 1, 2021). The stipend shall be issued incrementally each month thereafter, while the employee is teaching such class.

Each month business services shall review a list of elementary teachers assigned to a combination class as defined above, to determine eligibility for the monthly increment. In the event the combination class is discontinued, the teacher shall no longer receive the stipend from that point forward.

DOCTORATE DEGREE STIPEND:

Effective March 1, 2022, Certificated staff that hold a Doctorate degree shall receive an annual \$3000 stipend. The Stipend is subject to future negotiations but will not automatically receive Appendix B increases. Not eligible for multiple stipends with multiple doctoral degrees.

To be eligible for the \$3000.00 stipend, employees must provide the district with official transcripts or proof of doctoral conferral.

For the 21-22 school year only, this stipend shall be issued in a lump sum with employees' June 30, 2022 payroll. Employees shall be responsible for submitting requisite transcripts to the Human Resources Department by May 1, 2022, in order to receive this stipend.

Beginning with the 2022-23 school year and thereafter, it shall be issued in monthly increments with qualifying employees' pay checks. Payment of the incremental amounts shall begin with the next successive payroll period after proof of doctoral degree is submitted to Human Resources and approved.

GENERAL:

The District retains the right to determine which extra pay for extra duty positions will be established at each site. In any event, the District will establish Department Chair, Team Leader, Lead Teacher, and Grade Level Leader positions as provided in this Agreement.

The extra duty pay rates provided in this Appendix B will be increased by any ongoing general salary schedule increase, as provided in Article VII, Section 9(e).

(.72% Increase Effective 03/01/2024)

APPENDIX C

2024-2025 School Calendars

Traditional TK-6 – 2024-25

MORENO VALLEY UNIFIED SCHOOL DISTRICT

Traditional Year - Trimester Calendar

2024-2025

Grades TK - 6/TK-5 Butterfield Language Academy

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
8	9	10	11	12	5	6	7	NT	NT	9	10	11	12	13	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
15	16	17	18	19	T	T	▲	▲	▲	16	17	18	19	20	23	24	25	26	27	28	29	30	31	1	2	3	4	5	
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	
29	30	31	26	27	28	29	30	30	28	29	30	31	25	26	27	28	29	30	31	25	26	27	28	29	30	31			

JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	5	6	7	3	4	5	6	M	1	2	3	4			1	2	2	3	4	5	M		
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	M
13	14	15	16	17	17	18	19	20	21	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
27	28	29	30	31						31	28	29	30	26	27	28	29	30	30										

▲ Students Return ● Legal Holiday ○ Local Holiday ■ School Recess M = Minimum Day
 PC = Parent Conference NT = New Teacher Orientation ■ District-Wide Flex Days T = Teacher Prep Day
 ■ District Professional Development Days

IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 8 & 9	New Teacher Orientation
August 12 & 13	Teacher Prep Days
August 14	STUDENTS RETURN
September 2	Labor Day (Legal Holiday)
November 1	END OF FIRST TRIMESTER
	Minimum Day - Students Only
October 7 & 8	Parent Conference Day
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 20	Minimum Day - Students Only
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 20	Martin Luther King Day (Legal Holiday)
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 7	END OF SECOND TRIMESTER
	Minimum Day - Students Only
March 24 - April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
May 26	Memorial Day (Legal Holiday)
June 6	END OF THIRD TRIMESTER
	Minimum Day - Students Only
June 13	LAST DAY OF INSTRUCTION
	Minimum Day - Students Only
	Minimum Workday - All Certificated
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days		
		K-5	6-8	9-12
1	08/12/24 - 09/06/24	17	17	17
2	09/09/24 - 10/4/24	20	20	20
3	10/07/24 - 11/01/24	20	19	20
4	11/04/24 - 11/29/24	12	14	14
5	12/2/24 - 12/27/24	15	15	14
6	01/06/25 - 01/31/25	14	14	14
7	02/03/25 - 02/28/25	18	17	18
8	03/03/25 - 03/28/25	15	15	15
9	03/31/25 - 04/25/25	15	15	15
10	04/28/25 - 05/23/25	20	20	20
11	05/26/25 - 06/20/25	14	14	13
TOTAL		180	180	180

2025 SUMMER SCHOOL

June 17 & 18 - Teacher Prep Days
 June 20 - Summer School Begins
 June 19 - Juneteenth/Emancipation Day
 July 4 - Independence Day
 July 18 - Summer School Ends
 Time: TBD

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

2025 EXTENDED SCHOOL YEAR

K-8
 June 17 & 18 - Teacher Prep Days
 June 20 - Extended School Year Begins
 June 19 - Juneteenth/Emancipation Day
 July 4 - Independence Day
 July 18 - Extended School Year Ends

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

Calendar Committee Consensus: 5/24/2023
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023
 Final Board Approved: 1/23/2024

Traditional 6-8 – 2024-25

MORENO VALLEY UNIFIED SCHOOL DISTRICT
Traditional Year - Semester Calendar
2024-2025

Grades 6-8/6-8 Butterfield Language Academy

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2	3	4	5	6		1	2	3	4						1	2	3	4	5	6
8	9	10	11	12	5	6	7	NT	NT	9	10	11	12	13	7	8	9	10	M	4	5	6	7	8	9	10	11	12	13
15	16	17	18	19	T	T	14	15	16	16	17	18	19	20	14	15	16	17	PC	11	12	13	14	15	16	17	18	19	M
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
29	30	31			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29	30	31			

JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	3	4	5	6	7	3	4	5	6	7	1	2	3	4					1	2	2	3	4	5	M
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	M
13	14	15	16	17	17	18	19	20	21	17	18	19	20	M	14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
20	21	22	23	24	24	25	26	27	PC	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
27	28	29	30	31						31					28	29	30			26	27	28	29	30	30				

△ Students Return
 ● Legal Holiday
 ○ Local Holiday
 School Recess
 M = Minimum Day
 PC = Parent Conference
 NT = New Teacher Orientation
 District-Wide Flex Days
 T = Teacher Prep Day
 District Professional Development Days

IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 8 & 9	New Teacher Orientation
August 12 & 13	Teacher Prep Days
August 14	STUDENTS RETURN
September 2	Labor Day (Legal Holiday)
October 11	END OF FIRST QUARTER
	Minimum Day - Students Only
October 18	Parent Conference Day
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 20	END OF FIRST SEMESTER
	Minimum Day - Students Only
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 20	Martin Luther King Day (Legal Holiday)
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
February 28	Parent Conference Day
March 21	END OF THIRD QUARTER
	Minimum Day - Students Only
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
May 26	Memorial Day (Legal Holiday)
June 6	Minimum Day - Students Only
June 13	LAST DAY OF INSTRUCTION
	Minimum Day - Students Only
	Minimum Workday - All Certificated
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days		
		Modified Traditional		
		K-5	6-8	9-12
1	08/12/24 - 09/06/24	17	17	17
2	09/09/24 - 10/4/24	20	20	20
3	10/07/24 - 11/01/24	20	19	20
4	11/04/24 - 11/29/24	12	14	14
5	12/2/24 - 12/27/24	15	15	14
6	01/06/25 - 01/31/25	14	14	14
7	02/03/25 - 02/28/25	18	17	18
8	03/03/25 - 03/28/25	15	15	15
9	03/31/25 - 04/25/25	15	15	15
10	04/28/25 - 05/23/25	20	20	20
11	05/26/25 - 06/20/25	14	14	13
TOTAL		180	180	180

2025 SUMMER SCHOOL

June 17 & 18 - Teacher Prep Days
 June 20 - Summer School Begins
 June 19 - Juneteenth/Emancipation Day
 July 4 - Independence Day
 July 18 - Summer School Ends
 Time: TBD

JUNE

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	T	T	19	20
23	24	25	26	27
30				

JULY

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2025 EXTENDED SCHOOL YEAR
 K - 8

June 17 & 18 - Teacher Prep Days
 June 20 - Extended School Year Begins
 June 19 - Juneteenth/Emancipation Day
 July 4 - Independence Day
 July 18 - Extended School Year Ends

JUNE

M	T	W	Th	F
2	3	4	5	6
9	10	11	T	T
16	T	T	19	20
23	24	25	26	27
30				

JULY

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Calendar Committee Consensus: 5/24/2023
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023
 Final Board Approved: 1/23/2024

Traditional 9-12 – 2024-25

MORENO VALLEY UNIFIED SCHOOL DISTRICT
 Traditional Year - Semester Calendar
 2024-2025
 Grades 9-12

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2	3	4	5	6		1	2	3	4						1	2	3	4	5	6
8	9	10	11	12	5	6	7	NT	NT	9	10	11	12	13	7	8	9	10	M	4	5	6	7	8	9	10	11	12	13
15	16	17	18	19	T	T	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	16	17	18	19	NSD
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
29	30	31			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29	30	31			

JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	3	4	5	6	7	3	4	5	6	7	1	2	3	4					1	2	2	3	4	5	6
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	NSD
13	14	15	16	17	17	18	19	20	21	17	18	19	20	M	14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
27	28	29	30	31						31					28	29	30			26	27	28	29	30	30				

△ Students Return
 ● Legal Holiday
 ○ Local Holiday
 ■ School Recess
 M = Minimum Day
 PC = Parent Conference
 NT = New Teacher Orientation
■ District-Wide Flex Days
 T = Teacher Prep Day
■ District Professional Development Days

IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 8 & 9	New Teacher Orientation
August 12 & 13	Teacher Prep Days
August 14	STUDENTS RETURN
September 2	Labor Day (Legal Holiday)
October 11	END OF FIRST QUARTER
	Minimum Day - Students Only
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 20	END OF FIRST SEMESTER
	NON STUDENT DAY
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 20	Martin Luther King Day (Legal Holiday)
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 21	END OF THIRD QUARTER
	Minimum Day - Students Only
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
May 26	Memorial Day (Legal Holiday)
June 9	Graduation - VVHS.
June 10	Graduation - MMHS, March V., VDLHS
June 11	Graduation - MVHS, Bridges Learning Ctr.
June 12	Graduation - CSHS
June 12	LAST DAY OF INSTRUCTION
June 13	NON STUDENT DAY
	Semester Grading Due
	Minimum Workday - All Certificated
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days		
		Modified Traditional	K-5	6-8
1	08/12/24 - 09/06/24	17	17	17
2	09/09/24 - 10/4/24	20	20	20
3	10/07/24 - 11/01/24	20	19	20
4	11/04/24 - 11/29/24	12	14	14
5	12/2/24 - 12/27/24	15	15	14
6	01/06/25 - 01/31/25	14	14	14
7	02/03/25 - 02/28/25	18	17	18
8	03/03/25 - 03/28/25	15	15	15
9	03/31/25 - 04/25/25	15	15	15
10	04/28/25 - 05/23/25	20	20	20
11	05/26/25 - 06/20/25	14	14	13
TOTAL		180	180	180

2025 SUMMER SCHOOL
 June 17 & 18 - Teacher Prep Days
 June 20 - Summer School Begins
 June 19 - Juneteenth/Emancipation Day
 July 4 - Independence Day
 July 18 - Summer School Ends
 Time: TBD

JUNE

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	T	T	19	20
23	24	25	26	27
30				

JULY

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2025 EXTENDED SCHOOL YEAR 9-12 Gr.
 June 17 & 18 - Teacher Prep Days
 June 20 - Extended School Year Begins
 June 19 - Juneteenth/Emancipation Day
 July 4 - Independence Day
 July 18 - Extended School Year Ends

2024-2025 Final Exam Schedule
 1st Semester Exams: December 17-19 2024
 2nd Semester Exams: June 10-12, 2025

JUNE

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	T	T	19	20
23	24	25	26	27

JULY

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Graduation dates and venues are subject to change

Calendar Committee Consensus:	5/24/2023
MVUSD/MVEA Tentative Agreement Reached:	6/8/2023
MVUSD/CSEA Tentative Agreement Reached:	6/2/2023
Final Board Approved:	1/23/2024

State Preschool – 2024-25

MORENO VALLEY UNIFIED SCHOOL DISTRICT

Traditional Year

2024-2025

State Preschool

(Armada, Box Springs, Creekside, Ridge Crest, Seneca, Serrano, Sunnymeadows)

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER									
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
1	2	3	4	5				1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
8	9	10	11	12	5	6	7	8	T	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
15	16	17	18	19	S	T	△	15	16	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	28	29	30	31																
29	30	31			26	27	28	29	30	30					28	29	30	31																

JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	5	6	7	3	4	5	6	7	1	2	3	4	5				1	2	2	3	4	5	6
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14	△	8	9	10	11	5	6	PC	8	9	9	10	11	12	13
13	14	15	16	17	17	18	19	20	21	17	18	19	20	21	14	15	16	17	18	12	13	PC	15	16	16	17	18	19	20
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28	21	22	S	24	25	19	20	21	22	23	23	24	25	26	27
27	28	29	30	31						31					28	29	30			26	27	28	29	30	30				

△ Students Return ● Legal Holiday ○ Local Holiday ■ School Recess T = Teacher Prep Day
 PC = Parent Conference S = Staff Development Days

IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 9 & 13	Teacher Prep Days
August 12	Staff Development
August 14	STUDENTS RETURN
September 2	Labor Day (Legal Holiday)
September 4	Staff Development
November 7, 8	Parent Conference
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 18	Staff Development
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 20	Martin Luther King Day (Legal Holiday)
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
April 23	Staff Development
May 7, 14	Parent Conference Days
May 26	Memorial Day (Legal Holiday)
June 13	LAST DAY OF INSTRUCTION
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days	
		Modified	Traditional
1	08/12/24 - 09/06/24		16
2	09/09/24 - 10/4/24		20
3	10/07/24 - 11/01/24		20
4	11/04/24 - 11/29/24		12
5	12/2/24 - 12/27/24		14
6	01/06/25 - 01/31/25		14
7	02/03/25 - 02/28/25		18
8	03/03/25 - 03/28/25		15
9	03/31/25 - 04/25/25		14
10	04/28/25 - 05/23/25		18
11	05/26/25 - 06/20/25		14
TOTAL			175

Calendar Committee Consensus: 5/24/2023
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023
 Final Board Approved: 1/23/2024

Head start Pre-K – 2024-25

MORENO VALLEY UNIFIED SCHOOL DISTRICT
Traditional Year
2024-2025
Head Start Pre-K (Full Day-Duration/Non-Duration)
(Armada, Butterfield, Edgemont)

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
1	2	3	4	5				1	2	2	3	S	5	6			1	T	3	4					1					
8	9	10	11	12	5	6	7	8	T	9	10	T	12	13	7	8	S	10	11	4	5	6	HV	HV	9	10	11	12	13	
15	16	17	18	19	S	T	15	16	16	17	T	19	20	14	15	T	17	18	11	12	13	14	15	16	17	S	19	20		
22	23	24	25	26	19	20	PC	22	23	23	24	T	26	27	21	22	23	24	25	18	19	HV	21	22	23	24	25	26	27	
29	30	31	26	27	PC	29	30	30	28	29	30	31	25	26	S	28	S	29	30	31										

JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	T	6	7	3	4	HV	6	7	1	2	3	4					1	2	2	3	4	5	6
6	7	8	9	10	10	11	12	13	14	10	11	HV	13	14	7	8	9	10	11	5	6	PC	8	9	9	10	11	12	T
13	14	T	16	17	17	18	19	20	21	17	18	19	20	21	14	15	16	17	18	12	13	PC	15	16	16	17	18	19	20
20	21	T	23	24	24	25	26	27	28	24	25	26	27	28	21	22	S	24	25	19	20	PC	22	23	23	24	25	26	27
27	28	S	30	31						31	28	29	30	26	27	PC	29	30	30										

Students Return
 Legal Holiday
 Local Holiday
 School Recess
 T = Teacher Prep Day
 PC = Parent Conference S = Staff Development Days HV = Home Visits

IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 9 & 13	Teacher Prep Days
August 12	Staff Development
August 14	STUDENTS RETURN
August 21 & 28	Parent Conference Days
September 2	Labor Day (Legal Holiday)
September 6	Staff Development
September 11, 18, 25	Teacher Prep Days
October 2 & 16	Teacher Prep Days
October 9	Staff Development
November 7, 8, 20	Home Visits
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 18	Staff Development
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 15 & 22	Teacher Prep Days
January 20	Martin Luther King Day (Legal Holiday)
January 29	Staff Development
February 5	Teacher Prep Day
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 5, 12 & 19	Home Visits
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
April 23	Staff Development
May 7, 14, 21	Parent Conference Days
May 26	Memorial Day (Legal Holiday)
June 12	LAST DAY OF INSTRUCTION
June 13	Teacher Prep Day
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days	
		Modified	Traditional
1	08/12/24 - 09/06/24		14
2	09/09/24 - 10/4/24		16
3	10/07/24 - 11/01/24		18
4	11/04/24 - 11/29/24		11
5	12/2/24 - 12/27/24		14
6	01/06/25 - 01/31/25		11
7	02/03/25 - 02/28/25		17
8	03/03/25 - 03/28/25		12
9	03/31/25 - 04/25/25		14
10	04/28/25 - 05/23/25		17
11	05/26/25 - 06/20/25		13
TOTAL			157

Calendar Committee Consensus: 5/24/2023
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023
 Final Board Approved: 1/23/2024

Head Start Pre-K – 2024-25

MORENO VALLEY UNIFIED SCHOOL DISTRICT

Traditional Year

2024-2025

Head Start Pre-K

(Double Session-Armada, Butterfield, Edgemont, Rainbow Springs)

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
1	2	3	4	5					1	2	2	3	S	5	6		1	T	3	4					1	2	3	T	5	6
8	9	10	11	12	5	6	7	8	T	9	10	T	12	13	7	8	S	10	11	4	5	6	HV	HV	9	10	T	12	13	
15	16	17	18	19	S	T	△	15	16	16	17	T	19	20	14	15	T	17	18	11	12	HV	14	15	16	17	S	19	20	
22	23	24	25	26	19	20	PC	22	23	23	24	T	26	27	21	22	T	24	25	18	19	T	21	22	23	24	25	26	27	
29	30	31	26	27	PC	29	30	30	28	29	T	31	25	26	27	28	29	30	31											

JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	T	6	7	3	4	HV	6	7	1	T	S	4				1	2	2	3	4	5	6	
6	7	8	9	10	10	11	12	13	14	10	11	HV	13	14	△	8	T	10	11	5	6	PC	8	9	9	10	11	12	T
△	13	T	16	17	17	18	T	20	21	17	18	HV	20	21	14	15	T	17	18	12	13	PC	15	16	16	17	18	19	20
20	21	T	23	24	24	25	T	27	28	24	25	26	27	28	21	22	S	24	25	19	20	PC	22	23	23	24	25	26	27
27	28	S	30	31						31	28	29	T	26	27	T	29	30	30										

△ Students Return ● Legal Holiday ○ Local Holiday ■ School Recess T = Teacher Prep Day
 PC = Parent Conference S = Staff Development Days HV = Home Visits

IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 9 & 13	Teacher Prep Days
August 12	Staff Development
August 14	STUDENTS RETURN
August 21 & 28	Parent Conference Days
September 2	Labor Day (Legal Holiday)
September 4	Staff Development
September 11, 18, 25	Teacher Prep Days
October 2, 16, 23, 30	Teacher Prep Days
October 9	Staff Development
November 20	Teacher Prep Days
November 7, 8, 13	Home Visits
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 4 & 11	Teacher Prep Days
December 18	Staff Development
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 15 & 22	Teacher Prep Days
January 20	Martin Luther King Day (Legal Holiday)
January 29	Staff Development
February 5, 19 & 26	Teacher Prep Days
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 5, 12 & 19	Home Visits
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
April 2, 9, 16, 30	Teacher Prep Day
April 23	Staff Development
May 28	Teacher Prep Day
May 7, 14, 21	Parent Conference Days
May 26	Memorial Day (Legal Holiday)
May 28	Teacher Prep Day
June 12	LAST DAY OF INSTRUCTION
June 13	Teacher Prep Day
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days	
		Modified	Traditional
1	08/12/24 - 09/06/24		14
2	09/09/24 - 10/4/24		16
3	10/07/24 - 11/01/24		16
4	11/04/24 - 11/29/24		10
5	12/2/24 - 12/27/24		12
6	01/06/25 - 01/31/25		11
7	02/03/25 - 02/28/25		15
8	03/03/25 - 03/28/25		12
9	03/31/25 - 04/25/25		12
10	04/28/25 - 05/23/25		16
11	05/26/25 - 06/20/25		12
TOTAL			146

Calendar Committee Consensus: 5/24/2023
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023
 Final Board Approved: 1/23/2024

APPENDIX D

Evaluation Forms

Certificated Evaluation: Self Reflection Form - Teacher



APPENDIX D

MORENO VALLEY UNIFIED SCHOOL DISTRICT TEACHER EVALUATION SELF-REFLECTION FORM (Optional but Recommended)

Evaluatee's Name:		Site:
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent
Date:	Evaluator:	

Temporary, Intern, and Probationary 1 employees are only evaluated on Standards 1, 2 & 6. Probationary 2 employees are evaluated in Standards 3, 4, & 5. Permanent employees are evaluated on all six standards.

The purpose of this form is to help the evaluatee reflect on his/her professional practice and self-identify areas of strength and areas for growth. The evaluatee can use this form as part of goal-setting with their evaluator. The form is not included in the final evaluation.

