

AGREEMENT

BY AND BETWEEN

Temple City Education Association

AND

Temple City Unified School District

2022 - 2025

AGREEMENT

1. This agreement ("Agreement") is entered into by and between the Governing Board of the Temple City Unified School District ("District") and the Temple City Education Association/California Teachers Association/National Education Association.
2. The District and the Association agree that they will make every effort to implement the provisions of the Agreement in a fair, reasonable, professional, and equitable manner.
3. This Agreement shall remain in full force and effect from July 1, 2021, through June 30, 2024.
4. The District agrees to meet and negotiate each year on the calendar.
5. During any period of negotiations over a new Article, a revision to an Article, or a successor Agreement, the parties agree to continue, and be bound by, the provisions, including the dynamic status quo, of the prior Article or Agreement until a successor agreement is negotiated, ratified, and adopted.
6. TCEA and the District will submit re-openers no later than March 1st of each year for the public sunshining of negotiation topics.
7. TCEA and the District shall reopen negotiations on Wages and Benefits and other articles by mutual agreement. Year one (1) and year two (2) of the contract years, TCEA and the District shall reopen negotiations on Wages and Benefits and up to three (3) other articles chosen by TCEA and three (3) other articles chosen by the District unless more articles are presented by mutual agreement. Year three (3) will be a successor agreement.

ARTICLE I RECOGNITION
(Revised 2021 - 2022)

1. The District recognizes the Temple City Education Association as the Exclusive Representative of the certificated bargaining unit.

- 1.1. The certificated bargaining unit shall INCLUDE: All full time, part time, temporary, probationary, and permanent classroom teachers, special education preschool teachers, teachers on special assignment (TOSA), counselors, Designated Instructional Services (DIS) counselors, librarians, psychologists, speech and language therapists, occupational therapists and fulltime or part time temporary employees hired for one semester or more.
- 1.2. All summer school teachers and certificated personnel employed under categorically funded programs.
- 1.3. The certificated bargaining unit shall EXCLUDE: Certificated substitutes, certificated employees hired exclusively as hourly employees, teacher assistants, consultants, supervisors, program specialists, summer school teachers employed by the Temple City Education Foundation or any other nonTCUSD entity, designated confidential and designated managerial employees as defined by the EERA (Educational Employment Relations Act), and classified employees.

ARTICLE II
DAYS, HOURS and ADJUNCT
DUTIES

(Revised 2022-2023)

1. **Professional and Adjunct Duties** - The District recognizes that unit members participate in professional and adjunct duties.
 - 1.1. Professional duties include but are not limited to supervision of pupils; providing direction to teacher aides; attending faculty, department, and grade level meetings; participating in staff development, parent conferences, open house, back-to-school night; and attending IEP/504/SST meetings.
 - 1.2. Adjunct duties include, but are not limited to supervising pupils for extracurricular activities; supervising and providing leadership in pupil organizations; and participating in parent, community, and school site activities.
2. The site principal shall make every effort to see that adjunct duty responsibilities of unit members are equally shared by all unit members at a particular school, seeking volunteers prior to assigning responsibilities to unit members.
 - 2.1. In exceptional circumstances, a unit member may be exempted from adjunct duties by the principal or designee. If an exemption is granted, the principal shall notify the president of TCEA.
3. **Work Year** – The work year for each year covered in this Agreement shall be 184 days for returning teaching unit members and 186 days for teaching unit members new to the District. It is agreed that the calendar for the school year shall be presented in Appendix A of this agreement.
 - 3.1. Extended Day/Year Unit Members (counselors, librarians, Athletic Director, psychologists, speech and language pathologists and occupational therapists) shall work 186 days excluding staff development days. In the event Extended Day/Year Unit Members are required to work more than 186 days (excluding staff development days), compensatory time in an equal amount of days shall be granted. If the principal requires attendance at staff development, compensatory time will be earned if attendance causes the unit member to exceed the 186-day work year. The use of compensatory time must be mutually agreed upon by the principal and unit member and exhausted in the same school year.
 - 3.2. Teaching days covered by this Agreement shall not exceed 180 days.
 - 3.3. Education Specialists who manage a full case load will have the flexibility to take four (4) half days or two (2) full days as on campus release days to fulfill legally required tasks.

4. **Staff Development Days** - The teaching salary schedule reflects the addition of two staff development days. All teaching unit members including part-time and job shares shall be required to attend all district staff development days in full.
5. **Work Day** - Unit members are to arrive and remain at school a sufficient amount of time to take care of student needs, attend scheduled conferences and meetings, and participate in professional and adjunct duties.
 - 5.1. Consideration has been given to the amount of time unit members spend in IEP/504/SST meetings. It is the expectation that facilitators will discuss meeting time constraints at the onset of the meeting. If these meetings have not concluded by 4:00 pm and 4:15 pm for TCHS, the meeting shall be halted and reconvened at another date and time. If all district IEP team members agree to continue the meeting beyond that time, the meeting can be extended to an agreed upontime.
 - 5.1.1. - Unit members are not obligated to attend IEP/504/SST meetings during their duty-free lunch.
6. **Break and Preparation Periods** - Each unit member shall be provided a minimum of thirty (30) minutes uninterrupted duty-free lunch daily, and a relief break of at least ten (10) minutes within every two and one-half (2.5) hour block of time.
 - 6.1. Each school staff and administration shall mutually develop and implement a plan, which meets this provision.
 - 6.2. Each teaching unit member shall receive an uninterrupted period for the purposes of preparation and planning.
 - 6.2.1. Secondary Teachers: The scheduled preparation period may also, if deemed necessary by the immediate administrator as a last option, be used for providing replacement services for a temporarily absent unit member:
 - a. The immediate supervisor must exhaust all other options, including substitute teachers, voluntary teachers, and administrators.
 - b. A unit member who provides replacement services for a temporarily absent unit member at the direction of the immediate supervisor shall be compensated at the instructional rate.
 - c. Replacement service may be required when another unit member is absent, no substitute teacher is available, and, in the judgement of the administrator, no administrator or counselor is available.
 - d. The site administrator shall make reasonable effort to distribute replacement assignments equitably via a rotating list of qualified staff members.

- 6.3. Each secondary teaching member shall be scheduled one fifty (50) minute period each day. Daily conference periods will be prorated at the unit members FTE. Each elementary unit member shall receive preparation time of at least 150 minutes per week evenly distributed within a minimum of three days.
- 6.4. The unit member shall remain on campus during this period for purposes of preparation/planning unless leaving campus is required to attend school or district business or unless an emergency occurs requiring the unit member's presence with notification to site administration.
- 6.5. No secondary unit member will have an open, non-paid period within his/her workday (must have consecutive periods).
- 6.6. Any secondary part-time unit member working 60% or less shall have his/her conference period before or after his/her regularly scheduled classes.
- 6.7. Section 6 may be modified by mutual agreement.

7. **Overload Assignments** - A full-time teaching assignment at the secondary level shall be five (5) teaching periods and one (1) conference period.

- 7.1. Any teaching assignment of a regular full-time unit member in addition to

the above shall be considered an overload.

7.2. The parties agree that overload assignments shall be kept to a minimum and only be authorized with the following procedure:

7.2.1. TCEA will be notified by the Personnel Department when the possibility of overloads exists.

7.2.2. Whenever there are four or more open sections within a credentialed area the District shall attempt to locate the services of a part-time teacher. If efforts to obtain the service of an additional teacher are unsuccessful, the District may solicit the services of a full-time qualified tenured teacher for overload assignment by contacting the affected department chairperson(s).

7.2.3. For each and every year an overload assignment is available, qualified part-time teachers will be offered the position first in order of seniority (not subject to an increase of FTE based on original hire date). If a part-time teacher does not exist or is not interested the overload assignment will be offered to the most senior qualified teacher within the department at the site based on the District seniority list. If the teacher declines the assignment or another overload exists for that same school year or subsequent years, the next senior teacher within the department at the site will be offered the overload assignment. Each year the process will begin where the previous year's list ended. This process will continue until the list is exhausted. At that time, the rotation will start again with the most senior teacher.

7.2.4. If an overload assignment cannot be filled within the department, other qualified unit members will be offered the assignment in order of seniority.

7.3. The procedure to fill an overload assignment for classes that are not in a particular department will be as follows:

7.3.1. The position will be flown by the Personnel Office.

7.3.2. Candidates will notify the Personnel Office of the desire to be considered for the position.

7.3.3. A committee consisting of an equal number of administrators (selected by the district) and teachers (selected by the Association), will interview all qualified candidates.

7.3.4. Selection will be based on the following criteria:

- a. Appropriate certification;
- b. Meets the position requirements as prescribed in the posted notice;
- c. Documents, observations, and other materials in the personnel file;
- d. Seniority within the bargaining unit when there is more than one qualified candidate.

8. Only tenured unit members may serve in overload assignments

8.1 Overload class assignments will be evaluated each semester to determine continued need.

8.2 Compensation for overload assignments shall be at the rate of one-fifth (1/5) of the unit member's regularly annual salary.

9. Members of any committee representing the interests of teachers shall be selected by their peers with input from site administrators regarding the responsibilities of the assignment. Final selection will be decided upon election conducted by the Association.

ARTICLE III GRIEVANCE PROCEDURES

1. A grievance is an allegation by the Association that there has been a violation, misinterpretation, misapplication, or non-application of a provision of this Agreement.
2. The grievant is the Association.
3. The time limits specified at each level should be considered maximums and may be extended by mutual agreement.
 - 3.1. Should an issue of arbitrability arise, it shall be deferred to the arbitrator, and ruled upon prior to proceeding with the merits of the grievance.
 - 3.2. The right to contest arbitrability before the arbitrator is not waived by failing to raise the issue of arbitrability until the arbitration hearing.
4. In the event a grievance is filed at such a time that it cannot be processed through all the steps of this grievance procedure by the end of the school year, the time limits set forth herein shall be mutually altered by the Association and the District to arrive at a timely resolution.
5. Grievance meetings normally will be scheduled by the District so as to not conflict with classroom duties. However, if the meeting is expected to extend beyond the normal business hours of the District's central office, the District shall provide release time with no loss of pay for the grievant(s).
6. Unit members shall be entitled to be represented at any level of these procedures by a representative of the Association.
7. "Working days", as used in this Article only, shall be defined as days when unit members are expected to be on duty.
8. **Level I**: In the event the grievant wishes to initiate a formal grievance, the grievant shall submit to the ranking administrator at the site where the grievable action occurred ("administrator") a written statement on a form provided by the District, (Appendix B), which shall describe the alleged violation, misinterpretation, misapplication, or non-application; specific Article and Section violated; and remedy sought.
 - 8.1. The written statement shall be submitted within thirty (30) working days after the act giving rise to the grievance first occurred, or with exercise of reasonable diligence, the grievant could have become aware of the alleged violation.

8.2. The “administrator” shall respond in writing to the grievant within ten (10) working days.

9. **Level II**: In the event the grievant is not satisfied with the response from the “administrator”, or if no response is received within ten (10) working days, the grievant may appeal to the Superintendent, or designee, within ten (10) working days after receipt of the Level I response, or its due date.

9.1. The grievant shall follow the same procedure for filing as was used in Level I.

9.2. The Superintendent, or designee, shall respond to the grievant in writing within thirty (30) working days after receiving the appeal.

10. If the grievant is not satisfied with the response of the Superintendent or designee, the grievant may submit the grievance to arbitration.

10.1. The Association shall give written notice of its decision to arbitrate the grievance to the District within thirty (30) working days after the response from the Superintendent, or its due date.

11. All costs for the services of the arbitrator, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be borne equally by the District and the Association. All other costs, except for release –time for the Association representative(s), and witnesses, shall be borne by the party incurring them.

12. **Level III**: If the Association proceeds to arbitration, it shall notify the District in writing.

12.1. Within ten (10) working days of such notification, representatives of the District and the Association shall attempt to agree upon a mutually acceptable arbitrator and obtain a commitment from said arbitrator to serve.

12.2. If the parties are unable to agree upon an arbitrator within the ten (10) days, the Association shall file a Demand to Arbitrate with the American Arbitration Association.

13. The parties agree that the decision of the Arbitrator shall be final and binding.

14. No reprisal of any kind will be taken by the District or by any member or representative of the administration or the Board against any grievant, any party in interest, any bargaining unit member, the Association, or any other participant in the grievance procedure by reason of such participation.

15. All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.
16. Forms for filing grievances, serving notices, taking appeals, making reports and recommendations, and other necessary documents shall be prepared jointly by the District and the Association and given appropriate distribution so as to facilitate operation of the grievance procedure.

ARTICLE IV DISCIPLINE

1. The Intent of this article is twofold:
 - 1.1. To provide for procedures for the administration of constructive and progressive discipline in accordance with the due process rights of the members of the bargaining unit.
 - 1.2. To supplement, and for the purpose of disciplinary suspensions without pay, to replace the provisions of Section 44944 of the California Education Code, but not the provisions of Sections 44939, 44940, and 44942 of that code.
2. **The District's Right to Discipline** - The District has the right to discipline members of the bargaining unit for just cause.
3. **The Teachers' Right to Due Process** – The members of the bargaining unit have a right to basic due process when the District disciplines them for just cause.
4. **The Principle of Progressive Discipline** – Except where the nature of the employee's offense requires immediate and more severe disciplinary action, the District will discipline the members of the bargaining unit in accordance with the principle of progressive discipline as described in Section 5.
 - 4.1. In all instances, the unit members shall first be made aware of the applicable rules and regulations and the behavior expected of them.
 - 4.2. The severity of discipline must match the severity of the offense and will occur in a timely manner.
5. **Steps of Progressive Discipline** – Discipline includes verbal warnings, written warnings, written reprimands, and suspensions without pay. The bargaining unit member shall be advised by the administrator calling the meeting of the right to be represented by the Association in any meetings relating to potential steps of progressive discipline. Except as noted in Section 4, Progressive discipline will occur in the sequence described below in Sections 5.1 – 5.3.
 - 5.1. **Verbal Warnings** – Verbal warnings will not be given to bargaining unit members unless he/she have first been made aware of what is expected of him/her. Verbal warnings shall not be documented in unit members' personnel files.
 - 5.2. **Written Warnings** – Normally, written warnings will not be given to bargaining unit members unless he/she has been given a verbal warning about his/her alleged misconduct within the last twelve (12) months. Written warnings shall not be placed in unit members' personnel files.
 - 5.3. **Written Reprimands** – Normally, written reprimands will not be given to bargaining unit members unless he/she has first been given a written warning about his/her alleged misconduct within the last twelve (12) months.

- 5.3.1. Each bargaining unit member who has been given a written reprimand shall acknowledge receipt of the original by signing a copy.
- 5.3.2. A copy of the written reprimand will be placed in the bargaining unit member's file if not appealed within ten (10) working days.
- 5.3.3. In the absence of another written reprimand for the offense, any written reprimand in a bargaining unit member's personnel file will be nullified within twenty-four (24) months from the date of issue. Upon receipt of the bargaining unit member's written request, a nullified reprimand will be removed from his/her personnel file.

6. **Suspension without Pay** – Except as noted in Section 5, suspensions without pay will not be assessed against a bargaining unit member unless he/she has first been given a written reprimand for his/her alleged misconduct, a copy of that written reprimand was placed in his/her personnel file, and that written reprimand has not been automatically nullified by the passage of time and the absence of a repeated offense.

- 6.1. No suspension without pay will be assessed against a member of the bargaining unit without a written notice from the District of his/her alleged offense and a disclosure by the District of all of its evidence to support its charges.
- 6.2. No disciplinary suspension without pay shall exceed ten (10) working days.
- 6.3. Any disciplinary suspension of a bargaining unit member must be assessed by the District's superintendent in writing.

7. **Relationship of this Article to the Grievance Procedure** - Because verbal warnings or written warnings are not documented in the employee's personnel file, they shall not be subject to the grievance procedure.

- 7.1. Written reprimands and disciplinary suspension without pay are subject to the grievance procedure, provided a grievance is filed within ten (10) working days by the bargaining unit member or the Association.
- 7.2. Grievances for written reprimands will be initiated by the principal, and for suspensions by the superintendent.
- 7.3. At the written reprimand and suspension levels, the unit member shall be notified in writing of his/her right to appeal the decision to the grievance procedure. If appealed, penalties shall not be applied until a decision is rendered.

8. **The Right of Privacy** – All information or proceedings regarding any actions pursuant to this article shall be kept confidential.

GLOSSARY

Discipline – Action intended to teach, instruct, or ensure behavior consistent with the Code of Ethics of the Teaching Profession and other responsibilities outlined in Board Policy and Administrative Regulation 4165.

Due Process – Protection of an employee's right to be heard; to know the reasons for a disciplinary action; to defend himself/herself and present evidence; to face adverse witnesses; to retain an attorney; to an impartial decision-maker; to a statement describing the reasons for discipline and a decision based on evidence presented at a hearing.

Just Cause – Procedures designed to assure that a disciplinary action is based on; a clear warning of the consequences of misconduct; link between the District's rule and the necessity of safe and efficient operations; objective investigation which precedes disciplinary action; an investigation which yields evidence of misconduct; a ruling applied evenhandedly and a penalty which matches the offense.

**ARTICLE V
MANAGEMENT RIGHTS**

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 specifically limited, delegated, granted, or modified by an express provision of this Agreement.
 - 1.1. Such rights and powers include, but are not limited to:
 - a. The sole right to manage the District and direct the work of its employees;
 - b. To determine reasonable staffing patterns and the number and kinds of personnel required;
 - c. To decide on the building, location, or modification of a facility;
 - d. To determine the budget and methods of raising revenue;
 - e. To maintain order and efficiency;
 - f. To hire, assign, evaluate, promote, discharge for cause, and transfer employees.
 - 1.2. The District retains the right to make emergency changes in policies and practices set forth in this Agreement in the event a disaster, such as an earthquake, pandemic or mandatory school closure, fire or flood, should befall a school or schools, but only to the extent and for the period necessitated by such disaster.
2. Notwithstanding any other provisions of the Article, the parties agree that this Article is not intended as a general or specific waiver of any right of the Association, nor shall it be applied to reduce or restrict, in any way, any right or privilege of the Association or unit members which are derived from other provisions of the Agreement or from the law.

ARTICLE VI
TRANSFER and REASSIGNMENT
(Revised 2022 – 2023)

1. Definitions:

- 1.1. **Seniority** shall be determined by service in the district. Seniority shall be determined by the unit member's first paid day of certificated probationary service in the District. If two or more teachers have the same seniority date, then tiebreaker criteria will be used to identify seniority. (Appendix H)
- 1.2. A **transfer** is defined as a change from the unit member's assigned work location to a different school or facility.
- 1.3. A **reassignment** is defined as a change of position within the same school or facility.
 - 1.3.1. In grades K-6, it is a change of grade level.
 - 1.3.2. In grades 7-12, it is a change of assignment that requires one or more periods in a department not included in the previous year's assignment, or three or more periods requiring different preparations from that which the teacher taught the prior year.
- 1.4. A **vacancy** is any position that has been vacated due to retirement, resignation, or termination or any newly created position within the bargaining unit. A position will not be posted or flown as a vacancy until ALL qualified displaced unit members have an assignment.
- 1.5. An **open position** is any position not posted or flown when displaced teachers need to be assigned a position. Open positions may occur due to layoffs, resignations, retirements, terminations, or newly created positions.
- 1.6. **Layoffs** include unit members who have received preliminary or final lay-off notices for the following school year. A laid-off member is considered terminated on June 30.
- 1.7. A **displaced unit member** is one who has lost his/her current position due to enrollment, layoffs, job share dissolution, or program changes, but who remains employed by the District.
 - 1.7.1. When open positions exist, displaced teachers will have first option to remain at their current site. Priority for placement is determined by seniority and appropriate certification (4.4 Procedures for Involuntary

Reassignment will be followed). If open positions are not available at the current site, displaced unit members will be offered positions at other sites based on seniority and appropriate certification (4.3 Procedures for Involuntary Transfers will be followed).

- 1.7.2. If the displaced teacher's position is reopened or vacated within 15 months of the teacher's displacement, the displaced teacher will have first rights to the position. If the displaced teacher declines to accept the opportunity to return to the previous position and no other teachers are currently displaced, the position will be considered vacant and will be posted or flown.

