

APPENDICES

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APPENDIX A. - BARGAINING UNIT

The bargaining unit shall consist of the following:

1. Classroom Teachers
2. Counselors
3. Work Experience Coordinators.
4. R.O.P. Coordinators
5. Librarians
6. Psychologists
7. Department Chairpersons
8. Alternative School Teachers
9. Speech Therapists
10. School-Age Parenting Program Teachers
11. Resource Specialist Teachers
12. Special Day Class Teachers
13. Curriculum Associates
14. Athletic Directors
15. District Department Chairpersons
16. Head Counselors
17. R.O.P. Teachers
18. Basic Skills Laboratory Teachers
19. Curriculum Development Specialist
20. Independent Study Teachers
21. Mentor Teachers
22. Opportunity Teachers
23. M.I.S.T./M.E.S.T. Teachers
24. Resource Teachers
25. Outreach Teacher Consultant
26. Summer School Teachers
27. Intersession Teachers
28. Summer School Teachers-in-Charge
29. Daily and long-term substitute teachers *
30. Adult schoolteacher, adult school teacher-in-charge, adult school counselors, and all other certificated Adult School employees, excluding the Director of Community Education, Assistant Director of Community Education and coordinators. (Language from Adult School contract, Article I.)

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED EMPLOYEE SALARY SCHEDULE
2009-2010 (Pending Negotiations)**

8/29/2007

STEP	CLASSIFICATION												PSYCH. PER DIEM	PSYCH. PER DIEM	PSYCH. 190 DAYS	
	I	II	III	IV	V	VI	V	VI	V	VI	VI	VI				
	PER DIEM	B.A.	PER DIEM	B.A.+15*	III	PER DIEM	BA+30* w/ Prelim or Prof Cred	IV	PER DIEM	B.A.+45* OR M.A.	V	PER DIEM	B.A.+60* OR MA+15*	VI	PER DIEM	MA+30 Or B.A. + 75 With MA
1	206.01	\$37,905	216.31	\$39,800	227.12	\$41,790	238.48	\$43,880	250.40	\$46,074	262.92	\$48,377	353.39	\$67,145		
2	214.25	\$39,421	224.96	\$41,392	236.21	\$43,462	248.02	\$45,635	260.42	\$47,917	273.44	\$50,313	367.53	\$69,831		
3	222.82	\$40,998	233.96	\$43,048	245.65	\$45,200	257.94	\$47,460	270.83	\$49,833	284.38	\$52,325	382.23	\$72,624		
4	231.73	\$42,638	243.31	\$44,770	255.48	\$47,008	268.25	\$49,359	281.67	\$51,827	295.75	\$54,418	397.52	\$75,529		
5	241.00	\$44,343	253.05	\$46,561	265.70	\$48,889	278.98	\$51,333	292.93	\$53,900	307.58	\$56,595	413.42	\$78,550		
6	250.64	\$46,117	263.17	\$48,423	276.33	\$50,844	290.14	\$53,386	304.65	\$56,056	319.88	\$58,859	413.42	\$78,550		
7			273.70	\$50,360	287.38	\$52,878	301.75	\$55,522	316.84	\$58,298	332.68	\$61,213	413.42	\$78,550		
8					298.88	\$54,993	313.82	\$57,743	329.51	\$60,630	345.99	\$63,661	421.69	\$80,121		
9					310.83	\$57,193	326.37	\$60,053	342.69	\$63,055	359.83	\$66,208				
10					323.26	\$59,481	339.43	\$62,455	356.40	\$65,577	374.22	\$68,856				
11					336.19	\$61,860	353.00	\$64,953	370.65	\$68,200	389.19	\$71,610				
12							367.12	\$67,551	385.48	\$70,928	404.75	\$74,475				
13									400.90	\$73,766	420.94	\$77,454				
16					342.92	\$63,097	374.47	\$66,902	408.92	\$75,241	429.36	\$79,003	430.12	\$81,724		
19					349.78	\$64,359	381.96	\$70,280	417.10	\$76,746	437.95	\$80,583	438.73	\$83,358		
22					356.77	\$65,646	389.60	\$71,686	425.44	\$78,281	446.71	\$82,195	447.50	\$85,025		
25					363.91	\$66,959	397.39	\$73,119	433.95	\$79,846	455.64	\$83,839	456.45	\$86,726		
28					371.19	\$68,298	405.34	\$74,582	442.63	\$81,443	464.76	\$85,515	465.58	\$88,460		
31					378.61	\$69,664	413.44	\$76,073	451.48	\$83,072	474.05	\$87,226	474.89	\$90,229		
34					386.18	\$71,057	421.71	\$77,595	460.51	\$84,733	483.53	\$88,970	484.39	\$92,034		

WORK YEAR = 184 DAYS

*SEMESTER UNITS

**ALL ACADEMIC UNIT REQUIREMENTS HAVE BEEN MET

CALCULATIONS: Teachers: 5% INCREASE BETWEEN CLASSIFICATIONS
4% INCREASE BETWEEN STEPS 1 - 13
2% INCREASE BETWEEN STEPS 16 - 34

Psychologists: 4% INCREASE STEPS 1-5 (NO INCREASE 6 & 7)
2% INCREASE ON STEP 8
2% INCREASE BETWEEN STEPS 16 - 34

3.55% on-schedule salary increase approved at June 26, 2007 board meeting. This was a two year agreement that covered 06-07 and 07-08.