SECTION 1: TEACHING STANDARDS SELF-RATING

Utilize the Evaluation Report Criteria to rate yourself on each of the following standards:

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = Partially Meets District Standards	1 = Does Not Meet District Standards (Unsatisfactory)
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Standard I. Engages and Supports All Students in Learning	4	3	2	1
1.1. Connects students' prior knowledge, life experience, and interest with learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Uses a variety of instructional strategies and resources to respond to students' diverse needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3. Facilitates learning experiences that promote autonomy, interaction, and choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4. Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5. Promotes self-directed, reflective learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II. Creates and Maintains Effective Environments for Student Learning	4	3	2	1
2.1. Creates a physical environment that engages all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2. Establishes a climate that promotes fairness and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3. Promotes social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4. Establishes and maintains standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5. Plans and implements classroom procedures and routines that support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6. Uses instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III. Understands and Organizes Subject Matter for Student Learning	4	3	2	1
3.1. Demonstrates knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. Organizes curriculum to support student understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3. Interrelates ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4. Develops student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5. Uses materials, resources, and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard IV. Plans Instruction and Designs Learning Experiences for All Students	4	3	2	1
4.1. Draws on and values students' backgrounds, interests, and developmental learning needs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Establishes and articulates goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3. Develops and sequences instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4. Designs short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5. Modifies instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard V. Assesses Student Learning	4	3	2	1
5.1. Establishes and communicates learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2. Collects and uses multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3. Involves and guides all students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4. Uses the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5. Communicates with students, families, and other audiences about students' progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6. Demonstrates student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard VI. Develops as a Professional Educator	4	3	2	1
6.1. Reflects on teaching practice and plans professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2. Establishes professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3. Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4. Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5. Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: TEACHING STANDARDS NOTES

Utilize the table below to comment on individual standards and/or areas of growth:

STANDARD	PERSONAL COMMENTS
Standard I. Engages and Supports All Students in Learning	
Standard II. Creates and Maintains Effective Environments for Student Learning	
Standard III. Understands and Organizes Subject Matter for Student Learning	
Standard IV. Plans Instruction and Designs Learning Experiences for All Students	
Standard V. Assesses Student Learning	
Standard VI. Develops as a Professional Educator	

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard I. Engaging & Supporting All Students in Learning	4	3	2	1
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.	The teacher facilitates as students connect and apply their prior knowledge, life experiences and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher does not elicit student questions or comments during a lesson.
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, and makes adjustments while teaching to respond to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully and makes some adjustments to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy and choice in the pursuit of significant learning.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy and choice and to encourage and support student involvement in learning.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are directed by the teacher, permitting no student autonomy, interaction or choice.
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.
1.5 Promoting self-directed, reflective learning for all students.	Students take initiative for their own learning, and reflect on, talk about and evaluate their own work with peers.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	No opportunities are provided for students to initiate their own learning or to monitor their own work.

Teacher Evaluation Goal-Setting Form

MORENO VALLEY UNIFIED SCHOOL DISTRICT TEACHER EVALUATION GOAL SETTING FORM



Evaluatee's Name:		Site:
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent
Date of Conference:	Evaluator:	

Temporary, Intern, and Probationary 1 employees are only evaluated on Standards 1, 2 & 6. Probationary 2 employees are evaluated in Standards 3, 4, & 5. Permanent employees are evaluated on all six standards.

The purpose of this form is to facilitate a discussion between the teacher and evaluator around the California Standards of the Teaching Profession. In addition, it allows for a clear focus for improvement over the evaluation cycle. The form is not included in the final evaluation.

SECTION 1: TEACHING STANDARDS

Standard I. Engages and Supports All Students in Learning
Standard II. Creates and Maintains Effective Environments for Student Learning
Standard III. Understands and Organizes Subject Matter for Student Learning
Standard IV. Plans Instruction and Designs Learning Experiences for All Students
Standard V. Assesses Student Learning
Standard VI. Develops as a Professional Educator

SECTION 2: GOALS AND ACTION PLAN

A. Identify a Professional (District/Site) Goal
B. Include a Plan of Action for the fulfillment of the goal:

A. Identify a Personal Goal
B. Include a Plan of Action for the fulfillment of the goal:

Certificated Evaluation: Pre-Observation Form - Teacher

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION PRE-OBSERVATION FORM**



Evaluatee's Name:		Site:
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent
Date of Conference:	Evaluator:	

The purpose of this form is to facilitate a discussion between the teacher and evaluator around the actual lesson, prior to the observation. Please answer these questions and bring the completed form to your pre-observation conference. The form is not included in the final evaluation.

SECTION 1: PRE-CONFERENCE QUESTIONS

1. What student standards/elements will you address in your lesson?

2. What teaching strategies will you use to ensure students meet the standard?

3. How will you know if your lesson is successful?

4. Indicate the specific professional teaching standard on which you would like your evaluator to focus.

5. Do you have any additional comments prior to the observation?

SECTION 2: POST-OBSERVATION PREPARATION

During the Post-Observation Conference, reflective questions such as the following may be asked:

- What was effective about your lesson?
- To what extent did your students meet the standard/element?
- Discuss and review observation data collected by evaluator.
- What would you do differently in teaching this lesson again to the same group of students?
- How can your evaluator support you and help you grow/improve professionally?

Certificated Evaluation: Observation Form - Teacher

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION OBSERVATION FORM**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intern (Probationary 0)
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	<input type="checkbox"/> Permanent
Date of Observation:	Evaluator:		

**SECTION 1: OBSERVATION NOTES
(Summary)**

SECTION 2: CALIFORNIA STANDARDS OF THE TEACHING PROFESSION

Standard	Evidence Observed
Standard I: Engaging and Supporting All Students in Learning	
Standard II: Creating and Maintaining Effective Environments for Student Learning	
Standard III: Understanding and Organizing Subject Matter for Student Learning	
Standard IV: Planning Instruction and Designing Learning Experiences for All Students	
Standard V: Assessing Student Learning	
Standard VI: Developing as a Professional Educator	

Temporary, Intern, and Probationary 1 employees are only evaluated on Standards 1, 2 & 6. Probationary 2 employees are evaluated in Standards 3, 4, & 5. Permanent employees are evaluated on all six standards.

SECTION 3: CONCLUSION

Effective Strategies Implemented:

Techniques/Strategies for Improvement/Growth:

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Date

Certificated Evaluation: Final Report

MORENO VALLEY UNIFIED SCHOOL DISTRICT CERTIFICATED EVALUATION REPORT - TEACHER



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
Date of Conference:		Evaluator:	

Temporary, Intern, and Probationary 1 employees are only evaluated on Standards 1, 2 & 6. Probationary 2 employees are evaluated in Standards 3, 4, & 5. Permanent employees are evaluated on all six standards.

EVALUATION OF PERFORMANCE

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)
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*These ratings require specific "Techniques/Strategies for Improvement/Growth"

Standard I. Engages and Supports All Students in Learning	4	3	2	1
Overall Rating: 4 3 2 1				
ELEMENTS OF STANDARD I				
1.1. Connects students' prior knowledge, life experience, and interest with learning goals.				
1.2. Uses a variety of instructional strategies and resources to respond to students' diverse needs.				
1.3. Facilitates learning experiences that promote autonomy, interaction, and choice.				
1.4. Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.				
1.5. Promotes self-directed, reflective learning for all students.				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard II. Creates and Maintains Effective Environments for Student Learning	4	3	2	1
Overall Rating: 4 3 2 1				
ELEMENTS OF STANDARD II				
2.1. Creates a physical environment that engages all students.				
2.2. Establishes a climate that promotes fairness and respect.				
2.3. Promotes social development and group responsibility.				
2.4. Establishes and maintains standards for student behavior.				
2.5. Plans and implements classroom procedures and routines that support student learning.				
2.6. Uses instructional time effectively.				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard III. Understands and Organizes Subject Matter for Student Learning	4	3	2	1
ELEMENTS OF STANDARD III				
3.3. Demonstrates knowledge of subject matter content and student development.				
3.4. Organizes curriculum to support student understanding of subject matter.				
3.5. Interrelates ideas and information within and across subject matter areas.				
3.6. Develops student understanding through instructional strategies that are appropriate to the subject matter.				
3.7. Uses materials, resources, and technologies to make subject matter accessible to students.				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard IV. Plans Instruction and Designs Learning Experiences for All Students	4	3	2	1
Overall Rating: 4 3 2 1				
ELEMENTS OF STANDARD IV				
4.1. Draws on and values students' backgrounds, interests, and developmental learning needs.				
4.2. Establishes and articulates goals for student learning.				
4.3. Develops and sequences instructional activities and materials for student learning.				
4.4. Designs short-term and long-term plans to foster student learning.				
4.5. Modifies instructional plans to adjust for student needs.				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard V. Assesses Student Learning	4	3	2	1
Overall Rating: 4 3 2 1				
ELEMENTS OF STANDARD V				
5.1. Establishes and communicates learning goals for all students.				
5.2. Collects and uses multiple sources of information to assess student learning.				
5.3. Involves and guides all students in assessing their own learning.				
5.4. Uses the results of assessments to guide instruction.				
5.5. Communicates with students, families, and other audiences about students' progress.				
5.6. Demonstrates student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard VI. Develops as a Professional Educator	4	3	2	1
Overall Rating: 4 3 2 1				
ELEMENTS OF STANDARD VI				
6.1. Reflects on teaching practice and plans professional development.				
6.2. Establishes professional goals and pursues opportunities to grow professionally.				
6.3. Works with communities to improve professional practice.				
6.4. Works with families to improve professional practice.				
6.5. Works with colleagues to improve professional practice.				
Evidence of Developing as a Professional Educator:				

FOR THE OVERALL RATINGS CALCULATION OF EACH STANDARD (Standards I-VI)

OVERALL RATINGS PER STANDARD	CALCULATION OF RATINGS
4 Exceeds District Standards	<ul style="list-style-type: none"> At least three "4" Ratings; and No "2" or "1" Ratings in the elements of standard
3 Meets District Standards	<ul style="list-style-type: none"> "3" and "4" Ratings; No more than one "2" Rating; and No "1" Ratings in the elements of standard
2 Partially Meets District Standards	<ul style="list-style-type: none"> Two "2" Ratings; or One "1" Rating in the elements of standard
1 Does Not Meet District Standards (Unsatisfactory)	<ul style="list-style-type: none"> At least two "1" Ratings in the elements of standard

An Assistance Plan shall be required if an employee receives an overall rating of two (2) in more than one standard (Article XV, Section 4). The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.

An Assistance Plan (Article XV, Section 4) and PAR shall be required if an employee receives an overall rating of 1 in any standard. The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.

COMMENTS BY EVALUATOR

Areas of outstanding performance/expected growth/additional comments:

COMMENTS BY EVALUATEE

Evaluatee may attach a written response. Comments must be submitted in writing within fourteen (14) calendar days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature	Date	Evaluatee's Signature	Date
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**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION REPORT CRITERIA**

Rating Scale: 4 = Exceeds District Standards

3 = Meets District Standards

2 = *Partially Meets District Standards
(Requires Improvement)
*Requires Comment

1 = *Does Not Meet District Standards
(Unsatisfactory)
*Requires Comment

Standard I. Engaging & Supporting All Students in Learning	4	3	2	1
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher facilitates as students connect and apply their prior knowledge, life experiences and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher does not elicit student questions or comments during a lesson.
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, and makes adjustments while teaching to respond to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully and makes some adjustments to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy and choice in the pursuit of significant learning.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy and choice and to encourage and support student involvement in learning.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are directed by the teacher, permitting no student autonomy, interaction or choice.
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.
1.5 Promoting self-directed, reflective learning for all students	Students take initiative for their own learning, and reflect on, talk about and evaluate their own work with peers.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	No opportunities are provided for students to initiate their own learning or to monitor their own work.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard II. Creating & Maintaining Effective Environments for Student Learning	4	3	2	1
2.1 Creating a physical environment that engages all students	The arrangement of the physical environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement for all students in learning activities.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.
2.2 Establishing a climate that promotes fairness and respect	Students ensure that a climate of equity, caring and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.
2.3 Promoting social development and group responsibility	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership and are responsible for themselves and their peers.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students' social development, self-esteem and diversity are not supported, and students have no sense of responsibility for each other.
2.4 Establishing and maintaining standards for student behavior	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	No standards for behavior appear to have been established, or students are confused about what the standards are.
2.5 Planning and implementing classroom procedures and routines that support student learning	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.	Procedures and routines work smoothly, with no loss of instructional time.	Procedures and routines have been established and work moderately well with little loss of instructional time.	Classroom procedures and routines have not been established or are not being enforced.
2.6 Using instructional time effectively	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard III. Understanding & Organizing Subject Matter for Student Learning	4	3	2	1
3.1 Demonstrating knowledge of subject matter content and student development	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.
3.2 Organizing curriculum to support student understanding of subject matter	The curriculum is organized and sequenced and demonstrates concepts, themes and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.	The curriculum is organized and sequenced and demonstrates concepts, themes and skills; reveals and values different perspectives; supports an understanding of core concepts for all students.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is not organized and it rarely demonstrates concepts, themes and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.
3.3 Interrelating ideas and information within and across subject matter areas	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning and uses this to extend their understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives and uses previous learning to extend students' understanding.	The teacher identifies some key concepts and information within the curriculum and attempts to relate content to previous learning without extending students' understanding.	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of enthusiasm for subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically and to extend their knowledge of subject matter.	The teacher may use a few strategies to make the content accessible to student and may encourage some students to think critically or to extend their knowledge of subject matter.	Instructional strategies are not appropriately matched to subject matter content or concepts and do not encourage students to think critically or to extend their knowledge.
3.5 Using materials, resources and technologies to make subject matter accessible to students	A range of instructional materials, resources and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard V. Assessing Student Learning	4	3	2	1
5.1 Establishing and communicating learning goals for all students	Learning goals are established by the teacher, students and families; are appropriate to students' needs and the curriculum; and meet District and state expectations. Goals are communicated to all students and families and are revised as needed.	Learning goals are established in relation to students' needs and the curriculum, and meet District and state expectations. Goals are communicated to all students and their families and are revised as needed.	Learning goals are established to meet school and District expectations. Goals are communicated to all students without revision.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.
5.2 Collecting and using multiple sources of information to assess student learning	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.
5.3 Involving and guiding all students in assessing their own learning	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher <u>models</u> skills and assessment strategies to help students understand their own work and discuss it with peers.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	The teacher does not encourage students to reflect on or assess their own work.
5.4 Using the results of assessments to guide instruction	Information from a variety of ongoing assessments is used to plan and modify learning activities and support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.
5.5 Communicating with students, families, and other audiences about student progress	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.	The teacher regularly exchanges information about student learning with students, families and support personnel in ways that improve understanding and encourage academic progress.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher provides some information about learning to students, families and support personnel, but the information is incomplete or unclear.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard V. Assessing Student Learning	4	3	2	1
5.6 Demonstrating student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures	Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught. Students that are members of special populations demonstrate growth according to assessment results and may show increases in excess of normal expectations. The pattern of uniform progress is consistent among subject area(s) and the correlation between grades and assessment results is strong.	Students demonstrate a general pattern of progress towards the attainment of grade-level standards according to performance measures. There is evidence that students who are members of special populations (e.g., ELL, RSP, etc.) are making progress in academic content areas or the subject area(s), though growth may be less, on the average, than students who are not members of a special population. In self-contained settings, there is not a large discrepancy in overall student progress between subject areas.	While the teacher has administered all required assessments and maintained records of progress, students do not demonstrate a general pattern of progress towards attainment of standards in core academic areas or the subject area(s) taught. While some students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed. In particular, students' baseline scores demonstrated average or above average performance may have progressed, while students with lower baseline assessment scores may have shown little or no progress. In self-contained settings, students may have demonstrated uniform growth in one core academic area, yet shown inconsistent growth in another.	Few students demonstrate progress towards the attainment of grade-level standards according to assessment results. In self-contained settings, students in general show limited or no progress in core academic areas of reading/language arts and mathematics. There may be significant discrepancies between assigned grades and performance measures (e.g., high grades and low performance measures). Record keeping on assessment results may be incomplete and/or the teacher may not have administered assessments on a consistent basis according to established guidelines.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard VI. Developing As a Professional Educator	4	3	2	1
6.1 Reflecting on teaching practice and planning professional development	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time and plans professional development based on reflection.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time and may use reflection to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance and may use reflection to plan professional development.	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.
6.2 Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The teacher pursued opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
6.3 Working with communities to improve professional practice	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning or promote collaboration with the school.	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.
6.4 Working with families to improve professional practice	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds and provides opportunities for families to participate in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds and may provide some opportunities for families to participate in the classroom or school community.	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families and is not sure how to provide opportunities for participation in the classroom or school community.
6.5 Working with colleagues to improve professional practice	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and District-wide decision making, events and professional development.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs and participates in some school-wide events.	The teacher rarely converses with colleagues, rarely seeks out other staff to meet <u>students</u> needs and rarely participates in school or District events or learning activities.

Non-Classroom (Specialist/Coach) Goal Setting Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
GOAL SETTING FORM – NON-CLASSROOM (SPECIALIST/COACH) EVALUATION**



Evaluatee's Name:		Site:
Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Academic Coach <input type="checkbox"/> EL Specialist <input type="checkbox"/> Professional Development Specialist <input type="checkbox"/> Program Specialist (SELPA) <input type="checkbox"/> Other: _____
Date of Conference:	Evaluator:	

Permanent employees are evaluated on all six standards. Although a non-classroom teacher may be evaluated in all six standards, all strands may not apply to each position. The evaluatee and evaluator will review the strands and determine which strands specifically apply to the position. If a strand does not apply, an "NA" shall be marked in that strand on the final evaluation report. The evaluator and evaluatee shall collaboratively develop two (2) professional growth goals for the evaluation cycle. In the event the evaluator and the evaluatee cannot agree on the goals, the evaluator shall select one goal, and the evaluatee shall select one goal.

The purpose of this form is to facilitate a discussion between the certificated evaluatee and evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle. The form is not included in the final evaluation.

SECTION 1: EVALUATION STANDARDS

Standard I. Adheres to Established Procedures in a Timely Manner (Program Manager)
Standard II. Fulfills Responsibilities Staff (Instructional Partner)
Standard III. Demonstrates Knowledge of Job Responsibility (Curriculum Development and Supervision)
Standard IV. Fulfills Responsibilities to Parents (Community Liaison)
Standard V. Fulfills responsibility to Students (Instructional Leader)
Standard VI. Develops as a Professional Educator

SECTION 2: GOALS AND ACTION PLAN

A. Identify a Professional Growth Goal /#1
B. Include a Plan of Action for the fulfillment of the goal:

A. Identify a Professional Growth Goal #2
B. Include a Plan of Action for the fulfillment of the goal:

Non-Classroom (Specialist/Coach) Progress Report Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
INTERIM PROGRESS REPORT – NON-CLASSROOM (SPECIALIST/COACH) EVALUATION**



Evaluatee's Name:		Site:	
Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Academic Coach	
		<input type="checkbox"/> EL Specialist	
		<input type="checkbox"/> Professional Development Specialist	
		<input type="checkbox"/> Program Specialist (SELPA)	
		<input type="checkbox"/> Other: _____	
Date of Conference:		Evaluator:	

Permanent employees are evaluated on all six standards. Although a non-classroom teacher may be evaluated in all six standards, all strands may not apply to each position. The evaluatee and evaluator will review the strands and determine which strands specifically apply to the position. If a strand does not apply, an "NA" shall be marked in that strand on the final evaluation report.

The purpose of this form is to facilitate a discussion between the certificated evaluatee and evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle.

SECTION 1: EVALUATION STANDARDS

Standard I. Adheres to Established Procedures in a Timely Manner (Program Manager)
Standard II. Fulfills Responsibilities Staff (Instructional Partner)
Standard III. Demonstrates Knowledge of Job Responsibility (Curriculum Development and Supervision)
Standard IV. Fulfills Responsibilities to Parents (Community Liaison)
Standard V. Fulfills responsibility to Students (Instructional Leader)
Standard VI. Develops as a Professional Educator

SECTION 2: INTERIM PROGRESS

Update on Progress Towards Standards and Goals:
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:

SECTION 3: ADMINISTRATIVE SUPPORT

Description of Administrative Support:

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature Date

Evaluatee's Signature Date

Non-Classroom (Specialist/Coach) Evaluation Final

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
FINAL REPORT – NON-CLASSROOM (SPECIALIST/COACH) EVALUATION**



Evaluatee's Name:		Site(s):	
Subject/Grade Level:	Position: (Check one)	<input type="checkbox"/> Academic Coach <input type="checkbox"/> EL Specialist <input type="checkbox"/> Professional Development Specialist <input type="checkbox"/> Program Specialist (SELPA) <input type="checkbox"/> Other: _____	
Date of Conference:	Evaluator:		

Permanent employees are evaluated on all six standards.

SECTION 1: EVALUATION OF PERFORMANCE

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)	NA = This strand does not apply to the specific position.
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*These ratings require specific "Techniques/Strategies for Improvement/Growth".

Standard I. Adheres to Established Procedures in a Timely Manner (Program Manager)					4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>									
1.1. Implement/monitor the instructional program consistent with the goals for the department.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Oversee and monitor the budget expenditures for the instructional program consistent with the program goals and state and federal guidelines.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3. Design short and long term plans to foster program improvement.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4. Collect and analyze data to influence program development and progression.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5. Collect and utilize multiple sources of information to assess program needs.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6. Communicate program information to District and site personnel.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:									

Standard II. Fulfills Responsibilities Staff (Instructional Partner)					4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>									
2.1. Plan and implement professional development. Develops a timeline for professional development implementation.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2. Design and sequence professional development activities for program participants to make the subject matter meaningful.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3. Collaborate with school sites and departments to implement a comprehensive program.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4. Serve as a resource for site personnel.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5. Support the learning environments at different sites to meet the needs of the students.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6. Provide opportunities for professional growth.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:									

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SECTION 1: EVALUATION OF PERFORMANCE (continued)

Standard III. Demonstrates Knowledge of Job Responsibility (Curriculum Development and Supervision)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
3.1. Consult with administration and staff to determine District and site needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. Establish procedures for monitoring the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3. Make site visitations to supervise the implementation of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4. Gather data, interpret data, and use data for program planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5. Maintain documents for curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6. Present an assessment of student learning to District personnel, school sites, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:					

Standard IV. Fulfills Responsibilities to Parents (Community Liaison)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
4.1. Serve as a liaison within the District.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Maintain effective communication among program participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3. Implement communication procedures between the District Office, school sites, parents and/or the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4. Plan and hold effective community meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5. Attend and participate in applicable committees and meetings. Communicate program information to District and site personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:					

Standard V. Fulfills responsibility to Students (Instructional Leader)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
5.1. Develop, prepare, sequence and organize demonstration of lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2. Present direct lessons to students and/or model lessons for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3. Develop student understanding through instructional strategies that are appropriate for the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4. Use materials, resources and technologies that make the subject matter meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5. Use instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6. Create an environment that engages students and/ or staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:					

SECTION 1: EVALUATION OF PERFORMANCE (continued)

Standard VI. Develops as a Professional Educator	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
6.1. Reflect on teaching practice and plans professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2. Establish professional goals and pursues opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3. Work with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4. Work with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5. Work with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of Developing as a Professional Educator:					

SECTION 2: CRITERIA FOR THE OVERALL RATINGS IN EACH STANDARD (Section 1- Standards I-VI)

OVERALL RATING	CRITERIA
4 Exceeds District Standards	<ul style="list-style-type: none"> At least three "4" Ratings; and No "2" or "1" Ratings
3 Meets District Standards	<ul style="list-style-type: none"> "3" and "4" Ratings; No more than one "2" Rating; and No "1" Ratings
2 Partially Meets District Standards	<ul style="list-style-type: none"> Two "2" Ratings; or One "1" Rating <i>Assistance Plan Required</i>
1 Does Not Meet District Standards (Unsatisfactory)	<ul style="list-style-type: none"> At least two "1" Ratings <i>Assistance Plan required</i> <i>Peer Assistance and Review (PAR) required</i>

An evaluatee who receives an Overall Rating of 2 or 1 in more than one (1) Standard shall be evaluated annually until the evaluatee is no longer required to have an Assistance Plan or participate in the PAR program.