1.8. Teacher on Special Assignment (TOSA) position is both temporary and unique.

2. **Transfers or Reassignments** All voluntary and involuntary transfers and reassignments of unit members shall be made in accordance with the provisions of this article and the objective application of the following criteria:
 - a. Appropriate certification;
 - b. Meets the position requirements as prescribed in the posted notice, as verified by the Assistant Superintendent of Human Resources.
 - c. Contents of the personnel file or other documentation, observations, or other materials
 - d. Seniority within the bargaining unit will be used when there is more than one candidate and all qualifications are equal in accordance as described in section 2 (a-c above).
- 2.1. Where there is no difference in the above criteria between unit members considered for either voluntary or involuntary transfer/reassignment, a selection panel shall be formed to determine who shall be transferred or selected to fill the vacancy. The panel shall consist of an equal number of teachers appointed by TCEA and administrators appointed by the superintendent or designee.
3. **Voluntary Transfers or Reassignments** Voluntary transfers or reassignments are those initiated by unit members.
 - 3.1. Request for Transfer and Reassignment forms are available at the District Office or on the District or TCEA websites.
 - 3.2. Such forms shall include the grade and/or subject to which the teacher desires to be reassigned and/or the school or schools to which he/she desires to be transferred.
 - 3.3. Requests for voluntary transfer or reassignment shall be kept confidential until an action is approved.
 - 3.4. If a unit member's request for a voluntary transfer or reassignment is denied, the unit member shall be granted, upon request, a written reason for the denial and/or a meeting with the administrator who denied the request.

4. **Involuntary Transfers or Reassignments** Involuntary transfers and/or reassignments are those initiated by the District.

4.1. Involuntary transfers and/or reassignments can occur when a unit member needs to be reassigned or transferred.

4.2. Involuntary transfers and reassignments shall not occur except when required to meet the compelling needs of the District:

4.2.1. Such needs may be the result of, but are not limited to;

- a. enrollment changes;
- b. program changes;
- c. changes in curriculum or course offerings;
- d. demonstrable educational needs of the pupils;
- e. school closures.

4.2.2. When an involuntary transfer and/or reassignment is required, the Principal will make a good faith effort to provide to all of the affected faculty members, a written description of the needs that must be met by the transfer and/or reassignment and will attempt to locate a qualified volunteer from the school faculty.

4.2.3. Involuntary transfers or reassignments shall not be made for punitive or disciplinary reasons.

4.3. **Procedures for Involuntary Transfer** (Within the District):

4.3.1. A call for volunteers to transfer to another school site is made by the site administrator by communicating to all site staff via TCUSD email and written posting, which will be posted for five days. If the transfer occurs during the summer, the affected staff will be notified by TCUSD email. After five days of notification have elapsed, all volunteers will be considered final.

4.3.2. If there are no volunteers (or not enough volunteers), then the qualified teacher with the least seniority at the school site will be selected to transfer. This teacher will be considered a displaced teacher.

4.3.3. If more than one opening is available, the displaced teacher will be given the first opportunity to choose from the available openings within the district.

4.3.4. If two or more teachers need to be involuntarily transferred, the staff member with the greatest seniority will be allowed to make the first transfer selection.

4.4. **Procedures for Involuntary Reassignment** (Within a School):

4.4.1. A call for volunteers for reassignment of affected staff within the school site is made by the site administrator by communicating to all affected site staff via written posting and TCUSD email, which will be posted for five days. If the reassignment occurs during the summer, the affected staff will be notified by TCUSD email. After five days of notification have elapsed, all volunteers will be considered final.

4.4.1.1. The volunteers will be considered displaced teachers. They will retain their seniority within the District and will be able to return to their original position as stated in 1.7.2 of this article.

4.4.2. If there are no volunteers (or not enough volunteers), then the qualified teacher with the least seniority within the grade or department will be selected for reassignment. This teacher will be considered a displaced teacher.

4.4.3. If more than one opening is available, the displaced teacher will be given the first opportunity to choose from the available openings within the site.

4.4.4. If two or more teachers need to be reassigned, the staff member with the greatest seniority will be allowed to make the first reassignment selection.

5. **Combination classes** are classes at K-6, general education, which combine two grade levels. Procedures for staffing a combination class will be as follows:

5.1. A call for tenured volunteers to teach a combination class from the affected grade level(s) is made by the site administrator by communicating to all site staff via TCUSD email and written posting, which will be posted for five days. If the combination class occurs during the summer, the affected grade level staff will be notified by phone call and TCUSD email. After five days of notification have elapsed, all volunteers will be considered final.

5.2. When a combination class is required, any tenured teacher from the affected grade level(s) may volunteer to teach such class. Without volunteers, the least senior tenured member within the affected grade(s) is assigned. The following year, the combination class teacher will return to his/her original position. If there are fewer classes than teachers at that grade level, Transfer and Reassignment language applies.

6. The following criteria will be established in order to fill TOSA assignments.
 - a. Tenured unit members may apply for TOSA positions
 - b. Unit members serving as TOSAs will continue to be represented by TCEA and retain all rights guaranteed by the TCEA/TCUSD agreement
 - c. During the first two years of a new TOSA assignment a unit member will have an option to return to the position they left. The unit member may request a transfer or reassignment in accordance with Article VI. At the start of the third year, a TOSA will be considered a displaced unit member and transfer will follow procedures under Article VI Sections 1.7.1 and 1.7.2
 - d. Each full-time TOSA position will be paid at the member's current step and column on the teaching salary schedule.
 - e. This article applies only to TOSAs hired after June 30, 2019.
7. **Posting of Vacancies**: The District shall develop and deliver to the president of the association, post at each school site, and post via TCUSD email a notice of each vacancy as soon as the District determines a need. All qualified displaced unit members must be placed in positions before an open position may be considered a vacancy.
 - 7.1. Each notice shall state a deadline for applications, which shall not be less than five (5) working days after the first date of posting, a description of the position and duties, and a list of all credentials, qualifications and requirements necessary for the position.
 - 7.2. The vacancy shall not be filled prior to the posted deadline date.
 - 7.3. The five working day requirement may be waived by mutual agreement of the superintendent or designee and the TCEA president.
 - 7.3.1. All notices of vacancy for positions to be filled by TCEA unit members shall be sent to all members via TCUSD email as well as to the TCEA president, site representatives, site principal, and site secretary. TCUSD email shall remain active and accessible to the unit member during periods of leave and summer recess with the exceptions of cases where legal matters would prohibit this.
 - 7.3.2. The District will give first consideration to current unit members who apply for vacant positions.
 - 7.3.3. The employee applicants, who qualify, according to the criteria in the posted notice described in section 2 above, will not be denied the position in favor of an outside applicant except for clear and compelling reasons.
 - 7.3.4. If no applicant meets the posted requirements, the job qualifications and requirements will be reviewed, and if adjusted, all applicants will be reconsidered.

8. **Notifications and Released Time Allowances:** Unless circumstances determine otherwise, a returning unit member will be notified of an involuntary transfer or reassignment no fewer than ten (10) working days before the First Day of Instruction. Every effort will be made to give the unit member as much advance notice as possible. However, if a unit member is given fewer than five (5) days' notice the unit member will be given three (3) days of on-site release time to institute the change. The District will provide the necessary moving assistance.
 - 8.1. When transfers or reassignments are necessary to meet enrollment changes after the start of the school year or for other reasons during the school year, affected unit members will be given at least five (5) days notice and three (3) days of on-site release time or a \$100 moving stipend for each move to institute the change. The District will provide the necessary moving assistance.

9. **Job Sharing:** Job sharing is a voluntary agreement between two permanent (tenured) employees to take a fractional leave of absence from their respective full-time assignments in order to share the full-time responsibilities of one full-time assignment.
 - 9.1. Job sharing is a voluntary reassignment from a full-time general education teaching position to a part time general education teaching position. Job share assignments shall not be less than a 40% assignment. Current job shares less than 40% will be honored as long as the remaining unit member can secure a tenured job share partner. It is the unit member's responsibility to secure a tenured job partner. If the unit member is unable to secure a tenured job share partner, then he or she will revert to full-time status.
 - 9.2. Unit members in a job share assignment are expected to fulfill all professional duties as outlined in Article II, sections 1 and 4.
 - 9.3. By March 1 of each year, a job-sharing team must submit the job share request form, (Appendix C), to the principal for approval. Job share applicants will not be denied the assignment unless clear and compelling reasons are given. This request form will become a binding agreement once signed by all parties.
 - 9.4. Job sharing agreements are for (1) one year only, and must be approved on a year-to-year basis. Job share partners are expected to remain in the job-sharing agreement for the durations of the job share agreement.
 - 9.4.1. Job share partners do not relinquish rights they may have under Section 1.7.2. of this article to return to a position from which he or she had been displaced.
 - 9.4.2. If a job share partner exercises his or her rights pursuant to Section 1.7.2. of this article and returns to a position from which he or she had been displaced, the job share partners shall revert to the employment status held prior to the job-sharing agreement unless an alternative plan is agreed to by the District and the Association.

9.5. At the conclusion of a job share agreement, the partner with the greatest seniority will retain the position, which has been shared. The remaining teacher will be assigned in accordance with this article.

ARTICLE VII
CLASS SIZE
(Revised 2022 - 2023)

1. The following class size schedule shall be used as a guide for the administrative assignment of students for planning purposes:

1.1.

GRADE LEVEL	STUDENT LOAD
TK	20*
K – 3	22*
4 – 6	32

****as long as there continues to be State K-3 class size reduction augmentation as part of the base grant funding within the Local Control Funding Formula.***

1.2.

SECONDARY	STUDENT LOAD
All classes except those listed below	32
Art	34
ELD/Sheltered	25
Physical Education	50
Athletics	No Limit
Vocal Arts	No Limit
Instrumental Music	No Limit

1.3.

SPECIAL EDUCATION	STUDENT LOAD
Specialized Academic Instruction In Self- Contained Classrooms (K-12)	12

- 1.4. The student load shall be reduced by two (2) in all elementary classes that combine more than one grade.

1.5. Student ratios for non-teaching unit members

- 1.5.1 The District shall maintain no less than the minimum number of counselors at each site to meet the needs of the students as determined by the site and district administration as well as TCEA.

- 1.5.2 After the need is determined, the district shall post the vacancy for recruitment within 60 days.

2. **Elementary teachers TK-6** The District shall attempt to not exceed 20 students with active enrollment status on the class list for an elementary teacher in TK, 22 students with active enrollment status on the class list for an elementary teacher in K-3 grades. The District shall attempt to not exceed 33 students with active

enrollment status on the class list for an elementary teacher in 4-6 grades.

2.1. **TK:** Should the number of students with active enrollment status exceed 20 in grade TK, the following will apply:

Within the first ten (10) days of the school year, the site administrator will attempt to correct any assignment that exceeds the limits in section 2 above. After the first ten (10) days of the school year, an elementary school TK teacher who has more than 22 students with active enrollment status on

their class list ten dollars (\$10) per student per day for each student over 22.

2.1.1. This article is not intended to in any way limit the inclusion of mainstreamed Special Day Class students in a regular education classroom. The calculation of the students on active enrollment status does not include mainstreamed Special Day Class students in the classroom for only part of the school day.

2.2. **K-3 Grades:** Should the number or students with active enrollment status exceed 22 in grades K-3, the following will apply:

2.2.1. Within the first ten (10) days of the school year, the site administrator will attempt to correct any assignment that exceeds the limits in section 2 above.

2.2.2. After the first ten (10) days of the school year, an elementary school teacher who has more than 24 students with active enrollment status on their class list ten dollars (\$10) per student per day for each student over 24.

2.2.3. This article is not intended to in any way limit the inclusion of mainstreamed Special Day Class students in a regular education classroom. The calculation of the students on active enrollment status does not include mainstreamed Special Day Class students in the classroom for only part of the school day.

2.3. **Fourth-Sixth Grades:** Should the number or students with active enrollment status exceed 33 in grades 4-6, the following will apply:

2.3.1. Within the first ten (10) days of the school year, the site administrator will attempt to correct any assignment that exceeds the limits in section 2 above.

2.3.2. After the first ten (10) days of the school year, an elementary school teacher who has more than 33 students with active enrollment status on their class list will be paid ten dollars (\$10) per student per day for each student over thirty- three (33) on their class list.

2.3.3. This article is not intended to in any way limit the inclusion of mainstreamed Special Day Class students in a regular education classroom. The calculation of the students on active enrollment status does not include mainstreamed Special Day Class students in the classroom for only part of the school day.

2.4. **Elementary School Special Day Class teachers:** The District shall attempt to not exceed 13 students with active enrollment status on the class list for elementary school Special Day Class teachers.

- 2.4.1. Within the first ten (10) days of the school year, the site administrator will attempt to correct any assignment that exceeds the limit above.
 - 2.4.2. After the first ten (10) days of the school year, the teacher will be paid ten dollars (\$10) a day for each student on active enrollment status over 13 on their class list.
 - 2.5. This additional compensation shall be paid following the end of each semester.
3. **Secondary Teachers:** The District shall attempt, with the exception of middle school and senior high school physical education, athletics, ELD, sheltered, instrumental music, vocal music classes and art, to not exceed one hundred sixty-two (162) students daily with active enrollment status, and the teacher shall not have more than thirty-five (35) students with active enrollment status in more than three (3) of five classes.
 - 3.1. Within the first ten (10) days of a semester, the site administrator will attempt to correct any assignment that exceeds the limits in section 3 above.
 - 3.2. After the first ten (10) days of each semester, teachers who have more than 162 students with active enrollment status per day or more than 35 actual students with active enrollment status in more than three (3) of five (5) classes shall be paid five dollars (\$5) per day for each student with active enrollment status over this limit in addition to their base salary, based upon the class with the greatest enrollment and calculated over 35 students.
 - 3.3. **Secondary Physical Education Teachers:** The District shall attempt to not exceed two hundred fifty-two (252) students daily with active enrollment status, and the teacher shall not have more than fifty-five (55) students with active enrollment status in more than three (3) of five (5) classes.
 - 3.3.1. Within the first ten (10) days of a semester, the site administrator will attempt to correct any assignment that exceeds the limits in section 3.3 above.
 - 3.3.2. After the first ten (10) days of each semester, teachers who have more than 252 students with active enrollment status per day or more than 55 actual students with active enrollment status in more than three (3) of five (5) classes shall be paid five dollars (\$5) per day for each student with active enrollment status over this limit in addition to their base salary, based upon the class with the greatest enrollment and calculated over 55 students.
 - 3.4. **Athletics Is Defined As:**

A Physical Education class:

 1. populated by students who are participating in an interscholastic athletic competition and are students who are all members of a particular sports team (e.g. girls' water polo, boys' football, girls' basketball, boys' baseball etc.) and
 2. taught by a certificated employee who is the coach of that particular sports team. (e.g. A PE class filled with football players which is taught by their coach who is a certificated employee within TCUSD or a PE class filled with softball

players which is taught by their coach who is a certificated employee within TCUSD.)

Any PE class (1) with student athletes from a mixture of different athletics teams OR (2) taught by a certificated employee who is not a coach of the athletes in the class shall NOT be categorized as an "Athletics" class.

With the exception of an Athletic Director who holds a Teaching Credential in Physical Education.

3.5. Secondary Art Teachers: The District shall attempt to not exceed one hundred seventy-two (172) students daily with active enrollment status, and the teacher shall not have more than thirty-eight (38) students with active enrollment status in more than three (3) of five (5) classes.

3.5.1. Within the first ten (10) days of a semester, the site administrator will attempt to correct any assignment that exceeds the limits in section 3.4 above.

3.5.2. After the first ten (10) days of each semester, teachers who have more than 172 students with active enrollment status per day or more than 38 actual students with active enrollment status in any three (3) of five (5) classes shall be paid five dollars (\$5) per day for each student with active enrollment status over this limit in addition to their base salary, based upon the class with the greatest enrollment and calculated over 38 students.

3.6. Secondary English Language Development (ELD) and Sheltered teachers: The District shall attempt to not exceed one hundred twenty-seven (127) students daily with active enrollment status, and the teacher shall not have more than twenty-eight (28) students with active enrollment status in more than three (3) of five classes.

3.6.1. Within the first ten (10) days of a semester, the site administrator will attempt to correct any assignment that exceeds the limits in section 3.5 above.

3.6.2. After the first ten (10) days of each semester, teachers who have more than 127 students with active enrollment status per day or more than 28 actual students with active enrollment status in more than three (3) of five (5) classes shall be paid five dollars (\$5) per day for each student with active enrollment status over this limit in addition to their base salary, based upon the class with the greatest enrollment and calculated over 32 students.

3.7. Specialized Academic Instruction In Self-Contained Classrooms: The District shall attempt to not exceed sixty-five (65) students daily with active enrollment status, and the teacher shall not exceed more than thirteen (13) students with active enrollment status in any three (3) of five classes.

- 3.7.1. Within the first ten (10) days of a semester, the site administrator will attempt to correct any assignment that exceeds the limits in section 3.4 above.
 - 3.7.2. After the first ten (10) days of each semester, teachers who have more than 65 students with active enrollment status per day or more than 13 actual students with active enrollment status in more than three (3) of five (5) classes shall be paid five dollars (\$5) per day for each student with active enrollment status over this limit in addition to their base salary, based upon the class with the greatest enrollment and calculated over 13 students.
- 3.8. This additional compensation shall be paid following the end of each semester.
- 3.9. Student aides shall not be counted as students with active enrollment status.
- 3.9.1. The limits in all sections above are based on a five period day. Teachers who teach a number of periods other than five or periods in multiple subjects will have the formula adjusted to reflect the maximum number of students based on the percentage of their assignment using the formula below: Each secondary teacher's student load is determined by the number of classes taught and the corresponding class size to each of those classes. If a class in their schedule does not have a corresponding class size, it is not included in their student load calculation.
 - 3.9.2. Once an individual's student load is calculated, this number, plus two students, is considered that teacher's maximum student load. Anything above the maximum student loads qualifies for oversize class mitigation funds.

Examples:

<p style="text-align: center;"><u>Teacher A</u> (5 Math classes) 5 classes x 32 students = 160 + 2 additional freebies</p> <p style="text-align: center;">Maximum Student Load = 162</p>	<p style="text-align: center;"><u>Teacher B</u> (Multiple Class Sizes) 3 Art classes (3 x 34 = 102) 2 Math classes (2 x 32 = 64) + 2 additional freebies</p> <p style="text-align: center;">Maximum Student Load = 168</p>
<p style="text-align: center;"><u>Teacher C</u> <i>(includes a class without a class size)</i> 4 English classes (4 x 32 = 128) 1 Athletics (no limit) + 2 additional freebies</p> <p style="text-align: center;">Maximum Student Load = 130 <i>(in English classes)</i></p>	<p style="text-align: center;"><u>Teacher D</u> <i>(Part-time Teacher)</i> 3 Math classes (3 x 32 = 96) + 2 additional freebies</p> <p style="text-align: center;">Maximum Student Load = 98</p>
<p style="text-align: center;"><u>Teacher E</u> <i>(Teachers with an overload)</i> 6 Math classes (6 x 32 = 192) + 2 additional freebies</p> <p style="text-align: center;">Maximum Student Load = 194</p>	<p style="text-align: center;"><u>Teacher F</u> <i>(Teachers with more than 35 students in 3 of 5 classes)</i> 3 classes x 36 students = 108 1 class x 37 students = 37 1 class x 17 students = 17 Total Student Load = 162</p> <p style="text-align: center;"><i>This teacher does not exceed the maximum student load of 162, but has more than 3 classes above 35. Therefore, the teacher is eligible for 2 students over in their largest class.</i></p>
<p style="text-align: center;"><u>Teacher G</u> <i>(Regular and ELD/Sheltered classes)</i> 3 regular classes (3 x 32 = 96) 2 ELD/Sheltered classes (2 x 25 = 50) + 2 additional freebies</p> <p style="text-align: center;">Maximum Student Load = 148</p>	

4.0 Special Education and Inclusion- The District shall attempt not to assign any more than

eight (8) Special Education inclusion students per period or class without inclusion support.

4.1 Special Education Students and Secondary Teachers- The District shall not assign more than *eight (8) Special Education students per general education core class period that does not have inclusion support.

4.1.1 After the first ten (10) days of each semester, teachers who have more than eight (8) Special Education students as stated above with active enrollment status shall be paid five dollars (\$5) per day for each Special Education student beyond the eight in addition to their base salary.

