Contract

Between

San Francisco Unified School District

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

And

UNITED EDUCATORS OF SAN FRANCISCO
AFT/CFT #61, AFL-CIO, NEA/CTA

United Educators of San Francisco

Covering Certificated Personnel

July 1, 2025 - June 30, 2027

Preamble

The San Francisco Board of Education and the United Educators of San Francisco recognize their mutual responsibility to work toward the achievement of quality education for all students in the San Francisco Unified School District.

The United Educators of San Francisco and the San Francisco Board of Education have jointly entered into this contract under the Educational Employment Relations Act. This contract enumerates the rights, benefits and working conditions for all teacher bargaining unit members of the San Francisco Unified School District and provides an orderly method for the resolution of problems.

Under this contract, the parties shall continue to pursue their individual interests in a spirit of mutual respect while working cooperatively toward their common goal of quality education for all San Francisco public school students.

UESF/SFUSD Vision Statement

Quality of teaching is the most influential factor in student learning. Nothing matters more to raising student achievement than the knowledge and effectiveness of teachers and those who support them. The District and UESF are committed to building a lasting labor-management relationship at the central administration and all work sites. This relationship must be based on respect, collaboration and open communication. We must focus on attracting and retaining the highest quality certificated staff and paraprofessionals/paraeducators to achieve sustainable improvement in student learning while constructing a District culture that supports the needs of the classroom, honors our rich diversity, and adapts to leadership transitions.

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1. Recognition

1.1 In accordance with and pursuant to the Rules and Regulations of the Public Employment Relations Board of the State of California, the San Francisco Unified School District recognizes the United Educators of San Francisco, AFT Local 61, AFL-CIO, NEA/CTA, as the exclusive representative as defined in Government Code, Sections 3540 through 3549.3, also known as the Educational Employment Relations Act.

1.2 Hereafter, the San Francisco Unified School District will be referred to as the "District" or as the "Employer."

1.3 Hereafter, the United Educators of San Francisco will be referred to as the "Union."

2. Bargaining Unit Defined

2.1 In accordance with the Public Employment Relations Board's Certification of Representation, the Bargaining Unit consists of all certificated employees of the San Francisco Unified School District excluding: management employees; confidential employees; supervisory employees; and non-permanent hourly employees working fewer than twenty (20) hours per week, except for day-to-day substitute teachers and part-time temporary Special Assignment Teachers, defined as those hourly non-permanent Hospital/Agency teachers scheduled for twenty (20) hours per week throughout the school year, identified by PERB #SF-UM-334 (R184A) dated April 30, 1984.

2.2 Proposed revisions in the negotiating unit shall be discussed between the Union and the District. Any changes shall be made in accordance with the Public Employment Relations Board's regulations for unit modification or clarification.

3. Definitions

3.1 Wherever the term "school" is used, it is to include any work location, center, unit, or any facility where members of the bargaining unit are located.

3.2 Wherever the term "principal," "site administrator" or "school management" is used, it is to include the appropriate chief administrator of a work location.

3.3 Wherever the term "teacher" is used, it is to include all members of the bargaining unit except where specifically noted.

3.4 Wherever the singular is used, it is to include the plural.

3.5 Wherever the term “Union,” “Union representative,” or “representative of the Union” is used, it is to mean a person, or persons, who have been officially designated as such by the Union.

3.6 Unless otherwise noted, the terms “Employer,” “Board,” and “Board of Education” are synonymous.

3.7 Unless otherwise noted, the terms “District,” and “San Francisco Unified School District,” and “Superintendent” are synonymous.

3.8 Whenever the term “permanent teacher” is used, it is to include both tenured TK-12 teachers and Early Education Department permit teachers who have passed probation.

3.9 Whenever the term “tenure-track teacher” is used, it is to include tenured TK-12 teachers, Early Education Department permit teachers who have passed probation, and probationary teachers.

3.10 Whenever the term “regularly assigned teacher” is used, it is to include those permanent, probationary, temporary, emergency, categorical, pre-intern and intern teachers who have been assigned to a site by the Human Resources Department.

3.11 Whenever the terms “pay check,” “pay warrant,” “monthly warrant,” “paycard,” or words to similar effect are used, it is to mean payment of earnings or salary payments. An electronic notification of monthly compensation, deductions, accruals, taxes, etc. will be made available after 2:00 p.m., the day before the scheduled pay date.

3.12 Substitute teacher classifications

3.12.1 Day-to-Day is to mean those teachers working on a day-to-day basis.

3.12.2 Ten-Day Substitute is to mean those teachers who serve ten (10) or more consecutive days in the same class for the same absent teacher.

3.12.3 Forty-Day Substitute, as defined in Section 26.7, is to mean those teachers serving more than forty (40) consecutive days in the same position with no more than two (2) authorized absences. Teachers in this classification shall be paid according to Article 11, Salaries, Increments and Classifications, and Appendix B and provided benefits per Article 12, Fringe Benefits.

3.12.4 QTEA substitute teachers shall receive health benefits providing they meet the qualifications specified in Section 26.12.

3.12.5 Core Substitute teachers, selected per the criteria specified in Section 26.7.1, shall be provided regular assignments and paid according to Article 11, Salaries, Increments and Classifications, and Appendix B, according to credential status, and be provided fringe benefits per Article 12, Fringe Benefits.

3.12.6 Dedicated Core Substitute teachers shall be selected, assigned and paid per the criteria specified in Section 26.7.3.

3.13 "Extended hours" means all approved work time beyond seven (7) hours in a day or thirty-five (35) hours in one week. The decision to accept administrative assignments of extended hours shall be at the sole discretion of the teacher.

4. District and Union Responsibilities

4.1 The Board of Education hereby retains all rights, authorities and duties conferred upon and vested in it by the laws and constitutions of the United States and the state of California. Such rights, authorities, and duties include the right to determine and administer policy and are limited only by the terms of this contract.

4.2 The Union and the District agree that:

Differences between the parties shall be settled by peaceful means as provided in this contract. For the duration of this contract, the Union, in consideration of the terms and conditions provided herein, will not engage in, instigate or condone any strike or work stoppage of members of the bargaining unit. For the duration of this contract, the District, in consideration of the terms and conditions provided herein, will not authorize or permit any lockout of members of the bargaining unit covered by this contract.

4.3 The Union and District agree to exchange relevant information related to members of the bargaining unit.

4.4 The parties to the Agreement shall not interpret or apply this Agreement, any of its terms, or the work rules, which implement this Agreement in a manner that is arbitrary, capricious, or discriminatory.

4.5 The parties shall administer this Agreement, all its terms, and the work rules which implement this Agreement with uniform application and effect. The parties shall treat all bargaining unit members equitably in the interpretation of this Agreement, its terms, and the work rules which implement this Agreement.

4.6 Protection of Bargaining Unit Work

4.6.1 Definition of Artificial Intelligence Systems. For purposes of this Agreement, “Artificial Intelligence Systems” or “AI Systems” shall mean any computer system, software, algorithm, or automated process that performs tasks that typically require human intelligence, including but not limited to pattern recognition, decision-making, language processing or recording, visual perception, speech recognition, or data analysis.

4.6.2 Preservation of Bargaining Unit Work

4.6.2.1 The Employer shall not implement or utilize AI Systems to eliminate, reduce, or replace work traditionally performed by bargaining unit members without prior written agreement of the Union.

4.6.3 Training and Transition

4.6.3.1 If the parties agree to implement AI Systems, affected bargaining unit members shall:

a) Receive comprehensive paid training on the operation and oversight of such systems

4.6.3.2 Any productivity gains resulting from AI implementation shall not be used as a basis for staffing reductions or increased workload expectations, consistent with section 4.6.2.1 above.

4.6.4 Data Protection and Monitoring

4.6.4.1 AI Systems shall not be used to:

a) Monitor, evaluate, or discipline bargaining unit members

b) Collect data on individual employee performance

c) Make automated decisions regarding employment status, assignments, or working conditions

5. Union Rights

5.1 The Union shall have the right to post notices of activities and matters of Union concern on Union bulletin board space. Such bulletin board space shall be of adequate size and shall be provided in each school building or center in areas frequented by teachers. The Union may use the District mail service and teacher mailboxes for communications to teachers, subject to reasonable regulations.

5.2 Authorized Union representatives shall have the right to visit the schools. Representatives shall make their presence known to the appropriate authority in the school. Conferences and/or meetings shall be scheduled so as not to interfere with or disrupt normal school functions.

5.3 The District shall make the agenda and minutes of each meeting, including public and non-confidential support material, of the Board of Education available to the Union at approximately the same time that they are made available to the members of the Board of Education.

5.3.1 Through its representative, the Union shall have the right to speak to any item on the Board meeting agenda, and at any meeting of Board committees and/or District task forces.

5.3.2 The Union shall be guaranteed the right to speak on off agenda items at all meetings of the Board of Education if it (the Union) so desires.

5.4 All proposed District policies that affect bargaining unit members shall be submitted to the Union prior to the proposed policy's first reading by the Board of Education.

5.4.1 The Union may request the Living Contract Committee to consider the proposed policy. The Living Contract Committee shall be provided with an opportunity to make comments to the Superintendent and/or the Board regarding the proposed policy.

5.4.2 The Union may submit written responses, including suggestions for modification of the proposed policy, which shall be forwarded to the Board for their consideration prior to the second reading.

5.5 The District shall make every effort to have every administrative office send all notices affecting teachers' working conditions to the Union.

5.6 The District shall honor reasonable written requests from the Union for information, statistics, records, etc. necessary for the Union to fulfill its role as the exclusive representative of teachers.

5.7 Non-discrimination — Neither the District nor the Union shall discriminate against any officer or unit member of the District in violation of the law, on the basis of race, color, creed, age, sex, gender, gender identity, gender expression, national origin, religion, political affiliation, domicile, marital status, sexual orientation, handicapping condition, disability, medical condition, physical appearance, or membership or participation in the activities of a recognized classified employee organization. The District and the Union agree that all staff have a right to a positive climate and culture at the work site in regards to name changes and transition status.

5.7.1 Transgender Rights and Name Changes

5.7.1.1 Unit members shall have the right to change their names to reflect their true selves except where legally mandated, including, but not limited to changing names with payroll, benefits, the department of technology; supporting school and worksite climate. Transgender and otherwise non-binary unit members should be protected from harassment in their workplace.

5.8 The District agrees that the Union shall have the exclusive right to payroll deduction of dues. An appropriate electronic list showing the teachers' names and the amount of dues deduction shall be sent to the Union. The District agrees to make efforts to expedite this procedure.

5.9 The Union and its members shall have the right to make use of school buildings and facilities pursuant to the provisions of the Civic Center Act.

5.10 Names, addresses, and telephone numbers of all bargaining unit members shall be provided to the Union on or about September 21st or the beginning of the second pay period of each school year. Individual teacher requests for confidentiality regarding addresses and telephone numbers shall be honored. Use of such information shall be for Union business only.

5.11 Upon appropriate written authorization from the teacher, the District shall deduct from the salary of any teacher, and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other plans or programs jointly approved by the Union and the District.

5.12 Representatives designated by the Union shall be included on any Superintendent created task force, committee, or group, that deals with curriculum, instruction, recruitment of new teachers particularly with respect to shortage areas and affirmative action concerns, school facilities, student discipline, industrial health and safety, or any other matters that may affect members of the bargaining unit.

5.13 Six (6) Union member teachers shall be granted leaves of absence to conduct Union business. Up to two (2) additional Union teachers shall be granted leaves subject to the District's securing qualified and competent replacements. Such leaves shall normally begin at the beginning of a semester only. The Union shall notify the Chief Administrative Officer normally no later than June 30th and November 30th respectively for leaves beginning at the start of the first or second semester. The Union shall reimburse the District no later than the end of the academic year the cost of such released time. The cost of said released time shall be computed on the basis of the average entry-level teacher step and column placement, plus benefits and fixed costs. Members granted such leave shall be credited with teaching service time for salary increment and benefit purposes. A tenure-track teacher returning from a leave of one year or less shall return to the school to which the teacher was assigned, or would have been assigned had the teacher not been on leave. In the case of a teacher who is away there must be a good faith effort by the principal at consultation prior to any personnel decision affecting the teacher's position to which they would normally return.

5.13.1 The District shall grant short-term leaves for Union business other than bargaining for a composite total (not to exceed the days allowed in Section 5.13) per year, providing a written request is submitted by the Union at least five (5) days in advance and also providing substitutes are available. The Union shall reimburse the District for its cost of providing a substitute when this short-term provision is granted.

5.14 Union representatives from the Early Education Department shall be provided released time to attend Union meetings, if substitutes are available. The Union shall reimburse the District for its cost of providing a substitute.

5.15 With respect to District operated programs conducted outside the school day, including but not limited to driver's training and athletic programs conducted outside the teacher's workday, the District shall not utilize non-bargaining unit teachers provided there are qualified, available, and willing bargaining unit teachers to perform said functions. Artist-in-residence and other consultants shall not replace members of the bargaining unit.

5.16 Teachers may, for the duration of this contract become a member of United Educators of San Francisco (UESF).

5.16.1 UESF agrees to furnish to the Chief Administrative Officer or his/her designee a "Certification Form" to the District certifying the amount of UESF dues applied to unit members. Such certification shall be furnished annually and upon any change in such amounts applied.

5.16.2 With respect to all sums deducted by the District pursuant to this article, whether for membership dues, the District agrees to promptly remit monthly such monies to the Union accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Union, and to indicate any changes in personnel from the list previously furnished.

5.16.3 The Union agrees to furnish in a timely manner any information needed by the District to fulfill the provisions of Section 5.16.

5.16.4 UESF agrees it shall indemnify and hold the District harmless from any costs of defense or liability arising from any and all claims, demands, lawsuits, or any other actions arising from any implementation or compliance with Section 5.16, or, District reliance on any list, notice, document, certification, or authorization furnished under this article by UESF. The Union shall have the exclusive right to decide and determine whether any such action referred to above shall or shall not be compromised, resisted, defended, tried or appealed.

5.16.5 Any unit member who is paying dues and who wishes to stop making those payments shall do so by giving written notice to the Union, which shall promptly inform the District of such request so that it may be processed in a timely manner.

5.17 The District shall notify the Union in writing ten (10) days before the initial group on-boarding of certificated employees held before the start of the instructional calendar. For new hire on-boarding that will occur throughout the school year, the District and Union will establish a calendar for Union orientations. These Union orientations will occur every thirty (30) days at a place and time to be determined by both parties. The District shall include a membership authorization form, approved by UESF, in all new hire packets.

5.17.1 Union representatives shall be permitted to make a presentation at such orientations of up to thirty (30) minutes, and present written materials to any employee participating in such orientation, without the presence of management. A reasonable number of representatives shall have the right to receive reasonable periods of release time without loss of compensation for this purpose.

6. Professional Rights

6.1 With respect to professional employment, the religious, political, and private life of any member of the bargaining unit shall not be grounds for disciplinary action except as it may directly prevent them from effectively performing properly assigned functions during the work day.

6.2 Academic Freedom – The District and the Union agree that academic freedom is essential to the fulfillment of the purposes of the San Francisco Unified School District, and they acknowledge that fundamental need to protect teachers from unreasonable censorship or restraint which might interfere with their obligation to pursue truth in the performance of their jobs with the District.

6.2.1 A teacher's academic freedom is their right and responsibility to study, investigate, present, interpret, and discuss all the relevant facts and ideas in the field of their professional competence. This freedom implies no limitation other than those imposed by generally accepted standards of scholarship. As a professional, the teacher strives to maintain a spirit of free inquiry, open-mindedness, and impartiality in the classroom. As a member of an academic community, however, the teacher is free to present in the field of his or her professional competence their opinions or convictions and with them the premises from which they are derived.

6.2.2 Within the bounds of Board policies and administrative regulations, as well as adopted state and district curriculums, teachers shall have the opportunity to utilize best practices in employing their teaching methodologies that address students' different learning styles. Teachers shall also have the discretion to use supplemental materials and develop supplementary lessons aligned with California content standards and district adopted core curriculum.

6.3 Listening, recording, television, or other monitoring devices shall not be used in any part of the building to violate teachers' rights.

6.4 A member of the bargaining unit who is an officer of a state, regional, or national educational organization, or who has been regularly elected by his local organization to represent the organization at a state, regional, or national convention, or who is on a program of such a convention or conference, may be excused without loss of salary to attend such convention.

6.5 The District endeavors to make sufficient clerical support, telephones, equipment and materials available at each site to conduct the instructional program. Sites will be surveyed periodically to determine where there is a need for additional services, furniture, or equipment. In the interim there shall be reasonable access to equipment consistent with equipment capacity and site resources. Plans will be developed to meet these needs to the degree possible within the available resources. To the degree possible within the available resources, the District will make sufficient materials and supplies available at each site to conduct the instructional program.

6.6 Teachers regularly assigned to a site shall participate in the process of interviewing, selecting, training, and scheduling classroom support personnel, whenever possible.

6.7 The District endeavors to provide appropriate work space and adequate telephone access at each site to teachers who are assigned to and travel to more than one school. Sites will be surveyed periodically to determine where there is a need for additional services, furniture, or equipment. Plans will be developed to meet these needs to the degree possible within the available resources.

6.8 **Emergency coverage plans**

6.8.1 Certificated unit members, through the Union Building Committee, shall work collaboratively with site administration to develop a mutually acceptable site plan which adequately handles situations where emergency class coverage is a need. For the purposes of this section only, an emergency shall be defined as an absence of a general or special education teacher for which no substitute teacher is present. Equitable rotation of responsibility~~,~~ and substitute compensation paid to the individual or school shall be among the items considered by the UBC. Past practices that do not conflict with this Agreement shall prevail until a mutually acceptable site plan is developed.

6.8.1.1 Unit members at middle and high schools shall not be required to provide emergency class coverage except by mutual agreement between the unit member and their immediate supervisor.

6.8.1.2 Unit members, who provide emergency coverage for an absent teacher's class shall be compensated at the emergency class coverage rate the part of the day served as the substitute.

6.8.1.3 For emergency coverage site plans that require students to be moved to another class for the duration of the day (PK-Elementary) or for the duration of the period/block (Middle School-High School) as the result of an absence with no substitute, unit members who have students assigned to their class as a result of an absence, including unit members who provide time as defined in Section 7.2.8.1.5 of this Agreement, shall be compensated at the emergency class coverage rate for the part of the day that the students are assigned.

6.8.1.4 Whenever possible, the District shall notify unit members of emergency coverage assignments during the workday before the emergency coverage is needed.

6.8.1.5 Eligible teachers on special assignment (TSAs) providing emergency coverage shall be assigned according to the site plan and paid at the rate stipulated in

schedule B.11.

6.8.1.6 Unit members that work according to legally mandated timelines and/or service requirements (i.e. IEP assessments, health services, legally mandated special education services) shall not be required to provide emergency coverage except by mutual agreement between the unit member and their immediate supervisor.

6.9 **Suspected child abuse reporting requirements**

6.9.1 Within the first six (6) weeks of the school year, or within the first six (6) weeks of initial hire, all bargaining unit members shall complete training on their mandated reporter duties. All bargaining unit members shall have access to a District computer at the work site for the purpose of completing the training. Trainings shall be scheduled within the regular work day in consultation with the Union Building Committee for the work site.

6.9.2 When a bargaining unit member notifies their immediate supervisor of an actual or potential case of child abuse, the supervisor shall provide assistance to that bargaining unit member in their fulfillment of legal responsibilities. Nothing in this section relieves a bargaining unit member of their individual duty to make a report to the appropriate child protective service agency if they have a reasonable suspicion of child abuse or neglect.

6.9.3 The District shall, to the maximum extent permitted by law, respect and maintain the confidentiality of all information on child abuse which a teacher reports to the appropriate child protective service agency.

6.9.4 The District shall provide legal defense assistance to a bargaining unit member who is sued as a result of their reporting of a child abuse instance.

7. Days and Hours of Employment for TK-12 Teachers

7.1 **Work year for teachers regularly assigned for the full year:**

7.1.1 The length of the work year for all teachers shall be as follows: 184 days of service, except that department heads and deans/head counselors shall have 189 days of service, which includes the three (3) District professional development days.

7.1.2 A teacher required to do work beyond his/her service calendar shall be paid at their per diem rate of pay.

7.2 **Work day for teachers regularly assigned for the full year:**

7.2.1 The length of the teacher work day, including preparation time and time regularly required before and after school, exclusive of the duty-free lunch period, shall be based on a work week of seven (7) hours per day or thirty-five hours per five (5) day week. Teachers may work an approved schedule which includes time expended outside the assigned site. Such time approved away from the site shall be considered time worked for purposes of this article.

7.2.1.1 **The teacher instructional day within the work day shall be:**

7.2.1.1.1 five (5) periods daily for the High Schools and Middle Schools except for those schools operating with block schedules where teachers will have the equivalent of five (5) daily periods scheduled within the workweek;

7.2.1.1.2 three hundred minutes (300) for grades 4 and 5

7.2.1.1.3 two hundred eighty (280) minutes for grades TK through 3

7.2.1.1.4 TK/Kindergarten teachers will be provided the same supervision relief as accorded other elementary school teachers.

7.2.1.2 All teachers regularly assigned to a school shall be at their respective classrooms or other places of service at least fifteen (15) minutes but not more than thirty (30) minutes before the regular opening of school as communicated by the administrator. The UBC, following consultation with the faculty, may designate additional before or after school time within the workweek described above.

7.2.1.2.1 At sites where common planning time is built into the schedule, the minimum report time referred to in Section 7.2.1.2 shall be five (5) to ten (10) minutes. Common planning time (including teacher librarians, support staff, paraeducators, and itinerant teachers to the extent that such personnel are not scheduled to provide other services at that time), shall be used for the following types of activities: team planning, student study teams, parent conferences, curriculum development, faculty meetings, special education/general education team planning, and other professional activities, such as instructional coaching and additional site-based professional development.

7.2.2 Teachers shall be provided a duty-free lunch period, equivalent in length to the lunch period of the teachers' students, exclusive of passing periods, or thirty (30) consecutive minutes, whichever is longer.

7.2.3 Every good faith effort will be made to schedule all IEP and IFSP conferences during the seven-hour workday.

7.2.4.1 Site administrators, central administrators, and itinerant teachers, in consultation with the UBC, are responsible for establishing the schedules for itinerant teachers, including adequate transition time between classes. Consideration shall be given to the developmental needs of each grade level taught.

7.2.5 **Teacher Librarians** – Site administrators, central administrators, and teacher librarians, in consultation with the UBC, are responsible for establishing the schedules for teacher librarians, including adequate transition time between classes, with transition times no less than ten (10) minutes between classes. Consideration shall be given to the developmental needs of each grade level taught when scheduling the length of library classes.

7.2.5.1 Teacher Librarians assigned to elementary schools shall be assigned no more than six (6) classes per day, or five (5) on early release days.

7.2.5.2 Every effort shall be made at the site to schedule adjacent sections of the same grade level or grade levels in close developmental proximity if transportation of materials is required.

7.2.6 **Site-based Meetings**

7.2.6.1 Site-based meetings shall not exceed eight (8) hours per month for all TK-12 teachers, inclusive of faculty meetings but including at least two (2) hours per month for grade level planning time. These eight (8) hours shall be considered part of the work week described above.

7.2.6.1.1 For all TK-5 teachers, site-based meeting shall include at least two (2) hours per month for grade level/content planning time. Teachers shall provide input and suggestions into the agenda for one (1) such hour of grade-level/content planning time based on the site's academic goals.

7.2.6.2 Site-based Time: Site-based meeting time is essential to educator effectiveness and student success. Site-based within the work day may include:

7.2.6.2.1 Improving curriculum, instruction, and assessment in all classrooms (e.g., Instructional Leadership Teams, Grade Level Teams, and Department Teams).

7.2.6.2.2 Supporting unit members through opportunities for their professional growth (e.g., site-based and other non-District-wide professional development).

7.2.6.2.3 Planning with non-classroom teachers, as well as support staff, paraeducators, teacher librarians, and itinerant teachers assigned to the site.

7.2.6.2.4 Planning time for special education teachers, related service providers and general education teachers who have students in common, or who teach the same student(s).

7.2.6.3 Site administration shall have the right to convene meetings necessitated by health and safety emergencies at reasonable times and will notify staff as soon as possible.

7.2.6.4 Case Managers of IEPs, student study, and 504 teams shall be provided with a sufficient amount of time within the workday to complete the paperwork necessary for the assignment. Case Managers of IEPs, student study and 504 teams may, with pre-approval from site administration ~~b~~e exempted from site-based meetings to accommodate the completion of necessary paperwork and preparation

7.2.7 The site administrator of each school may require teachers to perform related duties on a reasonable and equitably distributed basis among teachers, such time the to be considered part of the work week described above. Such duties may include after school parent or student events, athletic events, and activities.

7.2.8 **Preparation time within the workday for classroom teachers**

7.2.8.1 Whenever the term “preparation time” or “preparation period” is used, it is to mean the time within the workday of teachers set aside for planning, grading papers, contacting parents and other instructional tasks to be determined by the teacher.

7.2.8.1.1 **Secondary** – Within the workday, high school and middle school teachers shall have a duty-free preparation period equal in length to a teaching period, plus an additional 30 minutes of duty free preparation time each week or the equivalent time over a given month. High school and middle school teachers with block scheduled periods shall have a duty-free preparation period during one (1) period per week in which they are not assigned to teach. In addition to the above duty free preparation time, the site UBC and administrators will collaborate to decide the use of unassigned periods which are not prescribed duty-free preparation periods. This time shall be scheduled in collaboration between site administration and the site UBC at the beginning of each school year. The specific schedule for the work day shall be set by the site administrator and the UBC.

7.2.8.1.1.1 Within 45 days of this agreement, the District shall provide the union with every school site’s schedule for the preparation time as stipulated above.

7.2.8.1.2 Middle Schools and High Schools shall be encouraged to provide consultation periods for Special Education teachers, equal in length to a teaching period, to be

derived from increased site allocations and increased Central Office support for sites to attend to duties including but not limited to the following:

7.2.8.1.2.1 Student Instructional Needs (e.g., secure materials, communicate with parents/guardians, tutor and advise students).

7.2.8.1.2.2 File Maintenance (e.g., IEP, SEIS, meet and discuss IEP goals/objectives with general education teachers).

7.2.8.1.2.3 Scheduling and facilitating IEP meetings and ensuring paperwork is complete.

7.2.8.1.2.4 Assessment (e.g., prepare assessment plans, inform team members of due dates, ensure compliance with legal deadlines).

7.2.8.1.2.5 Support paraprofessionals/paraeducators (e.g., organize schedules, provide training, and provide appropriate access to the current IEPs and goals).

7.2.8.1.3 **TK/Elementary** – Within the work day, TK-5 teachers shall have one hundred ninety (190) minutes of duty free preparation time during the work week, in blocks no smaller than twenty (20) minutes. The specific schedule for the TK-5 preparation time shall be determined by the site administrator and the UBC.

7.2.8.1.3.1 Within 45 days of this agreement, the District shall provide the union with every school site's schedule for the preparation time as stipulated above.

7.2.8.1.4 Teachers Who Co-Teach – Using resources made available by the Weighted Student Formula or non-general fund sources, high and middle school sites are encouraged to provide teachers in co-teaching assignments, including special education/general education co-teaching assignments, with concurrent preparation time to the extent feasible. Every good faith effort shall be made for co-teaching assignments, including special education/general education co-teaching assignments, to be by mutual agreement of the teachers and administrator(s) involved.

7.2.8.1.5 **Relief Time** - Using resources made available by the Weighted Student Formula or non-general fund sources, sites are encouraged to provide additional preparation time in the form of relief time for teachers within the instructional day. Relief time, as distinguished from preparation time, is the time provided elementary school teachers during the instructional day when teachers, exclusive of pull-out music teachers, who may be subject specialists, teach art, music, library, technology, or physical education, for example, assume responsibility for student instruction.

7.2.8.1.5.1 To support student learning at the beginning of each instructional cycle, elementary classroom teachers whose students are receiving instruction from teacher librarians or subject specialist teachers shall provide necessary support as determined by the site administrator, the Union Building Committee, the classroom teacher, and the teacher librarian or subject specialist(s). No later than the fourth instructional session of each instructional cycle, classroom teachers shall be provided with relief time, pursuant to section 7.2.8.1.5.

7.2.8.2 **Preparation time within the workday for non-classroom teachers**

Within the work day, high school and middle school teachers, not meeting regularly scheduled classes for five (5) periods a day, shall have preparation time during the school day. Within the work day, elementary school teachers not meeting regularly scheduled classes during the instructional day shall have preparation time during the school day. Central and site administrators are responsible for establishing procedures and constructing schedules for non-classroom regularly scheduled teachers in a manner which shall reflect the need for preparation appropriate to the tasks of each position.

7.2.8.2.1 Within the work day, unit members in Support Services as defined in section 15.10.1 of this Agreement assigned to a school site(s) shall have the same amount of preparation time as classroom teachers at their site. Within the work day, unit members in Support Services as defined in section 15.10.1 of this Agreement assigned to a central position shall have a block of forty-five (45) minutes of preparation time each day. Unit members in Support Services shall not be required to schedule services during their preparation time. Unit members will submit proposed schedules at the beginning of each semester to their administrator for approval.

7.2.9 Time for common planning time, site-based meetings, after schooling parent events, student events, and all other meetings shall be considered part of the workweek described above. This time shall be scheduled with the concurrence of the UBC, except in case of emergency. Site administrations and UBC's are encouraged to complete the year's schedule within the first two weeks of the school year.

7.2.10 Every good faith effort shall be made to assign no more than three (3) subject matter preparations per day to teachers regularly assigned to middle and high schools. Multiple preparations required in core programs in middle schools should be taken into consideration.

7.2.11 The District shall provide two (2) additional conference/preparation periods to each comprehensive high school for Advanced Placement (AP) classes, plus an

additional conference period based on a fixed $600 per exam taken at each school the prior year. This funding shall be used to provide one (1) additional conference/preparation period for each teacher of AP classes with classes of twenty-five (25) students or more. Teachers of AP classes with fewer than twenty-five (25) students shall receive an annual stipend of $3000. Teachers of AP classes may make recommendations to the principal for allocating AP additional conference/preparation periods.

8. Parent-Teacher Conferences

8.1 **Elementary**

8.1.1 There shall be five (5) mandated minimum days during the fall semester and five (5) mandated minimum days during the spring semester. The regular instructional day shall be shortened by sixty (60) minutes for each of the ten (10) days designated for parent conferences, and state mandated requirements defining a minimum day shall be met.

8.1.2 These minimum days require extended instructional minutes on other days throughout the school year to meet the state mandated annual instructional minutes to receive state apportionment money.

8.1.3 Situations differ from site to site in terms of staff preference and program requirements. Decisions on how to make up the minutes for minimum days are best determined on a site-by-site basis and shall become a part of the shared decision-making process involving the site administration and UBC. Each plan must be approved by the District for conformance with minimum instructional requirements and compatibility with bus schedules. A copy of the plan, including UBC sign-off, shall be sent to the union.

9. Class Size

9.1 The Union and District recognize both the desirability and the importance of classes being maintained at sizes which aid effective teaching.

9.1.1 The Union and District agree to work together to create a process which, in consideration of limited monetary resources, produces the lowest class size possible.

9.1.2 The District and the Union agree that the process of reducing class size requires accurate, verifiable, and timely reports of current and projected enrollment and attendance, coordination and cooperation between District Office and school sites

in assigning students, and participation of the UBC with the principal in the shared decisions determining utilization of allocated staff.

9.2 The Union and the District agree on the following definition of terms and processes in order to describe the process of determining class size:

9.2.1 Class Size is the number of students enrolled in and attending a given class.

9.2.2 Class Size Goals for a given class are those listed in Section 9.5.

9.2.3 **Staffing allocation ratio**

9.2.3.1 The Staffing Allocation Ratio is that of teachers to students for a given grade or level. This ratio is used by the District to determine the number of classroom teachers assigned to a given site based upon enrollment.

9.2.3.2 When determining staffing ratios, the following will not be included:

9.2.3.2.1 special education

9.2.3.2.2 nurses

9.2.3.2.3 special counseling personnel

9.2.3.2.4 district, state, or federal compensatory education personnel

9.2.3.2.5 library / media personnel

9.2.3.2.6 administrators

9.2.3.2.7 other special personnel

9.2.3.3 The total number of basic staff in Section 9.2.3.1, above, shall be assigned to regular teaching duties.

9.2.3.4 Any new programs added to a site shall include appropriate staff allocation.

9.2.4 **Elementary student assignment**

9.2.4.1 The Student Assignment Number represents the number of students assigned to a given class and should be equal to the integer portion of the student number in the **Staffing Allocation Ratio**.

9.2.4.2 If the assignment of a student after the tenth (10th) day of school causes this number to be exceeded, the UBC shall be provided documentation describing the efforts made to place the student in a less crowded class.

9.2.4.2.1 If the assignment is the result of an assignment by the Student Assignment Officer, or the District, the documentation of efforts to place the student at a school which is less crowded will be provided by the Educational Placement Office.

9.2.4.2.2 If the assignment is the result of a student assigned within the school, the documentation shall be provided by the principal.

9.2.5 The Union and the District agree to develop a process for verifying and documenting actual enrollment figures to be used in calculating class sizes as listed in this article. Furthermore, it is agreed that these numbers be a unique set which is to be used by the Union and District at all levels of the District.

9.3 The Union and District agree to work cooperatively to reduce class size and determine the focus of such class-size reductions.

9.3.1 **Transitional Kindergarten (TK) through Grade 3**

9.3.1.1 Class size for grades TK through 3 will be determined by current or future state laws and regulations.

Grade Level	Students per teacher
TK, Grade 1, 2, & 3	*22.0
* This class size may be adjusted pursuant to section 9.3.1.1 and 9.31.4	

9.3.1.2 Due to exceptional circumstances an individual TK-3 class may, on occasion, be required to go one (1) over the limit specified in section 9.3.1.1. Prior to making the one-over student placement assignment, the District shall consult with the Union and explain all efforts that have been made to keep within the limit and why it was not possible to do so.

9.3.1.2.1 The teacher assigned the additional students shall receive $1,000 ($500 per semester) for the following activities:

- Classroom materials and supplies
- Professional development including registration and related costs (e.g. substitutes, travel, etc.)
- Other approved uses

9.3.1.2.2 The principal at the site shall review and approve the expenditures proposed by the teacher.

9.3.1.2.3 Each teacher shall also receive two (2) days per semester of relief time as defined in contract section 7.2.6.1.5 for duty-free preparation. The designated schedule for such relief time shall be by mutual agreement with the principal.

9.3.1.3 The one-over placement shall be for that school year only unless in the subsequent year there is not sufficient attrition within the class or school to return to the class size limit specified in section 9.3.1.1.

9.3.1.3.1 If the one-over student placement remains for the succeeding school year the next grade level teacher to receive the one-over student placement shall receive the same support as specified in section 9.3.1.2.1.

9.3.1.4 The District will have a goal to maintain a ratio of 1:11 in all TK classes. The parties shall meet and negotiate if a lower ratio is provided for in state funding allocations.

9.3.1.5 If the District determines to adjust TK-3 class sizes pursuant to section 9.3.1.1 due to a reduction or elimination of TK-3 grade level funding by a change in state law or regulations, the District and the Union shall meet and confer to determine appropriate K-3 class-size limits.

9.3.2 Combination Classes

9.3.2.1 As a pilot for the 2024-25 school, Grade 4-5 combination classes shall have a class size limit of twenty-eight (28) students. The teacher assigned the additional students shall receive $1,000 ($500 per semester) for the following activities:

- Classroom materials and supplies
- Professional development including registration and related costs (e.g. substitutes, travel, etc.)

9.3.3 **Notification**

9.3.3.1 After the initial enrollment verification, the principal shall meet with the UBC periodically to make every reasonable effort to balance class sizes. If the situation cannot satisfactorily be resolved at the site, the District and the Union shall be alerted for possible resolution.

9.3.3.2 **Special Education**

9.3.3.2.1 The Union Special Education Committee and the Assistant Superintendent of Special Education or designee shall meet monthly throughout the school year to review the class size and caseload numbers, workload and utilization of the assigned staff to service students in the least restrictive environment, and to develop measures to bring caseloads within the goals set forth in Sections 9.5.7

through 9.5.12 of this Agreement. By the final meeting of each school year, the parties will agree on a schedule of meetings for the subsequent school year.

9.3.3.2.2 During the school year the District will report to the Union the size of each class and caseload of special education educators. The District will provide four reports, the first issued by September 15th, and the following reports calendared at the first Joint committee meeting.

9.3.3.2.2.1 When a class is below or more than one above the given range, the Assistant Superintendent of Special Education or designee will make every effort to make adjustments to the situation. The District will include this information in its regular class size reports to the Union.

9.4 **Balanced Classes**

9.4.1 Classes shall be balanced within ten (10) to fifteen (15) working days of the first day of instruction. The Assistant Superintendent, in consultation with the site and program administrators, will give due consideration to the possibility of capping school and class enrollments; the UBC shall have input on such a decision.

9.4.2 After the initial enrollment verification, the principal shall meet with the UBC periodically to make every reasonable effort to balance class size. If the situation cannot satisfactorily be resolved at the site, the District and the Union shall be alerted for possible resolution.

9.4.3 If during the term of this agreement additional money becomes available for class size reduction or additional support staff, the parties agree to identify hiring priorities to be funded therefrom.

9.4.4 The Union and the District will pursue possibilities for the reallocation of existing money, resources, and personnel to assist class size reductions.

9.4.5 Other possibilities will be explored including State and Federal allocation, newly enacted or one time monies.

9.4.6 If, during the term of the current Contract, the State provides the District with additional funding that is specifically designed to reduce the pupil/teacher ratio (class size), the District and the Union shall reopen negotiations within thirty (30) to sixty (60) days of enactment on said subject.

9.4.7 Middle School and High School Co-Taught Classes

9.4.7.1 The District will make a best faith effort to limit middle school and high school co-taught classes to have a class size goal equal to ninety percent (90%) of the class size goal provided in Section 9.5 of this Agreement.

9.5.7 Special Education Class Size Ranges – A Special Day Class exists when there are students who receive special education instruction greater than 50% of their school day.

9.5.7.1 Mild Moderate……...…..…….. 8-12*
9.5.7.2 Extensive Support Needs …..…….……... 6-10*
9.5.7.3 Visually Impaired (VI)…….. 6-10
9.5.7.4 Deaf & Hard of Hearing……...……. 6-12
9.5.7.5 Pre-K ……8-12 per session or 16 per day**
9.5.7.6 Resource Specialists ……..…….Limit of 26***
9.5.7.6.1 Blended Mild/Moderate RSP/SDC Teacher Caseload Goals (Middle/High School)

See table

The following table shall be used as a guide to calculate equitable workloads through addressing the number of student IEPs that a unit member manages (their caseload). Caseload goals will be based on grade level, student pathways and other relevant factors including Specialized Academic Instruction (SAI).		
# of students in M/M SDC 50%+ of day	# of students in GenEd 51%+ of day	Starting Caseload Maximum Students Allowed
0	26	26
1	24	25
2	22	24
3	19	22
4	17	21
5	15	20
6	12	18
7	10	17
8	8	16
9	6	15
10	4	14
11	2	13
12	0	12

9.5.8 Related Service Provider
9.5.8.1 Adaptive PE (Direct Service & Consultation Service)…….. 45-55
9.5.8.2 Deaf & Hard of Hearing..…… 20-30
9.5.8.3 Orientation and Mobility Instruction…..……...…… 10-15
9.5.8.4 Speech Language Pathologist..…….…….…… 55
9.5.8.4.1 Speech Language Pathologist (Extensive Support Needs/Extensive Support Needs Autism Focus & Mild-Moderate Autism Focus/Deaf & Hard of Hearing/ACCESS, and Special Day Class)..…..……...…… 45
9.5.8.5 Pre-K Speech Language Pathologist…… 40

9.5.8.5.1	Early Intervention (IFSP) Speech Language Pathologist……	30
9.5.8.5.2	Mixed Caseload (SLP) with equivalence ratio applied……..	55
9.5.8.5.2.1	Definition of Mixed Caseload Speech Language Pathologist A "mixed caseload" is when an SLP is assigned students from at least 2 different cases from the categories listed in articles 9.5.8.4 through 9.5.8.5.1	
9.5.8.5.2.2	When a speech language pathologist is assigned to a mixed caseload, the District shall prorate the caseload by multiplying the amount of applicable students by the equivalent of 1.222 for students in Special Day Class, 1.375 for students in PreK and TK programs, and 1.833 for students with an IFSP. After applying the prorated number and adding it to the number of any other students on the caseload, a full SLP caseload shall not exceed the limits of 55.	
9.5.8.6	Visually Impaired..……...……	10-30
9.5.9	Court Schools class size…….…..	10
9.5.10	Community Day Schools class size..……...…….	22
9.5.11	Psychologists shall serve a total school population at a ratio of 1:800 students within SFUSD in TK through age 22. This ratio does not include students in private school, preschool, and ERMHS (Educationally Related Mental Health Services).	
9.5.12	Counselors……	1:450

9.6 The Union and District agree to make an effort to reduce class size and ensure that overage in caseloads are addressed in an effective and timely manner. The process of reducing class size and the reporting procedures established herein will be evaluated periodically, and, by mutual agreement, this article may be modified during the term of this contract.

9.6.1 The District shall make every effort to complete caseload adjustments, including utilizing existing processes, case management responsibilities, student needs, and equitable distribution of students, and workload across the site's special education department no later than the twentieth (20th) student contact day after the beginning of each semester.

9.6.2 Caseload Overages

Within fifteen (15) workdays of the applicable caseload goal in Section 9.5.7 through 9.5.12 above being exceeded, a consultation between the District, the affected unit member, and the Union shall occur. The consultation shall take into consideration program need, site capacity, service minutes, workload, and other applicable factors. Within fifteen (15) workdays of the consultation, one of the following may be implemented:

9.6.2.1 Overload Pay: The unit member shall receive a stipend of One thousand dollars ($1,000) per semester for each student over the caseload goal provided that the unit members caseload is not more than two (2) students over the goal; or

9.6.2.2 Additional Staff: Additional appropriate staff (e.g. Speech Language Pathologist, RSP teachers, SDC teachers, Psychologists) will be assigned to the site to bring the unit member's caseload within goal.

9.6.2.3 Caseload reassignment of students will be made in the best interest of the student and unit members.

*Note: In the instance of heterogeneous classes, class size ranges shall be determined on the basis of the most severe disability.

**Note: Two separate sessions are held within the seven-hour workday with no more than twelve (12) students per session for a total of sixteen (16) students per day.

***Note: Part-time teachers' caseloads shall be pro-rated.

9.7 Speech Language Pathologist

9.7.1 Speech Language Pathologists- Evaluation Overage. When a supervisor and unit member determine that the workload for meeting mandated IEP assessment timelines requires extra support, the following will occur:

9.7.1.1 A consultation between the District, the impacted staff member and the Union shall occur within 5 workdays using Appendix I of the evaluation overage to determine that the workload requires extra support.

9.7.1.2 The following supportive remedies shall be considered, including:

A. Adding certificated staff (i.e. additional SLPs) based on consultation between the District, the impacted unit member and the Union within 5 days of the overload occurring;

B. Compensating the unit member whose workload requires extra support and/or the unit member(s) who assist the District in conducting IEP assessments for students off their rosters and beyond their work day.

The Overload Pay –Rate will be at the unit member's salary/hourly rate in the allotted assessment hours as mutually agreed upon between the District and Union. District and Union will take into consideration certain factors (including but not limited to, bilingual, augmentative and alternative communication (AAC), PreK, transitional kindergarten, initial, triennial, and records review) when allocating assessment hours.

C. Caseload reassignment of students will be made in the best interest of the student and unit members.

D. Within 10 working days of the consultation, one of the above options may be implemented. Unit members shall have priority in overload evaluations.

9.8 Psychologists

9.8.1. Psychologists - Evaluation Overage. When a supervisor and unit member determine that the workload for meeting mandated IEP assessment timelines requires extra support, the following will occur:

9.8.1.1 A consultation between the District, the impacted staff member and the Union shall occur within 5 workdays of the evaluation overage to determine that the workload requires extra support.

9.8.1.2 The following supportive remedies shall be considered, including:

A. Adding certificated staff (i.e. additional psychologists) based on consultation between the District, the impacted unit member and the Union within 5 days of the overload occurring;

B. Compensating the unit member whose workload requires extra support and/or the unit member(s) who assist the District in conducting IEP assessments for students off their rosters and beyond their work day.

The Overload Pay –Rate will be at the unit member's salary/hourly rate in the allotted assessment hours as mutually agreed upon between the District and Union. District and Union will take into consideration certain factors (including but not limited to, bilingual, augmentative and alternative communication (AAC), PreK, transitional kindergarten, initial, triennial, and records review) when allocating assessment hours.

D. Within 10 working days of the consultation, one of the above options may be implemented. Unit members shall have priority in overload evaluations.

10. Leaves

10.1 **Unpaid leaves for tenure-track teachers**

10.1.1 **Long-term personal or professional leave**

10.1.1.1 A leave of absence for one (1) semester or one (1) year may be taken at the request of the teacher, provided said request is received by Human Resources not later than March 15th, preceding the subsequent school year, subject to arrangements for repayment of any funds owed to the District in accordance with

Section 10.1.9 of this article and Section 11.10.7. If an unpaid leave expires during the school year, the teacher may extend it to the end of that semester.

10.1.1.1.1 Leave requests submitted after March 15th of a given year will not be honored except in documented cases of family or medical emergency, or in the case of military transfer leave or any other extraordinary circumstances that the member could not have known prior to March 15th.

10.1.1.2 Except as otherwise provided, a teacher returning to duty from long term leave of absence shall normally be assigned to a position similar to the one previously held.

10.1.1.3 A long-term personal or professional leave may be extended for a second or subsequent years by mutual agreement between the teacher and the District.

10.1.1.4 See Section 11.10.2 for salary payment schedule upon return from leave.

10.1.2 **Long-term public service leave** — A teacher elected to a public office shall be granted a leave of absence from his/her duties as a teacher in the District.

10.1.2.1 During the term of such leave of absence, the teacher may be employed by the District to perform part-time service with salary pro-rated.

10.1.2.2 Within six (6) months after the term of office expires, a teacher elected to a public office pursuant to Ed. Code 44801 shall be entitled to return to the position held by them at the time of their election at the salary to which they would have been entitled had they not absented themselves from the service of the District under this section.

10.1.3 **Long-term military leave** — Teachers shall receive leaves of absence when inducted or called to extended active duty in any branch of the armed forces of the United States or the State of California. Teachers shall have all rights granted under the U.S. Military and Veterans Code relating to military leaves.

10.1.4 **Short-term personal business leave** — A teacher shall receive, upon application, unpaid leave of up to twenty (20) school days per year.

10.1.5 **Substitute work during leave** — A teacher while on a leave of absence without salary may serve as a day-to-day substitute unless on leave for illness.

10.1.6 **Assignment upon return from leave**

10.1.6.1 Except as otherwise provided, a teacher returning to duty from long term leave of absence shall normally be assigned to a position similar to the one previously held. If a teacher notifies the Human Resources Department, Leaves and

Separation Unit, of their intent to return from long term leave before February 1st (Group A), they shall be placed in a position similar to the one held before going on leave, if available (See Section 15.2.3). Any teacher returning from long term leave who notifies the District of their intent to return after February 1st (Group B) shall be subject to placement pursuant to Section 15.2.3. Group A RFL's will be guaranteed placement. Group B RFL's may be assigned or may be continued on unpaid leave status at the discretion of the District. A Group B RFL, who is placed on continued leave because they did not notify the District by February 1st, must notify the Human Resources Department, Leaves and Separation Unit, before February 1st of their intent to return in the subsequent year or be subject to termination.

10.1.6.2 Early Education Department teachers shall have the same rights as described in Section 10.1.7.1 above to return to Early Education Department positions.

10.1.7 **Abridgment of leave** — A teacher on long term unpaid leave of absence may, based upon mutual agreement with the District, abridge their leave of absence.

10.1.7.1 At the time of application for an unpaid leave of absence, the teacher shall make appropriate arrangements to pay back any funds owed to the District.

10.2 **Paid Leaves for tenure-track teachers**

10.2.1 Provisions related to District Professional Development Days

10.2.1.1 The only paid leave provisions, with appropriate documentation that will be available to unit members on District professional development days shall be bereavement and jury duty/court appearance.

10.2.1.2 For an illness absence on District professional development days, the teacher shall be required to provide a physician's verification of the illness in order to receive salary payment.

10.2.1.3 Personal necessity leave shall not be available on District professional development days.

10.2.2 **Sick leave**

10.2.2.1 At the beginning of each school year, a teacher shall be credited with ten (10) days (seventy (70) hours) of sick leave allowance, per Education Code 44978 proportional to the unit member's full time equivalent (FTE), to be used for absences caused by illness or physical disability. An Early Education Department teacher working a 191 or 218 days calendar shall be credited with eleven (11) days (seventy-seven (77) hours) of sick leave allowance.

10.2.2.2 A teacher may use up to seven (7) days (forty-nine (49) hours) each school year of sick leave allowance for personal, legal, business, religious, household, family, or other matters which require absence during school hours. Teachers are expected to give as much advance notice as possible, but in no event less than the amount needed to secure a substitute.

10.2.2.2.1 Each school year a teacher may use up to five (5) days of sick leave allowance for immediate family illness. In no event shall said utilization, when combined with immediate family illness provisions of Section 10.2.2.2, above, result in the utilization of more than seven (7) days per year of paid leave for immediate family illness.

10.2.2.3 A teacher who has accumulated sick leave in the District may make use of such leave while employed as an administrator or teacher of summer school session classes or schools in the same manner as in the regular school year.

10.2.2.3.1 Unless prohibited by law all sick leave earned and accrued as a classified employee of the district shall be maintained if the employee becomes a certificated unit member. Hours of accrued sick leave shall be converted to days of accrued sick leave by dividing the number of hours by seven rounded to the nearest whole day (or by the length of the regular work day for unit members in the Early Education Department), to reflect the contractual unit member workday, subject to approval by the California State Teachers Retirement System (CalSTRS).

10.2.2.3.2 Before retirement, a calculation of the supplemental amount due to CalSTRS as a result of the provision 10.2.2.3.1 will be given to the employee. It is the retiring employee's responsibility to pay this supplemental amount to SFUSD/CalSTRS.

10.2.2.4 Each teacher shall receive notification of their accumulated total of sick leave days recorded on the monthly pay statement.

10.2.2.5 Paid sick leave days shall be considered days worked for purposes of movement on the salary schedule.

10.2.2.6 Absence due to injury incurred in the course of the teacher's employment shall not be charged against the teacher's sick leave days. The District shall pay to teachers hired prior to 1993 the difference between their salary and benefits received under the California Workers Compensation Act for one (1) year duration. Thereafter, a teacher continuing on industrial accident leave shall not receive more than 100% of their District salary when sick leave and Worker's Compensation benefits are combined.

10.2.2.7 Unit members initially hired on or after January 1, 1993, shall receive a maximum of 6 months of Industrial Accident leave.

10.2.2.8 A teacher who is absent because of illness for more than five (5) school days may be required to submit a medical statement verifying an illness that prevents the teacher from working, except that in the event of a strike of City and County or School District employees, the District may require a medical statement for each day's absence due to illness. For an extended illness, a medical statement shall be submitted monthly.