SECTION 3: COMMENTS BY EVALUATOR

Areas of outstanding performance/expected growth/additional comments:

SECTION 4: COMMENTS BY EVALUATEE

Evaluatee may attach a written response. Comments must be submitted in writing within fourteen (14) calendar days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature _____ Date _____	Evaluatee's Signature _____ Date _____
Evaluation: Final Report – Non-Classroom (Specialist/Coach)	07/01/2013

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER (NON-CLASSROOM) EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard I. Adheres to Established Procedures in a Timely Manner (Program Manager)	4	3	2	1
1.1. Implement/monitor the instructional program consistent with the goals for the department.	The Specialist/Coach is extremely proactive in implementing the instructional program consistent with the goals of the department.	The Specialist/Coach effectively implements the instructional program consistent with the goals of the department.	The Specialist/Coach participates in implementing the instructional program consistent with the goals of the department.	The Specialist/Coach is minimally involved in implementing the instructional program consistent with the goals of the department.
1.2. Oversee and monitor the budget expenditures for the instructional program consistent with the program goals and state and federal guidelines.	The Specialist/Coach anticipate and respond to site needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time	The Specialist/Coach budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	The Specialist/Coach's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	The Specialist/Coach does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
1.3. Design short and long term plans to foster program improvement.	The Specialist/Coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers	The Specialist/Coach's plan is well designed to support each site and the teacher in program improvement.	The Specialist/Coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The Specialist/Coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
1.4. Collect and analyze data to influence program development and progression.	The Specialist/Coach is highly proactive in collecting and analyzing data to influence program development and progression	The Specialist/Coach effectively collects and analyzes data to influence program development and progression.	The Specialist/Coach occasionally collects and analyzes data to influence program development and progression.	The Specialist/Coach fails to collect and analyze data to influence program development and progression.
1.5. Collect and utilize multiple sources of information to assess program needs.	The Specialist/Coach uses multiple sources of information and a wide range of appropriate assessment strategies to assess program needs.	The Specialist/Coach uses a variety of sources to collect information and several appropriate assessment strategies to assess program needs.	The Specialist/Coach uses one or two sources of information and few appropriate assessment strategies to assess program needs.	The Specialist/Coach uses no consistent sources of information and/or uses assessment strategies that are not appropriate to assessing program needs.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER (NON-CLASSROOM) EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard II. Fulfills Responsibilities Staff (Instructional Partner)	4	3	2	1
2.1. Plan and implement professional development. Develops a timeline for professional development implementation.	The Specialist/Coach's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues and implements meaningful staff development. The Specialist/Coach establishes a clear and timely timeline for staff development and implementation	The Specialist/Coach demonstrates thorough knowledge of specialty area and trends in professional development and implements meaningful development. The Specialist/Coach organizes a timeline for staff development and implementation.	The Specialist/Coach demonstrates basic familiarity with specialty area and trends in professional development and implements staff development. The Specialist/Coach develops a rudimentary timeline for staff development and implementation.	The Specialist/Coach demonstrates little or no familiarity with specialty area or trends in professional development and does not implement staff development. The Specialist/Coach does not develop a timeline for staff development and implementation.
2.2. Design and sequence professional development activities for program participants to make the subject matter meaningful.	Staff development activities are highly coherent and the learning sequence is aligned with the needs of the staff.	Plans are designed with a coherent structure with learning activities for staff well sequenced to promote understanding for the staff.	Plans are designed with a recognizable structure, but the sequence of the staff development is uneven and only promotes partial understanding.	The design sequence of the staff development has no relation to long term goals, has little recognizable structure and does not promote understanding for staff.
2.3. Collaborate with school sites and departments to implement a comprehensive program.	The Specialist/Coach takes a leadership role in coordinating the program and collaborating with school sites to implement a comprehensive program	The Specialist/Coach initiates efforts to coordinate the program and collaborate with school sites to implement a comprehensive program	The Specialist/Coach makes an effort to coordinate the program and collaborate with school sites to implement a comprehensive program.	The Specialist/Coach makes no effort to coordinate the program and collaborate with school sites to implement a comprehensive program.
2.4. Serve as a resource for site personnel.	The Specialist/Coach actively seek out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	The Specialist/Coach is fully aware of resources available in the school and District and in the larger professional community for teachers to advance their skills.	The Specialist/Coach demonstrates basic knowledge of resources available in the school and District for teachers to advance their skills.	The Specialist/Coach demonstrates little or no knowledge of resources available in the school or District for teachers to advance their skills.
2.5. Support the learning environments at different sites to meet the needs of the students.	The Specialist/Coach is continually seeking ways to improve the support program and makes changes as needed in response to site needs and staff expertise.	The Specialist/Coach makes revisions to the support program when it is needed.	The Specialist/Coach makes modest changes in the support program when confronted with evidence of the need to change.	The Specialist/Coach adheres to his/her plan, in spite of evidence of its inadequacy.
2.6. Provide opportunities for professional growth.	The Specialist/Coach actively provides a variety of opportunities for professional growth.	The Specialist/Coach provides effective opportunities for professional growth.	The Specialist/Coach provides minimal opportunities for professional growth.	The Specialist/Coach provides no opportunities for professional growth.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER (NON-CLASSROOM) EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard III. Demonstrates Knowledge of Job Responsibility (Curriculum Development and Supervision)	4	3	2	1
3.1. Consult with administration and staff to determine District and site needs.	The Specialist/Coach has been proactive in consulting with administration and colleagues to determine District and site needs.	The Specialist/Coach is effective in consulting with administration and colleagues to determine District and site needs.	The Specialist/Coach periodically consults with administration and colleagues to determine District and site needs.	The Specialist/Coach rarely consults with administration and colleagues to determine District and site needs.
3.2. Establish procedures for monitoring the program.	The Specialist/Coach's monitoring plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	The Specialist/Coach's plan to monitor the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The Specialist/Coach has a rudimentary plan to evaluate the instructional support program.	The Specialist/Coach has no plan to evaluate the program.
3.3. Make site visitations to supervise the implementation of the program.	The Specialist/Coach creates an efficient timeline for site visitations, notifies the sites, and follows through with site visitations to supervise the implementation of the program.	The Specialist/Coach visits the sites to supervise the implementation of the program.	The Specialist/Coach is sporadic about site visitations to supervise the implementation of the program.	The Specialist/Coach does not have a timeline for monitoring the program and does not do site visitations to supervise the implementations of the program.
3.4. Gather data, interpret data, and use data for program planning.	The Specialist/Coach establishes an efficient procedure for gathering data, interpreting the data, presenting the information to District and site administrators and creates a plan to use the data for program planning.	The Specialist/Coach uses an effective system for gathering data, is effective in interpreting the data, presents the data to the appropriate personnel and develops a plan to use the data for program planning.	The Specialist/Coach gathers data sporadically with no plan, interprets only partial data, does limited dissemination of the analysis to District and site personnel and creates only a rudimentary plan to use the data for program planning.	The Specialist/Coach gathers minimal data with no plan or efficiency, does not interpret the data or present the District or site personnel with a plan to improve the program.
3.5. Maintain documents for curriculum development.	The Specialist/Coach creates an organized and efficient system to maintain documents for curriculum development.	The Specialist/Coach maintains documents for the curriculum development.	The Specialist/Coach maintain only a partial set of documents that can be used for curriculum development.	The Specialist/Coach does not maintain documents for curriculum development.
3.6. Present an assessment of student learning to District personnel, school sites, parents and the community.	The Specialist/Coach presents an assessment of student learning to District personnel, school sites, parents and the community that is of uniformly high quality and appropriate to the needs of those being served.	The Specialist/Coach's presentation of an assessment of student learning is of good quality and appropriate to the needs of those being served.	The Specialist/Coach's presentation of an assessment of student learning is of mixed quality with only some information meeting the needs of those being served.	The Specialist/Coach's presentation of an assessment of student learning is of poor quality or incomplete and does not meet the needs of those being served.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER (NON-CLASSROOM) EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard IV. Fulfills Responsibilities to Parents (Community Liaison)	4	3	2	1
4.1. Serve as a liaison within the District.	The Specialist/Coach anticipates and responds to District and site program needs and is an active liaison within the District.	The Specialist/Coach initiates efforts to act as a liaison within the District.	The Specialist/Coach occasionally makes an effort to respond to the duties of a liaison within the District.	The Specialist/Coach rarely performs the duties of liaison within the District.
4.2. Maintain effective communication among program participants.	The Specialist/Coach is continually seeking ways to improve effective communication and collaborates with program participants.	The Specialist/Coach maintains effective and appropriate communication and collaborates with program participants.	The Specialist/Coach makes a modest effort to communicate with program participants.	The Specialist/Coach infrequently communicates in a meaningful way with program participants.
4.3. Implement communication procedures between the District Office, school sites, parents and/or the community.	The Specialist/Coach uses a wide variety of communication procedures to disseminate information between the District office, school sites, parents and the community.	The Specialist/Coach implements effective communication procedures to disseminate information between the District office, school sites, parents and the community.	The Specialist/Coach occasionally communicates with the District office, school sites, parents and the community.	The Specialist/Coach has not implemented communication procedures and rarely communicates to notify the District office, school sites, parents or the community of the program.
4.4. Plan and hold effective community meetings.	The Specialist/Coach provides meaningful materials for committee meetings to support goals and to clarify concepts for participants.	The Specialist/Coach provides appropriate materials for committee meetings and to support goals and to clarify concepts for participants.	The Specialist/Coach provides some materials for committee meetings that only partially support goals or clarifies concepts for participants.	The Specialist/Coach does not provide appropriate materials for committee meetings.
4.5. Attend and participate in applicable committees and meetings. Communicate program information to District and site personnel.	The Specialist/Coach regularly attends and participates in applicable committee meetings with current information and data. The Specialist/Coach communicates up-to-date and valuable program information to District and site personnel.	The Specialist/Coach attends and participates in applicable committee meetings. The Specialist/Coach communicates current program information to District and site personnel.	The Specialist/Coach attends most applicable committee meetings. The Specialist/Coach occasionally communicates program information to District and site personnel.	The Specialist/Coach seldom/never attends committee meetings. The Specialist/Coach seldom/never communicates program information to District and site personnel.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER (NON-CLASSROOM) EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard V. Fulfills responsibility to Students (Instructional Leader)	4	3	2	1
5.1. Develop, prepare, sequence and organize demonstration of lessons.	The quality of the Specialist/Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers/students being served. The Specialist/Coach conducts extensive follow-up work with teachers/students.	The quality of the Specialist/Coach model lessons and workshops is uniformly high and appropriate to the needs of the teachers/students being served.	The quality of the Specialist/Coach model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers/student being served.	Specialist/Coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers/students being served.
5.2. Present direct lessons to students and/or model lessons for teachers.	The Specialist/Coach presents highly effective model lessons to students and models a variety of instructional strategies for staff.	The Specialist/Coach presents model lessons to the students and models instructional strategies for staff.	The Specialist/Coach presents few or disorganized lessons to students and provides minimal instructional strategies for staff.	The Specialist/Coach presents no lessons to staff or students.
5.3. Develop student understanding through instructional strategies that are appropriate for the subject matter.	The Specialist/Coach facilitates student/staff understanding of concepts and information through a wide variety of instructional strategies.	The Specialist/Coach facilitates student/staff understanding of content and information through appropriate instructional strategies.	The Specialist/Coach may use a few strategies to make content and information accessible to students and staff.	The Specialist/Coach does not use instructional strategies that are appropriately matched to content and information that needs to be presented to students and staff
5.4. Use materials, resources and technologies that make the subject matter meaningful.	The Specialist/Coach facilitates student/staff understanding of concepts and information through highly effective use of materials, resources and technologies.	The Specialist/Coach facilitates student and staff understanding of concepts and information through appropriate use of materials, resources and technologies.	The Specialist/Coach may use some resources, materials and technologies infrequently to make the subject meaningful to students and staff.	The instructional materials, resources and technologies are either not used or used inappropriately and therefore do not make matter meaningful.
5.5. Use instructional time effectively.	Pacing of the lesson or presentation is adjusted to ensure the engagement of all students/staff.	Pacing of the lesson or presentation is appropriate to the activities and information to engage all students/staff.	Instructional presentation time is paced so that activities and information is generally effective for most students/staff.	Instructional or presentation time is often rushed or too long or confusing, resulting in few students or staff understanding the concept.
5.6. Create an environment that engages students and/ or staff.	The Specialist/Coach makes highly effective use of the students' physical environment with staff contributing to the physical arrangement while creating respectful, trusting and positive relationships.	Specialist/Coach makes good use of the physical environment, resulting in engagement of all participants in the workshop activities within a climate of respect.	The physical environment does not impede workshop activities and the atmosphere is cordial.	Specialist/Coach makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities with little feeling of a respectful atmosphere.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
TEACHER (NON-CLASSROOM) EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
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Standard VI. Developing As a Professional Educator	4	3	2	1
6.1. Reflect on teaching practice and planning professional development.	The Specialist/Coach reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time and plans professional development based on reflection.	The Specialist/Coach reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time and may use reflection to plan professional development.	The Specialist/Coach reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance and may use reflection to plan professional development.	The Specialist/Coach may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.
6.2. Establish professional goals and pursuing opportunities to grow professionally.	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The teacher pursued opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
6.3. Work with communities to improve professional practice.	The Specialist/Coach values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community.	The Specialist/Coach values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community.	The Specialist/Coach understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning or promote collaboration with the school.	The Specialist/Coach has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.
6.4. Work with families to improve professional practice.	The Specialist/Coach respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community.	The Specialist/Coach respects students' families, develops positive communication and an understanding of their diverse backgrounds and provides opportunities for families to participate in the classroom or school community.	The Specialist/Coach respects some students' families, initiates communication and develops an understanding of their diverse backgrounds and may provide some opportunities for families to participate in the classroom or school community.	The Specialist/Coach may demonstrate respect for students' families or their backgrounds, but has limited communication with families and is not sure how to provide opportunities for participation in the classroom or school community.
6.5. Work with colleagues to improve professional practice.	The Specialist/Coach engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and District-wide decision making, events and professional development.	The Specialist/Coach engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	The Specialist/Coach engages in dialogue with some colleagues, seeks out staff to help meet students' needs and participates in some school-wide events.	The Specialist/Coach rarely converses with colleagues, rarely seeks out other staff to meet students needs and rarely participates in school or District events or learning activities.

School Nurse Evaluation Goal Setting Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
GOAL-SETTING FORM - SCHOOL NURSE EVALUATION**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intern (Probationary 0)
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:		

Employees are evaluated on all four standards. The evaluator and evaluatee shall collaboratively develop two (2) professional growth goals for the evaluation cycle. In the event the evaluator and the evaluatee cannot agree on the goals, the evaluator shall select one goal, and the evaluatee shall select one goal.

The purpose of this form is to facilitate a discussion between the certificated evaluatee and evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle. The form is not included in the final evaluation.

SECTION 1: EVALUATION STANDARDS

Standard I. Quality of School Nurse Care
Standard II. Oversight of Documentation and Record Keeping Ensuring the Continuity and Completion of Records and Reports as Required
Standard III. Assessment/Leadership Roles
Standard IV. Acquires and maintains current knowledge and competency in nursing practice

SECTION 2: GOALS AND ACTION PLAN

A. Identify Professional Growth Goal #1
B. Include a Plan of Action for the fulfillment of the goal:

A. Identify Professional Growth Goal #2
B. Include a Plan of Action for the fulfillment of the goal:

School Nurse Evaluation Progress Interim Report Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
INTERIM PROGRESS REPORT – SCHOOL NURSE EVALUATION**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary	
		<input type="checkbox"/> Intern (Probationary 0)	
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	
		<input type="checkbox"/> Permanent	
Date of Conference:	Evaluator:		

Permanent employees are evaluated on all six standards. The purpose of this form is to facilitate a discussion between the certificated evaluatee and the evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle.

SECTION 1: EVALUATION STANDARDS

Standard I. Quality of School Nurse Care
Standard II. Oversight of Documentation and Record Keeping Ensuring the Continuity and Completion of Records and Reports as Required
Standard III. Assessment/Leadership Roles
Standard IV. Acquires and maintains current knowledge and competency in nursing practice

SECTION 2: INTERIM PROGRESS

Update on Progress Towards Standards and Goals:
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:

SECTION 3: ADMINISTRATIVE SUPPORT

Description of Administrative Support:

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Date

School Nurse Evaluation Final Report

MORENO VALLEY UNIFIED SCHOOL DISTRICT FINAL REPORT – SCHOOL NURSE EVALUATION



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
Date of Conference:	Evaluator:		

SECTION 1: EVALUATION OF PERFORMANCE

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)
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*These ratings require specific "Techniques/Strategies for Improvement/Growth".

The school nurse's practice is guided by the Code for Nurses (ANA), Code of Ethics with Interpretive Statement for School Nurses (National Association School Nurses), and appropriate state nurse practice acts, (Nursing Practice Act, California Board of Registered Nursing).

Standard I. Quality of School Nurse Care	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1. Implement state mandated screening of vision, hearing and scoliosis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Oversee immunization status of students and assist families with compliance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3. Evaluate the CHDP, physical exam requirements for kindergarten and first grade students, and case managing students with needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4. Implement tuberculosis clinic for staff/volunteers as assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5. Assess and evaluate the health and developmental status of students to identify specific physical disorders and other health factors related to the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6. Consult and communicate with parents, medical providers and agencies to acquire or contribute information to assess or modify the student's educational and/or health plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7. Design and implement individual health plans to meet the health needs of the students, incorporating plans Provided by the physicians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8. Interpret medical and nursing findings appropriate to the student's educational needs and make recommendations to the staff directly involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9. Refer students and parents to appropriate community health services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10. Assist parents, and consult with students and staff regarding health-related attendance problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11. Maintain standards of health and emergency care for students, including training and indirect supervision of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12. Implement training of health clerk technicians, substitute HCT, and unlicensed assistive personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard II. Oversight of Documentation and Record Keeping Ensuring the Continuity and Completion of Records and Reports as Required	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1. Ensure that mandated health screenings are recorded in students' electronic health records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2. Ensure that information provided by parents and health care providers which is pertinent to students' health is recorded in students' electronic health records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3. Record and maintain student medication logs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4. Ensure that required state and county reports are completed in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5. Ensure that health files are maintained appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard III. Assessment/Leadership Roles	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1. Participate in IEP/SST/504 meetings for health purposes when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. Consult and apprise staff of current health trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3. Plan and conduct staff development programs on care of medically fragile/ill students for appropriate school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4. Participate in the training process of health office staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5. Manage health offices, adhering to necessary time lines for health services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6. Serve as a liaison between school and community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7. Consult with staff and report to appropriate agencies suspected abuse or neglect cases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8. Protect confidentiality in accordance with ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9. Provide health in-service programs as needed and requested by the District.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10. Act as a health consultant and resource to staff and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard IV. Acquires and maintains current knowledge and competency in nursing practice	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1. Maintain an active and current California Nursing license, current CPR card and school nurse credential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Maintain professional growth in current practices. Works constructively within the assigned department to review and update standards of care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3. Acts as a health consultant and resource to staff and community, providing health in-service programs as needed and requested by the District.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

OVERALL RATING	CRITERIA
4 Exceeds District Standards	<ul style="list-style-type: none"> At least three "4" Ratings; and No "2" or "1" Ratings
3 Meets District Standards	<ul style="list-style-type: none"> "3" and "4" Ratings; No more than one "2" Rating; and No "1" Ratings
2 Partially Meets District Standards	<ul style="list-style-type: none"> Two "2" Ratings; or One "1" Rating <i>Assistance Plan Required</i>
1 Does Not Meet District Standards (Unsatisfactory)	<ul style="list-style-type: none"> At least two "1" Ratings <i>Assistance Plan required</i> <i>Peer Assistance and Review (PAR) required</i>

An evaluatee who receives an Overall Rating of 2 or 1 in more than one (1) Standard shall be evaluated annually until the evaluatee is no longer required to have an Assistance Plan or participate in the PAR program.

SECTION 3: COMMENTS BY EVALUATOR

Areas of outstanding performance/expected growth/additional comments:

SECTION 4: COMMENTS BY EVALUATEE

Evaluatee may attach a written response. Comments must be submitted in writing within fourteen (14) calendar days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature	Date	Evaluatee's Signature	Date
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Alternative Evaluation Project Proposal Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
PROJECT PROPOSAL – ALTERNATIVE EVALUATION**



Evaluatee's Name:		Site:
Position/Subject/Grade Level:	Employment Status:	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:	

PARTICIPATION CRITERIA

- Permanent Teacher at least 6 yrs. In MVUSD;
- Mutual agreement for participation in Alternative Evaluation process by Administrator and Certificated employee. If the Administrator and Certificated employee mutually agree to utilize the Certificated Evaluation Report, that transition will take place following the completion of the Mid-Year Evaluation; and
- Prior evaluations by an administrator with all ratings of "4" or "3"

TYPE OF PROJECT

<input type="checkbox"/> Action Research Project	<input type="checkbox"/> National Board Certification Process
<input type="checkbox"/> Development of Curriculum Unit or Course	<input type="checkbox"/> Self-Directed Professional Growth
<input type="checkbox"/> Lesson Study	<input type="checkbox"/> Site Leadership Role
<input type="checkbox"/> Mentoring or Peer Coaching	

DEADLINES

- Project description submitted and discussed with administrator by October 31.
- Interim progress report of project by January 31.
- Final evaluation of project no later than thirty (30) days before the last day of school.

GOAL

What goals will be met through your self-directed alternative evaluation project?

PLANNED RESULTS/OUTCOME

What results/outcomes do you plan to accomplish for each goal?

IMPLEMENTATION

What strategies/activities will you use to reach your stated goals?

What training or professional development will be completed as part of this project?

EFFECTIVE INSTRUCTION AND INCREASED STUDENT ACHIEVEMENT

Describe how your project will promote effective instruction and increased student achievement.

ADMINISTRATIVE SUPPORT

Describe the administrative support needed for this project.