4.2 Special Education Students and Primary Teachers- The District shall not assign more than *six (6) Special Education students per self-contained general education class period that does not have inclusion support for grades K-3 and no more than eight (8) Special Education students per general education class that does not have inclusion support for grades 4-6.

4.2.1 After the first ten (10) days of each semester, K-3 teachers who have more than six (6) Special Education students as stated above with active enrollment status or 4-6 teachers who have more than eight (8) Special Education students as stated above with active enrollment status shall be paid ten dollars (\$10) per day for each Special Education student beyond the six/eight in addition to their base salary.

4.2.2 Additional compensation shall be paid to the teacher of record unless otherwise agreed upon by the TCEA members affected by the overage.

*Students requiring services for only Speech, OT, DIS counseling services shall not be counted as part of the 8 students.

ARTICLE VIII
SUMMER SCHOOL ASSIGNMENTS
(Revised 2021-2022)

1. **Posting of Vacancies** - The District shall post a notice of summer school vacancies at each school and deliver a copy to the association president no later than May 1st via TCUSD email. Applications will be accepted for ten (10) working days. No positions will be filled before the ten-day deadline expires.
2. **Selection Criteria** - The Association and the District agree that the District is responsible for developing a description of the duties, credentials, qualifications, and requirements.
3. **Final Decision** - All qualified applicants shall be considered in accordance with the provisions of this article and the objective application of the following criteria:
 - 3.1. Appropriate certification;
 - 3.2. Meets the position requirements as prescribed in the posted notice, described in section 2 above, including experience within the classification, grade level, subject area when required for the position;
 - 3.3. Documents, observations, and other materials in the personnel file;
 - 3.4. Seniority within the bargaining unit shall apply when there is more than one qualified candidate, unless the most senior qualified candidate has taught summer school the preceding three (3) summers, in which case the candidate's seniority shall not be applicable.
 - 3.4.1. If a member is offered a general education summer school position, accepts it, and subsequently declines it, fewer than thirty (30) days prior to the start of summer school, this will constitute a year of summer school service, as outlined in 3.4 of the article.
4. **Preference for Summer School Assignments** - In all cases, preference shall be given to employees of the Temple City Unified School District. Applicants outside the District will be considered only if a position cannot be filled by a qualified unit member.
5. **Class Cancellation Pay** - In the event a class is canceled for lack of enrollment, the teacher shall be entitled to receive one day's pay.
6. **Summer School Pay** - (See Appendix E-3)

ARTICLE IX
LEAVES
(Revised 2021-2022)

1. **Personal Illness and Injury**: Sick leave shall apply to all unit members and shall accrue at the rate of one day per calendar month of service for a maximum of 10 days per year.
 - 1.1. Such leave may be used at any time during the year, including sick leave days that will be accrued during the remainder of the year. Sick leave, if not used, shall be accumulated on an unlimited basis.
 - 1.2. The purpose of sick leave utilization shall be for absences, which are caused by illness, injury, maternity or quarantine of a unit member who is in a paid status immediately prior to commencement of said leave under this Article.
 - 1.3. On or about October 1 of each year covered by this Agreement, the District shall provide each unit member with a written statement of accrued sick leave, including the current year's entitlement.
 - 1.4. A unit member exercising said leave of absence shall notify the District of his/her need to be absent from service and the intended date of return as soon as known, and shall make every effort to provide such notice in time to secure substitute service.
 - 1.5. As provided by Education Code section 44977, during each school year upon exhaustion of the unit member's fully paid sick leave, he/she shall be entitled to compensation at the rate of 50% of his/her normal daily rate of pay or the difference between his/her regular daily rate of pay and the regular daily substitute rate, whichever is the highest, for a period not to exceed five school months (one hundred [100] teaching days). An employee shall not be provided more than one five-month period per illness or accident. However, if a school year terminate before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year.

2. **Personal Necessity/Emergency Leave**: Unit members may use up to ten (10) days of sick leave plus any accumulated sick leave which has carried over from previous years for any of the following purposes:
 - 2.1. Death or serious illness of a member of the immediate family when additional leave is required beyond the days provided for by bereavement leave.
 - 2.2. Accident involving his/her person or property or to the person or property of a member of the immediate family.
 - 2.3. Appearance in court as a litigant; or as a witness under official order. All compensation to the unit member, other than mileage, shall be reimbursed to the District.
 - 2.4. Imminent danger to the unit member's home, such as flood, fire, or earthquake, which the unit member cannot reasonably be expected to disregard, and which requires the attention of the unit member during his/her assigned hours of duty.
 - 2.5. Observance of the unit member's recognized religious holiday.

3. Members of the immediate family, as used in this Article, are defined in Section 7.2 below.

4. **Personal Business Leave**

4.1. A maximum of ten (10) days of paid leave, charged to sick leave, shall be granted to each unit member upon request for the purpose of attending to personal business, which must be conducted during the regular school day. Such business shall not include any concerted activity.

4.1.1. The unit member will, in a timely manner, notify the immediate supervisor, or District Office, of the need for the leave.

4.1.2. The unit member shall, upon request, sign a statement that the personal business leave is in accordance with the provisions of this section.

5. **Family Leave**

5.1. Eligible unit members shall be entitled to family and medical leave as provided in the California Family Rights Act of 1991, and the federal Family and Medical Leave Act of 1993. Eligible unit members shall be entitled to twelve (12) workweeks of unpaid leave for a qualifying reason (or twenty-six (26) workweeks for military caregiver leave). The 12-month period shall be defined as a fiscal year (July 1 through June 20).

5.2. The District shall maintain the unit member's coverage under any applicable health plan for the duration of any family leave under this section in the same manner as if the unit member were working.

5.3. The unit member shall be required to use any applicable and available paid leave concurrently with unpaid family leave. The use of such paid leave shall be subject to the requirements for use of that leave as set forth in this agreement or law.

5.4. Paid Parental Leave will be provided to all unit members as per education code section 44977.5 and the California Family Rights Act. For further information regarding your rights, contact the HR director.

6. **Industrial Accident Leave**

6.1. Unit members will be entitled to industrial accident leave according to the provision in Education Code Section 44984 for personal injury, which has qualified for worker's compensation under the regulations of the compensation insurance fund.

6.2. Such leave shall not exceed sixty (60) days, during the time in which the schools of the District are required to be in session or when the unit member would otherwise have been performing work for the District in any one fiscal year, for the same industrial accident.

6.3. Although the unit member shall have the right to select his/her own treating physician, the District has the right to have the unit member examined at District expense by a physician designated by the District to assist in determining the length of time during which the unit member will be temporarily unable to perform assigned duties and the degree, if any, to which a disability is attributable to the injury involved.

6.4. For any and all days of absence from duty as a result of the same industrial

accident, the unit member shall endorse to the District any and all wage loss benefit check(s) from the compensation insurance fund which would make the total compensation from both sources exceed 100 percent of the amount the unit member would have received as salary had there been no industrial accident or illness.

- 6.5. If the unit member fails to endorse to the District any wage loss disability indemnity check(s) received on account of the industrial accident or illness as provided above, the District shall deduct from the unit member's salary warrant the amount of such disability indemnity actually paid to and retained by the unit member.

7. **Bereavement Leave**: Each unit member shall be entitled to a leave of absence with pay, not to exceed three (3) days, occasioned by the death of a member of the immediate family.
 - 7.1. Said leave shall commence within thirty (30) working days following the death unless otherwise approved by the superintendent or designee.
 - 7.2. "Member of the immediate family" the mother, father, grandmother, grandfather or a grandchild of the employee or of the spouse/domestic partner of the employee, and the spouse/registered domestic partner, or the son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law of the employee, or any relative living in the immediate household of the employee.
 - 7.3. In the event travel is necessary, in excess of three hundred (300) miles one-way or out of state, an additional two (2) days of leave shall be granted.
 - 7.4. Additional days of absence beyond those described herein may be provided under the terms of the Personal Necessity Leave provision of this Article.

8. **Judicial Leave** In the event a unit member receives a summons for jury duty for service within the contracted work year, the unit member shall do the following:
 - 8.1. In those instances where unit members are required by the court to serve during contracted workdays, the District will grant leave of absence without loss of pay.

9. **Sabbatical Leave**
 - 9.1. Tenured unit members may make application for a sabbatical leave for the purposes of travel, study, and/or advanced work experience under the provisions of this policy.
 - 9.2. A sabbatical leave is a leave of absence with the duration of not less than one semester, nor more than two semesters, which will be granted to tenured unit members with seven or more consecutive years of service in the Temple City Unified School District for the purpose of providing an opportunity for improved service to the District.
 - 9.3. A unit member who previously has received a sabbatical leave shall not be eligible to apply for a second leave until he/she has completed an additional seven years of service to the District.
 - 9.4. A sabbatical leave is not one, which is granted as a reward for work already performed but rather affords an opportunity for such unit members to prepare for improved service in the District.
 - 9.5. Said leave shall be related to the unit member's assignment in the District or designed to improve the unit member's professional effectiveness in the District.

- 9.6. No more than 2% of the unit members of the District may be granted sabbatical leaves at any given time.
- 9.7. Any unit member eligible for sabbatical leave shall submit an application to the superintendent at least one hundred twenty (120) days prior to the beginning of the semester for which the leave is desired.
- 9.8. Selection of recipients for a leave under this policy shall be based upon the value of the leave to the District as a whole, the soundness of the leave proposal, and the unit member's length of service to the District. Other factors being equal, preference shall be given to unit members who previously have not been on sabbatical leave.
- 9.9. A unit member granted a sabbatical leave shall receive compensation, which shall be the difference between the salary the unit member would have received had he/she remained in active service and the salary of a substitute or replacement employee in the position, which the unit member held prior to the granting of the leave.
- 9.10. The unit member, while on sabbatical leave, may, at his/her expense, participate in the District employee benefit package. The unit member may participate in the State Teachers' Retirement System to the extent of the unit member's salary received while on leave; the District shall pay its appropriate contribution. The unit member shall be given full experience credit for purposes of salary schedule placement for leaves approved under this section.
- 9.11. Sick leave and vacation credit shall not be accrued by the unit member while on sabbatical leave.
- 9.12. At the expiration of the sabbatical leave, the unit member shall, unless agreed otherwise, be reinstated in the position held at the time of the granting of the said leave of absence to the extent feasible with due regard to the interest of the District and pupils.
- 9.13. In accepting the sabbatical leave, the recipient shall agree to return to active duty in the District for twice the amount of time spent upon the approved sabbatical leave unless rendered physically or mentally unable to do so.
- 9.14. Within forty-five (45) days after unit member's return to active duty, he/she shall file a written report of the sabbatical leave with the Superintendent. This report shall provide evidence that the intended sabbatical leave plan was fulfilled.
- 9.15. Should it be determined by the Board that the intent of the sabbatical leave time was not fulfilled, or was only partially fulfilled, the Board may take action to recover any or all monies previously paid to the unit member during the sabbatical leave period.
- 9.16. A written statement shall be furnished to the District by the unit member agreeing to return to the services of the District and to render the agreed upon period of service following return from the leave or, upon default, agree to return to the District the compensation paid for the leave of absence. The District may require a bond for sabbatical leave.

9.17. In the event a unit member, at the conclusion of a sabbatical leave, requests an additional leave of absence, such request shall be accompanied by an endorsement on the bond by the bonding carrier that the carrier shall be bound to the District for the extended period of the leave.

10. **Educational Leaves** Tenured unit members may apply for an educational leave for the purposes of travel and study under the provisions of this policy.

- 10.1. An educational leave is a leave of absence for a short period of time of less than one calendar month (a maximum of 20 days) which will be granted to tenured unit members with five (5) or more consecutive years of service in the Temple City Unified School District for the purpose of providing an opportunity for improved service to the District.
- 10.2. Such an opportunity is defined as a service organization's or non-profit foundation's award of a trip or tour whose purpose is to allow the teacher to acquire additional skills or resources relevant to the teacher's grade level or specific subject area assignments. (An example is a Rotary-sponsored trip to study the educational system of another country, and that trip has direct relevance to the teacher's grade level course of study or to the ethnic makeup of the classroom community.)
- 10.3. A unit member who previously has received an educational leave shall not be eligible to apply for a second educational leave until he/she has completed an additional five (5) years of service to the District.
- 10.4. An educational leave is not one, which is granted as a reward for work already performed but rather affords an opportunity for such unit members to prepare for improved service in the District.
- 10.5. Said leave shall be related to the unit member's assignment in the District or designed to improve the unit member's professional effectiveness in the District.
- 10.6. No more than 2% of the unit members of the District may be granted educational leave at any given time.
- 10.7. Any unit member eligible for an educational leave shall submit an application and the intended leave plan to the Superintendent at least sixty (60) days prior to the beginning of the trip/tour for which the leave is desired.
- 10.8. Selection of recipients for a leave under this policy shall be based upon the value of the leave to the District as a whole, the soundness of the leave proposal, and the unit member's length of service to the District. Other factors being equal, preference shall be given to unit members who have previously not been on educational leave.
- 10.9. A unit member granted an educational leave shall receive compensation, which shall be the difference between the salary the unit member would have received had he/she remained in active service and the salary of a substitute

or replacement employee in the position, which the unit member held prior to the granting of the leave, i.e., differential pay.

- 10.10. The unit member, while on educational leave, will continue to participate in the District employee benefit package. The unit member will participate in the State Teacher's Retirement System as if he/she were present within the District and performing normal duties. The unit member shall be given full experience credit under this section. Sick leave shall be accrued by the unit member while on educational leave. The unit member may use Personal Business Days as part of this leave.
- 10.11. At the expiration of the educational leave, the unit Member shall, unless mutually agreed otherwise, be reinstated in the position held at the time of the granting of the said leave.
- 10.12. In accepting the educational leave, the recipient shall agree to return to active duty in the District for twice the amount of time spent upon the approved educational leave unless physically or mentally unable to do so.
- 10.13. Within forty-five (45) days after the unit member's return to active duty, he/she shall file a report of the educational leave with the Superintendent. This report shall provide evidence that the intended educational leave plan was fulfilled.
- 10.14. Should it be determined by the Board that the intent was not fulfilled, or was only partially fulfilled, the Board may take action to recover any or all monies and credit for retirement and sick leave previously paid or provided to the unit member during the educational leave period.
- 10.15. A written statement shall be furnished to the District by the unit member agreeing to return to the services of the District and to render the agreed upon period of service following return from the leave or, upon default, agree to return to the District the compensation paid for the educational leave of absence.

11. **Leaves Without Pay** Unit members may request a leave without pay beyond the 12-week Family Medical Leave for academic study, personal reasons, or health rehabilitation not to exceed one year.

- 11.1. The request shall be made in writing, one copy submitted to the Association and one copy submitted to the unit member's immediate supervisor, who shall forward it to the superintendent or designee with his/her recommendation.
- 11.2. The request shall specify the date of commencement of the leave, the duration of the leave, and the reason for the request.
- 11.3. The superintendent or designee shall forward the request along with his/her recommendation, for approval or disapproval in the School Board Meeting agenda, for action by the Board.
- 11.4. The request should be made at least fifteen (15) working days prior to the Board Meeting.

- 11.5. Requests for leaves of short notice, which could not meet the above fifteen-day limit, may be granted or denied by the superintendent or designee.
- 11.6. The District shall, upon receipt of written request by the unit member, grant up to one (1) year leave without pay for:
 - 11.6.1. Service in the Armed Forces in fulfillment of obligations incurred under Federal and State laws.
 - 11.6.2. Child bearing and/or child rearing for natural or adopted child.
 - 11.6.3. Election to the California State Legislature.
- 11.7. Step advancement on the salary schedule shall accrue if the unit member worked a minimum of 75% of the school year, or if the unit member is considered to be in a paid status as in the case of medical disability, military leave, and sabbatical leaves of absence.
- 11.8. The position left by the member on leave will be considered a temporary position and may be filled by either a permanent or temporary staff member.
- 11.9. At the conclusion of the leave, only a tenured teacher in a permanent position will be granted the same position that was held by that teacher at the time of leave. If the position no longer exists, transfer and reassignment language will apply (Article VI).
- 11.10. A unit member on leave without pay may, with the approval of the carrier, participate in the employee group benefits provided the member pays the full cost.

ARTICLE X
SAFETY CONDITIONS OF EMPLOYMENT
(Revised 2022-2023)

1. It is agreed that it is the District's responsibility to provide a place of employment where unit members may work under safe and hazard-free conditions.
2. Unit members shall report to their immediate supervisor any alleged unsafe, hazardous, or potentially dangerous working conditions or facilities.
 - 2.1. As soon as possible, after receiving such reports, the District Safety Officer shall take necessary steps to correct the unsafe working conditions or facilities, which constitute a threat to a unit member's safety.
3. Under emergency hazardous conditions, a unit member may take reasonable actions essential to abate the conditions to the extent necessary to protect himself/herself, students, and co-workers from the hazard and shall report immediately to his/her supervisor.
4. The District, at the beginning of each school year, shall provide each unit member with information regarding the provisions of the California Occupation Safety and Health Act and regulations relating to the provisions provided by the California Fire Marshal.
 - 4.1 The district shall offer safety related trainings and renewal of all safety certifications as needed in the classroom throughout the year on a voluntary basis, which shall be paid at the non-instructional hourly rate for unit members if conducted outside of their workday.
5. During the summer, the district will work with the site emergency administrator and site safety committee to check emergency bins, and emergency backpacks to ensure supplies are inventoried. The district and site safety administrator will work together to prepare an inventory list as well as a report on the current condition of site's safety/emergency equipment. All supplies will be ordered at least 30 days prior to expiration.
6. Every three (3) years the district will provide an emergency training to the safety committee. Yearly, the school site will provide a training review, to ensure procedures meet the safety needs of students, and staff for the upcoming year.
 - 6.1 Each site shall provide at least one monthly drill to unit members and students that include but are not limited to:
 - A. Earthquake drill
 - B. Fire drill
 - C. Lockdown drill
 - D. Shelter in place
 - 6.1.1 Each secondary site shall have a minimum two (2) full evacuation drills each school year, the first taking place within the first fifteen (15) school days. Each primary site shall have a minimum of two (2) full evacuation drills each school year, the first taking place within the first 15 school days.
 - 6.1.2 The District shall provide site specific up to date training to each unit

member regarding all areas notated in 6.1 of this article for a minimum of 60 minutes before the first day of school with students.

- 6.1.3 The district and school site shall evaluate any further threats to unit members and student safety on an ongoing basis.
7. Unit members shall immediately report to the police and to their immediate supervisor cases of assault allegedly suffered by them in connection with their employment.
8. The District shall reimburse unit members for loss or damage to authorized personal property, exclusive of transportation, when such loss or damage occurs during the course of the unit member's performance of duties and responsibilities.
9. **Equipment Shall Be Registered and Protected** - All authorized property shall be designated in advance by the unit member's supervisor as an item to be used in the course and scope of his/her work. Each item shall be registered with the building principal or program administrator. This listing shall include the name of the item, brief description, and when possible, the model and serial number, original purchase price, date of purchase, and any other identifying data. The unit member shall exercise all reasonable security procedure including personal surveillance to keep

the property protected and under appropriate locked conditions.

10. **Claims Limitations**-No claims may be made for replacement or repair of personal property valued at less than \$10. A maximum reimbursement of \$1500 may be paid on any item afforded protection under this Article. The District assumes no obligation for articles of sentimental value other than for replacement or repair as herein described.
11. **Articles of Clothing and Prosthesis**- Payment may be made for the costs of replacing or repairing articles of clothing and/or prostheses necessarily worn by a unit member, when any such property is stolen or damaged in the line of duty without fault of the union member.
12. **Repair or Replacement** - Property damaged as a result of arson, accident, or vandalism shall be repaired and returned to original condition or replaced at the discretion of the District. Property, which is replaced, shall be compensated for at the current replacement value less depreciation, depending upon age and condition of the article.
13. **Protection Not Afforded from Wear and Tear**-The unit member's property shall not be afforded protection from wear and tear and obsolescence.
 - 13.1. The unit member shall be responsible for the maintenance of all personal equipment or other personal property used in the scope of the employee's work.
14. **Reimbursement from Other Sources** - In the event a unit member is compensated for replacing or repairing his/her property from any source other than District funds, the District shall, to the extent of such payments, be subrogated to any right of the unit member to recover compensation for such damages or stolen property.
15. It is agreed that nothing in this Article shall abrogate the unit member's responsibility as to the health and safety of the students assigned to him/her.