10.2.2.9 A teacher returning to duty following a continuous absence of thirty (30) teaching days or more because of illness shall submit a medical statement verifying his/her fitness to return to duty, if requested. The District shall retain the right to require an examination conducted by a physician employed by the District if there is disagreement as to the teacher's fitness to return to duty.

10.2.3 **Notification of absence**

10.2.3.1 When a teacher knows more than thirty (30) days in advance of their impending long term absence, the teacher shall notify their principal or immediate supervisor of their expected first day of absence, at least thirty (30) days in advance of that date.

10.2.3.2 When a teacher knows fewer than thirty (30) days in advance of their impending long term absence, the teacher shall notify their principal or supervisor of their expected first day of absence within two (2) days after becoming aware that an impending absence will occur.

10.2.4 **Extended sick leave**

10.2.4.1 After using all earned and accumulated sick leave, a teacher who has exhausted his or her sick leave for a single illness or accident shall have up to 100 days of extended sick leave for said illness or accident. A teacher on extended sick leave shall receive their own pro rata salary minus the per diem rate of a substitute teacher. See Appendix B for appropriate Sub Dock rate. After the first use of extended sick leave, the District shall retain the right to require an examination conducted by a physician employed by the District if there is a disagreement as to whether the injury/illness/accident qualifies for an additional 100 days of extended sick leave.

10.2.4.1.1 A member of the bargaining unit wishing to appeal the District's requirement for an examination may provide a statement from a physician of his/her choosing. If a third opinion is needed, the parties shall jointly select from a panel of five

physicians recommended by the Board of Medical Examiners. The selection process employed in selecting an arbitrator to hear a grievance will be used to pick the physician whose decision shall be binding.

10.2.4.2 A teacher who has exhausted their extended sick leave and is unable to return to duty shall be granted unpaid leave of absence for up to one year. Extensions may be granted by the Board of Education. Such a teacher may qualify for Long-Term Disability benefits under the provisions of this contract.

10.2.4.3 A teacher returning from an extended sick leave of one (1) year or less has the right to return to their previous assignment if it has not been filled by a probationary or tenured teacher.

10.2.5 **Catastrophic Sick Leave Bank**— The Union and the District agree to maintain the Catastrophic Sick Leave Bank which incorporates the following points:

10.2.5.1 Participation shall be voluntary for all unit members covered by this collective bargaining agreement.

10.2.5.2 Each unit member who donates a single day to the Catastrophic Sick Leave Bank during the open enrollment period shall remain a member of the Catastrophic Sick Leave Bank that year and all future years of District employment.

10.2.5.2.1 The open enrollment periods will be from the first day of school through the 10th of October and February 14th through March 15th. An exception will be made for donations that are made to a specific individual (See 10.2.5.3.3). Donations that are made for a specific individual may be made at any time during the school year.

10.2.5.3 Eligibility for membership in the Catastrophic Sick Leave Bank is limited to unit members having accumulated seven (7) or more sick days (forty-nine (49) or more hours) at the time they request to join.

10.2.5.3.1 In order to join the Catastrophic Sick Leave Bank, a unit member must donate at least one (1) sick leave day (seven (7) hours) to the bank. The unit member must have six (6) or more sick days (forty-two (42) hours) remaining following the donation of one (1) sick day (seven (7) hours).

10.2.5.3.2 A unit member who has donated one (1) sick day (seven (7) hours) to the Catastrophic Sick Leave Bank is immediately eligible to be a recipient of the Catastrophic Sick Leave Bank. A Unit member donating a single day is immediately eligible to use the pool of sick leave days available in the Catastrophic Sick Leave Bank, pursuant to limitations of 10.2.5.5.7.

10.2.5.3.3 Only unit members who are already members of the Catastrophic Sick Leave Bank can make a donation to a specific individual.

10.2.5.3.3.1 Any unused donations made to specific individuals revert to the Catastrophic Sick Leave Bank and shall then become available for use by any approved Catastrophic Sick Leave Bank member.

10.2.5.4 The Union and the District shall establish a Governing Committee which shall oversee the operation of the Sick Leave Bank. Administrative procedures shall be the responsibility of the Catastrophic Sick Leave Bank's Governing Committee (hereafter referred to as "the Committee").

10.2.5.4.1 The Committee shall be comprised of a total no more than four (4) certificated and classified representatives appointed by UESF and one (1) member appointed by the District.

10.2.5.5 If the District and the Union deem the Bank inoperable, the Governing Committee shall return to teachers those days contributed or the remaining fraction thereof.

10.2.5.5.1 A catastrophic illness or injury is defined as one which is life threatening and will last for at least thirty (30) days and which prevents the unit member from performing his/her duties.

10.2.5.5.2 Donations to the Catastrophic Sick Leave Bank shall be accepted during the established open enrollment periods (section 10.2.5.2.1). The Union representatives on the committee shall be responsible for collecting the donation forms during the open enrollment period and submitting these donations to the District committee representative for processing the donated days.

10.2.5.5.3 A unit member must complete an application for the use of the Catastrophic Sick Leave Bank days which shall include medical reports certifying that the nature of illness/injury meets the definition of catastrophic illness or injury in section 10.2.5.5.1.

10.2.5.5.4 Upon receipt of a completed application, processing of the application shall occur within ten (10) work days after it has been approved by the Sick Leave Bank Committee.

10.2.5.5.5 The District representative to the Committee shall be responsible for moving the sick leave days from the donor's sick leave bucket to the Sick Leave Bank. Once the District has moved the donated days into the Sick Leave Bank, the Union may notify their members that they are a member of the Sick Leave Bank, processing the completed applications, presenting them to the Committee, and tracking each donation made and each day distributed from the Catastrophic Sick Leave Bank.

10.2.5.5.5.1 If a member wants to apply for use of the Sick Leave Bank, the Union will support the member in completing the application. The member / Union will submit the application to the District representative who will present the application to the Committee. Upon donation, a receipt (such as an email) shall be issued to donors acknowledging the number of days donated.

10.2.5.5.6 The Committee shall determine which Catastrophic Sick Leave Bank members shall receive days from the Catastrophic Sick Leave Bank.

10.2.5.5.6.1 The District representative to the Committee may vote only in the case of a tie.

10.2.5.5.7 A unit member may receive no more than 85 days from this Catastrophic Sick Leave Bank in any school year.

10.2.5.5.8 Unit members receiving Workers' Compensation benefits for an industrial injury or illness shall not be entitled to Catastrophic Sick Leave Bank benefits.

10.2.5.5.9 The Committee may request that an applicant for Catastrophic Sick Leave Bank days apply for permanent disability retirement in lieu of the leave provisions described herein.

10.2.5.5.10 If an application for use of Catastrophic Sick Leave Bank days is denied, the member may appeal the decision to the Executive Board of UESF within ten (10) work days of notification of denial. The appeal shall be considered at the next regularly scheduled meeting of the UESF Executive Board. The UESF Executive Board shall notify the District Representative to the Committee in writing as to the outcome of the appeal.

10.2.5.5.11 The Union and the District shall instruct their appointee(s) to make a good faith effort to maintain confidentiality of both donations to and withdrawals from the Catastrophic Sick Leave Bank. However, there shall be no liability or recourse if said confidentiality is not maintained.

10.2.5.5.12 All application and donation forms will be available on-line at the Human Resources benefits intranet website and available on the Union's web site.

10.2.5.5.13 The Union and the District shall review and evaluate the program's efficacy at the end of each school year, and shall make recommendations, if any, to the Union President and the District Superintendent or designee.

10.2.5.6 The Catastrophic Sick Leave Bank shall be considered fully operational when the conditions listed below have been satisfied:

10.2.5.6.1 The Committee has been appointed.

10.2.5.6.2 Members of the bargaining unit have been notified by UESF of the Catastrophic Sick Leave Bank policies and procedures.

10.2.5.7 The District shall notify the Committee when the level of donated days in the Catastrophic Sick Leave Bank drops below forty (40) days. If the number of donated days in the Catastrophic Sick Leave Bank drops below forty (40) days, UESF shall initiate a donation drive.

10.2.5.8 Unit members must expend their accrued sick leave and extended sick leave and any paid time off prior to receiving donations from the Catastrophic Sick Leave Bank.

10.2.6 **Military leave** - Teachers shall be entitled to eighteen (18) days paid leave of absence for temporary active duty or active duty for training in any unit of the United States Reserves or the California State National Guard, or for medical examination related to such duty, so directed by written orders signed by the teacher's unit commanding officer or officer-in-charge.

10.2.7 **Leave of absence as an exchange teacher** - Such leaves shall be governed by the provisions of the Education Code.

10.2.8 **Leave for medical examination** - A teacher may be absent without loss of sick leave for the time necessary to secure any medical examination required by the District. The cost of such examinations shall be borne by the District. For the purpose of securing an X-ray or tuberculin test, as required by the Education Code, a teacher may be permitted by the principal to absent themself from school for the necessary period of time.

10.2.9 **Jury duty or court appearance**

10.2.9.1 A teacher who is called to report for jury duty shall be excused for that purpose without loss of pay. Upon request, a teacher shall submit certification of jury duty service in order to be eligible for this paid leave.

10.2.9.2 Members of the unit shall be entitled to leave without loss of pay to appear in court as a subpoenaed witness, other than a litigant, or to respond to an official order from duly authorized government agencies.

10.2.9.3 The teacher shall submit their jury fee, less any necessary expenses, to the District.

10.2.10 **Bereavement leave**

10.2.10.1 **Immediate family** - Teachers shall have bereavement leave upon application, without loss of salary, for a death in the immediate family. Teachers are not

required to take such days consecutively. Immediate family shall include parents, parents of the domestic partner, grandparents, step-parents, spouse, domestic partner, children, adopted children, step-children, siblings, parents-in-law, sons-and daughters-in-law, grandchildren, children for whom the employee has parenting responsibilities, aunts, uncles, parents of the teacher's son or daughter, and any relative living in the immediate household of the bargaining unit member. Such leave shall not exceed three (3) working days and shall be taken within thirty (30) calendar days after the death. Two (2) additional working days shall be granted if extended travel is required as a result of the death.

10.2.10.2 For absence because of the death of any other person to whom the teacher may be reasonably deemed to owe respect, leave shall be for not more than one (1) working day. Two (2) additional working days shall be granted if extended travel is required as a result of the person's death.

10.2.11 Sabbatical leave for permanent teachers. The Parties agree to pause sabbaticals for the 2027-28 school year. Sabbaticals will be reinstated beginning in the 2028-29 school year.

10.2.11.1 Sabbatical leave requirements

10.2.11.1.1 **Service** - Sabbatical leaves must be preceded by at least seven consecutive years of teaching service, all of which shall have been full-time service as tenured, probationary or long-term substitute status in the San Francisco Unified School District. Qualifying service shall be construed as being in paid District status for seventy-five (75%) of the teaching days in each school year. Failure to be in paid District status for seventy-five (75%) of the teaching days in any given year due to being on an unpaid leave shall not constitute an interruption in the seven (7) consecutive year period.

10.2.11.1.1.1 Pursuant to Education Code 44969, applicants granted a sabbatical leave are required by law to render a period of service in the employ of the Governing Board of the district following his/her return from the leave of absence which is equal to twice the period of the leave. The employee will furnish a suitable bond indemnifying the Governing Board of the District against loss in the event that the employee fails to render the agreed upon service. The bond shall be exonerated in event the failure of the employee to return and render the agreed upon period of service is caused by the death or physical or mental disability of the employee.

10.2.11.1.2 **Sabbatical leaves for study** - A teacher shall complete at least eighteen (18) semester units of work during a sabbatical year. Not fewer than seven (7) semester units shall be completed during each semester while on such leave, and no more than two (2) semester units of summer school credit shall be counted. These

courses shall be exclusive of correspondence courses. Transcripts or other evidence of completion shall be submitted to the Human Resources Department, Leaves and Separation Unit, within sixty (60) days of the teacher's return to duty.

10.2.11.1.3 **Sabbatical leaves for travel**

10.2.11.1.3.1 Teachers on sabbatical leave for travel shall remain in travel status at least seventy-five percent (75%) of each semester of leave granted.

10.2.11.1.3.2 The application for leave shall include, in general terms, an itinerary of the proposed travel, together with a statement concerning the proposed objectives of the travel.

10.2.11.1.4 **Sabbatical leaves for a special project** - A teacher shall submit with the application a one (1) page proposal outlining the nature, method and objective of the project. Effort should be made to demonstrate that the project is of comparable value to eighteen (18) units of college study. The proposal shall include a description of the final report or work envisioned and the name of the project supervisor. The latter shall be either an administrator in the District or a faculty member at an accredited college or university who has agreed to supervise the teacher's project. It shall be this person's duty to certify in writing completion of the project to the Human Resources Department, Leaves and Separations Unit, within sixty (60) days of the teacher's return to duty.

10.2.11.1.5 **Sabbatical leaves for retraining** - A teacher shall comply with the rules governing a sabbatical leave for study. (See Section 10.2.11.1.2 above.) In addition, a credential or appropriate certificate in the retraining subject area shall be filed with the Human Resources Department, Leaves and Separations Unit. Since this sabbatical requires attainment of a new credential or certificate and since most credential programs require more academic work than can normally be completed in a single year of study, it is anticipated that applicants for this sabbatical will have already completed a substantial portion of the course work prior to commencement of the sabbatical. Exceptions to the requirement to acquire a credential may be made in areas of need, including but not limited to, special education, mathematics or science.

10.2.11.1.6 **Abridgment** - Sabbatical leaves may be abridged for illness, injury or other good cause.

10.2.11.2 **Sabbatical leave applications**

10.2.11.2.1 Applications must be submitted to the Human Resources Department, Leaves and Separations Unit, for approval. Applicants with unsatisfactory evaluations in the

year of application shall be subject to approval by the Chief Administrative Officer or designee.

10.2.11.2.2 The percentage of sabbatical leaves granted for a school year shall be the same as the net COLA percentage increase that the District received from the State in the prior year. In no event, however, shall the percentage of sabbatical leaves granted be less than 1% or more than 2% of the tenure-track teachers in the unit. Two (2) one-half year sabbaticals shall be counted as a single sabbatical leave for the purposes of this section.

10.2.11.2.3 Qualifying applicants shall be placed in rank order on a single list according to the length of time since the termination of any previous sabbatical leave, or, if no previous sabbatical leave has been granted, in order of the length of time since the beginning of service as defined in Section 10.2.11.1.1, immediately preceding appointment as determined by the District for salary purposes. In the event the cutoff point falls among two (2) or more applicants, each of whom has equal precedence, a lottery will be held to determine the rank order of the offer of the sabbatical. Those not granted a sabbatical in the lottery will be offered a sabbatical the following school year.

10.2.11.2.4 Sabbatical leaves shall be granted for one (1) year or one-half (1/2) year.

10.2.11.2.5 A teacher may apply for a “split” sabbatical where the teacher can demonstrate, with a course catalogue or other documentation, that an education program is only offered at times when a full year sabbatical would not allow the teacher to fulfill the requirements of the program. A split sabbatical is defined as the teacher taking one semester of the sabbatical in one school year and the second semester of the sabbatical in a subsequent year within an overall span of three (3) school years.

10.2.11.2.6 A partnership sabbatical shall be defined as two (2) teachers who have been partnership teaching and apply to share a one year sabbatical. During the sabbatical year one teacher shall be on sabbatical the first semester and teach the second semester and the other partnership teacher shall teach the first semester and be on sabbatical the second semester.

10.2.11.2.7 The Chief Administrative Officer shall consult with a committee of teachers appointed by the Union to establish educational standards for sabbaticals.

10.2.11.3 **Payment on sabbatical** — Teachers on sabbatical leave shall be paid at the rate of sixty-percent (60%) of their entitled annual salary, and shall have fringe benefits as though teaching full-time.

10.2.11.4 **Return from sabbatical** — A teacher returning from sabbatical leave shall return to the school to which the teacher was assigned, or would have been assigned had the teacher not been on sabbatical leave. In the case of a teacher who is away there must be a good faith effort by the principal at consultation prior to any personnel decision affecting the teacher's position to which they would normally return.

10.2.12 **Part-time/partnership teaching**

10.2.12.1 Teachers may apply for part-time or partnership teaching. Part-time teaching shall be defined as less than full-time. Partnership teaching shall mean two (2) teachers sharing one (1) full-time teaching assignment. Part-time and partnership teaching approvals shall not exceed a total of two hundred (200) teachers in a given school year.

10.2.12.2 Full-time teachers who are subsequently approved for part-time or partnership teaching shall have fringe benefits consistent with full-time teachers and shall accumulate service time as though they were teaching full-time for the purpose of advancing on the salary schedule or becoming eligible for sabbatical leave. Part-time and partnership teaching assignments may be renewed annually upon mutual agreement between the teacher, the Human Resources Department and the site administrator.

10.2.12.3 **Half-time teaching** — Half-time teaching schedules shall be arranged by agreement with the teacher and the site administrator, and the Human Resources Department. Daily half-time service for secondary teachers shall mean teaching three (3) periods one semester and being assigned two (2) periods and a preparation period the other semester. Unless otherwise agreed, periods taught in secondary schools shall be consecutive.

10.2.13 **Miscellaneous**

10.2.13.1 A teacher on unpaid leave of absence may continue health and welfare benefits, the expense for such benefits to be borne by the teacher, subject to approval of the insurance carrier. Arrangements shall be made with the carrier regarding payments.

10.2.13.2 Teachers on leave shall be eligible to participate in staff development opportunities without remuneration.

10.2.13.3 **Resignation** — A teacher's written offer of resignation shall be deemed accepted when filed with the Board, Superintendent, or the Human Resources Department. The Board of Education shall fix the effective date of resignation no later than

June 30th of the school year in which the resignation was offered. The District shall make a good faith effort to notify the Union within twenty-four (24) hours of a teacher's written offer of resignation unless a teacher affirmatively requests confidentiality.

10.2.14 Isolation or Quarantine Leave

10.2.14.1 Unit members shall be granted a paid leave of absence at their regular rate of pay when they are unable to work or telework because they are required to isolated or quarantined pursuant to a federal, state, or local government public health order issued by a Public Health Officer or entity. due to a contagious disease. Where a conflict exists with any local, state, or federal health order, the more restrictive guidance controls.

10.2.14.2 Such leave shall not be deducted from their sick leave or other paid leave.

10.3 **Maternity/Paternity-Related Leaves**

10.3.1 **Pregnancy Disability Leave**

10.3.1.1 The District shall provide for leave of absence from duty for any teacher who is required to be absent from duties because of pregnancy, miscarriage, childbirth, and recovery therefrom. The length of the leave of absence, including the date on which the teacher shall resume duties, shall be determined by the teacher and the teacher's physician. Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and shall be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment by the District.

10.3.1.2 During the period of pregnancy disability leave, the unit member shall use/deduct the unit member's earned and accumulated sick leave (section 10.2.2) and, if necessary, the 100 days of extended sick leave (section 10.2.4). Notwithstanding section 10.2.4.1, a unit member shall receive not less than $150 per day during a pregnancy disability leave.

10.3.1.3 When earned and accumulated or extended sick leave is used for the purpose of pregnancy disability, it is a separate entitlement from the twelve (12) weeks of child bonding leave (section 10.3.2) or leave under the California Family Rights Act (section 10.3.3.

10.3.1.4 A teacher returning from such leave of absence shall return to the position previously held.

10.3.2 **Child Bonding Leave**

10.3.2.1 Child Bonding Leave: During each school year, unit members may elect to utilize up to 12 weeks of child bonding leave occasioned by the birth of the employee's child, or the placement of a child with the employee in connection with the employee's adoption or foster care of the child as provided by Education Code section 44977.5. A unit member shall not be provided more than one 12-week period during each school year.

10.3.2.2 For birth mothers, the 12 week child bonding leave shall commence following the conclusion of any pregnancy disability leave on a date designated by the unit member and must be completed within one year of the birth of a child.

10.3.2.3 For non-birthing parents, the 12 week child bonding leave shall commence on the first day of such leave and must be completed within one year of the birth, adoption or foster care placement of a child.

10.3.2.4 Pursuant to Education Code section 44977.5, if an employee exhausts his/her earned and accumulated sick leave (section 10.2.2) prior to expiration of the 12 week child bonding leave, they shall be entitled to utilize extended sick leave as defined in section 10.2.4 for the balance of the 12 week period. Notwithstanding section 10.2.4.1, a unit member shall receive not less than $150 per day during a child bonding leave under this section 10.3.2.

10.3.2.5 Pursuant to the CFRA, leave in this section may be taken non-consecutively. The minimum duration of the leave shall be two weeks, except that employers must grant a request for a leave of less than two weeks' duration on any two occasions and may grant requests for additional occasions of leave lasting less than two weeks. Child bonding leave must be completed within one year of the birth, adoption, or foster care placement of a child.

10.3.2.6 The District must be provided with at least thirty (30) days prior notice of intent to take child bonding leave, if the need for the leave is foreseeable based on an expected birth, placement for adoption or foster care. In all other cases, notice shall be given as soon as practicable.

10.3.2.7 Pursuant to Education Code section 44977.5, in order to qualify for child bonding leave, employees must have completed one year (twelve months of service) for the District, but are not required to have at least 1,250 hours of service during the previous one year (twelve months) period.

10.3.3 **Family Leave: Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA)**

10.3.3.1 Employees who have completed one year (twelve months) of service for the District and at least 1,250 hours of service during the previous one year (twelve months) period, have the right to an unpaid leave of absence for up to 12 workweeks within a rolling 12-month period for the purpose of the employee's own serious health condition, caring for a new baby, a newly adopted child or a newly placed foster child or for a child, spouse, or parent with a serious health condition.

10.3.3.2 Family leave under this section shall be unpaid unless it is taken pursuant to 10.3.1 (pregnancy disability), 10.3.2 (child bonding [if the employee elects to exhaust his/her earned and accumulated sick leave]), above or is taken due to the employee's own serious health condition.

10.3.3.3 The employee's earned and accumulated sick leave (section 10.2.2) and the 100 days of extended sick leave (section 10.2.4) shall run concurrently with FMLA or CFRA leave when it is used for purposes of the employee's own serious health condition, other than pregnancy disability.

10.3.3.4 When extended sick leave (section 10.2.4) is used for the purpose of pregnancy disability, it is a separate entitlement from CFRA leave.

10.3.3.5 There is no carry-over of unused leave FMLA, CFRA or bonding leave under Education Code section 44975 from one 12-month period to the next 12-month.

10.3.3.6 "Parent" means a biological, foster or adoptive parent, a step-parent, a legal guardian, or other person who stood in loco parentis to the employee when the employee was a child. "Child" means a biological, adopted or foster child, step-child, a legal ward, or a child of a person standing in loco parentis who is either under 18 years of age or an adult dependent child who is incapable of self-care because of a mental or physical disability.

10.3.3.7 If both parents of a child who are entitled to family care leave under section 10.3.3.1 are employees of the District, the District shall grant leave in connection with the birth, adoption, or foster care of a child.

10.3.3.8 The employee shall provide reasonable advance notice to the District of the need for family care leave, the date the leave will commence, and the estimated duration of the leave. If the need for a leave becomes known more than thirty (30) days prior to the date a leave is to begin, the employee must provide at least thirty (30) days written advance notice.

10.3.3.9 If verification is required by the District to verify the serious illness of the child, spouse or parent, the District will accept medical verification by the treating health professional.

10.3.4 **Long-Term Unpaid Parental Leave**

10.3.4.1 In addition to Child Bonding Leave (section 10.3.2) a teacher shall receive, upon application, a parental leave of absence as provided in section 10.3.4.3.

10.3.4.2 A teacher returning from parental leave of one (1) year or less has the right to return to their previous assignment.

10.3.4.3 A teacher may apply for an unpaid leave at any time within the three (3) years after they become a parent through childbirth, adoption, or legal guardianship. Such leave shall be for the duration of the year in which the leave was taken and shall be extended by mutual agreement for up to one (1) successive school year.

10.3.4.4 Upon application a teacher shall be provided unpaid leave to care for a seriously ill child, parent, spouse or domestic partner for up to four (4) months. Upon termination of such unpaid leave, the teacher shall be returned to the position they held prior to the leave.

10.3.4.5 See section 11.9 for payment policy upon return from leave.

11. Salaries, Increments, and Classification Changes

11.1 For tenure-track teachers not serving the full school year, per diem rates will be based on the annual salary that would be earned at a given classification and rating by a teacher who served for the full school year.

11.1.1 **Staff Development buy-back days**

11.1.1.1 TK-12 teachers paid either on the Credentialed Teachers or Non-Credentialed Teachers Salary Schedules have a work year of 184 days, including three (3) Staff Development buy-back days. The only paid absence provisions of the agreement, with appropriate documentation, that will be available to TK-12 teachers on the three (3) days of staff development buy-back shall be bereavement and jury duty/court appearance. For an illness absence on said three (3) days, the TK-12 teacher shall be required to provide a physician's verification of the illness in order to receive salary payment; personal necessity leave shall not be available on said three (3) days of staff development.

11.1.1.2 The 184-day work calendar is dependent upon the funding provisions of Education Code Section 44579.1. In the event that the current State funding level

for three (3) days/year of staff development activities for classroom teachers is rescinded, the TK-12 teacher salary schedule and work year shall revert to 181 days. If said funding is reduced, the TK-12 teacher work year and salary schedule shall be modified proportionately.

11.1.2 Salary tables and pay rates are located in Appendix B.

11.2 **Salary Increases**

11.2.1 2025- 2026 School year

11.2.1.1 Effective July 1, 2025, the salary schedules and daily and hourly rates in Appendix B, inclusive of the B11 salary schedule for substitutes, shall be adjusted to reflect a two percent (2%) increase.

11.2.1.1.1 Beginning in the 2025-26 School Year, the District shall add one (1) paid work day to the certificated work calendar at the end of the school year. Beginning in the 2026-2027 school year, the District shall add one (1) additional paid work day to the certificated work calendar at the beginning of the school year. The days shall be completed either in-person or off site at the discretion of the unit member. Duties performed during these days shall be chosen at the sole discretion of the unit member

11.2.1.2 Except as provided above, the foregoing increases shall be implemented as soon as practicable following ratification of the 2025-2027 Collective Bargaining Agreement, but no later than April 15, 2026.

11.2.2 2026-2027 School Year

11.2.2.1 Effective July 1, 2026, the salary schedules and daily and hourly rates in Appendix B, inclusive of the B11 salary schedule for substitutes, shall be adjusted to reflect a two percent (2%) increase for each step.

11.2.2.2 For Summer School (B11), the foregoing increases shall take effect beginning with the first teacher workday of the summer session in 2026.

11.2.2.3 Except as provided above, the foregoing increases shall be implemented as soon as practicable following ratification of the 2025-2027 Collective Bargaining Agreement, but no later than April 15, 2026

11.2.3 **Repurposing of QTEA Professional Development Hours & QTEA Impact & Innovation Awards – See Appendix F, Addendum G**

11.2.3.1 Effective July 1, 2018, and continuing thereafter, QTEA will contribute funding previously dedicated to providing six (6) hours of professional development for Early Education Department teachers to the Unrestricted General Fund to support salary increases for the 2019-2020 school year and onward for certificated and

classified unit members. QTEA will continue to fund twelve (12) hours of QTEA Professional Development for the 2018-2019 school year at the rate of $30 per hour for all Early Education Department teachers.

11.2.3.2 Effective July 1, 2018, and continuing thereafter, QTEA will contribute funding previously dedicated to providing nine (9) hours of professional development for TK-12th grade teachers to the Unrestricted General Fund to support salary increases for the 2019-2020 school year and onward for certificated and classified unit members. QTEA will continue to fund nine (9) hours of QTEA Professional Development for the 2018-2019 school year at the rate of $40 per hour for all TK-12th grade teachers.

11.2.3.3 Effective July 1, 2018, and continuing thereafter, QTEA will contribute $150,000 of the QTEA Impact & Innovation Awards to the Unrestricted General Fund to support salary increases for the 2019-2020 school year and onward for certificated and classified unit members. QTEA will continue to fund $450,000 of the Impact & Innovation Awards.

11.2.3.4 Effective July 1, 2019, and continuing thereafter, QTEA will contribute funding previously dedicated to the remaining twelve (12) hours of professional development for Early Education Department teachers to the Unrestricted General Fund to support salary increase for the 2019-2020 school year and onward for certificated and classified unit members.

11.2.3.5 Effective July 1, 2019, and continuing thereafter, QTEA will contribute funding previously dedicated to the remaining nine (9) of professional development for TK-12th grade teachers to the Unrestricted General Fund to support salary increases for the 2019-2020 school year and onward for certificated and classified unit members.

11.2.4 **Funding Measure Contingency**

11.2.4.1 If a measure is successfully passed and implemented that will provide the District with additional revenue that may be used to fund unit compensation, the following shall occur:

11.2.4.1.1 Effective July 1, 2018, a Living Wage for Educators Act add-on will be established for paraprofessionals/paraeducators for each step of the salary schedule equal to seven percent (7%) of base hourly rates, defined as hourly rates after the four percent (4%) July 1, 2018 salary increase.

11.2.4.1.2 Effective July 1, 2018, a Living Wage for Educators Act add-on will be established for EED and TK-12 teachers for each step of the salary schedule equal to seven percent (7%) of base salaries, defined as the salary after the four percent (4%) July 1, 2018 salary increase.

11.2.4.1.3 In addition to the foregoing, unit members shall receive a one-time, off the schedule payment equal to one percent (1%) of their base salary, defined as the salary after the four percent (4%) July 1, 2018 salary increase.

11.2.4.1.4 The 18 hours of QTEA PD hours for EED and TK-12th grade teachers will be restored through the Living Wage for Educators Act at the pay rates that are established in the Living Wage for Educators Act MOU.

11.2.4.1.5 The 8 hours of QTEA PD hours for paraprofessionals/paraeducators will be restored through the Living Wage for Educators Act at the pay rate that is established in the Living Wage for Educators Act MOU.

11.2.4.1.6 The District shall make the following monthly one-twelfth [1/12] annual contributions for eligible unit members who have dependents enrolled for medical insurance coverage: up to $323.72/month for employee plus one dependent; up to $498.72/month for family coverage. “Eligible” shall mean a unit member who has worked 50% or more of a full-time assignment for his/her classification or combination thereof) and who has been receiving an employee-only premium contribution by the District.

11.2.4.1.6.1 Implementation of 11.2.4.1.6 will be effective January 1, 2019 if the measure is placed on the June 2018 ballot and successfully passed and implemented.

11.2.4.1.6.2 Implementation of 11.2.4.1.6 will be effective January 1, 2020 if the measure is placed on the November 2018 ballot and successfully passed and implemented.

11.2.4.1.7 Living Wage for Educators Act Add-On for Eleventh-Year Paraprofessional / Paraeducators:

11.2.4.1.7.1 Effective July 1, 2019 and continuing thereafter, for the duration of the Living Wage for Educators Act, each paraprofessional/paraeducator who reaches their eleventh (11th) year anniversary of employment with SFUSD as well as any paraprofessional/paraeducator who has been employed by SFUSD for more than eleven (11) years or more shall receive an increase to their hourly rate of three percent (3%) of Career Increment A from the 2019-2020 salary schedule.

11.2.4.1.7.2 This increase is prospective only.

11.2.4.1.7.3 This is contingent upon passage and implementation of the Living Wage for Educators Act.

11.2.4.1.8 The parties shall reopen negotiations over how the remaining Living Wage for Educators Act revenues designated for UESF shall be disbursed.

11.2.4.1.9 Any increase in compensation, including the aforementioned, shall be contingent upon successful passage and implementation of the measure.

11.3 **Early Education Department**

11.3.1 Salary schedules for Early Education Department teachers hired before August 1, 1986.

11.3.1.1 Effective July 1, 2003, salary schedules for teachers hired on or after August 1, 1986, shall become the sole salary schedule for teachers in the Early Education Department hired before August 1, 1986, shall be eliminated. Teachers formerly on the Pre-August 1, 1986 salary schedule will be placed on the Post August 1, 1986 Early Education Department salary schedule according to their years of experience and education.

11.3.1.2 Teachers currently paid on the Pre-August 1, 1986 Salary schedules shall continue step and column advancement on the Early Education Department salary schedule for teachers hired on or after August 1, 1986, according to years of experience and education. However, they will continue to be paid at the rate in effect as of June 30, 2003, until such time as the salary of the step and column on which they were placed rises to an amount higher than their salary as of June 30, 2003. Effective July 1, 2006, the bargaining unit members who remain frozen based on this paragraph shall no longer be frozen in accordance with a Side Letter, dated April 18, 2006, attached to the parties 2004-2007 Tentative Agreement.

11.4 **Guaranteed Minimum Instructors Salary for JROTC Teachers**

11.4.1 The San Francisco Unified School District (SFUSD) and the United Educators of San Francisco (UESF) agree to place instructors in the JROTC program at a salary level commensurate with the federally required guaranteed minimum salary. This salary is required based on the contractual agreement between the federal government and the District.

11.5 **Classification changes**

11.5.1 Members of the bargaining unit who meet the requirements for a classification change for any school year shall receive such changes effective July 1st. Those teachers hired on or after July 1, 1993, shall receive such changes effective August 1st.

11.5.2 Credit earned in the following manner will be acceptable for salary classification purposes:

11.5.2.1 Accredited university or college courses

11.5.2.2 In-services courses, equivalent to college or university courses, approved in advance for a specified number of units.

11.5.2.3 Courses in specialized schools, if approved in advance.

11.5.2.4 Teaching an in-service course for which no monetary compensation is given, provided the course is approved in advance, and further, that the number of credits allowable shall not exceed twice the credit granted the participants.

11.6 **Official transcripts**

11.6.1 An official transcript of record of college or university work and an official record of in-service work and courses in specialized schools shall be submitted to verify completion of credit used for salary classification. All such records must be filed with the Human Resources Department, Salary Unit, in order to qualify for classification purposes.

11.6.2 Filing of such an official transcript of record for completed course work may be made at any time and will be effective in the next monthly pay cycle.

11.6.3 For the classifications “Bachelor Degree plus 30 Semester hours” and “Bachelor Degree plus 60 Semester Hours” semester hours counted will include verified college or university work earned before the Bachelor degree was granted if the work has been clearly designated as “graduate” and if the units were not used to satisfy undergraduate requirements.

11.7 **Ratings on salary schedules**

11.7.1 Members of the bargaining unit who meet the requirements for an increment (one rating increase for a complete school year of service) for any school year shall receive that increment effective the same date as the first pay warrant of the next school year.

11.7.2 A teacher shall receive an authorized increment based solely on service for a completed school year as defined in the following: A completed school year for salary increment purposes shall be at least seventy-five percent (75%) of the required days for any school year as a probationary or permanent teacher, long-term substitute (prior to July 1, 1998), temporary, categorical or emergency teacher, or any combination thereof. Absence for any cause shall be considered for salary purposes as time not served, except in the following instances for eligible teachers:

11.7.2.1 military leave;

11.7.2.2 exchange teaching;

11.7.2.3 sabbatical leave;

11.7.2.4 when compensation is granted under the provisions of the Workers' Compensation Act;

11.7.2.5 excused absence when appearing as a witness;

11.7.2.6 absence with pay for bereavement leave;

11.7.2.7 illness or personal necessity days chargeable against accumulated earned sick leave;

11.7.2.8 absences pursuant to Education Code Section 44981 relating to emergency leaves;

11.7.2.9 all absences for which the teacher received full pay.

11.7.3 **Increment credit for sabbatical or study leave**

11.7.3.1 Teachers who satisfy the requirements of sabbatical leave shall receive increment credit.

11.7.3.2 Any sabbatical leave granted for reasons not set forth above shall not be granted increment credit.

11.7.4 **Career increments - TK-12 teachers**

11.7.4.1 A member of the bargaining unit who is placed at the top rating in a classification having a Career Increment A shall be entitled to placement at Career Increment A after having served three (3) complete school years during which final placement was the top rating of that classification.

11.7.4.2 A member of the bargaining unit who is placed at Career Increment A shall be entitled to placement at Career Increment B after having served three (3) complete school years during which final placement was at Career Increment A.

11.7.4.3 A member of the bargaining unit who is placed at Career Increment B shall be entitled to placement at Career Increment C after having served three (3) complete school years during which final placement was at Career Increment B.

11.7.4.4 A member of the bargaining unit who is placed at Career Increment C shall be entitled to placement at Career Increment D after having served three (3) complete school years during which final placement was at Career Increment C.

11.7.4.5 A member of the unit who is placed at Career Increment D shall be entitled to placement at Career Increment E after having served three (3) complete school years during which final placement was at Career Increment D.

11.7.5 **Career increments - Early Education Department teachers**

11.7.5.1 Teachers whose effective date of employment is on or after August 1, 1986, shall be placed only on Salary Classifications IV through VI as defined in Appendix B based upon credits earned.

11.7.5.2 Career increments A, B, C, D, and E shall be part of the Pre August 1, 1986, salary schedule (D8) and the Post August 1, 1986 Salary Schedule BA (F6) as defined in Appendix B.

11.7.5.2.1 A teacher who is placed at Rating 13 shall be entitled to placement at Career Increment A after having served three (3) complete school years during which final placement was at Rating 13.

11.7.5.2.2 A member who is placed at Career Increment A shall be entitled to placement at Career Increment B after having served three (3) complete school years during which final placement was at career Increment A.

11.7.5.2.3 A member who is placed at Career Increment B shall be entitled to placement at Career Increment C after having served three (3) complete school years during which final placement was at career Increment B.

11.7.5.2.4 A member of the bargaining unit who is placed at Career Increment C shall be entitled to placement at Career Increment D after having served three (3) complete school years during which final placement was at Career Increment C.

11.7.5.2.5 A member of the unit who is placed at Career Increment D shall be entitled to placement at Career Increment E after having served three (3) complete school years during which final placement was at Career Increment D.

11.7.5.2.5.1 New teachers shall meet a sixty (60) unit minimum requirement for placement at Classification IV.

11.7.5.3 All members of the bargaining unit not at the highest rating of their salary schedules who have served a complete school year shall be entitled to an increment (one rating increase).

11.7.5.4 Any member of the bargaining unit who has completed enough units to move to a higher classification will be placed at the rating corresponding to the teacher's total years of teaching experience.

11.7.6 **Newly-appointed probationary** unit member

11.7.6.1 A newly-appointed probationary unit member shall receive year-for-year credit for verified outside teaching or service in full-time permanent or probationary

teacher, temporary, categorical, emergency or long-term substitute status. Verified experience for unit members shall include service with a public or private agency in a position requiring experience with school-age children and their parents and/or teaching experience. Nutrition education teachers shall receive credit to a maximum of five (5) increments for previous full-time work experience in the field of nutrition.

11.7.6.2 At the time of probationary appointment, if such teacher has previously served in the San Francisco Unified School District, unit members shall be placed in the appropriate classification and shall be allowed credit for increment purposes on the basis of one (1) increment for each year of service as a regularly assigned teacher.

11.7.6.3 Newly appointed teachers will be placed at the rating one greater than the number of years of credit. Whenever a "year" is referred to in determining credit for outside or former teaching experience, it is hereby defined as not less than seventy-five percent (75%) of the service which the college or school district in which the instructor or teacher was formerly employed required of regular full-time instructors or teachers. Outside teaching experience in more than one (1) college or school district in any one (1) school year may be combined for granting such outside credit.

11.7.6.4 There shall be no limit on the number of year for year credit for verified outside teaching in full-time permanent or probationary teacher, temporary, categorical, emergency or long-term substitute status.

11.7.7 **Temporary, categorical or emergency teachers**

11.7.7.1 Teachers who do not meet the credential requirements of Education Code Section 45023.1 shall be placed on the emergency and intern teacher's salary schedule. The salary schedule for said teachers shall be limited to five ratings.

11.7.7.2 One (1) year's credit on the schedule in Appendix B shall be given for two (2) consecutive semester assignments in the same school or two different schools within the District.

11.7.8 **Substitute Pay Rates**

11.7.8.1 The substitute pay levels are included on Salary Schedule B11. Day to Day Substitutes shall be paid at the HXO2 rate in salary schedule B11. Effective July 1, 2023, 160-day TK-12 (QTEA) substitutes (QX01) substitutes shall be paid at $80 above the Level 2 rate (HX02).

11.7.8.1.1 TK-12 substitute teachers who serve ten (10) or more consecutive days in the same class for the same absent teacher shall be paid a daily bonus. The bonus shall be retroactive to the first day of the assignment. See Appendix B for the daily bonus rate.

11.7.8.2 **Speech Pathologist Substitute**: – See salary schedule B11.

11.7.8.3 Dedicated core substitutes shall be paid on salary schedule B.1 for TK-12 fully credentialed teachers and salary schedule B.3 for TK-12 intern/emergency and other non-credentialed teachers using the guidelines in sections 11.7.6 and 11.7.7 of this agreement, or at the daily rate for 160-day TK-12 (QTEA) substitutes (QX01), whichever is greater, in accordance with Article 26.7.3.3.

11.7.9 **Vocational teachers**

11.7.9.1 A non-degree teacher who is the holder of a valid vocational teaching credential and who is employed to teach vocational education under said credential in a regular full-time position shall be considered as having the equivalent of a bachelor degree for the purpose of placement on the salary schedule. Only professional preparation credits as defined by the California Administrative Code, Title 5, as were earned as part of the requirement for such credential, if taken prior to acquiring the credential, shall be accepted for the purpose of classification advancement. All credits earned after the granting of such credential shall be accepted for the purpose of such classification advancement.

11.7.9.2 A non-degree teacher who is the holder of a valid vocational teaching credential and who is employed to teach vocational education under said credential in a regular full-time position shall be placed no lower than the tenth (10th) rating. Higher placement may be approved by the Board of Education. Increment advancement thereafter shall be in accordance with the terms of this agreement.

11.7.10 **Sabbatical leave** — A teacher on a full year, “split”, or partnership sabbatical shall be paid at the rate of sixty percent (60%) of annual salary.

11.7.11 **Differentials**

11.7.11.1 The position of head counselor/dean in middle and high school shall be paid a differential of eleven per cent (11%) of Classification III, Rating 12, of the BA+60 column of the TK-12 Credentialed Teachers salary schedule, in addition to the salary received as a teacher. The required days of service shall be five (5) days longer than the teachers’ calendar.

11.7.11.2 A department head in secondary schools or athletic director in high school shall be paid a differential in addition to the salary they receive as a teacher. This

differential shall be five per cent (5%) of Classification III, Rating 12, of the BA+60 column of the K-12 Credentialed Teachers salary schedule. The required days of service shall be five (5) days longer than the teachers' calendar.

11.7.11.2.1 Athletic directors who do not also serve as department heads in high schools and where twelve (12) or more Academic Athletic Association teams are fielded shall receive the differential specified above.

11.7.11.2.2 Department heads who also serve as athletic directors in high schools shall receive the differential specified above for their department head work and the extended day pay rate for their athletic director work.

11.7.11.2.3 For the term of this Agreement, high school counselors shall each be granted fourteen (14) hours per year at their per diem rate of pay for the completion of tasks related to their work. The tasks and time will be determined by the administration in consultation with the counselor.

11.7.11.3 **Teacher Serving As Principal (TSAP)** — A dean, head counselor, or other unit member serving in place of an absent principal or assistant principal shall receive as additional compensation the following daily amounts:

11.7.11.3.1 in place of a principal..…….. $100.00

11.7.11.3.2 in place of an assistant principal……..……..… $50.00

11.7.11.4 Nurses employed by the District shall be remunerated according to Appendix B. No Public Health Nurse employed by the District shall receive a reduction in their current salary as a result of the above.

11.7.11.5 A teacher assigned to work at Log Cabin High School in La Honda shall be entitled to payment of a seven and one-half percent (7.5%) salary differential.

11.7.11.6 When a member of the bargaining unit is assigned by action of the District to serve more days than the required number of days within the period of the service calendar for their division, they shall be paid at the per diem rate of pay.

11.7.11.7 An Early Education Department lead teacher serving in place of a Site Administrator/Principal shall be compensated as follows:

11.7.11.7.1 A differential of seven percent (7%) of Classification IV, Rating 10 of the Full-Time Early Education Department salary schedule for Undergraduate plus 60 – 90 units.

11.7.11.7.2 Substitute lead teachers shall be paid a stipend of $50.00 for each day that there are three or more hours when either the Site Administrator or Lead Teacher is absent due to illness, vacation, or other approved leave.

11.7.11.8 **National Board for Professional Teacher Standards (NBPTS)** — A teacher who holds current NBPTS certification shall receive an added annual salary payment of $5,000 above regular salary schedule placement, provided that the teacher is teaching in a position for which he or she holds a current California teaching credential.

11.7.11.8.1 This payment shall be reported in accordance with STRS requirements and shall appear as a separate item on paychecks.

11.7.12 **Nurses, Social Workers and Supervisors of Child Welfare and Attendance** — Nurses, Social Workers and Supervisors of Child Welfare and Attendance shall be assigned to a 184 day work calendar by the District. Said Salary schedule shall reflect per diem pay for the added days of service.

11.7.13 **Psychologists and Speech Pathologists** — Psychologists and Speech Pathologists shall be assigned to a 191 day work calendar by the District and shall be placed on the same salary schedule, beginning July 1, 2000. Said salary schedule shall reflect per diem pay for the added days of service.

11.8 **Hourly pay**

11.8.1 Hourly rates for extended hours, extra-curricular activities, coaching, home bound, driver training and other service shall be increased during this contract by the same percent as the salary increases set forth in salary schedule B.11

11.8.2 The District's current allocation of hours for the coaching of team sports shall be maintained.

11.8.3 The District's current allocation of hours for co-curricular activities shall be maintained.

11.8.4 Rates of Pay. See Appendix B.

11.9 **Payment policy**

11.9.1 A full-time tenure-track teacher, who is a member of the bargaining unit on an annual salary basis and who has served a complete school year as teacher, shall be paid in twelve (12) equal monthly installments.

11.9.2 Effective with the 1993-94 school year, a full year TK-12 regular program tenure-track teacher new to the District or a certificated teacher whose leave of

absence granted by Board action expired after the close of a spring term and before the opening of a fall term shall be paid in ten (10) monthly warrants with each one equal to 1/12 of their annual salary, followed by an eleventh check equivalent to 1/6 of their annual salary to be paid during the month of July.

11.9.3 A part-time teacher on an annual salary basis shall be paid on the basis of the annual entitlement divided into twelve (12) equal installments.

11.9.4 Monthly warrants shall be issued on the last District working day of the month, with the exception that the payment for the month of November shall be issued on the first working day in December of any year, and the payment for the month of December shall be issued on the first working day in January of any year.

11.9.5 When a tenure-track teacher serves less than a full school year, the amount to be deducted is as provided in the State Education Code, Section 45041.

11.9.6 The "average daily rate" as applied to annual salaries of regularly assigned teachers is determined as provided in the State Education Code, Section 45041. Long-term substitute teachers shall be paid as provided in the State Education Code Section 45041.

11.9.7 Any excess salary payment made to a tenure-track teacher during the school year shall be reimbursed to the District according to the following schedule:

11.9.7.1 If the teacher is notified of the excess by November 15th, the repayment shall be completed by the following June 30th.

11.9.7.2 If the teacher is notified of the excess by April 15th, the repayment shall be completed by the following December 31st.

11.9.8 Day-to-day substitute teachers shall be paid monthly according to the same schedule as other certificated employees.

11.9.9 Electronic Payroll System – All bargaining unit members shall be paid exclusively by electronic means according to the following terms:

11.9.9.1 Bargaining unit members shall be paid through direct deposit to their existing accounts.

11.9.9.2 Bargaining unit members not already receiving pay in this manner may provide the requisite information to the Payroll Department to enable implementation of payment by direct deposit.

11.9.9.3 Bargaining unit members who elect not to receive salary payments through direct deposit shall be paid through alternate electronic means (such as a "pay card").

Unit members shall be entitled to make at least one free withdrawal from the designated financial institution each time a deposit is made by the District to the pay card. A list of pay card recipients shall be provided to the Union within thirty (30) days of the implementation of this program.

11.9.9.4 All electronic pay warrants shall be accessible via the unit member's District user name and password to a secure website provided by the District.

11.9.9.4.1 All bargaining unit members shall have access to a District computer and printer during non-duty time within normal business hours at the work site or alternate District locations for the purpose of verifying salary deposits, viewing itemized wage statements ("pay stub") and printing hard copies thereof.

11.9.9.5 Electronic postings of salary deposits and itemized wage statements shall remain accessible to employees for two (2) full years from the date of pay.

11.9.9.6 The District will provide training regarding implementation of the electronic payroll system to any bargaining unit member on request. The parties will meet and consult over the implementation of this program through the Contract Administration Committee (CAC).

11.9.10 Whenever it is determined that an error has been made by the District in the payment of any unit member's salary, the District shall within 30 calendar days following such determination, provide the unit member with a statement of correction and a payment to correct the error. In any instance of nonpayment, the District commits to pay 70 percent of the payment as soon as possible but no later than within 30 days.

11.9.10.1 The Union and District shall establish a payroll review team and process to regularly review any payroll related issues and escalate any unit member's matters where a unit member has been adversely impacted due to a District payroll error. The review team shall address any requests for release time and or any penalties owed to the unit member.

11.10 **Reimbursement for travel** - Teachers who are assigned and authorized by their supervisors to use their automobiles in the performance of their duties shall be reimbursed at the IRS non-taxable mileage rate in effect on July 1 of each year, except for the teacher's normal commute between their home and their first/last school. Teachers required to pick up, deliver, or return school related equipment or supplies shall be reimbursed with authorization by the immediate supervisor.

11.11 Hard-to Fill Stipend for Additional Certificated Positions

11.11.1 In the interest of providing a skilled and qualified certificated school district nurses and school social workers, beginning with the 2023-2024 school year the District shall designate school district nurses, school social workers and

special education teachers (RSP and SDC) as hard-to-fill areas of special need or significance for the 2023-2024, 2024-2025, and 2025-2026 school years. For the 2023-2024, 2024-2025, and 2025-2026 school years, the District shall offer a hard-to-fill stipend of one thousand dollars ($1,000.00) per year.

12. Fringe Benefits

The District agrees to continue the following fringe benefits for regularly assigned teachers and certain substitute teachers throughout the duration of this contract unless specifically modified by mutual agreement.

12.1 **Health insurance** - The Board shall provide all regularly assigned teachers a paid service health plan, including prescriptions. Teachers shall select one of the health plans available through the Health Service System, City and County of San Francisco, and contribute at the rates applicable to the selected plan. The District contributes to the rate for each teacher as provided by the City Charter. (The contribution by the District will be the maximum allowed under the City Charter.) The District shall fund the health benefits for UESF unit members in accordance with the Health Benefits Memorandum of Understanding dated February 13, 2026, between the Parties.

12.1.1 Effective July 1. 2026. the District shall pay 50% of the employee contribution for the Kaiser Permanente HMO plan at the Employee plus one dependent and Employee +2/Family coverage levels, in addition to the District contribution. The District contribution for the Kaiser Permanente HMO plan for Employee Only will remain status quo. Any member who chooses to participate in a non-Kaiser plan shall only contribute the difference between that plan and the Kaiser plan.“Eligible” shall mean a unit member who has worked 50% or more of a full-time assignment for their class (or combination thereof) and who has been receiving an employee-only premium contribution by the District

12.1.1.1 Effective January 1, 2027, the District shall pay 100% of the total premium for the Kaiser Permanente HMO plan at the Employee Only, Employee plus one dependent, and Employee +2/Family coverage levels. Any member who chooses to participate in a non-Kaiser plan shall only contribute the difference between that plan and the Kaiser plan. “Eligible” shall mean a unit member who has worked 50% or more of a full-time assignment for their class (or combination thereof) and who has been receiving an employee-only premium contribution by the District.

