

**AGREEMENT**  
**between the**  
**WILLOWS UNIFIED SCHOOL DISTRICT**  
**and the**  
**WILLOWS UNIFIED TEACHERS ASSOCIATION**

**June 30, 2026**

**TABLE OF CONTENTS**

	<b><u>Page</u></b>
Article 1. Agreement.....	1
Article 2. Recognition.....	2
Article 3. Association Rights .....	3
Article 4. Management Rights .....	4
Article 5. Personal Freedom and the Freedom to Teach.....	5
Article 6. Personnel Files .....	6
Article 7. Teacher Safety .....	8
Article 8. Public Charges .....	10
Article 9. Procedure for Evaluations.....	13
Article 10. Peer Assistance and Review Program.....	20
Article 11. Transfers .....	21
Article 12. Leave Provisions.....	25
Article 13. Educational Improvement.....	40
Article 14. Military .....	41
Article 15. Hours of Employment.....	42
Article 16. (Intentionally Left Blank) .....	46
Article 17. Class Size.....	47
Article 18. Summer School.....	49
Article 19. Mileage Allowance .....	50
Article 20. Professional Dues or Fees and Payroll Deductions .....	51
Article 21. Employee Salaries.....	52

**TABLE OF CONTENTS**  
**(continued)**

	<b><u>Page</u></b>
Article 22. Health and Welfare Benefits.....	54
Article 23. Grievance Procedures .....	58
Article 24. Miscellaneous Provisions.....	63
Article 25. Severability .....	65
Article 26. Statutory Changes .....	66
Article 27. Negotiations .....	67
Article 28. Term of Agreement.....	68
 Appendix A	
Salary Placement and Schedules.....	69
 Appendix B Evaluation Forms	
B-1 Certificated Teacher Evaluation Forms .....	80
B-2 Nurse Evaluation Forms .....	93
B-3 Counselor Evaluation Forms.....	98
 Appendix C-1 Salary Schedules	
C-1 Certificated Teachers Salary Schedule.....	102
C-2 High School Counselor Salary Schedule.....	104
C-3 District Nurse Salary Schedule .....	106
C-4 Elementary and Intermediate School Counselors Salary Schedule .....	108
 Appendix D	
Education Code Citations.....	109

**ARTICLE 1**  
**AGREEMENT**

- 1.1 The Articles and provisions contained herein constitute a bilateral and binding agreement (“Agreement”) by and between the Governing Board of the Willows Unified School District (“Board”) and the Willows Unified Teachers Association, a chartered affiliate of the California Teachers Association/National Education Association (hereafter referred to as “the Association”), an employee organization.
- 1.2 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code (“Act”).

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**ARTICLE 2**  
**RECOGNITION**

- 2.1 The Board recognizes the Association as the exclusive representative of all certificated employees, excluding adult education teachers, home teachers, summer school teachers, day-to-day and long-term substitute teachers, management employees, supervisory employees, confidential employees, consultant employees and emergency employees.

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**ARTICLE 3**  
**ASSOCIATION RIGHTS**

- 3.1 The Association and its members shall have the right of access to areas in which employees work, the right to use institutional bulletin boards, mailboxes, and other means of communication. The Association will sign the Civic Center Permit to clear, on a yearly basis, the use of equipment on site. Postings will carry an Association identification mark. The Association has the right to use institutional facilities for the purpose of meetings concerned with conducting its business. The Association will consult and obtain advance authorization from the site administrator for the use of a suitable and available facility.
- 3.2 The Association representative may obtain the names and assignments of unit members, and where authorized by the unit member, the addresses and phone numbers from the District Office, at any time, within five (5) working days following the request.

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**ARTICLE 4**  
**MANAGEMENT RIGHTS**

- 4.1 This Article is intended to insure that the District retains those rights granted by law. This Article is not intended nor shall it be construed as: 1) expanding the rights of the District; 2) waiving the rights of individual unit members under the Education Code or other statutes or constitutions; or 3) waiving or diminishing the rights of the Willows Unified Teachers Association. The exercise of these rights shall not breach this Agreement, or shall not be cited to justify any actions by the District of grievable matters. The District therefore retains the rights that include but are not limited to: 1) determine its organization; 2) determine its operations; 3) establish its educational policies; 4) maintain the efficiency of the District; 5) build, move or modify facilities; 6) establish budget procedures and determine budgetary allocations; 7) determine methods of raising revenue; 8) determine curriculum.

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**ARTICLE 5**  
**PERSONAL FREEDOM AND THE FREEDOM TO TEACH**

- 5.1 Teachers shall be entitled to full rights of citizenship and no religious or political activities of any teacher, or the lack thereof, shall be grounds for any discipline or discrimination with respect to the professional employment of such teacher, providing said activities do not violate any reasonable Board regulation, State, or Federal law.
- 5.2 The Board shall not discriminate against any teacher on the basis of race, color, creed, age, sex, national origin, political affiliation, domicile, marital status, pregnancy, physical handicap, membership in employee organizations, or physical features.
- 5.3 A unit member has the right to become a candidate for political office. (*See* paragraph 12.15.6.)
- 5.4 The District shall not interfere with a unit member's freedom of speech or use of materials in the classroom unless such speech or materials are not relevant to the purpose for which the class was created, are not suitable to the maturation level of the children being taught, or are not necessary for the learning experience.
- 5.5 All provisions of this collective bargaining agreement, as well as District policies and procedures, shall be applied equitably to all unit members.



**ARTICLE 6**  
**PERSONNEL FILES**

- 6.1 The Board shall not base any adverse action against a unit member upon materials which are contained in such a unit member's personnel file unless the materials have been placed in the file and the unit member has been notified. Such notification shall consist of a written copy annotated that such materials were placed in the file and given directly to the unit member by the supervisor. The person or persons who draft and/or place material in a unit member's personnel file shall sign the material and signify the date on which such material has been drafted and placed in the file.
- 6.1.1 Negative or derogatory materials placed in a personnel file shall be put in written form within ten (10) working days after the supervisor knew of, or with the use of reasonable diligence should have known of, the incident or circumstances which resulted in the adverse action.
- 6.2 A unit member shall be provided any negative or derogatory materials before it is placed in his/her personnel file. He/she shall also be given an opportunity during the next five (5) working days to initial and date the material and to prepare a written response to such material. The written response will be submitted within five (5) working days from date of receiving written notification. In the event that professional consultation is necessary, an extension of a mutually agreed upon time shall be granted.
- 6.3 Negative or derogatory materials used in bringing charges against a unit member which are found to be without substance by any official or body having final judicial authority on the question of such charges shall be removed from the personnel file.
- 6.4 The unit member shall be permitted to inspect his/her personnel file(s) upon request. Upon written authorization by the unit member, a representative of the Association shall be permitted to examine and/or obtain copies of material in such unit member's personnel file. A charge for such copies may be made.
- 6.5 The content of all personnel files shall be kept in strictest confidence. Access to personnel files shall be limited to the unit member, his/her designated representative, to the District administration on a "need to know" basis, and to members of the Governing Board at a personnel session of the Board. A log shall be kept of those who investigate the file with the exception of routine clerical use of the file.
- 6.6 All derogatory material which has remained in a personnel file for a period of three (3) years shall be sealed provided no additional related incidents have been recorded.

6.7 Personnel files of members of this unit may be kept at both the District Office and the School Principal's Office and are limited to these two locations. Regardless of location, both files come under the provisions of this Article.

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**ARTICLE 7**  
**TEACHER SAFETY**

- 7.1 Unit members shall not be required to work under unsafe, hazardous, or unsanitary conditions. Unit members shall not be asked to perform tasks which endanger their health, safety, nor the health and safety of others.
- 7.2 When a unit member becomes aware of a potential or actual unsafe, hazardous, or unsanitary condition, including the potentially or actually dangerous behavior of people, he or she shall notify either the Principal or Superintendent. If the situation is currently or imminently dangerous, the unit member may take action immediately to insure his or her safety before notifying the Superintendent or Principal.
- 7.3 If possible, the Principal or Superintendent will act to correct the situation referred to in paragraph 7.2 above.
- 7.4 If corrective action is delayed or if corrective action is not taken, the Principal, Vice Principal or Superintendent shall state to the unit member in writing, the reasons for the delay or failure to take action. This written statement shall be given to the unit member within three (3) working days of notification of such conditions to the Principal, Vice Principal or Superintendent.
- 7.4.1 If delay of corrective action would result in the health or safety of unit members and/or students being jeopardized, the Administration shall take all necessary steps to remove unit members and/or students from endangerment immediately.
- 7.5 The Board shall give full legal defense to any unit member who suffers an assault while in the performance of his or her duties, so long as the performance of the duties is in accordance with accepted District practice.
- 7.6 When absence arises out of or from such assault, the unit member may request the Board to grant relief from any loss of sick leave or personal leave.
- 7.6.1 Unit members shall immediately report cases of an attack, assault or physical threat suffered by them in connection with their employment to their site administrator or immediate supervisor, who shall immediately report the incident to the police. Such notification shall immediately be forwarded to the Superintendent.
- 7.6.2 The District shall reimburse unit members for any and all reasonable costs incurred as a result of the action or incident surrounding the assault while the unit member is working in their scope of employment, including repairing or replacing personal property which may have been damaged or destroyed during the assault

incident, and for all related medical costs not covered under the unit member's insurance benefits plan.

7.6.3 The District shall provide information to teachers regarding student conduct and disciplinary action pursuant to Education Code section 49079. For reference only, relevant Education Code sections are attached as Appendix D to this Agreement.

7.7 A unit member may suspend any pupil from their class for the day of the suspension and the day following for any conduct outlined under Education Code section 48910 (see Appendix D), including those affecting the health and safety of the unit member, but the unit member must abide by all the school and District regulations and legal requirements in any case of suspension.

A student suspended under the above paragraph shall be entitled to return to class under such conditions and at such times as the Superintendent, Principal or their designee and the classroom teacher determines that the condition which prompted the suspension no longer exists.

7.8 The Board shall maintain in effect an insurance policy which provides reimbursement to unit members for any loss, damage, or destruction of personal property suffered as a result of/or while performing services for the Board. Coverage limits, and reimbursement procedures, shall be equal to, or greater than, those in effect at the end of the 1986-1987 school year.

7.9 The Association will provide a representative to be included in the District Safety Committee.

**ARTICLE 8**  
**PUBLIC CHARGES**

- 8.1 Verbal Complaints. If a verbal complaint is lodged concerning a unit member, the complainant shall typically be encouraged to meet with the unit member to resolve the matter. If not resolved to the complainant's satisfaction, the complainant shall be directed to put his/her complaint in writing and the procedures described in 8.2 below shall apply.
- 8.2 Written Charges or Complaints. A written charge or complaint (hereafter "complaint") that is filed against an individual unit member shall initially be referred to the Site Administrator, and the procedures below will be followed:
- 8.2.1 A copy will be provided to the employee within ten (10) days of the Site Administrator's receipt of the complaint unless there is a legal or educational reason to withhold notification.
- 8.2.2 The Site Administrator will commence, and complete, a preliminary investigation within a reasonable time after the written complaint was filed with the Site Administrator.
- a. If the Site Administrator determines that the complaint has no merit, the determination will be mailed or delivered to the unit member and the complainant.
  - b. The complainant may appeal the Site Administrator's decision to the Superintendent pursuant to Board Policy 1312.1.
  - c. If the Superintendent affirms the Site Administrator's decision of "no merit," the complainant may appeal the Superintendent's decision to the Board of Education pursuant to Board Policy 1312.1.
  - d. If the Board affirms the Superintendent's decision of "no merit", this shall be the final decision of the District, and all materials pertaining to the complaint shall be removed upon the unit member's request.
- 8.2.3 If the Site Administrator determines that there may be substance to the complaint, notice of this determination shall be mailed or delivered to the unit member and the complainant.
- a. Within ten (10) days after the District's notice to the unit member, either the Site Administrator, the complainant, or the unit member may request that an administrative conference be held.

- b. The Site Administrator shall notify all parties as to the date and time of the administrative conference. The complainant will be requested to be present.
- c. If the complainant fails to attend the administrative conference, the complaint shall be deemed withdrawn and an annotated entry to that effect will be placed in a District complaint file. All materials pertaining to the complaint shall be removed from the unit member's personnel file.
- d. If a satisfactory resolution between the parties is achieved:
  - (1) The complaint will be closed, and a copy of the written complaint, statements by the unit member, findings by the Superintendent, and the resolution will be placed in the unit member's personnel file within ten (10) days after resolution is reached.
  - (2) In accordance with Article 6, the unit member may attach a statement to the material that is placed in his/her personnel file.
- e. If the administrative conference does not result in a satisfactory resolution, then the Superintendent shall judge the validity or invalidity of the complaint.
  - (1) A copy of the written complaint, the written statement(s) of the unit member, the findings of the Superintendent, the points of disagreement, and the Superintendent's proposed resolution, shall be placed in the unit member's personnel file within ten (10) days.
  - (2) Within ten (10) days after the administrative conference is held, either the unit member or the complainant may appeal the matter to a closed session of the Board whose decision will be the decision of the District in regard to the matter.
  - (3) At the closed session, the Board will consider the written complaint, the statements of the unit member, the findings of the Superintendent or designee, points of disagreement, the Superintendent's statement of the validity or non-validity of the complaint, and any proposed resolution.
  - (4) The Board's decision and a statement of its findings shall be placed in the unit member's personnel file within twenty (20) days after the closed session.

### 8.3 General Procedures

- 8.3.1 Any party to these proceedings may be accompanied by a representative of his or her choosing at any level of the proceedings under this Article.
- 8.3.2 A written complaint which is documented to be false shall not be the basis for either discipline against the unit member or a negative evaluation of the unit member.
- 8.3.3 If either the District or the Association determines that a timeline or procedure set forth in this Article 8 conflicts with any other timeline or procedure (whether set forth in (1) this collective bargaining agreement, or (2) in law [statute or administrative procedure]), a meeting shall be scheduled and the District and the Association will meet to harmonize the timelines and/or procedures. If the parties do not agree on harmonized timelines or procedures, the timelines or procedures in this Article shall not apply and the other timeline or procedure shall control.

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**ARTICLE 9**  
**PROCEDURE FOR EVALUATIONS**

9.1 Frequency of Evaluation

9.1.1 Probationary/Temporary Unit Members

Each probationary and/or temporary unit member shall be evaluated on a continuing basis. A formal evaluation shall be completed each school year. These unit members will also receive interim evaluations on or before December 1 and on or before February 1.

9.1.2 Permanent Unit Members

Each permanent unit member shall be evaluated on a continuing basis.

Permanent unit members performing at a proficient or distinguished level shall be formally evaluated at least once every other year.

By mutual agreement between the employee and the evaluator, the employee may be formally evaluated once every five (5) years if the employee meets all of the following criteria:

1. The employee must have obtained permanent status as a certificated employee in the district.
2. The employee must have been employed as a certificated employee in the district for at least ten (10) years.
3. The employee's most recent evaluation has been rated Proficient or Distinguished.

At any time that an evaluator believes the employee's performance does not meet the standards of performance, the administration may withdraw consent of this agreement prior to the end of the five (5) year period and this would not be subject to the grievance process.

Permanent unit members will be assigned a total cumulative score on the California Standards for the Teaching Profession (CSTP) of 1 through 6 which is based on a four (4) point scale, for total points possible of 25 – 100.

(\*See Appendix B, Certificated Teacher Evaluation Form and the Willows Unified School District Teacher Evaluation Rubric.)



- 9.1.2.1 Members receiving a cumulative rating of 43 or below in Standards 1 through 6 may be rated “unsatisfactory” overall. This rating of “unsatisfactory” is not intended to indicate that the member has been proven to be unsatisfactory as per Education Code dismissal proceedings.

The District and the Association agree that the District is responsible for all District-approved professional development support to any certificated employee who receives an overall score of 53 in the basic range or below on the evaluation and will be placed on a performance improvement plan located in Appendix B.

## 9.2 Areas of Evaluation

The District shall evaluate and assess certificated unit member performance as it reasonably relates to:

9.2.1 Instructional unit members California Standards for the Teaching Profession (CSTP) 2009.

Standard 1 Engaging and Supporting All Students in Learning  
Standard 2 Creating and Maintaining Effective Environments for Student Learning  
Standard 3 Understanding and Organizing Subject Matter for Student Learning  
Standard 4 Planning Instruction and Designing Learning Experiences for All Students  
Standard 5 Assessing Students for Learning  
Standard 6 Developing as a Professional Educator

9.2.2 Non-instructional unit members job descriptions.

Non-instructional unit members, including but not limited to Elementary/Intermediate School Counselors, High School Counselors, and the district nurse shall be evaluated on the fulfillment of duties as defined in their job descriptions. Upon request, unit members will be provided a copy of their job description.

## 9.3 Use of Standardized Test Scores

The evaluation and assessment of unit members’ performance pursuant to this Article shall not include the use of students’ standardized test scores.

#### 9.4 Notice to Unit Members

No later than October 1, of the year in which the formal or informal evaluation is to take place, the District shall provide unit members with the following information:

9.4.1 A copy of Article 9 – Evaluation Procedures from the WUSD CBA.

9.4.2 A copy of the Willows Unified School District Teacher Evaluation Rubric.

9.4.3 The California Standards for the Teaching Profession (CSTP 2009).

9.4.4 Identity of the Evaluator.

9.4.5 For Probationary and Temporary Unit Members, the name of an experienced person who can provide assistance shall also be furnished.

#### 9.5 Pre-Conference and Evaluation Plan

The unit member being evaluated and the evaluator shall meet to review and establish:

9.5.1 No later than October 15, review the six (6) California Standards for the Teaching Profession (CSTP) 2009 to be achieved in the areas described in Section 9.2 during the evaluation period.

9.5.2 A formal evaluation plan which shall offer the evaluatee an opportunity to sign up for the first formal classroom observation. Pre-observation conferences, post observation conferences and the final summary evaluation shall be scheduled appropriately. For temporary and probationary unit members, the first formal observation shall be conducted no later than December 1; and

9.5.3 By mutual agreement, the evaluator and evaluatee may include any of the following as documentation of progress toward meeting District standards in the areas of evaluation described in Section 9.2: video recording, curriculum units, teacher journals, logs and calendars, interviews, lesson plans, evidence of communications with parents/students, examples of student work, records of participation in school improvement efforts, and reports on professional growth activities.

## 9.6 Classroom Observations/Post Observation Conferences

Each evaluation plan shall include a minimum of two (2) formal classroom observations, and each formal classroom observation shall be for the duration of the period (WIS/WHIS) or lesson block. Prior to the first observation, the District shall give the unit member at least two (2) days' notice. Within ten (10) days after each formal classroom observation, the evaluator shall hold a post observation conference. In addition to the formal observation, the evaluator shall informally observe the unit member at least twice during each evaluation year.