ARTICLE XI ASSOCIATION RIGHTS

1. The District and the Association recognize the right of unit members to join and participate in the lawful activities of the exclusive representative organization and be represented by that organization in all their employer-employee relations. The District and the Association recognize the equal alternative right of unit members to refuse to join an organization, such rights to be exercised free from reprisals or discrimination.
2. No more than three (3) designated representatives of the Association shall have the right of access, between the hours of seven-thirty o'clock (7:30 a.m.) and three-thirty o'clock (3:30 p.m.), to any staff room and general meeting area unless approved by the site administrator. Organization representatives shall notify the responsible administrator, or designee, of their presence upon visiting a school and shall recognize the right to privacy of District employees. Such visitations shall not interfere with the conduct of school activities or normal duties of District employees. The Association shall have the right to request the use of District facilities in accordance with the requirements established by the Board of Education under the Civic Center Act of the Education Code of the State of California.
3. The Association shall have the right to post notices of activities and matters of unit member concern on bulletin board space reserved for employee organizations, a reasonable amount of which shall be provided at each school site in an area frequented by unit members. The Association may use the school mailboxes for communications to unit members. All such communications shall be dated, signed, and properly identified as to source.
4. The Association shall be provided with a total of thirty (30) working days of release time per year to be utilized by designated Association members for Association business, exclusive of negotiations and grievance processing.
5. Upon written request by the Association, the District shall furnish to the Association two copies of non-confidential materials, as determined by the Superintendent, or designee, which are supplied to Board members prior to Board meetings and which are related to the meeting and negotiation process and any other similar materials that may be given to Board members during Board meetings and which are open to public inspection.
6. The District shall, no later than November 15 of each year of this Agreement, distribute to each unit member a copy of the District Directory containing names, addresses, and telephone numbers of those District employees who have authorized the District to publish said information.

ARTICLE XII
SAVINGS

1. If any provision of this agreement is held by a court of competent jurisdiction to be contrary to law, then such provision will be deemed invalid, but all other provisions shall continue in full force and effect.

ARTICLE XIII
COMPLETION OF NEGOTIATIONS

1. Except as provided for in other provisions of this Agreement, the Association agrees not to attempt to meet and negotiate with respect to any subject or matter whether referred to or covered in this Agreement or not, even though each subject or matter may not have been within the knowledge or contemplation of the Association at the time it met and negotiated on and executed this Agreement, and even though such subjects or matters were proposed and later withdrawn.
2. In any case, which unit members are to be extended any additional benefits not accorded to other unit members in this Agreement, the Association shall be informed of the particulars thereof, prior to any offer to, or meeting with the unit member. The unit member shall be notified of his/her right to have Association representation at any meetings to discuss such matters.
3. The parties agree that this Article is not intended as either a general or a specific waiver of the bargaining rights that the Association might have under the Rodda Act as a result of the District's attempt to change any past benefit or practice not contained in this Agreement, which is within the mandatory scope of bargaining of the Act.
4. Nothing contained within this Article shall limit the right of the parties to modify this Agreement at any time by mutual written agreement.
5. Requests to reopen negotiations for a successor agreement shall be submitted by TCEA, in writing, no later than the first Board of Education meeting in March. As soon thereafter as practicable, but not later than sixty (60) days, following the receipt of a request to open negotiations, the parties shall communicate and schedule to begin such negotiations.

ARTICLE XIV
Association Dues Provisions

1. Any unit member who is a member of the Temple City Education Association, CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees, and general assessments in the Association.
 - 1.1. Pursuant to 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.
 - 1.2 Deductions for unit members who sign such authorization after commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.
 - 1.3. There shall be no charge to the Association for any dues deductions.
2. With respect to all sums deducted by the District pursuant to sections 1 for membership dues, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made.

ARTICLE XV
WAGES, HEALTH and WELFARE BENEFITS (COMPENSATION)

(Revised 2022-2023)

1. **Salary Schedule Adjustment:**

- 1.1. The parties will consider the District's fiscal resources and obligations in determining total compensation, which includes salary as well as health and welfare benefits.
- 1.2. Both the District and the Association have a mutual interest in maintaining the teachers' salary schedule and health/welfare benefits at or above the median level (Los Angeles County surveys or other mutually agreed upon comparison methods) while at the same time protecting the District's ability to maintain a budget with a five percent (5%) ending balance.
- 1.3 Effective July 1, 2022, compensation has been settled at a 10% ongoing salary increase and a 2% one-time compensation on the 2021-22 salary schedule contingent upon the adjustment to the school calendar.

*see Appendix A

1.4 Effective July 1, 2022, the Special Education Teacher salary schedule shall be an increase of 2.5% above the standard Teacher salary schedule.

1.5 Effective July 1, 2022, CTE teachers holding a Designated Subject Credential shall be paid at the same level as single and multiple subject credentialed unit members in all categories, columns, and years of service.

1.6 Effective July 1, 2022, one step may be allowed for each year's experience in California, not to exceed eight (8) steps.

2. **Salary Schedule:** The District agrees to compensate unit members according to the salary schedule attached as Appendix E.

3. **Step and Class:**

- 3.1. Earned step movement is granted if a teacher completed at least 75% of the previous year.
- 3.2. Class movement will be granted the first pay period after receipt of official transcripts confirming completion of units or degrees necessary for movement and Board approval.

4. **Career Increment:** The District agrees to grant a career increment of \$2000.00 to those unit members who qualify in accordance with the provisions of the District. Career increments will be granted the first pay after receipt of official transcripts confirming completion of units or degrees necessary and Board approval. (See Appendix D) (Retroactive to 2021-2022)

5. **Extra-Duty Assignments:** Extra-duty assignments include all work performed outside the school day for which members of the bargaining unit receive pay. The

District agrees to compensate unit members for extra duty assignments according to the schedule attached as Appendix E-2. The extra-duty assignment schedule will be increased the same percentage as the regular schedule. The extra-duty assignment schedule increase shall become effective at the same time as the salary increases. If there arises a program need/change (i.e. Title IX compliance requirement) not during the bargaining period, the TCUSD and TCEA stipend committee shall convene and determine the necessary changes to be made to the extra-duty assignments schedule Appendix E-2. The TCUSD and TCEA Stipend Committee shall be composed of the TCEA President, TCEA Vice President, Associate Superintendent, and Chief Business Officer or their designee. Each stipend will follow the following formula:

Percentage of Column 2, Step 2, of the current Teacher Annual Salary Schedule:

Class 1: 2.25%

Class 2: 4.25%

Class 3: 6.5%

Class 4: 8.5%

6. **Health and Welfare Benefits**: The District agrees to provide each eligible unit member the opportunity to select his/her health and welfare benefits from among the options listed on the Certificated Employees Benefit Selection Sheet (see Appendix F).
 - 6.1. Effective July 1, 2014, the District's contribution to the TCEA benefits fund shall be \$9250 per FTE.
 - 6.2. No employee shall account for more than 1.0 FTE.
 - 6.3. The District's contribution for part-time unit members shall be pro-rated in proportion to the unit member's percentage of FTE.
 - 6.4. Each full-time unit member shall be required to select a package of benefits from those listed on Appendix F, which includes a medical plan, a dental plan, a vision plan, and a life insurance plan.
 - 6.5. TCEA shall determine the amount of the deduction to be allocated to the TCEA members based upon whether the individual is single, two-party, family, or married to another unit member.
 - 6.6. Costs of premiums beyond the maximum contribution shall be deducted from the employee's paycheck as a condition of receipt of the benefits.
 - 6.7. All monies contributed to the benefits fund are to stay in the fund to offset future increases and reduce "out of pocket" expenses for TCEA unit members. No rebates are to be disbursed from the TCEA benefits pool.
 - 6.8. The TCEA Benefits Committee shall determine the fringe benefit options available to bargaining unit members and select the providers of those plan options.
7. The District agrees to provide the same coverage for an employee with a registered domestic partner (or domestic partner with children) as it pays toward the cost of coverage for an employee with a spouse (or spouses with children) as long as the following conditions exist:
 - 7.1. Domestic partner participation will be governed by the rules and regulations of the insurance carrier.
 - 7.2. To be eligible for domestic partner coverage, the unit member and domestic partner must have registered their domestic partnership pursuant to California Family Code section 297 et seq. and must meet all the requirements of the domestic partner registration laws at the time coverage is requested.
 - 7.3. The unit member shall provide a copy of the Declaration of Domestic Partnership document, which has been duly filed with the Secretary of State, at the time coverage is requested.
 - 7.4. If the domestic partnership is terminated, the unit member shall provide the District with a copy of the Notice of Termination of Domestic Partnership within

ten (10) days of filing the Notice with the Secretary of State.

- 7.5. Termination of the domestic partnership shall result in discontinuation of dependent coverage for the former domestic partner.
- 7.6. Upon loss of coverage for a domestic partner for any reason, continuation coverage through COBRA shall be offered only to the extent the federal COBRA legislation provides for such coverage for domestic partners. (As of 10/27/04, there is no federal legislation covering domestic partnerships.)
8. The District shall make an IRS 125 program available to TCEA unit members and assist the TCEA Benefits Committee with the administration of that program, plan selection sign-up procedures, payroll deduction procedures, and other related administrative and clerical functions.

ARTICLE XVI
AD HOC INSTRUCTIONAL ASSIGNMENTS

1. **Posting of Vacancies** - The school shall deliver a notice of vacancy for ad hoc instructional assignments, such as home hospital, long-term independent study, or categorical/project assignments to all members of the staff. The notice shall include a deadline of no less than seven working days unless this requirement is waived by mutual agreement of the principal and the TCEA President.
 - 1.1. In the instance where Home Hospital assignments are available, the student's teacher of record will be given first right of refusal for the assignment. If the assignment is refused sections 2 through 4 will apply.
 - 1.2. For secondary the position will be flown to each teacher of record for that student with first right of refusal with the assignment being no more than 1 hour per week per subject. If this assignment is refused, the position will be flown to teachers within those specific departments.
2. **Selection Criteria** - The principal is responsible for developing the notice, which shall include a description of the position's duties, a list of all qualifications, and requirements of the position. Initial priority will be given to a student's teacher of record with right of refusal for the assignment.
3. **Selection Procedures** - All qualified applicants will be interviewed by the principal and one or more teachers.
4. **Final Decision** - The interview panel will make the final decision based on the objective application of these criteria:
 - 4.1. Possession of the appropriate credential or certificate.
 - 4.2. Unit members, in a given subject or grade level, shall be given priority consideration in filling subject or grade level positions.
 - 4.3. The unit member's area of competence and timeliness of experience in the subject matter and/or grade level.
 - 4.4. The ability to maintain an effective and stimulating learning environment, as documented by evaluations, observations, or other pertinent documents in the personnel file.

ARTICLE XVII
SUPPLEMENTAL DUTIES/TEACHER REPRESENTATIVE POSITIONS
(Revised 2017 – 2018)

1. Supplemental Duties are those duties, which are listed on and paid according to the Supplemental Pay Schedule, Appendix E.
 - 1.1. Supplemental duties are not part of a unit member's regular instructional and adjunct duties defined in Section 1 of Article II, and supplemental duties are in addition to any voluntary duties such as club sponsorship.

2. **Posting of Vacancies** - The District shall post at each school, and deliver to the Association, a Notice of Vacancy as soon as the District determines the need to fill one of the supplemental duty positions.
 - 2.1. The Notice of Vacancy shall include the Job Description of duties, the qualifications and experience requirements for the position, and the closing date for submitting applications.
 - 2.2. Except in unusual circumstances, the closing date shall not be less than ten (10) working days after the first day of posting. Positions shall not be filled before the closing date.

3. **Selection Procedures** - Preference shall be given to employees of the District and no supplemental duty position shall be offered to a non-employee if there is an employee applicant who meets all of the qualifications and experience requirements listed in the Notice of Vacancy.
 - 3.1. Department Chairpersons, Grade Level Leaders, and any District or site committee members shall be selected by the unit members in the department, grade level, or specialty area they will represent, in elections conducted by the Association. Teachers must be tenured and receive “meets District standards” in all evaluation Criteria areas to be considered for Supplemental Duties or Teacher Representative Positions.
 - 3.1.1. The above criteria may be waived on a case-by-case basis with the approval of the TCEA President.
 - 3.2. Assistant coaches shall be selected by the Head Coach they will be assisting, pending approval by the Assistant Superintendent of Personnel.
 - 3.3. All other supplemental duty positions shall be selected by consensus of the District selection committee or site selection committee, which shall consist of the principal and three-unit members selected by the unit members at that site in an election conducted by the Association.

4. **Selection Procedures for all Teacher Representative Positions** - These procedures are established as a guideline for the selection of teacher representatives.
 - 4.1. Representative positions shall be elected by teachers, whenever practicable.
 - 4.2. Examples of represented positions include:
 - 4.2.1. Department chairs
 - 4.2.2. Grade Level/Team Leaders
 - 4.2.3. District or Site Committee Members

ARTICLE XVIII
CATASTROPHIC LEAVE BANK
(Revised 2010 – 2011)

1. **Authorization**

1.1. Section 44043.5 of California Education Code authorizes the governing boards of school districts to establish a catastrophic leave program to permit employees of that district to donate eligible leave credits (as defined) to an employee when that employee or member of his or her family suffers from a catastrophic illness or injury (as defined) if prescribed conditions are met. The Catastrophic Leave Bank shall be administered by the Catastrophic Leave Bank Committee (CLB Committee), as selected by TCEA.

2. **Definitions**

2.1. A “catastrophic illness” or “catastrophic injury” is defined as an unwelcomed event that incapacitates the employee or a member of the employee’s family for a period of time.

2.1.1. This event would require the employee to take time off work after the employee has exhausted all of his or her sick leave.

2.1.1.1. Maternity and/or childcare leaves are not considered catastrophic unless they fall into the above category.

2.2. The term “eligible leave credits” is defined as sick leave days accrued to, or donated by, a participating member. The terms “leave credits,” “credits,” “sick days,” and “days” are equivocal when discussing time off for an employee.

2.3. The terms “donation,” “deposit,” and “contribution” are interchangeable for the purposes of the Catastrophic Leave procedure.

3. **Donations to the Bank**: Donation to the Catastrophic Leave Bank program is voluntary for any regular certificated employees of TCUSD on active duty status. Eligible leave credits may be donated to the Catastrophic Leave Bank within the following conditions and restrictions:

3.1. All donating members of the catastrophic leave program as of January 1, 2011 are grandfathered in as paid-in-full participants, but must abide by all new rules and regulations herein.

3.2. To contribute to the Catastrophic Leave Bank program, new members must use the CLB Application and Donation Form (Appendix I) and donate from their allotted/accrued sick leave days at least one day per year for two consecutive years, or at least two days in one year.

3.3. Donors may contribute as many days as they wish at any time during the academic years, or at least two days in one year.

3.4. Participants in the Catastrophic Leave program are eligible to apply for catastrophic leave after a thirty (30) day vesting period from their initial deposit. Any particular instance that challenges the vesting period will be evaluated by

- 3.5. Donors shall give written notice using the CLB Application and Donation Form (Appendix I) to the Personnel office with his or her intent to contribute day(s) to the CLB.
 - 3.5.1. A copy of the CLB Member/Donor and Donation Form (Appendix I) shall state clearly the number in the donor's Personnel File.
 - 3.5.2. The CLB Member/Donor and Donation Form (Appendix I) shall state clearly the number of days and the manner in which they would like them donated. The date of the CLB Member/Donor and Donation Form (Appendix I) shall become the date of effective transfer of leave credits (sick days).
- 3.6. Any contribution of days from donors who have fewer than six (6) accrued sick leave days must be formally approved by the CLB Committee.
- 3.7. A deposit of leave credits to the Catastrophic Leave Bank shall be a general donation and usable by any qualifying participant in the program; leave credits cannot be donated to a specific individual or circumstance.
- 3.8. All donations to the Catastrophic Leave Bank from anyone are irrevocable: The donor waives any right to those days that he or she has donated after the vesting period.
- 3.9. The Catastrophic Leave Bank will accumulate days year to year. The CLB shall maintain a minimum of 300 days in the bank.
 - 3.9.1. Should the number of days in the Catastrophic Leave Bank fall below 300, all active participants who wish to maintain membership must donate at least one day per fiscal year until the bank is replenished to the minimum amount.
 - 3.9.2. Should a participant fail or choose not to maintain membership, he or she will be given written notice by the District Office and the CLB committee of their standing and their options. (See CLB Delinquency/Replenishment/Notification form I-3).
4. **Withdrawals from the Bank**: A Catastrophic Leave Bank participant may request to draw upon the leave credit (banked days) under the following conditions:
 - 4.1. The employee or his or her family member is suffering from a catastrophic illness or injury as defined in this article (Section 2).
 - 4.2. The request for CLB withdrawal must be made in writing to the personnel office using the CLB Request Form at which time the personnel office will contact TCEA's executive board. (See CLB Request/Withdrawal form – appendix I-3).
 - 4.2.1. The written request must include
 - 4.2.1.1. verification of catastrophic illness or injury by an appropriate authority and
 - 4.2.1.2. the specific number of days being requested from the CLB.
 - 4.3. The personnel office shall report to TCEA the individual's remaining sick leave days, if any.
 - 4.4. The CLB Committee will convene to evaluate the request with due diligence.

- 4.5. If catastrophic leave is approved, coverage by the Catastrophic Leave Bank will be granted in units of no more than ten (10) duty days per request. Participants may request extensions or additional grants as their prior grants expire. The maximum withdrawal of leave credits (days) for any requests in a given fiscal year shall not exceed sixty (60) working days.
- 4.6. All transactions, activity and circumstances surrounding participants using the Catastrophic Leave Bank shall be held confidential by the CLB Committee, TCEA, and the District.
- 4.7. Requestors who have exhausted sick leave, but who still have differential leave available, are eligible for a withdrawal from the CLB. Upon approval by the CLB Committee, the District shall pay the requestor full pay, and the CLB shall be charged a half day while the requestor is debited a day of authorized differential pay as by Ed Code (#45180).
- 4.8. Any days granted by the CLB Committee that go unused by the employee shall be returned to the Catastrophic Leave Bank.
- 4.9. Eligible credits (days) shall be donated and withdrawn from the Bank without regard to the daily rate of pay of any participant. Requestors using days from the Bank shall receive pay for that day at the same rate he or she would have received had the requestor worked that day.

5. Catastrophic Leave Bank Committee

- 5.1. The Catastrophic Leave Bank Committee shall consist of the Assistant Superintendent of Personnel who serves as the non-voting facilitator and three (3) voting members appointed by the executive board of TCEA.
- 5.2. In the event that a CLB Committee has not been formed, or if the committee members are not able to fulfill their duties, the duties of the CLB committee are to be upheld by the TCEA executive board.
- 5.3. The CLB Committee shall have the responsibility for approving or denying a request, in part or whole, and communicating their decision in writing to the requestor and the personnel office within ten (10) working days of the CLB Committee's receipt of the request.
- 5.4. In reviewing requests, the CLB Committee shall consider the number of days requested, the number of individuals requesting withdrawals, and the status of the credits in the bank.
- 5.5. An employee who has had a request denied may amend and resubmit the request one time, with or without the assistance of a building representative. All decisions of the CLB Committee are final and shall not be subject to further appeal.
- 5.6. All records and information obtained by the CLB Committee and/or TCEA that relate to an individual employee's health, finance, family, or employment status shall be confidential, and may not be discussed or divulged by a CLB Committee member outside of formal meetings.

- 5.7. If the Catastrophic Leave Bank does not have sufficient credits to meet a withdrawal request, the CLB Committee is under no obligation to provide credits or leave days and the District is under no obligation to pay the requestor any funds whatsoever.
- 5.8. If the Catastrophic Leave Bank is terminated for any reason, the days remaining in the Catastrophic Leave Bank, if any, shall be returned to the active participants in proportion to their deposits.

