

Agreement Between the

Romoland School District

and the

Romoland Teachers Association

Revised ~ 3/2024

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Romoland Teachers Association

ARTICLE 1 – AGREEMENT AND TERM

- 1.1 These terms and conditions shall constitute a bilateral and binding agreement by and between the Romoland School District and the Romoland Teachers Association.
- 1.2 This Agreement is entered into pursuant to the Educational Employment Relations Act, Sections 3540-3549 of the California Government Code.
- 1.3 This Agreement shall remain in effect through June 30, 2024.

ARTICLE 2 – RECOGNITION

- 2.1 The District recognizes the Association as the exclusive negotiating representative for classroom and other certificated employees who are not excluded by Section 2.2.
- 2.2 Certificated employees who are classified as management, supervisory, or confidential employee shall be excluded from the bargaining unit.

ARTICLE 3 – DEFINITIONS

- 3.1 Teacher Any bargaining unit member.
- 3.2 School Day The amount of time each day of classes during which students are required to be in school.
- 3.3 Daily Rate of Pay The unit member's annual salary divided by the annual number of teacher duty days.
- 3.4 Association The Romoland Teachers Association/CTA./NEA
- 3.5 District The Romoland School District.
- 3.6 Transfer The assignment for the unit member from one school site to another school site, from a school site to District assignment, or from a District assignment to a school site.
- 3.7 Involuntary District initiated transfer of a unit member from one school site to another school site, from a school site to District assignment, or from a District assignment to a school site.

- 3.8 Voluntary Employee initiated transfer of a unit member from one school site to another school site, from a school site to District assignment, or from a District assignment to a school site.
- 3.9 Reassignment A change in assignment of a unit member at a particular school site, either voluntary or involuntary, at the prerogative of the site administrator.

ARTICLE 4 – GRIEVANCE PROCEDURES

- 4.1 A grievance is a written allegation that there has been a violation, misinterpretation, or misappropriation of the Agreement by the District.
- 4.2 A Grievant is a unit member, or the Association, filing the grievance.
- 4.3 A day, for the purpose of resolving a grievance, shall be a day when the schools in the District are in session, excluding Saturdays, Sundays and Summer Session.
- 4.4 Before filing a written grievance, a grievant may attempt to resolve the problem by an informal conference with the immediate supervisor.
- 4.5 A grievance must be filed within thirty (30) days of the event which gave rise to the grievance.
- 4.6 A written grievance shall first be filed with the immediate supervisor and with the president of the Association. The written grievance shall identify the section(s) of this Agreement alleged to have been violated, misinterpreted or misapplied. It shall specify the remedy which the grievant seeks.
- 4.7 Within ten (10) days after receipt of the grievance, the immediate supervisor shall have met with the grievant and issued a decision in writing.
- 4.8 If the grievant is dissatisfied with the decision of the immediate supervisor, or the ten (10) days have elapsed without a response, the grievant may within five (5) days appeal the grievance to the Superintendent.
- 4.9 Within ten (10) days after receipt of the appeal, the Superintendent shall have met with the grievant and issued a decision in writing.
- 4.10 If ten (10) days have elapsed without a response, the grievant may, within five (5) days request in writing that the Association submit the grievance to arbitration.

- 4.11 Within ten (10) days of the receipt of a request for arbitration, the Association shall determine if the grievance is to be submitted to arbitration and shall so notify the District.
- 4.12 Within ten (10) days of a decision by the Association to submit a grievance to arbitration, the District and the Association shall choose a mutually acceptable arbitrator. If no choice has been made after five (5) days, the parties shall request the California Conciliation Service to supply a list of five (5) persons who are experienced in public school arbitration. The District and the Association shall alternately strike a name from the list until only one remains. The order of striking shall be determined by lot.
- 4.13 Upon completion of a hearing, the arbitrator shall issue findings and a remedy in writing to the District and the Association. The remedy of the arbitrator shall conform to the laws of the State of California and this Agreement. The remedy of the arbitrator shall be advisory on the District and the Association.
- 4.14 A grievant may seek to resolve a grievance prior to arbitration without intervention by the Association, provided that the resolution is consistent with the terms of this Agreement.
- 4.15 No grievance shall be resolved before the Association has been given the opportunity to submit a written response. This written response shall be submitted within ten (10) working days after the grievance has been filed.
- 4.16 Grievances involving administrators other than the immediate supervisor, or affecting more than one unit member, may be filed directly with the Superintendent.
- 4.17 A grievant may choose to be his/her representative at any step of the procedure except arbitration.
- 4.18 A grievant may choose to be represented at any step of the procedure by the Association.
- 4.19 Any unit member whose participation is necessary in a grievance proceeding held during the school day, shall be released for that purpose without loss of pay or accumulated leave. Participation shall be limited to the grievant and the Association representative, and no more than one additional unit member at a time.
- 4.20 No reprisals of any kind shall be taken by the District against any grievant for filing or processing a grievance.

ARTICLE 5 – PERSONNEL FILES

- 5.1 A unit member shall be given a copy of each entry placed in his/her personnel file, signed and dated by the administrator making the entry.
- 5.2 A unit member shall have the right to include an addendum to any personnel entry.
- 5.3 The District shall maintain unit members' personnel files at the District Office only.
- 5.4 Allegations by any person shall not be included in a unit member's personnel file unless the allegations have been investigated by the District and confirmed as factual. Such entries shall be made within twenty (20) days of the District's knowledge of the incident.
- 5.5 A unit member or designee may review the contents of the members personnel file during regular hours of the District Office. Written permission must be granted on the appropriate form(s) in the District Office.

ARTICLE 6 - FRINGE BENEFITS

- 6.1 Maintain current contract language, except increase total annual maximum District contribution for each full time eligible unit member for District health benefits to \$11,500 per year effective July 1, 2023.
- 6.2 An insurance pool is established for health and dental premiums. This pool will be divided between those members who have enrolled for employee plus one or family coverage.
- 6.3 Retiree Benefit Options

The District shall contribute a maximum of \$10,000.00 towards the "employee only" medical premium. The District contribution benefit amount shall be available for a maximum of ten (10) years or Medicare eligibility or exhaustion of the individual retiree's benefit amount, whichever occurs first.

To be eligible, an employee must have a minimum of fifteen (15) years of service credit in the Romoland School District. Leaves, not to exceed one year, taken under the provisions of the Collective Bargaining Agreement, shall not constitute a break in service.

The retiree must be at least fifty-five (55) years of age and drawing STRS/PERS benefits.

Unit members shall have the option to cover their spouse at their cost, provided the spouse is eligible for coverage.

The District shall set aside a dollar amount in accordance with the yearly amount recommended through the Keenan actuarial study and adjust it in accordance with future actuarial study requirements. The bargaining teams shall annually examine the set-aside amount and review the demand on the amount in order to consider the adequacy of funding.

ARTICLE 7 – HOURS

7.1 Unit member shall provide 180 days of instruction and four (4) non-student duty days.

7.1a Beginning with the 2008-2009 school year, Speech/Language/Hearing Specialists shall work a total of 194 days; five (5) days prior to the teacher return date at the beginning of the school year, and five (5) days after the last teacher work day at the end of the school year. The distribution of the five days prior to or after the school year shall be open for discussion after the 2008-09 school year.

7.1b Counselors assigned to the middle school shall work a total of 194 days; five (5) days prior to the teacher return date at the beginning of the school year, and five (5) days after the last teacher work day at the end of the school year.

7.2 New teachers shall provide one additional non-student duty day referred to as New Teacher Orientation Day at per diem rate. (Negotiated 2002-2003)

7.3 The annual calendar of instructional and duty days shall be referenced in Appendix B.

7.3a Calendar Committee

The school calendar shall be a matter of discussion between RTA and the District. The District will meet with RTA designated bargaining unit members through a committee in preparation of the development of potential school calendars. The District will give consideration to the recommendations made by RTA representation with the District reserving the right to make a final determination on the school calendar.

7.4 A unit member's work day shall be seven (7) hours and twenty (20) minutes inclusive of a 30 minute duty free lunch. Unit members shall begin their work day not less than 30 minutes before the start of the instructional day. It is recognized that the total amount of time regularly required to be spent at a school site by teachers may vary due to differences in assignments, extended day schedules, conferences and for other reasons. Duty time will be no fewer minutes than the classroom teacher duty day.

7.5 Middle School unit members who are assigned to substitute on their planning/preparation period shall be compensated at the hourly instructional rate. Compensation will commence after the first 2 periods served per year.

7.5.1 Elementary school unit members who are assigned extra students due to a lack of substitutes shall be compensated at the current substitute rate. Compensation will be divided equally among the impacted teachers.