12.1.2 The District and the Union shall make medical insurance coverage available to certain substitute teachers who satisfy the conditions described in Section 26.12.

12.2 **Dental plan** - A fully paid dental plan, including orthodontia coverage shall be provided by the District for regularly assigned teachers and dependents. The plan shall be Delta Dental. For new teachers the coverage shall be seventy (70) percent for the first year and increase annually ten (10) percent to 100 percent full coverage. Current teachers who have reached 100 percent will remain at that level. The annual maximum of coverage is $1,500. The District's dental benefit plan shall include domestic partners.

12.3 **Group life/Accidental death and dismemberment** - A group life and accidental death and dismemberment policy providing $20,000 level term insurance with coverage to 65 years of age, retirement or separation from employment, plus $15,000 accidental death benefit will be provided to regularly assigned teachers with the District paying full premium. The prepaid life insurance program shall be self-insured and administered by the District.

12.4 Married regularly assigned teachers who are both employed by the District shall have full individual coverage.

12.5 **Salary protection insurance/Group long-term disability** - The District shall provide all regularly assigned teachers with a fully paid Income Protection Plan. This program provides benefits after an accident or illness.

12.6 **Tax-sheltered annuities** - Regularly assigned teachers may participate in the tax sheltered annuity of their choice with the District providing payroll deduction for this purpose.

12.7 **SDI at employee expense** - Substitute teachers shall be required to participate in the State Disability Insurance Plan in accordance with elective coverage of the California Unemployment Insurance Code.

12.8 The Union and District agree to establish a Fringe Benefit Committee of three (3) representatives each for the purpose of reviewing all fringe benefits, including, but not limited to, dependent coverage, two-tier retiree benefits, and other related items of mutual interest.

12.9 The District and the Union shall form a joint committee of equal representation to investigate and/or implement ways of providing housing assistance for new bargaining unit members.

12.10 Priority for Attendance and Interdistrict Transfer for Children of Unit Members

12.10.1 Children of unit members who reside in the district shall have priority, after all other tiebreakers but before "all other students", and in accordance with the ranking on their child's enrollment application, for attendance at the school where

the unit member is assigned (e.g., if the unit member ranks their school site as their third choice on their child's application, their child will receive priority to the unit member's school site if they do not receive their first or second choice school sites listed on the enrollment application).

12.10.2 The District shall approve the interdistrict transfer applications of the children of unit members who reside outside of the district and who apply for transfer to the District, subject to the provisions of Education Code section 46600. Children of unit members who reside outside of the District who apply for transfer to the District shall have priority for attendance at a school over other interdistrict transfer applicants.

13. Liability Insurance

13.1 Members of the bargaining unit shall receive liability insurance benefits at the expense of the District. Liability insurance coverage shall be limited to the terms and conditions of the insurance policies and shall include the following:

13.1.1 $10,000,000 liability per occurrence in cases of bodily injury and property damage to third parties,

13.1.2 $5,000,000 for errors or omissions (malpractice), and

13.1.3 $10,000,000 per occurrence in case of accidents proximately caused by District-owned automobiles.

13.2 The above benefits are limited to liability arising from and within the course and scope of employment for activities, duties, and responsibilities on behalf of the District.

13.3 Authorized and approved field trips shall be covered by District liability insurance.

13.4 Teachers shall be covered for all costs and expenses necessarily incurred in defending against civil actions covered under the liability insurance provided.

14. Health and Safety

14.1 The Union and the District agree that the right to personal safety and recognized standards for healthful conditions on school premises and a learning environment free from unnecessary disruption are priority considerations.

14.1.1 Each work site to which teachers are regularly assigned shall have a comprehensive safety and disaster plan, which shall be updated annually by October 1st of each school year.

14.1.1.1 The site administrator shall develop or modify the plan after collaborative input from the UBC, classified employees, the site council and/or the parent teacher organization at the site. The plan shall be submitted to the Superintendent or designee for approval.

14.1.1.2 Safety notices required by law shall be conspicuously posted at all District work sites in places frequented by teachers.

14.1.1.3 Whenever the Public Health Department advises the District to notify teachers regarding contagious diseases the District shall promptly provide such information.

14.1.1.4 Hazardous conditions in the workplace which are made known to the District and which pose an immediate danger to the health or safety of teachers or students shall be reported by the District to the Union and UBC at the site with plans to rectify them. A complaint by a teacher or Building Representative that there has been a violation of the safety of students, teachers or other employees shall be made to the site administrator as promptly as possible. The complaint shall be reduced to written form. The site administrator/designee shall provide a written response as to the disposition of the complaint to complainant, the UBC and the Labor/Management Health and Safety Committee (LMHSC) unless the matter has been turned over to the LMHSC, in which case the LMHSC shall provide the response. (See Section 14.5)

14.1.1.5 All teachers, in the course of performing their duties, shall be alert to unsafe practices or conditions and report any such unsafe practices, equipment, or conditions to their immediate supervisor.

14.2 **Safe Working Conditions**

14.2.1 Bargaining unit members shall not be required to work in unsafe conditions or to perform tasks that endanger their health, safety or well-being.

14.2.2 At each bargaining unit member work site, there shall be designated restrooms for the sole use of school staff and other adults.

14.2.3 The District shall provide each classroom with a first aid kit.

14.2.4 Under ordinary circumstances no bargaining unit member shall be required to transport pupils in private vehicles.

14.2.4.1 In the event the District requests or requires that a unit member transport a pupil or pupils, the District shall provide primary liability coverage for any incident that occurs during such assignment.

14.2.5 Classroom teachers shall be provided 24 hour notice prior to a parent observing in a classroom, unless mutually agreed otherwise.

14.2.6 School sites are non-smoking environments.

14.2.7 At each school site, there shall be at least one (1) lunchroom and/or faculty room.

14.2.8 The District shall make reasonable efforts to keep facilities free of unwanted rodents, pests, and insects such as ants, roaches and fleas.

14.2.9 Upon notification by the unit member to the site administrator, the District shall provide each classroom and major work area that contains an existing, functional telephone jack, with a working telephone.

14.2.10 School Modernization and Renovation

14.2.10.1 As the District renovates, builds or otherwise makes improvements to school buildings, the District shall make all reasonable efforts to provide a functioning, monitored central office intercom service at the site and telephone jacks to all major areas that do not already have telephone service.

14.2.10.2 The District and the Union shall consult over general procedures related to health, safety and the maintenance of quality teaching conditions to be applied during school capitalization and modernization projects.

14.2.10.3 The District and the Union shall continue to utilize Contract Administration Committee (CAC) and division meetings for addressing site specific issues in the areas referred to in section 14.2.10.

14.2.11 Unit members shall be provided with a secure space in which to store personal belongings.

14.2.12 SFUSD identification badges will be made available to all unit members by the end of the term of the 2017-2020 contract.

14.3 **Harmful Chemicals** – Removal and cleanup of hazardous materials, shall be handled in accordance with all applicable federal and state laws and regulations that apply to California TK-12 public schools by persons specially trained in such procedures.

14.3.1 The District acknowledges that the presence of asbestos, when in a friable condition, poses a serious health hazard for employees and pupils.

14.3.2 The District will comply with federal and state laws and regulations applicable to California TK-12 public Schools with regard to asbestos removal.

14.3.3 Any sick leave taken in connection with documented cases of work related asbestos illness (mesothelioma) shall be unlimited and not deducted from the bargaining unit member's accumulated sick leave.

14.4 **Bodily harm, reimbursement**

14.4.1 Teachers shall promptly report cases of attack, assault or physical threat by any pupil or any individual to the principal or immediate supervisor and to the appropriate law enforcement authorities. The principal or immediate supervisor who has knowledge of such an incident shall promptly report the same to the appropriate law enforcement authorities; the written report of the incident described in 14.4.2 shall also be filed with the Superintendent or designee. While said report is not grievable, a copy shall be provided to the teacher who may attach their own statement thereto.

14.4.1.1 The District shall inform the teacher of their rights under the law and shall provide such information in writing.

14.4.2 The District shall provide a copy of each report of attack, assault or physical threat against a unit member to the Union on a District approved form developed in consultation with the Union.

14.4.2.1 Absent extraordinary circumstances, such a report shall be delivered to the Union within thirty (30) calendar days of the teacher's report of the incident to their principal or immediate supervisor.

14.4.2.2 The District shall notify the Union immediately upon determining that the foregoing thirty (30) day timeline will not be met and, in such a case, shall inform the Union of the specific date for delivery of the report.

14.4.2.3 Alleged violations of the foregoing thirty (30) day timeline shall not be subject to Article 19 (Grievance Procedure) except to the extent that the grievant asserts that they have been materially and adversely affected by the alleged violation.

14.4.3 The District shall give direct legal and other related assistance in accordance with applicable law for any assault upon the teacher while acting in the discharge of their duties.

14.4.4 When absence arises out of or from such assault or injury, the teacher shall not forfeit any sick leave.

14.4.4.1 An assaulted employee who presses charges against their assailant shall have those days of required court appearance, resulting from subpoena, designated as days with full pay. Such absences shall be treated as judicial appearance leave.

14.4.5 The District shall reimburse a teacher for damage or theft of personal property when said damage or theft results from attack, assault or physical threat, robbery or vandalism when said damage or theft occurs in the line of duty, including pupil supervision, without fault of the teacher. Damage or theft of property in the line of duty does not include damage to or theft of automobiles used solely for commute purposes.

14.4.5 Access to Pertinent Information

14.4.5.1 Unit members will have access to pertinent information as defined under California Education Code and applicable federal privacy laws, including the Family Educational Rights and Privacy Act (FERPA) in order to safely provide instruction and services for their students. Such records shall be made available to unit members involved in the student's education, subject to applicable confidentiality provisions.

14.4.6 Response to Assault or Injury of Educator

14.4.6.1 In the event that a unit member is attacked, assaulted, whether by a minor or adult, in connection with their employment, on District property or while participating in any school or district activity, the unit member shall promptly notify the appropriate school authorities of the incident, then have the right to remove themselves from the classroom or instructional setting to complete tasks including but not limited to: seeking workers compensation information, calling the 24/7 nurse line, filing student incident reports, seeking mental health resources, taking a break to self-regulate before returning back to the classroom, without penalty or retaliation, in accordance with relevant labor laws, district policies, and regulations.

14.5 **Labor/Management Health and Safety Committee (LMHSC)**

14.5.1 The District and UESF shall establish a labor/management safety committee of equal representation which shall meet on a regular basis to discuss and consider appropriate means of resolving safety and student discipline issues. The District and the Union will appoint members to this committee no later than September 30 of each year covered by this contract. The various other unions representing District employees shall be invited to participate. Upon mutual agreement by both

the District and the Union, other city agencies, parents, students, and community members may be invited to participate when appropriate. Any recommendations having a contractual impact shall be referred to the Negotiating Teams of the impacted parties.

14.5.1.1 The Labor/Management Health and Safety Committee shall develop recommendations addressing the following issues:

- The development of programs that will teach pupils and teachers techniques for identifying and resolving conflicts without violence.
- The development of training programs for school staff and administrators to support and promote conflict resolution and mediation techniques for resolving conflicts between and among pupils.
- The development of staff development programs for school staff to learn to identify at-risk pupils, communicate effectively with such pupils and refer such pupils to appropriate school-community relationships.
- The development of a safety checklist and procedures to provide safe and non-hazardous working conditions for the teachers and learning conditions for the students in order to conform to appropriate governmental standards so as to promote the health, safety and well-being of teachers and their students.
- The development of plans in the continuing effort to implement the Board approved Safe and Supportive Schools Policy and to present revisions to District policies regarding timing of implementations for staffing and support to schools.

14.5.2 The recommendations developed by the Committee shall be submitted to the Superintendent and President of UESF and to the extent needed be provided to the respective negotiating teams.

14.5.3 The Committee may request from the District, to the extent allowed by the law, data and information that would contribute to the implementation of this article, and to meet the goal of providing for safe schools and the prevention of violence among pupils.

14.5.4 The LMHSC and any experts the parties may designate shall have access to all schools and other District work sites to which teachers are assigned for the purposes of investigating and assessing allegedly unsafe working conditions. If possible, such visits shall be made in a manner that minimizes disruption to the facility.

14.5.5 The LMHSC may establish subcommittees to deal with special safety, environmental, and health issues.

14.5.5.1 The LMHSC or an appropriate subcommittee will consider any complaint brought to its attention in writing and will issue a written response as to whether a hazardous and/or unhealthful condition exists and how it will be addressed.

14.6 **Specialized Health Care Procedures and Indemnification**

14.6.1 In accordance with Article 29.4 no unit member except public health nurses shall be required to administer medication or provide other medical services.

14.6.2 The District shall indemnify and hold harmless, in accordance with applicable Government Code sections, any unit member who performs health care services.

14.7 **Non-discrimination**

14.7.1 No bargaining unit member shall be discriminated or retaliated against for exercising their right to a safe and healthy workplace.

14.7.2 No bargaining unit member shall be discharged, penalized, or disciplined for filing a health and/or safety complaint.

14.8 **Disaster Service Worker**

Pursuant to Government Code §3100, all public employees are declared to be disaster service workers and subject to such disaster service activities as may be assigned to them by their superiors or by law. When assigned disaster service activities by the District, they are working within their scope of employment.

14.8.1 A unit member shall be paid at her or his per diem hourly rate, rounded to the nearest half-hour, for all time worked as a disaster service worker beyond their contractual workday.

15. Staffing and Assignment

In the interest of effective operation of the schools and equity to members of the bargaining unit, the District and the Union agree that the administration of the staffing process shall be accomplished in the following manner:

15.1 **Definitions**

15.1.1 A transfer, as used in this article, refers to a District action which results in the movement of a tenure-track teacher from one facility to another within the District.

15.1.2 A vacancy is any vacated or newly created position for which a probationary teacher may be hired.

15.1.3 Reassignment is a subsequent change from grade level in elementary school; and department to department, or at least 50% change in class subjects assigned at the middle school or high school levels. In the case of an itinerant teacher, it is a change in school assignment or additional school assignments. (See Section 29.9.2 for RSP teachers.)

15.1.4 A consolidation is an involuntary transfer for the reason that there are more permanent teachers assigned to a site or program than the teacher allocation can support.

15.1.5 A "day" shall mean a day in which the District offices are open for business.

15.2 **General conditions**

15.2.1 All teachers employed by the San Francisco Unified School District are district employees, and their initial assignment shall be determined by the District in accordance with law.

15.2.2 Probationary teachers shall normally fulfill their full two (2) year probationary period in the same assignment.

15.2.3 Any Consolidated teachers and any Group A RFL teachers may participate in the staffing procedure and are guaranteed placement in a position for which they hold a current credential or authorization (hereafter "credentials" includes appropriate authorizations). Consolidated teachers shall have priority over all other groups. Group A RFL shall have priority over voluntary transfer applicants and Group B RFL. There is no priority ranking between voluntary transfer applicants and Group B RFL.

15.2.4 **Declaration of Resignation**

On or before March 1 certificated staff members shall declare their binding intent to resign effective the start of the following school year to qualify for the benefits under this section. Teachers separating, who meet the March 1 deadline, will receive benefits per Article 12 Fringe Benefits through August 31st. Benefits will terminate at the close of the fiscal year for those teachers who did not meet the March 1st deadline and who do not return the following year.

15.3 **Staffing procedure**

15.3.1 All tenure-track teachers are eligible to participate in the staffing procedure with all completed transfers subject to approval by the Chief Administrative Officer.

Approval or denial of the principal's recommendation shall not be made arbitrarily.

15.3.2 Vacancies shall be posted on the District website. Until fifteen (15) days before the first teacher work day, these vacancies shall be posted for no fewer than seven (7) calendar days, not including Spring Break or holidays. The first day of posting shall commence not later than 12:00 noon.

15.3.3 **Regular staffing cycle** - Normally a transfer shall take effect at the beginning of a school year.

15.3.3.1 **Internal preference period**

15.3.3.1.1 Posting – At least twenty (20) days before April 15th, the District will post all known vacancies. All appropriately credentialed internal teacher candidates, (consolidated teachers, RFLs and voluntary transfer applicants) may interview for these vacancies. Vacancies shall be open only to internal candidates during this time.

15.3.3.1.2 Interview process — Interviews begin on the date of posting and continue for at least seven (7) calendar days, not including Spring Break or holidays. The first day of posting shall commence not later than 12:00 noon. Human Resources, in consultation with the Union, shall post and make available to all applicants the interview process and protocol. At least five (5) qualified applicants selected by the principal shall be interviewed for vacancies (unless there are fewer than five (5) applicants, in which case all applicants shall be interviewed). Applicants shall be notified whether they have been selected to be interviewed as soon as practicable and prior to the position being filled. Applicants shall be notified during but not later than the conclusion of the interview process, whether they have been selected to be interviewed.

15.3.3.2 **Notice** - Applicants shall be accepted or denied by April 15th. Each applicant shall be notified in writing of acceptance or denial no later than May 1st.

15.3.3.3 The above timelines reflect the parties' intent to provide an internal preference for voluntary transfer applicants to the extent possible under Education Code Section 35036(b). Posting known vacancies earlier than in the past may result in a smaller number of such postings than before. As postings occur later in the preference period, it may become progressively less feasible to select voluntary transfer applicants by April 15th. This paragraph does not apply to consolidated teachers or Group A RFLs.

15.3.3.4 **Open hiring period**

15.3.3.4.1 Upon completion of the internal preference period, the District will post all known vacancies. All appropriately credentialed teachers may interview for these vacancies. Vacancies shall be open to both internal (consolidated teachers, RFLs and voluntary transfer applicants) and external candidates. Unplaced consolidated teachers and RFLs shall continue to have priority over other candidates as provided in Section 15.2.3.

15.3.3.4.2 Notice - Each internal applicant shall be notified in writing of acceptance or denial no later than June 1st.

15.3.4 Transfer out of regular cycle - Vacancies occurring outside the regular staffing cycle shall be posted for seven (7) calendar days. At least five (5) qualified applicants selected by the principal shall be interviewed for vacancies (unless there are fewer than five (5) applicants, in which case all applicants shall be interviewed). Applicants shall be notified whether they have been selected to be interviewed as soon as practicable and prior to the position being filled. Applicants shall be notified during but not later than the conclusion of the interview process, whether they have been selected to be interviewed.

15.3.4.1 The principal shall interview and recommend for transfer from among those teachers who interview. The principal of a secondary school will normally involve the department head or department representative in the interview and recommendation process. Teachers from the Union Building Committee of a school will normally also be involved.

15.3.5 Criteria for voluntary transfer - The following criteria, in the order listed, shall be used in determining the approval or denial of unit member voluntary transfers, and shall be used in the interview process to determine the principal's recommendation.

15.3.5.1 The program and operational needs of the District. However, the District will not deny a transfer request for this reason to a teacher who has served in a program more than three (3) consecutive years.

15.3.5.2 To provide the unit member an opportunity to be evaluated in a different environment.

15.3.5.3 The qualifications, including the experience and recent training, of the teacher compared to those of other candidates for the position to be filled.

15.3.5.4 In the event that the above criteria appear equal, the transfer decision shall be based upon District-wide seniority.

15.3.6 A teacher whose voluntary transfer request has been denied may request in writing and shall receive written reasons for the denial.

15.4 **Involuntary transfers**

15.4.1 Involuntary transfers shall not be punitive in nature and shall be based on legitimate, educationally-related needs of the District.

15.4.2 Selection of tenure-track teachers to be consolidated shall be based on District seniority, credentials, and qualifications.

15.4.3 Teachers designated to be consolidated shall have the right to indicate preferences from the list of all anticipated openings as indicated in Section 15.3.3. or subsequent openings. The time limits of Section 15.3.4 shall be waived when appropriate to permit such teachers to interview for open positions in lieu of involuntary transfer, e.g., when the District does not notify the teacher until after the deadlines in this section. In filling openings, such teachers shall be given priority over teachers seeking voluntary transfer and over new hires.

15.4.4 No teacher shall be involuntarily transferred two (2) consecutive years without the existence of special circumstances equivalent to school closure or elimination of program.

15.4.5 A teacher shall not be consolidated if there is a qualified volunteer available.

15.4.6 A teacher to be consolidated shall be given reasons in writing. These reasons shall include the names of all less-senior teachers being retained whose programs the teacher being consolidated is credentialed to teach and a description of the program need the retained teacher meets. Upon request, the UBC shall receive copies of this information.

15.4.7 Teachers shall be provided one (1) day released time, upon request, for preparation, prior to the effective date of the involuntary transfer when the transfer is made during the school year.

15.4.8 A teacher who is consolidated shall be given written notice (which may include e-mail) of and priority for the next open position for which the teacher is qualified at the school from which he/she was transferred for a period of one year. If a position opens no later than the time of determining the final staff allocation for the next school year at the school from which the teacher was transferred at the end of the previous school year, the teacher who was consolidated shall be returned.

15.4.9 The District shall make good faith efforts to transfer teachers resulting from school closure to the school or schools where the students are assigned as a result of school closure except where qualifications require a different result.

15.5 **Consolidated Teachers' Placement Process**

If consolidations are necessary for the following school year, the District and the Union will hold a Consolidated Teachers' Placement event during the internal preference period, subject to the following conditions:

- Participation in the Consolidated Teachers' Placement Event is voluntary for all consolidated teachers.
- A placement event shall have individual and small group interactive sessions for teachers and administrators. An administrative representative shall attend and participate in this event from any site at which open positions exist. If an administrative representative from a site is not available, a central office administrator may attend and participate in the event on behalf of the site.
- A teacher shall interact with as many site representatives as they wish and may request an acceptance card from any number of them.
- A principal, administrative representative or central office administrator shall indicate acceptance of as many teachers as they wish.
- A teacher may use an acceptance card that matches any available position for which they are qualified.
- If more than one teacher receives an acceptance card for a particular position, the more senior teacher shall be granted the position.
- If no principal, administrative representative or central office administrator attends the placement event on behalf of a site with open positions, the most senior applicant will be granted the position. If a less senior applicant is granted the position, this matter may be appealed in writing directly to the Superintendent. The Superintendent shall respond in writing within fourteen (14) workdays.
- Teachers who do not participate in the process or are not placed at any site will be placed according to Article 15.4.

If consolidations are necessary as a result of the 10-Day count at the start of the school year, teachers will be placed according to Article 15.4.

15.5.1 District Administrators who are tenured and laid off or not renewed for administrative positions shall be considered consolidated teachers for placement into teaching positions, provided that the administrator was a unit member.

15.6 **High Potential Schools and Hard-to-Fill Subjects**

15.6.1 Effective March 1, 2018, schools formerly designated as "Hard-to-Staff" will be designated as "High Potential Schools." The Superintendent may designate up to 25 schools as High Potential sites. The selection of the High Potential Schools shall be completed by March 1 for the following school year in accordance with the Proposition A MOU.

15.6.2 The selection of the Hard-to-Fill subjects shall be completed by March 1 for the following school year in accordance with the Proposition A MOU.

15.7 **High Potential Schools and Hard-to-Fill Subjects – Staffing Process**

15.7.1 All vacancies for positions at High Potential Schools and hard-to-fill designated subject areas shall be posted and filled as they occur.

15.7.2 All qualified certificated staff shall be eligible to apply and may be interviewed in accordance with Section 15.3.3.1.2. Applicants shall be notified whether they have been selected to be interviewed as soon as practicable and prior to the position being filled. Applicants shall be notified during, but not later than, the conclusion of the interview process, whether they have been selected to be interviewed.

15.7.3 Postings shall be updated, at a minimum, during the weeks of the 1st and 15th of each month and shall be open for the period(s) designated in Section 15.3.2. Staff seeking voluntary transfers may be interviewed in accordance with Section 15.3.3.1.2.

15.7.3.1 Vacancies may be filled by new hires in accordance with Section 15.3.2.

15.8 **Reassignments** — In the event that program needs necessitate a reassignment of a tenure-track teacher, volunteers shall be sought and considered from among the teachers at that school who have the requisite credentials and meet the necessary qualifications. If no volunteer is selected the administration shall make the necessary reassignment based on District seniority, credentials, qualifications, and special skills.

15.9 **Teacher exchange program** — Any two (2) tenure-track teachers at different sites may request to exchange positions for a school year. Such requests shall have

the approval of the site administrators of the two (2) sites involved and shall be made in writing to the Chief Administrative Officer.

15.10 **Support Services**

15.10.1 In the interest of effective operation of the schools and equity to members of the bargaining unit, the administration of the support services staffing process shall be accomplished in the following manner:

15.10.1.1 As used in this section (Section As used in this section (Section 15.10), unit members in Support Services include the following:

School District Nurse

School Psychologist

Certificated Wellness Counselor

Behavior Analyst

Board Certified Behavior Analyst (credentialed)

Social Worker

Speech and Language Pathologist

15.10.2 Support services assignment

15.10.2.1 Unit members in Support Services shall be assigned to a site or sites by the central administration in the Department or Division which assigns the role of the support services unit member.;

15.10.2.2 Probationary unit members in Support Services shall remain in the same assignment for the duration of probationary period whenever possible unless the unit member requests a change of assignment per Section 15.10.4.

15.10.2.3 When making assignments, the District shall make reasonable efforts to minimize the number of sites served by an individual unit member and the distance between sites,

15.10.2.4 Each unit member in Support Services shall be notified in writing of their probable assignment for the subsequent year as early as possible and no later than the last day of the current school year whenever possible.

15.10.2.5 Unit members in Support Services shall be given priority consideration ahead of outside applicants for vacancies in their classification.

15.10.2.6 To the extent possible, changes in assignment shall be voluntary. 15.10.2.7 Each unit member in Support Services considering a change in assignment for the subsequent school year shall have an opportunity, no later than May 1st of the current school year, to request to meet with the site administrator for the site where the vacancy exists.

15.10.2.8 By the end of the fall semester, a unit member in Support Services may request a change of assignment. This request shall be made in writing to their assigning central department administrator.

15.10.2.8.1 The unit member shall be notified in writing if their request is accepted or denied and if denied, shall receive written reasons for the denial.

15.10.3 Support services reassignment

15.10.3.1 Unit members in Support Services can be reassigned by the District to a different site(s) only for the following reason(s):

15.10.3.1.1 Change in caseload, student enrollment, or program need;

15.10.3.1.2 Change in funding stream(s) or allocations; or

15.10.3.1.3 To comply with required qualifications and / or applicable federal or state law or grant requirements; or

15.10.3.1.4 Program requirements including caseload capacity for special education services, High Potential School status, and number and type of medical needs (for school district nurses).

15.10.3.1.5 Seniority shall pertain when two (2) or more unit members have similar credentials and qualifications.

15.10.3.2 Involuntary reassignments shall not be made or announced without a prior conference between the affected unit member and their assigning central department administrator, the site supervisor, if applicable, and a union representative.

15.10.3.3 When a reassignment occurs during the school year, the affected unit member shall, upon request, be granted one (1) day of released time without loss of compensation before the start of the new assignment to prepare.

15.10.3.4 In the event of ~~v~~acancies, the Union and support staff central administrators may convene to discuss a process for reassignment of unit members in Support Services.

15.10.4 Preference form

15.10.4.1 Unit members in Support Services shall have the right to indicate their preference for an assignment for the following school year on an assignment preference form to be distributed between March 15th and May 1st prior to each school year. The form shall provide unit members the opportunity to express their preference(s) to remain at their current site(s) or request an assignment to a different site(s) and their reasons why. The preference form shall be distributed with the document referenced in 15.10.5.1. The assigning supervisor shall determine the assignment of their staff.

15.10.4.2 Assignments shall be considered consecutive unless interrupted by an assignment of the unit member's choice as recorded on the assignment preference form.

15.10.4.3 If this form is not filed, it shall be deemed to be a request by the unit member to remain at the current site.

15.10.5 Announcements of Vacancies

15.10.5.1 When a vacancy opens, each unit member in Support Services shall be sent an updated list of the vacancies in their classification through an ongoing document. The document shall contain the location of the open vacancies, including the specific school sites or locations and the allocations

15.11 Privatization & Contracting

15.11.1 The district will make every effort to avoid hiring contracted employees. The district agrees to post all vacant positions for which the district has a classification and job description. The posting shall remain posted until the position is filled with a unit member, even if the position is staffed by a contractor.

15.11.2 Non Public Agency (NPA) employees must be expected to perform the same duties as any unit member in a similar position.

15.11.3 Whenever the District proposes to sub-contract work or services, in whole or in part, performed by unit members, the Union shall be notified.

16. Evaluation

16.1 Successful implementation of San Francisco's Peer Assistance and Review (PAR) Program, described in Article 40, Peer Assistance and Review, and good teaching practice, along with standards in use by the New Teacher Induction Program require adoption of a standards-based evaluation system. The teacher evaluation system shall be based upon the California Standards of the Teaching Profession.

16.2 Both parties agree that the principal objective of evaluation is to assess teacher performance in order to maintain and improve the quality of education in the District. This objective is best met in an atmosphere of mutual respect, shared knowledge of the evaluation process, and trust between the parties to the evaluation.

16.3 The teacher has the right to union representation at any conference that the teacher deems necessary and shall give the evaluator reasonable prior notice of said representation. Good faith efforts shall be made by all the parties to schedule conferences in a manner that will allow deadlines to be met.

16.4 Every probationary, temporary, categorical, and emergency teacher shall be evaluated by his/her immediate supervisor in writing at least once each school year.

16.5 Every permanent teacher shall be evaluated by his/her immediate supervisor in writing every two (2) years, but may be evaluated in consecutive years under the following conditions:

16.5.1 The permanent teacher received a rating of "Unsatisfactory" or "Improvement Needed" on the prior year summary evaluation.

16.5.2 The evaluator has just and sufficient cause for another evaluation.

16.5.2.1 The evaluator shall review the reasons for the evaluation with the teacher.

16.5.2.2 If the teacher disagrees, he/she has the right to request a conference with a Chief Administrative Officer to present his/her reasons for disagreement. The evaluator may also be present.

16.5.2.3 The Chief Administrative Officer shall make the final decision.

16.6 There shall be a long form and short form evaluation process.

16.6.1 The long form shall be used for:

16.6.1.1 Probationary, temporary, categorical, and emergency teachers.

16.6.1.2 Permanent teachers who received an "unsatisfactory" or "improvement needed" rating in their most recent evaluation.

16.6.1.3 Permanent teachers who have not had a long form evaluation in the prior five (5) years.

16.6.1.4 Permanent teachers who are not certified for a short form evaluation.

16.6.2 The short form may be used for permanent teachers who received a "satisfactory," "highly satisfactory," or "outstanding" rating in their most recent evaluation, except that at least every six (6) years, each permanent teacher shall have a long form evaluation.

16.7 **The long form evaluation of regularly assigned classroom teachers**

16.7.1 A complete assessment sequence for classroom teachers shall include a pre-observation conference between the evaluator and the teacher, a classroom observation, a Written Classroom Performance Report (WCPR), and a post-observation supervisory conference in which the teacher has an opportunity to obtain clarification and feedback from the evaluator.

16.7.2 These WCPRs shall be submitted to the teacher no later than the first Friday in December if an assessment sequence is to be completed during the fall semester, and thirty (30) working days prior to the last scheduled school day for the spring semester. If either of the WCPRs reflects an unsatisfactory performance or improvement needed, the teacher shall have a third WCPR and associated conferences. The following represents the required minimum number of assessment sequences that should occur for each teacher personnel category scheduled for evaluation and working for a full school year:

Assessment Sequences	
Tenured Teachers	1 or 2 per year
Probationary, temporary, categorical and emergency credentialed teachers	2 to 4 per year
Any teacher receiving "Unsatisfactory" or "Improvement Needed" Summary Evaluation for the previous year	Minimum of 4 per year

16.7.2.1 The number of classroom observations may be reduced to one (1) in the case of obviously satisfactory performance by tenured teachers.

16.7.2.2 The number of classroom observations may be reduced to two (2) in the case of obviously satisfactory performance by second-year probationary teachers.

16.7.2.3 Regularly assigned teachers, working less than a full school year, shall have a prorated assessment sequence.

16.8 **The long form evaluation of regularly assigned non-classroom teachers**

16.8.1 An evaluation for non-classroom teachers shall include one (1) or two (2) pre-assessment conferences, one in the fall semester and one in the spring semester, and one (1) or two (2) Written Performance Reports (WPRs) which

reflect the evaluator's assessment of the teacher's performance for each of the two (2) semesters.

16.8.2 These WPRs shall be submitted to the teacher no later than the first Friday in December, for the fall semester and thirty (30) working days prior to the last scheduled school day for the spring semester. If either of the WPRs reflects an unsatisfactory performance or improvement needed, the teacher shall have a third WPR and associated conferences.

16.8.3 An evaluation for a non-classroom teacher may also include a conference to take place in the month preceding the submission of a WPR and shall afford the teacher an opportunity to obtain clarification and feedback from the evaluator regarding the performance of the teacher that semester. This conference shall be held at the request of the teacher.

16.9 At the beginning of each school year, each site administrator shall prepare and distribute to the faculty a written document outlining his/her general expectations for classroom teachers. In addition, he/she should review and disseminate job descriptions for all certificated staff not having classroom assignments.

16.10 **Evaluation calendar and notification**

16.10.1 At the beginning of each of the two (2) semesters during the school year, each principal shall prepare and distribute a projected assessment calendar listing the names of the teachers to be observed and the month that they can anticipate being observed. This calendar may be revised by the principal if necessary and, if so, redistributed to the faculty.

16.10.2 Unit members to be evaluated during a particular school year shall be furnished a copy of the evaluation procedures, including referral to this Evaluation article, shall be advised of the criteria upon which the evaluation is to be based, and shall normally be notified of the identity of their evaluator no later than September 15 of the year in which the evaluation is to take place.

16.10.3 If a school with a non-traditional calendar cannot accommodate to the evaluation calendar specified herein, the administration and staff may submit an alternate evaluation calendar for approval by the District and the Union. Such alternate schedules shall adhere as closely as possible to the time frames for evaluation in the contract.

16.10.4 In the case of regularly assigned teachers who begin the assignment after October 15 of the school year, the teacher's site administrator shall provide the teacher a written document outlining his/her general expectations for classroom teachers at

the beginning of the teaching assignment. In addition, he/she should make available to, and review with the teacher, job descriptions for all certificated staff not having classroom assignments.

16.10.5 In the case of regularly assigned teachers who begin the assignment after October 15 of the school year, during the course of the evaluation period, mitigating circumstances may arise between the conference and the completion of the assessment which may require modification of the evaluation parameters. These circumstances must be communicated in writing to the teacher to be evaluated and adjustments made, if warranted.

16.11 **Preference of evaluator**

16.11.1 At schools or work sites having more than one site administrator, the teacher may request that the site administrator accept the teacher's preference of evaluator.

16.11.2 Itinerant teachers (work assignments at more than one [1] site) may submit a request in writing to the Human Resources Department for a preference of evaluator. The teacher's request will be considered in the assignment of an evaluator.

16.12 **Evaluation conference procedure**

16.12.1 Prior to making an observation which is part of an assessment sequence, the responsible administrator shall conduct an individual pre-observation conference with the teacher involved. This conference shall focus on the elements upon which the evaluation is to be based. There may be discussion of circumstances affecting the teacher's ability to be evaluated positively, such as, but not limited to: the educational capabilities of the learners, availability of support personnel, the appropriateness of the learning environment, and the job description of the teacher.

16.12.2 In the event of a disagreement over the objectives, standards, and/or evaluation schedule, the teacher and the evaluator shall:

16.12.2.1 Make a good-faith effort to resolve the differences themselves.

16.12.2.2 If the disagreement persists, the parties may invite a mutually agreed upon third party to assist in resolving the differences. The third party shall recommend alternatives to the teacher and evaluator.

16.12.2.3 If either the teacher or evaluator reject the proposed alternatives, each shall have the opportunity to state his/her position on the matter(s) in dispute, and the teacher may attach a written statement to the evaluation form completed by the evaluator.

16.13 The evaluator shall normally make an observation of the teacher's performance no later than five (5) working days after the pre-observation conference.

16.13.1 The District and the Union will continue to discuss through the joint labor-management Evaluation Committee the evaluation process and procedure for classroom and non-classroom certificated staff including the role of the Principal's expectations and scheduling of observations.

16.14 Within five (5) school days after the conclusion of the observation of the classroom teacher and prior to the preparation of the WCPR, the evaluator shall provide a verbal report to the teacher regarding the observation, if the teacher so requests.

16.15 Within ten (10) school days after the observation, the evaluator shall prepare and submit to the classroom teacher a copy of the Written Classroom Performance Report (WCPR).

16.16 If the teacher requests an opportunity to have a conference after receiving the WCPR or the WPR, the evaluator shall schedule and hold such a conference within a period of ten (10) school days after the teacher's receipt of the written report.

16.17 Each evaluation of a classroom teacher shall be based upon at least one observation lasting either forty (40) minutes or one full period, whichever is longer.

16.18 If a need for improvement is indicated by the evaluator, the evaluator or his/her designee shall provide affirmative assistance in an effort to improve the teacher's performance. Such assistance shall include, but not be limited to, a demonstration lesson and a supply of the appropriate resource material, if requested. This assistance shall also include released time for the teacher to visit and observe similar classes or activities at his/her own site or at other sites.

16.19 Only administrative personnel shall participate in the evaluation of a unit member.

16.20 Evaluations shall not include the use of publisher norms established as a result of standardized tests.

16.21 Teachers who have primary responsibilities other than a classroom assignment shall be evaluated in terms of their effectiveness in fulfilling the duties and responsibilities of the job.

16.22 All statements on the Written Classroom Performance Reports, the Written Performance Reports, and/or the Summary Evaluations shall relate to job performance.

16.23 The teacher shall have the right to submit a written response within ten (10) working days after receipt of any WCPR or WPR. If the teacher submits a written response, it shall be attached to the evaluator's report and filed in the personnel file.

16.24 Upon receiving an "Unsatisfactory" or "Improvement Needed" Summary Evaluation, the teacher may petition the Superintendent in writing to request that he/she appoint another administrator from within the District (but from another site) to conduct a supplementary assessment sequence resulting in a WCPR or WPR and a reconsideration of the Summary Evaluation. The Superintendent will comply with this request whenever possible. All written reports will be included in the teacher's personnel file.

16.25 Each teacher scheduled for evaluation shall receive a Summary Evaluation reflecting the written assessment(s) he/she has received during the year. While the primary basis for this rating shall be the written assessments of the teacher's performance as demonstrated during assessment sequences, other written feedback previously given to the teacher and related to job performance can be used to determine the Summary Evaluation. Copies of all written backup materials shall be attached to the form that is given to the teacher and sent to the Human Resources Department.

16.25.1 The teacher shall receive his/her Summary Evaluation no later than twenty-five (25) working days prior to the last scheduled school day.

16.25.2 A teacher may have a Union representative present at the last post-observation or WPR conference with the evaluator or the site administrator, if different, prior to the preparation of the Summary Evaluation.

16.25.3 The teacher may request a follow-up conference with the site administrator to discuss the Summary Evaluation. This conference shall be scheduled and held within ten (10) working days of the receipt of the Summary Evaluation.

16.26 Within ten (10) working days after such a follow-up conference, the teacher shall have the right to respond in writing and have the response attached to the Summary Evaluation. Thereafter, the evaluation shall be placed in the teacher's personnel file.

16.27 The performance of non-bargaining unit persons working within a teacher's program shall not adversely affect the teacher's evaluation.

16.28 Without prior knowledge and approval of the teacher, no recording and/or listening device may be used for evaluation purposes in a classroom.

16.29 All evaluation forms shall contain no ratings other than those jointly developed by the Union and the District: Outstanding, Highly Satisfactory, Satisfactory, Improvement Needed, and Unsatisfactory.

16.30 **Short form evaluation** - The timelines for the short form evaluation shall be as follows:

16.30.1 For those teachers that the evaluator has determined to use the short form, the evaluator shall:

16.30.1.1 Notify the teacher in writing by November 10th of the intended use of the short form certification.

16.30.1.2 Certify in writing by November 20th that the teacher shall have the same rating as that received on the most recent long form evaluation.

16.30.2 The teacher may, prior to the first Friday in December, request in writing that a long form evaluation be conducted in the spring semester in place of the certification.

16.30.3 Evaluation for permanent teachers who are not certified must comply with the long form evaluation procedures and timelines. Teachers not certified shall have the right to request a conference with the evaluator.

16.30.4 Evaluations for permanent teachers who received an "Unsatisfactory" or "Improvement Needed" rating in their most recent evaluation must comply with the long form evaluation procedures and timelines.

16.31 **Substitute teachers**

16.31.1 The District / Union committee shall form a subcommittee of equal representation to investigate issues related to creating a more uniform system of assessing the service rendered by Core, fringe benefit substitutes and other substitutes.

16.31.2 By or upon the tenth consecutive day in the same teaching assignment, the site administrator or designee should evaluate the performance of a substitute teacher.

16.31.3 The evaluation shall be based upon observations of classroom performance by the site administrator or designee.

16.31.4 The evaluation form shall indicate five (5) possible summation statements by the site administrator: Outstanding, Highly Satisfactory, Satisfactory, Improvement Needed, and Unsatisfactory. An unsatisfactory evaluation shall be supported by a factual statement.

16.31.5 Prior to submitting an unsatisfactory evaluation, a site administrator or designee shall attempt to notify the substitute teacher. If the administrator or designee leaves the site before the substitute teacher, a note shall be left for the substitute teacher stating that an unsatisfactory evaluation may be written. The substitute teacher may request a conference with the administrator to discuss the situation. Such request must be made within the next workday and the substitute teacher shall attend on their own time.

16.31.6 The site administrator or designee may indicate upon the evaluation whether they want a substitute teacher to return to that school. If the administrator requests that a substitute teacher not return, the evaluation should indicate the basis for such request.

16.31.7 The day-to-day substitute teacher shall have the right to submit a written response within five (5) working days (ten [10] working days if an extension is requested in writing) after receipt of any evaluation. If the day-to-day substitute teacher submits a written response, it shall be attached to the evaluator's report and filed in the personnel file.

16.31.8 The performance of an aide whether paid or volunteer shall not adversely affect the day-to-day substitute teacher's evaluation.

16.31.9 No recording and/or listening device may be used for evaluation purposes in a classroom without prior knowledge and approval of the day-to-day substitute teacher.

16.31.10 The substitute teacher may appeal an unsatisfactory evaluation to the Superintendent. Upon appeal, the Superintendent or his/her designee shall hold a conference with the substitute teacher and review the facts. The Superintendent or his/her designee's decision shall be final and non-grievable.

17. Personnel Files

17.1 Each teacher shall have the right, upon request, to review the material in his/her own personnel file, during non-duty hours. Such material is not to include ratings, reports, or records which:

17.1.1 were obtained prior to the employment of the person involved;

17.1.2 were prepared by identifiable examination committee members; or

17.1.3 were obtained in connection with a promotional examination.

17.2 A representative chosen by the teacher may accompany the teacher in this review.

17.3 Upon written authorization by the teacher, a representative of the Union shall be permitted to examine and/or obtain copies of materials in such teacher's personnel file except for the materials excluded in Section 17.1, above.

17.4 Only one (l) personnel file on any teacher may be maintained by the District. The file shall be maintained at the District Office. Materials shall be released only for the purpose of processing grievances and for District legal documentation, except when written consent is given by the teacher. Any supporting data maintained at the school site but not used by an immediate supervisor for inclusion in an evaluation shall be destroyed at the end of that evaluation cycle. See Article 16, Evaluation.

17.5 All materials in the file must be signed by the source of the material and dated. No anonymous letters or materials shall be placed in this file.

17.6 No derogatory information or statements not related to the teacher's assigned duties or professional responsibilities shall be placed in this file.

17.6.1 Before any derogatory material is placed in the file, a copy of such material shall be provided to the teacher and the teacher shall have an opportunity to respond. The teacher's rebuttal, if any, shall be placed in the file along with the derogatory information or statements.

17.6.2 The teacher, upon request, shall be provided the opportunity before or after the instructional day but during the regular work day to review the information of a derogatory nature and prepare his/her rebuttal, if any. Such release from duty during the work day shall be without salary reduction.

17.7 The teacher shall have the right to include in the file any material or information considered germane to that teacher's professional career.

17.8 Any negative written statement originating from within the District and related to the teacher's assigned duties or professional responsibilities must be part of a formal evaluation signed by the principal and reviewed by the teacher, or the result of a disciplinary action.

17.9 Derogatory materials in a personnel file that are at least four (4) years old shall, upon a teacher's written request, be removed from the personnel file and placed in

a separate sealed file. Such material shall not be removed from the separate file except by a court order or with the teacher's consent.

18. Professional Development

18.1 All District in-service workshops will be open to substitute teachers on a space available basis. Site-based in-service activities that take place before or after the instructional day and during the regular work day shall be made available to day-to-day and long-term substitute teachers working at said site.

18.2 The District shall solicit the in-service needs of each teacher, through methods that will include written or electronic means.

18.2.1 Using the information gathered through section 18.2, the principal and Union Building Committee shall review the in-service needs and provide input on the site in-service calendar in the spring.

18.3 Time for required workshops or training sessions shall be considered part of the work week for regularly assigned teachers as described in Article 7, Days and Hours of Employment.

18.4 One-half of the first day of service at the beginning of the year may be designated as District-wide in-service.

18.5 Regularly assigned teachers may have paid release time to attend professional meetings and conferences. Full or partial reimbursement may be made for conference fees and expenses. The Union and District will jointly develop a formula for allocating such released time in an equitable manner where funds have been designated for this purpose.

18.6. Unit Members may have up to two (2) days released time each year to visit and observe classrooms, schools, or programs, which can only be visited effectively during the school day.; Requests for additional release time for this purpose shall not unreasonably be denied and may depend on availability of funds designated for this purpose and / or availability of substitutes. Each teacher granted such released time shall file a report on the visitation with their immediate supervisor.

18.7 The District and the Union shall form a joint committee consisting of six (6) individuals, three (3) appointed by the Union and three (3) appointed by the District. This committee will explore ideas for the planning and development of District Professional Development. The committee shall present recommendations to Curriculum and Instruction, Student Families and Community Support Services or its successor, the Special Education Department, the Superintendent or

designee, and the Union president in March of each year. Ideas to be explored shall include:

- content and scheduling for in-service training;
- selection of in-service training providers;
- sources of funding for professional development.

18.7.1 It is the intention of the parties to prioritize annual professional development and in-service training in the following areas: restorative practices; school-wide, classroom, and individual student behavior plans; special education inclusive practices; trauma-informed practices; and positive behavior interventions and supports.

18.8 Professional growth - This Section applies to Early Education teachers who hold a permit. Professional Growth plans shall follow the guidelines described in the Child Development Permit Professional Growth Manual from the California Commission on Teacher Credentialing.

18.9 In-service education for substitute teachers (See Section 26.6.2)

18.10 Career in Teaching Committee

18.10.1 UESF and the District shall maintain a Career in Teaching Committee to provide a coherent, comprehensive and articulated support and induction program of services to teachers as they begin their career in San Francisco through their development into master practitioners of the teaching profession.

18.10.2 The Career in Teaching Committee shall be comprised of equal numbers appointed by the Union and District and shall meet on a regular basis.

18.10.3 The Career in Teaching Committee shall by mutual agreement invite the active participation of representatives of the United Administrators of San Francisco on the committee concerning issues that directly impact UASF membership.

18.10.4 The Career in Teaching Committee, working in collaboration with appropriate District departments, is charged with preparing a proposal that:

18.10.4.1 links and coordinates recruitment efforts and hiring policies (the Pre-Intern, Intern, Beginning Teacher Component, and BTSA) as well as develops programs designed to attract and retain quality teachers into the profession and improve and encourage teachers' professional growth opportunities;

18.10.4.2 expands opportunities for collaboration among professional educators and gives teachers broader roles and responsibilities in order to improve student achievement and provide better schools for children and teachers;

18.10.4.3 creates a sequential career ladder for teachers, from recruitment, pre-credential, probationary, tenure, and other teacher classifications that may be subsequently bargained;

18.10.4.4 creates a plan for increasing the number of teachers who are National Board for Professional Teaching Standards certified;

18.10.4.5 develops a comprehensive proposal for determining eligibility criteria for teachers, various teacher duties and classifications; and

18.10.4.6 reviews and monitors District programs affecting teacher training and professionalization

18.11 **Added Authorizations in Special Education**

18.11.1 If the District requires any unit members who hold Special Education credentials to earn added authorizations in Special Education, the following support and assistance shall be provided:

18.11.1.1 Tuition payments required of the unit member in order to obtain the required authorization(s) shall be eligible for tuition reimbursement up to $2,000 per year for up to three (3) years from the Proposition A MOU tuition reimbursement fund (see Appendix F) or other funding sources identified by the District. These reimbursements shall be made on an annual basis. Unit members not completing the authorization within three (3) years shall reimburse the District for any monies received under this provision. Unit members who are unable to complete this authorization within three (3) years due to extenuating circumstances can appeal to the Chief Administrative Officer of Human Resources or designee for an extension of this time period.

18.11.1.2 Full coursework credit for salary-schedule advancement shall be granted upon completion of authorization and/or credential requirements and in accordance with section 11.7.

18.12 Special Education teachers, Social Workers, Related Service Providers, Psychologists and Nurses shall have “job-alike” meetings with unit members with similar assignments two (2) times a year for the entire contractual day for the purposes of ongoing training. In addition, Special Education teachers, Social Workers, Related Service Providers, Psychologists and Nurses shall have “job-alike” meetings with unit members with similar assignments on one

designated day per month.

18.13 Unit Member Induction

18.13.1 Commencing with the 2023-2024 school year, unit members who hold a preliminary or Level 1 credential shall be enrolled in an induction program that begins in the unit member's first year of full-time teaching service with the District. A mentor shall be identified and assigned to each participating unit member (inductee) within the first thirty (30) days of the participant's enrollment in the program, depending on availability of funds designated for this purpose and/or availability of mentors.

18.13.2 Unit members may be selected on a voluntary basis to serve as mentors. All mentors must possess the following qualifications:

18.13.2.1 Knowledge of the context and the content area of the mentee's assignment;

18.13.2.2 Demonstrated commitment to professional learning and collaboration;

18.13.2.3 Possession of a California clear, or Level 2 credential;

18.13.2.4 Ability, commitment, and flexibility to meet mentee's needs for support;

18.13.2.5 Minimum of three (3) years of effective experience.; and

18.13.3 Unit members selected to serve as Induction mentors shall receive an annual stipend of $2100 for each inductee assigned.

18.13.3.1 Teachers on Special Assignment (TSA) are not eligible for the stipends provided in section 18.13.3 for mentees assigned within the number specified in their job description. TSA's may be selected on a voluntary basis to serve as mentors for mentees beyond the number specified in their job description, and shall receive the stipends in accordance with 18.13.3 for each additional mentee.

18.14 New Unit Member Support and Mentoring

18.14.1. Unit members who are not eligible to upgrade their credential (i.e., unit members who do not hold a preliminary or Level 1 credential) shall be enrolled in the New Certificated Employee Support Program and a mentor shall be identified and assigned to each participating unit member as soon as a qualified mentor is identified, depending on availability of funds designated for this purpose and/or availability of mentors.