With agreement of both the unit member and the evaluator, the number of formal observations may be reduced from two (2) to one (1) and the number of informal observations may be reduced from two (2) to one (1).

## 9.7 Formal Evaluation Summary

9.7.1 All final evaluation conferences for permanent, temporary, and probationary unit members shall be completed by May 1. All final evaluation conferences for probationary 2 unit members shall be completed by February 15. The evaluator shall transmit a copy to the unit member thirty (30) days prior to the end of the school year. All copies must be signed by the evaluator and the evaluatee.

9.7.2 Where the evaluatee receives an overall unsatisfactory Formal Evaluation Summary, the evaluator shall hold a conference with the evaluatee prior to the issuance of the Formal Evaluation Summary.

9.7.3 The evaluatee shall have the right to initiate a written reaction or response to the evaluation, and that response shall become a permanent attachment to the evaluatee's personnel file.

## 9.8 Alternative Evaluation

The District and the Association share the belief that offering alternatives to the traditional evaluation system can improve excellence in instruction by promoting the professional growth of experienced teachers.

### 9.8.1 Participants

The following certificated personnel will be eligible to participate in an alternative evaluation system.

9.8.1.1 All permanent certificated employees.

- 9.8.1.2 Participation will be voluntary by the permanent certificated unit member with the approval of the site administrator.
- 9.8.1.3 There will be no limit on the number of participants at each site.
- 9.8.1.4 The alternative evaluation option, if mutually agreed upon, shall take the place of the traditional evaluation methods as outlined in Article 9.8 of the Collective Bargaining Agreement.
- 9.8.1.5 Teachers whose participation in the alternative evaluation program is judged to detract from the teacher's instructional and professional performance may be reassigned during the year to the traditional evaluation process as outlined in Article 9 of the collective bargaining agreement between the District and the Association. The administrator must specify to the affected teacher, in writing, the reasons for the evaluation reassignment.

## 9.8.2 Process

### 9.8.2.1 Goal Setting

The certificated employee will develop goals as the foundation for his/her alternative evaluation option. During the goal setting conference, the site administrator and the certificated employee will:

- 9.8.2.1.1 Agree on the goals and the selection of the alternative evaluation option.
- 9.8.2.1.2 Develop timelines for completion.
- 9.8.2.1.3 Review how the alternative evaluation option will enhance student learning.

### 9.8.2.2 Alternative Evaluation Options

The certificated employee should select alternative evaluation options which are in close alignment with his/her annual goals. The District-wide approved alternative options are described as follows:

#### 9.8.2.2.1 Individual Growth Activities

Individual growth activities are designed to improve the employee's performance through the use of selected

professional growth activities combined with self-analysis techniques. Examples of activities in this category are:

- ! Video Recording a Classroom Lesson - (Self-analysis)
- ! Portfolio Assessments - (training, development and use)
- ! Self Evaluation - (formative and summative)
- ! Student and Parent Feedback
- ! Teacher-Created Projects

#### 9.8.2.2.2 Educational Team Growth Activities

These activities are designed to reduce the isolation of the classroom teacher. The District and the Association agree that an increased level of collaboration contributes to the professional growth of each employee. Examples of Educational Team Growth Activities are:

- ! Cognitive Coaching
- ! Video recorded Lessons - (with peer reviewer)
- ! Inter-Intra Disciplinary Grade Level Teams
- ! Peer Classroom Visitations
- ! Collaborative Teaching and Presentations to Staff
- ! Teacher Team Created Projects

#### 9.8.2.2.3 Educational Research

The teacher may outline an instructional strategy or learning theory to be researched and implemented in the classroom. The design of the research and method of evaluation shall be included in the project. This may be completed in conjunction with graduate course work or a District curriculum project.

#### 9.8.2.3 Collaboration

The District and the Association believe the most effective professional growth occurs through collaboration.

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

All participants in the alternative evaluation option will be encouraged to share the progress and results of their alternative individual or educational

team activities with other colleagues. The time and format for this collaboration will be developed at each individual site.

#### 9.8.2.4 Timelines

The certificated employee will submit a written alternative evaluation plan/goals. Timelines are to be predetermined by the participants and the site administrator.

#### 9.8.2.5 Final Report

Prior to the end of the year, the teacher and administrator will meet to review the progress of the selected teacher activities. Both the teacher and the administrator will provide a written response. Upon satisfactory completion of the selected activities, a form indicating completion of the alternative evaluation plan and meeting District Standards will be included in the personnel file.

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## ARTICLE 10

### PEER ASSISTANCE AND REVIEW PROGRAM

Article 10 was deleted in its entirety from this Agreement 2017-2018.

**The PEER ASSISTANCE AND REVIEW PROGRAM, also known as PAR and all its references in this Agreement are deleted.**

**The following paragraph now appears as Section 9.1.2.1:**

*The District and the Association agree that the District is responsible for all District-approved professional development support to any certificated employee who receives a less-than-satisfactory summary evaluation or is placed on a performance improvement program.*

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## **ARTICLE 11** **TRANSFERS**

### 11.1 Definitions

11.1.1 A **transfer** is a change:

- a. from one school to another; or
- b. from any one of the following grade levels: TK-4, 5-8, 9-12 to another.

11.1.2 A **voluntary transfer** is one which is initiated upon application of the unit member.

11.1.3 An **involuntary transfer** is one which is initiated by the Administration or Board.

11.1.4 A **vacancy** is any job opening in a bargaining unit position that the District intends to fill.

11.1.5 A **Reduction in Force** (RIF) is a layoff or reduction of unit members for the ensuing year, not based on disciplinary action.

### 11.2 General Provisions

11.2.1 No unit member shall be pressured by the Board, whether directly or indirectly, to apply for a voluntary transfer.

11.2.2 If an application is denied, upon request, a unit member shall be provided with a written statement of the specific reasons for the denial.

11.2.3 Transfers, whether voluntary or involuntary, shall be evaluated based on the educational related needs of the District and its students.

11.2.4 No reprisals shall be taken against any unit member who has submitted a transfer request.

11.2.5 A vacancy in a position that is not a regular teaching position shall only be filled by a member of the bargaining unit upon his/her request.

11.2.6 When two (2) or more applications are received for transfer to the same position, the Superintendent will give consideration to the unit member with greatest seniority within the District.



### 11.3 Vacancies

11.3.1 Site Reassignments: Prior to posting a vacancy for the coming year (and before September 30), voluntary internal school site reassignments can be initiated by the Principal.

11.3.2 Posting of a Vacancy: Any vacancy shall be posted for five (5) calendar days as follows:

- a. via the District's email system to each unit member;
- b. posted to the District's website;
- c. placed on school bulletin boards; and
- d. sent to the Association.

11.3.3 Processing of Applications: Qualified internal District applicants will be interviewed, concurrently with qualified external applicants. The District will notify each in-District applicant of its decision regarding filling the vacancy within five (5) working days after the closing date for filing an application.

11.3.4 Vacancies During the School Year: Vacancies that occur after September 30 will be filled as follows:

- a. If the vacancy is for a self-contained elementary classroom:
  - (1) The vacancy will be advertised externally, when it occurs, and filled on a temporary basis.
  - (2) Provided the vacancy continues to exist, and the District intends to fill it, the position will subsequently be posted internally for the following school year.
- b. If the vacancy is for a departmentalized assignment:
  - (1) The Principal will meet with appropriately credentialed teachers (part-time and full-time) to assess whether the need can be met through the voluntary reassignment of such persons.
  - (2) If not filled via (b)(1) above, the Principal shall follow the procedures set forth in a(1) and a(2).

- 11.3.5 Vacancies During Summer Break: Notice of a vacancy that was not posted prior to the last week of school shall be posted on the District's website and sent to each unit member through the District's email system. In addition:
- a. if a unit member has provided his/her home email address prior to the last week of school, it will be linked to the District's email system;
  - b. a separate mailing will be made to a unit member's home address if he/she filed a written request for mailing to the District office prior to the last week of school;
  - c. thereafter, the provisions of 11.3.3 shall be followed.

**Note:** *Applications for a voluntary transfer are filed in response to postings.*

#### 11.4 Involuntary Transfers

- 11.4.1 Transfers shall be based exclusively on the legitimate, educational-related needs of the District.
- 11.4.2 Except in cases where extraordinary circumstances exist, before a unit member is involuntarily transferred, the District shall grant a voluntary request if the volunteer for the vacancy is appropriately qualified.
- 11.4.3 Unit members to be involuntarily transferred shall have the right to indicate preferences from a list of vacancies. The Board shall honor such requests when reasonably possible unless to do so would defeat the purpose of the involuntary transfer.
- 11.4.4 A unit member who is to be involuntarily transferred shall be given the reasons for the impending transfer in writing, if requested. If a grievance is filed, and the Association seeks arbitration, the AAA Rules for Expedited Arbitration shall be used and the transfer will not take effect until completion of the arbitration.
- 11.4.5 An involuntary transfer shall not result in the loss of compensation, seniority or any fringe benefit to a unit member.
- 11.4.6 Absent extraordinary circumstances, no unit member will be involuntarily transferred if he/she has been involuntarily transferred within a period of two (2) prior school years.
- 11.4.7 Any unit member who is involuntarily transferred and/or required to pack up their classroom for facility modifications at the direction of the District will receive two (2) days payment at their daily rate, upon completion of the move.

## 11.5 Assignments

In normal circumstances, a unit member shall be given the following notices:

- 11.5.1 By May 20<sup>th</sup>, a meeting to discuss a transfer (see 11.1.1 above) that is being considered for the coming year; and
- 11.5.2 By June 1<sup>st</sup>, all unit members receive written notice of their final subject matter or grade assignment for the coming year.

## 11.6 Reductions In Force (RIFs)

- 11.6.1 All sections of appropriate State and Federal laws shall apply.
- 11.6.2 The Board, when possible, shall let natural attrition take the place of RIFs.
- 11.6.3 The Board agrees to give reasonable leave time to any employees affected by RIFs and seeking new employment.
- 11.6.4 The Board agrees to notify the unit members of possible RIFs as early before March 15 as possible.
- 11.6.5 The District agrees to help type resumes and inquiries for new positions for unit members receiving RIF notices.

**ARTICLE 12**  
**LEAVE PROVISIONS**

12.1 Personal Illness and Injury Leave

- 12.1.1 Full time unit members shall earn seventy-five (75) hours (10 days at 7.5 hours per day) of leave with full pay for each school year for purposes of personal illness or injury.
- 12.1.2 If a unit member does not utilize the full amount of leave as authorized above in any school year, the amount not utilized shall be accumulated from year to year.
- 12.1.3 Unit members who work less than full-time shall be entitled to that portion of the ten (10) days leave as the number of hours per week of scheduled duty relates to the number of hours for a full-time unit member.
- 12.1.4 After all earned leave, as set forth above, is exhausted, additional non-accumulated leave shall be available for a period not to exceed five (5) school months beginning on the eleventh (11<sup>th</sup>) day of absence due to illness or injury. The amount deducted for leave purposes from the unit member's salary, after all fully paid sick leave has been utilized, shall be the amount actually paid a substitute employee employed to fill the position during the absence, or, if no substitute is employed, the amount which would have been paid to a substitute, but shall, in no event, exceed fifty percent (50%) of the unit member's regular salary.
- 12.1.5 If there is reasonable belief of misuse of paid leave, a unit member may be required to present a medical doctor's certificate verifying personal illness or injury.
- 12.1.6 A unit member must contact the District's absence reporting system as soon as the need to be absent is known, preferably prior to 5:30 AM, but no later than 7:00 AM of that work day to permit the employer time to secure a replacement. If a unit member experiences an urgent or emergency circumstance which cannot reasonably be ignored, notification must be made to the assigned school site administration as soon as possible. Failure to provide adequate notice may be grounds for denial of leave with pay or other disciplinary action.
- 12.1.7 Use of sick leave will be based upon an hour used equals an hour charged, rounded up to the nearest fifteen (15) minute increment.
- 12.1.8 Each unit member shall be notified of their available leave balances monthly on their payroll check.

12.1.9 Should a unit member retire, all unused sick leave shall be credited to their retirement as allowed by CalSTRS regulations.

## 12.2 Personal Need

A unit member is entitled to up to four (4) days of personal need each year. This is taken off sick leave, but is not accumulated. No justification for use of this leave need be provided.

## 12.3 Maternity Leave

12.3.1 A unit member may take a leave of absence for expected maternity. Leave requests, except in an emergency situation, shall be submitted to the District Office at least thirty (30) days prior to beginning such leave.

12.3.2 Following the birth of the child, or in the event of a loss of child during maternity leave, the employee may return to a position comparable to that held at the time the leave commenced, with at least one (1) week's notice.

12.3.3 In order to be eligible for maternity leave the unit member shall provide a physician's note or qualified health care professional's note, certifying the need for disability leave.

12.3.4 A unit member on maternity leave who plans to return to work at the beginning of the next school year should endeavor to give notice by March 1, of the current school year.

## 12.4 Disability Leave - Pregnancy

12.4.1 Unit members are entitled to use sick leave as set forth in the Personal Illness and Injury Leave Section for disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom, on the same terms and conditions governing leaves of absence from other illness or medical disability. Such leave shall not be used for child care, child rearing, or preparation for child bearing, but shall be limited to those disabilities as set forth above. The length of such disability leave, including the date on which the leave shall commence and the date on which the duties are resumed, shall be determined by the unit member and the unit member's physician or qualified health care professional.

12.4.2 Unit members are entitled to leave without pay or other benefits for disabilities that are caused or contributed to by pregnancy, miscarriage, childbirth, or recovery therefrom when sick leave as set forth in Personal Illness and Injury

Leave Section has been exhausted. The date on which the employee shall resume duties shall be determined by the unit member on leave and the unit member's physician or qualified health care professional.

12.4.3 The unit member who takes an original pregnancy disability leave shall be entitled to return to a position comparable to the position held at the time leave commenced.

12.4.4 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 insurance or sick leave plan available in connection with employment by the school district.

## 12.5 Nondiscrimination

12.5.1 The District shall not, because of a unit member's pregnancy, do any of the following:

12.5.1.1 Refuse to hire or employ.

12.5.1.2 Refuse to select her for a training program leading to employment, reassignment or promotion except when such program would conflict with the period of pregnancy disability or maternity leave.

12.5.1.3 Bar or discharge her from employment, reassignment or promotion.

12.5.1.4 Discriminate against her in compensation or in terms, conditions or privileges of employment.

## 12.6 Child Bonding Leave

12.6.1 Child Bonding Leave: Unit members may elect to utilize up to 12 weeks of child bonding leave occasioned by the birth of the unit member's child, or the placement of a child with the unit member in connection with the employee's adoption or foster care of the child as provided by the California Family Rights Act (CFRA).

12.6.2 For mothers, the 12-week child bonding leave shall commence at the conclusion of (but need not be immediately following) any pregnancy disability leave.

12.6.3 For non-birthing parents, the 12-week child bonding leave shall commence on the first day of such leave.

- 12.6.4 Pursuant to Education Code section 44977.5, if a unit member exhausts their accumulated sick leave prior to expiration of the 12-week child bonding leave, they shall be entitled to receive at least 50 percent of their regular salary for the balance of the 12-week period.
- 12.6.5 The unit member shall request such leave as soon as practicable, but under no circumstances less than twenty (20) workdays prior to the date on which the leave is expected to begin. Such request shall be in writing and shall include a statement as to the dates the unit member wishes to begin and end the leave.
- 12.6.6 Leave under this section must be completed within one year of the birth, adoption, or foster care placement of a child with the unit member.
- 12.6.7 Unit members returning from leave pursuant to this section shall be entitled to assignment to a similar position in the District consistent with the assignment provisions of this Agreement.
- 12.6.8 Where both parents are employees of the district, the two parents are entitled to share a total of 12 total workweeks of bonding leave.

#### 12.7 Reproductive Loss Leave

Unit members who have been employed for at least 30 days, will be entitled to take up to 5 days of unpaid leave as a result of a failed adoption, failed surrogacy, miscarriage, still birth, or unsuccessful assisted reproduction. This leave can be taken following any related paid leaves; but must be taken within 3 months of the loss. This leave cannot exceed 20 days in a 12 month period if multiple loss events occur.

#### 12.8 Family Medical Leave Act and California Family Rights Act (FMLA and CFRA)

- 12.8.1 Family Medical Leave Act Leave is available to eligible employees to take up to 12 workweeks of leave for their own serious health conditions, childcare, specified family member's serious health conditions, or for reasons related to a family member's military service.
- 12.8.2 California Family Rights Act Leave is available up to 12 workweeks after the birth of a child or placement of a child with the family for adoption or foster care, only within the first 12 months after birth or placement of the child. AB 375 (certificated staff) and AB 2393 (classified staff) provide "baby bonding" and are covered under CFRA.
- 12.8.3 The District's FMLA / CFRA policy and procedures are found in AR 4161.8, available on the District website.

## 12.9 Industrial Accident Leave

- 12.9.1 Unit members will be entitled to industrial accident leave for personal injury which has qualified for worker's compensation under the provisions of the Glenn County Joint Powers Authority.
- 12.9.2 Such leave shall not exceed sixty (60) days during which the schools of the District are required to be in session or when the unit member would otherwise have been performing work for the District in any one (1) fiscal year for the same industrial accident.
- 12.9.3 For any days of absence from duty as a result of the same industrial accident, unit members' warrants shall have appropriate deductions made by the County Office in order that the total compensation from both sources will not exceed one hundred percent (100%) of the amount the unit member would have received as salary had there been no industrial accident or illness.

## 12.10 Jury Duty or Court Witness Leave

- 12.10.1 Whenever a unit member is necessarily absent in order to:
  - 12.10.1.1 Appear as a witness in court other than as a litigant; or
  - 12.10.1.2 Respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee; or
  - 12.10.1.3 Answer a call for jury duty, said call having been served in the manner provided by law, he/she shall reimburse the District for all money received as a witness or juror, except mileage and meals.
- 12.10.2 Unit members called for jury duty whose absence tends to disrupt the normal operation of the school district, and who wish to be excused, may forward their notice to report for examination or for jury duty immediately to the District Office, and an attempt will be made to have the employee excused. The District will not encourage employees to be excused.
- 12.10.3 Unit members absent under paragraph 12.10.1 of this Article who are relieved of their jury duty from Glenn County courtrooms, inclusive of travel time and lunch, prior to or at twelve (12:00) noon, shall return to their school site and fulfill job-related duties.
- 12.10.4 The unit member may be required to present documentation of jury duty.