7.6 Additional middle school teaching periods shall be posted by the District. The site administrator shall select the unit member from the list of qualified applicants. Middle school unit members who accept an additional teaching assignment shall be compensated in proportion to the number of their assigned teaching periods. For example, a teacher would be compensated 1/7 of their salary based on a seven (7) period schedule. This additional teacher assignment shall not be calculated in the number of preparations as provided in Section 7.8.

7.7 Middle school unit members teaching in grades six (6) through and including eight (8) shall have one (1) class period per day to be utilized for preparation/collaboration time. The period shall be the same length as a regular instructional period.

7.8 When necessary for a unit member to be assigned more than three (3) different preparations within the teaching day, the site administrator will meet with the unit member to discuss the assignment. The assignment will be agreed upon by mutual consent between the site administrator and the unit member. Courses taught within one period or block shall constitute one (1) preparation. A block shall be defined as the same group of students assigned to the same teacher for more than one period within the same content area.

7.8a Virtual teachers at the middle school who have six different preps assigned may submit a time card for an additional two hours of compensation each week.

7.9 Wednesday afternoons shall be dedicated to the following schedule (except in the event of an emergency).

School Calendar Wednesdays will be as follows:

Week 1—Administrative Wednesday. To be utilized as needed by the school site administration.

Week 2—Teacher Wednesday. To be utilized as needed by individual teachers for preparation purposes.

Week 3–Administrative Wednesday. The first hour to be utilized as needed by the school site administration and the second hour for Teacher PLC or committee meetings.

Week 4–Teacher Wednesday. To be utilized as needed by individual teachers for preparation purposes.

This 4 week schedule will repeat until the end of the school year. Educational Services will present staff with a calendar for Wednesdays prior to the beginning of the school year.

The week of parent teacher conferences will not be included in the rotation.

Staff meetings held outside of “Administration Wednesdays” will be optional.

7.10 Committee Assignments

Non stipend, mandatory committee assignments that take place outside the regular contract workday shall be compensated the extra duty hourly rate. Committee meetings and committee work will not be conducted during the teacher release Wednesday or during regular contract hours.

ARTICLE 8 – SALARY

8.1 The certificated salary schedules 120 121, and 123 will include an adjustment so step 23 becomes steps 23-25 and the schedules will include the addition of step 26.

8.2 The annual certificated salary schedule shall be referenced in Appendix A.

8.3 Salary Schedule Placement Requirements

Unit members shall be placed on the salary schedule with up to eleven (11) years credit for prior public school teaching experience under a valid credential.

8.4 Additional Stipends Paid Through Funds Appropriate to Individual Schools

Unit members providing service under this funding shall be paid an additional stipend. The task to be compensated shall be designated by the Principal of the school where the unit member is employed. Stipends shall be established and posted at the beginning of the school year prior to the appointment of the unit member who is to receive the stipend. Additional duties shall be compensated by a stipend if they are performed in addition to the regular teaching assignment.

8.5 Hourly Rate

The extra duty hourly rate is \$50.00 per hour for all extra duty assignments.

8.5a In the event that the certificated unit members receive a general increase in salary, the same percentage increase will be applied to the certificated stipend schedule and the teacher extra duty hourly rate

8.6 Summer School Teaching Rate

Unit members who have a summer school teaching assignment will receive an hourly rate of pay based on their per diem rate.

8.7 Stipends Adjustments

In the event that the certificated unit members receive a general increase in salary, the same percentage increase will be applied to the certificated stipend schedule and the teacher extra duty hourly rate.

8.8 Unit members obtaining the CLAD certificate or equivalent thereof shall receive the equivalent of \$500 to be determined between the teacher and principal.

8.9 Steps to be taken for column change

1. Unit member shall file notice with the District on or before April 30 if the unit member intends to change columns on the salary schedule during the coming school year. The District shall provide the unit member with a date stamped copy of the intent form. If the form is not timely filed, the unit member shall not be allowed to change columns in the succeeding school year. New unit members hired by the District after April 30 shall be given the opportunity to submit their intent at the time of hire.
2. The unit member shall obtain approval from the site administrator and Assistant Superintendent, Educational Services, prior to taking courses that would advance the unit member on the salary schedule. The District shall provide the unit member with date stamped copies of the course approval forms. If the course work is not approved prior to taking the course, it shall not count for column advancement during the current year.
3. The unit member is responsible for submitting official transcripts showing completion of the course work. The District shall provide the unit member with a date stamped copy of the verification document submitted.
4. Increased pay for column changes shall be effective according to the following schedule, provided the unit member has completed all of the above requirements:

- a. Verification submitted prior to September 30 shall be effective as of the first contractual work day, and paid on the October pay warrant.
- b. Verification submitted between October 1 and January 31 shall be effective as of January 1 and paid on the February pay warrant.

ARTICLE 9 – ORGANIZATIONAL SECURITY

- 9.1 Any unit member employed by the District shall become a member of the Association or shall pay a fee to the Association in accordance with California Government Code Section 3546.3 and Education Code Sections 45060 and 45061.
- 9.2 The District shall deduct authorized membership dues and/or service fees from unit members' wages and promptly remit such monies to the Association accompanied by an alphabetical list of unit members for whom deductions have been made.
- 9.3 President Release Time

The Association President or designee shall be provided one (1) day per week of release time from August through May with no loss of salary or other benefits for the purpose of participating in and conducting Association business.

To the extent practicable, a monthly meeting will be scheduled during this release time between the Association President or designee, and the Director of Human Resources.

Negotiations may be scheduled on days that the Association President or designee is released.

The district will cover the expense of two release days per month.

RTA will offset the cost of any additional days beyond the two district provided days of President release time per month, by reimbursing the District the full cost of a substitute, if a substitute is provided.

ARTICLE 10 – LEAVE PROVISIONS

- 10.1 Bereavement – Every unit member is entitled to a leave of absence not to exceed five (5) days. No deduction in salary will be made for 3 days of the bereavement leave or 5 days if out-of-state travel or intra-state travel exceeding 500 miles round trip is required on account of death of any member of the immediate family. A member of the immediate family shall be defined as: Spouse or legal domestic partner, parent (including in-law, step and foster),

grandparent, grandchild, child (including in-law, step, and foster), sibling, or any relative living in the immediate household of the employee.

10.2 Illness or Injury – The District will provide for leave of absence of a unit member and will grant compensation to them when they are compelled to be absent because of illness, accident or quarantine. The cause of the illness or accident need not arise out of and in the course of employment. A full time unit member is entitled to ten (10) days fully-paid leave each year for illness or injury. The unused amount of leave allowed in any school year shall be accumulated without limit from year to year. Part time unit members are entitled to a proportionate leave. The ten (10) days leave granted each year may be used at any time when needed during the school year.

10.3 Extended Illness – A unit member has a statutory right to differential compensation for an absence for five (5) months or less, with such pay commencing immediately upon exhaustion of all sick leave.

When a unit member is absent because of illness or injury for a period of five (5) school months or less, the amount deducted from the salary due for any month in which the absence occurs shall not exceed the sum actually paid a substitute.

Entitlement of the up to five-month differential pay is per illness/accident. However, if a school year terminates before the five month period is exhausted; the employee may take the balance of the five-month period in the subsequent school year. When a unit member is absent because of illness or other causes for a period of more than five (5) school months, the amount deducted from his/her regular salary for the months in which the absence occurs shall be determined according to the rules established by the District.

10.4 Proof of Illness – Consistent with board policy and upon request from the District, a doctor's note may be required for sick leave that is chronic, reflects a pattern of absence, is in excess of five consecutive days, or whenever clear evidence indicates that an absence is not related to an illness.

10.5 Personal Necessity – Any days of leave for illness or injury may be used by unit members, at their election, in cases of personal necessity.

Unit members shall not be required to secure advance permission for leave taken for any of the following reasons:

1. Death or serious illness of a member of the immediate family.
2. Accident, involving their person or property, or the person or property of a member of the immediate family.

A maximum of seven (7) days of accumulated leave may be used in any school year for the purposes enumerated above.

Unit members must obtain advance permission prior to taking such leave except in those situations specifically enumerated in this section.

Personal necessity leave shall not be taken for the purpose of personal business which can be attended to during non-duty hours; a strike or any other activities related to a work stoppage; or extension of a holiday or vacation period. (If directly adjacent to a holiday or the winter or spring vacation period, specific reasons are required.)

Unit members may not be prohibited from using personal necessity leave to observe major religious holidays.

If the District has reason to believe that this section has been violated, it may request verification.

Two (2) of the seven (7) personal necessity days may be taken without prior approval from the District, provided that, in addition to the above requirements, all the following conditions are met:

1. The unit member must give the District office at least three (3) working days notice prior to the leave day.
2. No more than two (2) unit members per school may be absent on such leave during any one (1) duty day.

10.6 Pregnancy

The District shall provide a leave of absence for any unit member who is required to be absent from duties because of pregnancy, miscarriage, childbirth, or recovery therefrom. The length of leave of absence, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the unit member and the unit member's physician.

Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and shall be treated as such under any health or temporary disability insurance or sick-leave plan available through employment by the District.

The District is required to grant leave with pay when it is necessary to do so in order that leaves of absence caused or contributed by pregnancy, miscarriage, or childbirth be treated the same as leaves for illness, injury or disability.

Any unit member shall have the right to utilize sick leave and extended sick leave provided for by law for absences necessitated by pregnancy, miscarriage, childbirth and recovery therefrom.

10.7 Maternity/Paternity Leave: STRS Credit

Additional STRS retirement credit may be elected for time spent on an approved maternity or paternity leave if specified contributions and interest thereon are paid.

10.8 Industrial Accident and Illness

The District shall provide rules and regulations for industrial accident and illness leave for unit members, including the following:

1. Such leave shall be for at least sixty (60) work days.
2. This type of leave is not accumulated from year to year.
3. It is to begin on the first day of absence.
4. A unit member absent on this leave shall be paid such portions of salary due, which when added to any temporary disability indemnity, will not be more than full salary.
5. This leave is reduced by one day for each day of absence, regardless of a temporary disability indemnity.
6. When this leave overlaps into the next school year, the unit member is entitled only to the amount of leave due for the same illness or injury.

10.9 Judicial Leave

The District may grant leaves of absence for any unit member called for jury duty. In order for the unit member to receive their daily pay while serving on jury duty, they shall:

1. Submit the court form indicating the time/days served; and
2. Submit a personal check to the District covering amount received for jury duty service (excluding mileage and meals).

10.10 Judicial and Official Appearances

The District may grant leaves to appear as a witness in court other than as a litigant, or to respond to any official order from another governmental agency for reasons not brought about by a unit member's connivance or misconduct.

10.11 Disability Allowance Applicants

The District may grant leaves of absence to any unit member who has applied for disability allowance, not to exceed thirty (30) days beyond final determination of the disability allowance by the State Teachers Retirement System. If the unit member is eligible for the disability allowance, the leave is extended for the term of the disability, but not to exceed thirty-nine (39) months from the date of approval of the disability allowance.

10.12 Public Employee Organization Officer

The District shall grant to any unit member, upon request, a leave without loss of pay to serve as any elected officer of a statewide public employee organization, national organization, or local school district public employee organization which is affiliated with such state or national organizations. The District pays the unit member's salary and unit member's retirement contributions and is reimbursed for all compensation by the Romoland Teachers Association.

10.13 Boards, Committees, Commissions, Groups

The District shall grant to any unit member, upon request, a leave without loss of pay to serve on a specified list of state boards, committees, commissions, or groups. Such leave is limited to twenty (20) days per year and the organization reimburses the District for the unit member's compensation.

10.14 Military Service

Any unit member is entitled to a leave of absence for military service during war or a national emergency. Such absence does not affect the classification of the unit member, but the service does not count either as a break in service or as time toward achieving permanent classification. Upon returning, the unit member is entitled to the position held prior to military service, and to the salary to which he/she would have been entitled had there been no absence.

10.15 Effect of Probationary Employees

Leaves granted to probationary teachers do not constitute a break in service in meeting the continuity-of-service required for classification as a permanent teacher. The leave, however, does not count as probationary service to the District.

10.16 Reinstatement Following Leaves

After expiration of the leave, unit members shall, unless otherwise agreed, be reinstated in a position held prior to a leave.

10.17 Leave Without Pay

- a. Leave without pay or other benefits may be granted to a unit member.
- b. The unit member shall request such leave thirty (30) days prior to the date on which the leave is to begin. Such request shall be in writing.
- c. The date on which the leave shall begin and the duration shall be at the discretion of the Superintendent.
- d. The duration of such leave shall be no more than twelve (12) consecutive months and shall automatically terminate on June 30 of the school year in which it was granted. A unit member on such leave shall notify the District Office by May 1 of the school year as to intent to return to employment in the District. Failure to notify will be considered position abandonment.
- e. The unit member is not entitled to the use of any accrued sick leave or other paid leave while on such status.
- f. There shall be no loss of employment status for such leave.

10.18 Catastrophic Leave Program

Upon request of a unit member, the District may establish a catastrophic leave program in accordance with Education Code 44043.5 to permit employees to donate eligible leave credits to another employee if the employee or a family member suffers from a catastrophic illness or injury.

ARTICLE 11 – EVALUATION PROCEDURES

- 11.1 The evaluation process is designed to assist the Unit Member in improving his/her performance and to acknowledge individual strengths. This can best be achieved in a supportive, cooperative atmosphere. Ongoing informal classroom visits by the site administrator throughout the year will foster this atmosphere, and will complement formal classroom observations. The expectation is that administrators will provide resources as needed to support Unit Members in their professional development.

The Teaching Standards referred to in the following evaluation process are the California Standards for the Teaching Profession. A copy of these Teaching Standards and their key elements, as well as a written explanation of the evaluation process, will be given to all Unit Members prior to implementation of this plan.

All Probationary, Intern, and Temporary Unit Members will be evaluated pursuant to legal requirements. Permanent Unit Members who have completed at least three

years of teaching in the District and have met Standards during the prior evaluation period may choose to be evaluated using Option I or Option II. Option II requires the approval of the site administrator when an evaluatee receives a “partially meets Standards” or “does not meet Standards” during the prior evaluation period.

The summative evaluation may contain documented and shared information related to formal observations, informal observations, and other factors.

The following evaluation forms have been agreed upon by the Romoland Teachers Association and the Romoland School District.

Certificated Teacher
Instructional Coach
School Counselor
School Nurse
Certificated Non-Teacher

Probationary and Scheduled Tenured Teachers

- 11.2 The evaluator shall hold a final evaluation conference with each probationary and tenured teacher scheduled to be evaluated. At the conference, the teacher shall be given a copy of the written evaluation.

The teacher’s signature on the written form does not indicate agreement or disagreement of the evaluation.

As demonstration of completion of a Teaching Standard the teacher may present documentation at the evaluation conference. The documentation may include but is not limited to the suggested resources identified in the Portfolio Resources Section of the Standards Based Evaluation Process. If applicable, a Permanent Teacher may use Option II – Suggested Resources.

- 11.3 The teacher may file a written response, which shall be permanently attached to the evaluation in the teacher’s personnel file.
- 11.4 Unsatisfactory performance ratings defined as “Doesn’t Meet Standards” in the Performance Plan for Probationary Teachers require that the administration identify problems, make specific recommendations, and permit a reasonable amount of time for improvement techniques to produce results. Unsatisfactory performance ratings defined as “Doesn’t Meet Standards” in the Performance Plan for Permanent Teachers shall be referred to the Peer Assistance and Review Process (Appendix G).
- 11.5 Any changes to the content of an evaluation document will be subject to approval of both parties (evaluator and evaluatee).

11.6 Probationary, Intern, and Temporary Unit Members

The primary focus in the evaluation of first year Probationary, Intern, and Temporary Unit Members shall be on coaching, support and feedback related to the Teaching Standards. Non-Permanent Unit Members shall be evaluated each year, as required by law, in order to determine whether or not the individual is meeting the California Standards for the Teaching Profession. Feedback will be provided on all six Teaching Standards each year. Probationary, Intern, or Temporary Unit Members will meet with his/her evaluator within 45 calendar days of the start of the school year to discuss the evaluation process and the final evaluation will be completed according to Education Code section 44663a (currently 30 days prior to the end of the school year).

Formal Observations

Pre-observation Conference

Length of Observation: Minimum of twenty continuous minutes

Post-observation Conference: Except for unforeseen circumstances, no later than three working days after observation.

Post-observation Written Summary: No later than ten working days after observation.

Meeting to discuss this written observation not required.

Frequency of Formal Observations: No more than one in any five day working period.

Number of Formal Observations: Minimum of two, maximum of three (more by mutual agreement)

Post Observation Conference will be centered around feedback that is meaningful. The site administrator will offer support, methods and/or ideas as needed. In addition, informal classroom visits by the administrator throughout the year will foster dialogue and support.

11.7 PERMANENT UNIT MEMBERS

The primary focus in the evaluation of Permanent Unit Members shall be on coaching, support, professional development and feedback related to the six Teaching Standards. Permanent Unit Members shall be evaluated every two years except whenever any permanent certificated unit member does not meet standards. Such unit member shall be evaluated annually until the unit member achieves a satisfactory evaluation of meeting standards. In addition, a unit members receiving a final evaluation of partially meets standards may be evaluated annually at the discretion of management. Permanent Unit Members with at least three years teaching experience in the District may have available Option I or Option II with the approval of the site administrator. Permanent unit members will meet with his/her evaluator within 45 calendar days of the start of the school year to discuss the evaluation process and an initial request to be placed on the five year evaluation plan must be made at this time. The final

evaluation will be completed according to Education Code section 44663a (currently 30 days prior to the end of the school year).