18.14.2 Unit members may be selected on a voluntary basis to serve as mentors. All mentors must possess the following qualifications:

18.14.2.1 Knowledge of the context and the content area of the mentee's assignment;

18.14.2.2 Demonstrated commitment to professional learning and collaboration;

18.14.2.3 Possession of a California clear, or Level 2 credential, or Early Childhood Education approved;

18.14.2.4 Ability, commitment, and flexibility to meet mentee's needs for support;

18.14.2.5 Minimum of three (3) years of effective experience.; and

18.14.3 Unit members selected to serve as New Certificated Employee mentors shall receive an annual stipend of $1400 for each new certificated employee assigned, (or ⅔ of what Induction mentors make).

18.14.3.1 Teachers on Special Assignment (TSA) are not eligible for the stipends provided in section 18.13.3 for mentees assigned within the number specified in their job description. TSA's may be selected on a voluntary basis to serve as mentors for mentees beyond the number specified in their job description, and shall receive the stipends in accordance with 18.13.3 for each additional mentee.

19. Grievance Procedure

19.1 The Union and District agree that everyone concerned will benefit when prompt and confidential resolution of grievances is encouraged. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems that may from time to time arise. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

19.2 A "grievance" is a written claim by a grievant, as defined in Section 19.8.1.1, that there has been a violation, misinterpretation or misapplication of a provision or provisions of this Agreement.

19.3 The unit member with a grievance may first discuss the matter with the principal or supervising administrator directly or accompanied by a representative of the Union with the object of resolving the matter informally.

19.3.1 As used in this Article 19, "supervising administrator" is the lowest level administrator having immediate jurisdiction over the grievant.

19.4 Notwithstanding Section 19.3, a grievance shall be presented not later than the fifteenth (15th) day after the act, occurrence, event or circumstance alleged to constitute a violation of the contract or not later than the fifteenth (15) day after

which the unit member could reasonably have known of the said act, occurrence, event or circumstance; except that if the act, occurrence, event or circumstance giving rise to the grievance occurs during a unit member's non-service days the time limits shall begin when the unit member returns to service.

19.5 As used in this Article 19, a "day" shall mean a day in which the District offices are open for business.

19.6 All grievances shall be submitted in writing and shall include a concise statement of the facts constituting the grievance, including the name of any employee involved and the date(s) and location(s) involved in the grievance. The grievance shall also specify the section or sections of the contract which are alleged to have been violated, misinterpreted or misapplied and the specific remedy sought by the grievant or the Union.

19.7 All grievances shall commence at Step 1 and shall be submitted to the principal or supervising administrator, except if a grievance arises from the action of an authority higher than the principal or supervising administrator, the grievance may be filed at Step 2 of the grievance procedure.

19.7.1 Upon mutual agreement of the Union and the District, a grievance may be taken directly to arbitration.

19.8 **Grievance procedure steps**

19.8.1 **Step 1 - School/Supervising Administrator level**

19.8.1.1 The grievance shall be submitted in writing. The grievance shall be submitted on a designated form mutually developed by the Union and the District, unless the form is unavailable. The grievance shall be filed with the grievant's principal or supervising administrator. When the Union becomes aware of the grievance it shall send a courtesy copy to the Labor Relations Department in a timely manner. A grievance may be filed:

19.8.1.1.1 by a unit member accompanied by a representative of the Union;

19.8.1.1.2 by a unit member representing himself or herself; or

19.8.1.1.3 by the Union, on behalf of at least one named member of the bargaining unit when an alleged violation of the contract affects more than one (1) member and has a recognizable impact upon members at more than one (1) school, or when the alleged violation presents a question of common or general interest to many aggrieved members of the unit.

19.8.1.2 If the unit member is not represented by the Union, UESF shall be given a copy of the grievance. The Union shall have the opportunity to file a statement.

19.8.1.3 Within ten (10) days after receiving the grievance, the principal or supervising administrator shall investigate the grievance, including granting the grievant and/or the Union an opportunity to be heard, and shall render a decision in writing, together with the supporting reasons, and shall forward the decision to the grievant, Human Resources Department, and the Union. The failure of the principal or supervising administrator to render a decision within ten (10) days shall be deemed a denial by the District.

19.8.1.4 No unit member at any stage of the grievance procedure shall be requested or required to meet with any administrator concerning any aspect of a grievance other than as outlined in this procedure.

19.8.2 **Step 2 - District level**

19.8.2.1 Within fifteen (15) days after receiving the decision from Step 1, or at the expiration of the timeline within which that decision was due, the grievant may, on his/her own or through the Union, or the Union may on its own behalf, appeal the decision of Step 1 to the Superintendent or the Superintendent's designee. If no decision was issued by the principal or supervising administrator at Step 1, then the Superintendent or Superintendent's designee shall send a copy of the grievance and a notice of the Step 2 hearing to the principal's or supervising administrator's supervisor.

19.8.2.2 An appeal to Step 2 shall be in writing and may be accompanied by a copy of the decision at Step 1, if any.

19.8.2.3 Within fifteen (15) days after delivery of the appeal, the superintendent or designee shall investigate the grievance, including granting the grievant and/or the Union an opportunity to be heard, and shall render a decision in writing, together with the supporting reasons, to the grievant, the Labor Relations Department, the Union, and the principal or supervising administrator involved.

19.8.2.4 The failure of the Superintendent's designee to render a decision at Step 2 shall be deemed a denial of the grievance.

19.8.3 **Step 3 - Arbitration**

19.8.3.1 The Union has the exclusive right to appeal the decision to arbitration within twenty (20) days of the Step 2 decision being rendered or at the expiration of the timeline within which a decision was due. Notification of the appeal to arbitration shall be in writing and delivered by facsimile and by either hand-delivery or

regular U.S. mail to the Senior Executive Director of Labor Relations, or successor. The arbitrator shall issue a decision not later than thirty (30) calendar days after the closing of the hearing. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issue(s) submitted. The decision of the arbitrator shall be final and binding on the parties.

19.8.3.2 Based on mutual agreement, a court reporter shall be present at the arbitration hearing, in which case the court reporter's fee shall be equally shared by the Union and the District. In the absence of mutual agreement, either party may have a court reporter present and shall be solely responsible for the court reporter's fees. The arbitrator's fee shall be equally shared by the Union and the District. If an arbitrator is selected and the arbitration is postponed, the party requesting the postponement shall pay 100% of all fees.

19.8.3.3 Limitations of the Arbitrator

19.8.3.3.1 The arbitrator may not decide any issue not submitted, and shall have no power to add to, subtract from, or modify the terms of this Agreement.

19.8.3.3.2 The grievance procedure may not be utilized to challenge or change policies of the District, as set forth in the Board of Education policies, administrative regulations and procedures, and the arbitrator shall have no jurisdiction to consider or act upon such challenges, except as may be necessary to resolve a controversy regarding Article 4.1.

19.8.4 **Mediation Option**

19.8.4.1 Upon mutual agreement, the District and the Union may jointly request that a grievance be submitted to mediation following the decision issued at Step 2.

19.8.4.2 The District shall arrange for a mediator from the California State Mediation and Conciliation Service (CSMCS), or from any other mutually agreeable recognized dispute resolution center, to be assigned to assist the parties in the resolution of the grievance. No individual serving as a mediator may serve as an arbitrator or an expedited arbitrator in the same matter.

19.8.4.3 If the mediation option is exercised, then all steps to conduct the arbitration as established in Section 19.8.3 shall move forward regardless of the mediation process.

19.8.4.4 If a mutually agreeable resolution to the grievance is reached, then the resolution shall be reduced to writing and signed by the grievant(s), the Union and the District. Any agreement shall be non-precedential and shall constitute a settlement of the grievance.

19.8.4.5 At any time and upon the request of either the Union or the District, the mediation shall terminate. Termination of the mediation process shall constitute notice that the arbitration shall be conducted.

19.8.5 Expedited Arbitration Option

19.8.5.1 Within the time permitted for requesting arbitration pursuant to Section 19.8.3.1, the parties may mutually agree to submit the matter for expedited arbitration.

19.8.5.2 Expedited arbitration shall be conducted before an arbitrator, to be mutually selected by the parties, who shall serve until the parties mutually agree to remove her or him or for twelve (12) months, whichever comes first. Not later than August 31 of each year, the Senior Executive Director of Labor Relations, or successor, shall propose a twelve (12) month schedule with monthly expedited arbitration hearing dates and including all other relevant timelines and deadlines.

19.8.5.3 At least ten (10) business days prior to the expedited arbitration hearing, the parties shall exchange a list of witnesses each intends to call as well as any documents or other material the party expects to be introduced and which has not previously been provided to the other party. Additional witnesses and additional documents and/or material may be added to the list so long as names of witnesses, copies of documents and/or other materials are provided to the other party no less than two (2) business days prior to the hearing. Other witnesses may be called and documents and/or materials presented solely at the discretion of the arbitrator.

19.8.5.4 The arbitrator shall hear a maximum of four (4) grievances for each scheduled day of hearings. Each grievance shall have a two hour and forty minute time limit, with each party having ten (10) minutes to present an opening statement and ten (10) minutes to provide a closing statement. Further, each party shall have one (1) hour to present its case for the grievance or in defense of the decision at Step 2. The time limits may be modified by mutual agreement of the parties or at the discretion of the arbitrator.

19.8.5.5 During the hearing, the following shall be prohibited: attorneys, written briefs, court reporters and electronic transcription.

19.8.5.6 Absent exceptional circumstances as determined by the arbitrator, he or she will issue oral decisions at the close of the hearing. Written summary awards shall be provided by the arbitrator to the parties within twenty (20) days following the hearing.

19.8.5.7 Decisions of the arbitrator shall be binding and final and shall not constitute precedent in other cases.

19.8.5.8 Each party shall bear its own expenses in connection with the expedited hearing process. Except as noted below, the parties shall share all fees and expenses of the arbitrator equally.

19.8.5.9 Only arbitrators who agree to the following provisions shall be used for expedited arbitration: For days with one or two arbitrations, the arbitrator shall be paid 50% of her or his fee. For days with three or four arbitrations, the arbitrator shall be paid 100% of her or his fee. Arbitration hearing days cancelled fourteen (14) or more days before the hearing date shall incur no fees whatsoever. Cancellation of thirteen (13) days or less and that incur a fee imposed by the arbitrator shall be fully paid by the party requesting or causing the cancellation.

19.8.5.10 If one party fails to appear for a scheduled arbitration hearing that has not been cancelled, the hearing will be held and the party present shall present its case. The arbitrator shall issue an oral decision at the close of the hearing based solely on the information presented at the hearing. Written summary awards shall be provided by the arbitrator to the parties within twenty (20) days following the hearing.

19.9 **General provisions** - The Union shall request a list of seven arbitrators from the California State Mediation and Conciliation Service (CSMCS). The parties shall alternately strike names from the list until an arbitrator has been selected. In the alternative, the District and the Union may mutually agree to select an arbitrator.

19.9.1 Since it is important that grievances be processed as rapidly as possible, the number of days stated above at each step shall be regarded as a maximum and every effort shall be made to expedite the process. The time limits specified may, however, be extended by mutual agreement of the parties. Time limits for appeal provided in each level will begin the day following the receipt of the written decision by the Union or the grievant, if filed without the Union (at Step 1 or Step 2) or the Union (at each level), or the day following the expiration of the time within which such decision was due.

19.9.2 The initial grievance may be amended by the grievant at any time prior to the hearing at Step 1 to set forth new matters arising from the alleged violation. The grievance may not be amended thereafter.

19.9.3 Failure at any step of this procedure to communicate the decision of the grievance within the specified time limits shall permit filing an appeal at the next step of this procedure.

19.9.4 If the grievance hearing, at any step, is held during the work day, the grievant(s) and the Union representatives shall be released with no loss of pay.

19.9.5 No grievance material shall be placed in the personnel file of unit members exercising their rights under the grievance procedure. Neither shall such material be utilized in the evaluation reports, the promotional process, or in any recommendation for job placement. Materials as used herein shall mean materials developed to process a grievance such as forms for initial filing and appeals, level responses, subpoenas and awards, etc.

19.9.6 If two (2) or more grievances involving the same alleged violation, or which present common questions of fact and law, have been submitted, the Union and District may agree that the grievances shall be consolidated and that they shall be heard at Level 2.

19.9.7 A grievance may not be submitted to arbitration unless the procedures in this article have been complied with and all steps followed.

19.9.8 Forms for filing grievances, serving notices, taking appeals, making reports and recommendations, and other necessary documents shall be prepared jointly by the Superintendent's designee and the Union and shall be given appropriate distribution by the Union so as to facilitate the operation of the grievance procedure. The cost of preparing such forms shall be paid by the District.

19.9.9 Nothing contained herein shall be construed as limiting the right of any unit member having an alleged grievance to discuss the matter informally with an appropriate member of the administration, to process his/her own grievance, and to have the grievance resolved without intervention by the Union, provided the resolution is reached prior to arbitration and that the resolution is not inconsistent with the terms and conditions of the Agreement. The District shall not agree to a resolution of the grievance until the Union has received a copy of the grievance and the proposed resolution and has been given the opportunity to file a response.

19.9.10 If a grievance is filed at such time that it cannot be processed through all the steps in this 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 the aggrieved person, the time limits set forth herein shall be reduced so that the procedure may be exhausted prior to the end of the school year or as soon thereafter as is practicable.

20. Due Process for Complaints

20.1 The Union and District agree that the following procedures shall be used for processing complaints against teachers.

20.2 This article is not to be considered as a substitute for the evaluation procedure in Article 16, Evaluation.

20.3 A complaint is a report of improper personal or professional behavior on the part of a teacher.

20.4 A charge is a complaint that has not been resolved through normal District procedures and which has importance beyond isolated and routine concerns parents may express about teacher performance. In general, charges are matters that could result in disciplinary action or in some other way materially affect the professional status of the teacher.

20.5 All charges as defined above shall be filed in writing with the District.

20.6 The teacher so charged shall immediately be furnished a copy of the charges, to the extent permitted by law.

20.7 If, after investigation, the Superintendent decides further action is necessary, a conference committee shall be established consisting of the Superintendent or designee, the teacher and/or designee, and the individual making the charge and/or designee. The conference committee by unanimous agreement may terminate the charges.

20.8 The meetings of a conference committee are to be privately conducted. Any public announcement of the results of the conference committee meeting will be made only upon the request of the teacher.

20.9 If the conference committee is unable to resolve the issue, a report of its activities shall be submitted to the Board of Education for consideration in closed session.

20.10 The Board of Education may decide, upon consideration of the report of the conference committee, to either terminate the charges against the teacher, or hold a closed session personnel hearing with the Board of Education acting as a committee of the whole. The teacher and/or representative has a right to be at this hearing.

20.11 Any public announcement of the results of the closed session hearing beyond what is required by law will be made only upon the request of the teacher.

20.12 No disciplinary action may be taken against a teacher based upon an oral complaint.

20.13 A teacher may file a written response to a charge. The charge and the written response shall be placed in the teacher's personnel file unless the Superintendent,

the conference committee or Board of Education determines that the charge is not valid and that it should be destroyed.

20.14 If criminal or civil proceedings are brought against a teacher as the result of a complaint, the District shall provide legal representation in accordance with the provisions of the Government Code and the District's liability insurance coverage.

20.15 In cases of alleged child abuse the unit member shall be made aware that a report has been filed as soon as possible.

20.15.1 The District shall not wait for the conclusion of the police investigation before beginning its own review.

20.15.2 The District shall advise the unit member of their employment status within three (3) working days of receiving written notification from the appropriate law enforcement agency.

20.16 Nothing in this Article shall require the District to provide information to a unit member when a non-school district agency has given the district notice that such information may compromise that agency's criminal investigation.

21. Student Discipline

21.1 **Student discipline**

21.1.1 A safe and orderly learning environment is a major priority of the parties, and is based upon culturally relevant pedagogy, trauma-informed practices, and restorative justice principles. Behaviors that are inconsistent with such an environment shall be dealt with safely, fairly, and consistently, and in a timely manner.

21.2 **District support and assistance**

21.2.1 In order to ensure an educational environment that promotes learning, unit members shall be provided all reasonable support from the District in maintaining student discipline. The District shall take all reasonable action to provide professional support services to assist teachers with respect to each pupil.

21.2.1.1 Unit members and school sites shall have access to support and consultation from the department of Student, Family and Community Support (or its successor) on an equitable basis, with the Multi-Tiered Systems of Support tier level (or its successor framework) of the school being among the factors considered. Student, Family and Community Support (or its successor) shall provide timely consultation to the request for support.

21.2.2 The Union and the District shall jointly develop the following:

21.2.2.1 A supplement to the SFUSD Student Parent/Guardian Handbook for the elementary schools;

21.2.2.2 A supplement to the SFUSD Student Parent/Guardian Handbook for the Early Education Department; and

21.2.2.3 A written process, which shall be included in this agreement, for the distribution and utilization of the SFUSD Student Parent/Guardian Handbook and appropriate supplements.

21.2.3 Within the first four weeks of each school year, unit members, in collaboration with school site administration, shall review student discipline policies and procedures. Said presentation shall also include (a) information regarding teacher rights and responsibilities relative to student discipline and (b) behavior strategies in support of a positive productive approach to school-wide intervention, such as positive behavior intervention and support. This review will cover student discipline policies and procedures that will be applied for the current school year at each site.

21.2.4 A school behavior team shall be established at each school site. Such team shall include one or more classroom teachers, a Student Support Services unit member, and a paraprofessional/paraeducator (for example, a family liaison or elementary advisor). The site administrator shall be responsible for the implementation and monitoring of a school-wide behavior plan that is based on school-wide student behavior procedures and norms as developed by the school behavior team and the site administrator.

21.2.5 A teacher may recommend to the principal or the principal's designee corrective action for a pupil less than suspension. If the principal or principal's designee chooses not to implement the teacher's recommendation, the teacher and site administration may discuss the steps taken and the relationship of those actions to the principles of restorative practices, if applicable.

21.3 **Student suspension by teacher**

21.3.1 A teacher may suspend any pupil from their class for the remainder of the day of the suspension and the day following the suspension for disruption of school activities or willful denial of the valid authority of teachers or other school personnel. The teacher shall be entitled to receive, prior to or upon return of the pupil to the classroom, an oral or written report describing the corrective action(s) taken, if any.

21.3.2 Any student who is suspended from class shall receive a reentry conference. The reentry conference shall take place as soon as possible, but in no case more than three (3) school days after the reentry date. At the reentry conference, staff, student, and guardian(s)/parent(s) will address the cause of the suspension and determine if additional supports are necessary.

21.3.3 The teacher may also suspend pupil(s) who:

21.3.3.1 caused, attempted to cause, or threatened to cause physical injury to another person; or

21.3.3.2 possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which was concurred in by the principal or designee of the principal; or

21.3.3.3 unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind; or

21.3.3.4 unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material in lieu of a controlled substance, alcoholic beverage, or intoxicant; or

21.3.3.5 committed robbery or extortion; or

21.3.3.6 caused or attempted to cause damage to school property or private property; or

21.3.3.7 stole or attempted to steal school property or private property; or

21.3.3.8 possessed or used tobacco; or

21.3.3.9 committed an obscene act or engaged in habitual profanity or vulgarity; or

21.3.3.10 unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code; or

21.3.3.11 knowingly received stolen school property or private property; or

21.3.3.12 committed sexual harassment (as defined by SFUSD Board of Education Policy).

21.3.4 The actions stated above may occur at any time or place related to school attendance or school.

21.3.5 No pupil shall be suspended or expelled for any of the acts enumerated unless such act is related to school activity or school attendance.

21.3.6 The teacher shall immediately inform the pupil what the pupil is accused of doing and what the basis of the accusation is. The pupil must be given an opportunity to explain the pupil's version of the facts.

21.3.7 The teacher shall immediately report the action to the principal or the principal's designee and send the pupil to the principal or the principal's designee for appropriate action.

21.3.8 As soon as possible, the teacher shall ask the pupil's parent/guardian to attend a parent-teacher conference regarding the suspension. A school counselor or psychologist shall attend the conference whenever practicable. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.

21.3.9 No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at such conference.

21.3.10 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 or the principal's designee.

21.3.11 A pupil suspended from a class shall not be placed in another regularly scheduled class during the period of suspension. If a pupil is assigned to more than one class per day the suspension shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

21.3.12 A teacher may also report a pupil to the principal or the principal's designee for consideration of suspension from school for any of the acts set forth above.

21.4 In addition to a suspension imposed by the teacher as provided in Section 21.3 above, the District may impose further penalty, up to and including expulsion, as warranted by the circumstances. Such penalty may be reasonably related to the seriousness of the offense and the pupil's past record.

21.5 A teacher may use reasonable force to protect himself/herself or others from attack or injury, or to quell a disturbance which threatens physical injury to a teacher or others. Reasonable force shall mean the same degree of physical control over a pupil that a parent would be legally privileged to exercise but

which in no event shall exceed the amount of physical control reasonably necessary to protect the physical safety of teachers or others.

21.6 The District shall give direct legal and other related assistance in accordance with applicable law for any attack, assault or menace upon the teacher while acting in the discharge of his/her duties.

21.7 In accordance with Education Code section 49001, a teacher may use an amount of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil.

21.8 A teacher has the right to receive prompt assistance from the administration, upon request, when a student becomes a disruption in the classroom and/or threatens the safety of the teachers and others.

21.9 **Informing Bargaining Unit Member**

21.9.1 A bargaining unit member who is assigned a student known to have a documented history of behavior described in section 21.3.2 shall be informed by the Site Administrator of the nature of the problem. The bargaining unit member shall keep this information confidential; take reasonable steps to understand the nature of the student's behavior; and work with the student in a professional manner.

21.10 **Safe and Supportive Community Committee** – The District and the Union shall, within thirty (30) days of ratification and approval of this agreement, form a committee of equal representation of the District, the Union, and parents/guardians. Parent/guardian representatives shall be appointed by mutual agreement between the District and the Union. Within one-hundred and twenty (120) days of ratification and approval of this agreement, the committee shall meet and make recommendations regarding implementation of the Safe and Supportive Schools Policy to the school board.

21.11 **Reentry of Student Following School Suspension**

21.11.1 Any student who is suspended from school shall receive a reentry conference and an intervention plan, as described in the Student and Family Handbook or its successor publication.

22. Pre-Retirement/Early Retirement Program

22.1 **Qualifications**

22.1.1 Pursuant to Education Code Sections 22713 and 44922, permanent teachers who are members of STRS may be granted permission by the Board of Education to reduce their workload from full-time to part-time, except that part-time shall be equal to not less than one-half of a full-time workload, and maintain full-time status for retirement purposes if they meet the following requirements.

22.1.1.1 Reach the age of fifty-five (55) prior to the reduction in workload and are not older than sixty-five (65). Members in the program who reach the age of sixty-five (65) during the school year may continue through that year.

22.1.1.2 Be employed in a certificated position in the District for at least ten (10) years, of which the five (5) years immediately preceding participation in this program consisted of full-time employment. Approved leaves of absence shall not constitute a break in service but time spent on approved leave shall not be counted for purposes of this provision.

22.1.2 **Limitations**

22.1.2.1 Individual participation in the program is limited to a period of ten (10) years.

22.1.2.2 The option of half-time employment may be exercised only at the request of the teacher and can be revoked only under unusual circumstances and with the mutual consent of the District and the teacher.

22.1.2.3 The agreement or contract for one-half time service shall be executed by the teacher and District, in writing, prior to the period of reduced service, at the beginning of the school year, or before the beginning of the second half of the school year.

22.1.2.4 At the end of the ten (10) year period or age sixty-five (65), whichever occurs first, the participant agrees to resign or retire. In cases of unusual and financially pressing circumstances, upon the request of the teacher and by mutual agreement, the agreement to resign may be revoked and the teacher returned to full-time employment.

22.1.3 **Definitions** - Half-time for the purpose of this policy shall be the equivalent of one-half of the number of days of service per year required by the teacher's last full-time contract employment. The days of service required may be satisfied by working full-time for one-half of the year or half-time for the full year.

22.1.4 **Salary** - The teacher's half-time salary shall be one-half of his/her salary had he/she remained a full-time teacher. Teachers participating in the program shall advance on the salary schedule in the same manner as if they had been working full-time.

22.1.5 **Benefits** - The participating teacher's health and welfare benefits shall remain the same as received by a full-time teacher. The teacher shall be granted full day sick leave credits even though working half-time and shall be deducted a full day sick leave for any half-day sick leave absence.

22.1.6 Retirement - Participating teachers and the District shall contribute to STRS as if the teachers were full-time.

22.1.7 A teacher who is interested in participating in the program shall notify the Human Resources Department no later than March 15th. The Human Resources Department shall schedule a meeting with each teacher on or before April 30th, to discuss a mutually agreeable program for the teacher.

22.2 **Early Retirement Program**

22.2.1 **Application** - In order to be considered for the Early Retirement Incentive Program (ERIP) application shall be filed no later than March 15th of the year for which application was made. The Union and District may mutually agree to extend this deadline.

22.2.2 **Eligibility** - Permanent teachers deciding to participate in this program shall:

22.2.2.1 be at least fifty-five (55) years old; and

22.2.2.2 have been employed by the District for at least ten (10) years. Approved leaves of absence shall not constitute a break in service.

22.2.3 **Implementation** - Teachers participating in this program shall be designated as consultants and shall enter into a written agreement with the District. The ERIP agreement shall be a one-year contract which is renewable on an annual basis at the request of the consultant for up to three (3) years or until the end of the school year in which the participating teacher reaches age sixty-five (65), whichever comes first. With the specific and prior approval of the District, the years of service need not be consecutive.

22.2.4 **Resignation** - Teachers entering into this program must submit a written resignation and have it accepted by the District prior to entering this program. The resignation is contingent upon the acceptance by the District of the teacher's participation in an Early Retirement Incentive Program. In cases of unusual and financially pressing circumstances, upon request of the teacher and by mutual agreement, the agreement to resign may be revoked and the teacher returned to full-time employment.

22.2.5 Current ERIP contracts for retirees shall continue unchanged until their scheduled expiration;

22.2.6 Under the revisions described herein, a maximum of $150,000/year shall be allocated for ERIP consultancies;

22.2.7 The rate of per diem pay for said consultancies shall be $200;

22.2.8 The maximum amount of any consultancy shall not exceed the statutory provisions;

22.2.9 The District shall annually determine the number, duration, timing and purpose of the consultancies to be offered in consultation with the Union; and

22.2.10 Preference for available consultancies shall be given to qualified applicants and first year retirees.

22.3 **Benefits** - The participating teachers shall continue to be provided health plan benefits. Teachers in the ERIP may continue welfare benefits in addition to the health plan benefits. The expenses for such benefits shall be borne by the teacher. Arrangements for payments shall be made with the various carriers.

22.4 **Retiree Health Benefits**

22.4.1 Employees hired before July 1, 2004, shall be required to be employed full-time (1.0 FTE) for the final seven (7) consecutive years with SFUSD prior to retirement in order to receive paid retiree health benefits. Part-time shall be counted proportionately to meet this requirement. On July 1st of every subsequent year, the requirement for full-time consecutive years with SFUSD shall increase by one year until the requirement is twelve (12) years of full time (1.0 FTE) service with the SFUSD prior to retirement in order to receive paid retiree health benefits. This provision shall not be applicable to employees who retire on or before June 30, 2006.

22.4.2 Employees hired on or after July 1, 2004, shall be required to be employed full time (1.0 FTE) for 20 final consecutive years of service to qualify for retiree health benefits.

22.4.3 Final consecutive years of service shall include approved paid leaves of absence. Unpaid leaves and separation from employment due to reduction in force shall not constitute a break in service but shall not be counted in the 20 year requirement. Sabbatical leaves and time worked as a 5-3/4 hour/day or as a 3-1/4 hour/day Early Education Department teacher shall be counted as full time service. Final consecutive years of service shall also include district service both as a classified

and as a certificated employee. For the purposes of this article the unit member's date of hire as a classified employee shall be the effective date when determining whether section 22.4.1 or section 22.4.2 is applicable.

22.4.4 Vesting shall be deemed achieved for purposes of this article so long as the unit member achieved vesting as a member of the United Support Personnel bargaining unit.

22.5 **Retirement Incentive Stipend**

22.5.1 Any certificated bargaining unit member who notifies the District's Human Resources Department no later than 5:00 p.m. February 1 of their plan to retire on or before June 30 shall receive a $1,000 retirement stipend. Any certificated bargaining unit member who notifies the District's Human Resources Department no later than 5:00 p.m. March 1 of their plan to retire on or before June 30 shall receive a $500 retirement stipend. The stipend shall be paid on or before July 15 following the retirement of the unit member.

22.6 UESF and District will co-sponsor a recognition event honoring the contributions of retiring employees.

23. Union Building Committee

23.1 At the site the duly elected Union Building Committee (UBC), designed to represent both UESF bargaining units, is responsible for implementing and enforcing provisions of this Agreement. The duly elected Union Building Representative shall serve as the chair of this committee.

23.2 The Union Building Representative at each site represents UESF at that site, represents the site district-wide, and serves as liaison between the faculty and the site administration.

23.2.1 Each school site faculty may choose to determine whether to relieve the site's Union Building Representative of equitably rotated school site duties under Article 7.2.7 in order to accomplish the duties associated with the Union Building Representative position. (Note: Inclusion of homeroom as a school site duty shall be determined by the site administrator.) This secret ballot shall be conducted by the site UBC – but not the Building Representative – and should be conducted prior to the first student day of instruction. The election tally shall be posted and made available to the site staff, including the administration.

23.3 Roles and responsibilities of the Union Building Committee (UBC)

23.3.1 The site administrator shall meet at least once a month with up to seven (7) members of the Union Building Committee on matters of contract administration. This committee shall also coordinate site elections to identify representatives for various other functions within the contract. The UBC shall have a place on the agenda at each faculty meeting, and shall have the opportunity to make a brief statement/report on matters of Union concern or business.

23.3.2 The UBC functions to maintain clear lines of communication between administration and faculty.

23.3.3 Teacher representatives of the School Site Council (SSC) shall be elected by teachers at the school site in an election designed and conducted by the Union Building Committee (UBC).

23.3.4 UBC members shall be permitted use for Union business of school reproduction and audio-visual equipment (excluding materials and supplies) at times which do not interfere with or disrupt normal school functions.

23.3.5 The UBC may schedule meetings before or after the instructional day or at such times that are not in conflict with normal school functions.

23.3.6 The UBC at each site shall have timely access to all pertinent, non-confidential information available to site administration regarding staffing, assignment, programming, facilities management and planning, staff development, and budgeting, and including timelines and deadlines as set by the district administration.

23.3.7 The UBC shall meet with site administration to share information and ideas with the goal of achieving consensus agreement on matters of mutual concern regarding the operation of the site including staffing, assignment, programming, facilities management and planning, staff development, and budgeting, and including timelines and deadlines as set by district administration, and all other matters pertaining to school policy and operations.

23.3.8 The UBC shall conduct the election for teacher and paraprofessional/paraeducator positions on the School Site Council or other similar governing bodies.

23.3.9 The Union Building Representative shall be a member, either elected or ex-officio, of any shared decision-making body to the extent permitted by law. The Union Building Committee at a school site is encouraged to work in conjunction with the shared decision-making body as a unified representative body.

23.3.10 In order to promote cooperation and a collegial relationship at the school site, the UBC and the administration are encouraged to work collaboratively.

23.4. **Options for shared decision-making structures**

23.4.1 At each school site there shall be the opportunity to establish a shared decision-making body. Shared decision-making bodies are crucial for successful implementation of the Weighted Student Formula and accountability programs mandated by state and federal authorities. The decision whether to establish a shared decision-making body shall be made by the UBC and administration, together with the faculty at each site.

23.4.2 The Union Building Representative shall be a member of the shared decision-making body, either elected or ex-officio, to the extent permitted by law. The Building Representative would fill one of the classroom teacher positions, or other staff positions as applicable. The Union Building Committee at a school site is encouraged to work in conjunction with the shared decision-making body as a unified representative body.

24. Living Contract Committee

24.1 **Living Contract Committee**: (This Section and sub-sections shall be suspended and inoperative for the 2010-2011 and 2011-2012 school years.) The parties agree to establish a joint committee, involving both bargaining units represented by UESF, to provide for regular, on-going discussions and decision-making on matters germane to improved union-management relations and more effective overall system operations.

24.1.2 This committee shall be authorized to discuss any issue of mutual interest or concern and to reach agreement on issues in a timely manner without delaying action until the expiration and renegotiation of either collective bargaining agreement. The Living Contract Committee shall also have the power to amend this Agreement, provided that any substantive amendments shall be subject to internal ratification and approval procedures of the District and Union.

24.1.3 The Union and District shall each identify at least two (2) representatives and no more than four (4) representatives as permanent committee members. The Superintendent and/or the UESF President shall participate in meetings of this committee at their discretion.

24.1.4 The overall charge to the Living Contract Committee shall include but not be limited to the following:

24.1.4.1 Administer and implement the contractual agreements, and resolve disputes or problems in the interpretation and application of the agreements as they arise; and

24.1.4.2 Meet monthly on a regularly scheduled date, at times and locations mutually agreed upon, unless the parties agree to a different arrangement. Either the Superintendent or the President may call a special meeting of the Committee to deal with a specific issue on the basis of urgent need.

24.1.5 (This Section and sub-sections shall be suspended and inoperative for the 2010-2011 and 2011-2012 school years.) The Living Contract Committee shall have the following powers and duties:

24.1.5.1 Establish temporary joint subcommittees to address particular issues which shall report with recommendations in writing to the Committee by specific deadlines and establish the membership and operating procedures of such subcommittees. At its first meeting the Committee shall consider the establishment of subcommittees to review issues of concern and make recommendations regarding implementation committees currently in operation;

24.1.5.2 Educate both staff of the District and members of the Union regarding the provisions of this Agreement, their responsibilities, and best practices with respect thereto;

24.1.5.3 Revise the provisions of this Agreement in order to clarify language and meaning, correct contradictions or inconsistencies, remove outdated language, and organize and streamline it; and

24.1.5.4 Consider and recommend to the Superintendent and Union President transfers of individual teachers between schools if reason is shown without regard to Article 15, Staffing and Assignment. This process is not meant to substitute for the rights and responsibilities of the parties set forth in Article 16, Evaluation, and/or Article 28, Disciplinary Action. The decision to approve each recommendation for transfer shall be made by consensus of the Superintendent and Union President. Transfers under this subdivision may be voluntary or involuntary, and shall not be grievable. Such transfers shall not impair the transfer rights of other teachers, or any transfer rights of the District.

24.2 All existing joint subcommittees and task forces and other work groups under this Agreement shall continue under the aegis of the Living Contract Committee. The Living Contract Committee shall have the power to consolidate, reconfigure the membership, modify the charge, tasks, and term of joint subcommittees.

24.3 **Budget and Fiscal Consultation**: The District shall meet with the Union to provide the Union with updates and information of the status of the District's budget throughout the fiscal year. The checkpoints for these information exchanges shall be tied to the First Interim Report, the Audit Report, and the Second Interim Report. The parties shall annually establish mutually agreeable dates to review this financial information.

24.4 **Textbook and objectives consultation**

24.4.1 Within a reasonable time of written request from the Union, the District shall consult with the Union on the definition of educational objectives, the determination of the content of courses and curriculum, the standards and criteria for academic freedom, revisions to Board policies regarding student discipline, the improvement of counseling and library services, and the selection of textbooks to the extent such matters are within the discretion of the public school employer under the law.

24.4.2 Subsequent meetings, if necessary, shall be scheduled by mutual agreement at reasonable times and places.

24.4.3 Consensus reached upon these topics may be incorporated into District policies, regulations, rules or guidelines.

24.5 **Subject matter and grade level consultation**: Subject matter and grade level joint committees of the Union and the District (to include, but not be limited to: Early Education Department, Substitutes, Elementary, Middle School, High School, Multilingual, Counselors and Special Education) shall meet on a regular basis to discuss educational issues and concerns. These joint committees shall be comprised of UESF Executive Board members and District central office administrators appropriate to the subject matter or grade level and other appointees of the UESF President and the Superintendent. These meetings shall be scheduled at mutually acceptable times.

25. Early Education Department

25.1 The District and the Union agree that the Early Education Department makes a valuable contribution to the District's educational program and to the needs of the San Francisco community and recognize this department as integral parts of the District.

25.1.1 The District and the Union share the goal of building a program that offers a full range of educational experiences to the children in Early Education Department. It is the parties' intent to improve the program for students.

25.1.2 The parties shall also work together to obtain additional revenue.

25.2 Full-time (1.0 FTE) Early Education Department teachers shall be assigned to a 191 day work calendar, at 7.5 hours/day not including a duty-free lunch. Two of the 191 days (or 15 hours) shall be designated for professional development. Two and one-half (2.5) hours per week (out of the total 37.5 work hours per week) shall be utilized for preparation and planning time. At least two (2) of these hours per week shall be directed by the teacher for preparation time. Up to one-half (.5) hour per week shall be directed for planning time.

25.2.1 On a school year basis only, teachers shall be assigned to a specific age group and a consistent daily schedule.

25.2.2 **Infant and Toddler Teachers**

25.2.2.1 Full-time (1.0 FTE) infant and toddler teachers shall be assigned to a 219 day work calendar, at 7.5 hours/day not including a duty-free lunch. Two of the 219 days (or 15 hours) shall be designated for professional development.

25.3 Each school shall be staffed to meet the ratios established by the California Department of Education and/or Community Care Licensing.

25.4 Pre-K EED teachers shall be given priority for summer Pre-K Program positions. School-age EED Summer Pre-K compensation shall be reflected in salary schedule B.10.

Priority Order for Pre-K Summer Program
Pre-K EED teacher currently working at summer program site
Pre-K teacher not working at summer program site
Part-time school-age teacher currently working at summer program site
Part-time school-age teacher not working at summer program site

25.5 Part-time School-age Teachers, also known as “Outside School Time” (OST) Teachers.

25.5.1 Part-time school-age teachers serving in positions three and three fourths hour (3 ¾) or 0.5 FTE or longer shall be covered by all fringe benefits provided to other teachers. Part-time school-age teachers shall be assigned to a two hundred eighteen (218) day calendar. Two (2) of the 218 work days (or 7.5 hours) shall be designated for professional development, pending CDE Contract approval and regulations.

25.5.1.1 Part-time school-age teachers serving in dual roles, such as working as a paraeducator for the District, may do so, as long as their total cumulative full time employment (FTE) does not exceed 8 hours of work per day. For example, the unit member may work 0.5 FTE as a part-time school age teacher and up to 0.525 FTE as a paraeducator, or any combination thereof, totalling 8 hours of work, given the difference in the calculation of the FTE equivalency because of the "full day hours" for each role.

25.5.2 Part-time school-age teachers shall have priority for full-time positions (see priority table in Section 25.5) that become available in the Early Education Department. This section is not intended to restrict the rights of currently employed full-time teachers to exercise their transfer rights under Article 15, Staffing and Assignment.

25.5.3 Unit Members will be paid at their per diem rate for Thanksgiving recess, Spring Break, and summer work.

25.5.4 Scheduling of non-service days for part-time school-age teachers shall take place at each center. These teachers shall have the right to schedule non-service days at intervals or in a continuous block of time. If conflicts in scheduling non-service days at a center remain unresolved by May 1st, they shall be resolved by the Program Director and Site Administrator in consultation with the teacher(s) involved. The teacher has the right to have a Union representative present at this conference and shall provide reasonable prior notice to the Site Administrator of said representation.

25.5.5 For OST Educators, the district shall assume that all work completed prior to March 1, 2026 is compensation earned for work completed. This shall eliminate any need for repayment schedules and agreements retrospectively in recognition of work completed with compensation considered commensurate.

25.6 **Compensatory time**

25.6.1 Teachers assigned to the Early Education Department shall remain on duty at the end of their work day until children in their charge have been released to their families, another teacher, or a responsible authority. Compensatory time shall be provided to teachers for time spent beyond the workday necessitated by late pickup of children. The teacher and the site administrator/principal shall mutually agree on the dates and hours that compensatory time is to be taken. Within the first twenty (20) work days of the work year, site administrators/principals shall meet with the designated UESF building representative and/or UBC to establish a

plan to schedule compensatory time for members who accumulate such time during that year.

25.6.2 Part-time teachers shall be provided compensatory time in accordance with Section 25.6.1, when necessary, in order to permit attendance at faculty meetings.

25.7 Site office telephones shall be accessible to teachers for school related purposes at all times that teachers are required to be on site.

25.8 No regular Transitional K (TK)-12 teacher shall be involuntarily transferred into the Early Education Department.

25.9 No regular Early Education Department teachers shall be involuntarily transferred into the TK-12 program.

25.10 **Substitute hours**

25.10.1 The District shall make every good faith effort to provide substitutes for all absent teachers.

25.10.2 A lead teacher, or back-up lead teacher, substituting for an absent site administrator/principal will be provided with a part-time substitute upon request by the lead teacher when the lead teacher or substitute lead teacher deems it necessary. The Union and the District shall mutually agree within the first four weeks of the school year on what situations would require a substitute.

25.10.3 Additional hours to fill absences or temporary vacancies — part-time school-age teachers

25.10.3.1 At the beginning of the academic year, site administrators/principals shall conduct a survey of staff to determine interest in filling absences or temporary vacancies.

25.10.3.2 The roster of site staff shall be posted at each site within 20 days of the start of school.

25.10.3.3 As such hours become available, the site administrator/principal shall normally offer the work to part-time school-age teachers on the list on a rotating basis. Part-time school-age teachers declining an offer to work shall be placed at the bottom of the rotation list.

25.11 **Extended Hours**

25.11.1 The extended hours rate (Salary Schedule B.11) shall be paid for parent/teacher conference weeks, winter and spring recess, and early release days for school-age

students. The classroom teacher shall have priority to work these extended hours in his/her class.

25.12 **Lead teacher**

25.12.1 A lead teacher and back-up lead teacher (or teacher-in-charge) who substitute for a site administrator shall be designated annually for each site and selected according to the process defined below and paid pursuant to Section 11.7.11.7.

25.12.2 This procedure is to be used at all sites. All lead teachers and back-up lead teachers (or teachers-in-charge) shall earn the differential pursuant to Article 11.7.

25.12.3 No later than April 15th of each school year, site administrator/principal is to notify each teacher of the open lead teacher and backup lead teacher position(s) and make the job qualifications, job description and list of responsibilities available to the eligible teachers

25.12.4 Interested eligible teachers shall submit a statement to the site administrator/principal indicating their desire to be considered for a position.

25.12.5 The site administrator/principal will meet with each teacher who submitted a statement of interest to discuss the position and the teacher's qualifications, and to answer any questions.

25.12.6 The site administrator/principal will then make a selection and notify all interested teachers.

25.13 **Recesses** - The Union and District agree that the Early Education Department may, without reducing FTE, provide reduced student service locations during winter and spring recesses.

25.14 **Medication**

25.14.1 No unit member, except credentialed school nurses, shall be required to dispense, administer, or supervise the taking of medication by a student, or to perform medical procedures other than first-aid.

25.14.1.1 The District shall indemnify and hold harmless, in accordance with applicable Government Code sections, any unit member who performs health care services.

25.15 **Home Visits**

25.15.1 Home visits shall only be performed under the following circumstances:

25.15.1.1 Teachers shall receive a stipend of $40 for each home visit performed outside the unit member's regularly scheduled work hours.

25.15.1.2 Mileage reimbursement at the current Internal Revenue Code rate shall be paid to teachers

25.15.1.3 A teacher may request accompaniment by another authorized individual for a home visit. The district office shall make every effort to fulfill this request. In the event that another authorized individual is not available, then the home visit shall be rescheduled to a time when the second authorized individual is available. If the second authorized individual is also a teacher, that individual shall also receive the $40 home visit stipend.

25.15.2 Effective with the ratification of the agreement, EED staff shall be notified of state or federal requirements for home visits prior to any regulatory requirement to perform them.

25.15.3 The District shall assume all liability related to home visits by all teachers to the extent required by law.

25.15.4 Personnel records that are required by Community Care Licensing for licensing purposes, shall be maintained securely and locked at the EED sites and only be made available for compliance review purposes. These files shall only contain records required by Community Care Licensing. They shall exclude job ratings and evaluations and shall not constitute a waiver of any rights related to a unit member's personnel file established in the Education Code.

25.16 EED shall report to the Union on a monthly basis student enrollment, number of classes, and number of EED schools.

25.17 Early Childhood Special Education Teacher

25.17.1 Definitions for Early Childhood Special Education Teachers (ECSE)

25.17.1.1 Early Childhood Special Education teachers work primarily in the following settings: In a Special Day Class, integrated SPED (who support through an RSP model) or as an itinerant teacher.

25.17.2 Early Childhood Special Education Program Expansion and Staffing

25.17.2.1 The District will make every effort to provide adequate staffing to ensure ECSE teachers' classroom have coverage during staff lunch and rest breaks.

25.17.2.1.2 When possible, ECSE teacher lunch breaks shall be provided toward the middle of the work day and within the first five hours of work, as arranged by the site administrator.

25.17.2.1.3 ECSE teacher's supervisor and/or site administrator will develop a plan for coverage pursuant to Article 6.8.1.

Itinerant teachers' caseload should take into account the number of sites required to provide services with no teacher required to visit more than 3 sites daily, including private or non-public preschool sites.

If itinerant teachers' caseload is exceeded, or the teacher has a workload concern, they shall immediately raise the issue with the appropriate administrator for support with the intention of co-creating a support plan.

25.18.4 The employer shall make every effort to provide time for collaboration among classroom staff, including support staff and general education teachers.

25.18.5 Other Provisions for Early Childhood Special Education Teachers

25.18.5.1 When considering classroom assignments on EED sites, the District will ensure that all ECSE classrooms adhere to the space standards for state preschool facilities. Classroom materials will be distributed to ECSE classrooms in a manner that is equitable to general education early childhood classrooms.

25.18.5.2 Unit members will be provided with the supplies necessary to maintain safe and healthy classroom environments, including supplies for cleaning/disinfection of classroom surfaces, and toileting/diapering supplies.

25.18.5.3 The District will use best efforts to ensure that each itinerant teacher's site schedule shall be arranged by the administrator to minimize instructional and program time loss due to travel time between sites. Itinerant teachers will be notified of initial assignments in advance of the school year and any adjustments based on student enrollment will be provided as soon as possible. Itinerant teachers will have an opportunity to provide feedback on their site assignments. The District will make an effort to provide itinerant teachers and assign a workspace that has a desk and secure storage for instructional materials and IEP documents.

25.18.5.4 Safety Conditions: If an ECSE teacher has a safety concern, the teacher shall raise this issue in writing to their supervisor within 2 days so the supervisor can review the concern and take the next steps as necessary.

26. Day-to-Day Substitute Teachers

26.1 **Hours of employment**

26.1.1 A substitute teacher shall report to a school site at the same time a regularly assigned teacher is required to report provided that the substitute teacher is given timely notification.

26.1.2 With the permission of the principal or their designee, a substitute teacher not returning to the school the next day may leave the school site upon the dismissal of the students in their classes, immediately after they have returned all materials or equipment used or checked out for the day, including school keys, attendance reports, laptop, etc.

26.1.3 A substitute teacher in the Early Education Department shall be paid for time served beyond eight (8) hours when the service is required and directed by the site administrator.

26.1.4 A substitute teaching assignment at an Early Education Department site shall be for no less than three and one-half (3.5) hours.

26.1.5 A substitute teacher working in the Early Education Department shall not be required to remain with the children after 6:00 P.M. unless no regular staff member is available to close the Center for the day. In that case the substitute teacher will call the Site administrator, who will arrange to have the substitute teacher relieved as soon as possible.

26.1.6 Within the work day, a substitute teacher assigned to teach in high school or middle school shall have a duty-free preparation period equal in length to a teaching period. Preparation time shall be expended at the assigned work site except as provided for in Section 26.1.2.

26.1.7 A substitute teacher shall not be required to perform a field-trip assignment unless informed of the assignment and the availability of others to assist in supervision before accepting the assignment. Authorized and approved field trips are covered by District liability insurance.

26.1.8 A substitute teacher working at least a half day assignment shall be provided a duty-free lunch period, equivalent in length to the lunch period of the teacher's students, exclusive of passing periods, or thirty (30) consecutive minutes, whichever is longer.

26.1.9 A substitute teaching assignment at McAuley Adolescent Care Unit or successor shall be for not less than four (4) hours.

26.2 **Daily working conditions**

26.2.1 A substitute teacher shall be provided the lesson plans, seating charts, uniform school site schedules, emergency procedures, and any other essential material at each site, including, but not limited to, names and extension phone numbers of personnel on site.

26.2.2 Each site shall provide each substitute teacher keys to classrooms(s), restrooms and elevators and other appropriate technology where it is available (e.g. computers). Substitute teacher time sheets will not be signed and returned to the teacher without the return of said keys. Each site shall have a sign-in/sign-out sheet for keys and a key drop-off box.

26.2.3 A substitute teacher shall be assigned the duties which would have been the routine responsibility of the permanent teacher for whom the substitute teacher is teaching. Before-school yard duty on the first day of an assignment will not be required in order to give the substitute teacher time to prepare for classes.

26.2.4 A substitute teacher shall not be required to attend faculty meetings unless so directed by the principal or site administrator and provided that the substitute teacher is returning the following day for the same assignment.

26.2.5 Assigning of report card grades in TK-12 or carrying out formal assessment of children in EED shall not be required of a substitute teacher before the substitute teacher has served at least twenty five (25) days with the class to be graded.

26.2.6 At the end of the assignment a substitute teacher shall prepare a report in writing including the following: a report on what was accomplished in class, a description of problems that occurred and the resolutions of the problems, a lesson plan for the next day and other information that may be required by the principal or site administrator.

26.2.7 A substitute teacher shall to the best of their professional abilities teach the lessons scheduled for the classes to which they have been assigned, correct classroom assignments and homework received as time permits and perform other duties properly assigned by the principal or site administrator.

26.2.8 **Medical services** — No substitute teacher, except qualified public health nurses, shall be required to dispense, administer, or supervise the taking of medication by a student, or to perform medical procedures other than first aid.

26.2.9 In accordance with Education Code section 49001, a substitute teacher may use an amount of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property for purposes of

self-defense, or to obtain possession of weapons or other dangerous objects within control of the pupil.

26.2.10 A substitute teacher has the right to receive prompt assistance from the administration, upon request, when a student becomes a disruption in the classroom and/or threatens the safety of the teachers and others.

26.3 **Daily assignment procedures**

26.3.1 **Substitute Committee** — In an effort to improve communication and collaborative problem solving, the District and the Union shall establish a committee of substitute teachers to meet with District representatives on a monthly basis. The Substitute Committee shall meet to establish a mutually agreeable evaluation procedure for substitutes and recommend a procedure to the parties for inclusion in the contract. The recommendations shall address procedure and criteria, not content.

26.3.2 A substitute teacher shall have the right without penalty to declare time(s) and/or days during which they are unavailable for work.