SALINAS UNION HIGH SCHOOL DISTRICT
 CERTIFICATED EMPLOYEE SALARY SCHEDULE
 2009-2010 (Pending Negotiations)

6 PERIOD SALARY AT .167%

STEP	I		II		III		IV		V	
	PER DIEM	B.A.	PER DIEM	B.A.+15*	PER DIEM	BA+30* w/ Prelim or Prof Cred	PER DIEM	B.A.+45* OR M.A.	PER DIEM	B.A.+60* OR MA+15*
1	240.41	\$44,235	252.43	\$46,447	265.05	\$48,770	278.30	\$51,208	292.22	\$53,769
2	250.03	\$46,005	262.53	\$48,305	275.65	\$50,720	289.44	\$53,256	303.91	\$55,919
3	260.03	\$47,845	273.03	\$50,237	286.68	\$52,749	301.01	\$55,387	316.07	\$58,156
4	270.43	\$49,759	283.95	\$52,247	298.15	\$54,859	313.06	\$57,602	328.71	\$60,482
5	281.25	\$51,749	295.31	\$54,337	310.07	\$57,054	325.58	\$59,906	341.86	\$62,902
6	292.50	\$53,819	307.12	\$56,510	322.48	\$59,336	338.60	\$62,302	355.53	\$65,418
7			319.41	\$58,771	335.38	\$61,709	352.14	\$64,795	369.75	\$68,034
8					348.79	\$64,178	366.23	\$67,386	384.54	\$70,756
9					362.74	\$66,745	380.88	\$70,082	399.92	\$73,586
10					377.25	\$69,414	396.11	\$72,885	415.92	\$76,529
11					392.34	\$72,191	411.96	\$75,801	432.56	\$79,591
12							428.44	\$78,833	449.86	\$82,774
13									467.85	\$86,085
16					400.19	\$73,635	437.01	\$80,409	477.21	\$87,807
19					408.19	\$75,107	445.75	\$82,017	486.76	\$89,563
22					416.36	\$76,610	454.66	\$83,658	496.49	\$91,354
25					424.68	\$78,142	463.75	\$85,331	506.42	\$93,181
28					433.18	\$79,705	473.03	\$87,037	516.55	\$95,045
31					441.84	\$81,299	482.49	\$88,778	526.88	\$96,946
34					450.68	\$82,925	492.14	\$90,554	537.42	\$98,885

*SEMESTER UNITS
 **ALL ACADEMIC UNIT REQUIREMENTS HAVE BEEN MET
 CALCULATIONS: Teachers: 5% INCREASE BETWEEN CLASSIFICATIONS
 4% INCREASE BETWEEN STEPS 1 - 13
 2% INCREASE BETWEEN STEPS 16 - 34

Psychologists: 4% INCREASE STEPS 1-5
 2% INCREASE ON STEP 8
 2% INCREASE BETWEEN 8
 3.55% on-schedule salary increase approved at June 26, 2007 board meeting. This was a two year agreement that covers
 WORK YEAR

**SALINAS UNION HIGH SCHOOL DISTRICT
 CERTIFICATED EXTRA DUTY/STIPEND PAY SCHEDULE
 EFFECTIVE 7/1/07**

A. DEPARTMENT CHAIRPERSONS PAY SCHEDULE

ANNUAL BASE AMOUNT ALLOCATED PER SITE FOR DEPARTMENT CHAIRS:

HIGH SCHOOL ALLOCATION PER EMPLOYEE	\$1,916	(J)
MIDDLE SCHOOL ALLOCATION PER EMPLOYEE	\$1,916	(J)

EACH HIGH SCHOOL MAY HAVE A MINIMUM OF 10 AND UP TO A MAXIMUM OF 12 DEPARTMENTS. EACH MIDDLE SCHOOL MAY HAVE A MINIMUM OF 8 UP TO A MAXIMUM OF 10 DEPARTMENTS. IN DETERMINING THE NUMBER AND CONFIGURATION OF DEPTS. AND AMOUNT OF THE STIPEND, THE DISTRICT AND THE FEDERATION DESIRE TO ACCOMPLISH THE DECISIONS BY CONSENSUS AT EACH SCHOOL; YET, THE FEDERATION RECOGNIZES THAT THE DECISION RESTS WITH THE DISTRICT.

BASE SALARY		\$37,905	
DOCTORATE: 2.54% OF BASE PAY	0.0254	\$963	(B)
BCC OR LDS (5 CLASSES)		\$1,000	(S)
CORE TEAM CHAIRPERSON		\$1,500	(T)
HOURLY CERT/CURRICULUM RATE = .099% BASE SALARY		\$37.53	
HOURLY CERT. SUMMER SCHOOL		\$35.28	
DRIVERS ED COORD	7.5060%	\$2,845	(V)

B. EXTRA ACTIVITIES PAY SCHEDULE, EXCLUDING ATHLETICS.

	ACTIVITY	%	SALARY	PAY CODE
	HIGH SCHOOL			
a.	AG	0.08090	3,067	(D)
b.	DRAMA	0.08315	3,152	(E)
c.	DEBATE	0.06340	2,403	(K)
d.	YEARBOOK	0.07338	2,781	(G)
e.	NEWSPAPER	0.08810	3,339	(H)
f.	VOCAL MUSIC	0.05871	2,226	(F)
g.	INST MUSIC	0.11183	4,239	(L)
h.	CHEERLEADER	0.06889	2,611	(C)
i.	ACADEMIC DECATHLON			
	HEAD	0.06436	2,440	
	ASSISTANT	0.06436	2,440	
	JUNIOR HIGH			
a.	DIRECTOR STUDENT ACTIVITIES	0.03010	1,141	(M)
b.	AV DIRECTOR	0.03010	1,141	
c.	VOCAL MUSIC	0.04828	1,830	(O)
d.	INST. MUSIC	0.04828	1,830	(N)
e.	YEARBOOK	0.04208	1,595	(P)
a.	COUNSELOR/TEACHER IN CHARGE-TORO=1/6 OF ANNUAL CONTRACT			(X)
b.	TEACHER IN CHARGE - INDEPENDENT STUDY	0.0603	2,286	(R)

SALINAS UNION HIGH SCHOOL DISTRICT

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CERTIFICATED HIGH SCHOOL INTERSCHOLASTIC ATHLETIC STIPENDS PAY SCHEDULE