Unit Members with permanent status, who have been employed at least 10 years with the school district, and whose previous evaluation rated the employee as meeting standards may be evaluated up to every five years if the unit member and evaluator consent to this schedule. Placement on the five year plan must be noted on the final evaluation. Should the evaluator/evaluatee withdraw consent, notice and reasons shall be provided within 45 calendar days of the start of the school year.

A unit member's 5 year evaluation cycle shall not be invalidated for the following reasons:

- An administrator/evaluator new to the school site
- A unit members transfer to a new school site.

11.8 **Option I**

Within forty-five calendar days following the first day of school, the Permanent Unit Member will meet with the site administrator to set goals and to establish an evaluation plan. Feedback will be provided on all six Teaching Standards in the evaluation.

Formal Observations

Pre-observation Conference

Length of Observation: Minimum of twenty continuous minutes

Post-observation Conference: Except for unforeseen circumstances, no later than three working days after observation.

Post-observation Written Summary: No later than ten working days after observation. Meeting to discuss this written observation not required.

Frequency of Formal Observations: No more than one in any five day period.

Number of Formal Observations: Permanent Unit Members - Minimum of one, maximum of three (more by mutual agreement).

Post Observation Conference will be centered around, but not limited to, identified Teaching Standards of focus so that feedback is meaningful with specific and measurable means of improvement. The administrator will offer continued support and coaching through dialogue and informal classroom visits throughout the year.

11.9 **Option II**

Option II is available to all Permanent Unit Members with at least three years of teaching experience in the District and have "met Standards" during the prior evaluation. Option II may be available to evaluatees who "partially met" standards based on the prior evaluation with administrative approval.

Once Option II has been approved, evaluatees shall select the plan (See List of Option II Plans). Feedback will be provided on all six Teaching Standards in the evaluation.

Option II format will consist of the following:

Within forty-five calendar days following the first day of school, the Permanent Unit Member will meet with the site administrator to set goals and to establish an evaluation plan, based on the California Standards for the Teaching Profession. The timeline may encompass one year or two years by mutual agreement of the Unit Member and the site administrator. If the evaluation encompasses two successive years and Teaching Standards are met, then the Unit Member will have at least a one-year interim prior to the next evaluation.

The administrator and Unit Member will agree upon the method or project to be completed.

Prior to the Permanent Unit Member's evaluation deadline, the Unit Member shall complete a Self-Evaluation Report describing the progress toward meeting established goals. Progress toward these goals shall be the primary basis for evaluation of the Unit Member.

For each year that the plan encompasses, the Unit Member and administrator will complete the Evaluation Report, incorporating the Unit Member's self-evaluation.

Option II – Possible Evaluation Methods for Option II Plans

Shown below is a list of possible methods that may be used as part of developing a plan in Option II. These methods may be used to demonstrate that the Unit Member has met Standards regarding the effective implementation of District curriculum, the utilization of instructional materials, student assessment practices and other important activities related to teaching. Upon completion of the evaluation the District shall return all media used in the evaluation to the evaluatee. Any media, which was created during the work time, and/or with District material, and is returned to the evaluatee, shall not subsequently be used by the evaluatee for commercial purposes.

Videotape or audiotape:

This method refers to the recording by the teacher of an actual classroom lesson video or audiotape. The focus could be on the teacher's behavior or students' reaction to classroom instruction. Such recordings allow the teacher to see him/herself from the students' perspective. The teacher's review of the taped records can involve the use of data collection or use of an observation instrument. For example, the teacher could chart frequencies of specified behavior.

Self-rating:

A self-rating form requires the teacher to rank or grade him/herself through specific criteria. Such a form would primarily be useful as a starting point for

evaluation. Such a form, if developed by the participating teachers in a school, could provide a conceptual framework for the dimensions of excellent teaching.

Teacher journal:

Maintaining a journal of thoughts, reactions, progress, etc., focusing on a particular student, class, or one's teaching in general can be a valuable tool for self-reflection and professional growth. The focus of the journal entries should be determined in advance.

Self-study materials:

This method involves using teacher training materials for reviewing one's teaching style or to investigate alternative teaching techniques and materials.

Observation/Modeling/Reflection:

This method involves the observation by the teacher of examples of high quality teaching. Such observation, either in a class setting or on videotape, allows the teacher to compare his/her teaching with that of the expert. The observation may be structured with the teacher deciding prior to the observation what specific attributes to review, or unstructured, in that the teacher may be open to what they may discover. Written reflection of the observation shared with the administrator will complete the process.

Teacher portfolios:

Portfolios of lesson plans, teacher developed materials, student assessments data, or other categories of teaching products can be kept on file and reviewed by the teacher as a way of constantly improving on what has been done or used. The purpose and criteria for including pieces in the portfolio can be maintained for self reflection by the teacher. This reflection will be shared with the administrator.

Student and/or parent surveys:

Administrator and Unit Member will agree upon the survey(s) to be used. An action plan will be developed based on results. The action plan and results will be shared with the administrator.

ARTICLE 12 – TRANSFERS

Voluntary Transfers

- 12.1 A request for transfer request form will be sent to all certificated staff via district email prior to filling any certificated vacancies represented by the association for the ensuing school year, arising prior to four weeks before the first day of school. All non teaching certificated positions represented by RTA will be posted for a minimum of 5 days on Edjoin.

12.1.1 A vacancy is defined as any vacated, promotional, or newly created position, including positions created by reconfiguration or restructuring, or new school sites, and any supplemental instructional programs offered by the District.

12.2 Unit members may apply for a vacancy on district prescribed forms or through the Edjoin application process. Any application for vacancy shall remain valid for the school year in which it is filed.

12.2.1 A vacancy notice shall contain the following:

- A closing date, which is at least five (5) working days following the posting date
- A job title
- Credentials and qualifications necessary to meet the requirements of the positions

Vacancies shall not be filled until after the closing date.

12.3 All qualified applicants applying for a vacancy shall be given consideration by the District. Unit members shall be given first consideration over outside applicants for vacancies posted pursuant to 12.1 above. The selection of the candidate to fill a position shall be made by the administration taking into consideration the following factors:

Training
Special Skills and Strengths
Credentialing
Performance in Interview
Performance Evaluations
Needs of the District and/or school
Experience

If these factors are equal between two or more qualified applicants, as determined by the District, experience shall be a priority consideration. The District's determination shall be final.

12.4 If an applicant's request for voluntary transfer is denied, the applicant shall be granted, upon request, a meeting with the administrator who denied the request to discuss the reasons for the denial. Written reasons for the denial will be provided upon request.

12.5 The application for a voluntary transfer shall not jeopardize the unit member's current assignment. A request for transfer may be withdrawn by the unit

member making it at any time, unless commitment for replacement has been made by the District.

Involuntary Transfers

12.6 The District may make involuntary transfers at any time for the following educationally sound reasons:

1. To establish or maintain necessary capabilities at any school for bilingual instruction, or any other form of specialized program.
2. To accommodate a change in school enrollment necessitating either the addition or deletion of staff.
3. To accommodate any needed curricular improvements.
4. To establish or maintain a reasonable balance of experienced teaching staff.
5. Lower location on district seniority list.

12.7 Involuntary transfers shall be limited to two (2) per unit member within four (4) school years.

12.7.1 If the district requests an involuntary transfer of a unit member, the unit member shall be granted, upon request, a meeting with the administrator who requested the involuntary transfer, to discuss the reason(s) for the involuntary transfer. Written reasons for the involuntary transfer will be provided upon request.

12.8 As time permits, and dependent on the specific reasons for the need for and involuntary transfer, prior to said transfer, the District will ask for volunteers to fill the vacancy. The District will consider a volunteer request; however, the needs and efficient operation of the District will govern the decision whether to select a voluntary transfer. A teacher volunteering to transfer who is not selected shall receive written reasons for the denial upon written request.

12.9 In the event that funding or enrollment no longer allow for the continuation of specific positions (Instructional Coach, TOSA, virtual classroom teacher, etc.) bargaining unit members will have the option of returning to the school site that they had come from. In addition, efforts will be made to assign the member to their previous grade level dependent upon enrollment needs.

Reassignment

12.9 Reassignments may be implemented by the site administrator, taking into consideration unit member requests and the needs and efficient operation of

the District. Prior to making reassignment, the administrator shall give the unit member five (5) calendar days' oral and written notice. If a reassignment request by a unit member is denied, written reasons for the denial will be provided upon request.

- 12.10 Each unit member shall be given written notice of the next year's assignment not later than fifteen (15) calendar days before the last day of school. Such notice shall specify the site, grade level or specialists area to which a unit member will be assigned. However, nothing precludes the District from revising the assignment if the instructional needs of students warrant revision.