6. **District Responsibilities**

- 6.1. The District shall provide a current accounting of the active duty participants, past donors and all account activity twice a year, to be given to the TCEA executive board or the CLB Committee every December and May.
- 6.2. The District shall have the responsibility of receiving withdrawal requests and verifying the status of the requestors' sick leave, and communicating that information to the TCEA executive board or the CLB Committee.
- 6.3. Upon receipt of (CLB Request Withdrawal Form I), the District shall effectuate the transfer of credits from the donors to the Bank. The District shall send written confirmation to the donors and the CLB Committee that the transfer has taken place. The confirmation shall include the number of leave days remaining to the donor.
- 6.4. Upon receipt of written instructions from the CLB Committee, the District shall

ARTICLE XIX
EARLY RETIREMENT

1. The District and TCEA mutually agree to offer a retirement plan for unit members who choose to retire and who meet the following criteria:
 - 1.1. Must be at least 55 years of age by September 1 of the year they retire.
 - 1.2. Must have been employed in the District for a minimum of ten (10) years.
2. Retirees will receive a health benefits package, capped at the District's yearly contribution, for five (5) years or until age sixty-five (65), whichever occurs first.

ARTICLE XX
PEER ASSISTANCE and REVIEW PROGRAM (PAR)
(Revised 2010 – 2011)

1. **Purpose**

- 1.1. The Peer Assistance and Review Program (PAR) allows exemplary teachers/unit members to assist identified permanent teachers/unit members in their professional domain. (Education Code 44500)
- 1.2. The Program's assistance shall be provided through Consulting Teachers as described in Section 3.2 of this article. Consulting Teachers shall not participate in, nor conduct, any evaluation of a certificated unit member as set forth in the evaluation article of this Agreement and Education Code 44660, et seq.
- 1.3. The Program resources shall be utilized in the following priority:
 - 1.3.1. Permanent Teachers/unit members whose overall summative evaluation does not meet standards (Appendix G)
 - 1.3.2. Beginning Teachers/unit members
 - 1.3.3. Voluntary Permanent Teachers/unit members
 - 1.3.4. General staff development.

2. **Definitions**

- 2.1. **Teacher** – All full or part-time probationary, permanent, or temporary unit members.
- 2.2. **Referred Participating Teacher** - A permanent teacher recommended by his or her evaluator to receive assistance to improve his or her subject matter, knowledge, teaching strategies, and/or teaching methods (including classroom management) as a result of an overall "Does Not Meet Standards" on his/her summative evaluation.
- 2.3. **Beginning Teacher** – Any unit member having probationary or temporary status.
- 2.4. **Voluntary Teachers** – A teacher with permanent status who has received a summative evaluation other than "Does Not Meet Standards" but who requests assistance to improve his or her professional skills. The purpose of participation in the PAR Program is for peer assistance only. The Voluntary Teacher may terminate his or her participation in the PAR Program at any time.
- 2.5. **Participating Teacher** – Any unit member participating in the PAR program as a Referred, Beginning or Voluntary Teacher.
- 2.6. **Evaluator** – The certificated administrator appointed by the District to evaluate a certificated teacher/unit member.
- 2.7. **Consulting Teacher** – A unit member who provides assistance to a Participating Teacher pursuant to the PAR Program.
- 2.8. **Joint Committee** – a panel of five members responsible for the governance of the Peer Assistance and Review Program.

3. Governance and Program Structure

3.1. Joint Committee (JC)

- 3.1.1. The Peer Assistance and Review Program will be administered by a panel consisting of five members: three teachers/unit members appointed by the Association, and two administrators appointed by the District. Qualifications for the teacher representatives shall be the same as those for Consulting Teachers/unit members as set forth in Section 3.2.2. A certificated committee member's term shall be three years. The terms of the committee members shall be staggered.
- 3.1.2. The Joint Committee shall establish its own meeting schedule. Such meetings may take place during the regular teacher workday.
- 3.1.3. The Joint Committee shall have the following responsibilities:
 - 3.1.3.1. Establish internal operating procedures and regulations necessary to carry out the requirements of the Education Code and this document, including a procedure for selecting the Joint Committee's chair.
 - a. Participate in training for the Joint Committee as needed.
 - b. Develop the annual budget for the PAR Program.
 - c. Send written notification of participation in the PAR Program to the Referred Participating Teacher, the Consulting Teacher and the site evaluator.
 - d. Develop and maintain PAR documents and reports for Consultant Teacher use.
 - e. Forward all formal PAR documents of participation to the Personnel Office at the end of the year. These records shall be filed separately from the individual personnel records except as specified in this document.
 - f. Determine the number of Consulting Teachers in any school year, based upon participation in the PAR Program, the budget available, and other relevant considerations. Compensation issues must be approved through the established contract negotiations process.
 - g. Select Consulting Teachers and provide for their training.
 - h. Review reports provided by Consulting Teachers.
 - i. Review the effectiveness of the Consulting Teacher in the role of Consulting Teacher.
 - j. The Joint Committee will make an annual report to the Governing Board and the Association regarding the impact of the PAR Program, improvements to be made in the Program and any recommendations regarding the Program.

3.2. Consulting Teacher (CT)

- 3.2.1. A Consulting Teacher is a unit member who provides assistance to a Participating Teacher pursuant to the PAR Program
- 3.2.2. Qualifications for Consulting Teacher:
 - a. Attained permanent status with at least five years of recent experience in TCUSD.
 - b. Demonstrated effective communication skills, subject matter competency, commitment to District curricular goals and standards, and mastery of professional strategies necessary to meet students' needs in different contexts;
 - c. Demonstrated effective leadership skills including the ability to work cooperatively and effectively with other teachers/unit members and administrators.
- 3.2.3. Consulting Teacher positions shall be filled in the following manner:
 - a. The District shall post the position(s). Each applicant will be required to submit an intent to apply form.
 - b. Applicants must also submit at least two letters of recommendation from individuals who have direct knowledge of the applicant's abilities for the position. A reference from a Principal or District level administrator is preferred, although not necessary. All applications and references will be treated with confidentiality and will not be disclosed except as required by law. The Joint Committee will make the selection through majority vote, which will be forwarded to the superintendent or designee.
 - c. The Committee's procedures for selecting Consulting Teachers/unit members may include classroom observations of Consulting Teacher candidates.
- 3.2.4. Consulting Teachers/unit members shall provide assistance to Participating Teachers/unit members in the areas of subject matter knowledge, professional strategies, and/or teaching methods. This assistance may include, but is not limited to, the following activities:
 - a. Meeting with the Referred Participating Teacher/unit member and the evaluator to discuss the PAR Program and to establish mutually agreed-upon performance goals based on specific areas targeted by the evaluation process;
 - b. Developing the assistance plan and a process for determining successful completion of the PAR Program;
 - c. Meeting and consulting regularly with the evaluator regarding the nature of the assistance being provided;
 - d. Observing Participating Teacher/unit member multiple times during periods of classroom instruction/professional duties;
 - e. Allowing the Participating Teacher/unit member opportunities to observe the Consulting Teacher/unit member or other selected

- teachers/unit members as needed. Allowing the Participating Teacher/unit member to attend professional training. Demonstrating good practices to the Participating Teacher/unit member;
- f. Maintaining appropriate records of each Participating Teacher/unit member's activities and progress.

- 3.2.5. A Consulting Teacher/unit member may not be appointed to an administrative position in the District while serving as a Consulting Teacher, or for one (1) full year after serving as a Consulting Teacher.

4. **Program Outline**

- 4.1. For Referred Participating Teachers/unit members:
 - 4.1.1. Any permanent unit member with an "Overall Does Not Meet Standards" on the six teaching standards (CSTP) of the final summative evaluation must participate in the Program.
 - 4.1.2. The Consulting Teacher's assistance shall focus on the specific areas recommended for improvement by the Participating Teacher/unit member's evaluator.
 - 4.1.3. These recommendations shall be written, aligned with student learning, clearly stated, and consistent with Education Code Section 44662. These recommendations shall be considered as the performance goals required by Education Code Sections 44664(a) and 44500(b)(2).
 - 4.1.4. The Evaluator, the Consulting Teacher and the Referred Participating Teacher/unit member shall meet and discuss the recommended areas of improvement outlined by the Evaluator and the types of assistance that should be provided by the Consulting Teacher.
 - 4.1.5. The Consulting Teacher and the Evaluator are expected to establish a cooperative relationship and shall coordinate the assistance provided to the Referred Participating Teacher/unit member.
 - 4.1.6. The Consulting Teacher and the Referred Teacher/unit member shall meet to discuss the plan for assistance. After that meeting, the Consulting Teacher will provide the assistance set forth in Section 3.2.4, which must include observations of the Referred Participating Teacher/unit member as needed.
 - 4.1.7. Before April 1 of each year, the Consulting Teacher shall complete a written report evaluating the unit member's progress on the performance goals as outline in Section 4.1.3. and also contain the following information
 - 4.1.7.1. a description of the assistance provided to the Participating Teacher unit member and
 - 4.1.7.2. evidence of application in the targeted goal areas. This report shall be submitted to the Joint Committee and also to the Participating Teacher/unit member and the evaluator. The Referred Participating Teacher/unit member shall have the right to submit a written

response within twenty (20) days and have it attached to the final report. The Referred Participating Teacher/unit member shall also have the right to request a meeting with the Joint Committee and to be represented at this meeting by the Association representative of his or her choice.

- 4.1.8. The Consulting Teacher's written report shall be made available as part of the Participating unit member's annual evaluation. The evaluator shall have the discretion as to whether, and how to use the results in the annual evaluation. The Participating Teacher/unit member may request placement of the Consulting Teacher's report in his/her personnel file.
- 4.1.9. After receiving the report, the Joint Committee shall determine whether the Participating Teacher /unit member will benefit from continued participation in the Program. The Consulting Teacher shall continue to provide assistance to the Referred Participating unit member until the Joint Committee determines the teacher no longer benefits from participation in the Program, or the teacher receives an overall "Meet Standards" on the summative evaluation, or the teacher is separated from the District. The District has the sole authority to determine whether the Participating Teacher has been able to demonstrate satisfactory improvement.

4.2. Induction Candidates (Beginning Teachers/unit members) Induction Candidates (Beginning Teachers/unit members) will be assigned Mentors (Consulting Teachers) as outlined in a CTC accredited induction program.

4.3. Voluntary Participating Teacher/unit members (permanent)

- 4.3.1. Voluntary Participating teacher/unit members are individuals who wish to grow and learn with the assistance from a peer, or who may be seeking assistance due to a change in assignment or the institution of new curriculum. The Program for Voluntary Participating teacher/unit members will focus on practical application of professional skills or the acquisition of new subject matter.
- 4.3.2. The Voluntary Participating unit member will submit to the Joint Committee a written request to participate in the program. The request will outline the needs he/she would like to address.
- 4.3.3. All reports and recommendations will become the property of the Voluntary Participating Teacher/unit member.
- 4.3.4. The Voluntary Participating Teacher/unit member may terminate his or her participation in the PAR Program at any time.

5. **Other Provisions**

5.1. Functions performed by unit members under this document shall not constitute either management or supervisory functions as defined by Government Code Section 3540.1(g) and (m).

5.1.1. All documents and information relating to the participation in this Program will be regarded as a personnel matter and subject to the personnel record exemption of the California Public Records Act (Government Code Section 6250, et seq.). The annual evaluation of the Program's impact, excluding any information on identifiable individuals, shall be subject to disclosure under the Public Records Act.

5.1.2. All parts of the selection process of Consulting unit members will be treated as confidential and will not be disclosed except as required by law.

5.1.3. All the documents for the PAR Program will be filed separately from the individual personnel records, except as set forth in 4.1.8 above.

ARTICLE XXI EVALUATION

(Revised 2015 – 2016)

1. Temple City Unified School District (TCUSD) and Temple City Education Association (TCEA) agree that the purpose of evaluation is the improvement of instruction and a better educational program through staff growth.
 - 1.1. This article is intended to meet all the requirements of the Stull Act as mandated by the State of California and to meet the State Standards for the Teaching Profession as well as District accountability standards.
 - 1.2. As a result, both parties agree to the following evaluation procedure in order to develop a coordinated and consistent evaluation process and procedure.
2. The evaluation process will be based upon the California Standards for the Teaching Profession (CSTP) (Appendix G). The process and procedure is as follows:
 - 2.1. **Goal Setting:**
 - 2.1.1. Every year, each certificated staff member will conduct a self-assessment to determine his/her current level of practice in each of the elements.
 - 2.1.2. Upon completion of the self-assessment, each certificated staff member will develop two goals for the year. One goal will address Professional Standards and one goal will address Professional Development.
 - 2.1.3. By October 1, all certificated staff members must submit goals to their evaluating administrator.
 - 2.1.4. Before a formal observation, but no later than November 1, each certificated staff member due for evaluation during the current year will meet with the evaluating administrator to discuss and mutually agree upon the goals for the current evaluation cycle.
 - 2.1.5. If a certificated staff member and principal need assistance in mutually agreeing upon goals, a third party consisting of a TCEA Representative and, if desired, a District Representative may be called in to help dialogue.
 - 2.2. **Observation Process:** At the beginning of the school year, the school site administration shall prepare a projected evaluation calendar listing names of teachers to be formally observed and evaluated.
 - 2.2.1. Every probationary, temporary, and provisional, certificated staff member shall receive a written formal observation lasting a minimum of 30 minutes by the school site administration at least twice each school year and a minimum of three unscheduled "walk through" observations each year.
 - 2.2.2. Every permanent certificated staff member shall receive a written formal observation lasting 30 minutes at least every other year, and a minimum of three unscheduled "walk through" observations each year. The site administrator or evaluator may waive the two-year cycle formal evaluation for up to, but not exceed, a five (5) year cycle, provided the unit member meets all of the criteria specified in section 2.3.2.2. This election of an

alternative cycle does not preclude unit members from receiving a minimum of three (3) unscheduled “walk through” observations each year. The alternative cycle option may be altered at the discretion of administration.

- 2.2.3. A complete sequence for a formal observation shall include:
 - 2.2.3.1. A pre-observation conference between the evaluator and the certificated staff member;
 - 2.2.3.2. A 30-minute observation (no later than 5 school days after the pre-observation conference);
 - 2.2.3.3. A post-observation conference (no later than 10 school days after the observation) in which the certificated staff member has an opportunity to obtain clarification and feedback from the evaluator; and
 - 2.2.3.4. A written observation report, site-specific and aligned to the CSTP. If needed, an initial assistance plan may be developed at this conference.
 - 2.2.3.5. If mutually agreed upon by the observer and the certificated staff member observed, the above observation assessment sequence may be adjusted. The agreement shall be in writing and signed by both parties.
- 2.2.4. In case of a dispute regarding the observation report, the affected certificated staff member may request, in writing, an additional conference with the observer. This conference must take place within ten (10) school days of the request.
- 2.2.5. If the observer and/or certificated staff member observed desires to have another observation in order to ensure impartiality in a situation that may lead to the observed receiving an “Does not Meet Standard” or “Needs Improvement” rating, that individual may make a written request for such to the Superintendent or designee. The Superintendent or designee shall then assign another administrator to observe when determined appropriate.
- 2.2.6. If the administrator determines that further support is needed to assist a certificated staff member in meeting District standards, then at least three (3) 30-minute follow-up formal, written observations shall take place prior to any unsatisfactory summative evaluation.
 - 2.2.6.1. These formal, written observations must include recommendations for improvement; the summative evaluation must document that improvements have not occurred at the level to determine a satisfactory rating.

2.3. Evaluation Process

- 2.3.1. Every probationary, temporary, and provisional certificated staff member shall be evaluated by the administration in writing at least twice each school year.
- 2.3.2. Every permanent certificated staff member shall be evaluated in writing by the administration every two years.
 - 2.3.2.1. A permanent certificated staff member may be evaluated in two consecutive years if:
 - a. the summative evaluation for the first year “does not meet standard” or
 - b. for just and sufficient cause, subject to the prior approval of the superintendent or designee.
 - 2.3.2.2. An exception would be a permanent certificated staff member evaluated at least every five years if:
 - a. the certificated staff member has been employed by the district for a minimum of ten years as a teaching member and
 - b. the previous two summative evaluations rated the member as “meets standards” in six (6) of the six (6) standards
 - c. the agreed upon cycle may be modified at any time during the cycle period at the discretion of the administration.
- 2.3.3. The summative evaluation for all certificated staff shall include information gathered during his/her evaluation cycle.
- 2.3.4. The content of this evaluation is derived from input and feedback regarding performance including data on classroom responsibilities and adjunct duties.
 - 2.3.4.1. This may include formal and informal observations and "walk through," memos, memos of record, recommendations and directives for improvement and other forms of direct contact relating to the major performance areas.
 - 2.3.4.2. Administrators are expected to maintain evaluation contact logs for any certificated staff member requiring additional support and guidance.
- 2.3.5. The evaluation of a certificated staff member, pursuant to this Section, shall not include or be based upon the following:
 - a. Complaints or charges made against a certificated staff member that are not found valid.
 - b. Standardized or other District test results that measure achievement.
 - c. Results of any tests utilized for the purpose of a School Improvement Plan.
 - d. The success, or lack thereof, of the site to meet the required API/AYP growth targets.
 - e. The success, or lack thereof, of an instructional or clerical aide in the performance of tasks assigned by the certificated staff member.

- f. The personal life or lifestyle of a certificated staff member; his/her personal opinions; any scholarly, literary, or artistic endeavor of a certificated staff member.
 - g. Information gathered from intercoms and television cameras used for communications and monitoring safety conditions.
 - h. Achievement of objectives stated in Individual Educational Programs (IEPs) of special education pupils.
- 2.3.6. Each evaluation shall be based upon at least one observation, lasting 30 minutes.
- 2.3.6.1. At least three (3) 30 minutes follow-up formal observations shall take place prior to any summative conclusion of “does not meet standard.”
- 2.3.7. The Summative Evaluation Form will indicate that a certificated staff member Meets District Standard if the certificated staff member is rated overall as “meets standard” in at least five (5) of the six (6) standards.

2.4. Sequence and Timeline for Summative Evaluations:

2.4.1. Probationary/Temporary/Provisional certificated staff members:

- 2.4.1.1. By November 15, each probationary/temporary/provisional certificated staff member shall have received their first written formal evaluation.
- 2.4.1.2. By February 1, each probationary/temporary/provisional certificated staff member shall have received their second written formal evaluation.
- 2.4.1.3. By March 1, each probationary/temporary/provisional certificated staff member shall have received their written summative evaluation.
- 2.4.1.4. By March 15, each probationary/temporary/provisional certificated staff member shall have received an individual conference to discuss summative evaluation.

2.4.2. Permanent certificated staff members:

- 2.4.2.1. By May 1, each permanent certificated staff member scheduled for evaluation shall receive a written summative evaluation.
- 2.4.2.2. By June 1, each permanent certificated staff member scheduled for evaluation shall have received an individual conference to discuss summative evaluation.

- 2.4.3. In case of a dispute regarding the Summative Evaluation, the affected certificated staff member may request, in writing, an additional conference with the observer. The conference must take place within ten (10) school days of the request.

- 2.4.4. The certificated staff member has the right to submit a statement in writing to accompany the summative evaluation;
 - 2.4.5. Summative evaluations will be placed in District personnel file on the last school day scheduled on the school calendar adopted by the Governing Board.
3. **Non-Reelection Notices** must be given by the following dates:
- 3.1. A first-year probationary certificated staff member receiving a Non-Reelection Notice must receive said notice by May 15.
 - 3.2. A second-year probationary certificated staff member receiving a Non-Reelection Notice must receive said notice by March 15.
 - 3.3. A temporary certificated staff member may be released at any time during the school year with forty-five (45) calendar days' notice.
4. All of these preceding requirements shall not affect the District's statutory rights regarding reemployment and/or reelection to employment of temporary and probationary certificated staff members.

CALENDAR DEVELOPMENT

(Revised 2022)

The beginning days of the school year will be based on the following criteria:

1. The first workday for returning teachers will be a Monday.
2. The first workday for new teachers will be the Thursday and Friday prior to the first workday for returning teachers.
3. The date of the first workday for returning teachers will be the second Monday of August.
4. The President's day holidays will be two three-day weekends.
5. Spring break will be the last full week of March.
6. Minimum days will occur on parent conference days, each respective back-to-school night and open house, the last school day before Winter break, the Friday before Spring Break and the last day of school for students. *
7. The Association and District will meet annually to negotiate the placement of the Winter break.
8. The Association and the District will meet and confer annually regarding non-teaching days if any. The Lunar New Year Holiday will be prioritized as a non-teaching day.
9. The Monday, Tuesday, and Wednesday of Thanksgiving Week will be non-working days, and Thursday and Friday will be the Thanksgiving holiday.
10. Elementary parent/teacher conferences will be held prior to Thanksgiving Break.