C. SPORT	LEVEL	%	SALARY
BASEBALL	VARSIITY	0.10523	3,989
	ASSISTANT - JUNIOR VARSITY	0.08900	3,374
	ASSISTANT - FRESHMEN	0.07827	2,967
BASKETBAL - GIRLS	VARSIITY	0.10523	3,989
	ASSISTANT	0.08900	3,374
	ASSISTANT - FRESHMEN	0.07827	2,967
BASKETBALL - BOYS	VARSIITY	0.10523	3,989
	ASSISTANT	0.08900	3,374
	ASSISTANT - FRESHMEN	0.07827	2,967
CROSS COUNTRY	BOYS	0.07827	2,967
	GIRLS	0.07827	2,967
FIELD HOCKEY	HEAD COACH	0.08900	3,374
	ASSISTANT	0.07827	2,967
FOOTBALL	VARSIITY	0.12141	4,602
	ASSISTANT - VARSITY	0.10523	3,989
	ASSISTANT - HEAD JUNIOR VARSITY	0.10523	3,989
	ASSISTANT - HEAD FRESHMEN	0.10523	3,989
	ASSISTANT	0.08900	3,374
	ASSISTANT - OVER 35 PLAYERS		1,500
GOLF	BOYS	0.07827	2,967
	GIRLS	0.07827	2,967
SOCCER - BOYS	VARSIITY	0.08900	3,374
	ASSISTANT	0.07827	2,967
SOCCER - GIRLS	VARSIITY	0.08900	3,374
	ASSISTANT	0.07827	2,967
SOFTBALL - GIRLS	VARSIITY	0.10523	3,989
	ASSISTANT	0.08900	3,374
	ASSISTANT - FRESHMEN	0.07827	2,967
SWIMMING - BOYS	VARSIITY	0.08900	3,374
	ASSISTANT	0.07827	2,967
SWIMMING - GIRLS	VARSIITY	0.08900	3,374
	ASSISTANT	0.07827	2,967
TENNIS	VARSIITY - BOYS	0.07827	2,967
	VARSIITY - GIRLS	0.07827	2,967
TRACK & FIELD-GIRLS	VARSIITY	0.10523	3,989
	ASSISTANT	0.08900	3,374
TRACK &FIELD - BOYS	VARSIITY	0.10523	3,989
	ASSISTANT	0.08900	3,374
VOLLEYBALL - GIRLS	VARSIITY	0.10523	3,989
	ASSISTANT	0.08900	3,374
	ASSISTANT - FRESHMEN	0.07827	2,967
WATER POLO - BOYS	VARSIITY	0.08900	3,374
	ASSISTANT	0.07827	2,967
WATER POLO - GIRLS	VARSIITY	0.08900	3,374
	ASSISTANT	0.07827	2,967
WRESTLING	VARSIITY	0.10523	3,989
	ASSISTANT	0.08900	3,374
ATHLETIC DIRECTOR	WOMENS (W)	0.12141	4,602
	MENS (I)	0.12141	4,602

ATHLETIC STIPENDS WILL BE PAID IN ACCORDANCE WITH THE FOLLOWING TIME SCHEDULE:

FALL SPORTS - PAID DECEMBER 10TH INCLUDE CROSS COUNTRY, FOOTBALL, WATER POLO, GIRLS' TENNIS, GIRLS' VOLLEYBALL, GIRLS' GOLF AND FIELD HOCKEY.

WINTER SPORTS - PAID MARCH 10TH INCLUDE SOCCER, WRESTING AND BASKETBALL.

SPRING SPORTS - PAID JUNE 10TH INCLUDE BASEBALL, STUDENT GOLF, SOFTBALL, SWIMMING, BOYS' TENNIS, TRACK AND BOYS' VOLLEYBALL

EFF. 7/1/07
BRD REG #6145.1

APPENDIX D. - SAMPLE EVALUATION CALENDAR

<u>Approximate Time Line Activity</u>	<u>Persons</u>
<u>First School Faculty Meeting</u> Pre- Disseminate guidelines, processes, time lines, etc., to all certificated staff.	Bldg. Admin.
Disseminate list of first conference for evaluators and evaluatees. (optional)	Bldg. Admin.
<u>By Week 5</u> Evaluatees to notify building administrators of desired additional evaluators (if any).	Evaluatees
<u>By Week 6</u> Evaluators to provide evaluatees with the Personnel Planning and Evaluation Statement forms.	Evaluators
<u>By Week 7</u> Evaluators to hold first conference with evaluatees to finalize the Personnel Planning and Evaluation Statements.	Evaluators & Evaluatees
<u>By Week 14</u> First observations are to be completed and conferences held with written comments.	Evaluators & Evaluatees
<u>By Week 15</u> If needed, conferences are to have taken place to assess & implement "Plan of Assistance".	Evaluators & Evaluatees
<u>By Week 16</u> Evaluations due in Human Resources Office on first semester temporary teachers (if any).	Evaluators
<u>By Week 26</u> Evaluation data due from evaluatees (Probationary, Temporary, & Temporary, Other Non-Permanent) to evaluators.	Probationary, other Non-permanent Employees
<u>By Week 27</u> Second (final) conferences to be completed for all Probationary Temporary, and other Non-Permanent Employees.	Probationary, Temporary, & other Non-Permanent Employees
<u>By Week 28</u> Final evaluations for all Probationary, Temporary and other Non-Permanent employees due in Human Resources Office.	Evaluators

Certification letters from Principals or unit administrators to accompany evaluations recommending reemployment or dismissal of Probationary, Temporary, and/or other Non-Permanent employees.

- By Week 30 Second (final) conferences to be Evaluators and
completed for all permanent Evaluatees
employees scheduled for evaluation.
- By Week 36 Final Confidential Evaluation Evaluators
Reports for permanent employees
delivered to Personnel Office.
- Copies given to employees no later
than the end of week 36.
- By Week 40 Final evaluation data due to Evaluatees
evaluators from evaluatees for
their files.

Appendix E-School Calendar

DISTRICT CALENDAR 2009-2010

SUHSD

(Footnotes Apply To Classified Personnel Only)

<p>July 2009</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	S	M	T	W	T	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>JULY</p> <p>3 Fourth of July Holiday</p>	<p>JANUARY</p> <p>1 New Year's Day Holiday</p> <p>4 Return from Winter Break #4</p> <p>18 Martin Luther King Holiday</p> <p>21 End of 1st Semester</p> <p>22 Teacher Workday #3</p> <p>25 Start of 2nd Semester</p>	<p>January 2010</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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Classified Footnotes

<p>182 day employee classifications: Instructional Aide, Campus Supervisors, Suspension Center Aide, Bus Drivers & Cadets, Child Care Givers, Infant Care Aides, Food Service Assistants</p> <p>183 day employee classifications: all other classifications</p> <p>* Food Service Assistants: 1st day of work: 8-17-09 Last day of work: 6-10-10</p>	<p>1 = 1st day for 183 day classified employees</p> <p>2 = 1st day for 182 day classified employees</p> <p>3 = non-working day for 182 and 183 classified employees</p> <p>4 = full work day for all classified employees and managers</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #cccccc;"></td><td>Holiday</td></tr> <tr><td style="background-color: #ffff00;"></td><td>Teacher Workday</td></tr> <tr><td style="background-color: #cccccc;"></td><td>Break</td></tr> <tr><td style="background-color: #cccccc;"></td><td>First/Last Student Day</td></tr> </table>		Holiday		Teacher Workday		Break		First/Last Student Day
	Holiday									
	Teacher Workday									
	Break									
	First/Last Student Day									

* Summer Session Dates: 6-22-09 to 7-24-09

Adopted: 2-10-09

Please see reverse side for progress & grade report dates.