Release Time

- 12.11 Unit members who are transferred or reassigned during the school year shall be allowed three (3) days of release time for preparation prior to the effective date of the transfer or reassignment. Unit members who are involuntarily transferred more than two grade levels up or down from their present grade level assignment, and are notified of this assignment change prior to the beginning of the school year, will be provided the equivalent of three paid summer work days for preparation. Unit members who are involuntarily transferred more than two grade levels up or down from their present grade level assignment, and are notified of this assignment during the school year, will be allowed the equivalent of four days of release time for preparation. Alternative arrangements for release time may be established by mutual agreement between the unit member and the Assistant Superintendent or designee.

- 12.12 The District shall provide assistance in the moving of the unit member's material who are transferring. Every effort shall be made to deliver the unit member's materials prior to the start of the unit member's release time.

ARTICLE 13 – CLASS SIZE

- 13.1 The District shall maintain class size in accordance with provisions of the California Education Code.

- 13.2 The District will implement a class size allocation plan as set forth in Appendix D.

- 13.3 SLP Caseloads

The District average caseload for Speech Language Pathologists (SLP's) shall not exceed 55 cases. The District average caseload for SLP's working with preschool age students shall not exceed 40 cases.

When an individual SLP reaches a caseload of 56 students (or 41 for preschool caseload), a Speech Language Pathologist Assistant (SLPA) will be assigned to that caseload to provide for additional support.

A continued increase to that caseload count will lead to additional SLPA/SLP support.

A caseload is defined as the number of students receiving case management and other services under an IEP.

ARTICLE 14 – DISCIPLINE

- 14.1 The District shall not discipline unit members without just cause and without utilizing the principles of Progressive Discipline (Appendix C).
- 14.2 This ARTICLE shall not prevent the District from exercising its rights under the California Education Code to suspend a unit member for mandatory reasons or to dismiss a teacher.

ARTICLE 15 – SAVINGS

- 15.1 If any provision of this Agreement is held by a court of competent jurisdiction to be contrary to law, all other provisions shall continue in effect.

ARTICLE 16 – COMPLETION

- 16.1 This Agreement constitutes the entire agreement between the parties except as provided below.
- 16.2 The Association and the District may amend this Agreement by mutual written agreement.

ARTICLE 17 – SAFE AND SANITARY WORKING CONDITIONS

17.1. The District is committed to maintaining schools and other work locations in a safe and sanitary condition. All unit members, in the course of performing their duties, shall be alert to unsafe practices or conditions and report any such unsafe practices, equipment, or conditions to their immediate supervisor.

17.2. During periods of extremely hot weather, classroom unit members may, with approval from the principal/supervisor, relocate their classes from assigned rooms to shaded areas outside of the building or relocate their classes from portable buildings and other identified hot areas to a more comfortable room or facility on campus.

17.3. School Site Maintenance. Unit members who have unresolved concerns with school site maintenance/custodial services shall complete an appropriate form. The completed form shall be submitted to the School Site Administrator for submittal to MOT with notification to all parties involved.

17.4. The District shall provide in a safe and sanitary condition, an operational set of restrooms and a staff lounge that are not used concurrently by students.

ARTICLE 18 – VIRTUAL INSTRUCTIONAL PROGRAM

Virtual Program Scheduling

The teacher's work day follows the regular schedule of 7 hours and 20 minutes with the elementary day being 7:30AM - 2:50PM and the middle school being 7:00AM - 2:20PM. Specific hours will change in the event that the school day is adjusted.

· Approximately 8:00AM - 12:30PM for teacher-led instruction at elementary schools. Middle school classes will follow the regular school schedule.

- Morning meetings for developing community and social-emotional learning support

Approximately 1:10PM - 2:20PM teacher led individualized learning with built-in scheduled supervised small group instruction at elementary schools.

Flexible scheduling to support student needs.

- Focus on personalized student learning goals.
- Regularly scheduled parent/guardian communication and engagement methods.
- *The Romoland School District Virtual Program is for families seeking an engaging, teacher-led virtual learning environment for their students. Students will be assigned to a teacher and attend virtual classes. There will be teacher led instruction with the teacher, as well as assignments completed independently. Students will work in whole group and small group virtual settings, and they will receive personalized support from their teacher. Regular parent/guardian and teacher communication will be a part of the program.*

Virtual classroom teachers reassigned back to a traditional classroom assignment will have the option of returning to the school site they came from prior to their assignment to the virtual position. In addition, efforts will be made to assign the member to their previous grade level dependent upon enrollment needs.

Staff assigned to the virtual program will be allowed the option of working remotely with a current physicians note recommending remote work. Staff working remotely will need to be available to report to the work site for required meetings as determined by school site administration, special events, and state testing.

In addition, the unit member would need the approval of the site administration for a remote instructional environment free of distractions and appropriate for classroom instruction. Site administration approval of the instructional environment is required

prior to the first day of instruction and upon any change to the remote instructional location.

ARTICLE 18 – SPECIAL EDUCATION

Needs Based Support

The District and Association recognize that the needs of students with IEP's vary and that some students require more support to be successful. Hence, the student to teacher ratio for caseloads having students with more moderate to severe disabilities shall be lower than that of caseloads of students with more mild to moderate needs/disabilities.

Special education teachers shall be provided with resources to support students on their caseloads and to achieve success in their position/assignment. These include support by instructional aides, grade level appropriate instructional materials, and classroom instructional supplies.

Caseload Maximum

In accordance with California Education Code 56362(c), no Resource Specialist shall have a caseload that exceeds twenty-eight (28). However, per California Code of Regulations, Title 5, Section 3100 the District may request a waiver of the Education Code, providing certain conditions are met. In no circumstance may the caseload be raised to above 32 students. No unit member shall be required to increase the statutory caseload, and it shall be strictly voluntary.

If a unit member voluntarily agrees to allow additional students on the caseload, the District must submit a Caseload Waiver to the California State Board of Education (SBE), but only after consulting with RTA and obtaining a signature of the president or designee.

Unit members who agree to increase their caseloads shall receive a "Per-student" stipend which shall be equivalent to their per diem rate of pay divided by 28, multiplied by the number of students over 28. Unit members who go over 28 students in caseload will be compensated for the workdays during the months in which they exceed 28 students.

Assigning Initial IEP's

Once a case carrier is at a caseload of 28 (including pending evaluations), the assignment of initial assessments will go to a case carrier with a smaller caseload. This will allow for a more equitable distribution of students among service providers.

Appendices

Appendix A—Salary Schedules

Certificated Salary Schedule 120-Classroom Teacher

Certificated Salary Schedule 121-Middle School Counselor/SLP/Program Specialist

Certificated Salary Schedule 123-Elementary Counselor

CERTIFICATED EMPLOYEE STIPEND SCHEDULE

Position	Stipend
After School Sports: Coach/Elementary School	\$489 per season
ASB Advisor/Elementary School	\$2,449
ASB Advisor/Middle School	\$2,754
AVID Coordinator	\$919
Club/Actions Team Advisor	\$184/\$368/\$551
ELD Coordinator (With District Approval)	\$1,835
ELAC Site Facilitator	\$489
EL Lead Teacher	\$857
GATE Coordinator District	\$612
GATE Coordinator Site	\$612
Grade Level/Department Chair	\$919
Head Coach: After School Athletics	\$1,224
Assistant Coach: After School Athletics	\$919
History Day District	\$368
History Day Site	\$368
Induction Program Coach	\$2,631
School Program Coordinator	\$919
Science Fair Coordinator District	\$368
Science Fair Coordinator Site	\$368
Special Event Coordinator	\$245
Spelling Bee District	\$368
Spelling Bee Site	\$368
SST Coordinator (With District Approval)	\$1,835
SST Member	\$489
Site Instructional Tech Liaison (SITL)	\$6,119
Yearbook Advisor/Elementary School	\$919
Yearbook Advisor/Middle School	\$1,835

CERTIFICATED EMPLOYEE HOURLY PAY RATE

Extra Duty Pay Rate	\$53
Summer School Teacher	Hourly Per Diem Rate

The following is a list of statements about each stipend to give staff a general idea of the responsibilities of the position. They are not detailed job descriptions with all responsibilities included. All members must adhere to the guidelines in order to receive the stipend. Majority of these positions will have hours that will not fall within your contract hours.

Members who are interested in being considered for a stipend must submit a signed Romoland School District Teacher Stipend Application for the specific stipend to the school site principal.

Head Coach: After School Athletics

Coaching will include, but will not be limited to:

Typically consists of a 8-10 week season with 3 practices/week-(min. 1 hour)

1-2 games / week during league play and some form of in or out of district competition.

Instruction of fundamental skills and strategies used in the game including current and proper techniques, sport rules, and proper sportsmanship.