## 12.11 Sabbatical Leave

- 12.11.1 Any permanent unit member of the School District, who has rendered at least seven (7) consecutive years of service to the District, shall be eligible to apply for sabbatical leave for a period of one (1) year.
- 12.11.2 Applicants for sabbatical leave shall file a request with the District Office not later than March 1<sup>st</sup>, prior to the year in which the leave is requested, on forms provided for this purpose. The application must be accompanied by a certification of health signed by a physician, indicating that the applicant is in satisfactory physical condition to undertake the study or travel proposed. The application must be approved by the Superintendent and the Governing Board.
- 12.11.3 The applicant shall submit evidence that the proposed study or travel shall be designed to enlarge the applicant's understanding of educational psychology, to improve facility in teaching techniques, or to broaden experience in the teaching assignment.
- 12.11.4 Sabbatical leaves may be granted for the following purposes:
  - 12.11.4.1 Professional study – Applicants who apply for professional leave under this section shall agree to undertake a full load of at least sixteen (16) hours of undergraduate work, or twelve (12) hours of graduate work, or the equivalent thereof per semester.
  - 12.11.4.2 Approved Travel – Applicants for sabbatical leave under this provision shall submit a brief statement of the proposed itinerary. Said itinerary must be so planned as to evidence specific ways in which the trip will contribute to the improvement of the applicant's services with respect to the particular educational field in which he/she is engaged.
- 12.11.5 A report shall be submitted on completion of the sabbatical leave attesting to the satisfactory fulfillment of this requirement.
- 12.11.6 The unit member must file, with the Governing Board, a suitable bond indemnifying the District for any salary paid the employee during the period of sabbatical leave, or make other arrangements to indemnify the District in the event said employee fails to return and to render two (2) full years of service in the District following the termination of the sabbatical leave, or in the event said employee fails to carry out the program of study or the itinerary of the trip approved by the Superintendent and the Governing Board.

- 12.11.7 Failure of a unit member to return and render service or to complete the scheduled program of study or travel shall not result in a forfeiture of the bond when such failure is due to death or certification by a physician that failure was due to physical or mental disability.
- 12.11.8 While on a sabbatical leave, the salary paid the unit member shall not be less than the difference between the salary of the unit member on leave and the salary of the substitute employed. The salary may be paid in the same manner and at the same time that said unit member would normally be paid were he/she in the District. Health insurance benefits approved for full-time unit members shall also apply to unit members on sabbatical leave.
- 12.11.9 At the expiration of the sabbatical leave, the unit member shall, unless he/she otherwise agrees, be reinstated in the position held by him/her at the time of the granting of the sabbatical leave, or in a position within the scope of his/her certification.
- 12.11.10 A unit member returning from sabbatical leave will progress on the salary schedule the same as if he/she had remained in active service.
- 12.11.11 The number of unit members on sabbatical leave during any one (1) semester shall not exceed five percent (5%) of the total number of unit members of the District.
- 12.11.12 Should more than this number apply for leave for the same semester, the granting of such leave shall be governed by:
- 12.11.12.1 Relative merits of reasons for requesting leave;
  - 12.11.12.2 Reasonable distribution of applicants by assignment levels;
  - 12.11.12.3 Priority of application;
  - 12.11.12.4 Recency and number of applicant's previous leaves; and
  - 12.11.12.5 Seniority.

## 12.12 Personal Necessity

- 12.12.1 A unit member entitled to Personal Illness and Injury Leave may use, at his/her election, not to exceed nine (9) days a year of such sick leave in cases of personal necessity for the following purposes:

- 12.12.1.1 Extension of Bereavement Leave – Death of a member of the immediate family as defined in Bereavement Leave and including family members related by law or consanguinity.
- 12.12.1.2 Serious Accident – Accident involving his person or property, or the person or property of a member of his immediate family.
- 12.12.1.3 Immediate Family Illness – Serious or sudden illness of a member of his immediate family as defined in paragraph 12.12.1.1 above.
- 12.12.1.4 Imminent Danger – Danger to the home or personal property of the unit member occasioned by flood, fire, etc., serious in nature which, under the circumstances the unit member cannot reasonably be expected to disregard, and which requires the attention of the unit member during assigned hours of service.
- 12.12.1.5 Court Appearance – Appearance in court as a litigant.
- 12.12.2 A unit member must contact the District’s absence management system pursuant to 12.1.6 as stated above.
- 12.12.3 School principals shall have limited discretionary power to grant regularly employed unit members (other than temporary, hourly, and daily or short-term substitute employees) permission to be absent without loss of salary for parts of a day not exceeding one-half (½) day when good reason for absence exists, provided that:
  - 12.12.3.1 There shall be no detriment to the effective conduct of school or district operations;
  - 12.12.3.2 Appropriate arrangements are made by the principal within the school or department to handle the unit member’s assignment without the District providing a substitute;
  - 12.12.3.3 Said discretionary power shall not be construed to mean a right to reduce the established number of working days per month or hours per day of the employee.

### 12.13 Bereavement Leave

A regular unit member will be granted a leave of absence without loss of pay not to exceed five (5) days, or six (6) days if out-of-state travel or three hundred (300) miles one-way travel is required, due to the death of any member of his immediate family or upon receipt of an official notice that a member of the immediate family is reported “missing in action” while in the armed services of the United States.

12.13.1 Members of the immediate family, means spouse, registered domestic partner, the mother, father, grandmother, grandfather, or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee, or any relative living in the immediate household of the employee.

12.13.2 A five (5) day bereavement leave may be granted for each death described above even though more than one (1) death occurs simultaneously; such leaves may be consecutive.

12.13.3 Request for bereavement leave shall be made to the District Office on the absence reporting system prior to such leave, if possible.

### 12.14 Paternity/Adoption Leave

12.14.1 Unit members will be allowed two (2) days of paternity/adoption leave each year without loss of pay. The leave may be taken immediately before, during or after (not to exceed thirty (30) days) the child’s birth or adoption.

12.14.2 Necessity for such leave shall be submitted to the District Office on the absence reporting system.

### 12.15 School Visitation

12.15.1 Absences for the purpose of visiting other schools or attending to other assigned school business without loss of pay may be granted by the Superintendent or designee.

### 12.16 Voluntary Absence

12.16.1 Requests to be excused from duty shall be submitted to the District Office as far in advance as possible to allow time to secure an acceptable substitute.

12.16.2 The following regulations will prevail in cases they cover:

- 12.16.2.1 Leave may be granted, by the Superintendent, without loss of pay for attendance at distinctly professional meetings of educational groups at which the District should be represented. Travel expenses may be allowed for this purpose within the limits of the budget provision.
- 12.16.2.2 Leaves of absence to attend meetings or conventions of educational associations or societies, or to serve on committees or commissions of such organizations when the activities or purposes of the organization serve to advance the welfare of the District through the upgrading and strengthening of the educational program, may be granted upon request of the employee by the Superintendent, without loss of pay to the unit member and with or without travel expense to the District.
- 12.16.2.3 Leaves may be granted to employees for attendance at conventions or meetings of organizations composed of people engaged in education, but interested primarily in improving the working conditions of school employees upon request of the employee and recommendation of the Superintendent. The unit member shall be required to reimburse the District for the amount required to pay the substitute.
- 12.16.2.4 The Association shall have a total of ten (10) days of release time to use at its discretion for Association business. Willows Unified Teachers Association (WUTA) shall reimburse the district for the cost of the substitute. The Association shall give three (3) unit member's working days' notice of the intent to exercise this leave provision.
- 12.16.2.5 Leave for two (2) days each year may be granted for the conduct of personal business. This leave is not accumulative and salary for such leave will be differential between the unit member's salary and the substitute employed. Such leave must be requested in advance through the Superintendent to allow time to procure a suitable substitute.

## 12.17 Unpaid Leaves

- 12.17.1 Association unit members may be given, by Board approval, up to one (1) year of unpaid leave for personal reasons or educational growth reasons.

- 12.17.2 Except in extreme emergencies, request for unpaid leave of one (1) semester or longer must be submitted to the District Office in writing forty-five (45) days prior to the anticipated beginning of the leave.
- 12.17.3 Unit members shall have the option to continue their benefits at their own expense.
- 12.17.4 Unit members shall notify the District at least thirty (30) days prior to the date that they are returning to work. (In case of leave for an entire school year, notice shall be given by March 1).
- 12.17.5 Unit members shall be entitled to return to a position for which they are certified.
- 12.17.6 A unit member who is a candidate for political office may be granted a leave of absence without pay in order to run for, or serve in, public or political office.

## 12.18 Strike Provisions

- 12.18.3 During the life of this Agreement the provisions of this Article shall not be utilized for the purpose of a strike.

## 12.19 Catastrophic Leave Bank

### 12.19.1 Definitions

12.19.1.1 “Catastrophic illness” or “injury” means an illness or injury that is expected to incapacitate a unit member for an extended period of time, or that incapacitates a member of the unit member’s family whose incapacity requires the employee to take time off work for an extended period of time to care for that family member, and taking extended time off creates a financial hardship for the unit member because he or she has exhausted all of his/her sick leave and other paid time off. (Education Code §44043.5)

12.19.1.2 “Member of the unit member’s family” shall be limited to those persons enumerated in paragraph 12.13.1 of this Agreement.

### 12.19.2 Eligibility Requirements

Eligible sick leave may be pledged to a unit member for a catastrophic illness or injury if all of the following requirements are met.

- 12.19.2.1 All Unit members who are on active duty with the District who have permanent status and those second year probationary or temporary employees are eligible.
- 12.19.2.2 All Management Team members who are on active duty with the District who have completed one (1) full year of employment with Willows Unified School District and meet all of the other requirements set forth in this article are eligible.
- 12.19.2.3 All Confidential employees who are on active duty with the District who have completed one (1) full year of employment with Willows Unified School District and meet all of the other requirements set forth in this article are eligible.
- 12.19.2.4 The unit member who is, or whose family is, suffering from a catastrophic illness or injury requests that eligible sick leave be pledged and provides verification of catastrophic injury or illness to the satisfaction of the Catastrophic Leave Bank Committee.
- 12.19.2.5 The unit member has exhausted all of his/her accrued leave except for any eligibility for differential pay.
- 12.19.2.6 The Catastrophic Leave Bank Committee verifies that the unit member meets all of the eligibility requirements.
- 12.19.2.7 Participation in the Catastrophic Leave Bank Program is voluntary.
- 12.19.3 Catastrophic Leave Will Be Overseen by the Catastrophic Leave Bank Committee
  - 12.19.3.1 The committee will be comprised of three (3) administrators appointed by the Superintendent and two (2) unit members appointed by the Association.
- 12.19.4 Procedure for Pledging Sick Leave
  - 12.19.4.1 Eligible members may pledge when requested by the Catastrophic Leave Committee.
  - 12.19.4.2 Initial membership will be secured by a donation of two (2) days within the first thirty (30) days of the school year when the Bank is put into place and the first thirty (30) days of each school year thereafter. If the committee needs to make a call for pledges at any

other time they will simultaneously open the window for enrollment for a time period to be determined by the committee.

- 12.19.4.3 Membership in the Bank will be maintained by contributing to the Bank each time a call for days is issued. Failing to contribute will begin the process of withdrawal from the Bank. A member who fails to contribute will remain a member for one (1) school year after failing to respond to a call for days. Should a member who has allowed his/her membership to lapse desire to rejoin the Bank, that member may do so by contributing a number of days required by the Bank during the lapsed period.
- 12.19.4.4 A member who remains a member for fifteen (15) consecutive years or who has contributed a total of ten (10) days will remain a member until termination of employment or termination of the program.
- 12.19.4.5 Unit members may pledge sick leave only if they have a minimum of ten (10) days accumulated sick leave.
- 12.19.4.6 All transfer of sick leave to the program is irrevocable.
- 12.19.4.7 Pledges shall be authorized in writing by the unit member.
- 12.19.4.8 Days pledged and granted will be without regard to the daily rate of pay of the recipient of donor.
- 12.19.4.9 Potential pledgers may wish to verify with STRS whether their contribution will impact their retirement record.

#### 12.19.5 Procedure for Requesting Catastrophic Leave

- 12.19.5.1 A unit member desiring Catastrophic Leave pursuant to this section shall submit a written request to the Catastrophic Leave Bank Committee through the Superintendent. A meeting of the Catastrophic Leave Bank Committee will be called upon which will review the application for eligibility to the definition as provided in 12.19.1 above.
- 12.19.5.2 A member who receives Catastrophic Leave pursuant to this section shall use any leave he/she continues to accrue on a monthly basis prior to receiving paid leave pursuant to this section.
- 12.19.5.3 The maximum amount of pledged Catastrophic Leave that may be used by an individual under this section shall be fifty-five (55) days



in each school year, as long as those days do not cause the employee to be granted an additional five (5) month differential period. *(Employees who are currently on leave under this article will be held harmless through June 30, 2019.)*

- 12.19.5.4 If a participant is incapacitated, requests for Catastrophic Leave may be submitted in writing by the participant's agent or a member of the participant's family.
- 12.19.5.5 Only unit members contributing into the Catastrophic Leave Bank shall be allowed to draw from the Bank.

#### 12.19.6 Administrative Requirements

- 12.19.6.1 Catastrophic Leave shall not be used for illness or disability which qualify the unit member for Workers' Compensation benefits.
- 12.19.6.2 The Committee shall issue a "Call for Pledges" whenever special circumstances exist, when requested use of the Catastrophic Leave Bank may exceed the amount of donated sick leave in the bank or when the balance at the end of the school year will drop below the minimum balance established under sub-section 12.17.6.3. Special calls shall be used to replete the Bank not to provide sick leave to specific recipients.
- 12.19.6.3 The Catastrophic Leave Bank Committee shall establish a forty-five (45) day minimum balance of undrawn carry over sick leave maintained in the Bank.
- 12.19.6.4 All records will remain confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal and defend any appeals of denial.
- 12.19.6.5 The District shall provide the Catastrophic Leave Bank Committee with a monthly statement of the balance of sick leave in the account.

#### 12.19.7 Pledges to the Catastrophic Leave Bank

- 12.19.7.1 Donors submit "Offer to Pledge" forms to the District.

12.19.8 General Requirements

12.19.8.1 An applicant who receives catastrophic leave in accordance with this section shall use any leave that he/she continues to accrue on a monthly basis prior to receiving paid leave in accordance with this section.

12.19.9 Termination of the Bank

If the Catastrophic Leave Bank is terminated for any reason, the days remaining in the Bank shall be returned proportionately to the current members of the Bank.

12.19.10 Forms

12.19.10.1 Criteria for Qualification

12.19.10.2 Offer to Pledge

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**ARTICLE 13**  
**EDUCATIONAL IMPROVEMENT**

- 13.1 Any permanent unit member may, at the discretion of the Board, be granted a leave of absence without any compensation for purposes of educational improvement and advancement for not less than one (1) semester nor more than one (1) year.
- 13.2 An extension of the leave period may be granted where completion of the courses for advancement requires longer than one (1) year and where the advantage will accrue to the District.
- 13.3 Unit members given such leave of absence shall sign an agreement that the Board will be given written notice no less than thirty (30) days before the expiration date of the leave, or before May 15<sup>th</sup>, whichever is earlier, of their intention to return.
- 13.4 Failure to notify the Board will be considered as notice that the employee will not return and that the position is vacant.
- 13.5 A written request for such leave shall be made to the District Office for consideration by the Governing Board.
- 13.6 Unit members shall be entitled to return to a position for which they are certified.

**ARTICLE 14**  
**MILITARY**

- 14.1 Any probationary or permanent unit member who enters the active military service as defined in the Education Code and Military Veteran's Code during any period of national emergency declared by the President of the United States, shall be entitled to a leave of absence. Persons on reserve duty who are called for short periods of training duty, will be granted leave under provisions of the Government Code.
- 14.2 The period of absence shall not be credited toward achieving permanent status, but all credit earned toward achievement of permanent status prior to the leave of absence shall be in effect upon return to full employment.
- 14.3 Within six (6) months after honorably leaving the service or being placed on inactive duty, the unit member shall be entitled to return to a position comparable to that held by him at the time of his entrance into military service, at a salary to which he would have been entitled had he not absented himself from the employ of the school district. A unit member on such leave shall notify the District in writing of this desire to return within ninety days after separation from active duty.
- 14.4 Any unit member who is called into the armed services and serves at least thirty (30) days, shall receive his salary from the District for thirty (30) days.
- 14.5 Unit members who are members of the active military reserve are encouraged to take their reserve military training during periods when school is not in session to avoid disruption to the educational program. This plan has been approved by all branches of the Armed Forces. Upon receipt of orders which will require duty during the year, a copy shall be forwarded immediately to the Superintendent, who shall attempt to have the active duty changed to a time when school is not in session. If orders cannot be changed and the unit member is required to report, the salary shall be paid in accordance with legal requirements.
- 14.6 A written request for military leave shall be submitted to the District Office.

**ARTICLE 15**  
**HOURS OF EMPLOYMENT**

15.1 Regular Hours

Regular hours of employment for unit members for the regular school year shall be as follows:

15.1.1 Unit members shall be on campus and be responsible for instructional and other assigned duties for up to eight (8) hours per day including a duty-free lunch period of thirty (30) consecutive minutes exclusive of passing periods.

- (a) The hours of duty shall begin fifteen (15) minutes prior to the convening of the first regularly scheduled class or preparation period at the site and continue for not less than thirty (30) minutes after their last assigned class or preparation period.
- (b) All unit members are responsible for student supervision, participation in school activities, and other school-based related activities during hours of duty, excluding a teacher's preparation time (except for emergency circumstances).
- (c) Unit members may be excused during the work day with the approval of the site administrator or under rulings of other Articles appearing in this Agreement.
- (d) Certificated Bargaining unit members shall collaborate with grade level/departments, and site level administration on the agenda and direction of time dedicated to Professional Learning Communities (PLCs).

15.1.2 (a) In addition to paragraph 15.1.1 above, unit members are responsible for additional activities beyond the regular work day. Such additional activities include:

- faculty meetings (not to exceed ten (10) per school year,
- grade level meetings,
- department meetings,
  
- Back to School Night scheduled in the fall,

- Open House or an appropriate Community Night (e.g. Project Night, etc.) scheduled in the spring. The activity shall be designed by the unit members at each site in a collaborative method with the Administration. The activity may look different at each school site, based on the collaborative solution that is agreed upon,
  - parent/teacher/student conferences,
  - field trips which are or have been a part of the instructional program for the unit member's assignment,
  - meetings required by law (e.g. IEP and 504), and
  - attendance at unit members site graduation ceremony.
- (b) In addition, unit members shall also be responsible for up to ten (10) hours per year for supervision of ASB or other extracurricular student activities, as decided by the unit member in collaboration with a site administrator.
- Unit members may, with the approval of the Principal, make arrangements with another unit member to cover any of their supervisory duties for ASB or other extracurricular student activities.
  - Written notice of the proposed change in assignment containing the signatures of the assigned unit member and substitute unit member shall be given to the Principal in writing at least two (2) days prior to the scheduled activity.
  - By his or her signature, the substitute unit member has accepted full responsibility for the performance of the assignment.