APPENDIX F. - COUNSELOR GUARANTEED SERVICES

This section is superseded by MOU in effect

A. **Appointment, Term, and Remuneration:**

The counselor shall be appointed upon the nomination of the Principal, with the recommendation of the Superintendent and by action of the Board of Trustees and shall be subject to the transfer and reassignment provision of the contract. Remuneration shall be by placement on the teachers' salary schedule.

B. **Responsibilities:**

The counselor has specialized training in counseling and human behavior, whose main focus is on the optimum development and learning efficiency of the individual student. He/she is professionally prepared to assist and support teachers in their primary role of aiding individuals to learn efficiently and effectively. The orientation of the counseling program should emphasize the developmental/preventative approach. The counselor is delegated leadership responsibility for the student personnel services within an individual school.

C. **Exception To Job Description:**

Assumption of some duties by other counselors, so some counselors may maintain A.D.A.P.T. and other school climate programs. (This is voluntary and should be handled at each individual school.)

D. **COUNSELOR GUARANTEED SERVICES (AR 6164.2):**

The District guarantees the following services by the Guidance Department:

1. **Seventh and Eighth Grades:**

- a. Orientation to Middle School curriculum and requirements.
- b. Registration, placement, and program adjustment.
- c. Test interpretation to parents, teachers, and students.
- d. Teacher conferences on student academic progress and placement, when possible.
- e. Parents and students will be kept informed of student progress toward promotion.
- f. Personal counseling as initiated by counselor.
- g. Parent and/or student conferences, when possible
- h. Handling referrals which are counseling in nature and which are in compliance with the "*Student Behavioral Manual*".

2. **Ninth Grade:**

- a. Crisis intervention, personal counseling and referrals, when possible.
- b. Interviews for each student, when possible.
- c. Registration, scheduling, and program adjustment.
- d. Interpretation of proficiency and achievement test.
- e. Parents can request special grade checks on students.

3. **Tenth Grade:**

- a. All services provided at the ninth grade.
- b. Students will be oriented to the offerings of the R.O.P. and other career choices for tenth grade year only.

4. **Eleventh Grade:**

- a. All services provided at the ninth and tenth grades.
- b. By the end of the eleventh grade, parents and students will be informed on student's progress toward graduation.
- c. Pre-college students will be given planning and financial information, opportunities to meet with college representatives, and informed of pre-college testing-- S.A.T., A.C.T., etc.
- d. R.O.P. and other career choices will be explained as needed.

5. **Twelfth Grade:**

- a. All services provided at the ninth, tenth and eleventh grades.
- b. If a student is in danger of not graduating, parents and students will receive a graduation status report at the beginning and at the end of the seventh semester
- c. Students will be given assistance with applications (such as job, scholarship, college, financial aid).

APPENDIX G. - ASSAULT ON STAFF

A. Assault Against School Employees:

Whenever any employee is attacked, assaulted, or menaced by a student, the employee and the Principal of the school concerned shall promptly report such attack, assault, or menacing to local law enforcement.

B. Grounds for Suspension or Expulsion:

Whenever the Principal determines that a pupil has caused, attempted to cause, or threatened to cause physical injury to a staff member or pupil, that pupil shall be suspended from school or recommended for expulsion.

**APPENDIX H - REPLACING OR REPAIRING EMPLOYEES'
PROPERTY (A.R. 4146.5, 4246.5, 4346.5)**

- A. The administration is authorized to compensate employees for damage to their personal property necessarily worn or carried when this damage is the result of activities in the pursuit of their employment and not the result of negligence of the employee.

- B. The administration is authorized to compensate employees or Persons for loss, destruction, or damage of personal property used in the schools of the District if caused by arson, burglary, or vandalism. Compensation will be made only for materials which the District requires an employee to furnish as a condition of employment or which have been approved by the appropriate manager as vitally needed materials not available from the District and for which a fair value has been established in writing prior to approval by the manager.

Legal References:

Education Code

- 35176. Replacing or repairing employees' property
- 35213. Reimbursement for loss, destruction or damage of personal property.

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION**

Original – Human Resources
Copy 1 - Evaluator
Copy 2 - Evaluator

EVALUATION PLANNING GUIDE

Standards I – VI are from the California Standards for the Teaching Profession

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

STANDARD I - Engaging and Supporting All Students in Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Connecting students' prior knowledge, life experience, and interests with learning goals. • Using a variety of instructional strategies and resources to respond to students' diverse needs. • Facilitating learning experiences that promote autonomy, interaction, and choice. • Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. • Promoting self-directed, reflective learning for all students. 		

STANDARD II - Creating and Maintaining Effective Environments for Student Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Creating a physical environment that engages all students. • Establishing a climate that promotes fairness and respect. • Promoting social development and group responsibility. • Establishing and maintaining standards for student behavior. • Planning and implementing classroom procedures and routines that support student learning. • Using instructional time effectively. 		
STANDARD III - Understanding and Organizing Subject Matter for Student Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Demonstrating knowledge of subject matter content and student development. • Organizing curriculum to support student understanding of subject matter. • Interrelating ideas and information within and across subject matter areas. • Developing student understanding through instructional strategies that are appropriate to the subject matter. • Using materials, resources, and technologies to make subject matter accessible to students. 		