Possible Sports to be Included:

- Flag Football
- Basketball (Boys and Girls)
- Cross Country (Boys and Girls)
- Volleyball
- Softball (Boys and Girls)
- Soccer (Boys and Girls)

Assistant Coach: After School Athletics

At the discretion of the site administration an assistant coach can be assigned to the following athletic programs

- Football
- Cross Country

- Soccer
- Softball

In addition, the following criteria must be met

- A minimum number of 25 students participating in the program
- The ability to field at least two teams

Coaching will include, but will not be limited to:

- Typically consists of a 8-10 week season with 3 practices/week-(min. 1 hour)
- 1-2 games / week during league play and some form of in or out of district competition.
- Instruction of fundamental skills and strategies used in the game including current and proper techniques, sport rules, and proper sportsmanship.

After School Sports Coach

Instruction at the elementary schools of fundamental skills and strategies used in the game including current and proper techniques, sport rules, and proper sportsmanship.

Possible Sports to be Included:

- Flag Football
- Basketball
- Running
- Volleyball
- Soccer

ASB Advisor: Middle School

The advisor or advisors are responsible for fulfilling the duties and responsibilities of an advisor as described in the ASCA Student Council Guide. Working closely with club and action team advisors for scheduling events, process purchase order and check requests, and fundraising activities.

ASB Advisor: Elementary School

The advisor or advisors are responsible for fulfilling the duties and responsibilities of an advisor as described in the ASCA Student Council Guide. Working closely with club and action team advisors for scheduling events, process purchase order and check requests, and fundraising activities.

AVID Coordinator: Middle School

AVID coordinator works to sustain, enhance, and expand the AVID program to the benefit of the AVID students and the whole school college bound culture. The coordinator provides training to staff on campus in AVID strategies, facilitates off

campus training, and works with RIMSAVID to maintain AVID certification.

School Program Coordinator: Elementary or Middle School

This stipend can include a variety of positions, including AVID and the Leader In Me program that is listed as an example below.

TLIM coordinator

TLIM coordinator works to sustain, enhance, and expand the Leader in Me program. The coordinator is responsible for the culture, academics and Leadership training, hold monthly meetings, coordinate Leadership day and leader in me events. Host monthly meetings and oversee all action teams.

Club/Action Team Advisor

Can be for subject matter (Algebra & Spanish) or for a cause or community interest (Jr. Lighthouse Team, Debate, Environment, Dance, Drama, etc.). Must follow ASB guidelines by having by-laws, regularly scheduled meetings, minutes, and member rosters and can be student driven. Working closely with the ASB advisor(s) for scheduling events, process purchase order and check requests, fundraising, and advertising of their activities.

Department Chair: Middle School

Liaison between school administration and department staff, collaborates with fellow department members on development of course descriptions, assessments, and lesson planning, as well as program monitoring/implementation.

Grade Level Chair: Elementary School

Liaison between school administration and grade level staff, collaborates with fellow grade level members on development of curriculum, assessments, and lesson planning, as well as program monitoring/implementation. Communicates information from leadership meetings to academic teams. Also responsible for communicating team information such as SMART Goals, team concerns, PLC agendas & notes, etc.) to the principal/leadership team. 2 year term.

ELAC Site Facilitator

ELAC facilitator will conduct the ELAC meetings, create agendas, update parents on EL Program and collect feedback for ELD coordinator and site Admin. Meet with coordinator & site admin 1x month to plan upcoming meetings.

ELD Coordinator (with District approval)

Oversees and manages site CELDT/ELPAC testing including generating student lists

for testing, distributing and collecting test materials, scoring all initial tests (kindergarteners), and packaging ELPAC materials for shipment. This requires specific data access to student systems, which is where AP collaboration is needed and therefore ongoing meetings will need to take place. Minimum 2 monthly meetings.

EL Lead Teacher

Assist EL Coordinator or Administrator to implement the English Learner program including but not limited to new student ELPAC testing, reclassification, EL professional development. Up to 2 positions at each school as determined by administrator and ELL population enrollment. This assignment does not include coordination of the school site EL program.

GATE Coordinator: District

- Determine the number of students being tested, and the dollar amount for purchase order.
- Communicate with District Office personnel regarding the purchase of GATE testing materials
- Deliver testing materials and secure in a safe location and Collect from school sites once testing is completed.
- Schedule and conduct GATE coordinator meetings.
- Print scan sheets for testing and deliver to school sites.
- Pre-print student names on illuminate scan sheets for all referrals .
- Score scan sheets via testing system.
- Analyze data to qualify students for the gifted program.
- Maintain a database of GATE qualified students.
- Notify site Attendance Clerks of recently identified gifted students.
- Attend RCOE GATE meetings (4 - 5 per year).
- Coordinate and Lead meetings for GATE Cadre and GATE Committee.
- Attend CAG Conferences¹.
- Review GATE testing materials annually to determine suitability.
- Populate online testing platform and manage system.
- Instruct Site Coordinators on the use of online testing platforms.
- Assist with online GATE testing on elementary school campuses.
- Work with the Director of Education Services to develop the District GATE program.
- Coordinate efforts to ensure teachers are trained in GATE methodologies (instruction during coordinator meetings, CAG conferences, etc.).

GATE Coordinator: Site

- Commit to being site coordinator for a minimum of 1 academic school year.
- Administer GATE test to 2nd graders (blanket) and 4th- 7th graders upon teacher recommendation or 3rd grade-7th grade upon parent request.
- Distribute and collect pre-test materials to/from teachers at their sites (Bright vs Gifted Child, Opt-Out Forms).

- Proctor testing (reading test directions, walking around room, etc.).
- Collect and return all testing materials to district coordinators.
- Place GATE qualified/not qualified letters in cumulative files
- Work with site administrators to allocate annual GATE funding.

History Day Coordinator: District

Coordinate with and provide district and site personnel with National History Day information. Responsible for participants completing and submitting registration forms and protocol papers according to established timelines. Also works with the Riverside County Office of Education to ensure that the district follows established practices at the district and county competitions.

History Day Coordinator: Site

Organize and implement the school site National History Day activities. Distributes required materials to teachers and students at the school and performs duties assigned by the District National History Day Coordinator, Principal and/or designee.

Science Fair Coordinator: District

Coordinate with and provide district and site personnel with science fair information. Responsible for participants completing and submitting registration forms and protocol papers according to established timelines. Also works with the Riverside County Office of Education to ensure that the district follows established practices at the district and county competitions.

Science Fair Coordinator: Site

Organize and implement the school site science fair activities. Distributes required materials to teachers and students at the school and performs duties assigned by the District Science Fair Coordinator, Principal and/or designee.

Spelling Bee Coordinator: District

Coordinate with and provide district and site personnel with Spelling Bee information. Administer the District Spelling Bee. Responsible for participants completing and submitting registration forms and protocol papers according to established timelines. Also works with the Riverside County Office of Education to ensure that the district follows established practices at the district and county competitions.

Spelling Bee Coordinator: Site

Organize and implement the school site Spelling Bee activities. Administer the site Spelling Bee. Distributes required materials to teachers and students at the school and performs duties assigned by the District Spelling Bee Coordinator, Principal and/or designee.

Special Event Coordinator

Responsible for special events such as Dr. Seuss Day, movie nights, math night or any other special event approved by the site administration.

Student Success Team Member (SST)

Discusses the needs of students involved in the SST process in order to develop goals, plans to assist students with academic or behavioral progress, and recommends additional testing when deemed appropriate.

Site Instructional Technology Liaison (SITL)

Responsible for training, modeling, and assisting teachers in the integration of technology in the classroom to improve student achievement (see details below).

- Set up classes, manage rosters and analyze data to inform site needs.
- Ensure each teacher/counselor has a current classroom website by providing one-on-one or group training to teachers & counselors in order for them to create and maintain a classroom website.
- Using the SAMR model as a guide, work with teachers to identify areas where educational technology can modify or redefine lesson delivery.
- Support the district's goal to have all teachers adopt G Suite tools via professional development, modeling use, one-on-one conversations.
- Provide professional learning on “instructional technology” topics to all stakeholders.
- Pilot a “Blended learning” classroom; reflect and share utilizing framework.
- Support administrators with the school website.
- Provide audio/visual support for monthly flag salutes & set-up audio/visual equipment for events as needed.

Professional Learning for Staff

- Plan/deliver PD: 1 hour for four Admin PD Dates (TBD)
- Meet with admin the Wednesday prior to PD presentation, from 12:45-1:15, to preview agenda
- Dates (TBD)
- agenda developed based on site data and needs.
- Training and support with district and site programs: iReady, Think Central, Go Math, Math Reflex, Mystery Science, Newsela, Rosetta Stone, AR, Dibels, ESGI, new “Wonders” components, etc.
- Inform, track data, and collect artifacts for Digital Citizenship instruction. Ensure each teacher completes all lessons according to the District and Site timelines.
- Provide professional learning on instructional technology tools to support instruction and student achievement. Use data to determine which tools to preview.
- Pilot and showcase new library/makerspace tech tools.