**TEMPLE CITY UNIFIED SCHOOL DISTRICT
2023-2024 SCHOOL CALENDAR**

	First Week					Second Week					Third Week					Fourth Week					Days Taught	Days Worked	
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tue	Wed	Thurs	Fri			
First School Month Aug 14 - Sept 8	14	SD 15	*16	17	18	21	22	23	24	25	28	29	30	31	1	H 4	5	6	7	8	17	19	
Second School Month Sept 11 - Oct 6	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	2	3	4	5	6	20	20	
Third School Month Oct 9 - Nov 3	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	SD 1	2	TE 3	19	20	
Fourth School Month Nov 6 - Dec 1	6	7	8	9	H 10	13	14	15	16	17	NS 20	NS 21	NS 22	H 23	H 24	27	28	29	30	1	14	14	
Fifth School Month Dec 4 - Dec 29	4	5	6	7	8	11	12	13	14	15	18	19	20	21	MD/BE 22	H 25	H 26	NS 27	NS 28	NS 29	15	15	
Sixth School Month Jan 1 - Jan 26	H 1	H 2	NS 3	NS 4	NS 5	8	9	10	11	12	H 15	16	17	18	19	22	23	24	25	26	14	14	
Seventh School Month Jan 29 - Feb 23	29	30	31	1	2	5	6	7	8	9	H 12	13	14	15	18	H 19	20	21	22	TE 23	18	18	
Eighth School Month Feb 26 - Mar 22	26	27	28	29	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	MD 22	20	20	
Ninth School Month Mar 25 - Apr 19	NS 25	NS 26	NS 27	NS 28	NS 29	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	15	15	
Tenth School Month Apr 22 - May 17	22	23	24	25	26	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17	20	20	
Eleventh School Month May 20 - May 31	20	21	22	23	24	H 27	28	29	30	31											8	9	
HOLIDAY/EVENT DAYS																				TOTALS		180	184

August 10 New Teacher Orientation
 August 14 Returning Teachers First Day/Welcome Back Breakfast
 August 15 Staff Development
***August 16 First Student Day**
 September 4 Labor Day
 November 1 Staff Development
 November 9 Oak Avenue Intermediate Conferences (Minimum Days)
 November 10 Veterans Day
 November 13 - 17 Elementary Conferences (Minimum Days)
 November 20 - 24 Thanksgiving Break
 November 23 & 24 Thanksgiving Day Holidays
 December 22 Minimum Day (TK-12)

Dec 25 - Jan 5 Winter Break
 December 25-26 Christmas Holidays
 January 1-2 New Year's Holidays
 January 15 Martin L. King, Jr. Birthday Holiday
 February 12 & 19 President's Day Holidays
 March 22 Minimum Day
 March 25-29 Spring Break
 May 27 Memorial Day Holiday
 May 30 Last Student Day (Min. Day) Oak Promotion
 May 31 Last Teacher Day/TCHS & DDSLC Graduation

SD Staff Development
 NS Non-student day
 H Holiday
 SE Semester Ends (DDSLC, Oak, TCHS)
 TE Trimester Ends (Cloverly, Emperor, La Rosa, Longden)

**Back to School and Open House are Minimum Days

**TEMPLE CITY UNIFIED SCHOOL DISTRICT
2024-2025 SCHOOL CALENDAR**

	First Week					Second Week					Third Week					Fourth Week					Days Taught	Days Worked
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tue	Wed	Thurs	Fri		
First School Month Aug 12 - Sept 6	12	SD 13	*14	15	16	19	20	21	22	23	26	27	28	29	30	H 2	3	4	5	6	17	19
Second School Month Sept 9 - Oct 4	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	1	2	3	4	20	20
Third School Month Oct 7 - Nov 1	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	1	20	20
Fourth School Month Nov 4 - Nov 29	4	5	6	7	TE 8	H 11	12	13	14	15	18	19	20	21	22	NS 25	NS 26	NS 27	H 28	H 29	14	14
Fifth School Month Dec 2 - Dec 27	2	3	4	5	6	9	10	11	12	13	16	17	18	19	mon 20	NS 23	H 24	H 25	NS 26	NS 27	15	15
Sixth School Month Dec 30 - Jan 24	NS 30	H 31	H 1	NS 2	NS 3	6	7	8	9	10	13	14	15	16	17	H 20	21	22	23	24	14	14
Seventh School Month Jan 27 - Feb 21	27	28	SD 29	30	31	3	4	5	6	7	H 10	11	12	13	14	H 17	18	19	20	21	17	18
Eighth School Month Feb 24 - Mar 21	24	25	26	27	TE 28	3	4	5	6	7	10	11	12	13	14	17	18	19	20	MD 21	20	20
Ninth School Month Mar 24 - Apr 18	NS 24	NS 25	NS 26	NS 27	NS 28	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	15	15
Tenth School Month Apr 21 - May 16	21	22	23	24	25	28	29	30	1	2	5	6	7	8	9	12	13	14	15	16	20	20
Eleventh School Month May 19 - May 30	19	20	21	22	23	H 26	27	28	MD 29	30											8	9
HOLIDAY/EVENT DAYS																			TOTALS			
																			160	184		

August 8	New Teacher Orientation	Dec 23 - Jan 3	Winter Break
August 12	Returning Teachers First Day/Welcome Back Breakfast	December 24-25	Christmas Holidays
August 13	Staff Development	Dec 31 & Jan 1	New Year's Holidays
*August 14	First Student Day	January 20	Martin L. King, Jr. Birthday Holiday
September 2	Labor Day	January 29	Staff Development
November 14	Oak Avenue Intermediate Conferences (Minimum Days)	February 10 & 17	President's Day Holidays
November 11	Veterans Day	March 21	Minimum Day
November 18 - 22	Elementary Conferences (Minimum Days)	March 24-28	Spring Break
November 25 - 29	Thanksgiving Break	May 26	Memorial Day Holiday
November 28 & 29	Thanksgiving Day Holidays	May 29	Last Student Day (Min. Day) Oak Promotion
December 20	Minimum Day (TK-12)	May 30	Last Teacher Day/TCHS & DDSLC Graduation

SD Staff Development
 NS Non-student day
 H Holiday
 SE Semester Ends (DDSLC, Oak, TCHS)
 TE Trimester Ends (Cloverly, Emperor, La Rosa, Longden)

**Back to School and Open House are Minimum Days

**TEMPLE CITY UNIFIED SCHOOL DISTRICT
2025-2026 SCHOOL CALENDAR**

	First Week					Second Week					Third Week					Fourth Week					Days Taught	Days Worked
	Mon	Tue	Wed	Thurs	Fri	Mon	Tue	Wed	Thurs	Fri	Mon	Tue	Wed	Thurs	Fri	Mon	Tue	Wed	Thurs	Fri		
First School Month Aug 11 - Sept 5	11	SD 12	*13	14	15	18	19	20	21	22	25	26	27	28	29	H 1	2	3	4	5	17	19
Second School Month Sept 8 - Oct 3	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	1	2	3	20	20
Third School Month Oct 6 - Oct 31	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	20	20
Fourth School Month Nov 2 - Nov 28	3	4	5	6	TE 7	10	H 11	12	13	14	17	18	19	20	21	NS 24	NS 25	NS 26	H 27	H 28	14	14
Fifth School Month Dec 1 - Dec 26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	MD/SE 19	NS 22	NS 23	H 24	H 25	NS 26	15	15
Sixth School Month Dec 29 - Jan 23	NS 29	NS 30	H 31	H 1	NS 2	5	6	7	8	9	12	13	14	15	16	H 19	20	21	22	23	14	14
Seventh School Month Jan 28 - Feb 20	26	27	28	29	30	2	3	4	5	6	H 9	10	11	12	13	H 16	SD 17	18	19	20	17	18
Eighth School Month Feb 23 - Mar 20	23	24	25	26	TE 27	2	3	4	5	6	9	10	11	12	13	16	17	18	19	MD 20	20	20
Ninth School Month Mar 23 - Apr 17	NS 23	NS 24	NS 25	NS 26	NS 27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	17	15	15
Tenth School Month Apr 20 - May 15	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	20	20
Eleventh School Month May 18 - May 29	18	19	20	21	22	H 25	26	27	MD 28	29											8	9
HOLIDAY/EVENT DAYS																			TOTALS		180	184

August 7 New Teacher Orientation
 August 11 Returning Teachers First Day/Welcome Back Breakfast
 August 12 Staff Development
 *August 13 **First Student Day**
 September 1 Labor Day
 November 13 Oak Avenue Intermediate Conferences (Minimum Days)
 November 11 Veterans Day
 November 17 - 21 Elementary Conferences (Minimum Days)
 November 24 - 28 Thanksgiving Break
 November 27 & 28 Thanksgiving Day Holidays
 December 19 Minimum Day (TK-12)

Dec 22 - Jan 2 Winter Break
 December 24-25 Christmas Holidays
 Dec 31 & Jan 1 New Year's Holidays
 January 19 Martin L. King, Jr. Birthday Holiday
 February 9 & 16 President's Day Holidays
 February 17 Staff Development
 March 20 Minimum Day
 March 23-27 Spring Break
 May 25 Memorial Day Holiday
 May 28 Last Student Day (Min. Day) Oak Promotion
 May 29 Last Teacher Day/TCHS & DDSLC Graduation

SD Staff Development
 NS Non-student day
 H Holiday
 SE Semester Ends (DDSLC, Oak, TCHS)
 TE Trimester Ends (Cloverly, Emperor, La Rosa, Longden)

**Back to School and Open House are Minimum Days

TEMPLE CITY UNIFIED SCHOOL DISTRICT
FORMAL GRIEVANCE

Date: _____

TCEA on behalf of _____

Position and Work Location _____

Specify the alleged violation of the appropriate documents(s):

Negotiated Agreement (Article and Section) _____

Board Policy(s) _____

Administrative Regulation(s) _____

Description of Violation _____

Date of Informal Conference: _____

Attendees at Informal Conference: _____

Remedy Sought _____

Signature of Grievance Chair

Personnel Office use only

Received by _____

Date _____

TEMPLE CITY UNIFIED SCHOOL DISTRICT

CAREER INCREMENT

A career increment shall be granted to certificated unit members who qualify under one of the following criteria:

1. Two masters degrees gained in subject areas applicable in the public schools of this District, or
2. The equivalent of an additional year of work (30 semester units) which will be concentrated in one subject area or related subjects applicable in the public schools of this District. (This plan must have as a prerequisite the B.A. plus sixty semester graduate units.)

2.1 To be eligible for a career increment under this section (2), a plan must be preapproved by the Personnel Departments *before* beginning coursework. Pre-approval forms are available in the Personnel Office.

3. A doctorate degree.

The amount of this increment shall be determined through negotiations.

.....
Legal Reference: Calif. Ed. Code 45032 45160

**TEMPLE CITY UNIFIED SCHOOL DISTRICT
TEACHER ANNUAL SALARY SCHEDULE
2022-2023**

(Includes compensation for 2 staff development days)

STEP	CLASS 1	*CLASS 1	CLASS 2	*CLASS 2	CLASS 3	*CLASS 3	*CLASS 4	*CLASS 5	*CLASS 6
	BA	BA Full Cred.	BA + 15	BA + 15 Full Cred.	BA + 30	BA + 30 Full Cred.	BA + 45 or MA Full Cred.	BA + 60 or MA + 15 Full Cred.	BA + 75 incl MA or Dr. Or MA + 30 Full Cred.
1	\$ 54,523.09	\$ 69,579.13	\$ 57,903.26	\$ 69,581.78	\$ 61,288.72	\$ 69,584.42	\$ 69,587.06	\$ 69,588.39	\$ 71,434.52
2	\$ 57,104.50	\$ 69,579.13	\$ 60,713.46	\$ 69,581.78	\$ 64,347.54	\$ 69,584.42	\$ 69,587.06	\$ 71,617.02	\$ 75,268.29
3	\$ 59,685.92	\$ 69,579.13	\$ 63,528.94	\$ 69,581.78	\$ 67,410.32	\$ 69,584.42	\$ 71,340.63	\$ 75,179.69	\$ 79,109.99
4	\$ 62,271.30	\$ 69,579.13	\$ 66,336.49	\$ 69,581.78	\$ 70,475.75	\$ 70,475.75	\$ 74,679.80	\$ 78,743.68	\$ 82,951.70
5	\$ 64,851.39	\$ 69,579.13	\$ 69,149.34	\$ 69,581.78	\$ 73,535.89	\$ 73,535.89	\$ 78,009.72	\$ 82,308.99	\$ 86,786.79
6	\$ 67,431.48	\$ 69,579.13	\$ 71,954.24	\$ 71,954.24	\$ 76,598.67	\$ 76,598.67	\$ 81,348.89	\$ 85,874.30	\$ 90,625.84
7	\$ 70,016.86	\$ 70,016.86	\$ 74,767.08	\$ 74,767.08	\$ 79,657.48	\$ 79,657.48	\$ 84,686.74	\$ 89,440.93	\$ 94,467.55
8	\$ 72,595.63	\$ 72,595.63	\$ 77,577.28	\$ 77,577.28	\$ 82,722.91	\$ 82,722.91	\$ 88,023.27	\$ 93,003.60	\$ 98,309.25
9	\$ 75,179.69	\$ 75,179.69	\$ 80,391.44	\$ 80,391.44	\$ 85,783.05	\$ 85,783.05	\$ 91,361.12	\$ 96,566.27	\$ 102,144.34
10	\$ 77,762.42	\$ 77,762.42	\$ 83,201.64	\$ 83,201.64	\$ 88,847.16	\$ 88,847.16	\$ 94,692.36	\$ 100,134.23	\$ 105,983.40
11	\$ -	\$ -	\$ -	\$ -	\$ 91,907.29	\$ 91,907.29	\$ 98,032.86	\$ 103,698.22	\$ 109,825.10
12	\$ -	\$ -	\$ -	\$ -	\$ 94,970.08	\$ 94,970.08	\$ 101,364.10	\$ 107,260.88	\$ 113,660.19
**15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96,394.35	\$ 102,884.91	\$ 108,870.30	\$ 115,364.83
**20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 98,081.79	\$ 104,684.76	\$ 110,775.94	\$ 117,384.20
**25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,042.98	\$ 106,778.19	\$ 112,991.04	\$ 119,731.54
**30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,543.72	\$ 109,448.21	\$ 115,815.78	\$ 122,724.23

Original Placement on Schedule - Out of state teachers may be allowed one step for each year's experience not to exceed three steps. One step may be allowed for each year's experience in California not to exceed eight steps. Active duty in the armed services of the United States may be credited on the basis of one step for each two years of such service, assuming the employee held a credential at the time of entry into the service, not exceeding two steps. Credit for prior experience and military service, however, shall not exceed eight steps.

* A valid General Education, Single Subject, or CTE preliminary or clear teaching credential for the grade/level subject area is required. ** Steps 15, 20, 25, and 30 are based upon years in the District

CLASS 1 - Bachelor's Degree

CLASS 2 - Bachelor's Degree plus 15 semester units

CLASS 3 - Bachelor's Degree plus 30 semester units

CLASS 4 - Master's Degree or Bachelor's Degree plus 45 semester units*

CLASS 5 - Bachelor's Degree plus 60 semester units OR Master's Degree plus 15 semester units (Courses must be taken **after the posting date of the Master's**)*

CLASS 6 - Bachelor's Degree plus 75 semester units including Master's OR Master's Degree plus 30 semester units (Courses must be taken **after the posting date of the Master's**) OR Doctorate*

Career Increment - \$2200 added to the annual salary for those persons who qualify under Appendix D of the negotiated contract.

Effective 7/01/2022

TEMPLE CITY UNIFIED SCHOOL DISTRICT
TEACHER ANNUAL SALARY SCHEDULE- SPECIAL EDUCATION
2022-2023

(Includes compensation for 2 staff development days)

STEP	CLASS 1	*CLASS 1	CLASS 2	*CLASS 2	CLASS 3	*CLASS 3	*CLASS 4	*CLASS 5	*CLASS 6
	BA	BA Full Cred.	BA + 15	BA + 15 Full Cred.	BA + 30	BA + 30 Full Cred.	BA + 45 or MA Full Cred.	BA + 60 or MA + 15 Full Cred.	BA + 75 incl MA or Dr. Or MA + 30 Full Cred.
1	\$ 55,762.25	\$ 71,160.47	\$ 59,219.24	\$ 71,163.18	\$ 62,681.65	\$ 71,165.88	\$ 71,168.59	\$ 71,169.94	\$ 73,058.03
2	\$ 58,402.33	\$ 71,160.47	\$ 62,093.31	\$ 71,163.18	\$ 65,809.98	\$ 71,165.88	\$ 71,168.59	\$ 73,244.68	\$ 76,978.93
3	\$ 61,042.42	\$ 71,160.47	\$ 64,972.78	\$ 71,163.18	\$ 68,942.37	\$ 71,165.88	\$ 72,962.00	\$ 76,888.31	\$ 80,907.95
4	\$ 63,686.55	\$ 71,160.47	\$ 67,844.14	\$ 71,163.18	\$ 72,077.47	\$ 72,077.47	\$ 76,377.07	\$ 80,533.30	\$ 84,836.96
5	\$ 66,325.28	\$ 71,160.47	\$ 70,720.91	\$ 71,163.18	\$ 75,207.16	\$ 75,207.16	\$ 79,782.67	\$ 84,179.65	\$ 88,759.21
6	\$ 68,964.01	\$ 71,160.47	\$ 73,589.57	\$ 73,589.57	\$ 78,339.55	\$ 78,339.55	\$ 83,197.73	\$ 87,825.99	\$ 92,685.52
7	\$ 71,608.15	\$ 71,608.15	\$ 76,466.33	\$ 76,466.33	\$ 81,467.88	\$ 81,467.88	\$ 86,611.44	\$ 91,473.68	\$ 96,614.54
8	\$ 74,245.53	\$ 74,245.53	\$ 79,340.40	\$ 79,340.40	\$ 84,602.98	\$ 84,602.98	\$ 90,023.80	\$ 95,117.32	\$ 100,543.55
9	\$ 76,888.31	\$ 76,888.31	\$ 82,218.52	\$ 82,218.52	\$ 87,732.67	\$ 87,732.67	\$ 93,437.51	\$ 98,760.96	\$ 104,465.80
10	\$ 79,529.75	\$ 79,529.75	\$ 85,092.58	\$ 85,092.58	\$ 90,866.41	\$ 90,866.41	\$ 96,844.46	\$ 102,410.00	\$ 108,392.11
11	\$ -	\$ -	\$ -	\$ -	\$ 93,996.10	\$ 93,996.10	\$ 100,260.88	\$ 106,054.99	\$ 112,321.13
12	\$ -	\$ -	\$ -	\$ -	\$ 97,128.49	\$ 97,128.49	\$ 103,667.83	\$ 109,698.63	\$ 116,243.38
**15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 98,585.13	\$ 105,223.21	\$ 111,344.62	\$ 117,986.75
**20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,310.92	\$ 107,063.96	\$ 113,293.58	\$ 120,052.02
**25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,316.68	\$ 109,204.97	\$ 115,559.02	\$ 122,452.71
**30	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 104,874.26	\$ 111,935.67	\$ 118,447.96	\$ 125,513.42

Original Placement on Schedule - Out of state teachers may be allowed one step for each year's experience not to exceed three steps. One step may be allowed for each year's experience in California not to exceed eight steps. Active duty in the armed services of the United States may be credited on the basis of one step for each two years of such service, assuming the employee held a credential at the time of entry into the service, not exceeding two steps. Credit for prior experience and military service, however, shall not exceed eight steps.

* A valid preliminary or clear Special Education teaching credential for the grade/level subject area is required. ** Steps 15, 20, 25, and 30 are based upon years in the District

CLASS 1 - Bachelor's Degree

CLASS 2 - Bachelor's Degree plus 15 semester units

CLASS 3 - Bachelor's Degree plus 30 semester units

CLASS 4 - Master's Degree or Bachelor's Degree plus 45 semester units*

CLASS 5 - Bachelor's Degree plus 60 semester units OR Master's Degree plus 15 semester units (Courses must be taken after the posting date of the Master's)*

CLASS 6 - Bachelor's Degree plus 75 semester units including Master's OR Master's Degree plus 30 semester units (Courses must be taken after the posting date of the Master's) OR Doctorate*

Career Increment - \$2200 added to the annual salary for those persons who qualify under Appendix D of the negotiated contract.