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Drawing on and valuing students' backgrounds, interests, and developmental learning needs. • Establishing and articulating goals for student learning. • Developing and sequencing instructional activities and materials for student learning. • Modifying instructional plans to adjust for student needs. 		
STANDARD V - Assessing Student Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Establishing and communicating learning goals for students. • Collecting and using multiple sources of information to assess student learning. • Involving and guiding students in assessing their own learning. • Using the results of assessment to guide instruction. • Communicating with students/families/others about student progress. 		

STANDARD VI - Developing as a Professional Educator	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Reflecting on teaching practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities/maintaining motivation. 		
STANDARD VII – Required Duties and Professional Responsibilities <ul style="list-style-type: none"> • Fulfillment of adjunct duties. • Attendance at department meetings. • Attendance at faculty meetings. • Fulfillment of other contractual duties under Article VII. • Attendance required at parent conferences. 		

Additional Comments/Evalutee:		
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Date _____

Signature Evaluatee _____

Date _____

Signature Evaluator _____

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION**

Original – Human Resources
Copy 1 - Evaluator
Copy 2 - Evaluator

FINAL

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient D=Distinguished

UNSATISFACTORY PERFORMANCE IN STANDARDS I THROUGH V REQUIRES REFERRAL TO PARS AS PER ED CODE 44500
AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION

STANDARD I - Engaging and Supporting All Students in Learning	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Connecting students' prior knowledge, life experience, and interests with learning goals. • Using a variety of instructional strategies and resources to respond to students' diverse needs. • Facilitating learning experiences that promote autonomy, interaction, and choice. • Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. • Promoting self-directed, reflective learning for all students. 		

Final

RATING	Commendations/recommendations/evidence
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Final

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Drawing on and valuing students' backgrounds, interests, and developmental learning needs. • Establishing and articulating goals for student learning. • Developing and sequencing instructional activities and materials for student learning. • Modifying instructional plans to adjust for student needs. 	RATING	Commendations/recommendations/evidence
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Final

STANDARD VI - Developing as a Professional Educator	RATING	Commendations/recommendations/evidence
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Final

Additional Comments/Evalutee:	Additional Comments/Evaluator:
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SUMMATIVE EVALUATION: Unsatisfactory Needs Improvement Proficient Distinguished

Mandatory Referral to PARS: Yes No

Date _____ Signature Evaluatee _____ Date _____ Signature Evaluator _____

REV. 6/2008

SUHSD Class Observation Form

Teacher: _____
 Subject: _____
 Period: _____
 # of students: _____

Date: _____
 Scheduled
 Unannounced

STANDARD I: Engaging & supporting all students in learning

<input type="checkbox"/> Connecting students' prior knowledge, life experience, & interests w/learning goals. <input type="checkbox"/> Using a variety of instructional strategies & resources to respond to students' diverse needs. <input type="checkbox"/> Facilitating learning experiences that promote autonomy, interaction, & choice. <input type="checkbox"/> Engaging students in problem solving, critical thinking, & other activities that make subject matter meaningful. <input type="checkbox"/> Promoting self-directed, reflective learning for all students.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD II: Creating & maintaining effective environments for student learning
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<input type="checkbox"/> Creating a physical environment that engages all students. <input type="checkbox"/> Establishing a climate that promotes fairness & respect. <input type="checkbox"/> Promoting social development & group responsibility. <input type="checkbox"/> Establishing & maintaining standards for student behavior. <input type="checkbox"/> Planning & implementing classroom procedures & routines that support student learning. <input type="checkbox"/> Using instructional time effectively.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD III: Understanding & Organizing Subject matter for student learning

<input type="checkbox"/> Demonstrating knowledge of subject matter content & student development. <input type="checkbox"/> Organizing curriculum to support student understanding of subject matter. <input type="checkbox"/> Interrelating ideas & information w/in & across subject matter areas. <input type="checkbox"/> Developing student understanding through instructional strategies that are appropriate to the subject matter. <input type="checkbox"/> Using materials, resources & technologies to make subject matter accessible to students.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD IV: Planning Instruction & Designing learning experiences for all students
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<input type="checkbox"/> Drawing on & valuing students' backgrounds, interests, & developmental learning needs. <input type="checkbox"/> Establishing & articulating goals for student learning. <input type="checkbox"/> Developing & sequencing instructional activities & materials for student learning. <input type="checkbox"/> Modifying instructional plan to adjust for student needs.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD V: Assessing Student Learning

<input type="checkbox"/> Establishing & communicating learning goals for students. <input type="checkbox"/> Collecting & using multiple sources of information to assess student learning. <input type="checkbox"/> Involving & guiding students in assessing their own Learning. <input type="checkbox"/> Using the results of assessment to guide instruction. <input type="checkbox"/> Communicating w/students/families/others about student progress.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

**SALINAS UNION HIGH SCHOOL DISTRICT
COUNSELING PERSONNEL EVALUATION
PLANNING GUIDE**

Standards I - VII are from the National Standards for School Counseling Programs

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Status: Temporary Probationary I Probationary II Permanent PAR

	OBJECTIVES	EVIDENCED BY
<p>STANDARD I - ENGAGING AND SUPPORTING ALL STUDENTS IN ACADEMIC DEVELOPMENT</p> <p>A. The counselor assists students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • <i>Presenting relevant information for academic and post high school planning</i> • <i>Using a variety of strategies and resources to respond to students' diverse needs</i> • <i>Providing information, support and assistance in the development of educational and post high school plans</i> • <i>Using guidance and counseling strategies to promote good decision-making by students and parents for academic and post high school choices</i> • <i>Evaluates student progress, attendance and behavior to determine correct placement in regular program and/or refer to alternative education program</i> • <i>Participates in student/parent/teacher conferences to serve as an informational resource regarding student progress</i> 		