Community Outreach

- Monthly Parent/Guardian Tech meetings (Translator provided)
- Childcare will be provided (separate space)
- Monthly topics are as follows: (may be changed with change in needs of stakeholders)
- September (iReady access and use at home)
- October (Digital Citizenship)
- November (Tech tools to support EL's)
- January (Tech tools to support CCSS-ELA)
- March (Tech tools to support CCSS-Math)
- April (Preparing for CAASPP: practice tests)
- May (On-line registration)

Personalized Learning

We are working towards using the individualized adaptive learning concept to ensure that classrooms incorporate the essential elements of effective learning. As the SITL, you will be the pilot classroom and model for other teachers to observe and learn from. You will also be asked to reflect on the implementation of the essential elements of effective teaching competencies in your own classroom.

Yearbook Advisor: Middle School

Oversees production of the yearbook from planning stages through final checking of proofs from the publishing company. Manages all photographic content in the book. Manage online sales and distribution

Yearbook Advisor: Elementary School

Oversees production of the yearbook from planning stages through final checking of proofs from the publishing company. Manages all photographic content in the book.

Student Success Team (SST) Coordinator (with District Approval)

Coordinate with Site administration the schedule for and acceptance of students into the SST process. Discusses the needs of students involved in the SST process in order to develop goals, plans to assist students with academic or behavioral progress, and recommends additional testing when deemed appropriate.

Romoland School District Teacher Stipend Application

Directions: Either print and complete OR make a digital copy and type in the necessary information. Once completed, submit your application to the administrative secretary. A separate application must be filled out for each stipend.

Name: _____ Grade Level: _____

Name of Stipend: _____

Past Experience that will assist you with the duties that the stipend requires:

How will you work collaboratively with our staff to ensure everyone feels equally involved or is receiving service from your stipend duties?

*It is understood that stipends are paid for work completed outside the regular work day or if work is done during school hours it will extend the work day to complete regularly assigned work requirements.

yes no

*I am committed to putting in the time necessary to make the stipend duty a success at our school.

yes no

If there is more than one application per stipend, interviews will be conducted by site admin.

Signature: _____ Date: _____

Administrative Approval (if assigned to the position) _____

Appendix B

2020-2021 School Calendar

At:

www.romoland.net

or

<https://www.romoland.net/cms/lib/CA01902709/Centricity/Domain/149/2018-2019%20Romoland%20Calendar%20Board%20Approved%202-14-18.pdf>

APPENDIX C

Agreement Between Romoland School District
and
Romoland Teachers Association

PROGRESSIVE DISCIPLINE PROCEDURES

Discipline Short of Dismissal

The District has the right and the responsibility to take appropriate action to discipline unit members for just cause which shall include, but not be limited to, instances of unprofessional conduct or violation of, or refusal to obey the school laws of the state or reasonable regulations prescribed for the governance of the public schools by the State Board of Education, or by the Governing Board, or by the School District, or by reasonable school level administrative rules.

Progressive Discipline Procedures

Progressive discipline shall include the following:

- a. Verbal Warning: A verbal warning shall not be used unless the unit member has first been made aware of the performance standard. The unit member shall sign and date a receipt that he/she has received a verbal warning.
- b. Written Warning: A written warning shall not be used unless the unit member has been given at least one verbal warning about similar actions within the past twelve (12) calendar months. Written warnings shall not be placed in the teacher's file. The unit members shall sign and date a receipt that he/she has received a written warning.
- c. Written Reprimand: Written reprimands shall not be used unless the unit member has received a written warning about similar actions within the previous twelve (12) calendar months. The unit member shall sign the reprimand to acknowledge receipt, and a copy shall be placed in the unit member's personnel file.

- d. Suspension: A suspension shall not be imposed unless the unit member has received a written reprimand during the previous twelve (12) calendar months. No unit member shall be suspended more than fifteen (15) duty days per suspension. In all instances, however, the length of the suspension shall relate to the severity of the incident and the unit member's overall disciplinary record.
- e. "Prior to Due Process Section". Notwithstanding the above, the progressive discipline steps may be skipped by the school district based on the degree of serious conduct of the unit member.

Suspension Procedures (Due Process)

- a. Prior to imposing a suspension (except in emergency circumstances), the Superintendent or designee shall meet with the unit member. At that time, the unit member shall be given a written statement of reasons for the proposed action and an opportunity to respond. After hearing the unit member's response and reviewing the entire record, including the statement of reasons, the Superintendent shall impose or not impose a suspension. The suspension may be imposed prior to or after the hearing at the election of the Superintendent or designee.
- b. The statement of reasons for proposing disciplinary actions shall include:
 - 1. A statement of the specific act or omission upon which the proposed disciplinary action is based.
 - 2. The penalty proposed.
 - 3. The education code, policy, rule or regulation violated, if any.
 - 4. Copies of the documentary evidence (receipt of verbal warning, the written warning, the reprimand and any other related material) upon which the recommendation is based.
 - 5. The time limit in which the unit member may request a hearing before the District in the event a suspension is imposed.

Appendix D
Memorandum of Understanding
Between the Romoland School District and the
Romoland Teachers Association
May 24, 2022

Grade Span Adjustment

1. As a condition of receiving additional funding for TK-3 Grade Span Adjustment under the Local Control Funding Formula (LCFF), the District and the association agree that effective the 2022-23 school year, the District shall implement an alternative annual class size enrollment for grades TK-3 at Boulder, Harvest Valley, Mesa View and Romoland Elementary Schools as follows:

- A. The district shall maintain the 24:1 student to teacher ratio in grades TK-3 as described in Education Code Section 42238.02(d)(3), except, after four weeks after the commencement of the school year if additional students begin attending school in the district, such students may be placed in any of the grades TK-3, as applicable, as long as maximum class size in any individual classroom does not exceed 27 students. TK class size shall continue to not exceed 24 students at Boulder Ridge, Harvest Valley, Mesa View, and Romoland Elementary Schools.
- B. Staffing ratios for the 2022-2023 school year begin the school year at 24:1 in K-3 at Boulder Ridge, Harvest Valley, Mesa View, and Romoland Elementary Schools.
- C. TK-3 classes following the independent study model will be capped at 27 students. In the event that there is additional enrollment after the first day of class, class sizes may increase to 30 students. In this event, the teacher assigned to a class with more than 27 students will receive \$3.15 in additional compensation per day for each student above 27.

2. Should regulations or other concerns arise that bring the assumptions set forth in this agreement into question, the District and Association Representatives shall immediately meet in order to bring the District into compliance with the exceptions provided for in the new GSA statutory provisions.

APPENDIX E

Agreement Between Romoland School District and Romoland Teachers Association

Peer Assistance and Review Program

The Romoland Teachers association and the Romoland School District desire to establish and maintain a program, as permitted by law, to provide assistance to beginning teachers and permanent teachers employed by the District who are in need of or desire peer support in subject matter knowledge or teaching methods which address the California Standards for the Teaching Profession. This program shall hereinafter be entitled the Peer Assistance and Review Program (sometimes referred to as "PAR.")

I. PAR Panel

- A. The PAR Program shall be administered by a Panel, which shall consist of five (5) members, two (2) of whom shall be selected by the District and three (3) of whom shall be selected by other certificated classroom teachers through a process determined by the Association. The PAR Panel shall be chaired in the first year by a certificated classroom teacher and in the following year by a member selected by the District. The chair shall thereafter rotate on an annual basis between teacher and District members.
 - 1. One (1) of the teacher representatives shall serve a term that expires on June 30, 2001. Two (2) of the teacher representatives shall serve a term that expires on June 30, 2002. Thereafter, teachers selected for the PAR Panel shall serve three (3) year terms.
- B. The PAR Panel shall meet four (4) times each school year unless additional meetings are determined necessary by consensus approval of all PAR Panel members. To meet, at least four (4) Panel Members must be present. Such meetings may take place during the regular workday, in which event teacher members on the Panel shall be released without loss of compensation. Meetings, which extend beyond the regular workdays, shall be authorized based on consensus approval of all PAR Panel Members. Teacher members will be paid at the task force rate.
- C. All actions of the PAR Panel shall be by consensus of all Panel Members. In the absence of a consensus, action shall be taken by the affirmative vote of four (4) Panel Members.
- D. The responsibilities of the PAR Panel shall include the following:
 - 1. Determining the number of Consulting Teachers and Support Provider Teachers for any given school year.