15.1.3 The regular work year shall be in accordance with the calendar as negotiated.

## 15.2 Preparation Time

### 15.2.1 Departmentalized Assignments

Unit members teaching in a departmentalized setting (e.g. at Willows Intermediate School (WIS) and Willows High School (WHS)) shall have at least one (1) preparation period equal in length to that of the corresponding instructional period during that school day.

### 15.2.2 Self-Contained Classrooms

Unit members teaching in a self-contained classroom shall have the following preparation time:

- (a) Effective July 1, 2024, Grades 1-4 shall have not less than one hundred twenty (120) minutes of preparation time per week during the instructional day. Grades TK-K shall have 60 minutes of preparation time per week during the instructional day and 60 minutes following the instructional day.
- (b) Out of deference to the importance of the continuity of their program and to ensure regular classroom teachers maintain their prep periods, Music, PE, ELD, Intervention and Opportunity teachers will not be required to cover as a substitute more than 2 days in any school month unless mutually agreed upon by the teacher and his/her administrator or designee.

### 15.3 Minimum Days

15.3.1 Minimum days will be scheduled in accordance with the calendar. Student dismissal on a minimum day shall be at a time established by the District.

15.3.2 Murdock Elementary will have five (5) consecutive Parent/Student/Teacher Conference Days as defined in the Board approved calendar with a dismissal time of 12:00 pm.

15.3.3 When minimum days precede vacation periods of Christmas and summer recess, unit members shall not be required to be present later than fifteen (15) minutes after the end of the instructional session of that day.

### 15.4 Zero Periods

When necessary, zero periods (periods outside the regular instructional day) may be scheduled. An assignment to a zero period shall be by mutual agreement between the unit member involved, the site administrator, and the Superintendent. Compensation for these extra hours of employment shall be at the rate as defined in A.6.2.2 for each hour or fraction thereof actually taught in the zero period.

### 15.5 Voluntary Scheduling

Nothing in this Agreement shall prevent a unit member from voluntarily scheduling instruction time before or after the regular instructional day when such instruction would, in the judgment of the unit member, be for the benefit of the instructional program. Such

instructional hours shall not be considered extra hours of employment and shall not be compensated. The above statements shall also apply to unit members who wish to volunteer their services outside of the regular unit member work day.

#### 15.6 Instructional Day

The beginning and ending time of the instructional day shall be adopted by the Board prior to the opening of each school year. Any change in these instructional schedules shall be done after meeting and consulting with the Association.

#### 15.7 Work Year

The regular work year is one hundred eighty-three (183) days.

- a. There are one hundred eighty (180) student instructional days.
- b. There is one (1) day that is the pre-service day, prior to the start of school year. This will be a day for staff to work on their own or in collaboration with other staff at grade level or by department to get ready for the school year.
- c. There are two (2) days dedicated to teacher/staff collaboration and Professional Development.

The regular work year for High School Counselors is two hundred (201) days and the regular work year for the MES/WIS counselors is (193) days.

- d. There are one hundred eighty student instructional days.
- e. There are nineteen (19) days for high school counselors and eleven (11) days for MES/WIS counselors dedicated to extended counseling tasks beyond the 180 instructional days and other related work.
- f. There are two (2) days dedicated to faculty/staff collaboration and Professional Development.



**ARTICLE 16**

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**ARTICLE 17**  
**CLASS SIZE**

17.1 Average Class Size

17.1.1 Elementary School: The District class size average for grades K through 3 (excluding Special Education and non-teaching personnel), using the number of full-time equivalent unit members as the divisor into the number of students enrolled, will not exceed twenty-eight (28) students as determined at the close of the first week of school.

17.1.2 Intermediate and High Schools: The District class size average (excluding Special Education and non-teaching personnel), using the number of full-time equivalent unit members as the divisor into the number of students enrolled, will not exceed twenty-eight (28) students as determined at the close of the first week of school.

17.2 Excess of Maximum of Students

17.2.1 Elementary School: If, during the school year, a class in grades K through 3 exceeds thirty (30) students, new students shall be assigned to classes by the school Principal in a fashion to allow for balance between classes.

17.2.2 Intermediate and High Schools: If, during the school year, a class in the Intermediate School or in the High Schools exceeds twenty-eight (28) students, new students shall be assigned to classes by the school Principal in a fashion to allow for balance between classes/grade level/subject.

17.3 Transitional Kindergarten

If required by law, class size for Transitional Kindergarten shall be the same as class size for grades K through 3.

17.4 The maximum contained in this sub-Article shall have no application until after the first fifteen (15) school days of the school year.

17.4.1 After that date, should enrollment in an individual class exceed thirty (30) (K-3), thirty-three (33) (4-5), thirty-four (34) (6-8), and thirty-four (34) (9-12), a teacher may bring the matter to the attention of the Principal in writing on a form provided by the District if their professional judgment is that the size of any of his/her classes has become such as to adversely affect the educational program.

- 17.4.2 In such case, the teacher and the Principal shall meet within ten (10) working days to review the class situation. The District shall attempt to provide relief through such means as:
- Transfer or reassignment of students;
  - Instructional Aide time;
  - Clerical assistance;
  - Additional teacher preparation time.
- 17.4.3 The above class maximums do not apply to traditionally large classes, such as: Band, Chorus, Physical Education, etc.
- 17.4.4 If the matter remains unresolved in the opinion of the teacher, a consultation may be requested with the Superintendent. The criteria that will be considered in the consultation will include: size of room, type of facility, number of work stations, lockers, equipment, educational materials, needs of students, and health and safety requirements.
- 17.4 A study committee shall be established to study class size at all four (4) campuses and determine how to work towards the goal of decreasing class size at all grade levels. The committee shall be composed of representatives from the school sites (not to exceed two (2) per site), appointed by the Association, as well as District representatives appointed by the Board.

**ARTICLE 18**  
**SUMMER SCHOOL**

- 18.1 All vacancies for summer school and other programs for which the District has direct control and/or direct responsibility shall be publicized by the Superintendent in accordance with procedures under the Transfer Article.
- 18.2 In filling summer school vacancies, current members of the bargaining unit shall be given first consideration. In filling summer school vacancies, qualified current bargaining unit members will be offered a teaching position before outside candidates are considered.
- 18.3 Postings of vacancies under this Article shall contain a statement of the number of hours required for the position, when they are scheduled and the hourly rate of pay.
- 18.4 The hourly rate of pay for posted summer school vacancies shall be equal to that reflected by paragraph 6.2.2 of Appendix A of the Willows Unified Teachers' Association Agreement.

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**ARTICLE 19**  
**MILEAGE ALLOWANCE**

- 19.1 Mileage reimbursement will be allowed, in accordance with Board policy, for unit members when they are required to use their own personal vehicles for school business.
- 19.2 Prior approval by the Superintendent is required in cases where reimbursement is sought.
- 19.3 Schedules of classroom teachers who are assigned to more than one (1) school shall be arranged so that no such teacher shall be required, without his consent, to engage in interschool travel of more than five (5) miles per day.

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**ARTICLE 20**  
**PROFESSIONAL DUES OR FEES AND PAYROLL DEDUCTIONS**

20.1 Authorization

All current employees who are members of the Association shall continue to have Association dues and fees deducted by the District through payroll deduction unless the District is notified otherwise in writing by the Association.

The Association shall provide the District with written notification of all new employees for whom Association dues and fees are to be withheld via payroll deduction.

The District shall deduct one-eleventh (1/11) of such dues from the regular salary check of the Association member each month for eleven (11) months. Deductions for employees who join the Association after the commencement of the school year shall be prorated to complete payments by the end of the school year.

20.2 Deductions

Upon written notification by the Association, the District shall initiate or discontinue the deduction of Association dues and fees for an employee effective with the payroll cycle following the first payroll cutoff date after receipt of notification from the Association.

The Association shall provide any information needed by the District to fulfill the provisions of this Article.

The Association agrees to pay the reasonable costs, including attorneys' fees, of defending or initiating action to enforce this Article and to indemnify the District in respect to the deductions herein required or any actions challenging enforcement of these provisions. The District shall not settle or compromise any claim without prior approval of the Association.

**ARTICLE 21**  
**EMPLOYEE SALARIES**

21.1 Salary Schedule

Employees in the W.U.T.A. negotiating unit shall receive:

21.1.1 step and column advancement in accordance with Appendix A; and

21.1.2 compensation in accordance with the Certificated Teachers Salary Schedule which is included as Appendix C.

**2023-24 School Year**

- All cells and steps of the Certificated Salary Schedules C-1, C-2, and C-3 shall be increased by 7.5% effective July 1, 2023.
- 3.0% off schedule payment for the 2023-24 school year.
- Advanced degree stipends shall be increased pursuant to Appendix A.8.8 effective July 1, 2023.

**2024-25 School Year**

- All cells and steps of the Certificated Salary Schedules C-1, C-2, and C-3 shall be increased by 2.0% effective July 1, 2024.
- A separate salary schedule identified as C-4 will be implemented with C-1 as the basis for the Elementary and Intermediate School Counselors with the work year expanded from 183 to 193 days.
- Adjustments shall be implemented to the hourly rate for extra duty pursuant to Appendix A.6.2.2 effective July 1, 2024.

**2025-26 School Year**

- There shall be one reopener for Employee Salaries only pursuant to Article 28.

21.2 Assignments Beyond Regular Years

For work beyond the regular work year, excluding summer school assignments, unit members will be paid a daily work rate equal to their regular work year's daily rate.

### 21.3 Payroll Period

The payroll period shall be defined as monthly, beginning with the first calendar day of each month. Salary payments shall be made on the last working day of each month. The only exception shall be the failure of the County Office to process the warrants.

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**ARTICLE 22**  
**HEALTH AND WELFARE BENEFITS**

22.1 Active Employee Benefits

22.1.1 Medical Insurance – The District shall, by membership in the Central Valley Trust, make one or more medical plans available to bargaining unit members.

22.1.2 Dental Insurance – The District shall, by membership in the Central Valley Trust, make one or more dental plans available to bargaining unit members.

22.1.3 Vision Insurance – The District shall, by membership in the Central Valley Trust, make one or more vision plans available to bargaining unit members.

22.1.4 Life Insurance – The District shall provide access to a life insurance plan in the amount of Fifteen Thousand Dollars (\$15,000) for each unit member.

22.1.5 Change in Plans – By July 31 of every year, to be effective October 1, the Association shall select the primary medical, dental and vision plans (provided though CVT) that will be made available to active and retired employees. Alternative options may also be made available to unit members.

22.1.6 IRC §125 Plan – The District shall make an IRC §125 Plan available for use by unit members.

22.1.6.1 The District shall incur the cost of establishing the plan. Employees shall bear the monthly cost, if any, of utilizing the IRC §125 plan.

22.1.6.2 Employees shall pay for the cost of the selected medical, dental, vision and life insurance plans through payroll deduction.

22.2 Benefits on the Salary Schedule - STRS Reporting

The District guarantees that the permanent placement of dollars on the Salary Schedule, as negotiated between the District and WUTA, legally permits the total dollars previously paid by the District for benefits to be reported to STRS as creditable compensation. It is understood that this guarantee is based on the law as STRS policies as they currently existed on January 1, 2006. Should the law and STRS policies change, or should STRS interpret and apply them differently, the parties will immediately meet to renegotiate the effects of the change.

### 22.3 Pre-Tax Payment of Insurance Premiums

The District guarantees that a unit member may legally pay for insurance premiums with pre-tax dollars through the IRC § 125 plan that is available through the District. It is understood that this guarantee is based on the law as it currently existed on January 1, 2006. Should the status of the law change, and unit members are no longer able to pay with pre-tax dollars, the parties shall immediately meet to renegotiate the effects of the change.

### 22.4 Acknowledgment of Value of Benefits on the Salary Schedule

The Association guarantees that if there is a future law passed that requires an employer to pay for medical benefits for employees, the Association will acknowledge the value of Benefits on the Salary Schedule for all such purposes. If necessary, the parties will immediately meet to renegotiate the effects of the change.

### 22.5 Unit Members on Leave

Unit members who are on unpaid leave status may, at their election, continue to be covered under any of the insurance programs by paying the premiums during such leave. Procedures for making payments through the District to the insurance carrier shall be on a uniform basis as established by the District.

### 22.6 Retiree Benefits

#### 22.6.1 Eligible Retirees

The District shall provide medical, dental and vision benefits to an eligible unit member who retires after ratification of this Agreement. An eligible unit member is one who:

22.6.1.1 Has reached the age of 55.

22.6.1.2 Has rendered at least fifteen (15) consecutive years of service to the District as a certificated employee. Up to five (5) years of credited public school teaching, prior to working for the District, shall be applied toward meeting the requirement of fifteen (15) consecutive years.

22.6.1.3 A unit member who was employed by the District on or after June 30, 1992, shall only be entitled to this benefit if, at the time of retirement, they are on Step 16 or above in Class V. A unit member employed by the District prior to June 30, 1992 shall be entitled to receive this benefit upon meeting the fifteen (15) consecutive years'

service requirement irrespective of step or column on the salary schedule.

## 22.6.2 District Contribution for Retirees

22.6.2.1 The required District contribution for an eligible retiree for benefits shall, if required, be Eleven Thousand Six Hundred Eleven Dollars (\$11,611).

- Any unit member who retired on or before June 30, 2014 shall continue to receive (annually, if required) up to the amount they were receiving on June 30, 2014.
- Any unit member who has retired, or does retire, on a date from July 1, 2014 through and including June 30, 2017, shall receive (annually, if required) up to \$12,095.
- Any unit member who retired after June 30, 2017 shall receive \$11,611.

22.6.2.2 Each enrolled retiree shall, if required, pay any additional amount in advance to the District Office to maintain their coverage in effect.

## 22.6.3 Other Terms for Retirees

Subject to lawful rules of CVT, insurance coverage is subject to the following conditions:

22.6.3.1 The unit member's spouse may be added to the unit member's coverage, at his/her discretion, for as long as the unit member is eligible.

22.6.3.2 Cessation of coverage for retired unit members shall take place if the member is subsequently employed by an employer, other than the District, who provides a comparable package of benefits.

22.6.3.3 Cessation of coverage shall take place when the retired unit member becomes eligible for Medi-Care.

22.6.3.4 Cessation of coverage for the spouse shall take place three (3) months after the death of the retired unit member.

22.6.3.5 Coverage for retirees shall be tiered (i.e., single, employee plus one, full family). The District's contribution shall be, subject to the

dollar cap in 22.3.2.1, up to the premium rate for his/her family unit in the base (i.e. the least expensive) plan selected by active employees.

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**ARTICLE 23**  
**GRIEVANCE PROCEDURES**

23.1 Definitions

- 23.1.1 A “grievance” is a formal written allegation by a grievant that the grievant has been personally adversely affected by the interpretation, application, or alleged violation of the terms of this Agreement.
- 23.1.2 A “grievant” is any unit member or the Association, who claims that he/she has been personally affected by an alleged misinterpretation or violation as defined in paragraph 23.1.1. The Association may file class action grievances.
- 23.1.3 A “day,” as used herein, shall mean a scheduled work day for the “grievant.”
- 23.1.4 A “party in interest” is any person who might be required to take action, or against whom might be taken in order to resolve the alleged grievance.

23.2 Purpose

- 23.2.1 The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may, from time to time, arise affecting the welfare or working conditions of unit members. Both parties agree that these proceedings will be kept as informal as may be appropriate at any level of the procedure. All proceedings at any level will be kept in the strictest confidence.
- 23.2.2 Nothing contained herein will be construed as limiting the right of any unit member having a grievance to discuss the matter informally with any appropriate member of the administration and to have the grievance adjusted without intervention by the Association, provided that the adjustment is not inconsistent with the terms of this Agreement and that the Association has been given the terms of the adjustment in writing and an opportunity to file its views in writing.
- 23.2.3 Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be maximums and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement.
- 23.2.4 In the event a grievance is filed at such a time that it cannot be processed through all the steps in their grievance procedure by the end of the school year and, if left unresolved until the beginning of the following school year, could result in harm to an aggrieved unit member, the time limits set forth herein will be reduced so

that the procedure may be exhausted prior to the end of the school year or as soon as is practicable.

### 23.3 Procedure

Initially, the possible grievant shall meet with his/her immediate supervisor and attempt to resolve the issues involved in a possible grievance. This meeting shall be required no later than ten (10) work days after the grievant knew of, or with the use of reasonable diligence should have known of, the event or circumstances causing the grievance. Either party may have a conferee at this meeting.

#### 23.3.1 Level One

23.3.1.1 If the informal discussion does not resolve the issues to the satisfaction of the grievant, a formal grievance may be initiated. A formal written grievance, if initiated, shall be filed no later than ten (10) days after the informal discussion has been held. The grievant and the supervisor shall meet to review the grievance and either party may have a conferee present.

23.3.1.2 A formal grievance shall be initiated, in writing, on a form prescribed by the District, and shall be filed with the immediate Supervisor/Principal and the President of the Association.

23.3.1.3 Within ten (10) days after the filing of the formal grievance, the immediate Supervisor/Principal shall investigate the grievance and give his/her immediate decision, in writing, to the grievant.

#### 23.3.2 Level Two

23.3.2.1 If the grievant is not satisfied with the decision rendered at Level One, or if no written decision has been rendered within ten (10) days, he/she may appeal the decision within ten (10) days to the Superintendent or his/her designee.

23.3.2.2 The appeal shall include a copy of the original grievance, the decision rendered at Level One, the name of the grievant's conferee, if any, and a clear concise statement of the reasons for the appeal.

23.3.2.3 Within ten (10) days, the Superintendent, or his designee, shall investigate the grievance and give his/her written decision to the grievant. The Superintendent, or his/her designee, shall meet with the grievant as part of the investigation of the grievance. Either party may have a conferee at this meeting.

### 23.3.3 Level Three - Mediation

- 23.3.3.1 If the grievance is not resolved at Level Two, either party may propose grievance mediation. Mediation will occur only with the concurrence of the District and the Association.
- 23.3.3.2 Should mediation be agreed upon, the Association shall request that the California State Mediation and Conciliation Service assign a mediator to assist the parties in the resolution of the grievance.
- 23.3.3.3 If mediation is not chosen by both parties within fifteen (15) days of the District's decision at Level Two, the grievance will proceed to Level Four.
- 23.3.3.4 If mediation results in an agreement, the agreement shall be reduced to writing and shall be signed by the grievant, the Association and the District. This agreement shall be non-precedential and shall constitute a settlement of the grievance.
- 23.3.3.5 If the grievance is not resolved with the assistance of the mediator, either party may terminate Level Three and the grievance shall proceed to Level Four.

### 23.3.4 Level Four – Board or Arbitration

If the aggrieved unit member is not satisfied with the disposition of his/her grievance at Level Two (or at Level Three if mediation was invoked), the unit member may appeal to Level Four which has two (2) options (Board Decision or Binding Arbitration).