If formal classroom observations are part of this project, when should they be scheduled?

(1) _____ (2) _____

If observations of other professional activities (presentations, trainings, meetings) are requested, when should they be scheduled?

(1) _____ (2) _____

Evaluator's Signature Date

Evaluatee's Signature Date

PROJECT OPTIONS

ACTION RESEARCH PROJECT

This option will allow a teacher to work on a question he or she may have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher will then be used to improve teaching and student learning. Classroom-based research can be self-directed or done by a group of teachers who have a common interest/question to be researched.

DEVELOPMENT OF CURRICULUM UNIT OR COURSE

This option will provide a teacher with the opportunity to develop an extensive curriculum unit or course of study directly tied to grade level content standards in any subject area.

LESSON STUDY

This option will allow teachers the opportunity to engage in a professional development process to systematically examine their teaching practices. The teacher will work cooperatively with other teachers to plan, teach, observe and critique their lessons based on a selected overarching goal and related research question they want to explore.

MENTORING OR PEER COACHING

Mentors are trusted and experienced practitioners who have an interest in the development of less experienced individuals. Both mentors and mentees can improve professional knowledge, skills, and attitudes by working together. The teacher choosing this option will focus the goals on the areas of growth he/she will accomplish by guiding the growth of another teacher. The mentor will experience the personal challenge that comes from analyzing and reflecting on instruction in order to be able to share that expertise with a colleague. This mentoring relationship is founded on trust, honors confidentiality, and is not evaluative. Peer Coaching is the process through which two professionals work collegially toward a refinement of professional practices, sharing their knowledge of best instructional practices and supporting each other for the purpose of learning new skills. The partners may share common interests or questions about content/pedagogy. Their interaction is based upon an on-going, regularly scheduled dialogue about lesson planning, instructional strategies, and each partner's reflection on his/her own teaching. The partners may or may not choose to actually observe each other in action. For this option to work best, both partners must be committed to facilitating each other's learning and growth. This peer relationship is founded on trust, honor, confidentiality, and is not evaluative. The best peer coaches are individuals who communicate well, are open-minded, and strive to improve their teaching skills.

NATIONAL BOARD CERTIFICATION PROCESS

The National Board process is very rigorous and tests the teachers' competence in all domains. This option is a logical choice for teachers who have taken on that challenge. The teacher and administrator should set the annual goals to reflect particular areas of interest to the teacher and should have a minimum of one (1) mid-year conference focusing on progress.

SELF-DIRECTED PROFESSIONAL GROWTH

This option will appeal to teachers who wish to engage in workshops, seminars, or classes to expand their personal repertoire of subject matter content or pedagogical strategies. Many teachers are engaged in professional development activities tied to a school-wide goal and others prefer to chart their own courses of study. Some teachers may use this option as an opportunity to align their lesson plans with academic standards and design appropriate assessment. While making sure that the action plan is closely connected to specific teacher performance standards, the teacher and administrator will find this option to be highly flexible.

SITE LEADERSHIP ROLE

This option will provide teachers the opportunity for instructional leadership. Such leadership would involve development and organization of programs that will positively impact instruction and student achievement. These roles might include, but are not limited to, department or grade level Professional Learning Community lead, Student Study Team Coordinator, GATE Coordinator, Instructional Technology Coordinator, or Literacy Specialist.

Alternative Evaluation Mid-Year Conference Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
MID-YEAR CONFERENCE ALTERNATIVE TEACHER EVALUATION**



Evaluatee's Name:		Site:
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:	

PROGRAM TITLE

--

DEADLINES

--

GOAL

What goals will be met through your self-directed growth plan?

PLANNED RESULTS/OUTCOME

What results do you plan to accomplished for each goal?

IMPLEMENTATION

What strategies/activities are you using to reach your stated goals?

What training or professional development has been completed as part of this project?

EFFECTIVE INSTRUCTION AND INCREASED STUDENT ACHIEVEMENT

Describe how your project has promoted effective instruction and increased student achievement.

ADMINISTRATIVE SUPPORT

Describe the administrative support you have used for this project to date.

Check here if only informal observations are required.

If formal classroom observations are part of this project, when were they completed?

(1) _____ (2) _____

If observations of other professional activities (presentations, trainings, meetings) are requested, when have they been completed?

(1) _____ (2) _____

Evaluator's Signature

Date

Evaluatee's Signature

Date

PROJECT OPTIONS

ACTION RESEARCH PROJECT

This option will allow a teacher to work on a question he or she may have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher will then be used to improve teaching and student learning. Classroom-based research can be self-directed or done by a group of teachers who have a common interest/question to be researched.

DEVELOPMENT OF CURRICULUM UNIT OR COURSE

This option will provide a teacher with the opportunity to develop an extensive curriculum unit or course of study directly tied to grade level content standards in any subject area.

LESSON STUDY

This option will allow teachers the opportunity to engage in a professional development process to systematically examine their teaching practices. The teacher will work cooperatively with other teachers to plan, teach, observe and critique their lessons based on a selected overarching goal and related research question they want to explore.

MENTORING OR PEER COACHING

Mentors are trusted and experienced practitioners who have an interest in the development of less experienced individuals. Both mentors and mentees can improve professional knowledge, skills, and attitudes by working together. The teacher choosing this option will focus the goals on the areas of growth he/she will accomplish by guiding the growth of another teacher. The mentor will experience the personal challenge that comes from analyzing and reflecting on instruction in order to be able to share that expertise with a colleague. This mentoring relationship is founded on trust, honors confidentiality, and is not evaluative. Peer Coaching is the process through which two professionals work collegially toward a refinement of professional practices, sharing their knowledge of best instructional practices and supporting each other for the purpose of learning new skills. The partners may share common interests or questions about content/pedagogy. Their interaction is based upon an on-going, regularly scheduled dialogue about lesson planning, instructional strategies, and each partner's reflection on his/her own teaching. The partners may or may not choose to actually observe each other in action. For this option to work best, both partners must be committed to facilitating each other's learning and growth. This peer relationship is founded on trust, honor, confidentiality, and is not evaluative. The best peer coaches are individuals who communicate well, are open-minded, and strive to improve their teaching skills.

NATIONAL BOARD CERTIFICATION PROCESS

The National Board process is very rigorous and tests the teachers' competence in all domains. This option is a logical choice for teachers who have taken on that challenge. The teacher and administrator should set the annual goals to reflect particular areas of interest to the teacher and should have a minimum of one (1) mid-year conference focusing on progress.

SELF-DIRECTED PROFESSIONAL GROWTH

This option will appeal to teachers who wish to engage in workshops, seminars, or classes to expand their personal repertoire of subject matter content or pedagogical strategies. Many teachers are engaged in professional development activities tied to a school-wide goal and others prefer to chart their own courses of study. Some teachers may use this option as an opportunity to align their lesson plans with academic standards and design appropriate assessment. While making sure that the action plan is closely connected to specific teacher performance standards, the teacher and administrator will find this option to be highly flexible.

SITE LEADERSHIP ROLE

This option will provide teachers the opportunity for instructional leadership. Such leadership would involve development and organization of programs that will positively impact instruction and student achievement. These roles might include, but are not limited to, department or grade level Professional Learning Community lead, Student Study Team Coordinator, GATE Coordinator, Instructional Technology Coordinator, or Literacy Specialist.

Alternative Evaluation Final Report Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
ALTERNATIVE CERTIFICATED EVALUATION REPORT**



Evaluatee's Name:		Site:
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:	

PARTICIPATION CRITERIA

- Permanent teacher at least 6 years in MVUSD;
- Mutual agreement for participation in Alternative Evaluation process by Administrator and Certificated employee. If the Administrator and Certificated employee mutually agree to utilize the Certificated Evaluation Report, that transition will take place following the completion of the Mid-Year Evaluation; and
- 3 consecutive prior evaluations by an administrator with all ratings of "4" or "3".

TYPE OF PROJECT

<input type="checkbox"/> Action Research Project	<input type="checkbox"/> National Board Certification Process
<input type="checkbox"/> Development of Curriculum Unit or Course	<input type="checkbox"/> Self-Directed Professional Growth
<input type="checkbox"/> Lesson Study	<input type="checkbox"/> Site Leadership Role
<input type="checkbox"/> Mentoring or Peer Coaching	

DEADLINES

- Project description submitted and discussed with administrator by October 31.
- Mid-year evaluation of project by January 31.
- Final evaluation of project no later than thirty (30) calendar days before the last student day.

GOAL

What goal(s) were met through your self-directed alternative evaluation project?

PLANNED RESULTS/OUTCOME

What results/outcomes did you accomplish for each goal?

IMPLEMENTATION

What strategies/activities did you use to reach your stated goals?

What training or professional development was completed as part of this project?

EFFECTIVE INSTRUCTION AND INCREASED STUDENT ACHIEVEMENT

Describe how your project promoted effective instruction and increased student achievement.

PROJECT OPTIONS

ACTION RESEARCH PROJECT

This option will allow a teacher to work on a question he or she may have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher will then be used to improve teaching and student learning. Classroom -based research can be self-directed or done by a group of teachers who have a common interest/question to be researched.

DEVELOPMENT OF CURRICULUM UNIT OR COURSE

This option will provide a teacher with the opportunity to develop an extensive curriculum unit or course of study directly tied to grade level content standards in any subject area.

LESSON STUDY

This option will allow teachers the opportunity to engage in a professional development process to systematically examine their teaching practices. The teacher will work cooperatively with other teachers to plan, teach, observe and critique their lessons based on a selected overarching goal and related research question they want to explore.

MENTORING OR PEER COACHING

Mentors are trusted and experienced practitioners who have an interest in the development of less experienced individuals. Both mentors and mentees can improve professional knowledge, skills, and attitudes by working together. The teacher choosing this option will focus the goals on the areas of growth he/she will accomplish by guiding the growth of another teacher. The mentor will experience the personal challenge that come from analyzing and reflecting on instruction in order to be able to share that expertise with a colleague. This mentoring relationship is founded on trust, honors confidentiality, and is not evaluative. Peer Coaching is the process through which two professionals work collegially toward a refinement of professional practices, sharing their knowledge of best instructional practices and supporting each other for the purpose of learning new skills. The partners may share common interests or questions about content/pedagogy. Their interaction is based upon an on-going, regularly scheduled dialogue about lesson planning, instructional strategies, and each partner's reflection on his/her own teaching. The partners may or may not choose to actually observe each other in action. For this option to work best, both partners must be committed to facilitating each other's learning and growth. This peer relationship is founded on trust, honor, confidentiality, and is not evaluative. The best peer coaches are individuals who communicate well, are open-minded, and strive to improve their teaching skills.

NATIONAL BOARD CERTIFICATION PROCESS

The National Board process is very rigorous and tests the teachers' competence in all domains. This option is a logical choice for teachers who have taken on that challenge. The teacher and administrator should set the annual goals to reflect particular areas of interest to the teacher and should have a minimum of one (1) mid-year conference focusing on progress.

SELF-DIRECTED PROFESSIONAL GROWTH

This option will appeal to teachers who wish to engage in workshops, seminars, or classes to expand their personal repertoire of subject matter content or pedagogical strategies. Many teachers are engaged in professional development activities tied to a school-wide goal and others prefer to chart their own courses of study. Some teachers may use this option as an opportunity to align their lesson plans with academic standards and design appropriate assessment. While making sure that the action plan is closely connected to specific teacher performance standards, the teacher and administrator will find this option to be highly flexible.

SITE LEADERSHIP ROLE

This option will provide teachers the opportunity for instructional leadership. Such leadership would involve development and organization of programs that will positively impact instruction and student achievement. These roles might include, but are not limited to, department or grade level Professional Learning Community lead, Student Study Team Coordinator, GATE Coordinator, Instructional Technology Coordinator, or Literacy Specialist.

Staff Performance Appraisal Form for Children's Center Permit Teachers (Head Start)

Moreno Valley Unified School District
Human Resources Division



**STAFF PERFORMANCE APPRAISAL FORM
FOR CHILDREN'S CENTER PERMIT TEACHERS (Head Start)**

Name of Employee: _____

Grade/Assignment: _____ School(s) _____

Evaluator and Title: _____

Appraisal Date: _____

Appraisal Notes (attach other sheets as necessary):

Achievement of Past Goals:

Goals for the Future:

Employee Contributions:

Feedback on Employee Work:

Employee Training and Professional Needs:

This is your copy of the Annual Staff Performance Appraisal. You may request a conference within five days to discuss this appraisal.

A conference is requested by me and scheduled for: _____

Evaluator Signature: _____ Date of Report: _____

Employee Signature: _____ Date: _____

Assistance Plan Form

MORENO VALLEY UNIFIED SCHOOL DISTRICT CERTIFICATED ASSISTANCE PLAN



Evaluatee's Name:		Site:
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent
Start of Plan:		
End of Plan*:		Evaluator:

*An Assistance Plan shall have a term of no more than six (6) weeks; and will, if unsuccessful, be followed by additional Assistance Plan(s).

PURPOSE

The purpose of an Assistance Plan is to strengthen the knowledge, skills, and practices of educators to improve student achievement through a supportive and coaching-based process. An Assistance Plan shall specifically address identified weaknesses and describe a process of improvement. An Assistance Plan is not disciplinary and shall be developed collaboratively.

Copy to be provided to Association within ten (10) calendar days unless this box is initialed by employee.

IDENTIFIED AREA(S) OF IMPROVEMENT [Check appropriate CSTP(s) below]

<input type="checkbox"/> Standard I.	Engages and Supports All Students in Learning
<input type="checkbox"/> Standard II.	Creates and Maintains Effective Environments for Student Learning
<input type="checkbox"/> Standard III.	Understands and Organizes Subject Matter for Student Learning
<input type="checkbox"/> Standard IV.	Plans Instruction and Designs Learning Experiences for All Students
<input type="checkbox"/> Standard V.	Assesses Student Learning
<input type="checkbox"/> Standard VI.	Develops as a Professional Educator

GOALS FOR IMPROVEMENT [STRANDS FROM CSTPS BELOW]

What specific **strand(s)** will be addressed in this Assistance Plan? (Please write the number and complete strand[s] below.)

If there are any Goals for Improvement not addressed by this plan, please explain why.

PLANNED RESULTS/OUTCOME

What results do you plan to accomplish for each goal? (Use "Meets District Standards" from "Teacher Evaluation Report Criteria" form to complete this section aligning the CSTP standard with the appropriate strand.)

IMPLEMENTATION

What strategies/activities will be used to reach your stated goals?

ADMINISTRATIVE SUPPORT

What training or professional development will be completed as part of this Assistance Plan (as applicable)?

Evaluator's Signature

Date

Evaluatee's Signature

Date

CONCLUSION: At the conclusion of the Assistance Plan, the evaluator shall provide an updated Final Evaluation Report to the evaluatee, rating the employee in the specific areas addressed by this Assistance Plan. At this conference, the employee shall be notified if he/she has successfully completed the Assistance Plan or another Assistance Plan is needed.

Counselor Evaluation Self-Reflection Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
COUNSELOR EVALUATION SELF-REFLECTION FORM**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intern (Probationary 0)
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:		

The purpose of this form is to help the evaluatee reflect on his/her professional practice and self-identify areas of strength and areas for growth. The evaluatee can use this form as part of goal-setting with their evaluator. The form is not included in the final evaluation.

SECTION 1: COUNSELOR STANDARDS SELF-RATING

Utilize the Evaluation Report Criteria to rate yourself on each of the following standards:

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)
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Standard I. Engage, Advocate for and Support All Students in Learning	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1 Ensure all students are engaged in a system of support designed for learning and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Advocate for educational opportunity, equity and access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Advocate for the learning and academic success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard II. Plan Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Demonstrate Organization Skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop Outcome-Based Programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Assess Program Outcomes and Analyze Data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Demonstrate Leadership in Program Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard III. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Monitor student personal, academic, and career progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard IV. Collaborate and Coordinate with School and Community Resources	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Build and maintain student support teams for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Provide consultation and education for teachers and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develop working relationships within the school that include staff members, parents, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Coordinate support from community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard V. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
5.1 Promote a positive, safe, and supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Develop and implement programs that address the personal and social risk factors of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Develop and implement programs that reduce the incidence of school site violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard VI. Develop as a Professional School Counselor	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
6.1 Establish professional goals and pursue opportunities to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Model effective practices and continuous progress in school counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Adhere to professional codes of ethics, legal mandates, and District policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: COUNSELOR STANDARDS NOTES

Utilize the table below to comment on individual standards and/or areas of growth:

STANDARD	PERSONAL COMMENTS
Standard I – Engage, Advocate for and Support All Students in Learning	
Standard II – Plan Implement and Evaluate Programs to Promote Academic Career, Personal and Social Development of All Students	
Standard III – Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	
Standard IV – Collaborate and Coordinate with School and Community Resources	
Standard V – Promote and Maintain a Safe Learning Environment for All Students	
Standard VI – Develop as a Professional School Counselor	

Counselor Goal Setting Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION GOAL SETTING FORM**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
Date of Conference:	Evaluator:		

Permanent employees are evaluated on all six standards. Although a non-classroom teacher may be evaluated in all six standards, all strands may not apply to each position. The evaluatee and evaluator will review the stands and determine which strands specifically apply to the position. If a strand does not apply, an "NA" shall be marked in that strand on the final evaluation report.

The purpose of this form is to facilitate a discussion between the certificated evaluatee and evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle. The form is not included in the final evaluation.

SECTION 1: EVALUATION STANDARDS

Standard I. Engage, Advocate for and Support All Students in Learning
Standard II. Plan Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students
Standard III. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement
Standard IV. Collaborate and Coordinate with School and Community Resources
Standard V. Promote and Maintain a Safe Learning Environment for All Students
Standard VI. Develop as a Professional School Counselor

SECTION 2: GOALS AND ACTION PLAN

A. Identify a Professional (District/Site) Goal
B. Include a Plan of Action for the fulfillment of the goal:

A. Identify a Personal Goal
B. Include a Plan of Action for the fulfillment of the goal:

Counselor Evaluation Progress Report

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION PROGRESS REPORT FORM**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intern (Probationary 0)
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:		

Permanent employees are evaluated on all six standards. Although a counselor may be evaluated in all six standards, all strands may not apply to each position. The evaluatee and evaluator will review the stands and determine which strands specifically apply to the position. If a strand does not apply, an "NA" shall be marked in that strand on the final evaluation report.

The purpose of this form is to facilitate a discussion between the certificated evaluatee and evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle.

SECTION 1: EVALUATION STANDARDS

Standard I. Engage, Advocate for and Support All Students in Learning
Standard II. Plan Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students
Standard III. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement
Standard IV. Collaborate and Coordinate with School and Community Resources
Standard V. Promote and Maintain a Safe Learning Environment for All Students
Standard VI. Develop as a Professional School Counselor

SECTION 2: INTERIM PROGRESS

Update on Progress Towards Standards and Goals:
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:

Counselor Evaluation Final Report

MORENO VALLEY UNIFIED SCHOOL DISTRICT COUNSELOR EVALUATION REPORT



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
Date of Conference:	Evaluator:		

SECTION 1: EVALUATION OF PERFORMANCE. Permanent employees are evaluated on all six standards. Although a counselor may be evaluated in all six standards, all strands may not apply to each position. The evaluatee and evaluator will review the strands and determine which strands specifically apply to the position. If a strand does not apply, an "NA" shall be marked in that strand on the final evaluation report.

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)
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*These ratings require specific "Techniques/Strategies for Improvement/Growth".

Standard I. Engage, Advocate for and Support All Students in Learning	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1. Ensure all students are engaged in a system of support designed for learning and academic success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Advocate for educational opportunity, equity and access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3. Advocate for the learning and academic success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4. Identify student problems in their earliest stages and implement prevention and intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard II. Plan Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1. Demonstrate Organization Skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2. Develop Outcome-Based Programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3. Assess Program Outcomes and Analyze Data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4. Demonstrate Leadership in Program Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard III. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1. Assess student characteristics and utilize the information to plan for individual student growth and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3. Monitor student personal, academic, and career progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard IV. Collaborate and Coordinate with School and Community Resources	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1. Build and maintain student support teams for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Provide consultation and education for teachers and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3. Develop working relationships within the school that include staff members, parents, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4. Coordinate support from community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard V. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
5.1. Promote a positive, safe, and supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2. Develop and implement programs that address the personal and social risk factors of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3. Develop and implement programs that reduce the incidence of school site violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4. Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard VI. Develop as a Professional School Counselor	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
6.1. Establish professional goals and pursue opportunities to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2. Model effective practices and continuous progress in school counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3. Adhere to professional codes of ethics, legal mandates, and District policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

SECTION 2: CRITERIA FOR THE OVERALL RATINGS IN EACH STANDARD (Section 1- Standards I-VI)

OVERALL RATING	CRITERIA
4 Exceeds District Standards	<ul style="list-style-type: none"> At least three "4" Ratings; and No "2" or "1" Ratings
3 Meets District Standards	<ul style="list-style-type: none"> "3" and "4" Ratings; No more than one "2" Rating; and No "1" Ratings
2 Partially Meets District Standards	<ul style="list-style-type: none"> Two "2" Ratings; or One "1" Rating <i>Assistance Plan Required</i>
1 Does Not Meet District Standards (Unsatisfactory)	<ul style="list-style-type: none"> At least two "1" Ratings <i>Assistance Plan required</i> <i>Peer Assistance and Review (PAR) required</i>

An evaluatee who receives an Overall Rating of 2 or 1 in more than one (1) Standard shall be evaluated annually until the evaluatee is no longer required to have an Assistance Plan or participate in the PAR program.