Effective 7/01/2022

TEMPLE CITY UNIFIED SCHOOL DISTRICT
CREDENTIALLED SALARY SCHEDULE for those on an EXTENDED DAY AND YEAR***
2022-2023

STEP	CLASS 1	CLASS 2	CLASS 3	*CLASS 4	*CLASS 5	*CLASS 6
	BA	BA + 15	BA + 30	BA + 45 or MA	BA + 60 or MA + 15	BA + 75 incl MA or Dr. or MA + 30
1	\$ 59,002.21	\$ 62,660.10	\$ 66,323.27	\$ 69,983.80	\$ 73,644.33	\$ 77,303.53
2	\$ 61,795.22	\$ 65,701.72	\$ 69,633.35	\$ 73,591.43	\$ 77,501.90	\$ 81,457.33
3	\$ 64,590.87	\$ 68,740.70	\$ 72,948.72	\$ 77,201.70	\$ 81,358.15	\$ 85,612.46
4	\$ 67,387.84	\$ 71,791.58	\$ 76,262.77	\$ 80,815.95	\$ 85,213.08	\$ 89,767.58
5	\$ 70,179.52	\$ 74,831.88	\$ 79,575.49	\$ 84,420.93	\$ 89,070.65	\$ 93,918.73
6	\$ 72,973.85	\$ 77,870.86	\$ 82,890.86	\$ 88,036.50	\$ 92,930.87	\$ 98,076.50
7	\$ 75,766.85	\$ 80,912.49	\$ 86,203.59	\$ 91,645.45	\$ 96,787.12	\$ 102,228.98
8	\$ 78,561.18	\$ 83,952.79	\$ 89,517.64	\$ 95,254.40	\$ 100,647.33	\$ 106,386.75
9	\$ 81,358.15	\$ 86,995.73	\$ 92,834.33	\$ 98,866.00	\$ 104,502.26	\$ 110,535.26
10	\$ 84,149.83	\$ 90,041.32	\$ 96,145.73	\$ 102,474.95	\$ 108,361.16	\$ 114,686.41
11	\$ -	\$ -	\$ 99,465.07	\$ 106,086.55	\$ 112,218.73	\$ 118,850.79
12	\$ -	\$ -	\$ 102,771.18	\$ 109,694.18	\$ 116,076.30	\$ 123,000.63
**15	\$ -	\$ -	\$ 105,467.65	\$ 112,499.09	\$ 118,976.42	\$ 126,005.22
**20	\$ -	\$ -	\$ 106,894.57	\$ 113,939.23	\$ 120,431.11	\$ 127,475.78
**25	\$ -	\$ -	\$ 108,321.48	\$ 115,388.63	\$ 121,893.74	\$ 128,959.56
**30	\$ -	\$ -	\$ 110,028.76	\$ 117,125.00	\$ 123,663.17	\$ 130,760.73

Original Placement on Schedule - Out of state teachers may be allowed one step for each year's experience not to exceed three steps. One step may be allowed for each year's experience in California not to exceed eight steps. A combination of out-of-state and California experience less recent than five years may not be credited as more than one-half year for each such year of experience. Active duty in the armed services of the United States may be credited on the basis of one step for each two years of such service, assuming the employee held a credential at the time of entry into the service, not exceeding two steps. Credit for prior experience and military service, however, shall not exceed eight steps.

* A valid preliminary or clear credential for the assignment is required.

** Steps 15, 20, 25 and 30 are based upon years in the District.

CLASS 1 - Bachelor's Degree

CLASS 2 - Bachelor's Degree plus 15 semester units

CLASS 3 - Bachelor's Degree plus 30 semester units

CLASS 4 - Master's Degree or Bachelor's Degree plus 45 semester units*

CLASS 5 - Bachelor's Degree plus 60 semester units OR Master's Degree plus 15 semester units (Courses must be taken **after the posting date of the Master's**)*

CLASS 6 - Bachelor's Degree plus 75 semester units including Master's OR Master's Degree plus 30 semester units (Courses must be taken **after the posting date of the Master's**) OR Doctorate*

Career Increment - \$2200 added to annual salary for those persons who qualify under Appendix D of the negotiated contract.

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Contractual Stipends
2022-2023

<u>Position</u>	<u>Pay Category</u>	<u>Amount 20-21</u>	<u>Number of positions</u>
Dept. Chair Positions (Sep-June)			
Dept Chair + \$100 per FTE (Oak)	2	2,956	7
Dept Chair + \$100 per FTE (TCHS)	2	2,956	10
Elementary (Sep - June)			
Elementary Choral Music	1	1,565	1
Elementary Orchestra	1	1,565	1
Elementary Band	1	1,565	1
Instructional Leadership Team + \$100 per FTE	2	2,956	21
Oak Ave			
<i>Paid Sep- June unless noted</i>			
Band	3	4,523	1
Band Auxiliary - Cheer	3	4,523	1
Drill Team	3	4,523	1
Flags	3	4,523	1
Percussion	1	1,565	1
Orchestra	2	2,956	1
Chorus - Oak	1	1,565	1
WEB Coordinator	2	2,956	2
Yearbook	2	2,956	1
Volleyball 8th gr. Girls (Sep-Oct)	1	1,565	1
Volleyball 7th gr. Girls (Sep-Oct)	1	1,565	1
Volleyball 8th gr. Boys (Feb-May)	1	1,565	1
Volleyball 7th gr. Boys (Feb-May)	1	1,565	1
Basketball 8th gr. Girls (Nov-Dec)	1	1,565	1
Basketball 7th gr. Girls (Nov-Dec)	1	1,565	1
Basketball 8th gr. Boys (Nov-Dec)	1	1,565	1
Basketball 7th gr. Boys (Nov-Dec)	1	1,565	1
Flag Football 7th gr. (Sep-Oct)	1	1,565	1
Flag Football 8th gr. (Sep-Oct)	1	1,565	1
Soccer - girls (Jan-Mar)	1	1,565	1
Soccer - boys (Jan-Mar)	1	1,565	1
Softball (Mar-May)	1	1,565	1
Temple City High School			
TCHS Annual Stipends (Sep-June)			
Activities/ASB	3	4,328	1
District Technical Director	4	5,659	1
Asst. Tech. Director	2	2,956	1
Band	4	5,659	1
Orchestra	3	4,328	1
Auxiliaries (DRILL TEAM)	3	4,328	1

<u>Position</u>	<u>Pay Category</u>	<u>Amount 20-21</u>	<u>Number of positions</u>
Lead Assistant Auxiliaries (TALL FLAGS)	3	4,523	1
Assistant Band	3	4,523	1
Percussion	3	4,523	1
Dance	3	4,523	1
Pep	3	4,523	1
Pep Assistant	3	4,523	1
Choral - TCHS	3	4,523	1
Newspaper	3	4,523	1
Yearbook	3	4,523	1
Drama	3	4,523	1
Speech and Debate	2	2,956	1
Peer Listening (Sep-June)			
Advisor	3	4,523	1
Assistant	2	2,956	3
LINK Crew (Sep - June)			
Coordinators	1	1,565	3
TCHS Musical Stipends (March)			
Musical Technician (2)	2	2,956	1
Musical Producer (3)	3	4,523	1
Musical Director (2)	2	2,956	1
Choreographer	2	2,956	1
Cross Country (Fall - Sep - Nov)			
Head Coach	2	2,956	1
Football (Fall - Sep-Nov)			
Varsity	4	5,914	1
Varsity Assistant	3	4,523	3
Varsity Assistant (part time)	1	1,565	1
JV Head Coach	3	4,523	1
JV Assistant	2	2,956	2
Frosh Head Coach	3	4,523	1
Frosh Assistant	2	2,956	2
Golf - Girls (Fall - Sep - Nov)			
Head Coach	2	2,956	1
Tennis - Girls (Fall - Sep - Nov)			
Varsity Head Coach	2	4,523	1
JV Head Coach	2	2,956	1
Volleyball - Girls (Fall - Sep - Nov)			
Varsity Head Coach	3	4,523	1
JV Head Coach	2	2,956	1
Waterpolo - Boys (Fall - Sep - Nov)			
Varsity Head Coach	3	4,523	1
JV Head Coach	2	2,956	1
Basketball (Winter - Dec - Feb)			
Varsity - Boys	3	4,523	1
Varsity - Girls	3	4,523	1
JV - Boys	2	2,956	1
JV - Girls	2	2,956	1

<u>Position</u>	<u>Pay Category</u>	<u>Amount 20-21</u>	<u>Number of positions</u>
Frosh - Boys	2	2,956	1
Soccer (Winter - Dec - Feb)			
Varsity - Boys	3	4,523	1
Varsity - Girls	3	4,523	1
JV - Boys	2	2,956	1
JV - Girls	2	2,956	1
Waterpolo - Girls (Winter - Dec - Feb)			
Varsity Head Coach	3	4,523	1
JV Head Coach	2	2,956	1
Baseball (Spring - Mar - May)			
Varsity Head	3	4,523	1
Varsity Assistant	2	2,956	1
JV Head Coach	2	2,956	1
Frosh/Soph Head Coach	2	2,956	1
Golf - Boys (Spring - Mar - May)			
Head Coach	2	2,956	1
Softball (Spring - Mar - May)			
Varsity Head	3	4,523	1
Varsity Assistant	2	2,956	1
JV Coach	2	2,956	1
Swimming (Spring - Mar - May)			
Varsity Head Coach - Girls	3	4,523	1
Varsity Head Coach - Boys	3	4,523	1
JV Coach - Co-Ed	2	2,956	1
Tennis - Boys (Spring - Mar - May)			
Varsity Head Coach	2	4,523	1
JV Head Coach	2	2,956	1
Track (Spring - Mar - May)			
Head Coach	3	4,523	1
Assistant	2	2,956	4
Volleyball - Boys (Spring - Mar - May)			
Varsity Head Coach	3	4,523	1
JV Head Coach	2	2,956	1

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Stipend Pay Categories
2022-2023

Level	22-23
1	1,565
2	2,956
3	4,523
4	5,914

Commencing with the 22/23 school year, amounts are calculated based on the following percentages of Column 2, Step 2 of the current Teacher Annual Salary Schedule:

Category 1: 2.25%
Category 2: 4.25%
Category 3: 6.50%
Category 4: 8.50%

22-23 = 10% increase for contractual stipends

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Stipends Contingent on Funding
2022-2023

Position	Pay Category	Amount	Number of positions
		22-23	
<i>TCHS Musical Stipends</i>			
Musical Crew Advisor	n/a	1,911	1
Musical Conductor	n/a	1,274	1
Musical Accompanist/Asst to the Producer	n/a	1,911	1
Costumer	n/a	957	3
<i>Induction Stipends</i>			
Induction Support Provider	n/a	3,850	depends of # of new teachers
<i>STEAM Stipends</i>			
Coordinator	n/a	1,375	varies 1-2
Coach	n/a	550	7

TEMPLE CITY UNIFIED SCHOOL DISTRICT

2022-2023

HOURLY PAY

CERTIFICATED INSTRUCTIONAL HOURLY RATE **\$53.90 per hour**

The rate shall be increased the same percent as the regular salary rate.

The certificated instructional hourly rate will be paid to teachers responsible for the preparation of lesson plans, providing instruction, and evaluating students. These shall include Summer School, Adult School, Home Teaching, Vocational and CTE teachers, Proficiency tutors, Academic Decathlon tutors, Site or District academic or behavior programs such as Positive Behavioral Interventions & Supports (PBIS) or Response to Intervention (RTI), Counseling and Special Education primary duty services, Occupational Therapy, Speech Therapy, and Psychological testing outside of the work day.

CERTIFICATED HOURLY RATE **\$43.78 per hour**

The rate shall be increased the same percent as the regular salary rate.

All other hourly assignments that do not meet the criteria listed above. These shall include Counseling, Curriculum Committee Members, Ad Hoc Committee members, Saturday School Monitors, Readers, Printing Service Providers or Summer School Curriculum Developers, and Elementary Art and Physical Education Consultants, PSAT Proctors, and Staff Development Day Presenters.

DAILY RATES OF PAY

CERTIFICATED SUBSTITUTES: **\$215 per day for the first 49 days**
\$225 per day starting on the 50th day
\$107.50 per half-day (Not to exceed 225 minutes)
\$260 per day for long-term assignments
\$275.00 per day for Special Education long-term assignments with a Special Education credential



Temple City Unified School District

Waiver of Coverage under the School District's Group Healthcare Plan

Employee Name: _____ Employee SS# _____

Employee Eligibility Start Date* _____ Plan Year _____ January 1, 2020 – December 31, 2020

**This is the date that the coverage would have started had you enrolled in the coverage*

On behalf of myself, my spouse (if any) and my dependents (if any), I waive the option to enroll in the School District's Group Healthcare Plan (the "Plan") offered for the following reasons:

Please select from the following all that apply:

- I have healthcare coverage through a group or individual healthcare plan outside of the school district.
 - Carrier: _____ Policy number: _____
- I am covered by Medicaid.
- I am covered by Medicare.
- I have other healthcare coverage for myself: _____ (Explain.)
- I have other healthcare coverage for my dependents: _____ (Explain.)
- I am exempt: _____ (Explain.)
- My dependents are exempt: _____ (Explain.)
- I do not wish to enroll myself, my spouse (if any) or dependents (if any) in healthcare benefits at this time.

I acknowledge that the Plan was explained to me, including notice that the Plan satisfies the Affordable Care Act's definitions of minimum value and affordability. As a result, I, my spouse (if any), and my dependents (if any) (collectively, the "Coverage") will not be eligible for premium tax credits or cost sharing assistance through the Healthcare Exchange.

I understand that if I, my spouse (if any) and/or my dependents (if any), do not have healthcare coverage I may be assessed a tax penalty by the Internal Revenue Service.

I understand that if I wish to enroll myself, my spouse (if any), and/or my dependents onto the Plan at a time other than during my School District's Open Enrollment, in addition to the School District's requirements for eligibility, the requirements for Special Enrollment, as summarized below, must also be satisfied. Otherwise, I will need to wait until the next Open Enrollment.

I understand that I have the right to apply for Coverage under the Plan and have been provided the opportunity to apply for such Coverage. However, I have declined to enroll myself, my spouse (if any), and my dependents (if any). I have made this decision voluntarily.

I have reviewed this form, understand its contents, and have provided my answers herein in order to waive coverage under the School District's Healthcare Plan, and I certify that all of the information completed on this form is true, correct and complete.

Employee Signature

Date

Special Enrollment

If you are declining enrollment onto the school district's healthcare plan during the school district's Open Enrollment for yourself, your spouse or your dependents because of other health insurance or group health plan coverage, you may be able to enroll yourself and your dependents onto the school district's healthcare plan outside of Open Enrollment if you, your spouse or your dependents lose eligibility for that other coverage (or if the employer stops contributing towards your, your spouse's or your dependents' other coverage). However, you must request enrollment within **30 days** after your, your spouse's or your dependents' other coverage ends (or after the employer stops contributing toward the other coverage).

In addition, if you have a new dependent as a result of marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself, your spouse and your dependents onto the district's healthcare plan outside of Open Enrollment. However, you must request enrollment within

Temple City Unified School District
INDIVIDUAL GOAL SETTING FORM
California Standards for the Teaching Profession (CSTP)
2019-2020

Teacher Name:

School:

Grade/Subject:

Directions: (1) Establish **at least one goal from standards 1-5** (based on classroom setting).

Option: You may choose one sub-elements within one CSTP standard **and**

(2) Establish **one additional goal** for Professional Growth in Standard 6.

<p>STD 1: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING</p> <p>1-1 Using knowledge of students to engage them in learning 1-2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1-3 Connecting subject matter to meaningful, real-life contexts 1-4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1-5 Promoting critical thinking through inquiry, problem solving, and reflection 1-6 Monitoring student learning and adjusting instruction while teaching</p>	<p>Goal:</p>
<p>STD 2: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <p>2-1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2-2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2-3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2-4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2-5 Developing, communicating, and maintaining high standards for individual and group behavior 2-6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2-7 Using instructional time to optimize learning</p>	<p>Goal:</p>
<p>STD 3: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <p>3-1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3-2 Applying knowledge of student development and proficiencies to ensure student understanding of content 3-3 Organizing curriculum to facilitate student understanding of the subject matter 3-4 Utilizing instructional strategies that are appropriate to the subject matter 3-5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3-6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>Goal:</p>
	<p>Action Plan:</p>

<p>STD 4: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <p>4-1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4-2 Establishing and articulating goals for student learning</p> <p>4-3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4-4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4-5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>	<p>Goal:</p> <hr/> <p>Action Plan:</p>
<p>STD 5: ASSESSING STUDENT LEARNING</p> <p>5-1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5-2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5-3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5-4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5-5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5-6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5-7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>Goal:</p> <hr/> <p>Action Plan:</p>
<p>STD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <p>6-1 Reflecting on teaching practice in support of student learning</p> <p>6-2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6-3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6-4 Working with families to support student learning</p> <p>6-5 Engaging local communities in support of the instructional program</p> <p>6-6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6-7 Demonstrating professional responsibility, integrity, and ethical conduct</p>	<p>Goal:</p> <hr/> <p>Action Plan:</p>

Additional Comments (optional):

Certificated Staff Signature

Date

Administrator Signature

Date

Certificated Summative Evaluation Form

Teacher Name: _____

School: _____

Grade/Subject: _____

Year: _____

<p>STD 1: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING</p> <p>1-1 Using knowledge of students to engage them in learning</p> <p>1-2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p>1-3 Connecting subject matter to meaningful, real-life contexts</p> <p>1-4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>1-5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>1-6 Monitoring student learning and adjusting instruction while teaching</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 2: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <p>2-1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2-2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>2-3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>2-4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>2-5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2-6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2-7 Using instructional time to optimize learning</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 3: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <p>3-1 Demonstrating knowledge of subject matter, academic, content standards, and curriculum frameworks</p> <p>3-2 Applying knowledge of student development and proficiencies to ensure student understanding of content</p> <p>3-3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3-4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3-5 Using and adapting resources, technologies, and standards-aligned instructional materials, to make subject matter accessible to all students</p> <p>3-6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>

Certificated Summative Evaluation Form

<p>STD 4: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <p>4-1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4-2 Establishing and articulating goals for student learning</p> <p>4-3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4-4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4-5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 5: ASSESSING STUDENT LEARNING</p> <p>5-1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5-2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5-3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5-4 Using assessment data to establish learning goals And to plan, differentiate, and modify instruction</p> <p>5-5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5-6 Using available technologies to assist in assessments, analysis, and communication of student learning</p> <p>5-7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <p>6-1 Reflecting on teaching practice in support of Student learning</p> <p>6-2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6-3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6-4 Working with families to support student learning</p> <p>6-5 Engaging local communities in support of the instructional program</p> <p>6-6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6-7 Demonstrating professional responsibility, integrity, and ethical conduct</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>*OVERALL EVALUATION CHECK ONE:</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>

Commendations:

Recommendations/Suggestions:

Assistance plan recommendation for implementation through next school year: _____yes _____ no (see attached growth plan)

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

School Counselor Summative Evaluation Form

Counselor Name: _____

School: _____

School Year: _____

Date: _____

<p>STD 1: ACADEMIC DEVELOPMENT</p> <p>1-1 Counselor facilitates student acquisition of attitudes, knowledge, and skills that contribute to effective learning in school and across the life span</p> <p>1-2 Counselor provides support so that students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college</p> <p>1-3 Counselor assists students in understanding the relationship of academics to the world of work, and to life at home and in the community</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 2: CAREER DEVELOPMENT</p> <p>2-1 Counselor supports students in acquiring the skills necessary to investigate the world of work in relation to knowledge of self and to help students make informed career decisions</p> <p>2-2 Counselor trains and encourages students to employ successful strategies in order that they can achieve future career success and satisfaction</p> <p>2-3 Counselor supports student understanding of the relationship among personal qualities, education and training</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 3: PERSONAL/SOCIAL DEVELOPMENT</p> <p>3-1 Counselor supports students in acquiring the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others</p> <p>3-2 Counselor supports students in making decisions, setting goals, and in taking the necessary action to achieve personal goals</p> <p>3-3 Counselor assists students in understanding safety and survival skills</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>