The appeal to Level Four shall be filed with the Superintendent within ten (10) days after the unit member has met with the Superintendent at Level Two or the District or the Association has terminated Level Three.

#### 23.3.4.1 Level Four – Board Option

Upon receipt of the appeal, the Superintendent (or his/her designee) shall prepare, within ten (10) working days, a full report of the grievance for the Governing Board. The grievant and his/her designated representative shall be given a copy of the Superintendent's report. If the Governing Board is unable to render a final determination on the record, it may reopen the record for the taking of additional evidence. The Governing Board shall render

their decision on the appeal not later than the second regularly scheduled meeting after the filing of the appeal and shall furnish all parties of interest with a copy of its decision, in writing. The decision of the Governing Board shall be final and binding unless modified or overruled by a court of competent jurisdiction.

23.3.4.2 Level Four – Binding Arbitration

The Association may request arbitration of the dispute. The request shall be in writing and be addressed to the Superintendent.

23.3.4.3 An impartial arbitrator shall be selected jointly by the grievant and the District within ten (10) days of receipt of the written request. In the event that the parties cannot agree, the State Conciliation Service shall be requested to supply a panel of five (5) names. Alternate names shall be stricken until only one remains.

23.3.4.4 The fees and expenses of the arbitrator and a court reporter, if required by the arbitrator, shall be shared equally between the District and the Association. Any additional expenses shall be borne by the unit member incurring such expenses.

23.3.4.5 The arbitrator shall have no authority to add to, delete, or alter any provisions of this Agreement, but shall limit his/her decision to the application and interpretation of its provisions. Any financial reimbursement recommended by the arbitrator shall be based on the terms of this Agreement.

23.3.4.6 After hearing the evidence, the arbitrator shall submit his/her findings, conclusions and recommendations, in writing, to the District, the grievant, and the Association and such recommendations shall be final.

23.4 Miscellaneous

23.4.1 No reprisals of any kind will be taken by the Superintendent or by any member or representative of the administration or the Board against any aggrieved person, any party of interest, any member of the Association or any other participant in the grievance procedure by reason of such participation.

23.4.2 Both parties of interest may solicit the advice of, counsel of, and may be represented by their employee association, counsel, or representative of their choice. If a unit member is not represented by the Association or its representative, the Association will be given the terms of the adjustment in



writing with an opportunity to file its views in writing. In addition, the Association shall have the right to be present at all Level Three hearings.

- 23.4.3 If a grievance arises from action or inaction on the part of a member of the administration at level above the Principal or immediate superior, the aggrieved unit member shall submit such grievance in writing to the Superintendent and the Association directly and the processing of such grievance will be commenced at Level Two.
- 23.4.4 When it is necessary for a representative designated by Association to attend a grievance meeting or hearing during the day, he will, upon twenty-four (24) hour notice to his Principal or immediate superior by the President of the Association, be released without loss of pay in order to permit participation in the foregoing activities. Any unit member who is requested to appear in such investigations, meetings, or hearings as a witness will be accorded the same right.
- 23.4.5 All documents, communications and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.
- 23.4.6 Forms for filing grievances, serving notices, taking appeals, making reports and recommendations, and other necessary documents will be prepared jointly by the Superintendent and the Association so as to facilitate operation of the grievance procedure. The costs of preparing such forms shall be borne by the Board.

**ARTICLE 24**  
**MISCELLANEOUS PROVISIONS**

- 24.1 The Governing Board retains all of its vested rights and powers to manage and direct the affairs of the District, except as limited by this Agreement.
- 24.2 All unit members who participate in the production of tapes, publications or other produced educational material shall retain residual rights should they be copywritten or sold by the Board.
- 24.3 The District shall prepare copies of the contract and all revisions negotiated during the term of this Agreement and distribute them to all unit members. All new members of the unit shall be issued copies of the Contract on or before their first working day. The cost of printing the contracts shall be shared equally by the Association and the District.
- 24.4 The District and the Association recognize the duty and the obligation of its representatives to comply with the provisions of this Agreement.
- 24.5 A unit member's notification of resignation to the District shall remain revocable for seven (7) calendar days. Thereafter, it shall be deemed final without the need for further Board action.
- 24.6 Job-Sharing
- 24.6.1 Job-sharing shall refer to two (2) unit members on regular contracts sharing one (1) teaching assignment. Two (2) unit members may share an assignment for a minimum of one (1) year. Job applications for a job-sharing assignment for the following school year shall be filed with the District no later than March 1. Applications shall be approved only by mutual agreement. The District shall approve or deny requests and notify, in writing, the applicants of its decision by May 1. If a request is denied, the applicants shall be notified in writing, of the specific reasons for the denial. Notwithstanding other provisions of this Agreement, job-sharing unit members' wages, benefits, and paid leaves shall be prorated relative to the actual time worked. In no event shall the total amount of health and welfare benefits for the job-sharers exceed the amount the District would have paid if the position had not been shared.
- 24.6.2 Each job-sharing unit member shall receive a salary schedule increment on the basis of one year for each two on job-sharing.
- 24.6.3 Upon mutual agreement of the Board and unit members, a job-sharing assignment may be renewed provided the two unit members notify the District prior to March 1. In the event the two unit members fail to notify the District of their desire to

continue the job-sharing assignment, or in the event the District does not approve the continuance of the assignment, the unit members shall be returned to full-time assignments.

- 24.6.4 If a unit member on a regular contract is in a job sharing assignment and elects to return to full-time teaching with mutual Board agreement, the unit member will be assigned to the first available full-time teaching position for which she/he is certificated and in conformance with the provisions of this Agreement.

## 24.7 Substitute Coverage

- 24.7.1 When a unit member employed in a departmentalized setting covers a class for another unit member during his/her preparation time, at the request/direction of the District, he/she will be compensated in one of the following ways:

a. Time Off:

That number of Regular Class Periods equal to a day equals one (1) day off (e.g. in a schedule where students attend 6 periods and a teacher teaches 5, 5 periods = 1 day).

OR

b. Pay:

Teachers who cover a period for another Unit member shall receive the rate of pay as defined in A.6.2.2 for the time they cover for another teacher.

c. Option:

The option to receive either pay or time off is at the unit member's discretion.

1. Days off must be taken by May 15<sup>th</sup>.
2. Claims for pay must be submitted by June 10<sup>th</sup> for current fiscal year.
3. Time earned after May 15<sup>th</sup> will be carried over to the following year.

- 24.7.2 When a unit member employed in a self-contained classrooms setting covers instructional time for another teacher during his/her preparation time, at the request/direction of the District, he/she will be compensated at the instructional rate of pay for the time they cover for another teacher (based upon .00062 of Class III, Step 1 of the current certificated salary schedule).

**ARTICLE 25**  
**SEVERABILITY**

- 25.1 If any provisions or applications of this Agreement are held to be contrary to any applicable law or any applicable rules, regulations, or order issued by governmental or judicial authority other than the District, such provisions shall be immediately suspended and be deemed invalid except to the extent permitted by law. Such invalidation of a part or portion of this Agreement shall not invalidate any remaining portions which shall continue in full force and effect.
- 25.2 In the event of suspension or invalidation of any part or portions of this Agreement, the parties agree to meet and negotiate within fifteen (15) working days after either party is aware of such determination for the purpose of seeking to reach agreement for a replacement for the invalidated part or portion.

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**ARTICLE 26**  
**STATUTORY CHANGES**

- 26.1 When either the District or the Association becomes aware of any statutory action that adversely affects the terms and/or conditions of this Agreement, the other party shall be notified in writing. The parties agree to meet and negotiate within fifteen (15) working days upon request by either party in an effort to reach agreement on the affected terms and/or conditions. This Article (26) shall not be subject to the grievance procedure.

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**ARTICLE 27**  
**NEGOTIATIONS**

- 27.1 This document comprises the entire Agreement between the District and the Association. The District shall have no further obligation to meet and negotiate during the term of this Agreement, on any subject whether or not said subject is covered by this Agreement, even though such subject was not known nor considered at the time of the negotiations leading to the execution of this Agreement.

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**ARTICLE 28**  
**TERM OF AGREEMENT**

28.1 Term

The Parties agree that the successor Contract Term shall take place from July 1, 2023 through June 30, 2026.

- A. There shall be one reopener for Employee Salaries only for the 2025/26 school / fiscal year.
- B. No other contract terms may be proposed between the Parties until July 1, 2026.

DISTRICT REPRESENTATIVE

WUTA REPRESENTATIVE

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX A**  
**SALARY PLACEMENT AND SCHEDULES**

A.1 Salary Schedule Placement – Approval of Graduate Credit for Columnar Salary Advancement:

- A.1.1. Only official college transcripts indicating a grade of “C” or higher will be accepted for salary advancement purposes. An official transcript is one that bears the official seal of the college and/or the original signature of the registrar or his/her deputy. When the transcript has been received by the District Office and recorded, a receipt shall be sent to the employee.
- A.1.2. Unit members shall keep their records current by submitting an official transcript as soon as a column change is anticipated.
- A.1.3. Unit members with any questions regarding these regulations are encouraged to contact the District Office.
- A.1.4. Units submitted must be from a regionally accredited college or University (WASC or its equivalent).

A.2 Requirements for Classification

- A.2.1. Class II Possession of a Bachelor’s Degree plus fifteen (15) graduate or upper division semester units from an accredited college or university.
- A.2.2. Class III Possession of a Bachelor’s Degree plus thirty (30) graduate or upper division semester units from an accredited college or university.
- A.2.3. Class IV Possession of a Master’s Degree, or a Bachelor’s Degree plus forty-five (45) graduate or upper division semester units from an accredited college or university.
- A.2.4. Class V Possession of a Master’s Degree plus fifteen (15) graduate or upper division semester units or Bachelor’s Degree plus sixty (60) graduate or upper division semester units from an accredited college or university.



### A.3 Initial Placement on Salary Schedule

- A.3.1. Only previous TK-14 contractual experience, with a regular teaching credential, for at least seventy-five percent (75%) of a school year will be considered.
- A.3.2. Except for persons or employees with less than BA + 15 (As outlined in A.3.3 below), prior teaching experience for a new employee shall be credited as year for year credit with maximum initial placement at step eight (8). Initial placement will begin at the first subsequent step above the employee's granted years of credit. (i.e. if employee is granted six (6) years of experience credit, initial step will be at seven (7)).
- A.3.3. Credentialed personnel with less than BA + 15 semester hours will be placed on Class II, Step 1 and will remain at this placement each year until minimum requirements are met.
- A.3.4. Degree requirements met as of September First (1st) of contract year.
- A.3.5. Normally, all semester hours beyond degree must be undertaken and completed after date of award of the Bachelor's Degree. However, in the event that a university or college has granted graduate credit for courses taken prior to the degree, and the units are in excess of the degree unit requirements, the units will be allowed for initial class placement.
- A.3.6. Lower division semester credits earned after the date of award of Bachelor's or advanced degrees and certified by the California State Department of Education or other authority as being required for an advanced degree or credential for which the teacher concerned is the candidate.
- A.3.7. Lower division semester credits earned after the date of the Bachelor or advanced degree and which, in the judgment of the Superintendent, will lead or did lead to improved classroom effectiveness, or was undertaken in the best interest of the District.

### A.4 Salary Schedule Placement /College Training

The following guidelines will be used in crediting salary schedule column advancement:

- A.4.1. In order to make columnar advancement, unit members must complete and submit, on an official District form, a written notification of intent to change column. This form must be received in the District Office no later than June 1<sup>st</sup> prior to the school year in which columnar change is planned.

- A.4.2 Official transcripts or other acceptable documents of proof, certifying the training or experience completed, and indicating the number of semester credits earned, are to be on file in the Superintendent's Office on or before September 1<sup>st</sup>, of the contract year concerned. Documents received after September 1<sup>st</sup> (see District "Change of Classification Form") which verify work completed prior to September 1<sup>st</sup>, will form the basis for any necessary contract revisions during the current year and will be made retroactive to the first pay period.
- A.4.2.1 Units completed during the school year which will result in columnar advancement shall be credited upon verification and a non-retroactive contract revision shall be made, provided a "Certificated Request for Credit and/or Salary Reclassification" form has been completed and filed by June 1 preceding the current school year.
- A.4.3 The unit requirement for each salary column is stated in semester hours of credit; quarter hour credits can be computed into semester hours by multiplying by two-thirds (2/3).
- A.4.4 Upper division or graduate courses that shall be credited:
- A.4.4.1 A subject directly related to the teaching assignment.
- A.4.4.2 A course recommended and/or approved by the site administrator for the improvement of instruction (may be lower division).
- A.4.4.3 A subject directly related to an advanced degree in professional education or a teaching assignment.
- A.4.4.4 A subject required by a California credential, evaluation or renewal.
- A.4.4.5 For unit members in a self-contained classroom program, courses commonly taught in elementary school.
- A.4.4.6 For unit members in a departmentalized classroom program, courses in an additional major or minor teaching assignment field when the unit member has been assigned to the subject area and the major or minor has been completed. (See 4.5.4 following.)
- A.4.5 Lower division or graduate courses that shall be credited:
- A.4.5.1 Courses required by a California credential, evaluation or renewal.

- A.4.5.2 Courses required by an advanced degree related to the teaching assignment.
- A.4.5.3 A course, not previously taken, that is offered by a teacher training institution and which is directly related to the teaching assignment.
- A.4.5.4 Courses required as a foundation for the acquiring of an additional teaching assignment major or minor. Such courses will be credited when the full major or minor requirement has been met and the teacher has been assigned to the subject area.

A.5 Methods of Salary Payment for Certificated Personnel

The following guidelines will be observed in the observed in the payment of salary warrants:

- A.5.1 Unit members shall have the option of receiving salary warrants on either an eleven (11) month or twelve (12) month basis pursuant to the following:
  - A.5.1.1 Unit members opting the eleven (11) month payment shall have the contractual salary paid in eleven (11) equal installments. The final installment shall be made on June 30<sup>th</sup>.
  - A.5.1.2 Unit members opting twelve (12) month payment shall have one-twelfth (1/12<sup>th</sup>) of contractual salary deducted during the eleven (11) months of the contractual year. The withheld amount shall be paid on July 31<sup>st</sup>.

A.6 Extra Pay for Extra Work

The Board and Association agree to the principle of equal pay for similar assignments. However, the Board and Association agree that the District may need and assign, by mutual agreement between the District and the employees, positions that require time and/or responsibilities in excess of that necessary for regular teaching assignments. As a result of the extra time and/or responsibilities involved, the Board shall provide extra compensation beyond the basic Certificated Salary Schedule for those members of the unit who have been assigned these duties.

A.6.1 Extra Service Project

Projects involving curriculum improvement, development of instructional materials and techniques and other similar activities provide extra service opportunities for unit members. These extra service assignments outside the hours of regular employment must be recommended by the District Superintendent or his designee

and approved by the Governing Board. Assignment to such approved projects will be accompanied by remuneration to compensate for the added time and responsibility. The unit members shall be paid at the rate of .00055 of Class III, Step I of the current salary schedule per hour for the time assigned to the project. The additional amount is to be paid outside the unit member's regular contractual salary and at the completion of service. Project proposals shall include the program to be developed within a given time frame. Any additional time must be approved by the District Superintendent.

A.6.2 Extra Pay for Additional Assignments

A.6.2.1 Where the bell schedule contains six period per day, full periods of academic class assignments outside the regular teaching day, including prep period buyouts, shall be compensated for by dividing the annual salary by the number of employee work days for the current school year and the daily rate thus established by a one-sixth (1/6<sup>th</sup>) factor multiplied by the number of days that the extra academic class assignment will be provided.

Where the bell schedule contains four periods per day, full periods of academic class assignments outside the regular teaching day, including prep period buyouts, shall be compensated for by dividing the annual salary by the number of employee work days for the current school year and the daily rate thus established by a one-fourth (1/4<sup>th</sup>) factor multiplied by the number of days that the extra academic class assignment will be provided.

An academic class assignment is defined as a class that:

- is normally scheduled during the regular school day;
- requires in-depth knowledge of a subject field; and
- calls for extensive professional preparation outside the hours of scheduled student contact.

A.6.2.2 Additional activity assignments shall be paid at the hourly rate of .00062 of Class III Step 1 of the current Certificated Salary Schedule C-1.

A.6.2.3 Unit members who have a student teacher assigned by a college or university will be reimbursed for their services as a master teacher in the amount provided by the training institution.

A.6.2.4 Assignments to these duties shall be by mutual agreement of the site administrator and the unit member subject to the approval of the Superintendent.

A.6.3 Athletics and Special Assignments

The District and the Association have agreed to the salaries for Willows Intermediate School Sports Director, Intra-Mural program coaches, Band Director, Choral Director, Newspaper Advisor, Yearbook Advisor and High School Athletic Director, Sports Activity Coaches, Band Director, Choral Director, Yearbook Advisor, Newspaper Advisor as per the attached Willows Intermediate School Activity Program Salary Schedule and the Willows High School Activity Program Salary Schedule.

A.6.4 Whenever possible, input from current or past coaches shall be sought if filling coaching vacancies.

A.6.5 Coaches will be notified, whenever possible, in a timely manner of the status of their employment for the following season.

A.6.6 Substantial complaints that could affect the employment status of a coach shall be communicated to the coach in a timely manner.

A.6.7 Notices of vacancies for coaching positions shall be posted in a timely manner so as to allow for applications from unit members.

A.7 Method of Payment

A.7.1 For hourly rate assignments, payments will be made no later than the tenth of the month following the payroll period in which the service was performed. Extra class assignments payments shall be paid along with regular assignment pay on the last working day of each month. Flat rate stipends (i.e. advisors, band, drama, etc.) shall be paid in two installments on December and June supplemental (10<sup>th</sup> of month) payrolls. Payment of December stipends for Band, Choral, and Drama are subject to public performance provisions per A.9.1.3. Coaching stipends shall be paid on the supplemental (10<sup>th</sup> of month) payroll following at the completion of the assignment. The only exception shall be the failure of the County Office to process the warrants.

A.8 Salary Schedules

A.8.1 The negotiated salary schedules, as included in this Appendix, will be in effect for the life of this contract or until modified by a successor agreement.