SECTION 3: COMMENTS BY EVALUATOR

Areas of outstanding performance/expected growth/additional comments:

SECTION 4: COMMENTS BY EVALUATEE

Evaluatee may attach a written response. Comments must be submitted in writing within fourteen (14) calendar days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

_____ Evaluator's Signature	_____ Date	_____ Evaluatee's Signature	_____ Date
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**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard 1. Engage, Advocate for and Support All Students in Learning	4	3	2	1
1.1 Ensure all students are engaged in a system of support designed for learning and academic success.	The counselor consistently ensures that all students understand and know how to access personal, social, and career resources; assesses the academic needs of all students and use these assessments in planning for programs, services, activities, and interventions; connects students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.	The counselor regularly ensures that most students understand and know how to access personal, social, and career resources; assesses the academic needs of most students and uses these assessments in planning for programs, services, activities, and interventions; and connects students to programs, services, activities, and opportunities to ensure learning and achievement.	The counselor helps some students understand and know how to access resources; assesses the needs of students, but the use these assessments in planning for programs, services, activities, and interventions is not evident; students are sometimes connected to a system of support programs, services, activities, or opportunities to ensure learning and achievement.	The counselor only ensures that few students are engaged in a system of support designed for learning and academic success.
1.2 Advocate for educational opportunity, equity and access for all students.	The counselor consistently ensures that all students and parent/guardians are informed about and understand the full range of educational options; addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students; and acts as systems change agents to correct policies and practices that adversely affect student learning or that stratify learning opportunities.	The counselor regularly ensures that most students and parent/guardians are informed about and understand the full range of educational options; and addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.	The counselor ensures some students and parent/guardians are informed about and understand educational options; but may not be aware of current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.	The counselor only ensures that few students and parent/guardians are informed about and understand educational options. The counselor does not address potential biases and discrimination in educational programs, services, and systems that limit, impede, or block student academic success.
1.3 Advocate for the learning and academic success of all students.	The counselor consistently facilitates the development, articulation, and implementation of a vision for school counseling that engages and supports all students in learning and achievement; encourages all students to learn and achieve at high levels; and plans and implements strategies to motivate and support learning and achievement of all students.	The counselor regularly facilitates the implementation of a vision for school counseling that engages and supports most students in learning and achievement; encourages most students to learn and achieve at high levels; and implements strategies to motivate and support learning and achievement of most students.	The counselor inconsistently facilitates the implementation of a vision for school counseling that engages and supports some students in learning and achievement; encourages some students to learn and achieve; sometimes implements strategies to motivate and support learning and achievement of some students.	The counselor does not facilitate the implementation of a vision for school counseling that engages and supports students in learning and achievement; encourages few students to learn and achieve at high levels; and does not know or implement strategies to motivate and support learning and achievement.
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.	The counselor consistently identifies early signs and predictors of student learning problems; works with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; develops and implements programs for students and parents/guardians to prevent learning problems and promote academic growth.	The counselor regularly identifies early signs and predictors of student learning problems; works with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; and implements programs for students and parents/guardians to prevent learning problems and promote academic growth.	The counselor inconsistently identifies early signs and predictors of student learning problems; sometimes works with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; sometimes implements programs for students and/or parents/guardians.	The counselor does not identify early signs and predictors of student learning problems; teachers, parents/guardians, and family members are not consulted with to help them eliminate barriers to learning and achievement; no programs are implemented for students and/or parents/guardians.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard 2. Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
2.1 Demonstrate Organization Skills.	The counselor consistently utilizes skills in systems change and organizational development to build programs for all students; utilizes knowledge of local, state, and national standards as a guide in developing student-support programs; designs programs based on current research findings in a variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, and technology; and effectively manages time and task responsibilities.	The counselor regularly utilizes skills in systems change and organizational development to build programs for most students; utilizes knowledge of local and state and/or national standards as a guide in developing student-support programs; uses programs based on research related to student growth and development; and effectively manages time and task responsibilities.	The counselor utilizes skills in systems change or organizational development to build programs for some students; utilize knowledge of local, state, or national standards as a guide in developing student-support programs; uses programs related to student growth and development; and ineffectively manages time and task responsibilities	The counselor does not utilize skills to build programs for students; no evidence or knowledge of local, state, and national standards as a guide in developing student-support programs; no programs related to student growth and development are offered; and manages time and task responsibilities is not evident.
2.2 Develop Outcome-Based Programs.	The counselor consistently addresses student outcomes in personal, social, academic, and career development; develops and implements programs that build student assets, address personal challenges, and strengthen learning and achievement; develops and implements programs that increase interpersonal awareness, social skills, and effective interpersonal communication; and designs and implements career-development programs related to education and career choice, and promote life-long learning values.	The counselor regularly addresses student outcomes in personal, social, academic, and career development; implements programs that build student assets, address personal challenges, and strengthen learning and achievement, increase interpersonal awareness, social skills, and communication; implements career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.	The counselor may address student outcomes in personal, social, academic, and/or career development; limited implementation of programs that build student assets, and strengthen learning and achievement; limited implementation of programs that increase, social skills, communication or career-development and to education and career choice, and promote life-long learning values.	The counselor does not address student outcomes in personal, social, academic, and career development; there is little to no evidence of implementation of programs that build student assets, increase social skills, communication or career-development; life-long learning values are not promoted.
2.3 Assess Program Outcomes and Analyze Data.	The counselor consistently implements program evaluation as a regular, ongoing part of the assessment and improvement process; assesses measurable student outcomes of programs and services; utilizes evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process; presents outcomes of programs to all stakeholders as part of ongoing individual and program accountability.	The counselor implements program evaluation as a regular, ongoing part of the assessment and improvement process; assesses measurable student outcomes of programs and services; utilizes data to monitor progress and involve stakeholders in the assessment and improvement process; and presents outcomes of programs as part of ongoing program accountability.	The counselor implements program evaluation as part of the assessment and improvement process; assesses student outcomes of programs and services; utilizes data to monitor progress involving few stakeholders in the assessment and improvement process; and does not present outcomes of programs.	The counselor does not implement a program evaluation, assessment and improvement process; no evidence of student outcomes of program, services or utilization of data; stakeholders in the assessment and improvement process or presentation of program outcomes is not evident in program accountability.
2.4 Demonstrate Leadership in Program Development	The counselor asserts leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; establishes strategies to involve all student-support staff working toward mutually defined goals and related student outcomes; provides leadership to include students, families, and community-resource personnel in program development/implementation.	The counselor displays leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; strategies to involve student-support staff working toward mutually defined goals and related student outcomes are evident; provides leadership to include students, families, and community-resource personnel in program implementation.	The counselor leadership is limited in identifying student needs and programs to address needs; evaluates student outcomes; strategies to involve student-support staff working toward goals and student outcomes are not evident; limited leadership to include students, families, and/or community-resource personnel in program implementation.	The counselor assumes no leadership in identifying student needs or programs to address needs; no evidence of evaluating student outcomes or involvement of student-support staff working toward related student outcomes; leadership is not present to include students, families, and community-resource personnel.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard 3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.	The counselor consistently assesses individual student strengths related to academic, career, personal, and social development; gathers relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; collects and uses data from inventories, surveys, tests, and other assessments; involves parents/guardians in the assessment and planning process for each student.	The counselor regularly assesses individual student academic, career, personal, and social development; gathers relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; uses data from inventories and other assessments; involves parents/guardians in the assessment and planning process for each student.	The counselor sometimes assesses individual academic, career, personal, and social development; gathers relevant information on health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and/or resiliency factors is limited; collects data and involves parents/guardians in the assessment and planning process for some student.	The counselor assesses no individual student academic, career, personal, or social development; gathers relevant information, collection of relevant data or involvement of parents/guardians in the assessment and planning process for each student is not evident.
3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.	The counselor consistently informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals; interprets and clarifies test results so that students and parents can understand what the data means and how it can be used in education and life planning; consistently works with students to develop plans to achieve and attain their goals and aspirations.	The counselor regularly informs students and their parents/guardians about the importance of using multiple sources of information in considering a student's potential and life goals; interprets and clarifies test results so that students and parents can understand what the data means and how it can be used in education and life planning; regularly works with students to develop plans to achieve and attain their goals and aspirations.	The counselor sometimes informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student's potential and life goals; interpreting and clarifying test results so that students and parents can understand what the data means and how it can be used in education and life planning is limited; sometimes works with students to develop their plans and attain their goals.	The counselor does not inform students and their parents/guardians about the using multiple sources of information in considering a student's life goals; interpreting and clarifying test results so that students and parents can understand what the data means and how it can be used in education and life planning is not evident; does not work with students to develop plans or goals.
3.3 Monitor student personal, academic, and career progress.	The counselor consistently maintains records of student academic progress toward promotion and graduation; provides students and their parents/guardians with current assessment data to facilitate educational and career planning; consistently counsels students to develop healthy personal and social behavior and well-being.	The counselor regularly maintains records of student academic progress toward promotion and graduation; provides students and their parents/guardians with current assessment data to facilitate educational and career planning; regularly counsels students to develop healthy personal and social behavior.	The counselor sometimes maintains records of student academic progress toward promotion and graduation; students and their parents/guardians are provided limited assessment data to facilitate educational and career planning; counseling for students to develop healthy personal, social behavior and/or well-being is limited.	The counselor maintains no records of student academic progress toward promotion and/or graduation; no evidence that students and/or their parents/guardians are provided with assessment data to facilitate educational and career planning; no counseling for students to develop healthy personal, social behavior or well-being is evident.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard 4. Collaborate and Coordinate with School and Community Resources	4	3	2	1
4.1 Build and maintain student support teams for student achievement.	The counselor consistently integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; develops learning communities of student-support professionals, parents, and community members to promote student success.	The counselor regularly integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; promotes learning communities of student-support professionals, parents, and community members to promote student success.	The counselor sometimes integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; demonstrates knowledge of learning communities for student-support professionals, parents, and community members to promote student success.	The counselor does not integrate programs and/or services designed to meet student developmental challenges and eliminate the achievement gap; knowledge of learning communities for student-support professionals, parents, and community members to promote student success is not evident.
4.2 Provide consultation and education for teachers and parents.	The counselor consistently provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; uses ethical and professional decision-making processes to consult and collaborate with others.	The counselor regularly provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; uses ethical and professional decision-making processes to consult and collaborate with others.	The counselor sometimes provides educational information and presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; limited use of ethical and professional decision-making processes to consult and collaborate with others.	The counselor does not provide educational information and/or presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; ethical and professional decision-making processes to consult and collaborate with others is not evident.
4.3 Develop working relationships within the school that include staff members, parents, and community members.	The counselor consistently builds networks of individuals working within the school and community on education-related endeavors; develops collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful.	The counselor regularly builds networks of individuals working within the school and community on education-related endeavors; collaborates with teams of educators, families, and community members from diverse populations within the school and community, to maximize the support students need to become successful.	The counselor sometimes networks within the school and/or community on education-related endeavors; limited collaboration with teams of educators, families, and/or community members, from diverse populations.	The counselor does not network with individuals within the school and/or community on education-related endeavors; participation in collaborative teams of educators, families, and/or community members is not evident.
4.4 Coordinate support from community agencies.	The counselor consistently coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement and work experiences; coordinates a referral process for parents and students that facilitates access to community resources; supports a positive school environment that values diversity within the school and community.	The counselor regularly coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement; utilizes a referral process for parents and students that facilitates access to community resources regularly; supports a positive school environment that values diversity within the school and community.	The counselor sometimes provides support from community businesses, industries, service clubs, agencies, and/or families to increase student academic achievement; a referral process is sometimes used for parents and students to access community resources; limited support for positive school environment that values diversity within the school and community.	The counselor does not provide support from community businesses, industries, service clubs, agencies and/or families; no referral process for parents and students to access community resources is utilized.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard 5. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
5.1 Promote a positive, safe, and supportive learning environment.	The counselor consistently facilitates a positive school environment that promotes active school engagement; ensures that students understand the relationship between rules, laws, safety, and the protection of individual rights; promotes school safety and the reduction of verbal, emotional, psychological, and physical violence; advocates for the safety and well-being of all students through prevention, intervention, and treatment.	The counselor regularly facilitates a positive school environment that promotes active school engagement; advocates that students understand the relationship between rules, laws, safety, and the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence; the safety and well-being of students through prevention and intervention is utilized.	The counselor sometimes promotes a positive school environment; few students understand the relationship between rules, laws, safety, and/or the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence is promoted on a limited basis; the safety and well-being of all students through prevention, intervention, and treatment is acknowledged.	The counselor does not facilitate a positive school environment that promotes school engagement; no evidence that the safety and well-being of students through prevention, intervention, and treatment is promoted or utilized.
5.2 Develop and implement programs that address the personal and social risk factors of students.	The counselor consistently collaborates with others to provide programs that reduce student at-risk behaviors; identifies and responds to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; consistently educates students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.	The counselor regularly collaborates with others to provide programs that reduce student at-risk behaviors; identifies and responds to individual students who display early signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; educates students, parents, staff members and/or school community about the effects of verbal and physical abuse, gang activity, discrimination and stereotyping.	The counselor sometimes collaborates with others to provide programs that reduce student at-risk behaviors; few students who display signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems are identified; students, parents, staff members or school community are educated about verbal and physical abuse, gang activity, discrimination and stereotyping on a limited basis.	The counselor does not collaborate with others to reduce student at-risk behaviors for students who display difficulty in school adjustment, interpersonal conflicts and/or personal problems; no evidence that students, parents, staff members and/or the school community are educated about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.
5.3 Develop and implement programs that reduce the incidence of school site violence.	The counselor designs and implements ethnic, cultural, social economic programs that address environmental factors that influence student learning and achievement; collaborates with school staff, community agencies, parents and student groups to build and maintain safe learning environments; uses assessment data to develop positive school climate programs that promote student wellbeing; utilizes negotiation, conflict management, and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and school staff.	The counselor implements programs to address environmental factors that influence student learning and achievement; collaborates with school staff, community agencies, parents and student groups to maintain safe learning environments and promote a positive school climate for the wellbeing of students; frequently utilizes negotiation, conflict management and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff.	The counselor sometimes implements programs that influence student learning and achievement; collaborates with other school staff, community agencies, parents and/or student groups to maintain safe learning environments on a limited basis; sometimes uses assessment data to that promote a positive school climate and the wellbeing of students; sometimes utilizes negotiation, conflict management, and/or mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff.	The counselor does not implement programs that influence student learning and achievement; no collaboration with other school staff, community agencies, parents and/or student groups to maintain safe learning environments; use of data to promote positive school climate and the wellbeing of students is not evident; does not utilize negotiation skills, conflict management skills, and/or mediation skills to help school staff parents, students, teachers, and other school staff.
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.	The counselor consistently utilizes research-based models and violence and promote positive social relations in the classroom and on school campuses; develops, implements and maintains crisis intervention procedures, practices and crisis management plans; promote the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.	The counselor regularly utilizes research-based models and programs designed to detect and limit violence and promotes positive social relations in the classroom and/or on school campuses; implements and maintains crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is promoted regularly.	The counselor sometimes utilizes research-based models and programs designed to detect and limit violence and promote positive social relations in the classroom and/or on school campuses; sometimes implements crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is sometimes promoted.	The counselor does not utilizes research-based models or programs designed to detect and limit violence or promote positive social relations; crisis intervention procedures, practices and crisis management plans are not evident; the importance of a healthy balanced lifestyle in students is not promoted.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL COUNSELOR EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard 6. Develop as a Professional School Counselor	4	3	2	1
6.1 Establish professional goals and pursue opportunities to improve.	The counselor consistently continues to learn and expand professional roles and responsibilities; establishes goals and identifies opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education; uses professional literature and other professional development opportunities including advanced certification and specialization to develop as a highly qualified school counseling professional; benefits from and contribute to professional organizations to improve competence as a school counselor; solicits input from stakeholders to improve professional practices.	The counselor regularly seeks to learn and expand professional roles and responsibilities; establishes goals and identify opportunities for professional growth and development; uses professional literature and other professional development opportunities including specialization to develop as a highly qualified school counseling professional; benefits from and contributes to professional organizations to improve competence as a school; solicits input from stakeholders to improve professional practices counselor.	The counselor inconsistently expands professional roles and responsibilities or establishes goals and identifies opportunities for professional growth and development; no evidence of advanced certification and specialization to develop as a highly qualified school counseling professional; limited benefit from use of professional organizations to improve competence as a school counselor.	The counselor displays no evidence to learn and expand professional roles and responsibilities or establish goals and identify opportunities for professional growth and development; professional development opportunities are not used to develop as a highly qualified school counseling professional; no evident benefit from professional organizations to improve competence as a school counselor.
6.2 Model effective practices and continuous progress in school counseling.	The counselor consistently reflects on professional practices, analyzes personal progress as a school counselor, and plans professional development; identifies successes and challenges and assesses growth as a school counselor over time; analyzes counseling activities with regard to their impact on student learning.	The counselor regularly reflects on professional practices, analyzes personal progress as a school counselor, and plans professional development; identifies successes and challenges and assesses growth as a school counselor annually; analyzes counseling activities with regard to their impact on student learning.	The counselor inconsistently reflects on professional practices, analyzes personal progress as a school counselor, or plans professional development; infrequently identifies successes and challenges and assess growth as a school counselor; limited review of counseling activities with regard to their impact on student learning.	The counselor displays no evidence that reflects on professional practices, analyzes personal progress as a school counselor, and/or plan professional development; does not identify successes and challenges and/or assesses growth as a school counselor or the impact on student learning.
6.3 Adhere to professional codes of ethics, legal mandates, and District policies.	The counselor consistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; follows laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keeps informed of changes in laws and regulations related to California public education and school district policy.	The counselor regularly applies legal and ethical principles in the use of standardized tests and other methods of assessment; follows laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keeps informed of changes in laws and regulations related to California public education and school district policy.	The counselor inconsistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not fully understood and followed; limited knowledge of changes in California public education laws and school district policy.	The counselor does not apply legal and ethical principles in the use of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not followed; does not keep informed of changes in laws and regulations related to California public education and school district policy.

School Psychologist Evaluation Self-Reflecting Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
PSYCHOLOGIST EVALUATION SELF-REFLECTION FORM
(Optional but Recommended)**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
Date:		Evaluator:	

The purpose of this form is to help the evaluatee reflect on his/her professional practice and self-identify areas of strength and areas for growth. The evaluatee can use this form as part of goal-setting with their evaluator. The form is not included in the final evaluation.

SECTION 1: PSYCHOLOGIST STANDARDS SELF-RATING

Utilize the Evaluation Report Criteria to rate yourself on each of the following standards:

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = Partially Meets District Standards	1 = Does Not Meet District Standards (Unsatisfactory)
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Standard I – Assessment, Data-Based Decision Making, and Accountability	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1 Demonstrate knowledge and skill in using psychological instruments to evaluate students				
1.2 Demonstrate knowledge of child and adolescent development and psychopathology				
1.3 Demonstrate knowledge of state and federal regulations and resources within and beyond the school and district				
1.4 Plan to meet the needs of general and special education students				
1.5 Establish goals for the psychology program appropriate to the setting and the students served				

Standard II – Interventions and Instructional Support	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Establish rapport with students				
2.2 Establish a culture in the school for positive mental health of the students and staff				
2.2 Establish and maintains clear procedures for referrals				
2.4 Demonstrate flexibility and responsiveness to meet the needs of students and their families				
2.5 Establish standards of conduct in the testing environment				

Standard III – Consultation and Collaboration	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Consult with administrators, parents and teachers to implement the goals and objectives of the IEP, including regular class placement as appropriate				
3.2 Evaluate student needs in compliance with National Association of School Psychologists guidelines				
3.3 Facilitate and participate in team meetings				
3.4 Complete thorough interpretation and reports in a timely manner				
3.5 Engage in the IEP Team process				
3.6 Maintain contact between school community and mental health resources				

Standard IV – Leadership and Professionalism	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Reflect on Practice				
4.2 Communicate with Families & Soliciting Family Involvement				
4.3 Maintain Accurate Records				
4.4 Participate in a Professional Community				
4.5 Engage in Professional Development				
4.6 Show Professionalism				

SECTION 2: PSYCHOLOGIST STANDARDS NOTES

Utilize the table below to comment on individual standards and/or areas of growth:

STANDARD	PERSONAL COMMENTS
Standard I. Assessment, Data-Based Decision Making, and Accountability	
Standard II. Interventions and Instructional Support	
Standard III. Consultation and Collaboration	
Standard IV. Leadership and Professionalism	

School Psychologist Evaluation Goal Setting Form

MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST GOAL-SETTING FORM



Evaluatee's Name:		Site:	
Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Academic Coach	
		<input type="checkbox"/> EL Specialist	
		<input type="checkbox"/> Professional Development Specialist	
		<input type="checkbox"/> Program Specialist (SELPA)	
		<input type="checkbox"/> Other: _____	
Date of Conference:		Evaluator:	

Permanent employees are evaluated on all six standards. Although a psychologist may be evaluated in all four standards, all strands may not apply to each position. The evaluatee and evaluator will review the standards and determine which strands specifically apply to the position. If a strand does not apply, an "NA" shall be marked in that strand on the final evaluation report. The evaluator and evaluatee shall collaboratively develop two (2) professional growth goals for the evaluation cycle. In the event the evaluator and the evaluatee cannot agree on the goals, the evaluator shall select one goal, and the evaluatee shall select one goal.

The purpose of this form is to facilitate a discussion between the certificated evaluatee and evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle. The form is not included in the final evaluation.

SECTION 1: EVALUATION STANDARDS

Standard I – Assessment, Data-Based Decision Making, and Accountability
Standard II – Interventions and Instructional Support
Standard III – Consultation and Collaboration
Standard IV – Leadership and Professionalism

SECTION 2: GOALS AND ACTION PLAN

A. Identify Professional Growth Goal #1
B. Include a Plan of Action for the fulfillment of the goal:

A. Identify Professional Growth Goal #2
B. Include a Plan of Action for the fulfillment of the goal:

School Psychologist Evaluation Progress Report

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION PROGRESS REPORT FORM**



Evaluatee's Name:		Site:	
Position/Site(s):	Employment Status: (Check one)	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intern (Probationary 0)
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:		

SECTION 1: EVALUATION PERFORMANCE

Based on the Domains of the National Association of School Psychologists (NASP) Practice Model

Standard I. Assessment, Data-Based Decision Making and Accountability
Standard II. Interventions and Instructional Support
Standard III. Consultation and Collaboration
Standard IV. Leadership and Professionalism

SECTION 2: INTERIM PROGRESS

Update on Progress Towards Standards and Goals:
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:

School Psychologist Evaluation Final Evaluation Report

MORENO VALLEY UNIFIED SCHOOL DISTRICT SCHOOL PSYCHOLOGIST EVALUATION REPORT



Evaluatée's Name:		Site(s):	
Position/Site(s):	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
Date of Conference:	Evaluator:		

SECTION 1: EVALUATION OF PERFORMANCE
Based on the Domains of the National Association of School Psychologists (NASP) Practice Model

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)
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*These ratings require specific "Techniques/Strategies for Improvement/Growth".