26.3.3 Substitute teachers will not be penalized for refusing any assignments but shall be expected to complete no fewer than thirty (30) assignments per fiscal year. The foregoing requirements shall not apply to classified unit members who serve as substitute teachers in the Early Education Department. Substitutes who complete thirty (30) assignments in the fall semester shall be deemed to have met the requirement to remain in active status for the current year and the following year. Assignments include summer school. Substitutes not completing the required number of assignments per year will be notified by Human Resources. The bargaining unit member submits their reasons as to why they were unable to fulfill the requirement listed above and request a continuation of active status. The District shall inform the unit member of their eligibility to remain in active status no later than 15 work days following the unit member's submittal.

26.3.3.1 Retired teacher substitutes will not be penalized for refusing any assignments but shall be expected to complete no fewer than ten (10) assignments per fiscal year. Assignments include summer school. Substitutes not completing the required number of assignments will be notified by Human Resources. The bargaining unit member must submit their reasons as to why they were unable to fulfill the requirement listed above. The District shall inform the bargaining unit member of their eligibility to remain in active status no later than fifteen (15) work days following the bargaining unit member's submittal.

26.3.4 Whenever possible, substitute teachers will be notified of an assignment at least one and one-half (1.5) hours before the starting time of the assigned school. No substitute teacher shall be penalized for reporting late if they were not notified at least 1 and one-half (1.5) hours before the start of said assignment. Substitute Teachers will have access to view all available assignments via the Substitute Management System. Substitute Teachers who accept a work assignment that has passed the covered teacher's start time, should make every valid effort to arrive at their assigned school site within sixty (60) minutes of accepting the assignment.

26.3.4.1 Substitute Teachers who accept an assignment using the Substitute Management System greater than two (2) hours of the start of the school day, shall arrive at the school at least fifteen (15) minutes but not more than thirty (30) minutes before the start of the school day.

26.3.5 A substitute teacher shall be able to view all available job assignments using the Substitute Management System.

26.3.6 Whenever possible, a substitute teacher's preference of school assignment will be honored.

26.3.7 A core or QTEA substitute teacher who is unable to work at any time shall make themself unavailable for an assignment through the Substitute Management system. This shall also apply to all other substitute teachers who are unable to work for five (5) or more consecutive workdays.

26.3.8 Appointment to substitute positions shall be made in compliance with Education Code section 44956 and 44957, when applicable, thereby requiring laid off teachers to be appointed to substitute positions by seniority.

26.3.9 Substitutes may not cancel out of an assignment less than twelve (12) hours in advance. If a substitute cancels out of three (3) assignments with less than twelve (12) hours advance notice, the substitute will be sent a notification. Any further cancellations by that substitute will cause that substitute to be deactivated. To be considered for reactivation, the substitute must submit a letter to the Human Resources supervisor of substitutes requesting continuation of substitute employment and outlining the reasons for canceling out of assignment without sufficient advance notice. The District shall reply to the request no later than seven (7) work days following the receipt of the request.

26.4 Substitute teachers who meet the following criteria shall be given priority assignment for jobs assigned by the substitute teacher office:

26.4.1 Sixty (60) or more assignments in the last school year of substitute teacher service as defined in Section 3.11, or a combination of substitute, Emergency teacher or Temporary teaching service; and

26.4.2 no unsatisfactory evaluation; and

26.4.3 the teacher has appropriate qualifications; and

26.4.4 a written statement on file with the Human Resources Department stating his/her desire to be placed on the list.

26.4.4.1 The District will make a good faith effort to establish priority status within thirty (30) calendar days following the beginning of the school year and the substitute management system will be appropriately programmed.

26.4.5 Whenever possible, substitute teachers shall be assigned to teach in the field(s) for which they hold credentials.

26.4.6 When substitute teachers are sent by the School District in error to a school, the substitute teacher will notify the Substitute Office of the error and will then be assigned equivalent teaching duties at that school or a nearby school. Full applicable salary will be paid for this service.

26.4.6.1 Substitute teachers who accept an assignment and are subsequently cancelled 2 hours or less from the start of the school day or later, will be compensated for at least half day of service.

26.5 **Employee travel**

26.5.1 Upon being offered an assignment involving travel between two (2) or more work sites, a substitute teacher will be informed of the travel requirements by the Substitute Management System.

26.5.2 The travel reimbursement for the substitute teacher shall be at the same rate as that of the teacher being replaced.

26.5.3 A substitute teacher who is required to travel pursuant to the above shall be provided the same preparation period, lunch and relief time as provided for the teacher being replaced.

26.5.4 A substitute teacher shall have the right to use school parking lots on the same basis as the teacher being replaced.

26.6 **In-service education**

26.6.1 All District in-service workshops will be open to substitute teachers on a space available basis.

26.6.2 One day of paid in-service shall be offered each school year specifically designed to meet the needs of day-to-day substitute teachers new to or recently employed by the District. This in-service shall be offered once each school year, within 40 days of the first day of instruction. The Union and the District shall agree on procedures for implementation of this article.

26.7 Core Substitutes

26.7.1 As soon as administratively feasible after the start of the Fall semester, but in no case later than fifteen (15) days of the start of the school year, the District shall notify the remaining core substitutes to serve in positions as designated by the District, retroactive to the beginning of the school year. The core substitute position shall be eliminated through attrition.

26.7.1.1 Core substitute teachers shall be paid in accordance with Article 11, Salaries, Increments, and Classification Changes of this agreement.

26.7.1.2 Core Substitute teachers shall receive benefits in accordance with Article 12, Fringe Benefits, of this agreement.

26.7.1.3 Core substitutes shall have priority consideration (i.e. the right to an interview before the position is filled) for vacancies that occur during the course of the academic school year.

26.7.2 Up to five additional (beyond those established by this article) temporary core substitute positions may be created and filled by teachers who lack the requisite credentials or authorizations as required by the California Commission on Teacher Credentialing.

26.7.2.1 These teachers shall maintain all consolidation rights they held prior to serving as a core substitute and

26.7.2.2 The Union and the District may agree to increase any number of temporary additional core substitute positions.

26.7.3 Dedicated Core Substitute Program The District shall maintain a Dedicated Core Substitute Program, distinct from the core substitute position described in 26.7.1 and 26.7.2 as follows:

26.7.3.1 The District shall provide a dedicated core substitute to all high potential schools.

26.7.3.2 On school days where there are no absences, site administrators will ensure that the core sub is only assigned duties customarily performed by UESF certificated or classified bargaining members.

26.7.3.3 Dedicated core substitutes shall be paid on the salary schedule B.11 for TK-12 fully credentialed teachers and salary schedule C.6, C7 and C8 for TK-12 intern/emergency and other non-credentialed teachers using the guidelines in section 11.7.6 and 11.7.7 of this agreement.

26.7.3.4 Dedicated core substitutes shall receive benefits in accordance with Article 12, Fringe Benefits, of this agreement.

26.7.3.5 Dedicated core substitute positions shall voluntarily serve in the position for the following year and receive the opportunity to confirm their interest in the position for the following year no later than May 15. Each year dedicated core substitutes shall be offered to substitute teachers in active status in order of the total number of days worked during the previous school year. SFUSD commits to assigning dedicated core substitute positions no later than October 1 with dedicated core site substitutes assigned to the site no later than November 1.

26.7.3.6 Dedicated core substitutes shall only be assigned duties customarily performed by UESF certificated or classified bargaining unit members.

26.8 **Classification as a Forty-Day substitute**

26.8.1 Substitute teachers serving more than forty (40) consecutive days in the same position with no more than two (2) authorized absences shall be classified as Forty-Day substitutes for the semester. See Article 3.11.3.

26.8.2 If the regularly assigned teacher returns prior to the end of the semester, the substitute teacher will retain their Forty-Day status to the end of the semester and shall serve in positions as assigned by the District.

26.8.3 If the days referred to in Section 26.8.1 span the Fall and Spring semester, the substitute teacher shall be classified as a Forty-Day substitute retroactive from the first day in the assignment to the end of the Spring semester with the provisions of Section 26.8.2 applying.

26.8.4 Substitute teachers with regular credentials assigned to positions where it is known or it can be reasonably assumed that the regularly assigned teacher will not return or no specially credentialed teacher (such as bilingual and/or special education credentials) can be found, shall be classified as Forty-Day substitutes on the first day of assignment, except when there are forty (40) or fewer days remaining in the school year.

26.8.4.1 If the regularly assigned teacher returns or teachers with the required special credentials become available, the substitute shall retain his/her Forty-Day status to the end of the semester and shall serve in positions as assigned by the District.

26.9 **Cases of alleged child abuse**

26.9.1 In cases of alleged child abuse the substitute teacher shall be made aware that a report has been filed as soon as possible.

26.9.1.1 The District shall not wait for the conclusion of the police investigation before beginning its own review.

26.9.1.2 The District shall advise the substitute teacher of his/her employment status within three (3) working days of receiving written notification from the appropriate law enforcement agency.

26.10 The District shall provide and distribute handbooks to each substitute teacher. The Union shall have the right to provide input to the development of the handbook.

26.11 **Salary rates** - See Appendix B.

26.12 Health Benefits

26.12.1 Substitute teachers who have rendered a minimum of sixty days (60) of service for the year immediately preceding the year of eligibility shall be eligible for QTEA substitute teacher status with District provided employee-only health and dental benefits.

26.12.1.1 The District shall allocate thirty (30) substitute teacher positions that are eligible for this benefit provision. Eighty-five thousand dollars ($85,000) shall be used for this purpose and additional funding shall be provided through QTEA revenues. All QTEA substitutes shall be assigned to High Potential Schools. On any day that no High Potential School assignment is available for a QTEA substitute, that QTEA substitute may be assigned a substitute assignment at a non-High Potential School for that day.

- 160-Day TK-12 substitutes: $412.33 per day, as of 2024-2025 school year.
- TK-12 assignments at High Potential Schools: $39.82 day differential pay, as of 2024-2025 school year.
- 160-Day Early Education Hourly Substitutes: $47.49 hour , as of 2024-2025 school year.

26.12.1.1.1 The rates above do not reflect any salary increases. Once salary increases are determined, these rates shall be adjusted to reflect such increases and added to the substitute teachers' daily and hourly rates in Appendix B.

26.12.1.2 A day of service, as used herein to determine eligibility, shall mean any day of assigned substitute service of more than four (4) hours.

26.12.2 To maintain eligibility, qualifying QTEA substitute teachers shall meet the following criteria:

26.12.2.1 During the first semester of District provided benefits, the substitute teacher shall average at least 16 days of service per month for the months of September, October, and November.

26.12.2.2 To maintain eligibility during the second semester of District provided benefits, the substitute shall average at least sixteen (16) days of service per month for the months of March, April and May.

26.12.2.3 Failure to achieve the average days of service specified in Sections 26.11.2.1 and 26.11.2.2 above shall result in the automatic cancellation of District premium payments at the end of each three month period in which said average is not achieved, or at the end of any month in which the number of cumulative days served would preclude achievement of the average days specified for the three month period.

26.12.2.4 Failure to achieve a minimum of seventy-one (71) days of service during the first semester shall result in the automatic cancellation of District premium payments at the end of January.

26.12.2.5 Failure to achieve a minimum of one hundred-sixty (160) days of service for the school year shall result in the automatic cancellation of District premium payments at the end of June.

26.12.2.6 Different assignments rendered on the same day of service shall be counted as one (1) day of substitute service.

26.12.2.7 For the first year of entry into this program, the substitute teacher's coverage shall begin on October 1st.

26.12.2.8 A retired District employee who already receives a District paid medical insurance contribution and who works as a substitute teacher shall not be eligible for the coverage described herein.

26.12.3 No substitute educator shall experience a loss in health benefits when moving between classifications defined in 3.12. for which health benefits are afforded.

27. Promotional Opportunities for Substitute Teachers

The Union and the District agree that maintaining quality education in the San Francisco Unified School District requires that we continue to attract and retain an outstanding teaching staff committed to student progress. In order to deal with the employment goals of substitute teachers within the District and the desire of the District to hire the best candidates available, it is important that a clear and equitable process be understood for the selection of regularly assigned teachers.

27.1 **Probationary appointments**

27.1.1 The Union and the District agree that an annual eligibility list of qualified Forty-Day substitute teachers desiring probationary appointment shall be established by the Human Resources Department. Inclusion on this list shall be based on the criteria that the teacher has:

27.1.1.1 at least two (2) terms of service in a Forty-Day substitute position; and

27.1.1.2 the two (2) most recent evaluation(s), if available, are rated better than satisfactory; and

27.1.1.3 credential authorizing service for the position; and

27.1.1.4 appropriate qualifications for the specific vacancy; and

27.1.1.5 a written statement on file with the Human Resources Department stating their desire to be placed on the list.

27.1.2 Prior to hiring outside candidates, teachers on this list shall be interviewed for open positions, subject to the following exceptions:

27.1.2.1 qualified applicants in shortage fields identified by the District; and

27.1.2.2 student teachers assigned to the SFUSD who are recommended as exceptionally good candidates.

27.1.3 Except in unusual circumstances, the District will not refer other applicants for interviews before teachers on this eligibility list have had this opportunity.

28. Disciplinary Action

28.1 Tenure-track, temporary, categorical, emergency, core, and 40-day substitute teachers

28.1.1 Disciplinary action in the form of dismissal shall be in accordance with the appropriate provisions of the Education Code.

28.1.2 Teachers shall not be disciplined without just cause.

28.1.3 The following just cause guidelines shall be recognized:

28.1.3.1 The teacher shall be adequately informed of the consequences of his/her conduct.

28.1.3.2 The District's rules, regulations and policies shall be reasonable and related to the efficient operation of the District.

28.1.3.3 A fair and objective investigation should reveal the necessity for disciplinary action.

28.1.3.4 Rules, orders and penalties should be applied fairly and equitably.

28.1.3.5 Disciplinary action should be appropriate and reasonably related to the nature of the offense.

28.1.4 Progressive discipline shall be utilized except for conduct which is of such a nature that progressive discipline normally would not result in corrective conduct.

28.1.4.1 Initially the principal or immediate supervisor shall discuss the teacher's act(s) or omission(s) prior to issuing a verbal reprimand.

28.1.4.2 If a verbal reprimand does not result in corrective conduct, a written reprimand may be issued.

28.1.4.3 The elements of progressive discipline shall be administered in a timely manner.

28.1.5 Prior to administering any formal discipline subsequent to the oral and/or written reprimands, a teacher shall be provided notice and an opportunity to be heard. Notice shall include a statement of the incident(s) or misconduct which form the basis for disciplinary action and a statement of the discipline to be imposed. Such notice shall be given within five (5) working days of the decision to administer formal discipline.

28.1.6 If suspension without pay is recommended as a disciplinary action it shall be preceded by at least two (2) related written reprimands issued within a reasonable period of time of each other and recommended within a reasonable period of time after the second written reprimand is issued. Exceptions may occur where conduct is of such a nature that written reprimands normally would not result in corrective conduct.

28.1.7 Any initial suspension of a teacher pending a disciplinary hearing shall be with pay.

28.1.8 A teacher may be represented, upon request, at any disciplinary meeting or hearing.

28.1.9 Prior to suspending a teacher without pay for more than two (2) weeks a hearing shall take place at the Assistant Superintendent level.

28.1.10 Disciplinary actions shall be administered in a fair and equitable manner.

28.1.11 In all cases where discipline is reduced to writing the teacher shall be permitted a reasonable amount of time to consult with their representative to receive assistance and advice in preparing a rebuttal or reply.

28.1.12 Grievances filed alleging violation of the above provisions regarding discipline less than dismissal may be held at Step 2 of the Grievance Procedure.

28.2 **Day-to-day Substitute teachers**

28.2.1 Substitute teachers who have reached 71-day or 10-day salary status shall not be disciplined without good reason.

28.2.1.1 The site administrator shall provide the substitute teacher with reasons for disciplinary action. The substitute teacher may appeal the disciplinary action to the Superintendent or their designee, if they are dissatisfied with the reason for the disciplinary action. The Superintendent or designee may uphold, reverse or modify the disciplinary action.

28.2.1.2 If the disciplinary action would bar the teacher from teaching within the District, the teacher may appeal the decision to the Superintendent or his/her designee. The Superintendent may uphold, reverse or modify the disciplinary action.

28.2.1.3 If the teacher is dissatisfied with the decision of the Superintendent's designee, they may appeal the decision to the appropriate Assistant Superintendent (unless the designee was said Assistant Superintendent). The Assistant Superintendent may uphold, reverse or modify the disciplinary action.

28.2.1.4. If the teacher is dissatisfied with the decision of the Assistant Superintendent, they may appeal to the Superintendent. The Superintendent may uphold, reverse or modify the disciplinary action.

28.3 The Union may request that discipline matters only be subject to a mediation process conducted by a member of the California State Conciliation and Mediation Service.

28.3.1 The parties shall mutually select a mediator from the California State Mediation and Conciliation Service.

28.3.2 Witnesses may present testimony or documentary evidence as permitted by the mediator.

28.3.3 District and Union representatives who may agree to a mediated resolution shall support said resolution to their respective constituencies.

28.3.4 If the mediator is unable to effectuate a mediated resolution, he/she may convey a recommended settlement to the parties.

28.3.5 If no settlement results from mediation, the decision of the Superintendent shall be final and may not be appealed.

29. Special Education

29.1 It is the intent of the San Francisco Unified School District and the United Educators of San Francisco to continue working together to meet the diverse and unique needs of the District's students receiving special education services and to comply with Federal/State laws and regulations.

29.2 The District and the Union recognize the necessity of timeliness in addressing the essential learning needs and conditions of the students. Therefore, it is the intent of the Special Education Department and the United Educators of San Francisco to continue a joint advisory, planning and review process for the implementation of the full continuum of Special Education services, including but not limited to the following areas:

- Staffing and Workload
- Identification/Assessment Services
- Support Services, including behavioral and mental health
- Individual Education Program plans and Related Services
- Implementation of standards based instruction for students with disabilities
- Vocational Education
- English Language Learners: designated and integrated English language development

- Resource Specialist Program
- Special Classes
- Inclusive Practices
- Paraprofessionals/paraeducators
- Special Education Department Heads
- Special Education Content Specialists
- Enhanced Opportunities for articulation and cooperation between general education and Special Education Teachers and Related Service Providers
- Implementation of research-based programs such as SOAR (Success, Opportunity, Achievement, Resiliency)
- Behavior Services Team

29.2.1 Workload

29.2.1.1 "Workload" refers to all of the responsibilities required of the special education unit member and is based on the impact and complexity of the student needs.

29.2.1.2 "Caseload" refers to the number of students with IEPs for whom the special education unit member is assigned to case manage.

29.2.1.3 Equitable Distribution of Workload

29.2.1.3.1 The District will make every effort to equitably distribute caseloads and workloads among unit members at each school site. This distribution will not only consider caseload numbers but also the responsibilities required of each special education unit member based on the impact and complexity of student needs.

29.2.1.3.1.1 In seeking to equitably distribute the workload among unit members, site leaders/supervisors may consider but not limited to: caseload goals and other factors that impact the complexity of serving student needs and complying with IEP requirements including Behavior Intervention Plan (BIPs), mental health and social emotional needs, levels of paraprofessional support, and assessment requirements among other factors.

29.2.1.3.2 If a certificated special education unit member has a concern about inequitable distribution in their workload, they may meet with site/direct supervisor within 10 days of written notification to site/direct supervisor to discuss the situation. The

unit member and site/direct supervisor may work to collaboratively resolve the concern within fifteen (15) workdays of the written notification.

If the issue arises prior to the completion of the District's 10-day count, the unit member and site/direct supervisor may wait until the completion of the District's 10 day count to discuss and collaboratively resolve the concern.

The workload form in Appendix I may be used by the special education unit member at the school/work site(s) as a basis for determining the most equitable workload distribution at their sites.

29.2.1.3.3 In the event that a concern regarding the equitable distribution of workloads at a school/work site cannot be resolved through 29.2.1.3.2 above, then the concern will be raised with the Special Education Supervisor who may assist with a schedule analysis fifteen (15) work days of the decision by the site/direct supervisor.

If after consulting with the Special Education Supervisor the matter is not resolved, the issue shall be presented for resolution to the Joint Special Education Committee.

29.2.1.3.3.1 The parties recognize the importance of ensuring that special education unit members have manageable assignments while ensuring that students with disabilities are accurately identified and receive services that are educationally necessary, legally compliant, and equitable. The parties further recognize the need to address workload concerns.

29.2.2 Necessary Supports for Special Education Unit Members

29.2.2.1 Elementary: Elementary schools shall provide uninterrupted time for Special Education unit members during the student school day for a minimum of one (1) sixty (60) minute compliance periods per week to attend to duties including but not limited to the following: working with students, goal/progress assessments, writing annual IEPs, writing progress reports, initial/triennial assessment, scheduling and facilitating IEP meetings, file maintenance, and collaborating with paraeducators and other educators. Special Education unit members and site administrators may develop a flexible schedule for these periods by mutual agreement, as long as there is a total of sixty (60) minutes of compliance time weekly.

29.2.2.2 Secondary: Middle Schools and High Schools shall provide a compliance period for special education unit members, equal in length to one (1) period, to attend to duties including but not limited to the following: working with students, goal/progress assessments, writing annual IEPs, writing progress reports,

initial/triennial assessment, scheduling and facilitating IEP meetings, reaching out to families, file maintenance, and collaborating with paraeducators and other educators. The District shall spend $2 million in 2026-2027, in collaboration with the Joint Special Education Committee, to fund compliance periods at sites where the period is not currently provided. The Joint Special Education Committee may spend additional funds for this purpose from the $2 million provided in Article 29.11.2.3.1. The Joint Special Education Committee will determine the allocation of these funds to this purpose. In the event that vacancies would be created by the requirement for a compliance period in 2026-2027, the Parties agree to negotiate the impacts with the intention of avoiding the creation of vacancies. At the expiration of the contract on June 30, 2027, the Parties will consider extending the requirement for a compliance period by mutual agreement.

29.2.2.3 Special Education Educator Support and Workload Stability: Caseload as the Staffing Framework

29.2.2.3.1 The District shall continue to utilize a caseload-based model as the primary staffing framework for special education unit members. Caseload limits established in Article 9 shall remain in effect and serve as the baseline for staffing, assignment, and compliance.

29.2.2.4 Caseload Complexity Indicators

29.2.2.4.1 The District and the Union agree that certain conditions may increase the complexity of a caseload and may require additional support. These conditions shall serve as indicators for review and support.

29.2.2.5 Complexity indicators may include, but are not limited to, the following:

A high concentration of students with Behavior Intervention Plans; Multiple initial and/or triennial assessments occurring within overlapping timelines

- Multiple IEP meetings in a given period of time; Significant coordination of Educationally Related Mental Health Services
- Multiple students requiring intensive individual supports; Itinerant assignments across multiple school sites
- Sites with higher percentages of special education students as compared to district average.
- Itinerant assessors that test in languages other than English.
- Itinerant assessors that test in multiple areas of eligibility.
- Other factors mutually agreed upon by the District and the Union

29.2.2.6 Required District Response

29.2.2.6.1 When a special education unit member notifies their site administrator or supervisor that one or more complexity indicators are present, the Joint Special Education Committee shall review the concern within 15 days. Following review, the Joint Special Education Committee shall implement appropriate support measures, which may include, but are not limited to, the following:

- Assessment coverage or support; Adjusted schedules or protected planning time
- Adjusted schedules or protected planning time
- Substitute release days (e.g. pay for subs to provide relief to teachers)
- Temporary clerical assistance to help with compliance
- Temporary staffing or coverage support
- Access to centralized or itinerant specialists; Changes in staff assignments to meet the needs of all sites and balance caseloads.
- Changes in staff assignments to meet the needs of all sites and balance caseloads

29.2.2.6.2 Timelines for implementation of support(s) will be agreed upon by the Joint Special Education Committee.

29.2.2.7 The selection of support measures shall be based on the identified need as determined by the Joint Special Education Committee focused on serving the services as outlined in the IEP.

29.2.2.8 Protected Compliance and Planning Time

29.2.2.8.1 The District shall provide compliance and planning time for special education unit members to complete required duties, including, but not limited to, IEP development, assessments, documentation, collaboration, and communication with families and staff as set forth below. Such time shall not be repurposed.

29.2.2.9 Centralized Support Structures

29.2.2.9.1 The District shall maintain and, where feasible, strengthen centralized support systems to assist special education unit members, including but not limited to assessment teams, and compliance support, during high-volume periods. These supports are intended to address short-term workload increases and system-level challenges. Unit members (e.g. Special Education Content Specialists) core functions will be prioritized over other support and duties listed above, without reassigning unit members from their normal duties;

29.2.2.10 Summer Preschool Intake Assessments: Assessments conducted during the summer by speech-language pathologists and school psychologists shall be paid on “per diem” pay for the added days of service.

29.3 **Community Advisory Committee (CAC)** - Regularly assigned teachers appointed to the Community Advisory Committee shall be provided released time to attend CAC meetings that may be held during the teacher's instructional time. If CAC meetings occur outside the 35 hour work week, the teacher shall be paid at the extended hourly rate.

29.4 **Medical services** - In addition to public health nurses, unit members who volunteer and are qualified or trained in accordance with California Education Code section 49423.5 shall be required to dispense, administer, or supervise the taking of medication by a student, or to perform medical procedure other than first aid. The District shall not require a unit member to receive training in dispensing, administering, or supervising the taking of medication, nor in specialized physical health care services. A qualified or trained unit member who volunteers to be designated to perform such services may withdraw from this role upon reasonable notice to the supervisor.

29.5 **Laws, rules, and regulations** - The District shall provide to the Union up-to-date versions of any and all laws, rules, regulations and District policies and procedures related to the implementation of Individuals with Disabilities in Education Improvement Act (IDEIA). All school sites shall have access to updated laws and regulations on the District website.

29.5.1 Special Education teachers and other service providers shall record services delivered on the special education information system.

29.6 Regularly assigned teachers and other related service providers who are members of an Individual Education Program (IEP) or Individualized Family Services Plan (IFSP) development or review team shall be provided released time to attend such meetings that may be held during the teachers' instructional time.

29.7 All special education and general education teachers have the right to:

29.7.1 refer a student in their class for possible assessment, thereby initiating the process to determine if the student is eligible for special education services, and receive timely acknowledgement of this referral;

29.7.2 receive notification of intended placement and access to a copy of the IEP/IFSP (as provided by Education Code) of a student receiving special education services as soon as it becomes available, including any information regarding related services, medical alerts, transportation needs, behavior or safety plan, and any other pertinent records, before the student is assigned to the teacher's classroom;

29.7.3 review the IEP/IFSP with any relevant specialists before the student is assigned to a teacher's classroom;

29.7.4 have access to regular consultation and support from special education staff in order to ensure implementation of the IEP/IFSP;

29.7.5 request the IEP/IFSP of a student assigned to his/her class be reviewed for possible modification; and

29.7.6 receive hours of employment consistent with Article 7, Days and Hours of Employment for TK-12 Teachers.

29.8. **Inclusive Practices**

29.8.1 The successful initiation and implementation of inclusive practices in the least restrictive environment requires cooperation, planning, preparation, and training of special education and general education teachers and support staff. The District's Special Education Department in partnership with Curriculum and Instruction (C & I) and Student Families and Community Support Services (SFCSS) or its successor shall consult with the Union to develop the professional development necessary to ensure the students are offered the full continuum of services as determined by their IEPs/IFSPs in the least restrictive environment.

29.8.2 All school sites will strive to establish inclusive practices in support of students with IEPs/IFSPs in the least restrictive environment. Coordinated support efforts shall be the responsibility of the site administrator, the general and special education teacher(s), the paraprofessional(s)/paraeducator(s) assigned to support the classroom or individual student(s) and other pertinent team members as specified in each student's IEP/IFSP. The centralized special education staff shall be accessible for technical assistance upon request. Such assistance shall include, but not be limited to, advice, guidance, and relevant information to assure IEP compliance.

29.8.3 The parties recognize that the success of inclusive practices in meeting the needs of individual students receiving special education services within a general education setting incorporates such components as: advanced notice; consultation, as appropriate; time allotted for review of IEP/IFSP documents; consideration of classroom environment(s); necessary additional training; and provisions for appropriate support and services.

29.8.4 The implementation of inclusive practices shall not be utilized as a way to achieve a reduction in staff.

29.8.5 There shall be an Inclusion Support Team consisting of, but not limited, to the Education Specialist(s), the general education teacher, the paraprofessionals/paraeducators assigned to the classroom or individual student support as specified in the student's IEP/IFSP.

29.8.5.1 The Inclusion Support Team may seek input from parents or guardians, using the Quality Standards for Inclusive Schools in the Balanced Scorecard as a guide.

29.9 **Resource Specialists Program**

29.9.1 The Resource Specialists Program shall include the following according to California Education Code section 56362:

29.9.1.1 the assignment of one (1) paraeducator;

29.9.1.2 not to be assigned to serve as resource specialists and to teach regular general education classes at the same time. Classes, which include students with and without IEPs, may be assigned, with the mutual agreement of the teacher and administration, based on appropriate subject-matter credentials and program need.

29.9.2 If an itinerant resource specialist position requires a change in the school assignment or additional schools assigned, the reassignment provision of Article 15, Staffing and Assignment, shall apply.

29.9.3 The District will monitor the caseloads for possible creation of a full-time equivalent resource specialist position at the school throughout the school year. A caseload of 18 will automatically trigger monitoring. Review and monitoring shall include, but not limited to, past caseload histories, projected growth, and when, within the school year, the caseload changes.

29.9.4 Prior consideration shall be given to qualified current special education teachers when selecting resource specialists.

29.9.4.1 When two (2) or more current special education teachers have relatively equal qualifications, the provision of Section 15.8, Reassignment shall apply.

29.10 The District shall make every effort to recruit and provide substitutes for absent teachers and paraprofessionals/paraeducators.

29.11 **Special Education Committee** — In an effort to enhance communication and collaborative problem solving, the District and the Union shall continue the Special Education Committee of staff representing a cross-section of general education and special education programs and levels to meet with District representatives on a monthly basis. Agenda items shall be provided by both sides no later than three (3) days prior to the meeting.

29.11.1 Subjects brought to the Special Education Committee shall normally be of District-wide concern, or concerns of a site which, despite good-faith attempts by all parties involved, have not been resolved at the site level.

Special Education Contact References
It should be noted that references are made to special education teachers and the special education program throughout the contract. Of particular note are the following: A. A duty-free lunch period and preparation time as provided in Article 7, Days and Hours of Employment for TK-12 Teachers, and in Article 25, Early Education for Early Education Department Teachers. B. Transfer rights as provided in Article 15, Staffing and Assignment C. Class size as provided in Article 9, Class Size

29.11.2 In accordance with Article 9.3.3.2.2. at each occurrence of the 4 (four) data pulls. in a joint monitoring process to review caseload distribution. and identify systemic issues contributing to workload concerns. This process shall be collaborative.

29.11.3 Implementation

29.11.3.1 Between the ratification of this agreement and July 1, 2026, the District and the union through the Joint Special Education Committee, will plan for the implementation in the 2026-2027 school year. The first meeting of this committee will happen before the end of September 2026. The committee will establish a meeting cadence to review requests for caseload support and determine what supports are needed.

29.11.4 Commitment to System Improvement

29.11.4.1 The District commits to improving special education practices, including eligibility determination, service assignment, and monitoring, in alignment with state guidance and corrective action requirements. The parties acknowledge that accurate identification and appropriate service delivery are essential to equity for students and sustainability for staff. The committee will have a budget of $2 million per school year to spend on special education improvements.

29.11.4.2 In partnership with school sites, a private workspace will be provided for itinerant educators (e.g., psychologists, content specialists, BCBAs, speech-language pathologists) for confidential required work.

30. Bilingual Education

30.1 Decisions made at each school site to implement the instructional program for ELL/dual immersion students consistent with legal and policy requirements, including appropriate primary language support, shall be made after the involvement of the following regularly assigned teachers who work directly with ELL/dual immersion students:

- classroom teachers
- bilingual teachers
- ESL teachers
- sheltered English teachers
- resource teachers

30.2 Paraeducator support services for these classes shall be assigned in accordance with program need to the degree that qualified persons are available and within the financial resources designated for this purpose.

30.3 The Union and the District will work through joint committees to explore solutions that will meet the needs of the ELL/dual immersion students.

Bilingual Education Contract References
It should be noted that references are made to bilingual teachers and the bilingual program throughout the contract. Of particular note are the following: 1. Contract Articles ● Article 5, Union Rights ● Article 6, Professional Rights ● Article 7, Days and Hours of Employment ● Article 9, Class Size ● Article 15, Staffing and Assignment ● Article 18, Profession Development 2. Board Policies ● 6121.3 – Bilingual Policy Statement ● 6121.5 – Bilingual / Bicultural Master Plan

31. Counselors, Deans, Head Counselors and Lead Counselors

31.1 The District shall designate at least one (1) Head Counselor at every comprehensive Middle School and High School to which more than one (1) counselor is assigned.

31.2 Counselors, deans, and head counselors shall not be assigned additional duties beyond those normally allocated as extracurricular assignments to other members of the bargaining unit.

31.3 If a counselor, dean, or head counselor is directed to work more days than the work year described in Section 7.1.1, the unit member shall be granted either per diem pay or compensatory time off for said additional service.

31.4 Head Counselors shall oversee and coordinate the comprehensive school counseling programs at their school, focusing on students' academic, career and social emotional development.

31.5 Head Counselors and Counselors shall not be charged with issuing suspensions or other punitive consequences- however may have a role in supporting interventions such as restorative practices, mediations, and other related non discipline services

31.6 Lead Counselors are assigned to central duties and work in non-site based (central) programs with other adults in support of students. Bargaining unit members are compensated on the same salary schedule as Head Counselors and Deans and will work the same calendar. (based on current practices and a side letter agreed to between UESF and the District on 1/14/2015)

31.7 Beginning in the 2026-27 SY, Deans shall focus on behavior management and intervention, discipline, and maintaining school safety. The bargaining unit member's role may also deal with matters related to academic advising, in a limited role when supporting the Counseling team is necessary.

32. Department Heads

32.1 Any high school that has at least five (5) full-time equivalent classroom teachers (twenty-five [25] teaching periods per day) in a subject area shall have a Department Head who shall have one (1) teaching period per day for performing assigned Department Head duties.

32.2 A Department Head in a High School shall be paid a differential in addition to the salary they receive as a teacher. This differential shall be five percent (5%) of the salary specified for classification III, rating 12. (See Appendix B)

32.3 Department Heads shall work five (5) days in addition to the teachers' calendar.

32.4 Department Heads shall be notified no later than March 15 of the year in which their individual contract ends that he/she may not be continued as Department Heads.

32.5 The principal shall consider the recommendation(s) of the department in the selection of the Department Head or chairperson. The position of department head or chairperson may be reviewed at least every four years. The department shall be given prior notice of the review and shall have the opportunity to make recommendations to the principal regarding the staffing and functions of the position.

33. Teacher Librarians

33.1 Teacher Librarians shall have the duty free preparation time and lunch periods outlined in Article 7.

33.2 Upon consultation with the site teacher librarian, the District may establish an alternate schedule for the librarian that meets the program needs of the site within the existing 35-hour contract work week.

33.2.1 The teacher librarian's seven-hour work day shall not be split-shift.

33.2.2 The teacher librarian's work day shall not start more than one hour earlier nor end more than one hour later than the work day of the majority of the unit members assigned to the site.

33.2.3 In the case of an alternate work schedule, the teacher librarian shall not be assigned additional responsibilities.

33.2.4 If a staff meeting conflicts with the alternate work schedule, then the teacher librarian shall have the discretion whether to attend the meeting.

33.2.5 Any schedule created pursuant to this article shall be presented to the Union Building Representative for review.

33.3 Teacher Librarian Assignments

33.3.1 Teacher Librarians shall be assigned to a site or sites. These unit members can be reassigned to a different site(s) only for the following reason(s);

33.3.1.1 Change in student enrollment; or

33.3.1.2 Change in funding stream(s) or allocations; or

33.3.1.3 Program need including credentials and qualifications, experience and preferred skills as contained in the job posting

33.3.2 Teacher librarians may indicate their preference for an assignment for the following school year on an assignment preference form to be distributed by May 1st prior to each school year. The form shall provide unit members the opportunity to express their preference(s) to remain at their current site(s) or request an assignment to another site. The assigning supervisor shall determine the assignment of their staff.

34. Home bound, Hospital/Agency and Special Assignment Teachers

34.1 Regularly assigned teachers of home bound children who serve twenty (20) hours per week by action of the Board of Education shall be placed on the salary schedule for teachers. Those who serve fewer than twenty (20) hours per week shall be paid the hourly rate in accordance with the hourly rate for teachers who work in the Home Bound Program. (See Appendix B)

34.2 Part-time temporary Special Assignment Teachers are defined as those hourly non-permanent Hospital/Agency teachers scheduled for twenty (20) hours per week throughout the school year identified by PERB #SF-UM-334 (R184A) dated April 30, 1984.

34.3 Part-time temporary Special Assignment Teachers working in hospitals or agencies shall be placed on the appropriate Teacher's Salary Schedule at Rating 1 based upon a 5/7 work day. The maximum rating shall be 10.

34.4 Temporary Special Assignment Teachers shall receive fringe benefits in accordance with Article 12, Fringe Benefits.

34.5 Increment credit will be earned for a school year, by serving seventy-five percent (75%) of the authorized number of hours.

35. Summer School, Saturday School, Evening School Programs, Pre-K Summer Program, et al.

35.1 Priority consideration shall be given to qualified current teachers with satisfactory or better evaluations when selecting teachers for these programs.

35.2 Timelines for summer school and Pre-K summer program teachers' selection and notification:

35.2.1 Current teachers shall be informed by April 1st regarding the Summer School openings known at that time. Current teachers in the Early Education Department shall be informed by April 1st regarding the Pre-K summer program openings known at that time. Applications for these vacancies shall be filed no later than May 1st.

35.2.2 Applicants for summer school employment shall be notified of their employment status in writing by May 15th.

35.2.3 Applicants for Pre-K summer program employment in the initial summer session shall be notified of their tentative employment status in writing by May 15th. Initial and continued employment in the Pre-K summer program are subject to adequate enrollment and funding.

35.3 The Union and District mutually agree to discuss any proposed changes in existing practices regarding timelines for notification, application, and selection of Summer School, Saturday school, Evening School, or Pre-K summer program teachers.

35.4 Teachers shall be paid pursuant to Appendix B.11.

35.5 Teachers shall be issued supplemental pay warrants for regular service in these programs.

36. Teacher Interns

36.1 Teacher interns shall be members of the bargaining unit.

36.2 Teacher interns shall be placed on the Teachers' Salary Schedule. Occupational experience may be recognized for advanced placement on the salary schedule.

36.3 Pursuant to Education Code Section 44325, teacher interns shall:

36.3.1 possess a baccalaureate degree conferred by an accredited institute of post-secondary education;

36.3.2 successfully pass the state basic skills proficiency test administered under the provisions of California Education Code 44252 and 44252.5;

36.3.3 successfully pass the appropriate subject matter examination administered by the commission of preparation and licensing in the subject areas in which the teacher intern is authorized to teach; and

36.3.4 have an academic major or minor in the subject area in which the teacher intern is authorized to teach.

36.4 Teacher intern provisions shall be governed pursuant to California Education Code 44326 and subsequent modifications and other program requirements.

36.5 The above sections are included for informational purposes and do not negate the District's rights under other provisions of the Education Code.

36.6 With respect to District operated programs, the District shall not utilize teacher interns (as defined by Ed. Code Sections 44325 and 44326) until the voluntary transfer process of Article 15, Staffing and Assignment, is completed.

37. School District Nurses and School Social Worker`s

37.1 School District Nurses

37.1.1 Duties

37.1.1.1 Every site leader will work with the School District Nurse assigned to the school to ensure that the core functions of a School District Nurse, are prioritized over other duties such as site supervision.

37.2 School Social Workers

37.2.1.1 Every site leader will work with the School Social Workers (including Wellness Counselors and Wellness Coordinators) assigned to the school to ensure that the core functions of a School Social Worker, are prioritized over other duties such as site supervision.

37.3 Mentoring and Training

37.3.1 The District will make every effort to assign a mentor to each School Social Worker and School District Nurse within the first thirty (30) days of the unit member's employment with the District. Whenever possible, the Central Administrator will match the mentor and the unit member according to their assignment within the District (e.g., elementary school, K-8, middle school, or high school; site-based or central-based, etc.). The District will make every effort to provide individualized support/mentoring for the unit member's first two years of employment with the District.

37.3.2 Notwithstanding Article 18.6, School Social Workers and School District Nurses may have up to two (2) days released time each year to observe other School Social Workers and School District Nurses within the workday for the purposes of skill building and mentoring without loss of compensation.

37.3.3 In accordance with Article 18.12, School Social Workers and School District Nurses shall have "job-a-like" meetings with School Social Workers and School District Nurses with similar assignments on one designated day per month, for the purposes of ongoing clinical consultation and training.

38. Contract Language Review Committee

The parties may form a committee composed of two (2) District and two (2) Union representatives to identify obsolete language in the certificated and classified contracts for removal. Any removal of language from the contracts shall be by mutual agreement between the parties. Union representatives on the committee shall be granted release time, if required, without loss of compensation to attend committee meetings.

39. Itinerant Teachers

Schedules of regularly assigned teachers who are assigned to and travel to more than one school or student home on a given day shall be arranged so that no teacher shall be required without their consent to engage in inter-school or inter-home (for home bound teachers) travel of more than thirty-five (35) miles. The District will notify such teachers of a change of school as soon as possible, normally within ten (10) work days. To allow for travel, itinerant teachers will not be assigned non-teaching duties.

40. Peer Assistance and Review

40.1 There shall be a Peer Assistance and Review (PAR) Program (hereafter referred to as "Program) for all eligible TK-12 UESF unit members who have classroom responsibilities. Pre-K unit members may volunteer for the PAR program in accordance with Appendix L of the contract. The Program shall have three distinct components: New Teacher Component, second year teacher assistance, and the Permanent Teacher Intervention Component. This article shall supersede Article 16, Evaluation, of the SFUSD/UESF contract for teachers participating in the PAR Program.

40.1.1 **Definitions**

40.1.1.1 **PAR Panel**: The Program shall be governed by the PAR Panel composed of four (4) District members selected by the Superintendent and five (5) UESF members selected by the Union.

40.1.1.2 **Peer Coach**: The teacher selected and directed by the PAR Panel to assist and review teachers will be assigned to the Program to work exclusively with beginning teachers and/or teachers subject to intervention.

40.1.1.3 **Lead Coach**: This Peer Coach will be assigned specific duties in addition to those of a Peer Coach. These tasks will primarily be related to the smooth functioning of the program. In order to accomplish these tasks the Lead Coach will be provided a reduced caseload.

40.1.1.4 **Participating Teacher**: A teacher who is participating in the Peer Assistance and Review program.

40.1.1.5 **New Teacher**: A teacher new to the District and occupying a position for which a probationary teacher could have been employed.

40.1.1.6 **Voluntary Participation**: A permanent teacher whose evaluation is at least satisfactory may volunteer to receive non-evaluative PAR support.

40.1.1.7 **Panel Co-Chairs**: The Chief Administrative Officer or designee and the President of the Union or designee shall each be responsible for keeping the Superintendent apprised of the implementation of the Program, and for co-chairing the PAR Panel. The Panel shall select the Panel Chair, one of the Co-Chairs on a rotating basis.

40.1.1.8 **Professional Growth Plan**: The plan, contemplated in Section 18.8, for participating Beginning Teachers, developed by the Peer Coach and Beginning Teacher in consultation with the principal.

40.1.1.9 **Individual Learning Plan**: The plan developed by the Peer Coach and Participating Teacher in consultation with the principal to address areas of need.

40.1.1.10 **Pre-Intern and Intern Programs**: Partnerships between the District, Union and Universities designed to provide a rigorous and supportive path to a full credential.

40.1.1.11 **Evaluation**: Evaluation is the process, reflective of mandated state requirements and best professional practices, described in Article 16, Evaluation, of the UESF-SFUSD collective bargaining agreement. The Written Summary of the evaluation cycle is placed in the teacher's personnel file. The principal is responsible for conducting evaluations.

40.1.1.12 **Review**: The review process, while driven by the same goals as the evaluation process, involves much more interaction and closer scrutiny; it is central to the Program. The review process requires the PAR Panel to examine documented

interactions between the teacher, Peer Coach, and principal, reflect with other Panel members, and discuss the recommendations with the Peer Coach and principal. The review process requires goal setting, performance objectives, close assistance, monitoring progress, and detailed record keeping. The PAR Panel then approves a summary report that is placed in the teacher's personnel file. At the conclusion of the review process, usually one year, the Panel shall report that 1) the teacher "Meets Standards" in the California Standards of the Teaching Profession and, if a New Teacher, is suitable for reelection; 2) the teacher "Does Not Meet Standards" that further assistance and review is not warranted, and that either non-reelection or termination is possible; or 3) in special circumstances, an extension for another year in the program is warranted.

40.1.2 **New Teacher Component**

40.1.2.1 Support services for new teachers not participating in the PAR Program shall be provided through the BTSA, Intern, Pre-Intern, Para-To-Teacher, or other programs, as appropriate, with the goal of having every new teacher engaged in a support program.

40.1.2.2 If the District and the Union fail to reach bilateral agreement on including the review component and its applications to all teachers in the New Teacher Component, the Union shall have the right to rescind the Permanent Teacher Intervention Component for said year(s), as contemplated in Section 39.1.4 below, by sending the District a written notice of said rescission. Said Union rescission notice shall constitute an automatic cancellation of the entire Peer Assistance and Review Program, as described in this article

40.1.3 **Permanent Teacher Intervention Component**

39.1.3.1 This component of the Program is intended for permanent teachers with less than satisfactory teaching skills or practices. Its purpose is to assist them in improving deficiencies.

40.1.3.2 This component of the Program shall provide intervention to permanent teachers who receive an "unsatisfactory" rating on their prior year's summary evaluation or who have received a "needs improvement" rating for two or more consecutive years, provided the following conditions are met:

40.1.3.2.1 Each referral shall be reviewed by the PAR Panel Co-Chairs to determine whether acceptance into the Intervention Program is appropriate. Part of the review will focus on whether the evaluation documents and process, per Article 16, Evaluation, of the Contract that led to the referral, were valid and correct. The Panel Co-Chairs will, by mutual agreement, enter the referred teacher into the

Intervention Component of the PAR program. If they do not agree, no referral will be made.

40.1.3.2.2 The principal shall present copies of their evaluation file for the teacher. Said file, developed pursuant to Article 16, Evaluation, shall include reports of classroom observations, recommendations for improvement that were made to the teacher during the evaluation process and any other related information that may assist the panel.

40.1.3.2.3 The teacher shall have the opportunity to make a presentation to the PAR Co-Chairs. Section 16.3 shall apply.

40.1.3.2.4 If the PAR Co-Chairs reject the referral, they shall provide the District with the reasons in writing for the rejection and an acknowledgment that the District is free to exercise its options under the SFUSD/UESF contract and/or the California Education Code in the absence of an intervention program.

40.1.3.3 If a teacher believes that a colleague is in need of the intervention process, they may discuss these concerns with the UESF Building Representative. The Building Representative may relay these concerns to the principal. If the Building Representative discusses these concerns with the principal and after one month the principal does not request an investigation for intervention, the building representative may submit the concerns to one of the Panel Co-Chairs. The PAR Co-Chairs may place such a teacher in the Intervention Program following the procedure described above.

40.1.3.4 This Program shall not deal with teachers' employment issues that arise from accusations of neglect of duty or misconduct (Article 30, Disciplinary Action) which are distinct from teachers' evaluations in relationship to the California Standards for the Teaching Profession adopted by the Union and District.

40.1.4 **Evaluation Responsibilities for Evaluation and Review**

40.1.4.1 The Program assumes primary responsibilities for reviewing New Teachers and Intervention Teachers.

40.1.4.2 For teachers in the Program, the principal maintains evaluation responsibility for those aspects which reside typically outside the classroom, as specified in Standard 6 of the San Francisco Teaching Standards. (See Appendix J for a copy of the San Francisco Teaching Standards)

40.1.4.3 The principal retains primary evaluation responsibility for first year teachers not included in the Program, second-year teachers, and all other teachers whose performance meets or exceeds the San Francisco Teaching Standards.

40.2 **Peer Assistance and Review Panel**

40.2.1 Decisions of the Panel shall be made by consensus where possible. Should a vote be required, action must be taken on an affirmative vote of at least six (6) members.

40.2.2 The PAR Panel shall be responsible to:

40.2.2.1 meet at least four (4) times annually to review the work of the Coaches and their caseloads;

40.2.2.1.1 Generally, the Panel shall meet within the normal workday with substitutes provided according to District practice. Work performed beyond the workday shall be compensated at the negotiated hourly rate. Additionally, Panelists shall receive an annual stipend as listed in Appendix N in acknowledgement of time worked in preparation for meetings, reviewing materials and other necessary tasks before or after panel meetings.

40.2.2.2 develop the budget for the Program subject to the Superintendent's review and Board approval;

40.2.2.2.1 The budget shall include all resources reasonably necessary for the successful operation of the Program, including space, equipment, support, training and orientation.

40.2.2.3 make discretionary decisions about eligibility for the Program, including the parameters for determining the set of New Teachers selected for the Program, as provided herein;

40.2.2.4 select Peer Coaches, and related qualified subject and/or program specialists;

40.2.2.5 develop rules, timelines and procedures for the Program that are aligned with relevant California Education Code statutes;

40.2.2.6 make re-hire recommendations on New Teachers to the Superintendent for said teachers contemplated in Section 39.1.2.2 above;

40.2.2.7 monitor the progress of Intervention Teachers, including making the decision on the success of such intervention and so advising the Head of Chief Administrative Officer;

40.2.2.8 select the Panel Chair, to be alternated annually between the District and UESF; and

40.2.2.9 review Peer Coaches' interventions.

40.2.2.10 Peer Coach Appraisal

40.2.2.10.1 The PAR Panel shall oversee the work of the Peer Coaches. The PAR Panel shall make a written evaluation of each Peer Coach's work by June 1st of their first year as a Peer Coach, using a form determined by the PAR Panel, and signed by the co-chairs.

40.2.2.10.2 Before completing the evaluation, the PAR Panel shall collect information from principals and Program participants who work with the Peer Coach using forms developed by the PAR Panel. Peer Coaches shall not receive a formal evaluation during subsequent years in the position, unless the PAR Panel places a Peer Coach on review because of serious performance concerns. All documentation, submitted to the PAR Panel regarding a Peer Coach's appraisals and/or job performance, shall be made available to the Peer Coach involved. The Final Performance Evaluation Form (designed by the PAR Panel) shall be signed by the Panel co-chairs, and placed in the Peer Coach's personnel file.

40.2.2.10.3 The PAR Panel may collect information from principals and participants in the Program who work with Peer Coaches during non-appraisal years.

40.2.2.10.4 Any concerns or comments regarding the work of the Peer Coach on the part of principals or Program participants can be directed to the Co-Chairs of the PAR Panel at any time. These written concerns or comments shall be shared with the Peer Coach involved. If in the opinion of the Co-Chairs a reassignment is necessary to ensure the effectiveness of the program, the Co-Chairs may recommend that the PAR Panel make changes in the assignment of the Peer Coach.

40.2.3 A Panel member shall neither participate in discussions nor vote on any matter in which they have a professional or personal conflict of interest. If necessary, determination of whether a conflict exists which justifies abstention from discussion or voting shall be subject to Section 39.2.1 above.