- A.8.2 Unit members who qualify for the columnar and step movement during the term of this Agreement will be moved to the appropriate step and column.
- A.8.3 Unit members shall advance one (1) step per year in a class until additional steps cease to exist provided they have rendered teaching services for at least seventy-five percent (75%) of the work days of the school calendar. Should a unit member fail to render teaching services for the required seventy-five percent (75%), they may petition the District for step movement provided:
- 8.3.1 An industrial accident was the predominant cause, or:
- 8.3.2 The predominant cause was a catastrophic illness or serious accident and the unit member has sufficient accrued sick leave to cover the absence (this option may only be used one (1) time). The District shall not unreasonably deny the petition.
- A.8.4 Teachers shall be eligible for Steps 16 and 20 based upon the number of years of service credited by the District.
- A.8.5 High School Counselors will be placed on the appropriate cell of Schedule C-2.
- A.8.6 The District Nurse will be placed on the appropriate cell of Schedule C-3.
- A.8.7 Elementary and Intermediate School Counselors will be placed on the appropriate cell of Schedule C-4 effective July 1, 2024.
- A.8.8 All holders of an advanced degree will receive an annual stipend as follows:
- 8.8.1 Effective July 1, 2023, One Thousand Five Hundred Dollars (\$1,500.00) for a Master's Degree.
- 8.8.2 Effective July 1, 2023, One Thousand Five Hundred Dollars (\$1,500.00) for a Doctorate Degree.
- 8.8.3 All employees who were required to have an additional full, clear credential to perform their assignment prior to June 18, 2014 will continue to receive a stipend of Seven Hundred Dollars (\$700.00), provided the employee: (a) remains a unit member, and (b) continues to hold the credential.

**WILLOWS HIGH SCHOOL ACTIVITY PROGRAM**

A.9. Salary

A.9.1 Salaries for all activities (WHS and WIS) are based on a fixed percentage (%) of Class III, Step I of the current Certificated Salary Schedule. [These are recalculated to revenue neutrality.]

A.9.1.1 Sports Activities

9.1.1	Year 1&2	Year 3&4	Year 5&6
Athletic Director	11.40	13.25	15.20
Baseball Varsity	5.85	6.25	6.60
Baseball-JV	4.25	4.65	5.00
Basketball-Girls' Freshman	3.50	3.85	4.65
Basketball-Boys' Freshman	3.50	3.85	4.65
Basketball-Girls' Varsity	5.85	6.25	6.60
Basketball-Boys' Varsity	5.85	6.25	6.60
Basketball-Girls' JV	4.25	4.65	5.00
Basketball-Boys' JV	4.25	4.65	5.00
Cross Country	5.85	6.25	6.6
Football-Head Varsity	6.60	7.00	7.35
Football-Asst. Varsity	4.65	5.00	5.40
Football-Head JV	5.00	5.40	5.85
Football-Asst. JV	3.85	4.25	4.65
Football-Head Fresh	4.65	5.00	5.40
Football-Asst. Fresh	3.85	4.25	4.65
Golf	5.85	6.25	6.60
Pep Squad Advisor	5.40	5.85	6.25
Soccer-Boys	5.85	6.25	6.60
Soccer-Girls	5.85	6.25	6.60
Softball-Varsity	5.85	6.25	6.60
Softball-JV	4.25	4.65	5.00
Swimming	5.85	6.25	6.60

9.1.1	Year 1&2	Year 3&4	Year 5&6
Tennis-Boys	5.85	6.25	6.60
Tennis-Girls	5.85	6.25	6.60
Track-Head Boys' & Girls'	5.85	6.25	6.60
Track-Asst. Boys' & Girls'	4.65	5.00	5.40
Volleyball-Varsity	5.85	6.25	6.60
Volleyball-JV	4.25	4.65	5.00
Volleyball-Freshman	3.50	3.85	4.65
Wrestling-Varsity	5.85	6.25	6.60
Wrestling-Assistant	4.25	4.65	5.00

### Freshman Sports

The freshman athletic coaches, football, boys' and girls' basketball and volleyball, shall be remunerated according to the pro-rated portion of the 2000/2001 freshman season that is then coached in 2002/2003. The season shall be measured in weeks. For instance, if football season was twelve (12) weeks in 2000/2001 and is six (6) weeks in 2002/2003, then the coach shall receive fifty percent (50%) of the contractual stipend.

This shall apply to all freshman sports. This practice shall continue with each year being pro-rated in relation to the 2000/2001 school year.

#### A.9.1.2 Extended Season Stipends

Each coach whose team qualified for, and participates in, post-season playoff competition, shall be compensated as set forth below:

A.9.1.2.1 Football – Each play-off game after the conclusion of the regular season shall allow the coach to receive an additional stipend of One Hundred Dollars (\$100.00).

A.9.1.2.2 Basketball and Volleyball – Each level of post-season CIF championship play shall entitle the coach to receive an additional stipend of One Hundred Dollars (\$100.00).

A.9.1.2.3 Baseball and Softball – Each level of post-season NSCIF championship play shall entitle the coach to receive an additional stipend of One Hundred Dollars (\$100.00).



A.9.1.2.4 All Other Interscholastic Sports – If a team, or an individual member of a team, qualifies for CIF competition beyond the subsection level (i.e.: Section or State), the coach shall receive an additional stipend of One Hundred Dollars (\$100.00) per level.

A.9.1.3 Other Activities

	Year 1&2	Year 3&4	Year 5&6
Activities Director	5.30	6.45	7.60
Academic Decathlon	1.90	2.30	2.65
With \$100 per each advanced level			
Band Director	4.65	5.40	6.10
Choral Director	0.75	1.50	2.35
Drama Coach	2.30	2.65	3.05
(Minimum of 2 public productions)			
Flag Team	1.15	1.15	1.15
Yearbook/Photo	3.80	4.20	4.55
Newspaper Advisor	2.30	2.65	3.05

There shall be two FFA advisory stipend positions in the District:

FFA Advisor: Shall be remunerated up to two hundred forty (240) hours at the rate of pay as defined in A.6.2.2.

FFA Assistant Advisor: Shall be remunerated up to two hundred sixteen (216) hours at the rate of pay as defined in A.6.2.2.

**WILLOWS INTERMEDIATE SCHOOL ACTIVITY PROGRAM**

A.10 Salary

- A.10.1 Intra-mural sports salaries are based on an hourly rate of pay. The base hourly rate is .00055 times Class III, Step 1 of the current Certificated Salary Schedule.
- A.10.2 Inter-Scholastic sports salaries are based on fixed percentages of Class III, Step 1 of the current Certificated Salary Schedule for the sport.
- A.10.3 Other extra-curricular activity stipends may be granted by the Board as the need arises.

A.11 Work Week

The work week consists of five (5) days of one and one-half (1½) hours of instruction/supervision per day.

A.12 Inter-School Sports

	new	new	new
Basketball-8th	3.10	3.85	4.65
Basketball-8th Assistant	2.35	3.10	3.85
Basketball-8th B	1.50	1.50	1.50
Basketball-7th B	1.15	1.15	1.15
Soccer Head	3.10	3.85	4.65
Soccer Assistant	2.35	3.10	3.85
Sports Director	7.60	7.60	7.60
Track Head	2.30	2.65	3.05
Track Assistant	1.90	2.30	2.65
Volleyball Head	2.30	2.65	3.05
Volleyball Assistant	1.90	2.30	2.65
Wrestling Head	2.30	2.65	3.05
Wrestling Assistant	1.90	2.30	2.65

A.13 Other Activities

	Year 1&2	Year 3&4	Year 5&6
Band Director	4.65	4.65	4.65
Drama Coach	2.30	2.65	3.05
Flag Team	1.15	1.15	1.15
Newspaper	2.30	2.65	3.05
Yearbook	2.30	2.65	3.05

**APPENDIX B-1**  
**CERTIFICATED TEACHER EVALUATION FORMS**  
**WILLOWS UNIFIED SCHOOL DISTRICT**  
**Certificated Teacher Evaluation Form**

Teacher's Name:	School:	Grade:
Evaluator's Name:	Evaluation Period:	
Check One:    Temporary <input type="checkbox"/> Probationary I <input type="checkbox"/> Probationary II <input type="checkbox"/> Permanent <input type="checkbox"/>		

**1 = Unsatisfactory; 2 = Basic; 3 = Proficient; 4 = Distinguished**

<b>1. Engaging and Supporting All Students in Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.4 Using a variety of instructional strategies and resources to meet students' diverse learning needs				
1.5 Promoting critical thinking through inquiry, problem solving, and reflection				
1.6 Monitoring student learning and adjusting instruction while teaching				
<b>COMMENTS:</b>				<b>Total Score Standard 1</b>
<b>2. Creating and Maintaining Effective Environments for Student Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe				
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students				
2.5 Developing, communicating, and maintaining high standards for individual and group behavior				
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn				
2.7 Using instructional time to optimize learning				
<b>COMMENTS:</b>				<b>Total Score Standard 2</b>
<b>3. Understanding and Organizing Subject Matter for Student Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks				
3.3 Organizing curriculum to facilitate student understanding of the subject matter				
3.4 Utilizing instructional strategies that are appropriate to the subject matter				
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students				
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content				

<b>COMMENTS:</b>				<b>Total Score Standard 3</b>
<b>4. Planning Instruction and Designing Learning Experiences for All Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.2 Establishing and articulating goals for student learning				
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning				
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students				
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students				
<b>COMMENTS:</b>				<b>Total Score Standard 4</b>
<b>5. Assessing Students for Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction				
5.3 Reviewing data, both individually and with colleagues, to monitor student learning				
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction				
5.5 Involving all students in self-assessment, goal setting, and monitoring progress				
5.7 Using assessment information to share timely and comprehensible feedback with students and their families				
<b>COMMENTS:</b>				<b>Total Score Standard 5</b>
<b>6. Developing as a Professional Educator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development				
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning				
6.7 Demonstrating professional responsibility, integrity, and ethical conduct				
<b>COMMENTS:</b>				<b>Total Score Standard 6</b>
<b>CUMULATIVE SCORE FROM ALL SIX STANDARDS</b>				=

**FORMAL EVALUATION SUMMARY - CUMULATIVE SCORE FROM ALL SIX STANDARDS**

25-43	44-62	63-81	82-100
<b>Unsatisfactory</b> <input type="checkbox"/> <input type="checkbox"/>	<b>Basic</b> <input type="checkbox"/> <input type="checkbox"/>	<b>Proficient</b> <input type="checkbox"/> <input type="checkbox"/>	<b>Distinguished</b> <input type="checkbox"/> <input type="checkbox"/>
<b>Overall Score of 53 or Below Indicates Placement in the Teacher Performance Improvement Program</b>			

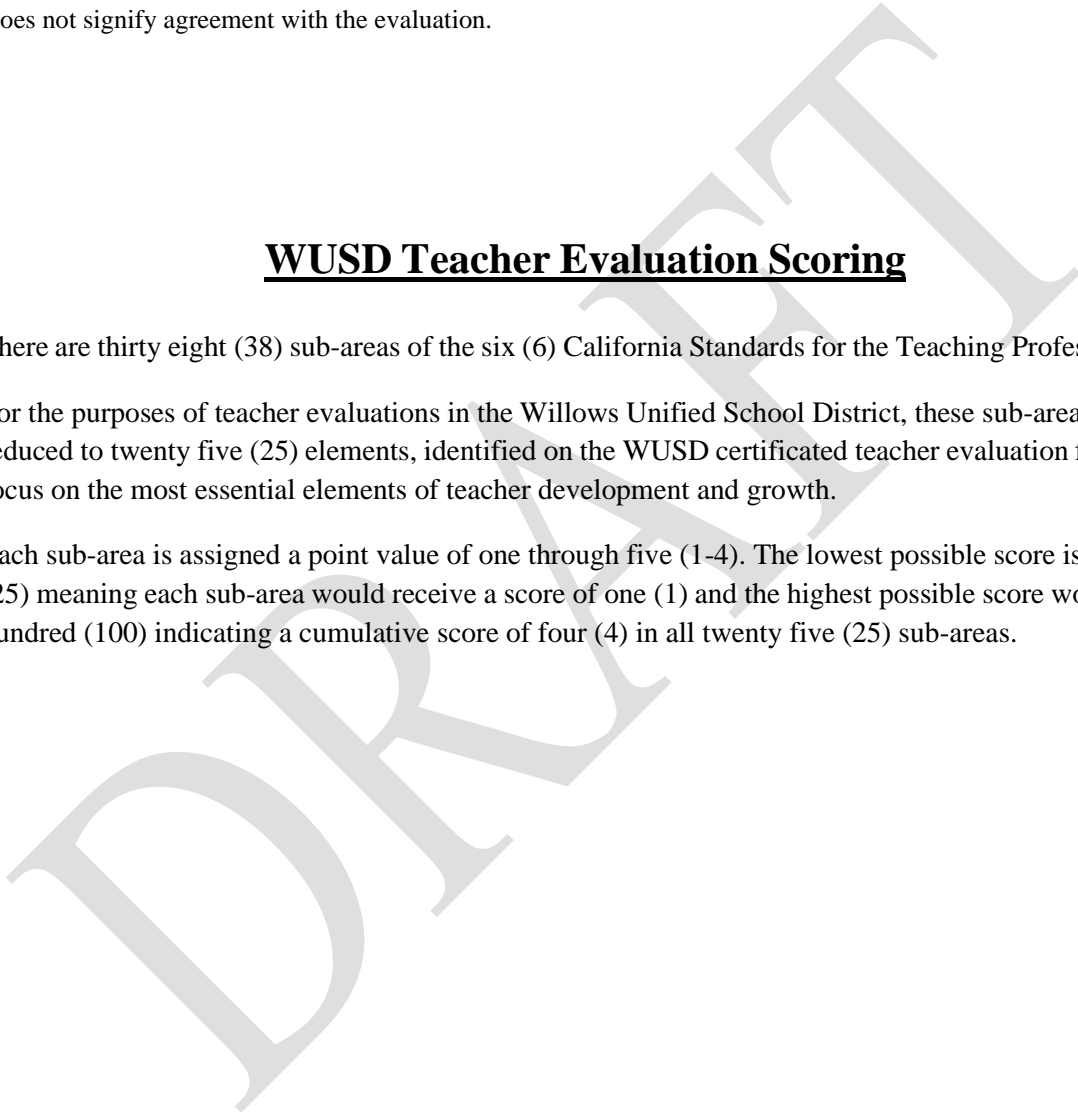
Evaluator:	Date:
Employee:	Date:

**SIGNATURES**

This report has been discussed with me. An opportunity has been extended to attach comments. My Signature does not signify agreement with the evaluation.

**WUSD Teacher Evaluation Scoring**

1. There are thirty eight (38) sub-areas of the six (6) California Standards for the Teaching Profession (CSTP).
2. For the purposes of teacher evaluations in the Willows Unified School District, these sub-areas have been reduced to twenty five (25) elements, identified on the WUSD certificated teacher evaluation form, to provide focus on the most essential elements of teacher development and growth.
3. Each sub-area is assigned a point value of one through five (1-4). The lowest possible score is twenty five (25) meaning each sub-area would receive a score of one (1) and the highest possible score would be one hundred (100) indicating a cumulative score of four (4) in all twenty five (25) sub-areas.



# Willows Unified School District Teacher Evaluation Rubric

## Standard 1: Engaging and Supporting All Students in Learning

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Uses limited instructional strategies that lack variety, are poorly implemented, or are inappropriate to students or to the instructional goals.</p> <p>Few adjustments are made to respond to the student's needs.</p>	<p>Uses a selection of instructional strategies that are largely appropriate to the instructional goals, but they may lack variety or may not be responsive to student's needs.</p>	<p>Uses a variety of instructional strategies and technologies that are appropriate to the instructional goals.</p> <p>The teacher carries these out thoughtfully, making some adjustments to respond to the student's needs.</p>	<p>Makes skillful use of a wide repertoire of instructional strategies and technologies to engage all students in learning.</p> <p>Makes adjustments to learning while teaching to respond to the student's individual needs.</p> <p>Asks in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems.</p> <p>Lessons integrate English Language Development with any content area.</p>

1.5 Promoting critical thinking through inquiry, problem solving, and reflection			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Provides no opportunities for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter and developmental discipline areas.</p>	<p>Provides limited opportunities for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter and developmental discipline areas.</p> <p>Minimal support is given to develop necessary skills.</p>	<p>Provides many opportunities and supports for students to engage in problem solving, analysis, inquiry or reflection within or across subject matter and developmental discipline areas.</p>	<p>Provides opportunities that extend student's thinking, engages and supports the students.</p> <p>The students engage in innovative problem posing, solving, analysis, inquiry or reflection.</p> <p>Students work within or across subject matter and developmental discipline areas.</p>

1.6 Monitoring student learning and adjusting instruction while teaching			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Directs student learning, but does not usually check for understanding, recognize the needs of students, nor adjust pacing.</p>	<p>Directs student learning and periodically checks for understanding, recognizes needs of students, nor adjusts pacing..</p>	<p>Directs student learning and regularly checks for understanding, addresses the needs of students, and adjusts pacing.</p>	<p>Directs student learning, and checks for understanding after each phase of the lesson.</p> <p>Individual needs of students are addressed, and pacing is adjusted or modified for individuals during the lesson.</p> <p>Pacing is based on the students' need for re-</p>

			<p>teaching, continuity, or achieved mastery of concepts.</p> <p>Effectively makes adjustments to extend learning opportunities and provide assistance to students in mastering the content.</p>
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## Standard 2: Creating and Maintaining Effective Environments for Student Learning

### 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

Unsatisfactory	Basic	Proficient	Distinguished
<p>The classroom environment is not supported in a way that will facilitate interaction between students.</p> <p>There are one or more safety hazards.</p> <p>Encouragement, support, or recognition is not given for achievements or contributions of students.</p> <p>Students do not take risks in learning.</p>	<p>The classroom environment is arranged in a way that will facilitate interaction between students.</p> <p>Little encouragement, support, or recognition is given for achievements or contributions of students.</p> <p>Students seldom take risks in learning. Physical environment is cluttered or disorganized.</p>	<p>The classroom environment is arranged in a way that will facilitate interaction between students.</p> <p>Encouragement, support, or recognition is consistently given for achievements or contributions of students.</p> <p>Students take risks in learning. Physical environment is organized and uncluttered.</p>	<p>The classroom environment is organized in a way that encourages students to work independently, collaboratively and maintain a classroom community in which they respect each other's differences.</p> <p>Students assume leadership, and are responsible for themselves and their peers.</p> <p>Students regularly extend and take risks in their learning.</p>

### 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

Unsatisfactory	Basic	Proficient	Distinguished
<p>The classroom is not productive and students' expectations for assignment quality are low.</p> <p>Students do not examine and evaluate their work quality.</p> <p>Lesson content is similar for all students.</p>	<p>The classroom is usually productive and students' expectations for assignment quality have been made clear.</p> <p>Students do not examine and evaluate their work quality.</p> <p>Lesson content is similar for all students.</p>	<p>The classroom is productive and students' expectations for assignment quality are high.</p> <p>Students examine and evaluate their work quality.</p> <p>Lesson content is similar for all students.</p>	<p>The classroom is productive and students' expectations for assignment quality are high.</p> <p>Students examine and evaluate their work quality.</p> <p>Lesson content is adjusted to ensure access to challenging and diverse academic content for all students.</p>