Standard I – Assessment, Data-Based Decision Making, and Accountability	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1 Demonstrate knowledge and skill in using psychological instruments to evaluate students				
1.2 Demonstrate knowledge of child and adolescent development and psychopathology				
1.3 Demonstrate knowledge of state and federal regulations and resources within and beyond the school and district				
1.4 Plan to meet the needs of general and special education students				
1.5 Establish goals for the psychology program appropriate to the setting and the students served				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard II – Interventions and Instructional Support	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Establish rapport with students				
2.2 Establish a culture in the school for positive mental health of the students and staff				
2.3 Establish and maintain clear procedures for referrals				
2.4 Demonstrate flexibility and responsiveness to meet the needs of students and their families				
2.5 Establish standards of conduct in the testing environment				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard III – Consultation and Collaboration	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Consult with administrators, parents and teachers to implement the goals and objectives of the IEP, including regular class placement as appropriate				
3.2 Evaluate student needs in compliance with National Association of School Psychologists guidelines				
3.3. Facilitate and participates in team meetings				
3.4 Complete thorough interpretation and reports in a timely manner				
3.5 Engage in the IEP Team process				
3.6 Maintain contact between school community and mental health resources				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard IV – Leadership and Professionalism	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Reflect on Practice				
4.2 Communicate with Families & Soliciting Family Involvement				
4.3 Maintain Accurate Records				
4.4 Participate in a Professional Community				
4.5 Engage in Professional Development				
4.6 Show Professionalism				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

SECTION 2: OVERALL RATING OF STANDARDS

OVERALL RATING	CRITERIA
4 Exceeds District Standards	<ul style="list-style-type: none"> At least three "4" Ratings; and No "2" or "1" Ratings
3 Meets District Standards	<ul style="list-style-type: none"> "3" and "4" Ratings; No more than one "2" Rating; and No "1" Ratings
2 Partially Meets District Standards	<ul style="list-style-type: none"> Two "2" Ratings; or One "1" Rating <p><i>Assistance Plan Required</i></p>
1	<ul style="list-style-type: none"> At least two "1" Ratings <p><i>Assistance Plan required</i></p>

Does Not Meet District Standards (Unsatisfactory)	<i>Peer Assistance and Review (PAR) required</i>
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An evaluatee who receives an Overall Rating of 2 or 1 in more than one (1) Standard shall be evaluated annually until the evaluatee is no longer required to have an Assistance Plan or participate in the PAR program.

SECTION 3: COMMENTS BY EVALUATOR

Areas of outstanding performance/expected growth/additional comments:

SECTION 4: COMMENTS BY EVALUATEE

Evaluatee may attach a written response. Comments must be submitted in writing within fourteen (14) calendar days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature	Date	Evaluatee's Signature	Date
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**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard I: Assessment, Data-Based Decision Making, and Accountability	4	3	2	1
1.1 Demonstrate knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results.	Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results.	Psychologist uses a limited number of psychological instruments to evaluate students. Psychologist attempts to answer parent or teacher questions accurately – and seeks out information if uncertain. Psychologist provides additional information beyond scores, ranges, and percentiles when describing student performance.	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students without consideration of referral question or cultural relevance and reports scores with minimal or limited interpretation for teachers and parents.
1.2 Demonstrate knowledge of child and adolescent development and psychopathology.	Psychologist applies extensive knowledge of typical child development, psychopathology and corresponding interventions for the classroom.	Psychologist exhibits thorough knowledge of child and adolescent development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist shows little or no knowledge of child and adolescent development and psychopathology with limited knowledge of effective interventions.
1.3 Demonstrate knowledge of state and federal regulations and resources within and beyond the school and district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive including those available through the school or district and in the community.	Psychologist is aware of state and federal regulations and of resources for students available through the school or district and has some familiarity with resources external to the district. Psychologist provides this information to others in order to connect families and students to supports.	Psychologist participates in departmental or district mandated professional development in order to become familiar with new policies and procedures. Psychologist researches and/or connects with available district and community resources when specifically asked to do so.	Psychologist shows little or no knowledge of governmental regulations or of resources for students available through the school or district. Psychologist has limited knowledge of district and community resources.
1.4 Plan to meet the needs of general and special education students	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist is developing knowledge related to the continuum of services. Psychologist's plan includes some worthwhile activities but others don't fit with broader goals.	Psychologist has limited knowledge of continuum of services. Psychologist works only on referrals to special education.
1.5 Establish goals for the psychology program appropriate to the setting and the students served.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.	Psychologist's goals for the treatment program are clear and appropriate to the situations in the school and to the age of the students.	Psychologist's goals for the treatment program are rudimentary and partially suitable to the situation and the age of the students.	Psychologist has no clear goals for the psychology program or they are inappropriate to either the situation or the age of the students.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard II – Interventions and Instructional Support	4	3	2	1
2.1 Establish rapport with students	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist can be called upon when a student cannot be reached by other staff members.	Psychologist's interactions with students are positive and respectful.	Psychologist's interactions with students are a mixture of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist engages in negative interactions with students that often include punishments and negative consequences. Students appear uncomfortable in the testing environment.
2.2 Establish a culture in the school for positive mental health of the students and staff	Psychologist facilitates workshops with themes of mental health and well-being. Colleagues and students, while guided by the psychologist, maintain the culture in the school for positive mental health among students and teachers.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers is partially successful.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among or between students or teachers.
2.3 Establish and maintains clear procedures for referrals	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Psychologist makes staff and parents aware of the pre-referral process.	Psychologist has established procedures for referrals, but the details are not always clear.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.
2.4 Demonstrate flexibility and responsiveness to meet the needs of students and their families	Psychologist encourages communication with parents and students on a regular basis. The psychologist often provides guidance and insight while using a multitude of communication devices.	Psychologist is readily and easily accessible. Family is kept consistently informed.	Psychologist attempts to monitor and correct negative student behavior. Communication with the family is intermittent using inadequate avenues.	Psychologist does not respond to student and family inquires and is not available for consultation and guidance.
2.5 Establish standards of conduct in the testing environment	Standards of conduct have been established. Psychologist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior.	Standards of conduct have been established. Psychologist monitors student behavior with standards of conduct; response to students is appropriate and respectful.	Standards of conduct appear to have been established. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are only partially successful.	Standards of conduct have not been established. Psychologist fails to address negative student behavior during an evaluation.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard III – Consultation and Collaboration	4	3	2	1
3.1 Consult with colleagues and parents in responding to referrals	Psychologist consults frequently with colleagues, contributing detailed insights to questions raised in the referrals and concerns identified in the classroom.	Psychologist consults frequently with colleagues to concerns identified in the classroom and tailors evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist fails to consult with colleagues.
3.2 Evaluate student needs in compliance with National Association of School Psychologists guidelines	Psychologist selects, from a broad repertoire, assessments that are most appropriate to the referral, questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
3.3 Facilitate and participate in team meetings.	Psychologist takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.	Psychologist works effectively with a team to develop suitable plans for students that are aligned with identified needs. Prepares detailed IEPs.	Psychologist does not always work effectively with a team, and student plans partially meet identified needs.	Psychologist does not work effectively with a team, does not show initiative, and fails to develop plans that are suitable to student needs.
3.4 Complete thorough interpretation and reports in a timely manner	Psychologist makes thorough interpretations, generates relevant implications for learning, and complies with procedural timelines for reports.	Psychologist makes interpretations, generates implications for learning, and complies with procedures regarding reports.	Psychologist attempts to provide information regarding interpretation of reports, but does not always follow established procedural timelines.	Psychologist resists making thorough interpretations and does not generate implications for learning or follow established procedural timelines for reports.
3.5 Engage in the IEP Team process	Psychologist works effectively with a team in developing students' IEPs and provides valuable insights during IEP Team meetings.	Psychologist works with a team in developing students' IEPs and provides insights during IEP Team meetings.	Psychologist works with a team in developing students' IEPs when directed to do so, and prepares adequate IEPs.	Psychologist declines to assume a role in the development of students' IEPs and in the overall IEP Team process.
3.6 Maintain contact between school community and mental health resources.	Psychologist maintains ongoing contact with physicians and community mental health service providers, and initiates contacts, when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers, as needed.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SCHOOL PSYCHOLOGIST EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard IV – Leadership and Professionalism	4	3	2	1
4.1 Reflect on Practice	Psychologist's reflection is highly accurate and perceptive, citing specific positive and negative characteristics. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the practice might be improved.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.
4.2 Communicate with Families & Soliciting Family Involvement	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust and bridge the home and school environments.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.
4.3 Maintain Accurate Records	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to their intended audience.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location.	Psychologist's records/reports are accurate and legible and are stored in a secure location.	Psychologist's records/reports are in disarray; they may be missing, illegible, or stored in an insecure location.
4.4 Participate in a Professional Community	Psychologist makes a substantial contribution to school and/or district events and projects and assumes leadership with colleagues. Participates in local, state, or national organizations.	Psychologist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues. Participates in local, state, or national organizations.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and/or district events and projects when specifically requested.	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and/or district events or projects.
4.5 Engage in Professional Development	Psychologist actively pursues professional development opportunities, and enhanced knowledge is reflected in day to day practice. This could include such activities as presenting to school or district staff.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist's participation in professional development activities is limited to those that are required.	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.
4.6 Show Professionalism	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.

Speech Language Pathologist Self-Reflection Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH LANGUAGE PATHOLOGIST SELF REFLECTION FORM
(Optional but Recommended)**



Evaluatee's Name:		Site:	
Position/Subject/Grade Level:	Employment Status: (Check one)	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intern (Probationary 0)
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	<input type="checkbox"/> Permanent
Date of Conference:	Evaluator:		

The purpose of this form is to help the evaluatee reflect on his/her professional practice and self-identify areas of strength and areas for growth. The evaluatee can use this form as part of goal-setting with their evaluator. The form is not included in the final evaluation.

Utilize the Evaluation Report Criteria to rate yourself on each of the following standards:

SECTION 1: EVALUATION OF PERFORMANCE

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)
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*These ratings require specific "Techniques/Strategies for Improvement/Growth".

Standard 1 Direct Service/Instructional Support								
Overall Rating:	4	3	2	1	4	3	2	1
1.1 Provides services to support high expectations for the educational success of all students								
1.2 Uses a variety of material, methods and strategies to remove barriers to learning and promote active student participation								
1.3 Assists in the development and implementation of specialized programs for students and families								
1.4 Implements speech and/or language therapy in areas such as: articulation, receptive/expressive language, voice and fluency								
1.5 Develops and/or provides modifications and accommodations based on student's communicative needs								
1.6 Utilizes service delivery models to include direct therapy, inclusion, consultation with staff and/or parents reasonable to the students IEP								
1.7 Systematically plans and carries out a variety of appropriate intervention techniques and treatment strategies that reflect developmentally appropriate goals and objectives outlined by the students IEP								
1.8 Collaborates to create measurable, functional goals and objectives								
1.9 Ensures IEP correctly states recommended therapist service delivery and time required								

Standard 2 Assessments	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Uses and interprets a variety of assessments to evaluate/monitor student needs				
2.2 Collects data from and integrates assessment results to influence planning and interventions				
2.3 Applies assessment results to develop the appropriate interventions and services				
2.4 Communicates assessment results to a variety of audiences (parents, students, staff) in a useful, sensitive and culturally appropriate manner				
2.5 Selects and utilizes assessment tools as appropriate to evaluate students communicative needs and skills relative to the age, developmental level and functional abilities				
2.6 Analyzes and summarizes collected evaluation data				
2.7 Observes student within the context of performance when possible				
2.8 Determines individual's functional abilities and problems as related to performance areas				
2.9 Reviews significant history and utilizes applicable assessment result to address area of need				
2.10 Utilizes assessment data to determine extent, type and severity of disability				
2.11 Writes functional, educationally relevant, measurable goals and objectives that reflect the student's functional needs and expected outcomes				

Standard 3 Program and Planning	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Implements best practices for speech language therapy				
3.2 Provides justifiable, functional and educationally relevant services				
3.3 Implements information obtained through conferences, courses, in-services and self-study to maintain current practice standards				
3.4 Develops, plans and prioritizes specialized services and programs				
3.5 Applies understanding of normal child development as well as knowledge of various disabilities				
3.6 Works collaboratively with the team/outside agencies/community resources to develop and provide a system of support that enhances student learning experiences				
3.7 Demonstrates knowledge of disciplines within the educational settings				

Standard 4 Consultation and Contribution to the Learning Environment	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Develops effective rapport with staff and parents in order to collaborate as a team to promote the child's educational goals				
4.2 Follows through with recommendations given and delegated responsibilities in a timely manner				
4.3 Facilitates the delivery of services to maximize learning				
4.4 Provides appropriate support and training on how to assist and facilitate communicative skills across all areas				

Standard 5 Professional Responsibilities	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
5.1 Respects and maintains confidentiality				
5.2 Supports District, Department and School Mission and Vision				
5.3 Fulfills Departmental responsibilities and expectations				
5.4 Updates student caseloads and submits appropriate reports when requested Completes tasks in a timely manner including IEP's				
5.5 Demonstrates effective interpersonal skills/relationships				
5.6 Treats other team members with respect at all times				
5.7 Resolves concerns and problems in an appropriate and timely manner				
5.8 Understand and accommodates multicultural and individual differences				

SECTION 2: SPEECH LANGUAGE PATHOLOGIST STANDARD NOTES

Utilize the table below to comment on individual standards and/or areas of growth:

STANDARD	PERSONAL COMMENTS
Standard I. 1 Direct Service/Instructional Support	
Standard II. Assessments	
Standard III. Program and Planning	
Standard IV. Consultation and Contribution to the Learning Environment	
Standard V Professional Responsibilities	

Speech Language Pathologist Goal Setting Form

MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH LANGUAGE PATHOLOGIST EVALUATION GOAL SETTING FORM



Evaluatee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
Date of Conference:	Evaluator:		

The purpose of this form is to facilitate a discussion between the Speech Language Pathologist and evaluator around the evaluation standards. In addition, it allows for a clear focus for improvement over the evaluation cycle. The form is not included in the final evaluation.

SECTION 1: SPEECH LANGUAGE PATHOLOGIST STANDARDS

Standard I. Direct Service/Instructional Support
Standard II. Assessments
Standard III. Program Planning
Standard IV. Consultation and Contribution to the Learning Environment
Standard V. Professional Responsibilities

SECTION 2: GOALS AND ACTION PLAN

A. Identify a Professional (District/Site) Goal
B. Include a Plan of Action for the fulfillment of the goal:

A. Identify a Personal Goal
B. Include a Plan of Action for the fulfillment of the goal:

Speech Language Pathologist Progress Report

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH LANGUAGE PATHOLOGIST PROGRESS REPORT FORM**



Evaluatee's Name:		Site:
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent
Date of Conference:	Evaluator:	

The purpose of this form is to facilitate a discussion between the certificated evaluatee and evaluator around the performance standards for evaluation. In addition, it allows for a clear focus for improvement over the evaluation cycle.

SECTION 1: EVALUATION STANDARDS

Standard I. Direct Service/Instructional Support
Standard II. Assessments
Standard III. Program Planning
Standard IV. Consultation and Contribution to the Learning Environment
Standard V. Professional Responsibilities

SECTION 2: INTERIM PROGRESS

Update on Progress Towards Standards and Goals:
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:

SECTION 3: ADMINISTRATIVE SUPPORT

Description of Administrative Support:
--

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature

Date

Evaluatee's Signature

Date

Speech Language Pathologist Final Evaluation Report

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH LANGUAGE PATHOLOGISTS EVALUATION REPORT**



Evaluattee's Name:		Site:	
Position/Subject/Grade Level	Employment Status: (Check one)	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intern (Probationary 0)
		<input type="checkbox"/> Probationary (<input type="checkbox"/> 1 <input type="checkbox"/> 2)	<input type="checkbox"/> Permanent
Date of Conference:		Evaluator:	

SECTION 1: EVALUATION OF PERFORMANCE:

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards	1 = *Does Not Meet District Standards (Unsatisfactory)
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*These ratings require specific "Techniques/Strategies for Improvement/Growth"

Standard 1 - Direct Service/Instructional Support	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1 Provides services to support high expectations for the educational success of all students				
1.2 Uses a variety of material, methods and strategies to remove barriers to learning and promote active student participation				
1.3 Assists in the development and implementation of specialized programs for students and families				
1.4 Implements speech and/or language therapy in areas such as: articulation, receptive/expressive language, voice and fluency				
1.5 Develops and/or provides modifications and accommodations based on student's communicative needs				
1.6 Utilizes service delivery models to include direct therapy, inclusion, consultation with staff and/or parents reasonable to the students IEP				
1.7 Systematically plans and carries out a variety of appropriate intervention techniques and treatment strategies that reflect developmentally appropriate goals and objectives outlined by the students IEP				
1.8 Collaborates to create measurable, functional goals and objectives				
1.9 Ensures IEP correctly states recommended therapist service delivery and time required				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth				

Standard II - Assessments	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Uses and interprets a variety of assessments to evaluate/monitor student needs				
2.2 Collects data from and integrates assessment results to influence planning and interventions				
2.3 Applies assessment results to develop the appropriate interventions and services				
2.4 Communicates assessment results to a variety of audiences (parents, students, staff) in a useful, sensitive and culturally appropriate manner				
2.5 Selects and utilizes assessment tools as appropriate to evaluate students communicative needs and skills relative to the age, developmental level and functional abilities				
2.6 Analyzes and summarizes collected evaluation data				
2.7 Observes student within the context of performance when possible				
2.8 Determines individual's functional abilities and problems as related to performance areas				
2.9 Reviews significant history and utilizes applicable assessment result to address area of need				
2.10 Utilizes assessment data to determine extent, type and severity of disability				
2.11 Writes functional, educationally relevant, measurable goals and objectives that reflect the student's functional needs and expected outcomes				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard III - Program and Planning	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Implements best practices for speech language therapy				
3.2 Provides justifiable, functional and educationally relevant services				
3.3 Implements information obtained through conferences, courses, in-services and self-study to maintain current practice standards				
3.4 Develops, plans and prioritizes specialized services and programs				
3.5 Applies understanding of normal child development as well as knowledge of various disabilities				
3.6 Works collaboratively with the team/outside agencies/community resources to develop and provide a system of support that enhances student learning experiences				
3.7 Demonstrates knowledge of disciplines within the educational settings				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard IV - Consultation and Contribution to the Learning Environment	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Develops effective rapport with staff and parents in order to collaborate as a team to promote the child's educational goals				
4.2 Follows through with recommendations given and delegated responsibilities in a timely manner				
4.3 Facilitates the delivery of services to maximize learning				
4.4 Provides appropriate support and training on how to assist and facilitate communicative skills across all areas				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

Standard V - Professional Responsibilities	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
5.1 Respects and maintains confidentiality				
5.2 Supports District, Department and School Mission and Vision				
5.3 Fulfills Departmental responsibilities and expectations				
5.4 Updates student caseloads and submits appropriate reports when requested Completes tasks in a timely manner including IEP's				
5.5 Demonstrates effective interpersonal skills/relationships				
5.6 Treats other team members with respect at all times				
5.7 Resolves concerns and problems in an appropriate and timely manner				
5.8 Understand and accommodates multicultural and individual differences				
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:				

SECTION 2: OVERALL RATING OF STANDARDS

OVERALL RATING	CRITERIA
4 Exceeds District Standards	<ul style="list-style-type: none"> At least three "4" Ratings; and No "2" or "1" Ratings
3 Meets District Standards	<ul style="list-style-type: none"> "3" and "4" Ratings; No more than one "2" Rating; and No "1" Ratings
2 Partially Meets District Standards	<ul style="list-style-type: none"> Two "2" Ratings; or One "1" Rating <i>Assistance Plan Required</i>
1 Does Not Meet District Standards (Unsatisfactory)	<ul style="list-style-type: none"> At least two "1" Ratings <i>Assistance Plan required</i> <i>Peer Assistance and Review (PAR) required</i>

An evaluatee who receives an Overall Rating of 2 or 1 in more than one (1) Standard shall be evaluated annually until the evaluatee is no longer required to have an Assistance Plan or participate in the PAR program

SECTION 3: COMMENTS BY EVALUATOR

Areas of outstanding performance/expected growth/additional comments:

SECTION 4: COMMENTS BY EVALUATEE

Evaluatee may attach a written response. Comments must be submitted in writing within fourteen (14) calendar days