School Counselor Summative Evaluation Form

<p>STD 4: RAPPORT WITH STAFF AND COMMUNITY</p> <p>4-1 Creation and maintenance of positive relationships with co-workers and others 4-2 Conflict management skills 4-3 Availability/visibility 4-4 Demonstrates professional demeanor and communication skills</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___needs improvement ___does not meet standard</p>
<p>STD 5: DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <p>5-1 Reflecting on counseling practice in support of student learning 5-2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 5-3 Collaborating with colleagues and the broader professional community to support teacher and student learning 5-4 Working with families to support student learning 5-5 Engaging local communities in support of the instructional program 5-6 Managing professional responsibilities to maintain motivation and commitment to all students 5-7 Demonstrating professional responsibility, integrity, and ethical conduct</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___needs improvement ___does not meet standard</p>
<p>*OVERALL EVALUATION CHECK ONE:</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___needs improvement ___does not meet standard</p>

Commendations:

Recommendations/Suggestions:

Assistance plan recommendation for implementation through next school year: _____yes _____ no (see attached growth plan)

Counselor Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

School Psychologist Summative Evaluation Form

Psychologist Name: _____

School: _____

School Year: _____

<p>STD 1: CONSULTANT SKILLS</p> <p>1-1 Effectively confers with administrators, staff, parents, and students regarding test findings and recommendations</p> <p>1-2 Consults with general and special education teachers, formally (SST) and informally, regarding curriculum and program adaptations for at-risk students</p> <p>1-3 Interfaces with other agencies, both public and private, regarding individual cases</p> <p>1-4 Works with other staff to guarantee that mandated timelines are met</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 2: COUNSELING SKILLS</p> <p>2-1 Counsels students individually or in small group</p> <p>2-2 Use of effective counseling strategies to encourage positive school behavior</p> <p>2-3 Articulates the student's needs to parents and staff to promote student success</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 3: ASSESSMENT ABILITY</p> <p>3-1 Accurately selects, administers, and scores psychological tests</p> <p>3-2 Develops and maintains rapport with students being tested</p> <p>3-3 Appropriately interprets and shares test findings</p> <p>3-4 Writes comprehensive reports of individual cases and maintains records and files</p> <p>3-5 Establishes and meets mandated timelines</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>

School Psychologist Summative Evaluation Form

<p>STD 4: WRITING/COMMUNICATION OF IEP</p> <p>4-1 Presents test results in a manner accessible to parents and staff 4-2 Participates in IEP meetings and writes sections pertinent to psychological test findings</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 5: RAPPORT WITH STAFF AND COMMUNITIY</p> <p>5-1 Creation and maintenance of positive relationships With co-workers and others 5-2 Conflict management skills 5-3 Availability/visibility 5-4 Demonstrates professional demeanor and communication skills</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <p>6-1 Reflecting on teaching practice in support of Student learning 6-2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6-3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6-4 Working with families to support student learning 6-5 Engaging local communities in support of the instructional program 6-6 Managing professional responsibilities to maintain motivation and commitment to all students 6-7 Demonstrating professional responsibility, integrity, and ethical conduct</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>*OVERALL EVALUATION CHECK ONE:</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>

Commendations:

Recommendations/Suggestions:

Assistance plan recommendation for implementation through next school year: _____yes _____ no (see attached growth plan)

Psychologist Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

District Nurse Summative Evaluation Form

District Nurse Name: _____ School Year: _____

Standards to be evaluated if fewer than six: ___1___2 ___3 ___4 ___5 ___6

<p>STD 1: QUALITY OF CARE</p> <p>1-1 Delivers high quality age appropriate, culturally and ethically sensitive care to students 1-2 Uses the results of this care to initiate appropriate changes in nursing practice 1-3 Analyzes nursing activities and their results to initiate changes in the delivery of health services to students and staff 1-4 Participates and collaborates with interdisciplinary teams to insure appropriate continuity of health care and delivery of health services</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___needs improvement ___does not meet standard</p>
<p>STD 2: PERFORMANCE APPRAISAL/SUPERVISION OF HEALTH</p> <p>2-1 Supervises the delivery of health services in concert with professional standards of practice, relevant statutes, regulations, and District contract 2-2 Evaluates the delivery and outcomes of health services 2-3 Develops the appropriate action plans to achieve identified goals 2-4 Utilizes community resources for continual improvement in quality delivery of health services</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___needs improvement ___does not meet standard</p>
<p>STD 3: EDUCATION</p> <p>3-1 Participates in ongoing educational activities to enhance knowledge and competency in school nursing practice 3-2 Seeks out experiences, which develop current clinical expertise 3-3 Develops and implements health education practices and treatment modalities that benefit students, staff, parents, community, and professional colleagues</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___needs improvement ___does not meet standard</p>

District Nurse Summative Evaluation Form

<p>STD 4: COLLEGIALITY</p> <p>4-1 Interacts positively with other health care providers as colleagues 4-2 Shares knowledge and skills with colleagues 4-3 Contributes to a healthy and supportive work environment 4-4 Provides constructive feedback regarding school nursing practice 4-5 Enhances the overall quality and delivery of health services to provide a healthy and supportive work environment</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 5: ETHICS</p> <p>5-1 Delivers care in a nonjudgmental and nondiscriminatory manner that is sensitive to student diversity in the school community 5-2 Delivers care in a manner that promotes and preserves student and family autonomy, dignity, and rights 5-3 Acts as a student advocate and assists students to develop skills to advocate for themselves 5-4 Maintains students and staff confidentiality within legal, regulatory, and ethical parameters of health education</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>STD 6: EDUCATION</p> <p>6-1 Collaborates with students, families, staff, and colleagues in a manner resulting in quality health care 6-2 Makes a positive impact on collaborative activities in a variety of professional organization activities 6-3 Makes referrals to care providers and/or community agencies that enable continuity of student care</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>
<p>*OVERALL EVALUATION CHECK ONE:</p>	<p>Overall description of Practice for Standard 1: Check one ___ Meets standard ___ needs improvement ___ does not meet standard</p>

Commendations:

Recommendations/Suggestions:

Assistance plan recommendation for implementation through next school year: _____ yes _____ no (see attached growth plan)

Nurse Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Speech and Language Professionals Summative Evaluation Form

Name: _____

Date: _____

School: _____

School Year: _____

Part I- SPEECH AND LANGUAGE PROFESSIONALS OBSERVATION STANDARDS

<p>I. Planning and Providing Oversight</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes a program that addresses student needs <input type="checkbox"/> Works cooperatively with school personnel to accomplish the speech/language goals and objectives of the individual student <input type="checkbox"/> Coordinates speech/language services with other student services <input type="checkbox"/> Maintains records of the speech/language program and prepares reports as required <input type="checkbox"/> Plans and facilitates IEP meetings within required timelines (to include notification of all necessary parties) for all unduplicated LSH students. Attends IEP meetings for duplicated LSH students <input type="checkbox"/> Develops appropriate speech/language goals and objectives for unduplicated and duplicated LSH students <input type="checkbox"/> Other (see additional observation record notes) 	<p>Overall Description of Practice for Standard I: check one ___meets standards ___needs improvement ___does not meet standards</p>
<p>II. Testing, Diagnosing and Reporting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administers formal and informal tests for speech/language purposes <input type="checkbox"/> Obtains additional or supplementary diagnostic information from appropriate persons and available records <input type="checkbox"/> Analyzes and interprets information to make recommendations regarding the needs for speech/language services <input type="checkbox"/> Uses clinical-educational research and development for analyzing and interpreting test data, and for the design and implementation of appropriate services <input type="checkbox"/> Other (see additional observation record notes) 	<p>Overall Description of Practice for Standard I: check one ___meets standards ___needs improvement ___does not meet standards</p>

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

Signature of evaluatee does not constitute endorsement of the above comments by the evaluator. The evaluatee has the right to append this evaluation with a written statement
 10/10/2014

**Part I- SPEECH AND LANGUAGE PROFESSIONALS OBSERVATION STANDARDS,
CONTINUED**

<p>III. Managing and Conducting Therapy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains an environment that is positive and conducive to learning <input type="checkbox"/> Chooses diagnostic tools, instruments, and procedures for assessment and diagnosis as appropriate <input type="checkbox"/> Plans appropriate therapy lessons that address IEP goals of students <input type="checkbox"/> Uses a variety of strategies and techniques appropriate to stated objectives <input type="checkbox"/> Manages materials and equipment necessary for the delivery of services <input type="checkbox"/> Assists students in developing compensatory skills and self monitoring skills <input type="checkbox"/> Adjusts intervention strategies based upon student performance <input type="checkbox"/> Gives prompt and appropriate feedback to students <input type="checkbox"/> Manages time efficiently (includes scheduling students for therapy, attending SST meetings, scheduling IEP meetings, etc.) <input type="checkbox"/> Provides pullout, collaborative, in-class, and consultative therapy approaches to meet students' speech/language needs <input type="checkbox"/> Other (see additional observation notes) 	<p>Overall Description of Practice for Standard I: check one ___meets standards ___needs improvement ___does not meet standards</p>
<p>IV. Serving as a Liaison</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides consultation and/or in-servicing to parents, teachers and other appropriate school personnel <input type="checkbox"/> Seeks the assistance of teachers, parents, and others to meet the communication needs of students <input type="checkbox"/> Provides formal or informal reports to parents about their students' progress in the speech/language program <input type="checkbox"/> Makes recommendations and referrals for audiological/medical and related services <input type="checkbox"/> Other (see additional observation notes) 	<p>Overall Description of Practice for Standard I: check one ___meets standards ___needs improvement ___does not meet standards</p>

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

Signature of evaluatee does not constitute endorsement of the above comments by the evaluator. The evaluatee has the right to append this evaluation with a written statement
10/10/2014

TEMPLE CITY UNIFIED SCHOOL DISTRICT
Speech and Language Professionals Summative Evaluation Form

Name: _____

Date: _____

School: _____

School Year: _____

Part II- PROFESSIONAL GOALS AND RESPONSIBILITIES

<p>V. Developing as a Professional</p> <p><input type="checkbox"/> Engages in continuing education and professional growth activities related to the speech/language/hearing profession</p> <p><input type="checkbox"/> Works with colleagues to improve professional practice</p> <p><input type="checkbox"/> Other (see additional observation record notes)</p>	<p>Overall Description of Practice for Standard I: check one ___meets standards ___needs improvement ___does not meet standards</p>
<p>VI. Fulfilling Professional Responsibilities</p> <p><input type="checkbox"/> Maintains records and/or reports</p> <p><input type="checkbox"/> Adheres to timelines in all areas of responsibility</p> <p><input type="checkbox"/> Supervises students outside of classroom, as assigned</p> <p><input type="checkbox"/> Attends required meetings</p> <p><input type="checkbox"/> Works effectively and cooperatively with others</p> <p><input type="checkbox"/> Utilizes effective communication</p> <p><input type="checkbox"/> Adheres to assigned work schedule</p> <p><input type="checkbox"/> Maintains professional demeanor and appearance</p> <p><input type="checkbox"/> Fulfills duties as assigned, and as noted in the collective bargaining agreement</p> <p><input type="checkbox"/> Other (see additional observation record notes)</p>	<p>Overall Description of Practice for Standard I: check one ___meets standards ___needs improvement ___does not meet standards</p>

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

Signature of evaluatee does not constitute endorsement of the above comments by the evaluator. The evaluatee has the right to append this evaluation with a written statement
 10/10/2014

TEMPLE CITY UNIFIED SCHOOL DISTRICT

**DETERMINATION OF SENORITY AMONG CERTIFICATED EMPLOYEES WITH
THE SAME SENIORITY DATE (“Tie-Breaker Criteria”)**

The District values the services of all employees who may, by coincidence, share the same date of first paid service in a probationary position. Education Code section 44955(b) states in part:

“As between employees who first rendered paid service to the district on the same date, the governing board shall determine the order of termination solely on the basis of needs of the district and the students thereof”

Based upon the needs of the District and the students thereof, the following criteria shall be applied in order, one step at a time, to resolve all ties between certificated employees having the same seniority date, as defined in Education Code section 44845, and thus delineate the order of termination:

1. Credential status in the area of the current assignment, in order of priority:
 - a) Clear professional, standard, life, or general teaching credential;
 - b) Preliminary credential;
 - c) Intern credential;
 - d) Short-term staff permit (STSP), provisional internship credential (PIP);
 - e) One-year non-renewable credential;
 - f) Waiver;
 - g) Designated subject career technical education credential.

2. Possession of a clear or preliminary authorization to teach English Language Learners, in order of priority:
 - a) Bilingual Cross-Cultural Language and Academic Development (BCLAD), Bilingual Certificate of Competence (BCC), or Bilingual Specialist Credential (BCS) certification;
 - b) Any other certification/authorization to teach English Language Learners (e.g., Cross Cultural Language and Academic Development (CLAD), SB 1969 or SB 395 Certificate, Language Development Specialist Certificate, Supplemental Authorization for English as a Second Language, Special Designated Academic Instruction in English (SDAI).

3. Highly Qualified status in the area of the current assignment pursuant to the No Child Left Behind Act of 2001 (based on demonstration of core academic subject competence).
4. Breadth of clear and preliminary credentials and authorizations, permitting assignment in the widest range of teaching or service areas, in order of priority:
 - a) Multiple credentials, with the employee possessing the greatest number having greater seniority;
 - b) A single credential with specific subject matter authorization(s), with the employee possessing the greatest number having greater seniority;
 - c) A single credential with introductory subject matter authorization(s), with the employee possessing the greatest number having greater seniority;
 - d) A single credential with specific supplemental authorization(s), with the employee possessing the greatest number having greater seniority;
 - e) A single credential.
5. Academic degrees from an accredited institution of high education, in order of priority:
 - a) Possession of a Doctorate Degree, earliest date prevails;
 - b) Possession of a Master's Degree, earliest date prevails;
 - c) Two Bachelor's Degrees, earliest date prevails.
 - d) A single Bachelor's Degree, earliest date prevails.
6. Number of undergraduate majors and minors, as indicated on employees' transcripts from accredited institutions of higher education, in order of priority:
 - a) Double majors;
 - b) Single major and two minors;
 - c) Single major and single minor;
 - d) Single major.
7. Number of total semester credits earned at an accredited institution of high education, with the employee possessing the greatest number of credits having greater seniority.
8. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, the tie will be broken by drawing of lots with the employee drawing the highest number being regarded as most senior.

The foregoing criteria shall be applied to rank the order of individuals for purposes of layoff and reemployment, subject to exceptions allowed by law.

**TEMPLE CITY UNIFIED SCHOOL DISTRICT
FISCAL SERVICES**

Our records indicate that you have days of accumulated sick leave through June 30, 20__ (includes days to be earned this school year). Absences for September have not been deducted.

If you have any questions, please call (626) 548-5150

Reminder: As per your contract, you are allowed to use from your available sick leave a maximum of five (5) days per school year for personal business. Anything in excess of the allowable 5 days will be deducted from your pay.

____ Our records indicate that you are already a member of the Catastrophic Leave Program

____ Our records indicate that you are NOT a member of the Catastrophic Leave Program. If you wish to participate in the Catastrophic Leave program, fill out and return the right side of this document to certificated payroll.

**TEMPLE CITY UNIFIED SCHOOL DISTRICT
Catastrophic Leave Bank
Membership/Donation Form**

The Catastrophic Leave program is a voluntary program for TCEA members. The program is designed to help members who have exhausted all of their sick leave and need additional time. (TCEA Contract -Article XVIII)

If you wish to participate In the Catastrophic Leave Program, please fill out the-following form and return it to the Payroll office of TCUSD. If you are al- ready a member of the program, you may also donate additional days.

Name(print): _____

Position: _____

Site: _____

I wish to participate in the TCEA Catastrophic Leave Bank by donating at least two (2) sick days (a.k.a. leave credits). I understand the terms, and will abide by the rules delineated in Article XVIII of the TCEA contract.

Signed: _____

Date: _____

Select one of the options below:

____ Two sick days this year.

____ One sick day per year for two consecutive years starting this year.

____ I am already a participant, but wish to donate sick days.

*Please return to Certificated Payroll by November 1st

**TEMPLE CITY UNIFIED SCHOOL DISTRICT
CATASTROPHIC LEAVE BANK
REQUEST WITHDRAWAL**

Name: _____

Position: _____

Site: _____

Under TCEA Contract Article XVIII and pursuant to my eligibility as a participant in the TCEA Catastrophic Leave program, I wish to file a claim for the following:

____ I wish to apply for leave credits due a personal catastrophic illness or injury.

____ I wish to apply for leave credits due to a catastrophic illness or injury to a family member.

I am providing written verification of injury or illness by the appropriate authority and any other comments I choose to divulge.

Signed: _____ Date: _____

____ Approved by CLB Committee ____ Denied by CLB Committee

Comments: _____

Signed: _____ Date: _____

District Office Use Only

Date: _____

Employee: _____

Number of accrued sick leave days on the date of this application: _____

Processed at the District by: _____

____ Applicant Copy ____ Personnel File ____ CLB Committee

Temple City Unified School District

REQUEST FOR VOLUNTARY TRANSFER/REASSIGNMENT

To determine eligibility for transfer and reassignment, please refer to Article VI, Section 2 of the agreement between the Temple City Unified School District and the Temple City Education Association and the following information from Article VI, Section 3:

- 3. Voluntary transfers or reassignments are those initiated by unit members.
 - 3.1 Request for Voluntary Transfer/Reassignment forms are available at the District Office or on the District or TCEA websites.
 - 3.2 Such forms shall include the grade and/or subject to which the teacher desires to be reassigned and/or the school or schools to which he/she desires to be transferred.
 - 3.3 Requests for voluntary transfer or reassignment shall be kept confidential until an action is approved.
 - 3.4 If a unit members' request for a voluntary transfer or reassignment is denied, the unit member shall be granted, upon request, a written request for the denial and/or a meeting with the administrator who denied the request.

Name	Current Assignment (Grade/Subject)	School	Length of Time in Present Position

Transfer Request (Grade/Subject)	School	Reason(s) for Requesting Change (Optional)

This request will remain in effect for six months or until the end of the current school year, whichever is later.

Requestor's Signature:	Date:
Signature of Assistant Superintendent Personnel:	Date:
Approval: <input type="checkbox"/> Yes <input type="checkbox"/> No	Date:

Please submit your completed form to the Personnel Office

Elementary Oversize Class Form

APPENDIX K
(updated 9/2015)

Teacher Name: _____ Location: _____ Grade: _____ Month: _____

Kindergarten-3rd: Classes over 24

4-6th: Classes over 33

Combination classes: Classes over 31

Special Day classes: Classes over 13

Instructions: Teachers complete this form on a monthly basis, have it signed by their administrator, and then forward to the Business Office.

Reminder: First ten student days of each school year should not be included. Please keep a copy for your records.

SUNDAY	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	SATURDAY
SUNDAY	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	SATURDAY
SUNDAY	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	SATURDAY
SUNDAY	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	SATURDAY
SUNDAY	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Total # _____ # Over _____	Monthly Total _____

Remember:

Administrator's Signature _____

Write date in top left corner of each box.

Teacher's Signature _____

Cross off holidays and pupil-free days.

Teacher Name: _____ Location: _____ Subjects(s): _____ Month: _____

- Art – over 172 students for all classes OR more than 38 students in more than 3 of 5 classes.
- PE – over 252 students for all classes (not including Athletics) OR more than 55 students in more than 3 of 5 classes.
- ELD – over 127 students for all classes OR more than 32 students in more than 3 of 5 classes.
- SDC – over 65 students for all classes OR more than 13 student in more than 3 of 5 classes.
- All Other – over 162 students for all classes OR more than 35 students in more than 3 of 5 classes.

Instructions: Teacher complete this form on a monthly basis; have it signed by their administrator, then forward to the Business Office.

Reminder: First ten student days of each semester should not be included. Please keep a copy for your records.

Sunday	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Saturday
Sunday	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Saturday
Sunday	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Saturday
Sunday	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Saturday
Sunday	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Total # _____ 0=____ 1=____ 2=____ 3=____ # Over _____ 4=____ 6=____ 7=____	Monthly Total _____

Remember: Write date in top left corner of each box. Cross off holidays and pupil free days.

Administrator's Signature _____

Teacher's Signature _____