### 2.5 Developing, communicating, and maintaining high standards for individual and group behavior

Unsatisfactory	Basic	Proficient	Distinguished
<p>Standards for behavior have not been effectively communicated.</p> <p>Standards might be established, but not enforced consistently.</p>	<p>Standards for behavior have been established by the teacher.</p> <p>The teacher's response to student behavior is generally appropriate.</p>	<p>Standards for behavior are established, are clear to all students, and are maintained by the teacher.</p> <p>The teacher's response to student behavior is</p>	<p>The teacher and students develop standards for behavior collaboratively.</p> <p>Both students and teachers are responsible for helping each other maintain</p>

		appropriate.	standards. Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior).
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**2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Classroom procedures and routines have not been established or are not routinely enforced.</p> <p>Schedules and timelines are not posted.</p> <p>When the strategy is called for the teacher does not use it, or the teacher uses strategy incorrectly or with parts missing.</p>	<p>Procedures and routines have been established but they are not enforced in a consistent or fair manner.</p> <p>Schedules and timelines are posted.</p> <p>The teacher behaves in an objective and controlled manner.</p>	<p>Procedures and routines work smoothly and support student learning.</p> <p>Schedules and timelines are posted.</p> <p>The teacher acknowledges adherence to rules and procedures in a consistent and fair manner and monitors the extent to which new actions affect students' behavior.</p> <p>The teacher behaves in an objective and controlled manner and monitors the effect on the classroom climate.</p>	<p>Teachers and students ensure that classroom procedures and routines operate seamlessly.</p> <p>Teachers are responsive to student needs.</p> <p>Schedules and timelines are posted.</p> <p>Assumes ownership of classroom behaviors and handles routine discipline prior to involving administration.</p> <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p>

**2.7 Using instructional time to optimize learning**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Teacher's pacing reflects too much or too little time for direct instruction, learning activities, and classroom business.</p> <p>Transitions are not smooth.</p> <p>Notices when specific students or groups of students are not engaged and does not take action to re-engage students.</p>	<p>Teacher's pacing allows for presentation and completion of learning activities.</p> <p>Some transitions run smoothly.</p> <p>The teacher scans the room, making note of when students are not engaged, and takes action BUT does not monitor the extent to which students re-engage.</p>	<p>Teacher paces instruction to include ongoing review and closure of lessons to connect them to future lessons.</p> <p>Direct instruction is effectively delivered.</p> <p>Transitions are efficient.</p> <p>The teacher scans the room, making note of when students are not engaged, and takes action and monitors the extent to which students re-engage.</p> <p>Bell to bell instruction is the norm.</p>	<p>Teacher facilitates and adjusts instruction so all students are engaged in learning, reflection and self-assessment.</p> <p>Teacher supports students in self-monitoring time on tasks.</p> <p>The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.</p>



### Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Teacher presents material in a way that demonstrates limited knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks.</p> <p>Lessons are not aligned to the standards.</p> <p>Most material is not grade or subject appropriate.</p>	<p>Teacher presents material in a way that shows beginning knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks.</p> <p>Lessons show limited connection to the standards.</p> <p>Materials are mostly grade or subject appropriate.</p>	<p>Teacher presents material in a way that shows substantial knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks.</p> <p>Teachers address the students at grade level.</p> <p>Assessments reflect the standards to be mastered..</p> <p>Monitors students' progress toward mastering the standards.</p>	<p>Teacher demonstrates superior knowledge of subject matter, academic content standards, developmental continuum and curriculum frameworks.</p> <p>Teacher lessons are at grade level, innovative examples, explanations, activities, and adjustments to curriculum are used.</p> <p>The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.</p>

3.3 Organizing curriculum to facilitate student understanding of the subject matter			
Unsatisfactory	Basic	Proficient	Distinguished
<p>The curriculum is poorly organized and rarely demonstrates appropriate concepts, themes, and skills: without valuing different perspectives or supporting students' understanding of core concepts.</p>	<p>The curriculum is loosely organized and inconsistently demonstrates appropriate concepts, themes, and skills.</p> <p>Curriculum rarely touches on different perspectives or supports students' understanding of core concepts.</p>	<p>The curriculum is organized and sequenced, it demonstrates appropriate concepts, themes, and skills.</p> <p>Curriculum reveals and values different perspectives and there is a strong support for students' understanding of core concepts.</p>	<p>The curriculum is organized and sequenced. It demonstrates appropriate concepts, themes, and skills and the relationships between them.</p> <p>Curriculum reveals a broad range of perspectives and is organized to ensure support for all students' understanding of core concepts.</p> <p>The teacher is a recognized leader in vertical and horizontal articulation in the establishment of a guaranteed and viable curriculum for grades TK-12.</p>

3.4 Utilizing instructional strategies that are appropriate to the subject matter			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Instructional strategies are</p>	<p>The teacher uses few</p>	<p>The teacher consistently uses</p>	<p>The teacher uses a repertoire</p>

not matched to subject matter content or concepts, and do not encourage students to think critically or extend their knowledge.	instructional strategies to make the subject matter content accessible to students, and encourages some students to think critically or to extend their knowledge base.	appropriate instructional strategies to make the subject matter content accessible to students, and encourages some students to think critically or to extend their knowledge base.	of appropriate instructional strategies to make the subject matter content accessible to all students.  Teacher encourages students to think critically and deepen their knowledge and enthusiasm for the instructional content.
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**3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Instructional materials, resources, and available technologies are either not used or used inappropriately.	Instructional materials, resources, and available technologies are minimally used to convey key subject matter concepts.  Materials may reflect diverse perspectives.	Standards aligned instructional materials, resources, and available technologies support the curriculum and key subject matter concepts.  Materials reflect diverse perspectives.	A range of standards aligned instructional materials, and resources are used.  Technology is integrated into the curriculum to enhance subject matter and students' understanding.  Technology and materials are used by students to further extend learning.  The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.

**3.6 Addressing the needs of *English Learners* and students with special needs to provide equitable access to the content**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Teacher does not reference ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements to ensure students have equitable access to the curriculum content.	Teacher shows some references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements to ensure students have equitable access to the curriculum content.	Teacher shows references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements when planning and carrying out lessons to ensure students have equitable access to the curriculum content.	Teacher shows child specific references to ELD standards, CELDT levels, IEP's, GATE, or other special needs requirements when planning and carrying out lessons. This ensures all students have equitable access to the curriculum content.

**Standard 4: Planning Instruction and Designing Learning Experiences for ALL Students**

**4.2 Establishing and articulating goals for student learning**

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Instructional goals are inadequately communicated or do not consider students' language experience and	Some instructional goals consider students' language, experience, and school expectations.	Short-term and long-term instructional goals consider students' language, experience, and school	The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily

<p>school expectations.</p> <p>Expectations for students are low.</p> <p>Instructional goals are not closely aligned to academic content standards and developmental continuum.</p>	<p>Expectations are not high for some students.</p> <p>Instructional goals are sometimes aligned to academic content standards and developmental continuum.</p>	<p>expectations.</p> <p>Goals reflect high expectations and are appropriately challenging for students.</p> <p>Instructional goals are closely matched to academic content standards and developmental continuum.</p> <p>The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term).</p>	<p>learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.</p> <p>Short-term and long-term instructional goals are set and revised by teacher and student and integrate students' language, experience, and school expectations.</p> <p>Goals reflect high expectations and are challenging for all students.</p> <p>Instructional goals are closely matched to academic content standards and developmental continuum.</p>
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#### 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

Unsatisfactory	Basic	Proficient	Distinguished
<p>Long term and short term instructional plans are not evident.</p> <p>Lessons are poorly constructed and do not take into account students' needs.</p>	<p>Short term instructional plans are evident.</p> <p>Long term plans are not evident.</p> <p>Lessons do not take into account students' needs.</p>	<p>Short and long term instructional plans are evident.</p> <p>Plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.</p> <p>Lessons take into account the needs of students' linguistic, social, emotional, or physical needs.</p>	<p>Short and long term instructional plans are evident.</p> <p>Lessons take into account the needs of all students' linguistic, social, emotional, or physical needs are modified during lessons to accommodate lesson review or achieved mastery.</p> <p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p>

#### 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

Unsatisfactory	Basic	Proficient	Distinguished
<p>Instructional activities are inappropriate for the students, or the instructional goals rarely engage students in meaningful learning.</p> <p>Activities often lack a logical sequence.</p>	<p>Instructional activities are partially appropriate for some students, and the instructional goals engage some students in meaningful learning.</p> <p>Some activities are sequenced.</p>	<p>Instructional activities are appropriate for most students.</p> <p>The instructional goals make content and concepts relevant, and engage students in meaningful learning.</p> <p>Linguistic and instructional needs are considered and activities are logically sequenced.</p>	<p>Instructional activities are differentiated to reflect individual students' interests.</p> <p>Instructional and linguistic needs are addressed.</p> <p>Engage students in synthesizing and applying new knowledge, making connections within and across subject matter areas.</p>

#### 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Unsatisfactory	Basic	Proficient	Distinguished
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Instructional plans are rarely modified in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only some aspects of the lesson in order to improve student learning.	Instructional plans are modified as needed to enhance students' learning based on formal and informal assessment.  The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions, to ensure deeper conceptual understanding.  The teacher uses information from student progress and students' experience of learning to: Guide their next steps for instruction, and effect changes in instructional practice or professional learning beyond their own classroom or context.
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## Standard 5: Assessing Students for Learning

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher has invalid or superficial forms of assessment to evaluate students' learning.  Assessments are not aligned to district identified essential standards.	The teacher uses several sources of information to assess student learning and several assessment strategies to understand student progress.  Some assessments are aligned to identified essential standards.	The teacher designs instruction with assessments aligned to clearly stated learning targets (daily) and/or learning goals (longer term). Those assessments are adapted to meet student learning needs.	The teacher uses multiple student data elements to modify instruction and improve student learning.  Formative and summative assessments include, but are not limited to, standards aligned teacher generated assessments, district adopted formative benchmark assessments and state assessments.

5.3 Reviewing data, both individually and with colleagues, to monitor student learning			
Unsatisfactory	Basic	Proficient	Distinguished
Data is seldom reviewed by the teacher or with colleagues to help plan and guide instruction.	Data is periodically reviewed by the teacher or with colleagues to help plan and guide instruction.	Data is regularly reviewed by the teacher or with colleagues to help plan and guide instruction, and monitor teacher effectiveness.  Data is used to support some students with individual learning needs.	Data is continuously reviewed by the teacher or with colleagues to help plan and guide instruction, and monitor teacher effectiveness.  Data is used to support students with individual learning needs and monitoring of achievement of learning goals and potential.  Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and

			achievement during the year.
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5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher rarely uses assessment information to plan, guide, or adjust instruction.	The teacher uses an adequate range of assessments to plan learning activities and may support class needs and achievement.	Teachers use information from assessments to plan and modify learning activities, as well as to meet class and individual student needs and achievement.  District formative benchmark assessments are implemented with fidelity.	Teachers use information from ongoing assessments to plan and modify learning activities, and support class and individual needs and achievement.  Formative assessments are reviewed and guide re-teaching efforts as appropriate.  Uses data systematically to refine planning, differentiate instruction and make ongoing adjustments to match evolving learning needs of individuals and groups.

5.5 Involving all students in self-assessment, goal setting, and monitoring progress			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher does little to encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities.  Opportunities are infrequently provided for students to discuss work and peers.	Student reflection and self-assessment are included in most learning activities.  The teacher models assessment skills and strategies to help students understand their work.	Ongoing student reflection and self-assessment are integrated into the learning process.  Students demonstrate assessment skills and strategies and discuss work with peers.  The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.  The goal addresses an essential standard for the teacher's content and grade level.

5.7 Using assessment information to share timely and comprehensible feedback with students and their families			
Unsatisfactory	Basic	Proficient	Distinguished
Little or no feedback is given in regards to students' achievement toward the learning goals.  Students and families have minimal information or	Feedback is given in accordance with the school and district grade reporting windows.	Feedback is given in relation to each students' needs and the curriculum objectives.  Feedback meets district and state expectations.	Teacher involves students collaboratively in learning feedback and future goals.  Feedback is appropriate to students' needs and the

contact from teachers.	Feedback to students, support personnel and families is given, but may not be in a timely or specific manner.	The teacher communicates and collaborates with parents/guardians and school/community regarding courses, programs and school events relevant to the students' in a timely and professional manner.	curriculum while meeting district and state expectations.  Feedback is communicated regularly with students' families and support personnel.  The teacher is a recognized leader in helping others communicate and collaborate with parents/guardians and school/community regarding courses, programs and school events relevant to the students.
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## Standard 6: Developing as a Professional Educator

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development			
Unsatisfactory	Basic	Proficient	Distinguished
Teacher develops goals through required processes.  Attends required in-service training.	Teacher sets goals considering self- assessment and other feedback.  Expands knowledge of skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.)	Sets and modifies short- and long-term goals considering self- assessment and feedback from a variety of resources.  Actively engaged and participates in professional development discussions and activities.  The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and/or mentors other teachers in such a manner as to enhance pedagogical skill.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues.  The teacher is a recognized leader in helping others develop professional growth and development plans.

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning			
Unsatisfactory	Basic	Proficient	Distinguished
The teacher will only collaborate with selected individuals. Exhibits difficulty maintaining positive relationships with colleagues.	The teacher passively engages in a PLC and is willing to participate, but needs explicit instruction in all facets of communication. Is often not willing to seek assistance from colleagues as needed.	Engages in PLC and works with colleagues to increase student learning and personal professional growth.  Seeks assistance from colleagues as needed.  The teacher participates in district and school initiatives at a level consistent with their talents and availability.	Maintains leadership roles and engages in a PLC to support student learning.  Contributes to professional development of other colleagues.  The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives.

6.7 Demonstrating professional responsibility, integrity, and ethical conduct			
Unsatisfactory	Basic	Proficient	Distinguished

<p>The teacher demonstrates little professional responsibility, has questionable integrity with students and colleagues, or engages in unethical behavior.</p>	<p>The teacher demonstrates some professional responsibility, or has occasional instances of questionable integrity or behavior with students and colleagues.</p>	<p>The teacher demonstrates professional responsibility, has good integrity and behavior toward students, colleagues, and families.</p> <p>Teachers follow school, district, and local policies and guidelines.</p>	<p>The teacher demonstrates professional responsibility and leadership, while maintaining integrity and behavior that is a positive example to students, colleagues, and families.</p> <p>Teachers follow school, district, and local policies and guidelines.</p>
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DRAFT





<b>COMMENTS:</b>				
<b>3. PROFESSIONAL DEVELOPMENT: The school nurse acquires and maintains current knowledge and competency in school nursing practice.</b>	<b>MS</b>	<b>PE</b>	<b>NE</b>	<b>N/A</b>
a. Maintains current RN license and school nurse credential (including Continuing Education requirement), public health certificate, certification as a school audiometrist, authorized version screener and scoliosis examiner.				
b. Assumes responsibility for continuing education/professional development.				
c. Reflects knowledge of current professional practice, laws and regulations.				
d. Maintains CPR certification.				
e. Participates in professional organizations in a membership and/or leadership capacity.				
<b>COMMENTS:</b>				
<b>4. COLLEGIALITY, COLLABORATION AND COMMUNICATION: The school nurse interacts, collaborates and communicates with students, family, staff, community and other providers in delivering student care and sharing relevant resources.</b>	<b>MS</b>	<b>PE</b>	<b>NE</b>	<b>N/A</b>
a. Promotes and maintains positive, professional working relationships with all staff and colleagues to achieve health services goals.				
b. Makes referrals, including provisions for continuity of care.				
c. Communicates effectively, verbally and in writing, with students, families, school staff, community and other providers regarding student care and role of nurses in the provision of health services.				
d. Shares knowledge and skills with nursing and interdisciplinary colleagues.				
e. Serves on community committees or boards as assigned.				
<b>COMMENTS:</b>				
<b>5. PROGRAM MANAGEMENT: The school nurse manages school health services and promotes and maintains the health and well-being of students, families and school personnel by maintaining accurate and complete student health data, accessing and evaluating the health and developmental status of school children, implementing an individual plan for the care of students with health care needs.</b>	<b>MS</b>	<b>PE</b>	<b>NE</b>	<b>N/A</b>
a. Assures student compliance with state legal requirements regarding immunization by maintaining records, referrals and exclusions as necessary.				
b. State reporting done in a timely manner.				
c. Conducts state mandated screenings in district schools including: Vision; Hearing; Color Vision; and Scoliosis.				
d. Maintains (student's) compliance with CHDP physical mandates.				

e.	Collects data and reviews and maintains pertinent individual student medical records and health information on the California Health Cumulative Record and pupil emergency record, emergency card, CSIR-California State Immunization Records, and reports of physical examinations.				
f.	Identifies student health and development needs through health assessments, procedures, programs and parental input for the purpose of developing the student's Health Plan.				
g.	Assists in identification of students with disabilities, interprets health factors pertinent to the student's disability and develops, implements and evaluates the health component of the IEP/504/SST when necessary.				
h.	Refers students with suspected health problems to the appropriate source of health care and follows up as appropriate.				
i.	Consults with District administration to establish, and review health procedures for a comprehensive program.				
j.	Assists in the selection, training, supervision and evaluation of paraprofessionals.				
k.	Provides updated health information for individual education plan (IEP) triennials and as requested or necessary for annual, transition and 30 day IEP's, in a timely manner.				
l.	Serves as an active participant at the IEP team meetings when requested to attend.				
m.	Recommends necessary health-related modifications or accommodations for students with health issues to the supervising program administrator/coordinator and the classroom teacher.				
n.	Serves as a school liaison to community and medical community.				
o.	Provides direct and indirect supervision or direction of health aides and paraprofessionals in meeting the health needs of students.				
<b>COMMENTS:</b>					
<b>6.</b>	<b>HEALTH EDUCATION: The school nurse assists students, family, the school staff and community to achieve optimal levels of wellness through appropriately designed and delivered health education.</b>				
a.	Provides health counseling and/or education to students, parents and teachers as needed.				
b.	Provides consultation to teachers and assists in planning, implementing and evaluating health education.				
c.	Provides instruction for procedures, supervision and management of students' specialized health care procedures and medication administration.				
d.	Provides professional development and consultation to staff on health-related issues (blood borne pathogens, universal precautions, communicable disease, CPR, latex allergy, medication training, confidentiality, food allergies, public health issues, and other health education programs and instruction).				

<b>COMMENTS:</b>	
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**Evaluator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Employee's Signature**

\_\_\_\_\_  
**Date**

Narrative comments and specific examples:

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**EVALUATION OF NURSING PERFORMANCE  
SUMMARY EVALUATION**

Nurse's Name \_\_\_\_\_

Date \_\_\_\_\_

**INSTRUCTIONS**

1. Commendations and recommendations must include those relative to the standards.
2. Comments that indicate a need for improvement should be specific in nature and recommend methods of improvement.