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

Evaluator's Signature	Date	Evaluatee's Signature	Date
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**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH-LANGUAGE PATHOLOGISTS EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard I- Direct Service/Instructional Support	4	3	2	1
1.1 Provides services to support high expectations for the educational success of all students	Proactively provides services to support high expectations for the educational success of all students.	Consistently provides services to support high expectations for the educational success of all students.	Intermittently provides basic services to support high expectations for the educational success of all students.	Does not demonstrate services to support high expectations for the educational success of all students.
1.2 Uses a variety of material, methods and strategies to remove barriers to learning and promote active student participation	Continually uses a variety of materials, methods and strategies to remove barriers to learning and promote active student participation.	Consistently uses a variety of materials, methods and strategies to remove barriers to learning and promote active student participation.	Intermittently uses a variety of materials, methods and strategies to remove barriers to learning and promote active student participation.	Rarely uses a variety of material, methods and strategies to remove barriers to learning and promote active student participation.
1.3 Assists in the development and implementation of specialized programs for students and families	Continually assist in the development and implementation of specialized programs for students and families.	Consistently assists in the development and implementation of specialized programs for students and families.	Intermittently assists in the development and implementation of specialized programs for students and families.	Does not assist in the development and implementation of specialized programs for students and families.
1.4 Implements speech and/or language therapy in areas such as: articulation, receptive/expressive language, voice and fluency	Proactively provides services to support the improvement of articulation, receptive/expressive language, voice and fluency.	Consistently provides services to support the improvement of articulation, receptive/expressive language, voice and fluency.	Intermittently provides basic services to support the improvement of articulation, receptive/expressive language, voice and fluency.	Does not provide service to support the improvement of articulation, receptive/expressive language, voice and fluency.
1.5 Develops and/or provides modifications and accommodations based on student's communicative needs	Proactively recognizes and provides modifications and accommodations based upon the student communication needs.	Consistently recognizes and provides modifications and accommodations based upon the student communication needs.	Seldom recognizes and provides modifications and accommodations based upon the student communication needs.	Does not recognizes or provides modifications and accommodations based upon the student communication needs.
1.6 Utilizes service delivery models to include direct therapy, inclusion, consultation with staff and/or parents reasonable to the students IEP	Designs innovative multi-dimensional approaches to include multiple types of delivery models to support the students IEP goals.	Consistently provides multi-dimensional approaches to include multiple types of delivery models to support the students IEP goals.	Utilizes one or two service delivery models to support the students IEP goals.	Utilizes one delivery model to meet the students IEP goals.
1.7 Systematically plans and carries out a variety of appropriate intervention techniques and treatment strategies that reflect developmentally appropriate goals and objectives outlined by the students IEP	Systematically uses a variety of intervention techniques and treatment strategies to that are developmentally appropriate and meet the goals established in the IEP.	Consistently uses a variety of intervention techniques and treatment strategies to that are developmentally appropriate and meet the goals established in the IEP.	Attempts to uses a variety of intervention techniques and treatment strategies to that are developmentally appropriate and meet the goals established in the IEP.	Seldom uses a variety of intervention techniques and treatment strategies to that are developmentally appropriate and meet the goals established in the IEP.
1.8 Collaborates to create measurable, functional goals and objectives	Proactively creates goals that are measurable and functional, connected to academic achievement and success.	Consistently creates goals that are measurable and functional, connected to academic achievement and success.	Intermittently creates goals that are measurable and functional, connected to academic achievement and success.	Does not consistently create goals that are measurable and functional, connected to academic achievement and success.
1.9 Ensures IEP correctly states recommended therapist service delivery and time required	IEP is written accurately stating the recommended levels of service with appropriate time allocations.	IEP is written indicating the recommended levels of service with appropriate time allocations.	IEP is written stating the recommended levels of service with time allocations.	IEP is not written accurately and does not include recommended levels of service with appropriate time allocations.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH-LANGUAGE PATHOLOGISTS EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
Standard II - Assessments	4	3	2	1
2.1 Uses and interprets a variety of assessments to evaluate/monitor student needs	Purposefully uses and interprets a variety of assessment to evaluate and monitor student's needs.	Consistently uses and interprets a variety of assessments to evaluate and monitor student's needs.	Occasionally uses and interprets a variety of assessments to evaluate and monitor students' need.	Does not use and interpret a variety of assessments to evaluate and monitor students' needs.
2.2 Collects data from and integrates assessment results to influence planning and interventions	Efficiently collects data and integrates assessment results to influence planning and interventions.	Consistently collects data and integrates assessment result to influence planning and interventions.	Occasionally collects data and integrates assessment result to influence planning and interventions.	Rarely collects data and integrates assessment result to influence planning and interventions.
2.3 Applies assessment results to develop the appropriate interventions and services	Efficiently applies assessment results to develop appropriate interventions and services.	Consistently applies assessment results to develop appropriate interventions and services.	Intermittently applies assessment results to develop appropriate interventions and services.	Does not apply assessment results to develop appropriate interventions and services.
2.4 Communicates assessment results to a variety of audiences (parents, students, staff) in a useful, sensitive and culturally appropriate manner	Effectively communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.	Consistently communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.	Attempts to communicate assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.	Seldom communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.
2.5 Selects and utilizes assessment tools as appropriate to evaluate students communicative needs and skills relative to the age, developmental level and functional abilities	Effectively uses a variety of assessment tools to evaluate students' communicative needs and skills relative to age, developmental level and functional abilities.	Consistently uses a variety of assessment tools to evaluate students' communicative needs and skills relative to age, developmental level and functional abilities.	Attempts to use a small selection of assessment tools to evaluate students' communicative needs and skills relative to age, developmental level and functional abilities.	Seldom uses a variety of assessment tools to evaluate students' communicative needs and skills relative to age, developmental level and functional abilities.
2.6 Analyzes and summarized collected evaluation data	Effectively analyzes and summarizes data at a level parents can understand.	Consistently analyzes and summarizes data at a level parents can understand.	Attempts to analyze and summarizes data at utilizing academic language that a parent may not understand.	Does not consistently analyze and summarize data at a level parents can understand.
2.7 Observes student within the context of performance when possible	Effectively observes the student within the academic setting to support IEP goals.	Consistently observes the student within the academic setting to support IEP goals.	Occasionally observes the student within the academic setting to support IEP goals.	Does not observe the student within the academic setting to support IEP goals.
2.8 Determines individual's functional abilities and problems as related to performance areas	Purposefully determines functional abilities and problems based upon a variety of assessments and observations.	Consistently determines functional abilities and problems based upon a variety of assessments and observations.	Occasionally determine functional abilities and problems based upon a variety of assessments and observations.	Does not determine functional abilities and problems based upon a variety of assessments and observations.
2.9 Reviews significant history and utilizes applicable assessment result to address area of need	Effectively reviews significant educational history and previous assessments to specifically address the area of need.	Consistently reviews significant educational history and previous assessments to specifically address the area of need.	Often reviews significant educational history and previous assessments to specifically address the area of need.	Does not review significant educational history and previous assessments to specifically address the area of need.
2.10 Utilizes assessment data to determine extent, type and severity of disability	Effectively uses a balanced approach to determine the extent and type of disability and speech/language services.	Consistently uses a balanced approach to determine the extent and type of disability and speech/language services.	Occasionally uses a balanced approach to determine the extent and type of disability and speech/language services.	Does not use a balanced approach to determine the extent and type of disability and speech/language services.
2.11 Writes functional, educationally relevant, measurable goals and objectives that reflect the student's functional needs and expected outcomes	Effectively writes functional, educationally relevant, measurable goals that reflect the student's functional needs to be successful in life and the educational setting.	Consistently writes functional, educationally relevant, measurable goals that reflect the student's functional needs to be successful in life and the educational setting.	Frequently writes functional, educationally relevant, measurable goals that reflect the student's functional needs to be successful in life and the educational setting.	Does not write functional, educationally relevant, measurable goals that reflect the student's functional needs to be successful in life and the educational setting.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH-LANGUAGE PATHOLOGISTS EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
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Standard III - Program and Planning	4	3	2	1
3.1 Implements best practices for speech language therapy	Purposefully implements best practices.	Consistently implements best practices.	Occasionally implements best practices.	Does not implement best practices.
3.2 Provides justifiable, functional and educationally relevant services	Effectively provides defensible, functional and educationally relevant services to improve program and student success.	Consistently provides defensible, functional and educationally relevant services to improve program and student success.	Occasionally provides defensible, functional and educationally relevant services to improve program and student success.	Does not provide defensible, functional and educationally relevant services to improve program and student success.
3.3 Implements information obtained through conferences, courses, in-services and self-study to maintain current practice standards	Effectively implements strategies and information obtained through professional development to support current practice standards.	Consistently implements strategies and information obtained through professional development to support current practice standards.	Occasionally implements strategies and information obtained through professional development to support current practice standards.	Does not implement strategies and information obtained through professional development to support current practice standards.
3.4 Develops, plans and prioritizes specialized services and programs	Efficiently develops, plans and prioritizes specialized services and programs.	Consistently develops, plans and prioritizes specialized services and programs.	Occasionally develops, plans and prioritizes specialized services and programs.	Rarely develops, plans and prioritizes specialized services and programs.
3.5 Applies understanding of normal child development as well as knowledge of various disabilities	Effectively applies understanding of normal child development as well as knowledge of the various disabilities to the education setting.	Consistently applies understanding of normal child development as well as knowledge of the various disabilities to the education setting.	Occasionally applies understanding of normal child development as well as knowledge of the various disabilities to the education setting.	Rarely applies understanding of normal child development as well as knowledge of the various disabilities to the education setting.
3.6 Works collaboratively with the team/outside agencies/community resources to develop and provide a system of support that enhances student learning experiences	Continuously works collaboratively with the team and outside agencies to develop and support system that enhances student learning experiences consistent with program requirements.	Regularly works collaboratively with the team and outside agencies to develop and support system that enhances student learning experiences consistent with program requirements.	Occasionally works collaboratively with the team and outside agencies to develop and support system that enhances student learning experiences consistent with program requirements.	Rarely works collaboratively with the team and outside agencies to develop and support system that enhances student learning experiences consistent with program requirements.
3.7 Demonstrates knowledge of disciplines within the educational settings	Efficiently demonstrates knowledge of discipline within the educational setting.	Consistently demonstrates knowledge of discipline within the educational setting.	Occasionally demonstrates knowledge of discipline within the educational setting.	Does not demonstrate knowledge of discipline within the educational setting.

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH-LANGUAGE PATHOLOGISTS EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
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Standard IV - Consultation and Contribution to the Learning Environment	4	3	2	1
4.1 Develops effective rapport with staff and parents in order to collaborate as a team to promote the child's educational goals	Consistently develops effective rapport with staff and parents in order to collaborate as a team to promote the child's educational goals.	Often develops effective rapport with staff and parents in order to collaborate as a team to promote the child's educational goals.	Occasionally develops rapport with staff and parents in order to collaborate as a team to promote the child's educational goals.	Does not develop effective rapport with staff and parents in order to collaborate as a team to promote the child's educational goals.
4.2 Follows through with recommendations given and delegated responsibilities in a timely manner	Effectively follows through with recommendations given and delegated responsibilities in a timely manner.	Consistently follows through with recommendations given and delegated responsibilities in a timely manner.	Occasionally follows through with recommendations given and delegated responsibilities in a timely manner.	Does not follow through with recommendations given and delegated responsibilities in a timely manner.
4.3 Facilitates the delivery of services to maximize learning	Proactively facilitates the delivery of services to maximize learning and success.	Usually facilitates the delivery of services to maximize learning and success.	Intermittently facilitates the delivery of services to maximize learning and success.	Does not facilitate the delivery of services to maximize learning and success.

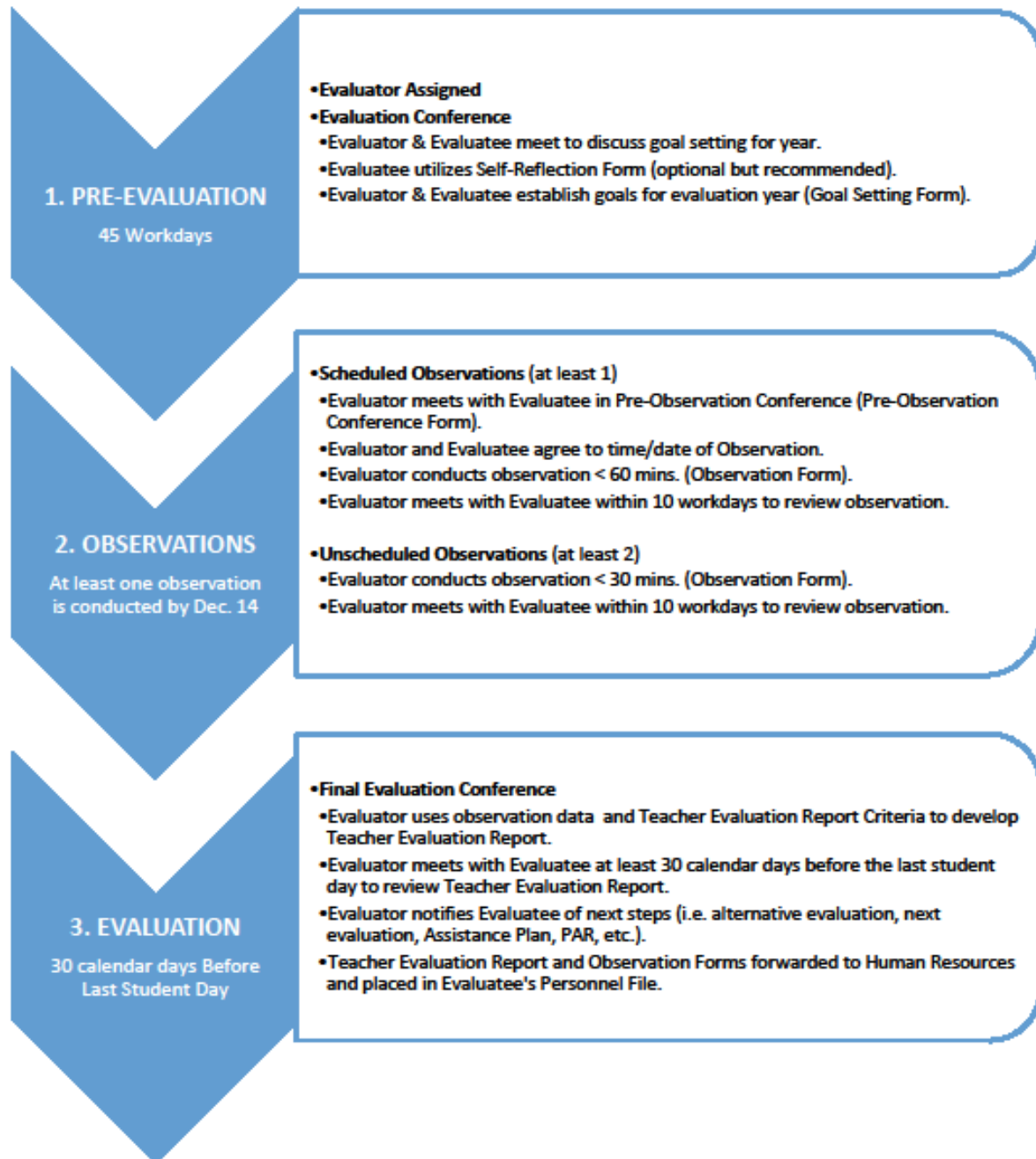
**MORENO VALLEY UNIFIED SCHOOL DISTRICT
SPEECH-LANGUAGE PATHOLOGISTS EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exceeds District Standards	3 = Meets District Standards	2 = *Partially Meets District Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet District Standards (Unsatisfactory) *Requires Comment
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Standard V - Professional Responsibilities	4	3	2	1
5.1 Respects and maintains confidentiality	Effectively respects and maintains confidentiality with parents, colleagues and community.	Consistently respects and maintains confidentiality with parents, colleagues and community.	Occasionally respects and maintains confidentiality with parents, colleagues and community.	Does not maintain confidentiality with parents, colleagues and community.
5.2 Supports District, Department and School Mission and Vision	Effectively supports District, Department and school mission and vision.	Consistently provides education, support and training to improve student achievement.	Occasionally provides education, support and training to improve student achievement.	Rarely provides education, support and training to improve student achievement.
5.3 Fulfills Departmental responsibilities and expectations	Efficiently fulfills departmental responsibilities and expectations.	Consistently facilitates the delivery of services to maximize learning.	Intermittently facilitates the delivery of services to maximize learning.	Does not facilitate the delivery of services to maximize learning.
5.4 Updates student caseloads and submits appropriate reports when requested Does tasks in a timely manner including IEP's	Purposefully updates student caseloads and submits appropriate reports as requested.	Consistently updates student caseloads and submits appropriate reports as requested.	Intermittently updates student caseloads and submits appropriate reports as requested.	Does not update student caseloads and submits appropriate reports as requested.
5.5 Demonstrates effective interpersonal skills/relationships	Effectively demonstrates effective interpersonal skills and effectively build positive relationships.	Consistently demonstrates effective interpersonal skills and effectively build positive relationships.	Attempts to demonstrate effective interpersonal skills and effectively build positive relationships.	Does not demonstrate effective interpersonal skills and effectively build positive relationships.
5.6 Treats other team members with respect at all times	Effectively treats team members with respect at all times.	Consistently treats team members with respect at all times.	Attempts to treat team members with respect at all times.	Does not treat team members with respect at all times.
5.7 Resolves concerns and problems in an appropriate and timely manner	Effectively resolves concerns and problems in an appropriate and timely manner with positive results.	Consistently resolves concerns and problems in an appropriate and timely manner with positive results.	Occasionally resolves concerns and problems in an appropriate and timely manner.	Does not resolve concerns and problems in an appropriate and timely manner with positive results.
5.8 Understand and accommodates multicultural and individual differences	Effectively understands and accommodates for multicultural and individual differences.	Consistently understands and accommodates for multicultural and individual differences.	Occasionally understands and accommodates for multicultural and individual differences.	Does not understand and accommodates for multicultural and individual differences.

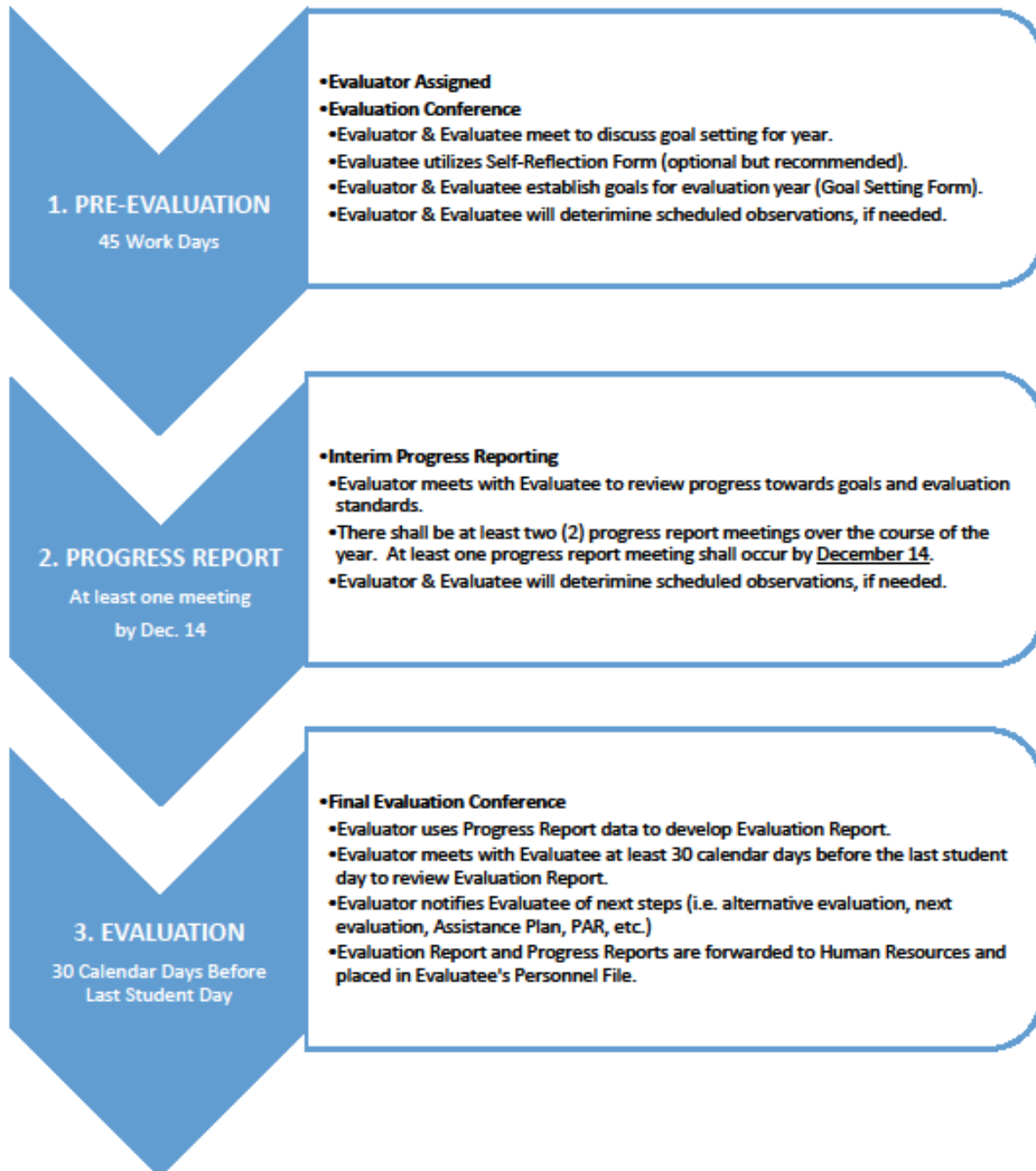
Three Step Evaluation Process

MORENO VALLEY UNIFIED SCHOOL DISTRICT THREE-STEP EVALUATION PROCESS



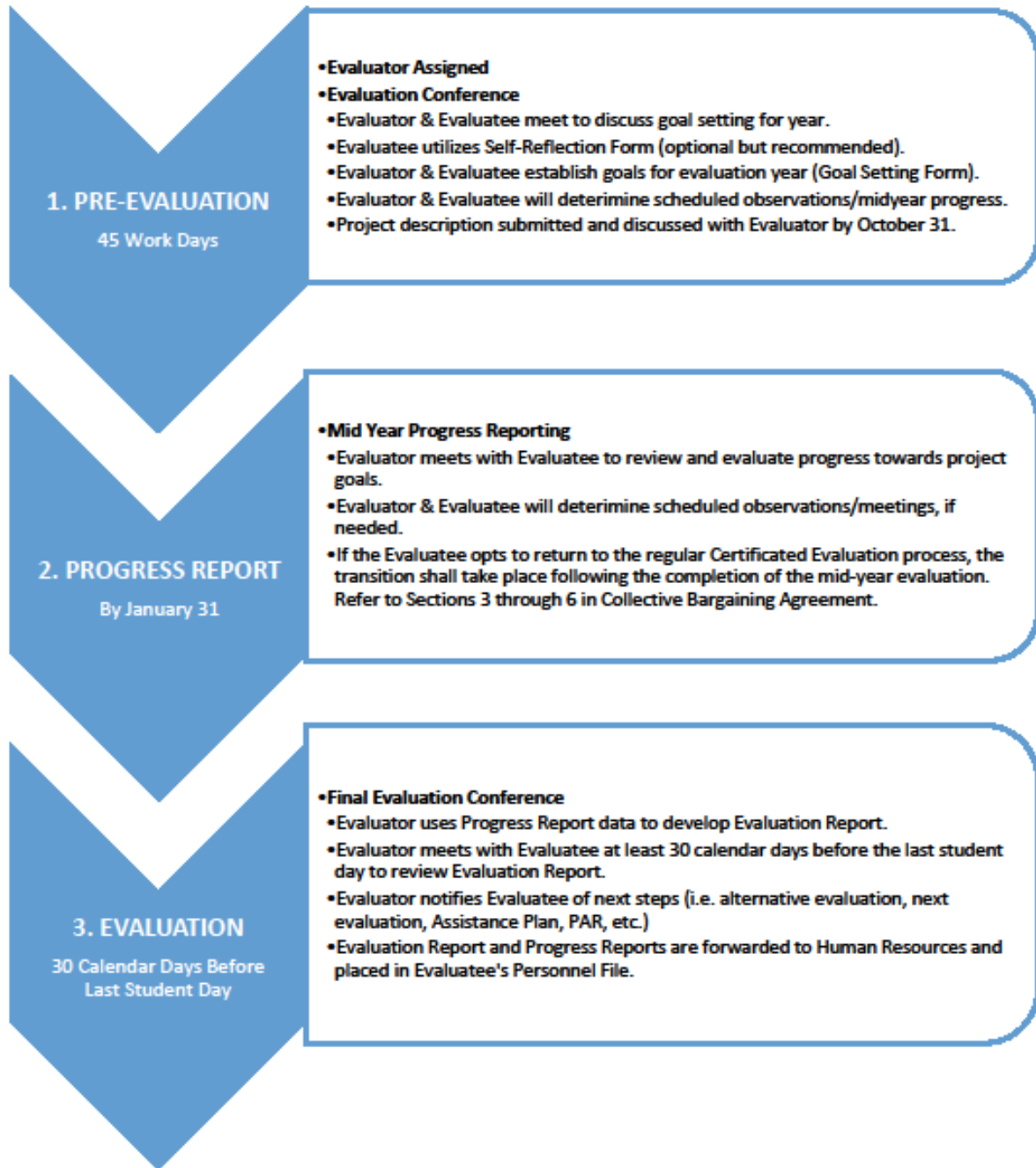
Three Step Evaluation Process – Non-Classified Teacher, Psychologist, Nurse and Counselor

MORENO VALLEY UNIFIED SCHOOL DISTRICT
THREE-STEP EVALUATION PROCESS
(NON-CLASSROOM TEACHER, PSYCHOLOGIST, SCHOOL NURSE, AND SCHOOL COUNSELOR)



Three Step Evaluation Process Alternative Evaluation

MORENO VALLEY UNIFIED SCHOOL DISTRICT
THREE-STEP EVALUATION PROCESS
Alternate Evaluation



Certificated Substitute Performance Evaluation

Print Form

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
Certificated Substitute Performance Evaluation**

HR OFFICE USE ONLY
Director: _____
Substitute Desk: _____

Substitute Teacher's Name (First & Last)

Date of Assignment

Teacher's Name (First & Last)

LONG TERM ASSIGNMENT

School Site

Grade/Subject

From (time period) To

Rating: Y = Yes
N = No

I. Dress/Appearance

- ___ Professional
- ___ Clean and Neatly Groomed

II. Timeliness

- ___ Reported on Time
- ___ Stayed for Teacher's Full Day
- ___ Performed Teacher's Adjunct Duties

III. Lesson Plans

- ___ Followed Teacher's Lesson Plans
- ___ Notified Office if Lesson Plans Not Available
- ___ Used Materials Approved by Principal

IV. Discipline

- ___ Exercised Adequate Classroom Control
- ___ Followed Established Discipline Policy and Classroom Rules
- ___ Used Appropriate Language

V. Feedback

- ___ Left Adequate Notes for Teacher
- ___ Left Classroom in Good Condition

Comments:

If NO, please explain:

I certify that I have had the opportunity to discuss this performance evaluation and understand that a copy will be placed in my Personnel file.