40.3 **Peer Coaches**

40.3.1 Peer Coaches will be selected to work with the following programs:

40.3.1.1 New Teachers and Intervention Teachers, as described herein;

40.3.1.2 Second year teachers, if assigned for part of a second year;

40.3.1.3 Coaches for the subsequent school year shall be selected during the Spring Semester of the prior school year. Coaches will be provided with training activities and materials prior to receiving their assignments at the beginning of the

subsequent school year. It is the goal that coach selection shall take place prior to the annual process of voluntary teacher transfers.

40.3.2 Active Peer Coaches shall be released full-time to work in this Program. In addition the PAR Panel shall select a pool of Coaches who may be released on a full or part-time basis to work in the Program depending upon the needs of the Program, funding availability and teaching areas of Program participants.

40.3.3 The number of Coaches selected shall be determined by the number of Program participants and the availability of State funds appropriated for this Program.

40.3.4 There shall be at least one (1) Lead Coach. In addition to the Peer Coach's responsibilities, a Lead Coach shall have additional responsibilities which shall include, but not be limited to, scheduling the work of the Peer Coaches and facilitating the work of the PAR Panel.

40.3.4.1 Depending upon the number of Program participants, the PAR Panel shall consider selecting one Lead Coach with an elementary school teaching background and one Lead Coach with a secondary school teaching background.

40.3.5 Peer Coaches shall have staggered terms. The first Lead Coach(s) shall have a four-year term. Approximately half the Coaches will have three and the other half four-year terms.

40.3.6 All such terms are subject to annual appraisal and review by the Panel and the Chief Administrative Officer.

40.3.7 Prior to starting service as a Peer Coach, each shall sign an agreement that provides, in part, a commitment to return to the classroom for a minimum of two (2) years after leaving the Program.

40.3.7.1 A Peer Coach who has completed a term must return to the classroom for a minimum of two (2) years before reapplying to the Program.

40.3.8 The parties do not see participation in the Program as part of a career ladder to becoming a District administrator.

40.3.9 At the conclusion of their service, Peer Coaches shall have return rights to a position for which they are qualified at their school of origin. If there is no open position, a position will be created by an involuntary transfer of the least senior teacher.

40.3.10 Peer Coaches shall have responsibility for not fewer than twelve (12) nor more than fifteen (15) Program participants.

40.3.10.1 Peer Coaches shall declare known conflicts of interest to the Panel Co-Chairs.

40.3.10.2 Each Permanent Teacher Intervention shall be calculated as two (2) participants.

40.3.10.3 In the event that a Peer Coach cannot complete the Review of a Program participant, a second Peer Coach shall be assigned. The second Peer Coach shall be responsible for completing the final Review after consulting with the first Peer Coach, if possible.

40.3.11 Peer Coaches shall have a work year of five (5) additional days. These days are to be scheduled by the PAR Panel. If additional days are scheduled, Peer Coaches shall be compensated at their per diem rate.

40.3.11.1 A Lead Coach shall have a work year of ten (10) additional days.

40.3.12 Peer Coaches shall receive a compensation differential equal to $5,000.

40.3.12.1 This payment shall be reported in accordance with STRS requirements and shall appear as a separate item on paychecks.

40.3.12.1.1 In addition to the Peer Coach compensation differential, a Lead Coach shall receive compensation equal to 5% of their base salary.

40.3.13 A Lead Coach shall have responsibility for not fewer than four (4) nor more than six (6) Program participants. Conditions described in Sections 39.3.10.1 and 39.3.10.2 shall apply.

40.3.14 Peer Coaches and the PAR Panel shall have a primary responsibility in the assistance and review of New Teachers to whom they are assigned (see Section 39.1.2.2 above).

40.3.15 The principal shall have responsibility for reporting to the participating New Teacher, and to the PAR Panel, the performance of said teacher as it relates to the school as a whole (e.g., compliance with duty schedules, punctuality, Standard 6 of the San Francisco Teaching Standards, etc.).

40.3.16 The responsibilities of the site administrator are specified in the Attachment to the Letter of Transmittal (see Appendix E).

40.3.17 **Expectations for Serving New Teachers**

40.3.17.1 Coaches shall make progress reports of each assigned teacher at the meetings of the Panel Pairs.

40.3.17.1.1 Program participants who are not making satisfactory progress shall be reviewed at the PAR Panel and an intensive assistance plan shall be devised.

40.3.17.1.2 Said New Teachers shall receive written notification of the deficiencies and be provided a copy of the assistance plan.

40.3.17.1.3 Said New Teachers shall receive assistance at an intensive rate to be determined by the PAR Panel.

40.3.17.2 In the case of a participating New Teacher who has fewer than two (2) prior years of teaching experience outside of the District, the PAR Panel may recommend said teacher for Second-Year teacher assistance through the BTSA Program.

40.3.17.3 Participating New Teachers who are making satisfactory progress towards meeting the District Teaching Standards shall receive assistance at a level to be determined by the Peer Coaches.

40.3.18 **The Role of Peer Coaches**: Peer Coaches shall:

40.3.18.1 provide assistance to teachers on their caseloads that may include help such as developing, providing or arranging for classroom materials, reviewing curriculum, suggesting and discussing of teaching and classroom management techniques, orienting to record-keeping requirements, demonstrating teaching, arranging for observation of other teachers, and planning instruction;

40.3.18.2 orient teachers to district-wide goals and objectives, the appropriate courses of study, content and performance standards and core curriculum and other relevant curriculum materials; and, as part of the orientation responsibilities, review with the teachers site specific requirements such as principal's expectations, site plans, etc.;

40.3.18.3 observe and review teachers who are assigned as part of their caseloads;

40.3.18.4 plan and implement practicum for their beginning teachers if so assigned;

40.3.18.5 develop with their assigned teachers a Professional Growth Plan and Individual Learning Plan that is aligned with District and school-wide goals;

40.3.18.6 meet with the Panel Pair monthly to review the Peer Coach's work. At such conferences, the Peer Coach will present an oral summary of the status of each Program participant with whom s/he works and the assistance provided;

40.3.18.7 maintain a daily or weekly schedule of activities in the Peer Coach's office;

40.3.18.8 share copies of observation reports and review forms with the principal and with the Panel Pairs as completed;

40.3.18.9 assume responsibility for submitting all documentation to the Lead Coach by the designated dates in accordance with the Contract and these guidelines; and

40.3.18.10 maintain a log for each Program participant showing dates and times of contacts, including a summary of conversations, observations, and other forms of assistance provided. Said documentation shall be included in reports to the PAR Panel.

40.3.19 **Peer Coach Selection**

40.3.19.1 The Lead Coach and Peer Coach positions shall be posted in all schools, in the Weekly Administrative Directive and in the Board's Central Offices by Human Resources. The Panel and the Chief Administrative Officer shall develop the vacancy announcements and other selection procedures.

40.3.19.2 Minimum qualifications for the position are:

40.3.19.2.1 California Clear Credential for subject area of assignment;

40.3.19.2.2 five years of full-time SFUSD service as a teacher in the subject matter field of assignment;

40.3.19.2.3 consistent Highly Satisfactory or Outstanding evaluations;

40.3.19.2.4 recent service as an SFUSD classroom teacher;

40.3.19.2.5 prior successful experience in a mentor/coach/support role for teachers; and

40.3.19.2.6 prior service as a Peer Coach shall be a significant selection criterion for Lead Coach positions.

40.3.19.3 The Panel shall select Peer Coaches from among applicants meeting minimum qualifications.

40.3.19.4 While it is desired that there is a credential/experience match between each Program participant and Peer Coach, fiscal and logistical realities make that match impossible in every case. The PAR Panel, in consultation with other District departments, shall develop an annual process to identify and select qualified subject and/ or program specialists who shall be a resource to the Peer Coach in carrying out their duties. Compensation and work hours, determined by the PAR Panel, shall be consistent with those of Peer Coach.

40.4 **Permanent Teacher Intervention**

40.4.1 The Permanent Teacher Intervention Component is a cooperative effort between the Union and the District. The intervention process is an outgrowth of the

Union's and District's desire to maintain quality performance standards for the teaching staff and to comply with state funding incentives.

40.4.1.1 Program participation is defined in Section 39.1.1

40.4.1.2 It shall be the obligation of the Panel to report the results of this intervention to the District Superintendent and to the Board of Education.

40.4.1.3 The written documentation in the final review shall become a part of the permanent teacher's personnel file.

40.4.2 The primary focus of the Program is to provide assistance and renew quality teaching.

40.4.3 Assistance and remedial efforts and activities shall be intense and multifaceted.

40.4.3.1 To initiate the intervention process following a referral, a conference shall be held. The conference shall involve the Intervention Teacher, the teacher's evaluator, and the assigned Peer Coach.

40.4.3.2 The permanent teacher has the right to request Union representation, as per Section 16.3.

40.4.4 Peer Coaches and the PAR Panel shall have primary responsibility in the assistance and review of Intervention Teachers to whom they are assigned.

40.4.5 The Permanent Teacher Intervention Component shall be responsible for the review of teachers so assigned. Said review shall be based upon the permanent teacher's adherence to the teaching standards adopted by the Union and District.

40.4.6 The principal shall have responsibility for reporting to the Intervention Teacher and to the PAR Panel the teacher's performance as it relates to the school as a whole (e.g. compliance with duty schedules, punctuality, Standard 6 of the San Francisco Teaching Standards, etc.).

40.4.7 The responsibilities of the site administrator are specified in the Attachment to the Letter of Transmittal (See Archive #4).

40.4.8 **Expectations for Serving Intervention Teachers**

40.4.8.1 Intervention Teachers shall receive assistance at an intensive rate to be determined by the PAR Panel.

40.4.8.2 The Peer Coach will share all written and verbal progress reports during a conference with the teacher at least once month. A confidential copy of the

written reports will be provided to the principal in advance of delivery to the teacher.

40.4.8.3 Progress reports shall relate specifically to the Individual Learning Plan approved by the PAR Panel.

40.4.8.4 If the Individual Learning Plan is modified during the course of the intervention, the process as described in Section 39.4.3 shall apply.

40.4.8.5 The assistance provided by Peer Coaches under this article shall be closely monitored by the PAR Panel.

40.4.9 Nothing in this article precludes the principal or District from doing informal observations nor from notifying the teacher verbally and/or in writing regarding incidents or events related to the teacher's fulfillment of his/her professional obligations. Written materials provided the teacher should be provided to the Panel.

40.4.9.1 Should the principal deem it necessary to communicate with a teacher in the Intervention Program in a manner that relates to progressive discipline, i.e. letter of warning, reprimand, etc., he/she will forward a copy to the Peer Coach who shall inform the PAR Panel.

40.4.10 At the Panel case review meetings the Peer Coach shall provide an oral report and all written documentation to the Panel regarding the progress of the permanent teacher.

40.4.10.1 The teacher may be present for the presentation and will be given an opportunity to respond to the report.

40.4.10.2 The teacher may not be present during deliberations of the Panel, which are confidential. The Panel may request additional follow-up information from the principal, Peer Coach, or teacher.

40.4.11 The course of assistance shall include one or more of the following:

40.4.11.1 multiple classroom observations by the Peer Coach and/or principal;

40.4.11.2 assistance specific to the Standard(s) referenced in the Individual Learning Plan;

40.4.11.3 opportunities for the participating teacher to observe exemplary practice either by the Peer Coach or other teachers;

40.4.11.4 District-provided professional development opportunities;

40.4.11.5 workshops and/or conference attendance, often in the company of the Peer Coach, to facilitate reflection on how this experience fits into the Individual Learning Plan; and/or

40.4.11.6 other forms of assistance that the Peer Coach and the principal or Panel may provide.

40.4.11.7 The parties understand that every possible subject matter competency may not be available within the corps of coaches, and therefore it shall occasionally be necessary to secure additional assistance to fully address identified deficiencies.

40.4.12 At the conclusion of the year of review, the PAR Panel shall report to the permanent teacher, principal, and District Superintendent that:

40.4.12.1 the permanent teacher "Meets Standards" for the Essential Elements of the California Standards for the Teacher Profession (SFUSD Standards), and can return to the process of principal-only assistance and evaluation; or

40.4.12.2 the permanent teacher "Does Not Meet Standards" for the Essential Elements of the California Standards for the Teacher Profession (SFUSD Standards), and the PAR Panel does not believe further assistance and remediation will be successful, with documented reasons in support of this conclusion. The District is free to exercise its legal options in the absence of an intervention program.

40.4.13 Notwithstanding Section 39.4.12 above, and while the term of this assistance shall normally be for one school year, the intervention may be extended to part of a second year if the PAR Panel believes progress is being made, although the permanent teacher may not have yet "Met Standards."

40.4.14 The deliberations of the PAR Panel shall be closed and confidential. Its decisions shall be based upon classroom performance, information provided by the Peer Coach, the principal, and the permanent teacher. However, the final decision of the Panel shall not be made prior to any potential input from the assigned UESF representative.

40.4.14.1 The report of the vote shall only include the number of PAR Panel members voting on each side of the question.

40.4.15 The decision of the PAR Panel shall be reported to the teacher, the Peer Coach, and the principal in conference with the Chief Administrative Officer and, if requested by the intervention teacher, a representative from UESF.

40.5 **Permanent Teacher Due Process Rights**

40.5.1 The permanent teacher shall be entitled to review all reports generated by the Peer Coach and principal prior to their submission to the PAR Panel, and to have his/her comments attached. To effectuate this right, the Peer Coach shall provide the permanent teacher being reviewed with copies of such reports at least five (5) working days prior to the meeting of the PAR Panel at which the reports will be considered.

40.5.2 The permanent teacher shall have the right to be represented by UESF in any meetings of the Panel to which they are called and shall be given a reasonable opportunity to present their point of view concerning any report being made.

40.5.3 The decision to refer a permanent teacher for intervention through this Program shall not be subject to the grievance process, nor shall a decision to remove a permanent teacher from the Program be grievable.

40.5.4 The permanent teacher shall have the right to timely reports of progress being made.

40.5.5 The permanent teacher shall have the right to present reasons in writing to the PAR Panel why a specific Peer Coach should be replaced and another Peer Coach substituted and to have those reasons considered.

40.5.6 The record of this intervention may be sealed within the personnel file after four (4) years, if there have been no subsequent incidents of unsatisfactory service during said period.

40.5.7 This Program in no manner diminishes the legal rights of bargaining unit members of the District.

40.6 **Miscellaneous Provisions**

40.6.1 A teacher shall not have access to the grievance process to challenge the contents of reports, review, or decisions of the Peer Coach, principal, or Panel, but may file responses that shall become part of the official record of the intervention.

40.6.2 Expenditures for the Program, including related administrative costs of up to 5%, shall not exceed funds made available through passage of AB1x (1999, Villaraigosa or successor legislation).

40.6.3 During the month prior to the conclusion of the fiscal year, if revenue exceeds projected annual expenditures, the District and the Union shall meet to determine the allocation of the surplus in a manner that facilitates the purposes of this article and the staff development activities of the District.

40.6.4 Funds shall also be set aside to allow the Peer Coaches release days and/or conferences as developmental tools with the teachers assigned to the Program.

40.6.5 It is understood and agreed that this Program shall terminate if for any reason there exists an inability for full funding thereof through AB1x (1999, Villaraigosa or successor legislation).

40.6.6 The cost of releasing coaches for service in the program shall be computed on the basis of the average entry-level teacher step and column placement, plus benefits and fixed costs.

40.6.7 Governing Board Review of Recommendations: Nothing herein shall preclude the Superintendent and/or Board members from examining information which they are entitled by law to review in connection with the report of the Program review process of and/or reemployment decision of probationary or permanent certificated employees.

40.6.8 The PAR Program shall be reviewed annually. As part of the annual review, the bargaining process shall ensure that all Program funds not used by the Program are used in ways consistent with the intent of the Program.

40.6.9 Retention of Education Code Rights: Nothing herein shall modify or in any manner affect the rights of the Governing Board/District under provisions of the Education Code relating to the employment, classification, retention, or non-reelection of certificated employees.

40.6.9.1 Nothing herein shall modify or affect the District's right to issue notices of unsatisfactory performance and/or unprofessional conduct pursuant to Education Code Section 44938.

40.6.10 Through its basic liability insurance coverage, the District shall hold harmless the members of the PAR Panel and the coaches for any liability arising out of their participation in this Program as provided in Education Code Section 44503(c), in the same manner as it would hold harmless its principals and other administrators involved in the teacher evaluation process.

40.6.11 Confidentiality: All proceedings and materials related to the administration of this article shall be strictly confidential. Therefore, PAR Panel members and coaches may disclose such information only as necessary to administer this article.

41. Savings Clause

41.1 In the event that any provision of this contract, or application thereof, is or shall be determined to be contrary to law by the Public Employment Relations Board

(PERB) or by a court of final jurisdiction, such provisions shall be deemed invalid but all other provisions of this contract shall continue in effect.

41.2 **Statutory changes**

41.2.1 Federal, State, or Municipal legislative or administrative regulation changes that are permissive and affect the provisions of this Agreement shall, upon request of either party, be subjects for negotiations regarding a successor agreement.

41.2.2 Legislative or administrative regulations changes that are mandatory and are in legal conflict with the provisions of this Agreement shall supersede the conflicting provisions of this Agreement. The District and the Union agree to meet and revise the Agreement to reflect the mandatory change.

42. Community Schools

42.1 Definition

42.1.1 "Community School" means any SFUSD school defined as such according to California Education code and eligible for the CDE California Community School Partnerships Program (CCSPP) and defined by California Ed Code or other relevant law.

42.1.1.2 An SFUSD school that receives a CDE CCSPP grant will be considered a community school during the term of the grant. A site lead for an SFUSD school eligible for a CDE CSSP grant that is not awarded the grant may elect to be considered a community school.

42.1.2.3 The District and the union agree to meet and confer regarding negotiable impacts as they continue to be developed.

42.2 Purpose

42.2.1 Community schools serve pre-Kindergarten through high school students using a "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and shared decision-making. As a school improvement strategy, community school initiatives enable the District and school to work closely and share decision-making with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community. Community schools then design their own curricula and programs to support the whole child and partner with community-based organizations and local government agencies to align community resources to realize a shared vision for success. Community schools improve student outcomes by addressing students' academic, cognitive, physical, mental, and

social-emotional needs. In addition to orchestrating governmental and community resources, community schools meet the needs of children and youth by building a positive school climate and trusting relationships, along with rich learning opportunities that prepare all students to succeed in college, career, and life.

42.3 Requirements

42.3.1 Each community school shall:

42.3.1.1 Schools shall have a designated Community School Coordinator position if they have grant funding to support such a position.

42.3.1.2 Receive regular and consistent professional development and/or coaching for school teams, including Community School Coordinators, Principals, teachers, paraeducators and other staff or stakeholders; and

42.3.1.3 Have a site-based process for co-creation of goals, data analysis, and plans as a Community School integrated within the School Site Council structure.

42.4 Community Schools Steering Committee

41.4.1 The District will establish a District level Community Schools Steering Committee, where students, families, educators and community come together in a steering and leadership capacity to provide guidance on the Community Schools Initiative and guide alignment of the District's strategic plan of the Community Schools Initiative.

42.4.2 The steering committee shall:

42.4.2.1 Advise the Superintendent, or their designee, to provide Community Schools with regular and consistent professional development, coaching and other supports to deepen their Community School strategy

42.4.2.2 Provide regular guidance and feedback on the District's Community Schools Framework to the Superintendent or his/her/their designee;

42.4.2.3 Provide guidance on and assessment of any incoming monies associated with the Community School strategy, including funds from the Student Success Fund (Proposition G); and

42.4.2.4 Provide feedback on annual reports on progress of Community Schools Initiative, including effectiveness of implementation and student progress, to the Superintendent or their designee and the Board of Education

42.4.3 The steering committee will be comprised of representatives from each of the following entities; Student Advisory Committee, Joint Advisory Committee, UESF, Superintendent or their designee, and a community partner. The steering committee membership should be composed of members who have displayed a commitment to the Community Schools strategy and who may represent the following focal groups: communities of color, working class families, differently abled, LGBTQ+, immigrant, different education levels and language abilities, and those who attend, or work at a current Community School.

42.5.1 The District has demonstrated its ability to address homelessness for SFUSD students and families by executing a Joint Use Agreement with the City and County of San Francisco by hosting the Stay Over Program at a SFUSD site, providing emergency shelter to any SFUSD family. SFUSD shall continue to host at least one (1) Stay Over Program to provide emergency shelter to SFUSD families in need contingent on continued funding provided by the City and County of San Francisco.

42.5.2 The Union and the District shall form a Joint Initiative on Housing Issues to identify at least one (1) other school site in a different geographic region in San Francisco to host a Stay Over Program by the start of the 2027-2028 school year with the intention of expanding further to meet all of the SFUSD student and family emergency housing needs.

42.5.3 The District shall provide the Union with a seat on the evaluation committee to recommend development contracts to the Board for un- or under-utilized SFUSD property to be better utilized as an asset to the district, its employees and the community.

42.6 Support for Immigrant and Refugee Students and Families

Unit members and the District acknowledge that any interruption or disruption of our students' education by any governmental institution such as Immigration and Customs Enforcement (ICE) negatively impacts our students' educational experience. As San Francisco has a current policy as a Sanctuary City, the District will adhere to all aspects of this policy.

42.6.1 San Francisco's sanctuary city policy prohibits city employees from using city resources to enforce federal immigration law. The policy also limits when law enforcement can share information with Immigration and Customs Enforcement (ICE). Therefore, ICE and other immigration enforcement activities would pose a severe disruption to the learning environment and educational setting for students and their families.

42.6.1.1 The District will ensure that newcomer families and students are provided access to resources, including legal, housing, health, employment, and food security support when they enroll.

42.6.2 Sanctuary Training

42.6.2.1 The District shall provide training for all unit members on sanctuary policies, including but not limited to interactions with law enforcement on and off campus, collection and protection of immigration information, and emergency procedures.

42.6.3 Emergency Management and Communication

42.6.3.1 The District shall maintain a dedicated website containing updated links to refugee and immigrant services, ensuring that all affected students and families have access to relevant support resources.

42.6.4 The District and the Union jointly declare that the buildings and grounds of SFUSD Schools are sanctuary spaces for all students, parents, administrators, bargaining unit members, and community members at the school for school-related business and jointly commit to defend the right to a free and safe learning environment to the extent permitted by law.

42.6.5 Upon request by ICE agents or other immigration enforcement to enter school grounds or to obtain or review student records, the District shall verify the immigration agent's credentials and require a criminal judicial warrant signed by a federal judge. The District shall not admit ICE agents or other immigration enforcement based upon an administrative warrant, ICE detainer, or other document issued by an agency enforcing civil immigration law.

42.6.6 Unit members shall not face any District discipline for following the policies contained in this Article.

42.6.7 Sanctuary Employer

42.6.7.1 The Deferred Action for Childhood Arrivals (DACA) policy protected eligible immigrant youth from deportation and provided work authorization documents to nearly 800,000 young people who came to the United States as children. The District and the Union recognize that unit members who have received DACA benefits are a valued and important part of our community. Because the

termination of the DACA policy may affect the work authorization of employees, the District and the Union agree to the following:

42.6.7.2 The District shall not inquire about or demand proof of immigration or citizenship status, except as required by law.

43. Duration

This contract shall be effective from July 1, 2025, through June 30, 2027. Nothing contained herein shall preclude the parties from mutually agreeing to negotiate any other subject during the term of the agreement.

SIGNATURE PAGE

San Francisco Unified School District



Apolinar Paul Quesada
Sr. Exec. Director of Labor Relations

United Educators of San Francisco



Cassondra Curiel
President, UESF

Appendix A - Stipends

The District agrees that these stipends do not set a precedent. The Union agrees that those stipends are not subject to the grievance process until negotiated. Both parties agree that these stipends shall be subject to the collective bargaining process.

Within sixty (60) calendar days following the end of the fall 2012 semester, and each semester thereafter the District shall provide the Union with a list of all stipends paid to unit members, including the stipend amount, the reason for the stipend, and the name and site of all unit members receiving the stipend.

Type of Service	Description	Amount
Afternoon Professional Development – Certificated	2 hours	At extended hours rate
Afternoon Professional Development – Certificated	2.5 hours	At extended hours rate
Full Day Saturday Professional Development Certificated/Classified	5 hours	At extended hours rate
Half Day Saturday Professional Development Certificated/Classified	3 hours	At extended hours rate
Health Advocate	27 hours per completion of required activities	$800
Nutrition, Physical Activity Teacher Leader (NPTL)	34 hours per completion of required activities	$1000
Health Education Teacher Leader	47 hours per completion of required activities	$1400
HST – Health Liaison (includes $200 stipend for Tobacco Youth Outreach Coordinator role)	27 hours per completion of required activities	$800
HST – Lesbian, Gay, Bisexual, Transgender, Questioning Youth (LSL) Support Liaison and PAPA	20 hours per completion of required activities	$600
HPC Health Liaison Coordinator	27 hours per completion of required activities	$800
HPC Lesbian, Gay, Bisexual, Transgender, Questioning Youth (LSL) Support Liaison	27 hours per completion of required activities	$800

Appendix A - Stipends

HPC Tobacco Youth Outreach and Alcohol Youth Outreach Coordinator (Position not available at Wellness Sites)	34 hours per completion of required activities	$1000
TK-8 Lead Teacher ExCEL ASP	170 hours, per completion of required activities	$5000
High School Lead Teachers	102 hours, per completion of required activities	$3000
Foster Youth Services Liaison		$200, one site - $300, two sites
National Board Certified Teacher		$5000
PAR Coach		$5000
Lead PAR Coach		**$5000**
PAR Panel		**$1500**
CDP Home Visit		**$40**

Appendix B - Salary Schedules

Job Code	Job Title	Number of Service Days	Number of Service Days 7/1/2025	Number of Service Days 7/1/2026
B1	Psychologist, Speech Pathologist and Autism Behavioral Analyst	191	192	193
B2	Wellness Counselor	184	185	186
B6	K-12 Teacher (Fully Credentialed) BA & < 30 semester units	184	185	186
B7	K-12 Teacher (Fully Credentialed) BA & > 30 < 59 semester units	184	185	186
B8	K-12 Teacher (Fully Credentialed) BA & > 60 semester units	184	185	186
B9	Nurse, Social Worker and Child Welfare and Attendance Supervisor	184	185	186
B11	TK-12 Day to Day Substitute			
C1	Speech Pathologist	191	192	193
C6	K-12 Teacher (Intern, Emergency and other Non-Credentialed) BA & < 30 semester units	184	185	186
C7	K-12 Teacher (Intern, Emergency and other Non-Credentialed) BA & > 30 < 59 semester units	184	185	186
C8	K-12 Teacher (Intern, Emergency and other Non-Credentialed) BA & > 60 semester units	184	185	186
D1	Pre K Teachers - Early Education Department Undergraduate 60-90 units	191	192	193
D2	Pre K Teachers - Early Education Department Undergraduate >91+ units	191	192	193
D3	Pre K Teachers - Early Education Department BA	191	192	193
D4	School-Age Teachers - Early Education Department Undergraduate 60-90 units	218	219	220
D5	School-Age Teachers - Early Education Department Undergraduate >91+ units	218	219	220
F6	School Age Teachers - Early Education Department	218	219	220
R6	Deans and Head Counselors BA & < 30 additional semester units	189	190	191
R7	Deans and Head Counselors BA & > 30 < 59 semester units	189	190	191
R8	Deans and Head Counselors BA & > 60 semester units	189	190	191
S6	HS Department Heads and Special Education Content Specialist BA & < 30 semester units	189	190	191
S7	HS Department Heads and Special Education Content Specialist BA & > 30 < 59 semester units	189	190	191
S8	HS Department Heads and Special Education Content Specialist BA & > 60 semester units	189	190	191
T1	Early Education Department (Infant/Toddler Teachers) Undergraduate 60-90 units	219	220	221
T2	Early Education Department (Infant/Toddler Teachers) Undergraduate >91+ units	219	220	221
T3	Early Education Department (Infant/Toddler Teachers) BA	219	220	221

Appendix B - Salary Schedules

Psychologist, Speech Pathologist and Autism Behavioral Analyst
(Credentialed)

Pay Scale Group : B1

Number of Service Days: YR 2025: 192
YR 2026: 193

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (191 days)**	**Base Salary w/1 Days of Daily (192 days)**	Effective 07/01/2025 Base Salary (2% per step)	**Total Annual Salary effective 07/01/2025**	**Daily Rate (192 days)**	**Base Salary w/2 Days of Daily (193 days)**	Effective 07/01/2026 Base Salary (2%)	**Total Annual Salary effective 07/01/2026**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 103,687	$ 110,817	$ 543	$ 104,229.86	$ 106,314	$ 113,444	$ 554	$ 106,868	$ 109,006	$ 116,136	$ 1,435.00	$ 5,695.00
2	$ 107,623	$ 114,079	$ 563	$ 108,186.47	$ 110,350	$ 116,805	$ 575	$ 110,925	$ 113,143	$ 119,598	$ 522.00	$ 5,933.00
3	$ 111,554	$ 118,288	$ 584	$ 112,138.05	$ 114,381	$ 121,114	$ 596	$ 114,977	$ 117,276	$ 124,009	$ 562.00	$ 6,171.00
4	$ 115,488	$ 122,446	$ 605	$ 116,092.67	$ 118,415	$ 125,373	$ 617	$ 119,031	$ 121,412	$ 128,370	$ 549.00	$ 6,409.00
5	$ 115,488	$ 122,446	$ 605	$ 116,092.67	$ 118,415	$ 125,373	$ 617	$ 119,031	$ 121,412	$ 128,370	$ 549.00	$ 6,409.00
6	$ 115,488	$ 122,446	$ 605	$ 116,092.67	$ 118,415	$ 125,373	$ 617	$ 119,031	$ 121,412	$ 128,370	$ 549.00	$ 6,409.00
Career Increment A (Steps 7-9)	$ 119,188	$ 127,270	$ 624	$ 119,812.02	$ 122,208	$ 130,289	$ 637	$ 122,845	$ 125,302	$ 133,383	$ 1,449.00	$ 6,632.00
Career Increment B (Steps 10-11)	$ 122,896	$ 131,100	$ 643	$ 123,539.37	$ 126,010	$ 134,214	$ 656	$ 126,666	$ 129,200	$ 137,404	$ 1,348.00	$ 6,856.00
Career Increment C (Steps 12)	$ 122,896	$ 133,600	$ 643	$ 123,539.37	$ 126,010	$ 136,714	$ 656	$ 126,666	$ 129,200	$ 139,904	$ 3,848.00	$ 6,856.00
Career Increment D (Steps 13)	$ 126,597	$ 134,927	$ 663	$ 127,259.81	$ 129,805	$ 138,134	$ 676	$ 130,481	$ 133,091	$ 141,420	$ 1,249.00	$ 7,080.00
Career Increment E (Steps 14-15)	$ 126,598	$ 137,427	$ 663	$ 127,260.47	$ 129,806	$ 140,635	$ 676	$ 130,482	$ 133,091	$ 143,920	$ 3,749.00	$ 7,080.00
Career Increment E (Steps 16)	$ 130,300	$ 138,752	$ 682	$ 130,982.20	$ 133,602	$ 142,054	$ 696	$ 134,298	$ 136,984	$ 145,436	$ 1,148.00	$ 7,304.00
Career Increment E (Steps 17-18)	$ 130,300	$ 140,752	$ 682	$ 130,982.70	$ 133,602	$ 144,054	$ 696	$ 134,298	$ 136,984	$ 147,436	$ 3,148.00	$ 7,304.00
Career Increment E (Steps 19)	$ 134,007	$ 142,082	$ 702	$ 134,709.00	$ 137,403	$ 145,477	$ 716	$ 138,119	$ 140,881	$ 148,955	$ 546.00	$ 7,528.00
Career Increment E (Steps 20-22)	$ 134,007	$ 143,581	$ 702	$ 134,709.00	$ 137,403	$ 146,977	$ 716	$ 138,119	$ 140,881	$ 150,455	$ 2,046.00	$ 7,528.00
Career Increment E (Steps 23-27)	$ 134,007	$ 144,581	$ 702	$ 134,709.00	$ 137,403	$ 147,977	$ 716	$ 138,119	$ 140,881	$ 151,455	$ 3,046.00	$ 7,528.00
Career Increment E (Steps 28)	$ 134,007	$ 145,581	$ 702	$ 134,709.00	$ 137,403	$ 148,977	$ 716	$ 138,119	$ 140,881	$ 152,455	$ 4,046.00	$ 7,528.00

Wellness Counselor													
Pay Scale Group : B2												**Number of Service Days: YR 2025:185 YR 2026:186**	
CONTRACT TERM 2025-2027													
Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (184 days)**	**Base Salary w/1 Days of Daily (185 days)**	Effective 07/01/2025 Base Salary (2%) Retro	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (185 days)**	**Base Salary w/2 Days of Daily (186 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 74,968	$ 84,043	$ 407	$ 75,376	$ 76,883	$ 85,958	$ 416	$ 77,299	$ 78,845	$ 87,920	$ 5,115	$ 3,960
2	$ 77,286	$ 87,108	$ 420	$ 77,706	$ 79,260	$ 89,082	$ 428	$ 79,688	$ 81,282	$ 91,104	$ 5,722	$ 4,100
3	$ 79,604	$ 90,174	$ 433	$ 80,037	$ 81,638	$ 92,208	$ 441	$ 82,079	$ 83,721	$ 94,291	$ 6,330	$ 4,240
4	$ 82,611	$ 93,399	$ 449	$ 83,060	$ 84,721	$ 95,509	$ 458	$ 85,179	$ 86,883	$ 97,671	$ 6,367	$ 4,421
5	$ 86,234	$ 96,312	$ 469	$ 86,703	$ 88,437	$ 98,515	$ 478	$ 88,915	$ 90,693	$ 100,771	$ 5,438	$ 4,640
6	$ 89,859	$ 99,229	$ 488	$ 90,347	$ 92,154	$ 101,524	$ 498	$ 92,652	$ 94,505	$ 103,875	$ 4,510	$ 4,860
7	$ 93,484	$ 102,143	$ 508	$ 93,992	$ 95,872	$ 104,531	$ 518	$ 96,390	$ 98,318	$ 106,977	$ 3,580	$ 5,079
8	$ 97,105	$ 105,054	$ 528	$ 97,633	$ 99,586	$ 107,535	$ 538	$ 100,124	$ 102,126	$ 110,075	$ 2,651	$ 5,298
9	$ 100,730	$ 107,970	$ 547	$ 101,278	$ 103,303	$ 110,543	$ 558	$ 103,862	$ 105,939	$ 113,179	$ 1,723	$ 5,517
10	$ 104,358	$ 111,187	$ 567	$ 104,926	$ 107,024	$ 113,853	$ 579	$ 107,603	$ 109,755	$ 116,584	$ 1,093	$ 5,736
11	$ 107,979	$ 114,934	$ 587	$ 108,566	$ 110,737	$ 117,692	$ 599	$ 111,336	$ 113,562	$ 120,517	$ 1,000	$ 5,955
12	$ 107,979	$ 116,434	$ 587	$ 108,566	$ 110,737	$ 119,192	$ 599	$ 111,336	$ 113,562	$ 122,017	$ 2,500	$ 5,955
13	$ 107,979	$ 116,434	$ 587	$ 108,566	$ 110,737	$ 119,192	$ 599	$ 111,336	$ 113,562	$ 122,017	$ 2,500	$ 5,955
Career Increment A (Steps 14-16)	$ 111,495	$ 119,732	$ 606	$ 112,100	$ 114,342	$ 122,579	$ 618	$ 114,961	$ 117,260	$ 125,497	$ 2,070	$ 6,167
Career Increment B (Steps 17-19)	$ 115,006	$ 123,525	$ 625	$ 115,631	$ 117,943	$ 126,462	$ 638	$ 118,581	$ 120,953	$ 129,472	$ 2,143	$ 6,376
Career Increment C (Steps 20-22)	$ 118,520	$ 127,535	$ 644	$ 119,165	$ 121,548	$ 130,563	$ 657	$ 122,205	$ 124,649	$ 133,664	$ 2,423	$ 6,592
Career Increment D (Steps 23-25)	$ 122,033	$ 131,486	$ 663	$ 122,696	$ 125,150	$ 134,603	$ 676	$ 125,826	$ 128,343	$ 137,796	$ 2,649	$ 6,804
Career Increment E (Steps 26-28)	$ 125,543	$ 135,782	$ 682	$ 126,225	$ 128,750	$ 138,989	$ 696	$ 129,446	$ 132,035	$ 142,274	$ 3,223	$ 7,016

Appendix B - Salary Schedules

K-12 Teacher
(Fully Credentialed)
Bachelors Degree and and less than 30 additional semester units

Pay Scale Group : B6

Number of Service Days: YR 2025:185
YR 2026:186

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (184 days)**	**Base Salary w/1 Days of Daily (185 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (185 days)**	**Base Salary w/1 Days of Daily (186 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 73,689	$ 79,468	$ 400	$ 74,089	$ 75,571	$ 81,350	$ 408	$ 75,980	$ 77,499	$ 83,278	$ 1,897	$ 3,882
2	$ 74,537	$ 80,274	$ 405	$ 74,942	$ 76,440	$ 82,177	$ 413	$ 76,854	$ 78,391	$ 84,128	$ 1,803	$ 3,934
3	$ 75,379	$ 81,174	$ 410	$ 75,789	$ 77,304	$ 83,099	$ 418	$ 77,722	$ 79,277	$ 85,072	$ 1,811	$ 3,984
4	$ 76,230	$ 82,181	$ 414	$ 76,644	$ 78,177	$ 84,128	$ 423	$ 78,599	$ 80,171	$ 86,122	$ 1,915	$ 4,036
5	$ 77,072	$ 83,181	$ 419	$ 77,491	$ 79,041	$ 85,150	$ 427	$ 79,468	$ 81,057	$ 87,166	$ 2,022	$ 4,087
6	$ 77,914	$ 84,182	$ 423	$ 78,337	$ 79,904	$ 86,172	$ 432	$ 80,336	$ 81,943	$ 88,211	$ 2,130	$ 4,138
7	$ 78,763	$ 85,188	$ 428	$ 79,191	$ 80,774	$ 87,199	$ 437	$ 81,211	$ 82,835	$ 89,260	$ 2,236	$ 4,189
8	$ 79,608	$ 86,191	$ 433	$ 80,040	$ 81,641	$ 88,224	$ 441	$ 82,083	$ 83,724	$ 90,307	$ 2,343	$ 4,240
9	$ 80,454	$ 87,194	$ 437	$ 80,891	$ 82,509	$ 89,249	$ 446	$ 82,955	$ 84,614	$ 91,354	$ 2,449	$ 4,291
10	$ 81,297	$ 88,194	$ 442	$ 81,739	$ 83,374	$ 90,271	$ 451	$ 83,824	$ 85,501	$ 92,398	$ 2,555	$ 4,342
11	$ 82,628	$ 89,373	$ 449	$ 83,077	$ 84,739	$ 91,484	$ 458	$ 85,197	$ 86,901	$ 93,646	$ 2,322	$ 4,423
12	$ 85,212	$ 90,999	$ 463	$ 85,675	$ 87,388	$ 93,175	$ 472	$ 87,861	$ 89,618	$ 95,405	$ 1,208	$ 4,579
13	$ 87,793	$ 92,622	$ 477	$ 88,270	$ 90,036	$ 94,865	$ 487	$ 90,522	$ 92,333	$ 97,162	$ 94	$ 4,735

K-12 Teacher
(Fully Credentialed)
Bachelors Degree and > 30 < 59 semester units

Pay Scale Group : B7

Number of Service Days: YR 2025:185
YR 2026:186

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	**Effective** 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (184 days)**	**Base Salary w/1 Days of Daily (185 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (185 days)**	**Base Salary w/1 Days of Daily (186 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 74,537	$ 82,774	$ 405	$ 74,942	$ 76,441	$ 84,678	$ 413	$ 76,854	$ 78,391	$ 86,628	$ 4,303	$ 3,934
2	$ 75,379	$ 83,824	$ 410	$ 75,789	$ 77,304	$ 85,749	$ 418	$ 77,722	$ 79,277	$ 87,722	$ 4,461	$ 3,984
3	$ 76,230	$ 84,881	$ 414	$ 76,644	$ 78,177	$ 86,828	$ 423	$ 78,600	$ 80,172	$ 88,823	$ 4,615	$ 4,036
4	$ 77,072	$ 85,931	$ 419	$ 77,491	$ 79,041	$ 87,900	$ 427	$ 79,468	$ 81,057	$ 89,916	$ 4,772	$ 4,087
5	$ 77,914	$ 86,982	$ 423	$ 78,337	$ 79,904	$ 88,972	$ 432	$ 80,336	$ 81,943	$ 91,011	$ 4,930	$ 4,138
6	$ 78,763	$ 88,038	$ 428	$ 79,191	$ 80,775	$ 90,050	$ 437	$ 81,212	$ 82,836	$ 92,111	$ 5,086	$ 4,189
7	$ 79,848	$ 88,927	$ 434	$ 80,282	$ 81,888	$ 90,967	$ 443	$ 82,330	$ 83,977	$ 93,056	$ 4,824	$ 4,255
8	$ 82,647	$ 90,430	$ 449	$ 83,096	$ 84,758	$ 92,541	$ 458	$ 85,216	$ 86,921	$ 94,704	$ 3,359	$ 4,424
9	$ 85,442	$ 92,180	$ 464	$ 85,906	$ 87,624	$ 94,362	$ 474	$ 88,098	$ 89,860	$ 96,598	$ 2,145	$ 4,593
10	$ 88,242	$ 94,183	$ 480	$ 88,722	$ 90,496	$ 96,437	$ 489	$ 90,985	$ 92,805	$ 98,746	$ 1,179	$ 4,762
11	$ 91,038	$ 96,685	$ 495	$ 91,533	$ 93,363	$ 99,010	$ 505	$ 93,868	$ 95,745	$ 101,392	$ 716	$ 4,931
12	$ 93,838	$ 99,689	$ 510	$ 94,348	$ 96,235	$ 102,086	$ 520	$ 96,755	$ 98,690	$ 104,541	$ 751	$ 5,100
13	$ 93,838	$ 99,689	$ 510	$ 94,348	$ 96,235	$ 102,086	$ 520	$ 96,755	$ 98,690	$ 104,541	$ 751	$ 5,100
14	$ 93,838	$ 99,689	$ 510	$ 94,348	$ 96,235	$ 102,086	$ 520	$ 96,755	$ 98,690	$ 104,541	$ 751	$ 5,100
15	$ 93,838	$ 99,689	$ 510	$ 94,348	$ 96,235	$ 102,086	$ 520	$ 96,755	$ 98,690	$ 104,541	$ 751	$ 5,100

Appendix B - Salary Schedules

K-12 Teacher
(Fully Credentialed)
Bachelors Degree and 60+ semester units

Pay Scale Group : B8

Number of Service Days: YR 2025:185
YR 2026:186

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	**Total Annual Salary effective 01/01/2025**	**Daily Rate (184 days)**	**Base Salary w/1 Days of Daily (185 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (185 days)**	**Base Salary w/1 Days of Daily (186 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 76,230	$ 85,381	$ 414	$ 76,644	$ 78,177	$ 87,328	$ 423	$ 78,599	$ 80,171	$ 89,322	$ 5,115	$ 4,036
2	$ 77,072	$ 86,881	$ 419	$ 77,491	$ 79,041	$ 88,850	$ 427	$ 79,468	$ 81,058	$ 90,867	$ 5,722	$ 4,087
3	$ 77,914	$ 88,382	$ 423	$ 78,337	$ 79,904	$ 90,372	$ 432	$ 80,336	$ 81,943	$ 92,411	$ 6,330	$ 4,138
4	$ 80,140	$ 90,779	$ 436	$ 80,576	$ 82,187	$ 92,826	$ 444	$ 82,632	$ 84,284	$ 94,923	$ 6,367	$ 4,272
5	$ 83,601	$ 93,520	$ 454	$ 84,056	$ 85,737	$ 95,656	$ 463	$ 86,200	$ 87,924	$ 97,843	$ 5,438	$ 4,481
6	$ 87,058	$ 96,258	$ 473	$ 87,531	$ 89,282	$ 98,482	$ 483	$ 89,764	$ 91,560	$ 100,760	$ 4,510	$ 4,690
7	$ 90,522	$ 99,002	$ 492	$ 91,014	$ 92,834	$ 101,314	$ 502	$ 93,336	$ 95,203	$ 103,683	$ 3,580	$ 4,900
8	$ 93,981	$ 101,741	$ 511	$ 94,492	$ 96,381	$ 104,141	$ 521	$ 96,902	$ 98,840	$ 106,600	$ 2,651	$ 5,109
9	$ 97,440	$ 104,481	$ 530	$ 97,969	$ 99,929	$ 106,970	$ 540	$ 100,469	$ 102,478	$ 109,519	$ 1,723	$ 5,318
10	$ 100,898	$ 107,518	$ 548	$ 101,447	$ 103,476	$ 110,096	$ 559	$ 104,035	$ 106,116	$ 112,736	$ 1,093	$ 5,527
11	$ 104,358	$ 111,094	$ 567	$ 104,925	$ 107,024	$ 113,760	$ 579	$ 107,602	$ 109,754	$ 116,490	$ 1,000	$ 5,736
12	$ 104,358	$ 112,594	$ 567	$ 104,925	$ 107,024	$ 115,260	$ 579	$ 107,602	$ 109,754	$ 117,990	$ 2,500	$ 5,736
13	$ 104,358	$ 112,594	$ 567	$ 104,925	$ 107,024	$ 115,260	$ 579	$ 107,602	$ 109,754	$ 117,990	$ 2,500	$ 5,736
Career Increment A (Steps 14-16)	$ 107,816	$ 115,831	$ 586	$ 108,402	$ 110,570	$ 118,585	$ 598	$ 111,168	$ 113,391	$ 121,406	$ 2,070	$ 5,945
Career Increment B (Steps 17-19)	$ 111,272	$ 119,569	$ 605	$ 111,877	$ 114,114	$ 122,411	$ 617	$ 114,731	$ 117,026	$ 125,323	$ 2,143	$ 6,154
Career Increment C (Steps 20-22)	$ 114,735	$ 123,521	$ 624	$ 115,358	$ 117,665	$ 126,451	$ 636	$ 118,301	$ 120,667	$ 129,453	$ 2,423	$ 6,363
Career Increment D (Steps 23-25)	$ 118,196	$ 127,417	$ 642	$ 118,838	$ 121,215	$ 130,436	$ 655	$ 121,870	$ 124,307	$ 133,528	$ 2,649	$ 6,572
Career Increment E (Steps 26-28)	$ 121,650	$ 131,654	$ 661	$ 122,311	$ 124,758	$ 134,762	$ 674	$ 125,432	$ 127,941	$ 137,945	$ 3,223	$ 6,781

Nurse, Social Worker and Child Welfare and Attendance Supervisor													
Pay Scale Group : B9												**Number of Service Days: YR 2025:185 YR 2026:186**	
CONTRACT TERM 2025-2027													
Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	**Total Annual Salary effective 01/01/2025**	**Daily Rate (184 days)**	**Base Salary w/1 Days of Daily (185 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (185 days)**	**Base Salary w/1 Days of Daily (186 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 73,710	$ 82,479	$ 401	$ 74,111	$ 75,593	$ 84,362	$ 409	$ 76,002	$ 77,522	$ 86,291	$ 4,885	$ 3,884
2	$ 77,498	$ 85,334	$ 421	$ 77,919	$ 79,477	$ 87,313	$ 430	$ 79,907	$ 81,505	$ 89,341	$ 3,724	$ 4,112
3	$ 81,288	$ 89,592	$ 442	$ 81,730	$ 83,364	$ 91,668	$ 451	$ 83,815	$ 85,491	$ 93,795	$ 3,962	$ 4,342
4	$ 85,077	$ 93,670	$ 462	$ 85,540	$ 87,250	$ 95,843	$ 472	$ 87,722	$ 89,476	$ 98,069	$ 4,022	$ 4,571
5	$ 88,865	$ 97,706	$ 483	$ 89,348	$ 91,135	$ 99,976	$ 493	$ 91,628	$ 93,461	$ 102,302	$ 4,042	$ 4,799
6	$ 92,658	$ 102,397	$ 504	$ 93,161	$ 95,025	$ 104,764	$ 514	$ 95,538	$ 97,449	$ 107,188	$ 4,710	$ 5,029
7	$ 96,446	$ 105,359	$ 524	$ 96,970	$ 98,910	$ 107,823	$ 535	$ 99,444	$ 101,433	$ 110,346	$ 3,655	$ 5,258
8	$ 100,233	$ 108,321	$ 545	$ 100,778	$ 102,794	$ 110,882	$ 556	$ 103,349	$ 105,416	$ 113,504	$ 2,601	$ 5,487
9	$ 104,025	$ 111,285	$ 565	$ 104,590	$ 106,682	$ 113,942	$ 577	$ 107,259	$ 109,404	$ 116,664	$ 1,544	$ 5,716
10	$ 107,814	$ 114,567	$ 586	$ 108,400	$ 110,568	$ 117,321	$ 598	$ 111,166	$ 113,389	$ 120,142	$ 808	$ 5,945
11	$ 111,601	$ 118,422	$ 607	$ 112,208	$ 114,452	$ 121,273	$ 619	$ 115,071	$ 117,372	$ 124,193	$ 647	$ 6,174
12	$ 111,601	$ 120,027	$ 607	$ 112,208	$ 114,452	$ 122,878	$ 619	$ 115,071	$ 117,372	$ 125,798	$ 2,252	$ 6,174
13	$ 111,601	$ 120,027	$ 607	$ 112,208	$ 114,452	$ 122,878	$ 619	$ 115,071	$ 117,372	$ 125,798	$ 2,252	$ 6,174
Career Increment A (Steps 14-16)	$ 115,171	$ 123,446	$ 626	$ 115,797	$ 118,113	$ 126,388	$ 638	$ 118,752	$ 121,127	$ 129,402	$ 1,886	$ 6,389
Career Increment B (Steps 17-19)	$ 118,737	$ 127,398	$ 645	$ 119,382	$ 121,770	$ 130,431	$ 658	$ 122,428	$ 124,877	$ 133,538	$ 2,056	$ 6,605
Career Increment C (Steps 20-22)	$ 122,308	$ 131,580	$ 665	$ 122,973	$ 125,432	$ 134,704	$ 678	$ 126,110	$ 128,633	$ 137,905	$ 2,451	$ 6,821
Career Increment D (Steps 23-25)	$ 125,872	$ 135,696	$ 684	$ 126,556	$ 129,087	$ 138,911	$ 698	$ 129,785	$ 132,381	$ 142,205	$ 2,788	$ 7,036
Career Increment E (Steps 26-28)	$ 129,437	$ 140,183	$ 703	$ 130,140	$ 132,743	$ 143,489	$ 718	$ 133,461	$ 136,130	$ 146,876	$ 3,494	$ 7,252