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**OVERALL EVALUATION OF SCHOOL NURSE:**

- Meets Standards
- Progress Evident
- Progress Not Evident

**SIGNATURES:**

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

*This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation. A signature of this evaluation does not necessarily signify agreement with the evaluation.*

Nurse \_\_\_\_\_

Date \_\_\_\_\_



<b>3. STANDARD THREE: Provides Responsive Services through the Effective Use of Individual and Small Group Counseling, Consultation and Referral Skills.</b>	<b>MS</b>	<b>PE</b>	<b>NE</b>	<b>N/A</b>
a. Properly registers and places new and continuing students.				
b. Develops and implements individual and group counseling services to meet student needs.				
c. Develops rapport and demonstrates a professional, collaborative, and team-oriented approach. Communicates in an appropriate and effective manner.				
d. Consults effectively with parents or guardians, teachers, and administrators.				
e. Demonstrates knowledge of referral resources. Assesses student needs. Consults and collaborates as needed with school personnel and outside agencies.				
f. Demonstrates knowledge of crisis response services and the role of the school counselor as part of the crisis response team.				
g. Participates in conflict resolution conferences.				
h. Consults effectively with parents and guardians, teachers, administrators, and other individuals.				
<b>COMMENTS:</b>				
<b>4. STANDARD FOUR: Provides System Support through Effective School Counseling Program Management and Support for Other Educational Members</b>	<b>MS</b>	<b>PE</b>	<b>NE</b>	<b>N/A</b>
a. Participates in system support activities for counseling and other educational programs.				
b. Provides a comprehensive and balanced school counseling program in collaboration with school staff.				
<b>COMMENTS:</b>				
<b>5. STANDARD FIVE: May Implement a School Guidance Curriculum.</b>	<b>MS</b>	<b>PE</b>	<b>NE</b>	<b>N/A</b>
a. When appropriate, delivers school guidance lessons independently and effectively.				
b. Uses a variety of effective instructional strategies in delivering the school guidance curriculum.				
c. Communicates effectively to deliver the school guidance curriculum.				
<b>COMMENTS:</b>				
<b>6. STANDARD SIX: The Professional School Counselor Monitors the Academic Progress of Students on a Regular Basis as They Progress in School</b>				
a. The professional school counselor should be responsible for monitoring every student's academic progress.				



**EVALUATION OF COUNSELOR PERFORMANCE  
SUMMARY EVALUATION**

Counselor's Name \_\_\_\_\_

Date \_\_\_\_\_

**INSTRUCTIONS**

1. Commendations and recommendations must include those relative to the standards.
2. Comments that indicate a need for improvement should be specific in nature and recommend methods of improvement.

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**OVERALL EVALUATION OF SCHOOL COUNSELOR:**

- Meets Standards
- Progress Evident
- Progress Not Evident

**SIGNATURES:**

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

*This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation. A signature of this evaluation does not necessarily signify agreement with the evaluation.*

Counselor \_\_\_\_\_

Date \_\_\_\_\_



**WILLOWS UNIFIED SCHOOL DISTRICT  
CERTIFICATED TEACHERS SALARY SCHEDULE  
2023-24 (Revised August 2024)**

# days	183				
	CLASS II	CLASS III	CLASS IV	CLASS V	
	BA < 30	BA + 30	BA + 45	BA + 60 OR	
STEP ↓	semester hours	semester hours	OR MASTERS semester hours	MASTERS +15 semester hours	STEP ↓
1	70,851	72,272	73,717	75,191	1
2	71,561	73,356	75,191	77,072	2
3	72,275	74,457	76,695	78,999	3
4	72,275	75,573	78,229	80,973	4
5	72,275	76,707	79,794	82,996	5
6	72,275	77,857	81,389	85,072	6
7	72,275	79,025	83,018	87,199	7
8	72,275	80,210	84,678	89,379	8
9	72,275	81,414	86,371	91,614	9
10	72,275	82,635	88,099	93,903	10
11	72,275	82,635	89,861	96,251	11
12	72,275	82,635	91,658	98,657	12
13	72,275	82,635	93,491	101,124	13
14	72,275	82,635	95,361	103,652	14
15	72,275	82,635	97,268	106,243	15
16	72,275	82,635	97,268	108,900	16
17	72,275	82,635	97,268	111,623	17
18	72,275	82,635	97,268	114,412	18
19	72,275	82,635	97,268	117,272	19
20	72,275	82,635	97,268	120,204	20

Required Extra Credential = \$ 700 additional / year	(See A.8.8 of WUTA Contract)
Masters Degree = \$ 1,500 additional / year	
Doctorate Degree = \$1,500 additional / year	

Eligibility for step movement is set forth in Appendix A at A.8: eligibility for columnar movement is set forth in Appendix A at A.1, A.2, and A.4

Interns and non-credentialed teachers will be placed at 80% of Col II Step 1 until completion of their credential.

Note:	Description of Change to Schedule	Board Approved
4	2017-18: Salary Schedule, Board Approved: 6-21-2018	6/21/2018
5	2021-22: Incr of 7.146% and 2 additional work days to each cell	8/5/2021
6	2023-24: Incr of 7.5% to all cells of schedule, increase Masters' stipend from \$1,000 per year to \$1,500 per year and increase Doctorate Stipend from an additional \$1,000 per year to an additional \$1,500 per year. All increases are retroactive to 7/1/2023.	Pending

**WILLOWS UNIFIED SCHOOL DISTRICT  
CERTIFICATED TEACHERS SALARY SCHEDULE  
2024-25 (Revised August 2024)**

# days	183				
	CLASS II	CLASS III	CLASS IV	CLASS V	
	BA < 30	BA + 30	BA + 45	BA + 60 OR	
STEP ↓	semester hours	semester hours	OR MASTERS semester hours	MASTERS +15 semester hours	STEP ↓
1	72,268	73,717	75,191	76,695	1
2	72,992	74,823	76,695	78,613	2
3	73,721	75,946	78,229	80,579	3
4	73,721	77,084	79,794	82,592	4
5	73,721	78,241	81,390	84,656	5
6	73,721	79,414	83,017	86,773	6
7	73,721	80,606	84,678	88,943	7
8	73,721	81,814	86,372	91,167	8
9	73,721	83,042	88,098	93,446	9
10	73,721	84,288	89,861	95,781	10
11	73,721	84,288	91,658	98,176	11
12	73,721	84,288	93,491	100,630	12
13	73,721	84,288	95,361	103,146	13
14	73,721	84,288	97,268	105,725	14
15	73,721	84,288	99,213	108,368	15
16	73,721	84,288	99,213	111,078	16
17	73,721	84,288	99,213	113,855	17
18	73,721	84,288	99,213	116,700	18
19	73,721	84,288	99,213	119,617	19
20	73,721	84,288	99,213	122,608	20

Required Extra Credential = \$ 700 additional / year	(See A.8.8 of WUTA Contract)
Masters Degree = \$ 1,500 additional / year	
Doctorate Degree = \$1,500 additional / year	

Eligibility for step movement is set forth in Appendix A at A.8: eligibility for columnar movement is set forth in Appendix A at A.1, A.2, and A.4

Interns and non-credentialed teachers will be placed at 80% of Col II Step 1 until completion of their credential.

Note:	Description of Change to Schedule	Board Approved
4	2017-18: Salary Schedule, Board Approved: 6-21-2018	6/21/2018
5	2021-22: Incr of 7.146% and 2 additional work days to each cell	8/5/2021
6	2023-24: Incr of 7.5% to all cells of schedule, increase Masters' stipend from \$1,000 per year to \$1,500 per year and increase Doctorate Stipend from an additional \$1,000 per year to an additional \$1,500 per year. All increases are retroactive to 7/1/2023.	Pending
7	2024-25: Incr of 2% to each cell effective 7/1/2024	Pending

**WILLOWS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COUNSELOR SALARY SCHEDULE**

**2023-24 (Revised August 2024)**

<b>DAYS / YR:</b>	<b>201</b>			
<b>STEP ↓</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>STEP ↓</b>
	BA + 30	BA + 45	BA + 60 OR	
	semester hours	OR MASTERS	MASTERS +15	
		semester hours	semester hours	
1	81,762	83,396	85,065	1
2	82,989	85,065	87,192	2
3	84,234	86,766	89,371	3
4	85,496	88,502	91,606	4
5	86,779	90,272	93,895	5
6	88,081	92,077	96,243	6
7	89,402	93,918	98,648	7
8	90,743	95,796	101,116	8
9	92,105	97,712	103,643	9
10	93,486	99,669	106,235	10
11	93,486	101,661	108,890	11
12	93,486	103,693	111,612	12
13	93,486	105,768	114,404	13
14	93,486	107,883	117,262	14
15	93,486	110,040	120,194	15
16	93,486	110,040	123,200	16
17	93,486	110,040	126,279	17
18	93,486	110,040	129,435	18
19	93,486	110,040	132,671	19
20	93,486	110,040	135,989	20

Masters Degree = \$ 1,500 additional

Doctorate Degree = \$1,500 additional

Eligibility for step movement is set forth in Appendix A at A.8: eligibility for columnar movement is set forth in Appendix A at A.1, A.2, and A.4.

<b>Note:</b>	<b>Description of Change to Schedule</b>	<b>Board Approved</b>
1	2020-21: High School Counselor Salary Schedule Implemented 7/1/2020	1/7/2021
2	2021-22: Incr of 7.146% and 2 additional work days to each cell	8/5/2021
3	2023-24: Incr of 7.5% to all cells of schedule, Increase Masters' Stipend from \$1,000 per year to \$1,500 per year and increase Doctorate Stipend from an additional \$1,000 per year to an additional \$1,500 per year. All increases are retroactive to 7/1/2023.	Pending

**WILLOWS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COUNSELOR SALARY SCHEDULE  
2024-25 (Revised August 2024)**

<b>DAYS / YR:</b>	<b>201</b>			
<b>STEP ↓</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>STEP ↓</b>
	<b>BA + 30</b>	<b>BA + 45</b>	<b>BA + 60 OR</b>	
	<b>semester hours</b>	<b>OR MASTERS</b>	<b>MASTERS +15</b>	
		<b>semester hours</b>	<b>semester hours</b>	
1	83,397	85,064	86,766	1
2	84,649	86,766	88,936	2
3	85,919	88,501	91,158	3
4	87,206	90,272	93,438	4
5	88,515	92,077	95,773	5
6	89,843	93,919	98,168	6
7	91,190	95,796	100,621	7
8	92,558	97,712	103,138	8
9	93,947	99,666	105,716	9
10	95,356	101,662	108,360	10
11	95,356	103,694	111,068	11
12	95,356	105,767	113,844	12
13	95,356	107,883	116,692	13
14	95,356	110,041	119,607	14
15	95,356	112,241	122,598	15
16	95,356	112,241	125,664	16
17	95,356	112,241	128,805	17
18	95,356	112,241	132,024	18
19	95,356	112,241	135,324	19
20	95,356	112,241	138,709	20

Masters Degree = \$ 1,500 additional

Doctorate Degree = \$1,500 additional

Eligibility for step movement is set forth in Appendix A at A.8: eligibility for columnar movement is set forth in Appendix A at A.1, A.2, and A.4.

<b>Note:</b>	<b>Description of Change to Schedule</b>	<b>Board Approved</b>
1	2020-21: High School Counselor Salary Schedule Implemented 7/1/2020	1/7/2021
2	2021-22: Incr of 7.146% and 2 additional work days to each cell	8/5/2021
3	2023-24: Incr of 7.5% to all cells of schedule, Increase Masters' Stipend from \$1,000 per year to \$1,500 per year and increase Doctorate Stipend from an additional \$1,000 per year to an additional \$1,500 per year. All increases are retroactive to 7/1/2023.	Pending
4	2024-25: Incr of 2% to each cell effective 7/1/2024	Pending

**WILLOWS UNIFIED SCHOOL DISTRICT  
DISTRICT NURSE SALARY SCHEDULE**

**2023-24 (Revised August 2024)**

<b>DAYS / YR:</b>	<b>183</b>				
<b>STEP ↓</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>	<b>STEP ↓</b>
	BA < 30	BA + 30	BA + 45	BA + 60 OR	
	semester hours	semester hours	OR MASTERS	MASTERS +15	
			semester hours	semester hours	
1	72,976	74,441	75,928	77,447	1
2	73,707	75,557	77,447	79,383	2
3	74,444	76,691	78,996	81,368	3
4	74,444	77,840	80,577	83,403	4
5	74,444	79,007	82,188	85,487	5
6	74,444	80,192	83,831	87,625	6
7	74,444	81,396	85,508	89,814	7
8	74,444	82,617	87,218	92,061	8
9	74,444	83,856	88,962	94,362	9
10	74,444	85,114	90,743	96,720	10
11	74,444	85,114	92,558	99,139	11
12	74,444	85,114	94,408	101,618	12
13	74,444	85,114	96,295	104,158	13
14	74,444	85,114	98,223	106,761	14
15	74,444	85,114	100,186	109,430	15
16	74,444	85,114	100,186	112,167	16
17	74,444	85,114	100,186	114,971	17
18	74,444	85,114	100,186	117,845	18
19	74,444	85,114	100,186	120,790	19
20	74,444	85,114	100,186	123,810	20

Masters Degree = \$ 1,500 additional

Doctorate Degree = \$1,500 additional

Eligibility for step movement is set forth in Appendix A at A.8: eligibility for columnar movement is set forth in Appendix A at A.1, A.2, and A.4.

<b>Note:</b>	<b>Description of Change to Schedule</b>	<b>Board Approved</b>
1	2020-21: District Nurse Salary Schedule Implemented 7/1/2020	1/7/2021
2	2021-22: Incr of 7.146% and 2 additional work days to each cell	8/5/2021
3	2023-24: Incr of 7.5% to all cells of schedule, Increase Masters' Stipend from \$1,000 per year to \$1,500 per year and increase Doctorate Stipend from an additional \$1,000 per year to an additional \$1,500 per year. All increases are retroactive to 7/1/2023.	Pending

**WILLOWS UNIFIED SCHOOL DISTRICT  
DISTRICT NURSE SALARY SCHEDULE**

**2024-25 (Revised August 2024)**

<b>DAYS / YR:</b>	<b>183</b>				
<b>STEP ↓</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASS IV</b>	<b>STEP ↓</b>
	BA < 30	BA + 30	BA + 45	BA + 60 OR	
	semester hours	semester hours	OR MASTERS	MASTERS +15	
			semester hours	semester hours	
1	74,436	75,930	77,447	78,996	1
2	75,181	77,068	78,996	80,971	2
3	75,933	78,225	80,576	82,995	3
4	75,933	79,397	82,189	85,071	4
5	75,933	80,587	83,832	87,197	5
6	75,933	81,796	85,508	89,378	6
7	75,933	83,024	87,218	91,610	7
8	75,933	84,269	88,962	93,902	8
9	75,933	85,533	90,741	96,249	9
10	75,933	86,816	92,558	98,654	10
11	75,933	86,816	94,409	101,122	11
12	75,933	86,816	96,296	103,650	12
13	75,933	86,816	98,221	106,241	13
14	75,933	86,816	100,187	108,896	14
15	75,933	86,816	102,190	111,619	15
16	75,933	86,816	102,190	114,410	16
17	75,933	86,816	102,190	117,270	17
18	75,933	86,816	102,190	120,202	18
19	75,933	86,816	102,190	123,206	19
20	75,933	86,816	102,190	126,286	20

Masters Degree = \$ 1,500 additional

Doctorate Degree = \$1,500 additional

Eligibility for step movement is set forth in Appendix A at A.8: eligibility for columnar movement is set forth in Appendix A at A.1, A.2, and A.4.

<b>Note:</b>	<b>Description of Change to Schedule</b>	<b>Board Approved</b>
1	2020-21: District Nurse Salary Schedule Implemented 7/1/2020	1/7/2021
2	2021-22: Incr of 7.146% and 2 additional work days to each cell	8/5/2021
3	2023-24: Incr of 7.5% to all cells of schedule, Increase Masters' Stipend from \$1,000 per year to \$1,500 per year and increase Doctorate Stipend from an additional \$1,000 per year to an additional \$1,500 per year. All increases are retroactive to 7/1/2023.	Pending
4	2024-25: Incr of 2% to each cell effective 7/1/2024	Pending

**WILLOWS UNIFIED SCHOOL DISTRICT  
ELEMENTARY & INTERMEDIATE SCHOOL COUNSELOR SALARY SCHEDULE  
2024-25 - Implemented August 2024 effective 7/1/2024**

# days	193				
	CLASS II	CLASS III	CLASS IV	CLASS V	
	BA < 30	BA + 30	BA + 45	BA + 60 OR	
STEP ↓	semester hours	semester hours	OR MASTERS	MASTERS +15	STEP ↓
			semester hours	semester hours	
1	76,217	77,745	79,300	80,886	1
2	76,981	78,912	80,886	82,909	2
3	77,749	80,096	82,504	84,982	3
4	77,749	81,296	84,154	87,105	4
5	77,749	82,516	85,838	89,282	5
6	77,749	83,754	87,553	91,515	6
7	77,749	85,011	89,305	93,803	7
8	77,749	86,285	91,092	96,149	8
9	77,749	87,580	92,912	98,552	9
10	77,749	88,894	94,771	101,015	10
11	77,749	88,894	96,667	103,541	11
12	77,749	88,894	98,600	106,129	12
13	77,749	88,894	100,572	108,782	13
14	77,749	88,894	102,583	111,502	14
15	77,749	88,894	104,634	114,290	15
16	77,749	88,894	104,634	117,148	16
17	77,749	88,894	104,634	120,077	17
18	77,749	88,894	104,634	123,077	18
19	77,749	88,894	104,634	126,153	19
20	77,749	88,894	104,634	129,308	20

Required Extra Credential = \$ 700 additional / year	(See A.8.8 of WUTA Contract)
Masters Degree = \$ 1,500 additional / year	
Doctorate Degree = \$1,500 additional / year	

Eligibility for step movement is set forth in Appendix A at A.8: eligibility for columnar movement is set forth in Appendix A at A.1, A.2, and A.4

Interns and non-credentialed teachers will be placed at 80% of Col II Step 1 until completion of their credential.

Note:	Description of Change to Schedule	Board Approved
1	2024-25: New Elementary & Intermediate School Counselor salary schedule implemented with 193 work days using Schedule C-1 as the basis; increase Masters' stipend from \$1,000 per year to \$1,500 per year and increase Doctorate Stipend from an additional \$1,000 per year to an additional \$1,500 per year.	Pending

**APPENDIX D**  
**WILLOWS UNIFIED SCHOOL DISTRICT**  
**Education Code Citations**

**49079.**

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

*(Amended by Stats. 2000, Ch. 345, Sec. 2. Effective January 1, 2001.)*

**48910.**

(a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

*(Amended by Stats. 2004, Ch. 895, Sec. 10. Effective January 1, 2005.)*