<p>B. The counselor supports students to complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <ul style="list-style-type: none"> • <i>Disseminating guidance information for students and parents using a variety of methods and formats to students and parents</i> • <i>Articulating promotion/graduation and vocational and college entrance requirements to students and parents</i> • <i>Assisting students and parents to ensure the student's educational plan meets stated educational/vocational goals</i> • <i>Monitors each student's progress toward the completion of graduation/promotion</i> • <i>Inform parents and students about student progress toward promotion and graduation</i> • <i>Coordinates guidance services as appropriate to ensure proper placement in and use of district coordinated programs.</i> 		
<p>C. The counselor helps students understand the relationship of academics to the world of work and to life at home and in the community.</p> <ul style="list-style-type: none"> • <i>Connecting students' prior knowledge, life experiences and interests with academic/vocational goals</i> • <i>Encouraging students to use their skills and abilities in their home and community</i> • <i>Assisting students to develop an awareness of academic, personal, and social responsibilities in school and how it relates to the world of work</i> • <i>Providing services to students and parents regarding student performance in school.</i> • <i>Coordinating with ROP staff to provide all students with the opportunity to participate in a career assessment and occupational exploration through the site career center</i> 		

STANDARD II - ASSISTING STUDENTS IN CAREER DEVELOPMENT	OBJECTIVES	EVIDENCED BY
<p>A. The counselor assists students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • <i>Presenting relevant information for career planning</i> • <i>Providing information and support for making career plans</i> • <i>Monitoring middle school academic progress and high school four-year plans and update as needed</i> <p>B. The counselor supports students to use strategies to achieve future career success.</p> <ul style="list-style-type: none"> • <i>Disseminating guidance information using a variety of methods and formats</i> • <i>Provide information and assistance with college applications, planning for career opportunities, scholarships, financial aid, pre-college testing (such as SAT and ACT test, etc.)</i> <p>C. The counselor helps students understand the relationship between personal qualities, education and training, and the world of work</p> <ul style="list-style-type: none"> • <i>Connecting students' prior knowledge, skills, abilities, life experiences and interests with academic/vocational goals</i> • <i>Assisting students to develop an awareness of personal academic/vocational responsibilities in school and how it relates to the world of work (ROP Coordinators)</i> • <i>Providing consultative services to students, parents and appropriate staff regarding student performance in school</i> • <i>Informing students of business/industry partnerships to foster career development for students (ROP Coordinators)</i> 		

STANDARD III - FACILITATING THE PERSONAL AND SOCIAL DEVELOPMENT OF STUDENTS	OBJECTIVES	EVIDENCED BY
<p>A. The counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p> <ul style="list-style-type: none"> • <i>Helping students to understand, accept and express their uniqueness and appreciate it in others</i> • <i>Counseling students as to the development of appropriate behaviors leading to academic success</i> • <i>Demonstrates understanding of students' cultural heritage.</i> • <i>Utilizes understanding to assist students in acquiring skills and knowledge needed to make a successful transition from middle school to high school and high school to post secondary life</i> 		
<p>B. The counselor assists students in making decisions, setting goals and taking the necessary action to achieve their goals.</p> <ul style="list-style-type: none"> • <i>Counseling students about goal setting, prioritizing, and acting to achieve and personal short- and long-range goals (Group setting appropriate)</i> • <i>Models respect and appreciation for individual and cultural differences</i> 		
<p>C. The counselor assists students in understanding safety and survival skills.</p> <ul style="list-style-type: none"> • <i>Guiding students as to the difference between appropriate and inappropriate physical contact</i> • <i>Identifying school and community resources available to students to assist them with problem-solving</i> • <i>Helping students to differentiate between situations requiring peer support and those that require adult professional help</i> • <i>Provide limited personal counseling including crisis counseling, suicide prevention, teen pregnancy, etc</i> • <i>Providing information to students about the emotional and physical dangers of substance use and abuse</i> • <i>Intervenes or refers students for intervention for tobacco and controlled substance related use and problems. Counsels students as to the effects of such behavior on present and future successes in life</i> 		

STANDARD IV - USING TEST DATA TO SUPPORT STUDENT DEVELOPMENT	OBJECTIVES	EVIDENCED BY
<p>A. The counselor assists students to understand test data as it relates to the development of personal goals.</p> <ul style="list-style-type: none"> • <i>Helping students understand the purposes of testing and its relationship to student decision-making and goal setting</i> • <i>Interpret tests and assessment data and other appraisals for students and parents</i> • <i>Using a variety of student data sources to assess student performance and progress toward individual goals, meeting promotion/graduation requirements and post secondary options</i> <p>B. The counselor collaborates with administration for the planning and evaluation of site testing.</p> <ul style="list-style-type: none"> • <i>Provides assistance to the administration for the planning of district/state group standardized testing</i> • <i>Participate with administration in the evaluation of group district/state testing model process</i> 		
STANDARD V - INVOLVING PARENTS IN THE SUPPORT SERVICES PROCESS	OBJECTIVES	EVIDENCED BY
<p>A. The counselor actively involves parents in providing student services.</p> <ul style="list-style-type: none"> • <i>Developing and reviewing academic and/or vocational plans</i> • <i>Providing regular information regarding student academic progress</i> • <i>Involving and guiding students in assessing their own learning</i> • <i>Communicates availability of scholarships and assists students and parents to apply for post secondary scholarships</i> <p>B. The counselor acts as an informational resource for support services in the community.</p> <ul style="list-style-type: none"> • <i>Informing parent of community resources for academic or personal concerns, as needed</i> • <i>Developing and maintaining positive working relationships with representatives of community resources</i> • <i>Refers students and parents to available community resources as needed</i> 		

STANDARD VI - DEVELOPING AS A PROFESSIONAL EDUCATOR	OBJECTIVES	EVIDENCED BY
<ul style="list-style-type: none"> • <i>Reflecting on counseling practice and planning professional development.</i> • <i>Establishing professional goals and pursuing opportunities to grow professionally.</i> • <i>Working with communities to improve professional practice.</i> • <i>Working with families to improve professional practice.</i> • <i>Working with colleagues to improve professional practice.</i> • <i>Balancing professional responsibilities/maintaining motivation</i> 		
STANDARD VII - REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	OBJECTIVES	EVIDENCED BY
<ul style="list-style-type: none"> • <i>Fulfillment of adjunct duties</i> • <i>Attendance at department meetings</i> • <i>Attendance at faculty meetings</i> • <i>Fulfillment of other contractual duties under Article VII.</i> • <i>Attendance required at parent conferences</i> 		

Additional Comments/Evalutee:		
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Date _____ Signature Evaluator _____ Date _____ Signature Evaluator _____