Appendix B - Salary Schedules

TK-12 Day to Day Substitute							
		January 2025 Daily Rate	January 2025 hourly rate	July 2025 Daily Rate	Jan 2026 hourly rate	July 2026 Daily Rate	July 2026 Hourly Rate
Daily Assignments	HX02	$ 332.33		$ 338.98		$ 345.76	
TK-12 Assignment at High Potential Schools	HX03	$ 21.84		$ 22.28		$ 22.72	
10 day bonus for consecutive days in the same assignment	HX04	$ 39.82		$ 40.62		$ 41.43	
160 Day TK-12 Substitutes	QX01	$ 412.33		$ 420.58		$ 428.99	
Speech Language Pathologist Day to Day Substitute							
		January 2025 Daily Rate	January 2025 hourly rate	July 2025 Daily Rate	July 2025 hourly rate	July 2026 Daily Rate	July 2026 Hourly Rate
Daily Assignments	HP02	$ 657.98		$ 671.13		$ 684.56	
Early Education Sites Hourly Subs							
		January 2025 Daily Rate	January 2025 hourly rate	July 2025 Daily Rate	July 2025 hourly rate	July 2026 Daily Rate	July 2026 Hourly Rate
Daily Assignments	HC02		$ 47.49		$ 48.44		$ 49.40
160 Day Early Education Substitutes	QC01		$ 47.49		$ 48.44		$ 49.40

Other Hourly							
		January 2025 Daily Rate	January 2025 hourly rate	July 2025 Daily Rate	July 2025 hourly rate	July 2026 Daily Rate	July 2026 Hourly Rate
Extended Hours (ECL)	LZ99		$ 45.85		$ 46.77		$ 47.71
Extra-Curricular Activities	JZ99		$ 45.25		$ 46.16		$ 47.08
Coaching (CPY)	JZ99		$ 45.25		$ 46.16		$ 47.08
Homebound	KZ99		$ 54.36		$ 55.44		$ 56.55
Driver Training	JZ99		$ 45.25		$ 46.16		$ 47.08
Emergency Class Coverage – PK-12 (sub rate/5) (ECC)			$ 66.47		$ 67.80		$ 69.15
Emergency Class Coverage – EES			$ 32.94		$ 33.60		$ 34.27
Sub Dock Rate District (pre-K – 12)		$ 332.33		$ 338.98		$ 345.76	
Sub Dock Rate for Early Education School Full-time (sub rate x 184/191)		$ 320.15		$ 326.56		$ 333.09	
Sub Dock Rate for Early Education School Infant/Toddler (sub rate x 184/219)		$ 279.22		$ 284.80		$ 290.50	
Sub Dock Rate for Early Education School-age Part-time (sub rate x 184/218 x .5652)		$ 158.53		$ 161.70		$ 164.94	

Summer School					
		January 2025 Daily Rate	January 2025 hourly rate	July 2025 Daily Rate	July 2026 Hourly Rate
Summer School Driver Training	MZ99		$ 53.63		$ 54.71
Summer and Saturday School (NGT, SAT, SAH, SAP, SHT)	PZ99		$ 61.98		$ 63.22
Summer School (Speech Language Pathologist)	RZ99		$ 86.19		$ 87.92
EED Pre-K Summer Program	SZ99		$ 47.00		$ 47.94
Log Cabin Summer School (SLC)	QZ99		$ 66.67		$ 68.00

Appendix B - Salary Schedules

Speech Pathologist
(Non -Credentialed)

Pay Scale Group : C1

Number of Service Days: YR 2025:192
YR 2026:193

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	Daily Rate (191 days)	Base Salary w/1 Days of Daily (192 days)	Effective 07/01/2025 Base Salary (2%) Retro	Total Annual Salary effective 07/01/2025 with a 2% and FWEA	Daily Rate (192 days)	Base Salary w/1 Days of Daily (193 days)	Effective 07/01/2026 Base Salary (2%)	Total Annual Salary effective 07/01/2026 with a 2% and FWEA	FWEA Add-on (added to base salary)
1	$ 91,909	$ 96,893	$ 481	$ 92,390	$ 94,238	$ 99,222	$ 491	$ 94,729	$ 96,624	$ 101,608	$ 4,984
2	$ 95,351	$ 100,542	$ 499	$ 95,850	$ 97,767	$ 102,958	$ 509	$ 98,276	$ 100,242	$ 105,433	$ 5,191
3	$ 98,791	$ 104,190	$ 517	$ 99,308	$ 101,294	$ 106,693	$ 528	$ 101,822	$ 103,858	$ 109,257	$ 5,399
4	$ 102,340	$ 107,954	$ 536	$ 102,875	$ 104,933	$ 110,547	$ 547	$ 105,480	$ 107,589	$ 113,203	$ 5,614
5	$ 102,340	$ 107,954	$ 536	$ 102,875	$ 104,933	$ 110,547	$ 547	$ 105,480	$ 107,589	$ 113,203	$ 5,614
6	$ 102,340	$ 107,954	$ 536	$ 102,875	$ 104,933	$ 110,547	$ 547	$ 105,480	$ 107,589	$ 113,203	$ 5,614

K-12 Teacher
Intern, Emergency and other Non-Credentialed
Bachelors Degree and < than 30 additional semester units

Pay Scale Group : C6

Number of Service Days: YR 2025:185
YR 2026:186

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	Daily Rate (184 days)	Base Salary w/1 Days of Daily (185 days)	Effective 07/01/2025 Base Salary (2%) Retro	Total Annual Salary effective 07/01/2025 with a 2% and FWEA	Daily Rate (185 days)	Base Salary w/1 Days of Daily (186 days)	Effective 07/01/2026 Base Salary (2%)	Total Annual Salary effective 07/01/2026 with a 2% and FWEA	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 66,101	$ 69,525	$ 359	$ 66,460	$ 67,790	$ 71,214	$ 366	$ 68,156	$ 69,519	$ 72,943		$ 3,424
2	$ 66,101	$ 69,525	$ 359	$ 66,460	$ 67,790	$ 71,214	$ 366	$ 68,156	$ 69,519	$ 72,943		$ 3,424
3	$ 66,524	$ 69,973	$ 362	$ 66,886	$ 68,224	$ 71,673	$ 369	$ 68,592	$ 69,964	$ 73,413		$ 3,449
4	$ 66,951	$ 70,426	$ 364	$ 67,315	$ 68,661	$ 72,136	$ 371	$ 69,032	$ 70,413	$ 73,888		$ 3,475
5	$ 67,369	$ 70,869	$ 366	$ 67,735	$ 69,090	$ 72,590	$ 373	$ 69,463	$ 70,853	$ 74,353		$ 3,500
6	$ 67,793	$ 71,319	$ 368	$ 68,162	$ 69,525	$ 73,051	$ 376	$ 69,901	$ 71,299	$ 74,825		$ 3,526

K-12 Teacher
Intern, Emergency and other Non-Credentialed
Bachelors Degree and 30-59 semester units

Pay Scale Group : C7

Number of Service Days: YR 2025:185
YR 2026:186

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (184 days)**	**Base Salary w/1 Days of Daily (185 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (185 days)**	**Base Salary w/1 Days of Daily (186 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 66,526	$ 69,975	$ 362	$ 66,888	$ 68,226	$ 71,675	$ 369	$ 68,595	$ 69,966	$ 73,415	$ 3,449
2	$ 66,526	$ 69,975	$ 362	$ 66,888	$ 68,226	$ 71,675	$ 369	$ 68,595	$ 69,966	$ 73,415	$ 3,449
3	$ 66,951	$ 70,426	$ 364	$ 67,315	$ 68,661	$ 72,136	$ 371	$ 69,032	$ 70,413	$ 73,888	$ 3,475
4	$ 68,659	$ 72,237	$ 373	$ 69,032	$ 70,413	$ 73,991	$ 381	$ 70,794	$ 72,210	$ 75,788	$ 3,578
5	$ 71,454	$ 75,201	$ 388	$ 71,842	$ 73,279	$ 77,026	$ 396	$ 73,675	$ 75,149	$ 78,896	$ 3,747
6	$ 74,252	$ 78,168	$ 404	$ 74,655	$ 76,149	$ 80,065	$ 412	$ 76,560	$ 78,091	$ 82,007	$ 3,916

K-12 Teacher
Intern, Emergency and other Non-Credentialed
Bachelors Degree and 60+ semester units

Pay Scale Group : C8

Number of Service Days: YR 2025:185
YR 2026:186

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (184 days)**	**Base Salary w/1 Days of Daily (185 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (185 days)**	**Base Salary w/1 Days of Daily (186 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 69,766	$ 73,411	$ 379	$ 70,145	$ 71,548	$ 75,193	$ 387	$ 71,935	$ 73,373	$ 77,018	$ 3,645
2	$ 69,766	$ 73,411	$ 379	$ 70,145	$ 71,548	$ 75,193	$ 387	$ 71,935	$ 73,373	$ 77,018	$ 3,645
3	$ 73,226	$ 77,080	$ 398	$ 73,624	$ 75,096	$ 78,950	$ 406	$ 75,502	$ 77,012	$ 80,866	$ 3,854
4	$ 76,687	$ 80,750	$ 417	$ 77,103	$ 78,646	$ 82,709	$ 425	$ 79,071	$ 80,652	$ 84,715	$ 4,063
5	$ 80,140	$ 84,412	$ 436	$ 80,576	$ 82,187	$ 86,459	$ 444	$ 82,632	$ 84,284	$ 88,556	$ 4,272
6	$ 83,601	$ 88,082	$ 454	$ 84,056	$ 85,737	$ 90,218	$ 463	$ 86,200	$ 87,924	$ 92,405	$ 4,481

Appendix B - Salary Schedules

Early Education Department
(Pre -K Teachers)
Undergraduate: 60-90 units

Pay Scale Group : D1

Number of Service Days: YR 2025:192
YR 2026:193

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (191 Days)**	**Base Salary w/1 Days of Daily (192 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (192 Days)**	**Base Salary w/1 Days of Daily (193 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 65,722	$ 69,123	$ 344	$ 66,066	$ 67,387	$ 70,788	$ 351	$ 67,738	$ 69,093	$ 72,494	$ 3,401
2	$ 68,304	$ 71,861	$ 358	$ 68,662	$ 70,035	$ 73,592	$ 365	$ 70,400	$ 71,808	$ 75,365	$ 3,557
3	$ 70,885	$ 74,598	$ 371	$ 71,256	$ 72,681	$ 76,394	$ 379	$ 73,060	$ 74,521	$ 78,234	$ 3,713
4	$ 73,466	$ 77,335	$ 385	$ 73,850	$ 75,327	$ 79,196	$ 392	$ 75,719	$ 77,234	$ 81,103	$ 3,869
5	$ 76,043	$ 80,068	$ 398	$ 76,441	$ 77,970	$ 81,995	$ 406	$ 78,376	$ 79,944	$ 83,969	$ 4,025
6	$ 78,626	$ 82,807	$ 412	$ 79,037	$ 80,618	$ 84,799	$ 420	$ 81,038	$ 82,659	$ 86,840	$ 4,181
7	$ 81,206	$ 85,543	$ 425	$ 81,631	$ 83,264	$ 87,601	$ 434	$ 83,698	$ 85,372	$ 89,709	$ 4,337
8	$ 83,782	$ 88,274	$ 439	$ 84,220	$ 85,905	$ 90,397	$ 447	$ 86,352	$ 88,079	$ 92,571	$ 4,492
9	$ 86,362	$ 91,010	$ 452	$ 86,815	$ 88,551	$ 93,199	$ 461	$ 89,012	$ 90,792	$ 95,440	$ 4,648

Early Education Department
(Pre -K Teachers)
Undergraduate: 91+ units

Pay Scale Group : D2

Number of Service Days: YR 2025:192
YR 2026:193

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (191 days)**	**Base Salary w/1 Days of Daily (192 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (192 days)**	**Base Salary w/1 Days of Daily (193 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 66,861	$ 70,331	$ 350	$ 67,211	$ 68,555	$ 72,025	$ 357	$ 68,912	$ 70,291	$ 73,761	$ 3,470
2	$ 69,445	$ 73,071	$ 364	$ 69,808	$ 71,204	$ 74,830	$ 371	$ 71,575	$ 73,007	$ 76,633	$ 3,626
3	$ 72,026	$ 75,808	$ 377	$ 72,403	$ 73,851	$ 77,633	$ 385	$ 74,236	$ 75,721	$ 79,503	$ 3,782
4	$ 74,601	$ 78,538	$ 391	$ 74,991	$ 76,491	$ 80,428	$ 398	$ 76,890	$ 78,427	$ 82,364	$ 3,937
5	$ 77,183	$ 81,276	$ 404	$ 77,588	$ 79,139	$ 83,232	$ 412	$ 79,551	$ 81,142	$ 85,235	$ 4,093
6	$ 79,768	$ 84,018	$ 418	$ 80,186	$ 81,789	$ 86,039	$ 426	$ 82,215	$ 83,860	$ 88,110	$ 4,250
7	$ 82,349	$ 86,755	$ 431	$ 82,780	$ 84,435	$ 88,841	$ 440	$ 84,875	$ 86,573	$ 90,979	$ 4,406
8	$ 84,927	$ 89,488	$ 445	$ 85,372	$ 87,079	$ 91,640	$ 454	$ 87,533	$ 89,284	$ 93,845	$ 4,561
9	$ 87,506	$ 92,223	$ 458	$ 87,964	$ 89,723	$ 94,440	$ 467	$ 90,191	$ 91,994	$ 96,711	$ 4,717
10	$ 90,087	$ 94,960	$ 472	$ 90,559	$ 92,370	$ 97,243	$ 481	$ 92,851	$ 94,708	$ 99,581	$ 4,873

Appendix B - Salary Schedules

Early Education Department
(Pre-K Teachers)
Bachelor's Degree

Pay Scale Group : D3

Number of Service Days: YR 2025:192
YR 2026:193

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	Daily Rate (191 Days)	Base Salary w/1 Days of Daily (192 days)	Effective 07/01/2025 Base Salary (2%) Retro	Total Annual Salary effective 07/01/2025 with a 2% and FWEA	Daily Rate (192 Days)	Base Salary w/1 Days of Daily (193 days)	Effective 07/01/2026 Base Salary (2%)	Total Annual Salary effective 07/01/2026 with a 2% and FWEA	FWEA Add-on (added to base salary)
1	$ 68,031	$ 71,571	$ 356	$ 68,387	$ 69,755	$ 73,295	$ 363	$ 70,118	$ 71,521	$ 75,061	$ 3,540
2	$ 70,618	$ 74,315	$ 370	$ 70,987	$ 72,407	$ 76,104	$ 377	$ 72,784	$ 74,240	$ 77,937	$ 3,697
3	$ 73,212	$ 77,065	$ 383	$ 73,595	$ 75,067	$ 78,920	$ 391	$ 75,458	$ 76,967	$ 80,820	$ 3,853
4	$ 75,803	$ 79,813	$ 397	$ 76,200	$ 77,724	$ 81,734	$ 405	$ 78,129	$ 79,692	$ 83,702	$ 4,010
5	$ 78,393	$ 82,560	$ 410	$ 78,804	$ 80,380	$ 84,547	$ 419	$ 80,798	$ 82,414	$ 86,581	$ 4,167
6	$ 80,986	$ 85,309	$ 424	$ 81,410	$ 83,038	$ 87,361	$ 432	$ 83,471	$ 85,140	$ 89,463	$ 4,323
7	$ 83,574	$ 88,054	$ 438	$ 84,011	$ 85,691	$ 90,171	$ 446	$ 86,138	$ 87,861	$ 92,341	$ 4,480
8	$ 86,170	$ 90,807	$ 451	$ 86,621	$ 88,353	$ 92,990	$ 460	$ 88,813	$ 90,590	$ 95,227	$ 4,637
9	$ 88,761	$ 93,554	$ 465	$ 89,226	$ 91,011	$ 95,804	$ 474	$ 91,485	$ 93,314	$ 98,107	$ 4,793
10	$ 91,347	$ 96,297	$ 478	$ 91,825	$ 93,662	$ 98,612	$ 488	$ 94,150	$ 96,033	$ 100,983	$ 4,950
11	$ 93,944	$ 99,050	$ 492	$ 94,436	$ 96,325	$ 101,431	$ 502	$ 96,826	$ 98,763	$ 103,869	$ 5,106
12	$ 96,531	$ 101,794	$ 505	$ 97,036	$ 98,977	$ 104,240	$ 516	$ 99,492	$ 101,482	$ 106,745	$ 5,263
13	$ 99,123	$ 104,542	$ 519	$ 99,642	$ 101,634	$ 107,053	$ 529	$ 102,164	$ 104,207	$ 109,626	$ 5,419
Career Increment A (Steps 14-16)	$ 101,713	$ 107,289	$ 533	$ 102,246	$ 104,291	$ 109,867	$ 543	$ 104,834	$ 106,931	$ 112,507	$ 5,576
Career Increment B (Steps 17-19)	$ 104,305	$ 110,038	$ 546	$ 104,851	$ 106,948	$ 112,681	$ 557	$ 107,505	$ 109,655	$ 115,388	$ 5,733
Career Increment C (Steps 20-22)	$ 106,896	$ 112,785	$ 560	$ 107,456	$ 109,605	$ 115,494	$ 571	$ 110,176	$ 112,379	$ 118,268	$ 5,889
Career Increment D (Steps 23-25)	$ 109,491	$ 115,537	$ 573	$ 110,064	$ 112,265	$ 118,311	$ 585	$ 112,850	$ 115,107	$ 121,153	$ 6,046
Career Increment E (Steps 26-28)	$ 112,079	$ 118,282	$ 587	$ 112,665	$ 114,919	$ 121,122	$ 599	$ 115,517	$ 117,828	$ 124,031	$ 6,203

Early Education Department
(School Age Teachers)
Undergraduate: 60-90 units

Pay Scale Group : D4 with 1 FTE

Number of Service Days: YR 2025:219
YR 2026:220

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (218 days)**	**Base Salary w/1 Days of Daily (219 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (219 days)**	**Base Salary w/1 Days of Daily (220 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 63,332	$ 66,149	$ 291	$ 63,623	$ 64,895	$ 67,712	$ 296	$ 65,191	$ 66,495	$ 69,312	$ 2,817
2	$ 65,939	$ 68,913	$ 302	$ 66,241	$ 67,566	$ 70,540	$ 309	$ 67,875	$ 69,232	$ 72,206	$ 2,974
3	$ 68,535	$ 71,667	$ 314	$ 68,849	$ 70,226	$ 73,358	$ 321	$ 70,547	$ 71,958	$ 75,090	$ 3,132
4	$ 71,129	$ 74,416	$ 326	$ 71,455	$ 72,884	$ 76,172	$ 333	$ 73,217	$ 74,682	$ 77,969	$ 3,287
5	$ 73,728	$ 77,173	$ 338	$ 74,066	$ 75,548	$ 78,992	$ 345	$ 75,892	$ 77,410	$ 80,855	$ 3,445
6	$ 76,306	$ 79,907	$ 350	$ 76,656	$ 78,189	$ 81,790	$ 357	$ 78,546	$ 80,117	$ 83,718	$ 3,601
7	$ 78,928	$ 82,688	$ 362	$ 79,290	$ 80,876	$ 84,636	$ 369	$ 81,245	$ 82,870	$ 86,630	$ 3,760
8	$ 81,523	$ 85,438	$ 374	$ 81,897	$ 83,535	$ 87,450	$ 381	$ 83,916	$ 85,595	$ 89,510	$ 3,915
9	$ 84,119	$ 88,192	$ 386	$ 84,505	$ 86,195	$ 90,268	$ 394	$ 86,589	$ 88,320	$ 92,393	$ 4,073

Appendix B - Salary Schedules

Early Education Department
(School Age Teachers)
Undergraduate: 91+ units

Pay Scale Group : D5 with 1 FTE

Number of Service Days: YR 2025:219
YR 2026:220

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (218)**	**Base Salary w/1 Days of Daily (219 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (219)**	**Base Salary w/1 Days of Daily (220 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 64,485	$ 67,371	$ 296	$ 64,781	$ 66,076	$ 68,962	$ 302	$ 66,378	$ 67,706	$ 70,591	$ 2,886
2	$ 67,082	$ 70,125	$ 308	$ 67,390	$ 68,738	$ 71,781	$ 314	$ 69,051	$ 70,432	$ 73,476	$ 3,043
3	$ 67,162	$ 70,210	$ 308	$ 67,470	$ 68,819	$ 71,868	$ 314	$ 69,134	$ 70,516	$ 73,565	$ 3,048
4	$ 72,274	$ 75,630	$ 332	$ 72,606	$ 74,058	$ 77,414	$ 338	$ 74,396	$ 75,884	$ 79,240	$ 3,356
5	$ 74,876	$ 78,390	$ 343	$ 75,219	$ 76,724	$ 80,238	$ 350	$ 77,074	$ 78,616	$ 82,129	$ 3,514
6	$ 77,481	$ 81,152	$ 355	$ 77,836	$ 79,393	$ 83,064	$ 363	$ 79,756	$ 81,351	$ 85,022	$ 3,671
7	$ 80,076	$ 83,905	$ 367	$ 80,443	$ 82,052	$ 85,881	$ 375	$ 82,427	$ 84,075	$ 87,904	$ 3,829
8	$ 82,675	$ 86,661	$ 379	$ 83,054	$ 84,715	$ 88,702	$ 387	$ 85,102	$ 86,804	$ 90,790	$ 3,986
9	$ 85,274	$ 89,418	$ 391	$ 85,665	$ 87,378	$ 91,522	$ 399	$ 87,777	$ 89,533	$ 93,677	$ 4,144
10	$ 87,873	$ 92,172	$ 403	$ 88,276	$ 90,042	$ 94,341	$ 411	$ 90,453	$ 92,262	$ 96,561	$ 4,299

Early Education Department
(School-Age Teachers)
Bachelor's Degree

Pay Scale Group : F6 with 1 FTE

Number of Service Days: YR 2025:219
YR 2026:220

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (218 days)**	**Base Salary w/1 Days of Daily (219 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (219 Days)**	**Base Salary w/1 Days of Daily (220 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 65,660	$ 67,331	$ 301	$ 65,961	$ 67,280	$ 70,237	$ 307	$ 67,588	$ 68,939	$ 71,896	$ 2,956
2	$ 68,263	$ 70,023	$ 313	$ 68,576	$ 69,948	$ 73,062	$ 319	$ 70,267	$ 71,672	$ 74,786	$ 3,114
3	$ 70,872	$ 72,722	$ 325	$ 71,197	$ 72,621	$ 75,894	$ 332	$ 72,953	$ 74,412	$ 77,685	$ 3,273
4	$ 73,485	$ 75,424	$ 337	$ 73,822	$ 75,299	$ 78,729	$ 344	$ 75,642	$ 77,155	$ 80,586	$ 3,431
5	$ 76,093	$ 78,121	$ 349	$ 76,442	$ 77,971	$ 81,559	$ 356	$ 78,327	$ 79,893	$ 83,482	$ 3,588
6	$ 78,707	$ 80,824	$ 361	$ 79,068	$ 80,649	$ 84,395	$ 368	$ 81,018	$ 82,638	$ 86,384	$ 3,746
7	$ 81,315	$ 83,521	$ 373	$ 81,688	$ 83,322	$ 87,225	$ 380	$ 83,702	$ 85,376	$ 89,279	$ 3,903
8	$ 83,923	$ 86,218	$ 385	$ 84,308	$ 85,994	$ 90,055	$ 393	$ 86,387	$ 88,115	$ 92,175	$ 4,061
9	$ 86,539	$ 88,924	$ 397	$ 86,936	$ 88,675	$ 92,894	$ 405	$ 89,080	$ 90,861	$ 95,081	$ 4,220
10	$ 89,144	$ 91,618	$ 409	$ 89,553	$ 91,344	$ 95,721	$ 417	$ 91,761	$ 93,596	$ 97,974	$ 4,377
11	$ 91,759	$ 94,322	$ 421	$ 92,180	$ 94,024	$ 98,558	$ 429	$ 94,453	$ 96,342	$ 100,877	$ 4,535
12	$ 94,365	$ 97,017	$ 433	$ 94,798	$ 96,694	$ 101,386	$ 442	$ 97,135	$ 99,078	$ 103,770	$ 4,692
13	$ 96,975	$ 99,716	$ 445	$ 97,420	$ 99,368	$ 104,218	$ 454	$ 99,822	$ 101,818	$ 106,668	$ 4,850
Career Increment A (Steps 14-16)	$ 99,581	$ 102,411	$ 457	$ 100,038	$ 102,039	$ 107,046	$ 466	$ 102,504	$ 104,555	$ 109,562	$ 5,007
Career Increment B (Steps 17-19)	$ 102,190	$ 105,109	$ 469	$ 102,659	$ 104,712	$ 109,876	$ 478	$ 105,190	$ 107,294	$ 112,458	$ 5,165
Career Increment C (Steps 20-22)	$ 104,802	$ 107,811	$ 481	$ 105,283	$ 107,388	$ 112,712	$ 490	$ 107,879	$ 110,036	$ 115,360	$ 5,324
Career Increment D (Steps 23-25)	$ 107,415	$ 110,513	$ 493	$ 107,908	$ 110,066	$ 115,547	$ 503	$ 110,568	$ 112,780	$ 118,261	$ 5,481
Career Increment E (Steps 26-28)	$ 110,021	$ 113,208	$ 505	$ 110,526	$ 112,736	$ 118,375	$ 515	$ 113,251	$ 115,516	$ 121,155	$ 5,639

Appendix B - Salary Schedules

Deans and Head Counselors
Bachelors Degree and < than 30 additional semester units

Pay Scale Group : R6

Number of Service Days: YR 2025:190
YR 2026:191

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (189 days)**	**Base Salary w/1 Days of Daily (190 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (190 days)**	**Base Salary w/1 Days of Daily (191 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 84,130	$ 90,540	$ 445	$ 84,575	$ 86,266	$ 92,676	$ 454	$ 86,720	$ 88,455	$ 94,865	$ 1,897	$ 4,513
2	$ 84,977	$ 91,344	$ 450	$ 85,427	$ 87,135	$ 93,502	$ 459	$ 87,594	$ 89,346	$ 95,713	$ 1,803	$ 4,564
3	$ 85,820	$ 92,246	$ 454	$ 86,274	$ 87,999	$ 94,425	$ 463	$ 88,462	$ 90,232	$ 96,658	$ 1,811	$ 4,615
4	$ 86,668	$ 93,250	$ 459	$ 87,127	$ 88,869	$ 95,451	$ 468	$ 89,337	$ 91,124	$ 97,706	$ 1,915	$ 4,667
5	$ 87,511	$ 94,251	$ 463	$ 87,974	$ 89,733	$ 96,473	$ 472	$ 90,206	$ 92,010	$ 98,750	$ 2,022	$ 4,718
6	$ 88,356	$ 95,255	$ 467	$ 88,824	$ 90,600	$ 97,499	$ 477	$ 91,077	$ 92,899	$ 99,798	$ 2,130	$ 4,769
7	$ 89,200	$ 96,256	$ 472	$ 89,672	$ 91,465	$ 98,521	$ 481	$ 91,947	$ 93,786	$ 100,842	$ 2,236	$ 4,820
8	$ 90,046	$ 97,260	$ 476	$ 90,522	$ 92,332	$ 99,546	$ 486	$ 92,818	$ 94,675	$ 101,889	$ 2,343	$ 4,871
9	$ 90,891	$ 98,262	$ 481	$ 91,372	$ 93,200	$ 100,571	$ 491	$ 93,690	$ 95,564	$ 102,935	$ 2,449	$ 4,922
10	$ 91,738	$ 99,266	$ 485	$ 92,223	$ 94,068	$ 101,596	$ 495	$ 94,563	$ 96,454	$ 103,982	$ 2,555	$ 4,973
11	$ 93,068	$ 100,443	$ 492	$ 93,560	$ 95,431	$ 102,806	$ 502	$ 95,934	$ 97,852	$ 105,227	$ 2,322	$ 5,053
12	$ 95,651	$ 102,069	$ 506	$ 96,157	$ 98,080	$ 104,498	$ 516	$ 98,596	$ 100,568	$ 106,986	$ 1,208	$ 5,210
13	$ 98,233	$ 103,693	$ 520	$ 98,753	$ 100,728	$ 106,188	$ 530	$ 101,258	$ 103,283	$ 108,743	$ 94	$ 5,366

Deans and Head Counselors
Bachelors Degree and 30-59 semester units

Pay Scale Group : R7

Number of Service Days: YR 2025:190
YR 2026:191

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (189 days)**	**Base Salary w/1 Days of Daily (190 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (190 days)**	**Base Salary w/1 Days of Daily (191 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 84,977	$ 93,844	$ 450	$ 85,427	$ 87,135	$ 96,002	$ 459	$ 87,594	$ 89,346	$ 98,213	$ 4,303	$ 4,564
2	$ 85,820	$ 94,896	$ 454	$ 86,274	$ 87,999	$ 97,075	$ 463	$ 88,462	$ 90,232	$ 99,308	$ 4,461	$ 4,615
3	$ 86,668	$ 95,950	$ 459	$ 87,127	$ 88,869	$ 98,151	$ 468	$ 89,337	$ 91,124	$ 100,406	$ 4,615	$ 4,667
4	$ 87,511	$ 97,001	$ 463	$ 87,974	$ 89,733	$ 99,223	$ 472	$ 90,206	$ 92,010	$ 101,500	$ 4,772	$ 4,718
5	$ 88,356	$ 98,055	$ 467	$ 88,824	$ 90,600	$ 100,299	$ 477	$ 91,077	$ 92,899	$ 102,598	$ 4,930	$ 4,769
6	$ 89,200	$ 99,106	$ 472	$ 89,672	$ 91,465	$ 101,371	$ 481	$ 91,947	$ 93,786	$ 103,692	$ 5,086	$ 4,820
7	$ 90,288	$ 99,998	$ 478	$ 90,766	$ 92,581	$ 102,291	$ 487	$ 93,069	$ 94,930	$ 104,640	$ 4,824	$ 4,886
8	$ 93,084	$ 101,497	$ 493	$ 93,577	$ 95,448	$ 103,861	$ 502	$ 95,951	$ 97,870	$ 106,283	$ 3,359	$ 5,054
9	$ 95,882	$ 103,251	$ 507	$ 96,389	$ 98,317	$ 105,686	$ 517	$ 98,835	$ 100,811	$ 108,180	$ 2,145	$ 5,224
10	$ 98,683	$ 105,255	$ 522	$ 99,205	$ 101,189	$ 107,761	$ 533	$ 101,722	$ 103,756	$ 110,328	$ 1,179	$ 5,393
11	$ 101,477	$ 107,755	$ 537	$ 102,014	$ 104,054	$ 110,332	$ 548	$ 104,602	$ 106,694	$ 112,972	$ 716	$ 5,562
12	$ 104,279	$ 110,761	$ 552	$ 104,830	$ 106,927	$ 113,409	$ 563	$ 107,490	$ 109,640	$ 116,122	$ 751	$ 5,731
13	$ 104,279	$ 110,761	$ 552	$ 104,830	$ 106,927	$ 113,409	$ 563	$ 107,490	$ 109,640	$ 116,122	$ 751	$ 5,731
14	$ 104,279	$ 110,761	$ 552	$ 104,830	$ 106,927	$ 113,409	$ 563	$ 107,490	$ 109,640	$ 116,122	$ 751	$ 5,731
15	$ 104,279	$ 110,761	$ 552	$ 104,830	$ 106,927	$ 113,409	$ 563	$ 107,490	$ 109,640	$ 116,122	$ 751	$ 5,731

Appendix B - Salary Schedules

Deans and Head Counselors
Bachelors Degree and 60 semester units

Pay Scale Group : R8

Number of Service Days: YR 2025:190
YR 2026:191

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (189 days)**	**Base Salary w/1 Days of Daily (190 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (190 days)**	**Base Salary w/1 Days of Daily (191 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 86,668	$ 96,450	$ 459	$ 87,127	$ 88,869	$ 98,651	$ 468	$ 89,337	$ 91,124	$ 100,906	$ 5,115	$ 4,667
2	$ 87,511	$ 97,951	$ 463	$ 87,974	$ 89,733	$ 100,173	$ 472	$ 90,206	$ 92,010	$ 102,450	$ 5,722	$ 4,718
3	$ 88,356	$ 99,455	$ 467	$ 88,824	$ 90,600	$ 101,699	$ 477	$ 91,077	$ 92,899	$ 103,998	$ 6,330	$ 4,769
4	$ 90,582	$ 101,852	$ 479	$ 91,061	$ 92,883	$ 104,153	$ 489	$ 93,371	$ 95,239	$ 106,509	$ 6,367	$ 4,903
5	$ 94,040	$ 104,590	$ 498	$ 94,537	$ 96,428	$ 106,978	$ 508	$ 96,936	$ 98,874	$ 109,424	$ 5,438	$ 5,112
6	$ 97,499	$ 107,330	$ 516	$ 98,015	$ 99,975	$ 109,806	$ 526	$ 100,501	$ 102,511	$ 112,342	$ 4,510	$ 5,321
7	$ 100,961	$ 110,072	$ 534	$ 101,495	$ 103,525	$ 112,636	$ 545	$ 104,070	$ 106,151	$ 115,262	$ 3,580	$ 5,531
8	$ 104,421	$ 112,812	$ 552	$ 104,974	$ 107,073	$ 115,464	$ 564	$ 107,637	$ 109,790	$ 118,181	$ 2,651	$ 5,740
9	$ 107,877	$ 115,549	$ 571	$ 108,448	$ 110,617	$ 118,289	$ 582	$ 111,199	$ 113,423	$ 121,095	$ 1,723	$ 5,949
10	$ 111,337	$ 118,588	$ 589	$ 111,926	$ 114,165	$ 121,416	$ 601	$ 114,766	$ 117,061	$ 124,312	$ 1,093	$ 6,158
11	$ 114,795	$ 122,162	$ 607	$ 115,402	$ 117,710	$ 125,077	$ 620	$ 118,330	$ 120,696	$ 128,063	$ 1,000	$ 6,367
12	$ 114,795	$ 123,662	$ 607	$ 115,402	$ 117,710	$ 126,577	$ 620	$ 118,330	$ 120,696	$ 129,563	$ 2,500	$ 6,367
13	$ 114,795	$ 123,662	$ 607	$ 115,402	$ 117,710	$ 126,577	$ 620	$ 118,330	$ 120,696	$ 129,563	$ 2,500	$ 6,367
Career Increment A (Steps 14-16)	$ 118,257	$ 126,903	$ 626	$ 118,882	$ 121,260	$ 129,906	$ 638	$ 121,898	$ 124,336	$ 132,982	$ 2,070	$ 6,576
Career Increment B (Steps 17-19)	$ 121,713	$ 130,641	$ 644	$ 122,357	$ 124,804	$ 133,732	$ 657	$ 125,460	$ 127,970	$ 136,898	$ 2,143	$ 6,785
Career Increment C (Steps 20-22)	$ 125,173	$ 134,590	$ 662	$ 125,836	$ 128,352	$ 137,769	$ 676	$ 129,028	$ 131,608	$ 141,025	$ 2,423	$ 6,994
Career Increment D (Steps 23-25)	$ 128,635	$ 138,487	$ 681	$ 129,316	$ 131,902	$ 141,754	$ 694	$ 132,596	$ 135,248	$ 145,100	$ 2,649	$ 7,203
Career Increment E (Steps 26-28)	$ 132,088	$ 142,723	$ 699	$ 132,787	$ 135,443	$ 146,078	$ 713	$ 136,155	$ 138,879	$ 149,514	$ 3,223	$ 7,412

High School Department Heads and Special Education Content Specialist
Bachelors Degree and < 30 additional semester units

Pay Scale Group : S6

Number of Service Days: YR 2025:190
YR 2026:191

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (189 days)**	**Base Salary w/1 Days of Daily (190 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (190 days)**	**Base Salary w/1 Days of Daily (191 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 78,435	$ 84,501	$ 415	$ 78,850	$ 80,427	$ 86,493	$ 423	$ 80,850	$ 82,467	$ 88,533	$ 1,897	$ 4,169
2	$ 79,283	$ 85,306	$ 419	$ 79,702	$ 81,296	$ 87,319	$ 428	$ 81,724	$ 83,358	$ 89,381	$ 1,803	$ 4,220
3	$ 80,124	$ 86,206	$ 424	$ 80,548	$ 82,159	$ 88,241	$ 432	$ 82,591	$ 84,243	$ 90,325	$ 1,811	$ 4,271
4	$ 80,972	$ 87,209	$ 428	$ 81,400	$ 83,028	$ 89,265	$ 437	$ 83,465	$ 85,134	$ 91,371	$ 1,915	$ 4,322
5	$ 81,818	$ 88,214	$ 433	$ 82,251	$ 83,896	$ 90,292	$ 442	$ 84,338	$ 86,025	$ 92,421	$ 2,022	$ 4,374
6	$ 82,660	$ 89,214	$ 437	$ 83,097	$ 84,759	$ 91,313	$ 446	$ 85,205	$ 86,909	$ 93,463	$ 2,130	$ 4,424
7	$ 83,508	$ 90,220	$ 442	$ 83,950	$ 85,629	$ 92,341	$ 451	$ 86,080	$ 87,802	$ 94,514	$ 2,236	$ 4,476
8	$ 84,352	$ 91,222	$ 446	$ 84,798	$ 86,494	$ 93,364	$ 455	$ 86,949	$ 88,688	$ 95,558	$ 2,343	$ 4,527
9	$ 85,198	$ 92,225	$ 451	$ 85,648	$ 87,361	$ 94,388	$ 460	$ 87,821	$ 89,578	$ 96,605	$ 2,449	$ 4,578
10	$ 86,042	$ 93,226	$ 455	$ 86,497	$ 88,227	$ 95,411	$ 464	$ 88,692	$ 90,465	$ 97,649	$ 2,555	$ 4,629
11	$ 87,373	$ 94,404	$ 462	$ 87,835	$ 89,592	$ 96,623	$ 472	$ 90,064	$ 91,865	$ 98,896	$ 2,322	$ 4,709
12	$ 89,955	$ 96,028	$ 476	$ 90,431	$ 92,239	$ 98,312	$ 485	$ 92,725	$ 94,579	$ 100,652	$ 1,208	$ 4,865
13	$ 92,536	$ 97,651	$ 490	$ 93,026	$ 94,887	$ 100,002	$ 499	$ 95,386	$ 97,294	$ 102,409	$ 94	$ 5,021

Appendix B - Salary Schedules

High School Department Heads and Special Education Content Specialist
Bachelors Degree and > 30 < 59 semester units

Pay Scale Group : S7

Number of Service Days: YR 2025:190
YR 2026:191

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (189 days)**	**Base Salary w/1 Days of Daily (190 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (190 days)**	**Base Salary w/1 Days of Daily (191 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 79,283	$ 87,806	$ 419	$ 79,702	$ 81,296	$ 89,819	$ 428	$ 81,724	$ 83,358	$ 91,881	$ 4,303	$ 4,220
2	$ 80,124	$ 88,856	$ 424	$ 80,548	$ 82,159	$ 90,891	$ 432	$ 82,591	$ 84,243	$ 92,975	$ 4,461	$ 4,271
3	$ 80,972	$ 89,909	$ 428	$ 81,400	$ 83,028	$ 91,965	$ 437	$ 83,465	$ 85,134	$ 94,071	$ 4,615	$ 4,322
4	$ 81,818	$ 90,964	$ 433	$ 82,251	$ 83,896	$ 93,042	$ 442	$ 84,338	$ 86,025	$ 95,171	$ 4,772	$ 4,374
5	$ 82,660	$ 92,014	$ 437	$ 83,097	$ 84,759	$ 94,113	$ 446	$ 85,205	$ 86,909	$ 96,263	$ 4,930	$ 4,424
6	$ 83,508	$ 93,070	$ 442	$ 83,950	$ 85,629	$ 95,191	$ 451	$ 86,080	$ 87,802	$ 97,364	$ 5,086	$ 4,476
7	$ 84,593	$ 93,958	$ 448	$ 85,040	$ 86,741	$ 96,106	$ 457	$ 87,198	$ 88,942	$ 98,307	$ 4,824	$ 4,541
8	$ 87,392	$ 95,461	$ 462	$ 87,854	$ 89,611	$ 97,680	$ 472	$ 90,083	$ 91,884	$ 99,953	$ 3,359	$ 4,710
9	$ 90,188	$ 97,212	$ 477	$ 90,666	$ 92,479	$ 99,503	$ 487	$ 92,966	$ 94,825	$ 101,849	$ 2,145	$ 4,879
10	$ 92,986	$ 99,214	$ 492	$ 93,478	$ 95,348	$ 101,576	$ 502	$ 95,850	$ 97,767	$ 103,995	$ 1,179	$ 5,049
11	$ 95,782	$ 101,716	$ 507	$ 96,289	$ 98,215	$ 104,149	$ 517	$ 98,732	$ 100,706	$ 106,640	$ 716	$ 5,218
12	$ 98,583	$ 104,721	$ 522	$ 99,105	$ 101,087	$ 107,225	$ 532	$ 101,619	$ 103,651	$ 109,789	$ 751	$ 5,387
13	$ 98,583	$ 104,721	$ 522	$ 99,105	$ 101,087	$ 107,225	$ 532	$ 101,619	$ 103,651	$ 109,789	$ 751	$ 5,387
14	$ 98,583	$ 104,721	$ 522	$ 99,105	$ 101,087	$ 107,225	$ 532	$ 101,619	$ 103,651	$ 109,789	$ 751	$ 5,387
15	$ 98,583	$ 104,721	$ 522	$ 99,105	$ 101,087	$ 107,225	$ 532	$ 101,619	$ 103,651	$ 109,789	$ 751	$ 5,387

High School Department Heads and Special Education Content Specialist
Bachelors Degree and 60+ semester units

Pay Scale Group : S8

Number of Service Days: YR 2025:190
YR 2026:191

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (189 days)**	**Base Salary w/1 Days of Daily (190 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA and QTEA**	**Daily Rate (190 days)**	**Base Salary w/1 Days of Daily (191 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA and QTEA**	QTEA Add-on (added to base salary)	FWEA Add-on (added to base salary)
1	$ 80,972	$ 90,409	$ 428	$ 81,400	$ 83,028	$ 92,465	$ 437	$ 83,465	$ 85,134	$ 94,571	$ 5,115	$ 4,322
2	$ 81,818	$ 91,914	$ 433	$ 82,251	$ 83,896	$ 93,992	$ 442	$ 84,338	$ 86,025	$ 96,121	$ 5,722	$ 4,374
3	$ 82,660	$ 93,414	$ 437	$ 83,097	$ 84,759	$ 95,513	$ 446	$ 85,205	$ 86,909	$ 97,663	$ 6,330	$ 4,424
4	$ 84,887	$ 95,813	$ 449	$ 85,337	$ 87,043	$ 97,969	$ 458	$ 87,501	$ 89,251	$ 100,177	$ 6,367	$ 4,559
5	$ 88,346	$ 98,552	$ 467	$ 88,814	$ 90,590	$ 100,796	$ 477	$ 91,067	$ 92,888	$ 103,094	$ 5,438	$ 4,768
6	$ 91,803	$ 101,290	$ 486	$ 92,289	$ 94,135	$ 103,622	$ 495	$ 94,630	$ 96,523	$ 106,010	$ 4,510	$ 4,977
7	$ 95,265	$ 104,031	$ 504	$ 95,769	$ 97,684	$ 106,450	$ 514	$ 98,198	$ 100,162	$ 108,928	$ 3,580	$ 5,186
8	$ 98,726	$ 106,772	$ 522	$ 99,248	$ 101,233	$ 109,279	$ 533	$ 101,766	$ 103,801	$ 111,847	$ 2,651	$ 5,395
9	$ 102,182	$ 109,509	$ 541	$ 102,722	$ 104,777	$ 112,104	$ 551	$ 105,328	$ 107,435	$ 114,762	$ 1,723	$ 5,604
10	$ 105,643	$ 112,550	$ 559	$ 106,202	$ 108,326	$ 115,233	$ 570	$ 108,897	$ 111,075	$ 117,982	$ 1,093	$ 5,814
11	$ 109,101	$ 116,124	$ 577	$ 109,678	$ 111,872	$ 118,895	$ 589	$ 112,461	$ 114,710	$ 121,733	$ 1,000	$ 6,023
12	$ 109,101	$ 117,624	$ 577	$ 109,678	$ 111,872	$ 120,395	$ 589	$ 112,461	$ 114,710	$ 123,233	$ 2,500	$ 6,023
13	$ 109,101	$ 117,624	$ 577	$ 109,678	$ 111,872	$ 120,395	$ 589	$ 112,461	$ 114,710	$ 123,233	$ 2,500	$ 6,023
Career Increment A (Steps 14-16)	$ 112,562	$ 120,864	$ 596	$ 113,158	$ 115,421	$ 123,723	$ 607	$ 116,028	$ 118,349	$ 126,651	$ 2,070	$ 6,232
Career Increment B (Steps 17-19)	$ 116,018	$ 124,602	$ 614	$ 116,632	$ 118,964	$ 127,548	$ 626	$ 119,590	$ 121,982	$ 130,566	$ 2,143	$ 6,441
Career Increment C (Steps 20-22)	$ 119,480	$ 128,553	$ 632	$ 120,112	$ 122,514	$ 131,587	$ 645	$ 123,159	$ 125,622	$ 134,695	$ 2,423	$ 6,650
Career Increment D (Steps 23-25)	$ 122,940	$ 132,448	$ 650	$ 123,590	$ 126,062	$ 135,570	$ 663	$ 126,725	$ 129,260	$ 138,768	$ 2,649	$ 6,859
Career Increment E (Steps 26-28)	$ 126,393	$ 136,684	$ 669	$ 127,062	$ 129,603	$ 139,894	$ 682	$ 130,285	$ 132,891	$ 143,182	$ 3,223	$ 7,068

Appendix B - Salary Schedules

Early Education Department
(Infant/Toddler Teachers)
Undergraduate: 60-90 units

Pay Scale Group : T1

Number of Service Days: YR 2025:220
YR 2026:221

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (219 days)**	**Base Salary w/1 Days of Daily (220 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (220 days)**	**Base Salary w/1 Days of Daily (221 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 73,970	$ 77,869	$ 338	$ 74,308	$ 75,794	$ 79,693	$ 345	$ 76,139	$ 77,662	$ 81,561	$ 3,899
2	$ 76,930	$ 81,008	$ 351	$ 77,282	$ 78,827	$ 82,905	$ 358	$ 79,186	$ 80,769	$ 84,847	$ 4,078
3	$ 79,888	$ 84,145	$ 365	$ 80,253	$ 81,858	$ 86,115	$ 372	$ 82,230	$ 83,875	$ 88,132	$ 4,257
4	$ 82,847	$ 87,283	$ 378	$ 83,226	$ 84,890	$ 89,326	$ 386	$ 85,276	$ 86,982	$ 91,418	$ 4,436
5	$ 85,803	$ 90,417	$ 392	$ 86,195	$ 87,919	$ 92,533	$ 400	$ 88,319	$ 90,085	$ 94,699	$ 4,614
6	$ 88,766	$ 93,559	$ 405	$ 89,171	$ 90,954	$ 95,747	$ 413	$ 91,368	$ 93,195	$ 97,988	$ 4,793
7	$ 91,726	$ 96,698	$ 419	$ 92,144	$ 93,987	$ 98,959	$ 427	$ 94,414	$ 96,303	$ 101,275	$ 4,972
8	$ 94,680	$ 99,831	$ 432	$ 95,113	$ 97,015	$ 102,166	$ 441	$ 97,456	$ 99,405	$ 104,556	$ 5,151
9	$ 97,634	$ 102,964	$ 446	$ 98,080	$ 100,042	$ 105,372	$ 455	$ 100,497	$ 102,506	$ 107,836	$ 5,330

Early Education Department
(Infant/Toddler Teachers)
Undergraduate: 91+ units

Pay Scale Group : T2

Number of Service Days: YR 2025:220
YR 2026:221

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (219 days)**	**Base Salary w/1 Days of Daily (220 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (220) days**	**Base Salary w/1 Days of Daily (221 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 75,278	$ 79,256	$ 344	$ 75,622	$ 77,134	$ 81,112	$ 351	$ 77,485	$ 79,035	$ 83,013	$ 3,978
2	$ 78,239	$ 82,396	$ 357	$ 78,596	$ 80,168	$ 84,325	$ 364	$ 80,533	$ 82,143	$ 86,300	$ 4,157
3	$ 81,197	$ 85,533	$ 371	$ 81,568	$ 83,199	$ 87,535	$ 378	$ 83,577	$ 85,249	$ 89,585	$ 4,336
4	$ 84,154	$ 88,669	$ 384	$ 84,538	$ 86,229	$ 90,744	$ 392	$ 86,621	$ 88,353	$ 92,868	$ 4,515
5	$ 87,114	$ 91,808	$ 398	$ 87,512	$ 89,262	$ 93,956	$ 406	$ 89,668	$ 91,461	$ 96,155	$ 4,694
6	$ 90,077	$ 94,950	$ 411	$ 90,489	$ 92,298	$ 97,171	$ 420	$ 92,718	$ 94,572	$ 99,445	$ 4,873
7	$ 93,035	$ 98,086	$ 425	$ 93,460	$ 95,329	$ 100,380	$ 433	$ 95,763	$ 97,678	$ 102,729	$ 5,051
8	$ 95,992	$ 101,222	$ 438	$ 96,431	$ 98,359	$ 103,589	$ 447	$ 98,806	$ 100,782	$ 106,012	$ 5,230
9	$ 98,948	$ 104,357	$ 452	$ 99,400	$ 101,388	$ 106,797	$ 461	$ 101,849	$ 103,886	$ 109,295	$ 5,409

Appendix B - Salary Schedules

Early Education Department
(Infant/Toddler Teachers)
Bachelor's Degree

Pay Scale Group : T3

Number of Service Days: YR 2025:220
YR 2026:221

CONTRACT TERM 2025-2027

Pay Scale Area (Verifiable Years of Service)	Effective 01/01/2025 Base Salary	Total Annual Salary effective 01/01/2025	**Daily Rate (219 days)**	**Base Salary w/1 Days of Daily (220 days)**	**Effective 07/01/2025 Base Salary (2%) Retro**	**Total Annual Salary effective 07/01/2025 with a 2% and FWEA**	**Daily Rate (220 days)**	**Base Salary w/1 Days of Daily (221 days)**	**Effective 07/01/2026 Base Salary (2%)**	**Total Annual Salary effective 07/01/2026 with a 2% and FWEA**	FWEA Add-on (added to base salary)
1	$ 76,616	$ 80,675	$ 350	$ 76,966	$ 78,505	$ 82,564	$ 357	$ 78,862	$ 80,440	$ 84,499	$ 4,059
2	$ 79,583	$ 83,822	$ 363	$ 79,947	$ 81,546	$ 85,785	$ 371	$ 81,916	$ 83,555	$ 87,794	$ 4,239
3	$ 82,557	$ 86,975	$ 377	$ 82,934	$ 84,592	$ 89,010	$ 385	$ 84,977	$ 86,676	$ 91,094	$ 4,418
4	$ 85,529	$ 90,127	$ 391	$ 85,920	$ 87,638	$ 92,236	$ 398	$ 88,036	$ 89,797	$ 94,395	$ 4,598
5	$ 88,497	$ 93,274	$ 404	$ 88,901	$ 90,679	$ 95,456	$ 412	$ 91,092	$ 92,913	$ 97,690	$ 4,777
6	$ 91,472	$ 96,429	$ 418	$ 91,889	$ 93,727	$ 98,684	$ 426	$ 94,153	$ 96,036	$ 100,993	$ 4,957
7	$ 94,441	$ 99,577	$ 431	$ 94,872	$ 96,769	$ 101,905	$ 440	$ 97,209	$ 99,154	$ 104,290	$ 5,136
8	$ 97,415	$ 102,731	$ 445	$ 97,860	$ 99,817	$ 105,133	$ 454	$ 100,271	$ 102,276	$ 107,592	$ 5,316
9	$ 100,385	$ 105,881	$ 458	$ 100,844	$ 102,861	$ 108,357	$ 468	$ 103,328	$ 105,395	$ 110,891	$ 5,496
10	$ 103,353	$ 109,028	$ 472	$ 103,824	$ 105,901	$ 111,576	$ 481	$ 106,382	$ 108,510	$ 114,185	$ 5,675
11	$ 106,328	$ 112,183	$ 486	$ 106,813	$ 108,950	$ 114,805	$ 495	$ 109,445	$ 111,634	$ 117,489	$ 5,855
12	$ 109,296	$ 115,330	$ 499	$ 109,795	$ 111,991	$ 118,025	$ 509	$ 112,500	$ 114,750	$ 120,784	$ 6,034
13	$ 112,267	$ 118,481	$ 513	$ 112,780	$ 115,036	$ 121,250	$ 523	$ 115,558	$ 117,870	$ 124,084	$ 6,214
Career Increment A (Steps 14-16)	$ 115,239	$ 121,633	$ 526	$ 115,765	$ 118,080	$ 124,474	$ 537	$ 118,617	$ 120,989	$ 127,383	$ 6,394
Career Increment B (Steps 17-19)	$ 118,211	$ 124,784	$ 540	$ 118,751	$ 121,126	$ 127,699	$ 551	$ 121,676	$ 124,110	$ 130,683	$ 6,573
Career Increment C (Steps 20-22)	$ 121,181	$ 127,934	$ 553	$ 121,734	$ 124,169	$ 130,922	$ 564	$ 124,734	$ 127,228	$ 133,981	$ 6,753
Career Increment D (Steps 23-25)	$ 124,155	$ 131,087	$ 567	$ 124,722	$ 127,217	$ 134,149	$ 578	$ 127,795	$ 130,351	$ 137,283	$ 6,932
Career Increment E (Steps 26-28)	$ 127,124	$ 134,236	$ 580	$ 127,704	$ 130,258	$ 137,370	$ 592	$ 130,850	$ 133,467	$ 140,579	$ 7,112

Appendix C - Catastrophic Sick Leave Bank Donor Application Form

SFUSD/UESF CERTIFICATED
SICK LEAVE BANK DONOR APPLICATION

DONOR CONDITIONS:

- Donor must retain at least 6 days of sick leave credit after the donation is made (Article 10.2.5.3.1).