2. Determining the application and selection procedure for Consulting Teachers and Support Provider Teachers. The committee shall put in place a procedure for evaluating the effectiveness of a consulting Teacher as well as a procedure for removal of a Consulting Teacher.
3. Assigning Consulting Teachers to referred Participating Teachers, with input from the Participating Teacher.
4. Reviewing the final Report prepared by the Consulting Teacher and making recommendations to the Governing Board prior to April 15th regarding the referred Participating Teacher's progress in the PAR Program.
5. Preparing an annual evaluation of the PAR Program, including recommendations for improvement.
6. Preparing written guidelines for Consulting Teachers and their activities and distributing those guidelines to unit members.
7. Refraining from taking actions which exceed the annual budget for the PAR Program approved by the District Governing Board.
8. Providing for training for the PAR Panel Members and Consulting Teachers.
9. Establishing its own rules of procedures, consistent with provisions of the Agreement and District Board policies/regulations.
10. Making available a list of Consulting Teachers for selection by volunteer Participating Teachers.
11. Providing written notification of participation to the Participating Teacher, the Consulting Teacher and the Site Principal for referred Participating Teachers.

II. Types of Program Participation

- A. Referred Participating Teacher: A Referred Participating Teacher is a permanent classroom teacher who receives a "Does Not Meet Standards" rating in his/her final evaluation on one or more of the selected teaching standards identified on the Teacher Evaluation Form. A "Does Not Meet Standards" rating will be determined by the majority of the elements contained within a standard on the performance plan.
 1. The Teacher's evaluator shall send a letter of explanation identifying the standard or Standards that are unsatisfactory and suggested areas of improvement, to the PAR Panel. A Participating Teacher will be notified in writing of his/her placement in the program.
 2. On or before the 4th week of school, the PAR Panel, with input from the Participating Teacher, will assign a consulting Teacher. The Consulting Teacher shall meet with the Participating Teacher no later than the 5th week of school. The Consulting Teacher shall meet with the Participating Teacher and his/her evaluator to review the specific teaching identified as "Does Not Meet Standards" in the evaluation. An assistance plan shall be developed between the Consulting Teacher and the Participating Teacher.
 - a. The assistance plan shall include a statement of Standard Elements needing improvement, the objectives to be met to achieve improvement

and a monitoring schedule. The assistance plan shall include, but not be limited to, specific training activities and classroom observations in the teaching/instructional areas identified as "Does Not Meet Standards" in the final evaluation.

- b. During the assistance plan period, the Consulting Teacher and the Participating Teacher's evaluator shall maintain a cooperative relationship and consult with each other on the Participating Teacher's progress. The Participating Teacher may request a different Consulting Teacher on a one time basis.
 3. On or before April 15th, the Consulting Teacher shall complete a final report of the Participating Teacher's participation in the assistance plan. The review shall identify the areas needing improvement; the assistance provided the Participating Teacher and assessment of the results of the assistance, including a statement whether the Participating Teacher has satisfactorily achieved the objectives of the assistance plan. The final assistance plan report shall be provided by the Consulting Teacher to the PAR Panel, Participating Teacher, and Evaluator. The Participating Teacher shall sign the final assistance plan report acknowledging receipt and shall have the right to submit a written response to the PAR Panel within ten (10) workdays of receipt of the report.
 4. On or before April 15th, the PAR Panel shall submit to the Governing Board the names of Participating Teacher who were unable to demonstrate satisfactory improvement in the PAR Program.
 5. The final assistance plan report and related documentation prepared by the Consulting Teacher shall be placed in the Participating Teacher's personnel file and be considered by the Evaluator in completing the Participating Teacher's final evaluation as well as subsequent personnel decisions affecting the Participating Teacher.
- B. Volunteer Participating Teacher: A Volunteer Participating Teacher is an experienced teacher with permanent status who has requested the assignment of a Consulting Teacher. The joint Committee shall consider the requests and their impact on the Peer Assistance Program budget.
 1. Permanent classroom teachers, who have not been referred to the PAR Program, may volunteer to participate. The Consulting Teacher shall not participate in a performance review of the Volunteer Participating Teacher. The PAR Panel shall accept the Volunteer Participating Teacher in the PAR Program based on consensus approval of all PAR Panel Members.
 2. All communications between the Consulting Teacher and a Volunteer Participating Teacher shall be confidential and shall not be shared with the Participating Teacher's evaluator or the PAR Panel, without the written consent of the volunteer.
 3. A volunteer teacher's participation shall be based on a plan submitted by the Volunteer Participant. A Volunteer Participant can elect to discontinue participation at any time.
- C. Probationary and Other Unit Members without permanent status may request supplemental assistance from the PAR Panel, in addition to the FACT program, to be provided by a Consulting Teacher, providing services as a Support Provider. If the

assignment is made by the PAR Panel, the Consulting Teacher providing services as a Support Provider shall serve as a resource only.

1. Eligible Participants
 - a. Fully credentialed 1st and 2nd year teachers
 - b. Intern Teachers
 - c. Teachers with Emergency Permits
 - d. Experienced teacher who are new to the District
2. Beginning Teachers in a and b above must be served prior to assigning teachers in c and d above.
3. The PAR Program shall not replace the regular evaluation process for the probationary teacher nor shall the Consulting Teacher, providing services as a Support Provider Teacher, provide administration or the PAR Panel with a written/oral report. Teachers who are interns or on emergency permits may also participate under these conditions.

III. Consulting Teachers

- A. A Consulting Teacher is a permanent status unit member who provides assistance to a Participating Teacher and assists Probationary Teachers as a Support Provider as the caseload formula allows. Consulting Teachers shall possess the following qualifications:
 1. A minimum of three (3) years of recent experience as a full time classroom teacher.
 2. Demonstrated exemplary teaching ability.
 3. Effective oral and written communication.
 4. Ability to work effectively and cooperatively with others.
- B. Procedures
 1. Must submit, in addition to the application form required by the PAR Panel, letters of recommendation: one (1) from their site administrator and three (3) from classroom teachers. The PAR Panel shall treat all applications and references as confidential.
 2. Be observed effectively demonstrating the six (6) California Standards of the Teaching Profession by one (1) District member of the Panel and two (2) teacher representatives of the Panel.
 3. Be interviewed and demonstrate clear constructive feedback for instructional improvement.
- C. Recruitment of Consulting Teachers shall occur by May 15th of the year prior to serving as a Consultant.
- D. The PAR Panel shall determine the caseload of Consulting Teachers which in no event shall exceed one (1) Participating Teacher and two (2) Probationary Teachers, or two (2) Participating Teachers and one (1) Probationary Teacher.

- E. Consulting Teachers shall be released from regular duties without loss of pay or benefits when it is necessary to carry out their responsibilities during the school day.
- F. The term of a Consulting Teacher shall be three (3) years, and a teacher may not serve in the position for more than one (1) consecutive term. The Consulting Teacher shall be paid a stipend of \$2150 per teacher, not to exceed the caseload described in III D.
- G. Responsibilities of Consulting Teachers may include but not be limited to:
 - 1. Participating Teacher – assisting in developing an Individual Performance Plan.
 - 2. Observing the Participating Teacher during periods of classroom instruction.
 - 3. Assisting the Participating Teacher by demonstrating, coaching, conferencing, referring, or by other activities which, in their judgment, will help the Participating Teacher.
 - 4. Meeting and consulting with the evaluating administrator who referred the Participating Teacher.
 - 5. Using District resources to assist the Participating Teacher.
 - 6. Monitoring the progress of the Participating Teacher and maintain a written record.
 - 7. Participating in the planning and implementation of District inservice programs designed to improve instructional quality.
 - 8. Assisting Probationary Teachers and other unit members not on a permanent status as a Support Provider, as the caseload formula allows.

IV. General Provisions

- A. Functions performed by teachers under this article shall not constitute either management or supervisory functions as defined in the Educational Employment Relations Act (EERA) except to the extent required by provisions contained herein.
- B. Teachers or members of the PAR Panel shall have the same protection from liability and access to appropriate defenses afforded to other public school employees under the provisions of the California Government Code.
- C. Records
 - 1. All documents related to participation in this program shall be considered personnel matters subject to the personnel record exemption of the California Public Records Act. The annual evaluation of the program's impact, excluding information on the identifiable individuals, is subject to disclosure under the Public Records Act.

APPENDIX F

Unit members with pupil services assignments, such as counselors, nurses, and speech, language and hearing specialists and teachers on special assignment may claim mileage at the District adopted rate when required to travel between District sites on the same day.

APPENDIX G

CERTIFICATED NON-TEACHER EVALUATION

The District and the Association agree to add updated evaluation instruments for School Nurse and School Counselor.

APPENDIX H

DRESS CODE

The Governing Board believes that District staff serves as role models and should maintain professional standards for dress and grooming. The Board encourages staff during school hours to wear clothing demonstrating a high regard for education and presents an image consistent with their job responsibilities.

Appropriate attire will demonstrate this high regard for education, the teaching profession and presents an image consistent with community values and expectations.