**SALINAS UNION HIGH SCHOOL DISTRICT
COUNSELING PERSONNEL EVALUATION**

Original – Human Resources
Copy 1 – Evaluator
Copy 2 - Evaluator

FINAL

Evaluatee: _____ Position: _____ School Year: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient D=Distinguished

UNSATISFACTORY PERFORMANCE IN STANDARDS I THROUGH VII REQUIRES REFERRAL TO PARS AS PERED CODE 44500
AND CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION

	RATING	
<p>STANDARD I – ENGAGING AND SUPPORTING ALL STUDENTS IN ACADEMIC DEVELOPMENT</p> <p>A. The counselor assists students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • <i>Presenting relevant information for academic and post high school planning</i> • <i>Using a variety of strategies and resources to respond to students' diverse needs</i> • <i>Providing information, support and assistance in the development of educational and post high school plans</i> • <i>Using guidance and counseling strategies to promote good decision-making by students and parents for academic and post high school choices</i> • <i>Evaluates student progress, attendance and behavior to determine correct placement in regular program and/or refer to alternative education program</i> <p>B. The counselor supports students to complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <ul style="list-style-type: none"> • <i>Disseminating guidance information for students and parents using a variety of methods and formats to students and parents</i> • <i>Articulating promotion/graduation and vocational and college entrance requirements to students and parents</i> • <i>Assisting students and parents to ensure the student's educational plan meets stated educational/vocational goals</i> 	RATING	<p>Commendations/Recommendations/Evidence</p>

<ul style="list-style-type: none"> • Promoting each student to use their skills and abilities to enhance individual educational/vocational goals and meet promotion/graduation/college requirements • Monitors student's progress toward the completion of graduation/promotion • Regularly communicates with parents regarding academic progress of student toward meeting graduation/promotion requirements • Coordinates guidance services as appropriate to ensure proper placement in and use of services from GATE, SPED, Migrant Ed, ROP, ELD, services and other district coordinated programs <p>C. The counselor helps students understand the relationship of academics to the world of work and to life at home and in the community.</p> <ul style="list-style-type: none"> • Connecting students' prior knowledge, life experiences and interests with academic/vocational goals • Encouraging students to use their skills and abilities in their home and community • Assisting students to develop an awareness of academic, personal, and social responsibilities in school and how it relates to the world of work • Providing services to students and parents regarding student performance in school • Coordinating with ROP staff to provide all students with the opportunity to participate in a career assessment and occupational exploration through the site career center 	
RATING	Commendations/Recommendations/Evidence
<p>STANDARD II – ASSISTING STUDENTS IN CAREER DEVELOPMENT.</p> <p>A. The counselor assists students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • Presenting relevant information for career planning • Providing information and support for making career plans • Using guidance information to promote good decision-making for career choices • Using a variety of strategies and resources to respond to students' diverse needs • Monitoring middle school academic progress and high school four-year plans and update as needed 	

<p>B. The counselor supports students to use strategies to achieve future career success</p> <ul style="list-style-type: none"> • Disseminating guidance information using a variety of methods and formats • Supporting students to use their skills and abilities to enhance individual educational/vocational goals • Articulating promotion/graduation, vocational, and college entrance requirements • Participates in student/parent/teacher conferences to serve as an informational resource regarding student progress. Participate in SpEd screening or Section 504 planning, as needed. <p>C. The counselor helps students understand the relationship between personal qualities, education and training, and the world of work</p> <ul style="list-style-type: none"> • Connecting students' prior knowledge, skills, abilities, life experiences and interests with academic/vocational goals • Assisting students to develop an awareness of personal academic/vocational responsibilities in school and how it relates to the world of work • Providing consultative services to students, parents and appropriate staff regarding student performance in school • Informing students of business/industry partnerships to foster career development for students 	
RATING	
<p>STANDARD III – FACILITATING THE PERSONAL AND SOCIAL DEVELOPMENT OF STUDENTS.</p> <p>A. The counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p> <ul style="list-style-type: none"> • Helping students to understand, accept and express their uniqueness and appreciate it in others • Counseling students as to the difference between appropriate and inappropriate behaviors and to recognize their own and others' personal boundaries • Counseling students to students on their rights and responsibilities and respect for the rights of others 	<p>Commendations/Recommendations/Evidence</p>

	<ul style="list-style-type: none"> • <i>Demonstrates understanding of students' cultural heritage. Utilizes understanding to assist students in acquiring skills and knowledge needed to make a successful transition from middle school to high school and high school to post-secondary life</i> <p>B. The counselor assists students in making decisions, setting goals and taking the necessary action to achieve their goals.</p> <ul style="list-style-type: none"> • <i>Guiding students through a decision-making model and how to apply it to academic and personal choices</i> • <i>Counseling students about goal setting, prioritizing, and acting to achieve personal short and long-range goals</i> • <i>Demonstrating when, where, and how to ask for help in problem solving and conflict resolution</i> • <i>Assisting students to develop appropriate coping skills for dealing with problems</i> • <i>Models respect and appreciation for individual and cultural differences</i> <p>C. The counselor assists students in understanding safety and survival skills.</p> <ul style="list-style-type: none"> • <i>Guiding students as to the difference between appropriate and inappropriate physical contact</i> • <i>Identifying school and community resources available to students to assist them with problem-solving</i> • <i>Helping students to differentiate between situations requiring peer support and those that require adult professional help</i> • <i>Counseling students about techniques for managing stress, conflict, and peer pressure</i> • <i>Providing information to students about the emotional and physical dangers of substance use and abuse</i> • <i>Intervenes or refers students for intervention for tobacco and controlled substance related use and problems. Counsels students as to the effects of such behavior on present and future successes in life</i>
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STANDARD IV – USING TEST DATA TO SUPPORT STUDENT DEVELOPMENT	RATING	Commendations/Recommendations/Evidence
<p>A. The counselor assists students to understand test data as it relates to the development of personal goals.</p> <ul style="list-style-type: none"> • <i>Helping students understand the purposes of testing and its relationship to student decision-making and goal setting</i> • <i>Interpret tests and assessment data and other appraisals for students and parents</i> • <i>Using a variety of student data sources to assess student performance and progress toward individual goals, meeting promotion/graduation requirements and post secondary options</i> <p>B. The counselor collaborates with administration for the planning and evaluation of site testing.</p> <ul style="list-style-type: none"> • <i>Provides assistance to the administration for the planning of district/state group standardized testing</i> • <i>Participate with administration in the evaluation of group district/state testing model process</i> 	RATING	Commendations/Recommendations/Evidence
<p>STANDARD V – INVOLVING PARENTS IN THE SUPPORT SERVICES PROCESS</p> <p>A. The counselor actively involves parents in providing student services.</p> <ul style="list-style-type: none"> • <i>Developing and reviewing academic and/or vocational plans</i> • <i>Providing regular information regarding student academic progress</i> • <i>Involving and guiding students in assessing their own learning</i> • <i>Communicates availability of scholarships and assists students and parents to apply for post secondary scholarships</i> <p>B. The counselor acts as an informational resource for support services available in the community.</p> <ul style="list-style-type: none"> • <i>Informing parent of community resources for academic or personal concerns, as needed</i> • <i>Developing and maintaining positive working relationships with representatives of community resources</i> • <i>Refers students and parents to available community resources as needed</i> 	RATING	Commendations/Recommendations/Evidence