Principal or Designee's Signature

Date

Substitute Employee Signature

Teacher's Signature

Date

Date

COMPLETE THIS SECTION ONLY FOR "DO NOT USE" LIST

Please be advised that I wish to have _____ placed on the "DO NOT USE" list of Certificated subs for this school site:

APPENDIX E

Grievance Form, Level 1 and 2

Grievance Number: _____

(Call Association for Number)

MORENO VALLEY UNIFIED SCHOOL DISTRICT Certificated Grievance Form - Level 1 and 2

A grievance is a claim by an employee that an express term of the Certificated Employees Collective Bargaining Agreement has been violated by the District and that because of such violation, an employee's rights have been adversely affected.

Before submitting a written grievance, the grievant shall first have a conference with the employee's immediate supervisor to present the grievance orally and to attempt to resolve it informally.

If the attempt at informal resolution is not successful, the grievance shall be reduced to writing using this form which must be submitted to the employee's immediate supervisor within 20 working days of the claimed violation. The administrator shall answer the grievance in writing with 10 working days after receipt of the grievance.

Employee Name: _____ Work Location: _____

Date of Grievance: _____ Date Filed: _____

Statement of Grievance:

Specific Sections and Terms of Agreement Violated:

Remedy Sought:

Signature of Grievant: _____ Date: _____

LEVEL ONE: Informal Conference

Name of Supervisor: _____ Date of Conference: _____

LEVEL TWO: Immediate Supervisor

Supervisor's Signature: _____ Date Received: _____

Immediate Supervisor's Decision (Render within 10 workdays):

Grievance Resolved: _____ Decision Appealed: _____

Signature of Grievant: _____ Date: _____

Record Copy - Attach to Level 3, 4, 5 Form if Grievance is not resolved
Association Copy - Detach and mail after Level 2
Grievant Copy - Detach after Level 2

Rev (09/01)

Grievance Form, Level 3, 4 and 5

Grievance Number: _____
(Call Association for Number)

MORENO VALLEY UNIFIED SCHOOL DISTRICT Certificated Grievance Form - Level 3, 4, and 5

LEVEL THREE: Superintendent (submit within 10 days of Level Two decision)

Superintendent's Signature: _____ Date Received: _____

Superintendent's Decision:

Grievance Resolved: _____ Decision Appealed: _____

Signature of Grievant: _____ Date: _____

If Level Three decision is appealed, submit immediately to MVEA

LEVEL FOUR: Mediation by Association (submit within 10 workdays of Level Three decision):

Date of Request for Mediation: _____

Date of Request for Mediator Submitted to CSCS (submit within 5 days of request for mediation: _____

Decision of Mediator

Grievance Resolved: _____ Decision Appealed: _____

Signature of Grievant: _____ Date: _____

LEVEL FIVE: Arbitration (submit within 10 workdays of Level Four decision):

Date of Request for Arbitration: _____

Name of Arbitrator agreed to: _____

Decision of Arbitrator:

APPENDIX F

Salary Agreement for Employees Paid on a Twelfthly Basis



APPENDIX F

**SALARY AGREEMENT FOR EMPLOYEE PAID
ON A TWELFTHLY BASIS**

I, _____ hereby request that I be paid my salary as a certificated employee of the Moreno Valley Unified School District on a twelfthly basis, effective July 1, 20____. I understand that I may be paid salary amounts in advance of my earning such amounts; and I agree that if I fail to earn such amounts by the end of the school year, or by the termination of my employment (whichever first occurs), the District may withhold from my final paycheck(s) a sum equal to any unearned amounts paid me in advance. If my final paycheck(s) will not cover such amounts, I agree to repay the District for any unearned amounts paid me, such payment to be made at the time of termination.

Signature_____

Date_____

APPENDIX G

Notice of Suspension from Class



APPENDIX G

MORENO VALLEY UNIFIED SCHOOL DISTRICT NOTICE OF SUSPENSION FROM CLASS

Dear Parent or Guardian of _____
Student Name Date

Street City State Zip

Your son/daughter has been suspended from _____
Class Period Track

on _____ and may return to class on _____
Date(s)

Education Code Section 48910 states that teachers may suspend any pupil from his or her class, for any acts enumerated in Section 48900 of the California Education Code for the day of the suspension and the day following. The acts listed in the Education Code 48900 which your child violated was/were:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> (a) Caused, attempted to cause, or threatened to cause physical injury to another person. <input type="checkbox"/> (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any other object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred in by the principal or the designee of the principal. <input type="checkbox"/> (c) Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind. <input type="checkbox"/> (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind. <input type="checkbox"/> (e) Committed robbery or extortion. <input type="checkbox"/> (f) Caused or attempted to cause damage to school property or private property. <input type="checkbox"/> (g) Stole or attempted to steal school or private property. <input type="checkbox"/> (h) Possessed or used tobacco, or any products containing tobacco or nicotine products. <input type="checkbox"/> (i) Committed an obscene act or engaged in habitual profanity or vulgarity. <input type="checkbox"/> (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia. <input type="checkbox"/> (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. | <ul style="list-style-type: none"> <input type="checkbox"/> (l) Knowingly received stolen school property or private property. <input type="checkbox"/> (m) Possession of an imitation firearm. <input type="checkbox"/> (n) Committed or attempted to commit a sexual assault or committed a sexual battery. <input type="checkbox"/> (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding. <input type="checkbox"/> (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. <input type="checkbox"/> (q) Engaged in, or attempted to engage in, hazing as defined in sec. 32050 <input type="checkbox"/> (r) A pupil who aids or abets the infliction or attempted infliction of physical injury to another person. <input type="checkbox"/> 48900.2 & 212.5 Sexual harassment of any kind. <input type="checkbox"/> 48900.3 Students in grades 4-12 that have caused, attempted to cause, threatened to cause, or participated in any act of hate violence or interfering with the constitutional rights of another person because of the person's race, color, religion, ancestry, national origin or sexual orientation, as defined in Education Code 33032.5 <input type="checkbox"/> 48900.4 Students in grades 4-12 who intentionally engage in harassment, threats or intimidation, directed against a pupil or a group of pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. <input type="checkbox"/> 48900.7 Student will not participate in terroristic threats against school officials or school property or both. |
|--|--|

Specifically, your child: (description of incident) _____

After repeated attempts to correct your child's behavior and Pursuant to Education Code 48903, state law requires a parent/teacher conference regarding your son/ daughter's behavior:

I will be able to meet with you on _____ at _____
Date Time

A telephone call was made on _____ at _____ to _____
Date Time Phone Number

I was unable to make contact by phone. If the above date and time is not convenient to meet, please call the school to schedule a more convenient time to meet. I am anxious to work with you to provide an appropriate program for your child. If you have a better method to contact you, please print it on the line _____

Besides a phone attempt, you are being informed of this suspension by: letter mailed to the above address. letter hand delivered.

Teacher Name School Phone Number

Other contact information _____

APPENDIX H

Flexible Scheduling Exchange Contract



APPENDIX H

MORENO VALLEY UNIFIED SCHOOL DISTRICT

Flexible Scheduling Exchange Contract
Article XIV – Section 9

Date Submitted: _____

Unit members entering into the exchange contract:

Teacher _____ Grade Level/Track _____ School _____

Teacher _____ Grade Level/Track _____ School _____

Reason:

Number of days each: _____

1. _____ will work for _____
Teacher Teacher
on the following days: _____

2. _____ will work for _____
Teacher Teacher
on the following days: _____

We hereby agree to the terms stated above and take full responsibility for the fulfillment of this contract. We also understand that any changes must be approved by the site administrator(s) at least ten (10) workdays prior to the agreement. Failure to carry out the service obligations under the approved exchange agreement will result in a loss of pay for the unit member who fails the contractual agreement.

Signature/Teacher _____

Signature/Teacher _____

Approved Disapproved

Approved Disapproved

Reason: _____

Reason: _____

Signature/Principal _____

Signature/Principal* _____

*If second site is involved.

SIDE LETTER AGREEMENTS

Article IV – Association Rights, Section 2 – District Mail

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
AND
ASSOCIATED TEACHERS OF METROPOLITAN RIVERSIDE**

**SIDE LETTER AGREEMENT
TO ARTICLE IV, SECTION 2**

The Moreno Valley Unified School District ("the District") and the Associated Teachers of Metropolitan Riverside, Moreno Valley Caucus ("the Association"), agree as follows:


The Association may use the District's internal mail system to the extent permitted by law. The District and the Association agree that the issue of whether the Association as the exclusive representative may use the District's site-to-site pouch system is unsettled legally. The District and the Association therefore agree that the Association may use the pouch system on the same basis it has in the past, with the understanding that such usage will cease if it is found to be unlawful. The Association agrees that it shall be legally responsible for any fines, penalties or fees assessed against the Association or the District resulting from the Association's continued use of the pouch system during the time that the Association's right to use the system is legally unsettled.

Dated: February 25, 1989


Moreno Valley Unified
School District

Associated Teachers of Metropolitan
Riverside, Moreno Valley Caucus

By


Lester Johnson
Assistant Superintendent
Personnel Services

By


Craig Gesner
Negotiations Spokesperson

Article VIII – Employee Benefits, One-Time Cost Reduction

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
AND
MORENO VALLEY EDUCATORS ASSOCIATION**

Side Letter

Article VIII - Employee Benefits

The Moreno Valley Unified School District and the Moreno Valley Educators Association agree to the following provisions:

An amount of \$725 shall be applied toward reduction of premium for those employees with out-of-pocket medical premiums for the 2004-05 school year. This one-time contribution may only be applied to benefit premiums. The intent of this language is to use the \$725 reduction for benefit premiums only and not for any other form of compensation. Less than full-time employees shall receive a prorated share of the \$725 toward reduction of out-of-pocket medical premiums.

The Fringe Benefits Committee shall look at long-term or ongoing benefit solutions. The committee shall report back to the bargaining team by January 2005. It is the intent of this agreement to have in place future benefit modifications prior to the May 2005 open enrollment.



Moreno Valley Unified School District

9-16-04

Date



Moreno Valley Educators Association

9/16/04

Date

Article X – Hours and Assignments, Section 1 – Psychologist Assignments

Moreno Valley Unified School District
And
Moreno Valley Educators Association

SIDE LETTER AGREEMENT ARTICLE X, SECTION 1

The Moreno Valley Unified School District (the District) and Moreno Valley Educators Association (the Association) agree as follows:

1. Psychologist assignments shall be as follows:
 - a. Psychologists shall be assigned to a Team of Professional Psychologists (TOPPs) to service students within a cohort of schools (Pre-K-Adult). Assignments beginning the 2014-15 school year shall be based on the 2013-2014 assignments. The TOPPs approach is intended to increase professional autonomy, collaboration, and the sharing of expertise in cases for the purpose of preventing overload of primary site psychologists during high volume periods and meeting legal requirements. Planning and cooperation is strongly encouraged. A special education administrator may assign cases within the cohort(s) to other psychologists if cooperation is not forthcoming.
 - b. To the extent possible psychologists shall be assigned to no more than 2 sites as the primary psychologist within the TOPPs. These assignments shall be reviewed annually considering numbers of assessments and the impact of program additions or changes.
 - c. Each primary psychologist shall be responsible for school psychological services (such as but not limited to develop assessment plan, conduct testing, write the report, coordinate the IEP, present the assessment at the IEP) at his/her assigned site(s) unless another psychologist has accepted or been assigned a case.
 - d. In order to share expertise, the psychologists within a TOPPs may opt to trade assessments or various duties if mutually agreed upon. The caseload numbers shall remain the same for each respective primary site psychologist. Sharing of assessments is encouraged in order to balance caseloads and varying fluctuations at various sites during high number months or weeks. When primary psychologists are not reaching their maximum numbers they shall work within their cohort to share cases at other sites within the cohort.
 - e. If a case is assigned to and/or conducted by a psychologist other than the primary site psychologist, the assigned psychologist shall be responsible for all psychological services (such as but not limited to develop assessment plan, conduct testing, write the report, coordinate the IEP, present the assessment at the IEP) unless mutually agreed upon within the TOPPs to share any of the above responsibilities. The assigned psychologist's responsibilities for the case shall conclude upon parent consent of the related IEP.
1. For the 2014-15 school year, one (1) psychologist and the K-12 Bilingual psychologist shall not be assigned to a specific TOPPs cohort. Instead, these psychologists shall be assigned with the specific purpose of lowering assessment caseloads and meeting the needs of English Learners throughout the District. These psychologists shall cooperate with all the TOPPs cohorts.

- g. SEI PA psychologists who are also licensed clinicians are in a separate category and function as primary site psychologists for non-public school, Alessandro, and Educationally Related Mental Health Services (ERMHS) caseloads. These psychologists shall not be assigned a cohort.
- h. Each year the TOPPs and assignments shall be reviewed with a long term goal of aligning assignments to geographic feeder schools and balancing assessment caseloads.

2. Caseloads

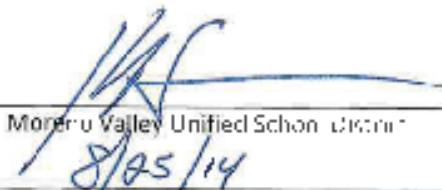
- a. The annual caseloads for psychologists shall be defined as the total number of "assessments" (review of records, manifest determinations, functional behavior analyses, psycho-educational assessments, or any additional psychological, behavioral, or emotional assessments).
- b. Within each TOPPs cohort, a psychologist's case load shall not exceed 100. For a cohort of 6, for example, 600 would be the maximum caseload for the whole cohort. Each cohort will work together to help keep caseloads as balanced as possible. The District and Association will work toward providing more clerical support for elementary psychologists for the purpose of scheduling, filing, and other clerical needs.
- c. Any psychologist not assigned to a TOPPs cohort shall have a caseload not to exceed 100.
- d. The psychologist shall serve as case manager/carer for initials only. The psychologist on the initial assessment shall obtain and distribute the signed assessment plan, complete and distribute meeting notice, and schedule and conduct the meeting. The scheduling and associated documentation/paperwork of all other IEPs shall be the responsibility of the primary case manager/carer.
- e. Caseloads will be monitored by special education through monthly assessment logs. The Association and the District shall meet at least by the end of the first semester each year to analyze and monitor the caseload balances. Either the Association or the District can request to meet sooner, if needed, and the parties shall come together.

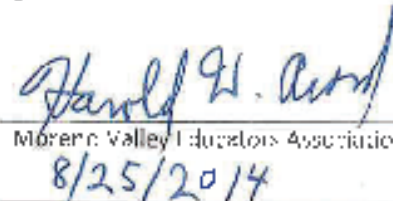
3. Flex Days

- a. The purpose of the 2014-2015 flex days is for the cohorts to discuss how to effectively, efficiently, and equitably provide services and assessments to the students in the cohort.
- b. The psychologists shall follow Article XXXIII - Restructuring Plans to plan and implement flex days.

4. Intern psychologists shall be assigned through the District's Human Resources Division. To the extent possible interns shall be assigned with priority to psychologists with the highest caseload.

5. The caseload for part-time psychologists shall be prorated using the numbers in section 2-Caseloads above.


 Moreno Valley Unified School District
 Date: 8/25/14


 Moreno Valley Educators Association
 Date: 8/25/2014

Article XIII – Class Size, Section 2 – Caseloads

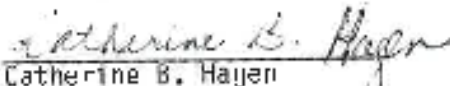
MORENO VALLEY UNIFIED SCHOOL DISTRICT
AND
ASSOCIATED TEACHERS OF METROPOLITAN RIVERSIDE

SIDE LETTER

The Moreno Valley Unified School District (the "District") and the Associated Teachers of Metropolitan Riverside (the "Association") agree that Article XIII, Section 2 (Class Size-Class Averages) will be interpreted as follows:

1. If a teacher in a multi-period assignment has one student in more than one period (or equivalent thereof), the student shall be counted for each period in which he/she is assigned, pursuant to past practice.
2. If a teacher in a multi-period assignment is assigned to a team-teaching or other multi-teacher assignment, the class size in any period of such assignment shall be computed by dividing the total number of students assigned to the teachers for the period by the total number of teachers (or full-time equivalents) assigned to the students.

Moreno Valley Unified
Unified School District


Catherine B. Hagen


Robert C. Lee

Associated Teachers of
Metropolitan Riverside


Dar Threatt

Dated: July 15, 1983

High School Nine Period Day Assignments

MORENO VALLEY UNIFIED SCHOOL DISTRICT

AND

MORENO VALLEY EDUCATORS ASSOCIATION

SIDE LETTER

HIGH SCHOOL NINE PERIOD DAY ASSIGNMENTS

The implementation of the High School Nine Period Day will commence with the 2000-2001 school year. The Moreno Valley Unified School District (the "District") and the Moreno Valley Educators Association (the "Association") agree that:

1. During the implementation of the High School Nine Period Day schedule, the faculty and administration will meet to discuss the most equitable determination of start time assignments. It is the intent of this Side Letter to allow the faculty and administrator of the designated High School Sites to determine start time assignments to the greatest extent possible on a collaborative basis. The District retains the right to make final assignments. If start time assignment agreement is not reached during the process, the site administrator shall assign teachers using the following criteria:
 - (a) The educational needs of the program
 - (b) Seniority at the Site
 - (c) Seniority in the District
2. Unresolved conflicts regarding start time placement can be appealed to the Superintendent or designee who will render a decision within ten (10) workdays of written appeal.
3. At the conclusion of each school year, the faculty and site administration will meet to determine start time assignments for the following year. If agreement cannot be reached, the site administration will make decisions using the criteria listed above (See Article X, Section 1).
4. For the purpose of addressing start time assignments, unit members involuntarily placed on other than requested start times shall have the first right of assignment to a previously requested start time.
5. Teachers will not be required to work a split schedule.
6. With the exception of established adjunct duty assignments, no additional supervisory duties shall result from the adoption of the Nine Period Day.

This side letter will be reviewed by the District and Association annually or more frequently as mutually determined.

Date: 7-6-00

Katherine Underwood
Moreno Valley Unified School District

Emily M. Stewart
Moreno Valley Educators Association

Program Specialists

MORENO VALLEY UNIFIED SCHOOL DISTRICT

AND

MORENO VALLEY EDUCATORS ASSOCIATION

SIDE LETTER

The Moreno Valley Unified School District (the "District") and the Moreno Valley Educators Association (the "Association") agree that:

Upon the annual approval of the Board of Education, Program Specialists will work an eight (8) hour day for two hundred (200) days. They will be paid on a separate salary schedule which will reflect the number of days and hours worked and that State Teachers Retirement System (STRS) service will be credited. Effective July 1, 1991.

Dated: 3-25-91

Moreno Valley Unified
School District

By: 

Moreno Valley Educators
Association

By: 

Boundary Changes

**MORENO VALLEY UNIFIED SCHOOL DISTRICT
AND
MORENO VALLEY EDUCATORS ASSOCIATION**

**SIDE LETTER AGREEMENT
BOUNDARY CHANGES**

When boundary changes have been approved by the District, the following process shall be utilized by the District and the Association:

1. All unit members from the affected school(s) reassigned due to boundary changes must complete a Certificate Transfer Request Form.
2. After principals are given staffing allocations for any given school year, staffing assignments shall be made.
3. Every effort shall be made to place unit members from the affected school(s) in their current grade level or subject area. Priority shall be given to individuals involuntarily displaced.
4. Unit members from the affected schools shall have the opportunity to meet with principals. A setting shall be established to facilitate interaction between the unit members and principals. Unit members shall be assigned to school sites based upon appropriate credential, satisfactory evaluations, site program needs, District seniority, and transfer request forms.
5. Unit members from the affected schools shall have their current site seniority years transferred to their sites for year-round track and roving assignment purposes only.
6. All unit members shall be notified of their tentative assignment for the forthcoming year no later than 90 calendar days preceding the first day of the traditional work year. (Article X, Section 1)
7. All unit members from the affected schools shall be placed as soon as possible but no later than 90 calendar days preceding the first day of the traditional work year.
8. The District shall work collaboratively with the Association to facilitate the reallocation of text books and supplies with displaced unit members.
9. All other rights under Article XXI – Transfers shall apply.

10/7/04
Date
Olivia Hershey
Moreno Valley Unified School District

10/7/04
Date
John W. Allison
Moreno Valley Educators Association

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