STANDARD VI - Developing as a Professional Educator	RATING	Commendations/Recommendations/Evidence
<ul style="list-style-type: none"> • Reflecting on counseling practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities/maintaining motivation. 	RATING	
STANDARD VII – Required Duties and Professional Responsibilities	RATING	
<ul style="list-style-type: none"> • Fulfillment of adjunct duties. • Attendance at department meetings. • Attendance at faculty meetings. • Fulfillment of other contractual duties under Article VII. • Attendance required at parent conferences. 		

Additional Comments/Evalutee:	Additional Comments/Evaluator:
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SUMMATIVE EVALUATION: Unsatisfactory Needs Improvement Proficient Distinguished

Mandatory Referral to PARS: Yes No

Date _____ Signature Evaluator _____ Date _____ Signature Evaluator _____

REV. 6/2008

APPENDIX J. - SIDE LETTER OF AGREEMENT REGARDING CONFERENCE PERIODS

The Salinas Union High School District ("District") and Salinas Valley Federation of Teachers ("SVFT") hereby enter into this side letter of agreement regarding conference periods.

1. The conference periods were created to allow special education staff sufficient time to perform tasks, which are unique to the special education program and required in order to maintain legal compliance with special education laws. Accordingly, duties performed during conference periods shall include, but are not limited to:
 - Conducting I.E.P. meetings
 - Assessing/testing students
 - Communicating with parents, home visits
 - Communicating with outside services or agencies, such as County Mental Health, Probation Department, Adult School, Department of Rehabilitation, ROP, Employers, Community Colleges or other educational resources, prevention and healthcare services, and others related to the rendering of student services
 - Observing special education students
 - Collaborating with main-stream teachers; modify assignments and student homework as needed
 - Developing and maintaining forms
 - Monitoring attendance and behavior
 - Meetings with students
 - Addressing matriculation issues
 - Serving as a resource to student study teams
2. Where conference period functions impinge on the teacher's preparation time, the balance of the conference period may be used for prep time purposes.
3. Special education staff who leave campus during working hours to perform these duties are expected to notify their supervisor or the school's front office of their departure and return.
4. School sites with block or rotating schedules will designate a block as a conference/preparation.

SALINAS UNION HIGH SCHOOL DISTRICT

(SALINAS VALLEY FEDERATION OF TEACHERS)

Grievance Form

GRIEVANT _____ DATE _____

SCHOOL SITE _____ CASE # _____

LEVEL I _____ LEVEL II _____ LEVEL III _____ LEVEL IV _____

SVFT CASE HANDLER _____

Manager to whom grievance is addressed _____ POSITION _____

PLEASE COMPLETE THE FOLLOWING SECTION FOR LEVEL II AND BEYOND ONLY

GRIEVANCE:

REMEDY SOUGHT:

BACKGROUND:

CONTRACT PROVISION VIOLATED, MISAPPLIED OR MISINTERPRETED: (Stated Article(s) and section(s) of the contract)

JUSTIFICATION (IF NECESSARY):

Received by supervisor:	Time:	Date:
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APPENDIX L - SAMPLE BELL SCHEDULES

SAMPLE HIGH SCHOOL BELL SCHEDULE

Schedule M-T-Non-Collaboration W-TH-F

Teachers shall be on duty at least five minutes before their first assigned period

8:00 - 8:55 (55) Period 1

Passing 1 (8)
(8:55-9:03)

9:03 - 9:58 (55) Period 2

Passing 2 (8)
(9:58-10:06)

10:06 - 11:01 (55) Period 3

Passing 3 (8)
(11:01-11:09)

11:09 - 12:04 (55) Period 4

12:04 - 12:44 (40) Lunch

Passing 4 (8)
(12:44-12:52)

12:52 - 1:47 (55) Period 5

Passing 5 (8)
(1:47-1:55)

1:55 - 2:50 (55) Period 6

Teachers shall be on duty at least five minutes after their last assigned period

SAMPLE MIDDLE SCHOOL BELL SCHEDULE

M, T, TH, F – 5 MINUTE PASSING PERIODS

9:00 – 9:16	HR/SSR/ADVISORY	(16 min.)
9:21 – 10:14	PERIOD 1	(53 min.)
10:19 – 11:12	PERIOD 2	(53 min.)
11:17 – 12:10	PERIOD 3	(53 min.)
12:15 – 1:08	PERIOD 4	(53 min.)
1:08 – 1:48	LUNCH	(40 min.)
1:53 – 2:46	PERIOD 5	(53 min.)
2:51 – 3:44	PERIOD 6	(53 min.)

WEDNESDAY – 5 MINUTE PASSING PERIODS

8:45 – 10:15	COLLABORATION	(90 min.)
10:20 – 11:01	PERIOD 1	(41 min.)
11:06 – 11:47	PERIOD 2	(41 min.)
11:52 – 12:33	PERIOD 3	(41 min.)
12:33 – 1:13	LUNCH	(40 min.)
1:18 – 1:59	PERIOD 4	(41 min.)
2:04 – 2:45	PERIOD 5	(41 min.)
2:50 – 3:31	PERIOD 6	(41 min.)