TRANSFER CONDITIONS:

- Marital Status Declaration or Spouse or domestic Partner Consent must be completed below.
- All donations are irrevocable.
- Donations are subject to the UESF/SFUSD Teachers' Contract

1. I have read and understand the above conditions.

Selection	Please mark your selection in the box to the left. On the right side box enter the number of days you are donating.	Number of days donated
	Per Article 10.2.5.3.1, I am donating one day to become a member of the UESF Sick Leave Bank (SLB). Per Article 10.2.5.2.1, after this donation I will have at least six (6) sick days remaining in my account.	
	Per Articles 10.2.5.2.1 & 10.2.5.3.3, I am now a member of the UESF SLB, and would like to donate one day for another UESF certificated member to become a member of the bank. Per Article 10.2.5.2.1, after this donation I will have at least six (6) sick days remaining in my account. Name of member you are donating for: _____	
	Per Article 10.2.5.3.3, I am already a member of the UESF SLB, and would like to donate additional days to another UESF member who is already a member of the UESF SLB. Name of member you are donating days for: _____	
	I am already a member of the UESF SLB, and would like to donate additional days to the UESF SLB.	
	Total days donated :	

2. I declare under penalty of perjury that I have not and will not solicit or accept any compensation, directly or indirectly, for sick leave days that I am transferring. I further declare that I am transferring sick leave days of my own free will and not under the threat or coercion.

_____ _____ _____
Donor's Name (Print Name) Donor's Signature Date

_____ _____
Donor's Employee Identification Number Donor's Work location

3. SPOUSE / DOMESTIC PARTNER CONSENT DECLARATION:

I _____ declare under the penalty of perjury that I am the legal spouse or domestic partner of
Print spouse/ partner's name
_____. I consent to this donation _____ _____
Donor's name Signature Date

OR

___ I am not married and do not have a registered partner.
___ I do not know the location of and have taken all reasonable steps to locate my spouse or domestic partner.
___ I and my current spouse or domestic partner have executed an agreement which makes my earnings separate property.

Donor: Keep a copy for your records AND send the original to Labor Relations, SFUSD, 555 Franklin Street, Room 306, San Francisco, CA 94102

Appendix D - California Standards for the Teaching Profession
(as Modified for use in San Francisco Unified School District)

California Standards for the Teaching Profession

SFUSD Essential Elements in **BOLD** type; Essential Proficiency Elements in **BOLD** type.

Overview of the California Standards for the Teaching Profession (as modified for use in San Francisco Unified School District)

Standard 1: Engaging and Supporting All Students in Learning

1.1 Use knowledge of students to engage them in learning.

1.2 Connect learning to students' prior knowledge, backgrounds, life experiences, and interests.

1.3 Connect subject matter to meaningful, real-world contexts.

1.4 Use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.

1.5 Promote critical thinking through inquiry, problem solving, and reflection.

1.6 Monitor student learning and adjust instruction while teaching.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.

2.2 Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe.

2.4 Create a rigorous learning environment with high expectations and appropriate support for all students.

2.5 Develop, communicate, and maintain high standards for individual and group behavior.

2.6 **Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.**

2.7 **Use instructional time to optimize learning.**

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks.

3.2 Apply knowledge of student development and proficiencies to ensure student understanding of subject matter.

3.3 **Organize curriculum to facilitate student understanding of the subject matter.**

3.4 Utilize instructional strategies that are appropriate to the subject matter.

3.5 Use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.

3.6 **Address the needs of English learners and students with special needs to provide equitable access to the content.**

Standard 4: Planning Instruction and Designing and Delivering Learning Experiences for All Students

4.1 Use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.

4.2 **Establish and articulate goals for student learning.**

4.3 **Develop and sequence long-term and short-term instructional plans to support student learning.**

4.4 Plan instruction that incorporates appropriate strategies to meet the learning needs of all students.

4.5 Adapt instructional plans and curricular materials to meet the assessed learning needs of all students.

Standard 5: Assessing Students for Learning

5.1 Apply knowledge of the purposes, characteristics, and uses of different types of assessments.

5.2 Collect and analyze assessment data from a variety of sources to inform instruction.

5.3 Review data, both individually and with colleagues, to monitor student learning.

5.4 Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.

5.5 Involve all students in self-assessment, goal setting, and monitoring progress.

5.6 Use available technologies to assist in assessment, analysis, and communication of student learning.

5.7 Use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6: Developing as a Professional Educator

6.1 Reflect on teaching practice in support of student learning.

6.2 Establish professional goals and engage in continuous and purposeful professional growth and development.

6.3 Collaborate with colleagues and the broader professional community to support teacher and student learning.

6.4 Work with families to support student learning.

6.5 Engage local communities in support of the instructional program.

6.6 Manage professional responsibilities to maintain motivation and commitment to all students.

6.7 Demonstrate professional responsibility, integrity, and ethical conduct.

Appendix E- Compliance – Side Letter

Within thirty days of the ratification of the Tentative Agreement, the District will provide the Union with a list of documents to be maintained under lock and key at the employee's work site pursuant to the requirements of Community Care Licensing.

No document shall be kept in a site file that is not contained in the employee's official personnel file maintained at the District's Human Resources office.

A protocol shall be recommended to the parties by the CDP Task Force to insure confidentiality and privacy with respect to access to the site file. That protocol will be reviewed by the parties and entered into as a Side Letter Agreement. Points to be considered in the protocol include, but not necessarily limited to:

- who shall have access to these files
- where and how the files shall be secured
- who shall maintain the files
- what procedures shall be used to log access to these files
- how changes in the required documents to be maintained in the "on-site file" will be communicated to the Union

No "Community Care Licensing Files" shall be established until a protocol is mutually agreed upon.

Signed

Tom Ruiz – 8/24/2007

Signed

Dennis Kelly – 24 August 2007

Signed
Betty Robinson-Harris – 24 August 2007

Appendix F- Tentative Agreement for SFUSD-UESF Memorandum of Understanding on Distribution of Potential Parcel Tax Revenues

TENTATIVE AGREEMENT FOR SFUSD-UESF MEMORANDUM OF UNDERSTANDING

Regarding the Distribution of Potential Parcel Tax Revenues for Teacher Compensation and Other Selected Areas.

The San Francisco Unified School District (the "District") and the United Educators of San Francisco ("UESF" or "Union") agree that in the event a parcel tax measure is passed on the June 3, 2008 ballot the following provisions shall be implemented through appropriate action by the Board of Education.

Additional Teacher Compensation:

The salary schedules shall be adjusted in accordance with Attachment A to take effect on a date subsequent to July 1, 2008 and as soon as administratively feasible following receipt of the parcel tax revenues from the City Controller. In no event shall the parcel tax adjusted salary schedules set forth in Attachment A take effect later than ninety (90) days after the District's receipt of funds from the parcel tax. Effective August 1, 2008, teachers receiving additional salary credit placement for academic units shall have those units reviewed by the Human Resources Department, or District designee, for the purpose of seeing that they advance the subject area or credential of the individual. In cases of dispute the Chief Administrative Officer or designee shall make the final determination. Future negotiated salary percentage increases from reopener or full contract bargaining shall be calculated based on the schedules in effect on July 1, 2008, which shall be referred to in the collective bargaining agreement as the base salary schedules.

Continuing Education:

An additional 18 hours of continuing education supported by parcel tax revenues shall be added for each K-12 certificated bargaining unit member. These continuing education hours shall be compensated at the rate of $40 per hour.

An additional 6 hours of continuing education supported by parcel tax revenues shall be added for each Child Development teacher at a rate $30 per hour.

Additional site-based or centralized continuing education supported by parcel tax revenues shall be compensated at the same above rate which shall also be listed in the salary schedule of the certificated contract.

The District and the Union shall consult in establishing the content and schedule for the Continuing Education process that is supported by parcel tax revenues with the goal of having continuing education decisions made at the school site and embedded into the site programs.

Appendix F- Tentative Agreement for SFUSD-UESF Memorandum of Understanding on Distribution of Potential Parcel Tax Revenues

Paraprofessional / Paraeducator Continuing Education:

An additional 12 hours of continuing education supported by parcel tax revenues shall be added for each paraprofessional/paraeducator at a rate of $19 per hour.

Additional site-based or centralized continuing education supported by parcel tax revenues shall be compensated at the same above rate which shall also be listed in the salary schedule of the classified contract.

The District and the Union shall consult in establishing the content and schedule for the Continuing Education process that is supported by parcel tax revenues with the goal of having continuing education decisions made at the school site and embedded into the site programs.

Paraprofessional/Paraeducator Retirement System:

The District shall contribute an additional amount to paraprofessional/paraeducator retirement accounts so that the total District contribution to such accounts is equivalent to the 2007-2008 employer contribution the District would otherwise pay for Social Security.

Child Development Program Staffing Pilot Program:

The Union and the District shall support the Child Development Program Staffing Pilot Program to regularize the staffing and increase the compensation paid to Union members working in Child Development Program. Upon the mutual agreement of the District and the Union, this staffing pilot Program shall be continued with the goal of making it a standard for the entire program.

Substitutes:

A total of forty (40) substitutes shall be granted the benefits offered to 160-day substitutes. Parcel tax revenues shall be used, in addition to the amount currently stated in the collective bargaining agreement, for this purpose. Effective beginning in the 2008-2009 school year, all 160-day substitutes shall be assigned to hard-to-staff schools. On any day that no hard-to-staff school assignment is available for a 160-day substitute, that 160-day substitute may select a substitute assignment at a non-hard-to-staff school for that day. A new classification shall be created for these forty (40) bargaining unit members.

Master Teachers:

In the interest of providing a pathway for teacher leadership as well as support for selected school sites, the District and the Union agree to establish a Master Teacher program of up to fifty (50) teachers. Teachers designated as Master Teachers shall receive additional compensation in the amount of Two Thousand Five Hundred Dollars ($2,500.00) annually and shall be provided with 0.2 FTE release time to assist other teachers at their schools or other District-designated sites. The District shall consult with the Union in establishing the criteria

and selection process for the Master Teacher Program. The District and Union shall consult on the criteria and selection process as well as the evaluation of the Program.

Hard to Staff Schools:

In recognition of the additional work teachers do beyond the school day, and in the interest of providing additional pay for additional work at hard-to-staff schools, the District shall compensate each full-time certificated staff member at a hard-to-staff school an additional Two Thousand Dollars ($2,000.00) per school year (pro-rated for part-time service). This additional work shall be self-directed time spent beyond the regular work day/work week. The District will determine an appropriate method of reporting the time spent. The District, in consultation with the Union, may select up to twenty-five (25) schools to receive the hard-to-staff designation.

Provided the District allocates funds for tuition credit, teachers who serve at hard-to-staff schools while still working on their credentials may receive a tuition credit stipend of up to One Thousand Dollars ($1,000.00) per school year for each of their first three years of service. Teachers at non-hard-to-staff school sites who are still working on their credentials may also be eligible to receive this support if sufficient funding is available.

Hard to Fill Subject Areas:

In the interest of providing a skilled and qualified certificated teacher in every classroom, beginning with the 2008-2009 school year the District shall offer teachers in each of the three District-identified hard-to-fill subject areas (and up to two other areas of special need or significance that may be identified by the Superintendent) a stipend. Such stipends shall be paid on the following basis: One Thousand Dollars ($1,000.00) at the end of the 2008-2009 school year and each school year thereafter that the subject area is identified as hard-to-fill. If the hard-to-fill designation no longer applies to a particular subject area, there shall be a two-year period before such payments are stopped.

Support for School Site Increases in Achievement:

Beginning with the 2008-2009 school year, the twenty (20) schools that show the most improvement in their API scores, or other mutually agreed upon growth measures, shall be recognized for their efforts in increasing student achievement with a school site block grant of Thirty Thousand Dollars ($30,000.00). Distribution of the money in the block grant shall be subject to a recommendation vote by the entire school site staff, but shall be determined by the school site council. The District and the Union shall consult on the designation of the twenty (20) schools.

Teacher Support and Accountability:

Appendix F- Tentative Agreement for SFUSD-UESF Memorandum of Understanding on Distribution of Potential Parcel Tax Revenues

A. The District will use parcel tax revenues to increase the number of Peer Assistance and Review (PAR) coaches by no more than five. If five additional coaches are not needed, then the additional money will be redirected to certificated salaries covered by this parcel tax MOU.

B. Recommendations to the Labor/Management Evaluation Committee that is charged with developing a new evaluation procedure for certificated personnel shall also include recommendations for changes in the PAR program. The District and the Union shall direct their appointees to the Labor/Management Evaluation Committee charged with these responsibilities to report to the Superintendent and to the President of the Union no later than One Hundred Twenty (120) working days following the passage of the parcel tax.

C. The following changes will be made to the PAR program:

1. Teachers who receive a "needs improvement" rating for two consecutive semesters shall be eligible to be referred to the PAR program, and shall be admitted by the mutual agreement of the Co-Chairs. If the PAR Panel Co-Chairs fail to agree, the individual's participation in PAR shall be appealed by the Co-Chairs to the Superintendent for final determination.

2. A teacher who has exited the PAR program and subsequently receives an unsatisfactory notice may subsequently be moved to dismissal by the district in accordance with due process as provided in the Education Code. The PAR panel findings shall also be admissible in any dismissal proceedings.

3. The following essential standards are linked to the California Standards for the Teaching Profession and shall be required for teachers to demonstrate proficiency:

CSTP Essential Standards

i. 3.2 Organize curriculum to support student understanding of subject matter based on *Content and Performance Standards and Core Curriculum*.

ii. 1.4 Engage students in problem solving, critical thinking and other activities that make subject matter meaningful.

Iii. 2.4 Establish and maintain standards for student behavior.

Iv. 2.5 Implement classroom procedures and routines that support student learning.

V. 5.4 Use results of assessment to guide instruction.

Vi. 4.1 Design long-term and individual lesson plans to foster and support student learning.

Vii. 5.5 Communicate with students and families about progress.

4. The PAR program shall be expanded to encourage additional voluntary participation based on self-reflection by teachers with Satisfactory or equivalent ratings who seek to improve their already satisfactory performance. Such self-referral shall not be subject to the PAR evaluation process.

5. No other changes to Article 41 of the certificated contract are implied or intended.

Savings Clause:

If revenues exceed or fall below this expenditure model, the District and the Union shall meet to negotiate the use of that proportion of the revenue that has been assigned to the UESF certificated and classified units in this spending plan.

In the event that the parcel tax expires without being renewed by the voters, the salary schedules shall revert to those in effect on July 1, 2008, plus subsequent negotiated salary increases. All other economic incentives and other expenditures that use parcel tax revenues shall cease to exist effective June 30th of the year in which the parcel tax expires and is not renewed.

In the event that the parcel tax fails to pass by the necessary majority and go into effect, the provisions of this MOU shall be null and void.

For the District

Tom Ruiz 1/25/08

Debra D Ha 1/25/08

Dania Cilona 1/25/08

For the Union

25 Jan 2008

Linda Mack 1/25/08

Carolyn Semmes 1/25/08

1/25/08

1/25/08

Addendum A - Prop A PAR Implementation

1. For 2008-2009,

    a. Continue the PAR program using the existing essential criteria with "meets standards/basic" required for exit.

    b. Direct the coaches to closely monitor both the six existing criteria and the seven "proficient" criteria to see how far those in the PAR program would have reached had they been required to meet the "proficient" criteria in the seven identified areas.

    c. The Superintendent and the Union President shall mutually evaluate the monitoring by the coaches based on the previous year's evaluation.

2. For 2009-2010,

    a. Based on evaluation of the coaches' reports on the likelihood of attainment of "proficient" criteria by PAR participants, the Superintendent shall in consultation with the President of UESF decide on one of the following courses of action:

        I. Implement PAR with the seven "proficient" standards for successfully exiting the program

        ii. Extend the monitoring for another year

        iii. Continue the PAR program as it existed in 2007-2008

        iv. Blend the essential elements to achieve an agreed upon number of "meets standards/basic" and "proficient" standards needed to successfully exit PAR

        v. Another mutually acceptable plan of action.

    b. The superintendent and the union president shall mutually evaluate the success of the PAR program's course of action.

    c. The course of action shall be mutually committed to the contract between the union and the district covering certificated employees via a side letter or other memorandum of understanding.

3. For 2010-2011 and thereafter,

    a. The superintendent and union president shall review and evaluate the PAR program each year that either party requests the review.

Addendum B - MOU regarding Expenditure of Prop A Unallocated Revenues (June 1, 2009)

AGREEMENT BETWEEN
SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND
UNITED EDUCATORS OF SAN FRANCISCO

MEMORANDUM OF UNDERSTANDING REGARDING EXPENDITURE OF PROPOSITION A UNALLOCATED REVENUES PURSUANT TO THE MOU ATTACHED AS APPENDIX F OF THE 2007-2010 CONTRACT BETWEEN THE PARTIES

June 1, 2009

The following Memorandum of Understanding ("MOU") is the result of negotiations between the Union and the District pursuant to the Savings Clause of Appendix L of the 2007-2010 contract between the parties.

1. Effective July 1, 2009, expenditure of unallocated ongoing funds attributable to the 2009-2010 school year shall be implemented as follows:

    a. Professional development for paraprofessionals/paraeducators shall be increased from twelve (12) to eighteen (18) hours annually.

    b. Professional development for Early Education Department teachers shall be increased from six (6) to eighteen (18) hours annually.

    c. Paraprofessionals/Paraeducators shall receive a $250 flat salary allocation annually, to be paid in the last pay warrant in November.

    d. Child Development Program teachers shall receive a $500 flat salary allocation annually, to be paid in the last pay warrant in November.

    e. Substitute employees shall be eligible to receive one of the following bonuses each semester:

        i. $200 for teaching at least sixty (60) days per semester.

        ii. $400 for teaching at least fifty (50) days per semester in a hard to staff school.

        iii. Substitutes are eligible to receive only one of the foregoing bonuses each semester, that being whichever is

greater. The maximum annual bonus shall be $800 if the substitute satisfies the minimum teaching requirement in section (ii), above for both semesters. A substitute may also qualify for the bonus in section (i) for the first semester and the bonus for section (ii) in the second semester, or vice-a-versa.

iv. Bonuses will be paid in the pay warrant following the end of each semester.

2. Professional Development for Teachers (formerly "Staff Development Buyback Day Program"): Effective July 1, 2009, expenditure of one-time carryover funds attributable to the 2008-2009 school year school year shall be implemented as follows:

a. One-time carryover funds attributable to the 2008-2009 school year shall be allocated in a dollar amount equal to the twenty percent (20%) reduction in funding for the three professional development days effective with the 2009-2010 school year.

b. The foregoing amount is estimated to be $725,201 at the time of this MOU. The actual expenditure of Proposition A funds under this section shall, however, be increased or decreased appropriately according to whether there are additional cuts or increases in categorical funding that impact the revenue normally dedicated to the three professional development days.

c. The provisions set forth in sections 2(a) and (b) above shall apply in the same manner to the 2010-2011 school year (i.e., an additional allocation of one-time carryover funds attributable to 2008-2009 Proposition A revenue to offset the reduction in funding for the three professional development days).

d. Following expenditure of the funds set forth in sections 2(a), (b) and (c) above, the balance of one-time carryover funds attributable to the 2008-2009 school year Proposition A revenue will remain as a reserve to offset the future cost of the professional development days to whatever degree they are not fully funded by the state until such time as the carryover funds are fully expended, or the parties reach agreement to fully fund such days with an ongoing revenue stream, or June 30, 2013, whichever occurs first.

3. In addition to the foregoing, the parties agree that, commencing with the 2009-2010 school year, a dollar amount equal to one-half of the annual shortfall in state funding for the three professional development days, as described above, shall be allocated on an annual basis from unallocated ongoing funds attributable to the 2009-2010 and/or subsequent school years through and including June 30, 2013.

    a. The foregoing amount is estimated to be $362,601 at the time of this MOU. The actual allocation of Proposition A funds under this section shall, however, be increased or decreased appropriately according to whether there are additional cuts or increases in categorical funding that impact the revenue normally dedicated to the three professional development days.

    b. The allocation equal to the foregoing amount (one-half of the annual shortfall in state funding) shall be made annually inasmuch as the source of such is ongoing revenue attributable to the 2009-2010 and/or subsequent school years through and including June 30, 2013.

    c. The reserve set forth in section 2(a) through (d) above is to be used to offset any shortfall in funding for the three professional development days that may remain after applying the allocation set forth in section 3(a) and (b) above until such time as the reserve funds set forth in section 2 are fully expended, or the parties reach agreement to fully fund such days with an ongoing revenue stream, or June 30, 2013, whichever occurs first.

4. The parties agree that the intended use of the one-time and ongoing funds set forth in sections 2 through 3 above is to maintain the three professional development days (and corresponding salary) as part of the 184 day teacher workyear, notwithstanding the elimination of the Buyback Day Program, the reduction in categorical funding that currently supports these days, and the prospective removal of limitations on the use of such categorical funding. The parties therefore agree it is in their mutual interest to negotiate prior to June 30, 2013 an agreement to establish and maintain an ongoing revenue stream to fully fund such days.

5. Notwithstanding any prior tentative agreements between the parties, negotiations over any remaining and unallocated ongoing funds attributable to the 2009-2010 school year shall commence on or about October 15, 2009.

Addendum C - MOU regarding Expenditure of Prop A Unallocated Revenues (January 27, 2010)

TENTATIVE AGREEMENT BETWEEN
SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND
UNITED EDUCATORS OF SAN FRANCISCO

MEMORANDUM OF UNDERSTANDING REGARDING EXPENDITURE OF PROPOSITION A UNALLOCATED REVENUES PURSUANT TO THE MOU ATTACHED AS APPENDICES M (CERTIFICATED) AND I (CLASSIFIED) OF THE 2007-2010 CONTRACTS BETWEEN THE PARTIES

Language Reflecting Spreadsheet Tentative Agreement and

Memorandum of Understanding Signed by the Parties on January 27, 2010

January 27, 2010

The following Memorandum of Understanding ("MOU") is the result of negotiations between the District and the Union pursuant to the Savings Clause of Appendices F (certificated) and I (classified) of the 2007-2010 negotiated Contracts between the parties.

This MOU contains agreed upon language to reflect and conform to the "spreadsheet" TA/MOU on Proposition A signed by the parties on January 27, 2010. That document is attached hereto and incorporated herein; therefore these two TAs/MOUs comprise the complete agreement between the parties regarding expenditure of Proposition A funds attributable to the 2010-2011 school year.

2009-2010 One-Time Only Early Retirement Incentive

1. For the 2009-2010 school year only, unit members in the following classifications shall be eligible for a one-time only early retirement incentive stipend in the amounts and subject to the requirements set forth below.

2. The first two hundred (200) certificated unit members serving in K-12 or Child Development Program positions shall receive an incentive stipend of $4300. This amount includes the incentive contained in section 24.4 of the Contract (certificated).

3. The first one hundred (100) paraprofessional/paraeducator unit members serving in the K-12 or Child Development Program shall receive an incentive stipend of $1000.

4. In order to receive the incentive stipend, otherwise eligible unit members must notify the District's Human Resources Department in writing no later than 5:00 p.m. March 1, 2010 of his or her plan to retire effective June 30, 2010.

5. The incentive stipend shall be paid on July 1, 2010.

Health Insurance – Dependent Medical Coverage: The following language modifies sections 12.1.1 (certificated) and 13.12.1 (classified) of the Contracts to reflect a $10 per month increase in dependent medical coverage for the 2010-2011 school year and an additional increase of $13.72 per month for the 2011-2012 school year (for a total $23.72 increase over two years):

Effective July 1, 2010, the District shall make the following monthly one-twelfth

[1/12] annual contributions for eligible unit members who have dependents enrolled for medical insurance coverage: up to $210/month for employee plus one dependent; up to $260/month for family coverage.

“Eligible” shall mean a unit member who has worked 50% or more of a full time assignment for his/her classification or (combination thereof) and who has been receiving an employee-only premium contribution by the District.

Effective July 1, 2011, the District shall make the following monthly one-twelfth

[1/12] annual contributions for eligible unit members who have dependents enrolled for medical insurance coverage: up to $223.72/month for employee plus one dependent; up to $273.72/month for family coverage.

“Eligible” shall mean a unit member who has worked 50% or more of a full time assignment for his/her classification or (combination thereof) and who has been receiving an employee-only premium contribution by the District.

Addendum C - MOU regarding Expenditure of Prop A Unallocated Revenues (January 27, 2010)

TENTATIVE AGREEMENT BETWEEN
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND UNITED EDUCATORS OF SAN FRANCISCO

MEMORANDUM of UNDERSTANDING REGARDING EXPENDITURE OF PROPOSITION A UNALLOCATED REVENUES PURSUANT TO THE MOU

January 27, 2010

The following Memorandum of Understanding ("MOU") is the result of negotiations between the Union and the District pursuant to the Savings Clause of Appendix L of the 2007-2010 contract between the parties

Gross Revenue	**$**	**33,121,080.00**
Admin Fee (Treasurer's Office)	$	(209,000.00)
Expected Delinquent Payments	$	(500,000.00)
Actual Gross Revenue	**$**	**32,412,080.00**
Indirect Cost (3.71% SFUSD)	$	(1,190,583.50)
Election Costs	$	(250,000.00)
Net Revenue	**$**	**30,971,496.50**
08-09 Net	$	29,744,938.00
Increase	**$**	**1,226,558.50**
Negotiable Portion (71.3%)	$	874,536.21
PD Day	$	(362,601.00)
Remaining Negotiable Portion (i.e. ongoing funds)	**$**	**511,935.21**
Whole School Incentive*	**$**	**600,000.00**
FY 2009-2010 funds available*	$	1,111,935.21
FY 2009-2010 Proposed Expenditures	$	1,115,860.00
Early Retirement Incentive		*Total Cost*
First 200 K-12/CDP**	$	800,000
First 100 Para (K-12 & CDP)	$	100,000
Cost of $10 per member health dependent in 2010-2011	$	215,860
Surplus (Deficit) for 2009-2010	$	($3,925)
FY 2010-2011 funds available (ongoing)	$	511,935
FY 2010-2011 Proposed Expenditures	$	511,935
Cost of $23.72 per member health dependent in 2011-2012 (cumulative with amount added in 2010-2011)	$	511,935
Surplus (Deficit) for 2010-2011	$	0

Addendum C - MOU regarding Expenditure of Prop A Unallocated Revenues (January 27, 2010)

*Note that the $600,000 from the Whole School Incentive is one-time and will not occur in 2010-2011.

**This amount includes the $600 contractual retirement incentive.

TENTATIVE AGREEMENT BETWEEN SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND UNITED EDUCATORS OF SAN FRANCISCO

For the 2010-2011 and 2011-2012 School Years

The provisions of the parties' 2007-2010 Contracts Covering Certificated and Classified Personnel and any Memoranda of Understanding regarding the distribution of parcel tax revenues generated by Proposition A shall remain in full force and effect except as modified or amended as specifically set forth below in this Tentative Agreement.

I. Amendments to Contract Language: The following tentative agreements are attached hereto and incorporated into this Tentative Agreement:

A. Certificated Contract

1. Article 3.12 – Extended Hours
2. Article 7.2.5.1.2 through 7.2.5.1.2.2.7 – Elementary Preparation Time
3. Article 10.2.2.2.2 through 10.2.2.2.3 – Child Bonding
4. Article 10.2.11.2 through 10.2.11.2.1 – Bereavement Leave
5. Article 14.2.10 through 14.2.10.2 – School Modernization and Renovation
6. Article 15.5.8, 15.6 through 15.6.1, 15.12 through 15.12.5 – Consolidation Rights
7. Articles 16.7.2, 16.8.2, & 16.13.1, 16.10.2, 16.10.4, 16.10.5, 16.30.1.1-16.30.2– Evaluations
8. Articles 5.4.1 & 7.2.9 through 7.2.9.5, & 26 through 26.1.5.4 – Living Contract Committee
9. Article 18.11 through 18.11.1.2 – Special Education Added Authorizations

B. Classified Contract

1. Article 11.13 through 11.13.1 – Paid Family Leave
2. Article 13.25 through 13.25.1 – Professional Development
3. Article 3.5.1, 5.4, 17.2 through 17.2.5, & 27.1 through 27.2 – Living Contract Committee

4. Article 15.9 through 15.9.3 – School Modernization and Renovation

5. Article 2.15, 7.1.3, & 7.1.6.1 through 7.1.6.4 – Evaluations

6. Article 9.2.1 – Schedules

II. Economic Agreements:

In order to address the District's structural deficit for the 2010-2011 and 2011-2012 school years as well as mitigate the number of unit members who might otherwise be adversely impacted because of the need to close this deficit, the parties have agreed to the following changes, the sum of which totals approximately $30 million in expenditure reductions or reallocations of revenue.

In addition, the parties have agreed to allocate approximately $9,072,616 in Proposition A teacher compensation funds generated from the fall semester of the 2008-2009 school year for the purposes described in the foregoing paragraph.

The changes comprising the $30 million figure are set forth below and represent two year suspensions or reallocation of funds under existing agreements (i.e., for the 2010-2011 and 2011-2012 school years only) except where noted otherwise. Effective with the 2012-2013 school year all Proposition A reductions and the work year calendar shall be restored to the pre-2010-2011 levels. The revenue associated with each change is set forth in the chart which is attached to this Tentative Agreement and incorporated herein. The parties agree these amounts are their best estimates as of the time of executing this Tentative Agreement and that minor variances from these figures will not constitute a violation of this Tentative Agreement.

A. Proposition A Funds (Ongoing Revenue): Proposition A funds designated for the following purposes shall be suspended or reallocated as follows:

1. Tuition Credit Reimbursement: Some funds may be expended for Special Education credentialing as noted in this Tentative Agreement (See Article 18).

2. Master Teacher Program: One-half (50%) of these funds.

3. School Wide Awards: One-half (50%) of these funds.

4. Hard to Fill Subject Areas: One-half (50%) of these funds.

5. Retention Bonuses: Reduce stipends for teachers after their 4th and 8th years by one-half (50%).

6. Certificated Professional Development: Reallocate Proposition A funds currently supporting 18 hours of professional development to maintain three (3) staff development days.

7. Paraprofessional/Paraeducator Staff Development: Reallocate Proposition A funds currently supporting 9 hours of professional development.

B. Proposition A Funds (One-Time Revenue): Proposition A funds designated for the following purposes shall be reallocated as follows:

1. Retirement Incentive: Unspent funds set aside for the 2009-2010 incentive.

2. Teacher Compensation: All unspent funds designated for any component of teacher compensation from the 2009-2010 school year through and including the 2011-2012 school year, including funds generated as a result of the measure's cost of living adjustment (COLA) and any increase in the number of "taxed parcels," shall be allocated toward reducing the District's deficit. However, in no event shall allocation of revenues described in this section B(2) cause the total expenditure reductions/reallocations of revenue contained in this Tentative Agreement to exceed the $30 million figure referred to in section II above.

C. Other Suspensions/Reallocations

1. Temporary Reduction in Unit Member Work Years: Pursuant to the Tentative Agreement on this matter attached hereto, the 2010-2011 and 2011-2012 school years, unit member work years shall each be reduced by four (4) days with a concomitant reduction in salaries.

2. CO Leaves shall be suspended and inoperable for the 2010-2011 school year, restored to a maximum of twenty (20) for the 2011-2012 school year, and fully restored to the pre-2010-2011 level effective with the 2012-2013 school year.

a. Seven hundred thousand dollars ($700,000) of the expenditure reduction (savings) generated by this action shall be allocated to restore planned reductions to centrally funded paraprofessional/paraeducator positions

(Classifications R10, R20, R40, R50, R60, and R70) for the 2010-2011 school year.

D. If total unrestricted general fund revenues for the 2011-2012 school year exceed the amount stated for the 2011-2012 school year in the multiyear projection for the 2010-2011 adopted budget, the parties shall meet and confer over early restoration of areas reduced by this agreement, in accordance with the following priority order:

1. Reduced work year (4 days).
2. Future Hard to Fill Subject bonuses and 4th and 8th year retention bonuses shall be restored to their full amounts.
3. Sabbatical Leaves.
4. Proposition A Professional Development hours.
5. The Support for School Site Increases for Achievement shall be restored to full funding.
6. The Master Teacher Program shall be restored to full funding.
7. The Proposition A tuition credit stipend for teachers at hard-to-staff schools shall be restored to full funding.

III. Medical Benefits

Under current contracts, the District assumes the increased employer costs of medical benefits according to the rates established by the City Charter for health plans available through the Health Service System, City and County of San Francisco. (See Certificated and Classified Contracts, Articles 12 and 13 respectively.)

The District shall continue to assume these increased employer costs for the 2010-2011 and 2011-2012 school years according to eligibility requirements contained in the current contracts.

Savings Item	Description	Description
Ongoing Funds (all totals are two year totals except where noted below)		
Tuition Credit reimbursement	Temporary suspension of tuition reimbursement funds from Prop A;	$ 231,540

	some funds may be expended for special education credentialing as noted in this agreement		
Master Teacher Program	Temporary reduction of the Master Teacher Program by half	$	1,042,188
School wide awards	Temporary reduction of the School-wide awards by half	$	600,000
Hard to fill subject areas	Temporary reduction of the stipends for teachers working in hard to fill subjects by half	$	1,547,000
Retention Bonuses	Temporary reduction of the stipends for teachers after their 4th and 8th years of teaching by half	$	479,000
18 hours teacher Prop A PD	Temporary shift of 18 hours of professional development for certificated unit members to maintain 3 staff development days	$	5,286,384
9 hours para Prop A PD	Temporary shift of 9 hours of professional development for classified unit members	$	653,430
Certificated & Paraprofessional/Paraeducator Furloughs	4 days of furloughs in the 2010-11 school year and 4 days of furloughs in the 2011-12 school year	$	14,000,000
Sabbatical Leaves	Suspension of sabbatical leaves for the 2010-11 school year and reduction of sabbatical leaves to no more than 20 participants in the 2011-12 school year	$	3,000,000
Paraprofessional/Paraeducator staffing	$700,000 of sabbatical leave funding will be used to restore reductions to centrally funded paraprofessional/paraeducator positions	$	(700,000)
	One Time Funds		
Unspent retirement incentives	Unspent Prop A funds set aside in 2009-10 for retirement incentives	$	411,200
Unspent Prop A	Unspent Prop A allocation for all teacher compensation areas from the 2009-2010, 2010-2011, and 2011-2012		2,000,000

	school years to reduce district deficit -- not yet identified	
Future Prop A Growth	Prop A growth through COLA for 2010-2011 and 2011-2012 and increased parcels (up to but not exceeding a total of $30,000,000 in accumulated savings -- not yet identified	1,449,258
Subtotal		30,000,000
Semester One of Prop A (available funds)	Prop A teacher compensation funds from fall semester 2008-09	9,072,616
Total		39,072,61

TENTATIVE AGREEMENT BETWEEN SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND UNITED EDUCATORS OF SAN FRANCISCO ON ECONOMIC ITEMS

For the 2012-2013 and 2013-2014 School Years

July 23, 2012

The provisions of the parties' 2010-2012 Contracts Covering Certificated and Classified Personnel and any Memoranda of Understanding regarding the distribution of parcel tax revenues generated by Proposition A shall remain in full force and effect except as modified or amended as specifically set forth below in this Tentative Agreement.

I. Economic Agreements:
In order to address the District's structural deficit for the 2012-2013 and 2013-2014 school years as well as mitigate the number of unit members who might otherwise be adversely impacted because of the need to close this deficit, the parties have agreed to the following changes, the sum of which totals approximately $23.7 million in expenditure reductions or reallocations of revenue for the term of this Contract.

The changes comprising the $23.7 million figure are set forth below and represent two year suspensions, reductions or reallocation of funds under existing agreements (i.e., for the 2012-2013 and 2013-2014 school years only) except where noted otherwise. Effective with the 2014-2015 school year all Proposition A suspensions/reallocations and the work year calendar shall be restored to the pre-2010-2011 levels (i.e., prior to temporary reductions in the work year calendar beginning in the 2010-2011 school year). The revenue associated with each change is set forth in the chart which is attached to this Tentative Agreement and incorporated herein. The parties agree these amounts are their best estimates as of the time of executing this Tentative Agreement and that minor variances from these figures will not constitute a violation of this Tentative Agreement.

A. Proposition A Funds (Ongoing Revenue): Proposition A funds designated for the following purposes shall be suspended or reallocated as follows:
   1. Tuition Credit Reimbursement: Some funds may be expended for Special Education credentialing as noted in this Tentative Agreement (See Article 18).
   2. Master Teacher Program: One-half (50%) of these funds.
   3. School Wide Recognition: $750,000.
   4. Hard to Fill Subject Areas: One-half (50%) of these funds.
   5. Hard to Staff Schools: One quarter (25%) of these funds.

6. Retention Bonuses: Reduce stipends for teachers after their 4th and 8th years by one-half (50%).
7. Certificated Professional Development: Reallocate Proposition A funds currently supporting 18 hours of professional development to maintain three (3) staff development days.
8. Paraprofessional/paraeducator Staff Development: Reallocate Proposition A funds currently supporting 12 hours of professional development.

B. Proposition A Funds (Carryover and Growth Revenue): Proposition A funds designated for the following purposes shall be reallocated as follows:

1. Teacher Compensation: All unspent funds designated for any component of teacher compensation from the 2010-2011 school year ($302,905 carryover) through and including the 2012-2013 school year, including funds generated as a result of the measure's cost of living adjustment (COLA) and any increase in the number of "taxed parcels," for 2012-2013 (projected to be $1,675,782 Proposition A growth)) shall be allocated toward reducing the District's deficit.

2. The parties shall meet and confer over funds designated for any component of teacher compensation from the 2013-2014 school year including funds generated as a result of the measure's cost of living adjustment (COLA) and any increase in the number of "taxed parcels," for 2013-2014.

3. In no event shall allocation of revenues described in sections B(1) and B(2) above cause the total expenditure reductions/reallocations of revenue contained in this Tentative Agreement to exceed the $23.7 million figure referred to in section I above.

C. Other Suspensions/Reductions

1. Temporary Reduction in Unit Member Work Years: Pursuant to the Tentative Agreement on this matter attached hereto, the 2012-2013 and 2013-2014 school years, unit member work years shall be reduced as follows, with a concomitant reduction in salaries (each day represents an expenditure reduction of $1.79 million):
    a. 2012-2013: 1.5 days. If Proposition 30 (Governor's tax initiative) is not approved or enacted, there shall be one (1) additional furlough day and concomitant reduction in salaries for every $1.79M reduction in unrestricted general fund revenue up to a maximum of five (5) additional furlough days (for a total maximum of 6.5 furlough days).

b. 2013-2014: 1.5 days. If both Propositions 30 (Governor's tax initiative) and 38 (Molly Munger initiative) are not approved or enacted, there shall be one (1) additional furlough day and concomitant reduction in salaries for every $1.79M reduction in unrestricted general fund revenue up to a maximum of eight and one-half (8.5) additional furlough days (for a total maximum of 10 furlough days).

2. Sabbatical Leaves shall be suspended and inoperable for the 2012-2013 school year, restored to a maximum of twenty (20) for the 2013-2014 school year, and fully restored to the pre-2010-2011 level effective with the 2014-2015 school year.

3. Electronic Payroll: Pursuant to the Tentative Agreement on this matter attached hereto, the conversion to electronic payroll is projected to ultimately achieve an ongoing reduction in operational expense.

4. AP Prep/exam: Pursuant to the Tentative Agreement on this matter attached hereto, the change to exam-generated funding is projected to achieve an ongoing expenditure reduction in this area.

D. The parties have relied on projections existing at the time of this Tentative Agreement as the basis for the foregoing suspensions, reductions and reallocations. These projections include the Multiyear Projection ("MYP") for the 2012-2013 and 2013-2014 school years which incorporate the foregoing suspensions, reductions and reallocations. This MYP is attached hereto and incorporated into this Tentative Agreement. If either party asserts that any of the figures/assumptions in the MYP have changed materially based on the 2012-2013 Unaudited Actual Report, the parties shall meet and confer over early restoration of the foregoing suspensions, reductions and reallocations in accordance with the following priority order:

1. Furlough days.

2. Proposition A Professional Development hours.

3. Proposition A growth reallocation.

4. Future Proposition A bonuses for Hard to Fill Subject Areas, Hard to Staff Schools and 4th and 8th year Retention bonuses shall be restored to their full amounts.

5. The Proposition A Master Teacher Program shall be restored to full funding.

6. The Proposition A Tuition Credit Stipend for teachers at hard-to-staff schools shall be restored to full funding.

II. Medical Benefits

Under current contracts, the District assumes the increased employer costs of medical benefits according to the rates established by the City Charter for health plans available through the Health Service System, City and County of San Francisco. (See Certificated and Classified Contracts, Articles 12 and 13 respectively.)

The District shall continue to assume these increased employer costs for the 2012-2013 and 2013-2014 school years according to eligibility requirements contained in the current contracts.

Savings Item	Description	Description
Ongoing Funds (all totals are two year totals except where noted below)		
Retention bonus	Temporary reduction of the stipends for teachers after their 4th and 8th years of teaching by half	$650,000
Prop A Teacher PD	Temporary reduction of 18 hours of PD	$5,286,384
Prop A Para PD	Temporary reduction of 12 hours of PD	$702,286
Master Teacher Program	Temporary reduction of Master Teacher Program by half	$1,042,188
Tuition Reimbursement	Temporary suspension of tuition reimbursement funds from Prop A; some funds may be expended for special education credentialing as noted in this agreement	$30,000
Hard to Staff	Temporary reduction of Hard to staff stipend by quarter	$568,750
Hard to Fill	Temporary reduction of Hard to Fill stipend by half	$1,547,000
School-wide awards	Temporary reduction of the School-wide awards by 62.5%	$1,500,000

Sabbatical leave	Suspension of sabbatical leaves for the 2012-13 school year and reduction of sabbatical leaves to no more than 20 participants in the 2013-14 school year	$3,000,000
Certificated & Paraprofessional/ Paraeducator Furlough	1.5 days of furloughs in 2012-2013 and 1.5 days of furloughs in 2013-2014	$5,370,000
AP Prep		$1,869,862
One Time Funds		
Electronic payroll		$133,500
Future Prop A Growth	Prop. A growth through COLA for 2012-2013 and 2013-2014 and increased parcels (up to but not exceeding a total of $23.7M in accumulated savings – not yet identified)	Est. $1,675,782
Unspent Prop A (Carryover)	Unspent Prop A allocation for all teacher compensation areas from the 2011-2012 school year to reduce district deficit -- not yet identified	Est. $302,905
Total		Approx. $23,678,657

Multi-Year Projections

(If Governor's tax initiative passes in November)

	FY 12-13	FY 13-14
Beginning Balance	$46.191	$15.681
Revenues	$331.138	$338.447
Expenditures	$361.648	$376.916
Revs. Less Expenses	($30.510)	($38.469)
Ending Balance	$15.681	($22.788)
Designated Balance	$15.451	$15.566
Undesignated Balance	$0.230	($38.354)

Notes: (1) Assumes contributions from UGF to Special Education, Cafeteria Fund & Early Education Department remain unchanged from 12-13 levels. (2) SFUSD would need to identify additional revenues or expenditure reductions beyond FY 2012-13 in order to remain solvent.

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Addendum F- Allocation of QTEA Revenue to Support Salary Increases (July 1, 2014)

1. Effective July 1, 2014, QTEA will contribute $3,438,143 (the cost of a 1%, salary increase for the UESF bargaining unit calculated as of Fall 2014) to the Unrestricted General Fund to support salary increases for the 2014-2015 school year for certificated and classified unit members. From 2014-2015 onward, QTEA will make an annual contribution of $3,438,143 to the Unrestricted General Fund for this purpose.

2. Effective July 1, 2016, QTEA will contribute an additional $1,719,071 (the cost of a 0.5% salary increase for the UESF bargaining unit, calculated as of Fall 2014) to the Unrestricted General Fund to support salary increases for the 2016-2017 school year for certificated and classified unit members. From 2016-17 onward, QTEA will make an annual contribution of $5,157,214 to the Unrestricted General Fund for the purpose set forth in this and the preceding paragraph.

Date: November 24, 2014

For the District:
Carmelo Sgarlato /signed/

For the Union:
Dennis Kelly /signed/

Addendum G - Apportionment of QTEA Revenues to Support Salary Increases and Paraeducator Professional Development

1. Effective July 1, 2019, QTEA will contribute an additional $4,208,743 (the cost of 1% salary increase for the UESF bargaining unit calculated as of Fall 2017) to the Unrestricted General Fund to support salary increases for the 2019-2020 school year for certificated and classified unit members. From 2019-2020 onward, QTEA will make an annual contribution of $4,208,743 to the Unrestricted General Fund for this purpose. These funds are in addition to the $5,157,214 from Appendix E – Addendum F – Allocation of QTEA Revenue to Support Salary Increases (July 1, 2014).

2. Effective July 1, 2018, and continuing thereafter, QTEA will contribute funding previously dedicated to providing ten (10) hours of professional development for paraprofessionals/paraeducators to the Unrestricted General Fund for the purpose of providing one (1) District Professional Development Day for all paraprofessionals/paraeducators. QTEA will continue to fund eight (8) hours of QTEA Professional Development at the rate of $19 per hour for all paraprofessionals/paraeducators. For this additional day, no paraprofessional/paraeducator will receive less than $190 for that day.

3. Effective July 1, 2018, and continuing thereafter, QTEA will contribute funding previous dedicated to providing six (6) hours of professional development for Early Education Department teachers to the Unrestricted General Fund to support salary increases from the 2018-2019 school year and onward for certificated and classified unit members. QTEA will continue to fund twelve (12) hours of QTEA Professional Development at the rate of $30 per hour for all Early Education Department teachers.

4. Effective July 1, 2018, and continuing thereafter, QTEA will contribute funding previously dedicated to providing nine (9) hours of professional development for TK-12th grade teachers to the Unrestricted General Fund to support salary increases from the 2018-2019 school year and onward for certificated and classified unit members. QTEA will continue to fund nine (9) hours of QTEA Professional Development at the rate of $40 per hour for all TK-12 teachers.

5. Effective July 1, 2019, and continuing thereafter, QTEA will contribute funding previously dedicated to the remaining twelve (12) hours of professional development for Early Education department teacher to the Unrestricted General Fund to support salary increases from the 2019-2020 school year and onward for certificated and classified unit members.

6. Effective July 1, 2019, and continuing thereafter, QTEA will contribute funding previously dedicated to the remaining nine (9) hours of professional development for TK-12th grade teachers to the Unrestricted General Fund to support salary increases from the 2019-2020 school year and onward for certificated and classified unit members.

Addendum G - Apportionment of QTEA Revenues to Support Salary Increases and Paraeducator Professional Development

7. Effective July 1, 2019, and continuing thereafter QTEA will contribute funding previously dedicated to the remaining eight (8) hours of professional development for paraprofessionals/paraeducators to the Unrestricted General Fund to support salary increases from the 2019-2020 school year and onward for certificated and classified unit members.

8. Effective July 1, 2018, QTEA will contribute $150,000 in funding from QTEA Impact & Innovation Awards, formerly referred to as School Site Block Grants to the Unrestricted General Fund, to support salary increases from the 2018-2019 school year and onward for certificated and classified unit members.

9. Effective July 1, 2019 QTEA will contribute an additional $150,000 in funding from QTEA Impact & Innovation Awards, formerly referred to as School Site Block Grants to the Unrestricted General Fund, to support salary increases from the 2019-2020 school year and onward for certificated and classified unit members.

10. Substitutes: A total of thirty (30) substitutes shall be granted the benefits offered to 160-day substitutes. QTEA tax revenues shall be used, in addition to the amount currently stated in the collective bargaining agreement, for this purpose. Effective beginning in the 2017-2018 school year, all 160-day substitutes shall be assigned to High Potential Schools. On any day that no High Potential School assignment is available for a 160-day substitute, that 160-day substitute may select a substitute assignment at a non-High Potential School for that day. A new classification shall be recreated for these thirty (30) bargaining unit members.

11. High Potential Schools – Recognition to the additional work teachers do beyond the school day, and in the interest of providing additional pay for additional work at High Potential Schools, the District shall compensate each full-time certificated staff member at a High Potential School an additional two thousand dollars ($2,000.00) per school year (pro-rated for part-time service). This additional work shall be self-directed time spend beyond the regular work day/work week. The District will determine an appropriate method of reporting the time spent. The District, in consultation with the Union, may select up to twenty-five (25) schools to receive the High Potential School designation.

Date: 12-21-2017

For the District:
Carmelo Sgarlato /signed/

For the Union:
Lita Blanc /signed/

Susan Solomon /signed/

Appendix G - District and Union Committees

Monthly Pay Warrants
The District and the Union shall form a committee of equal representation to research the feasibility of issuing monthly warrants on the last workday of the month. Before the end of the Fall 2015 semester, the committee shall report to the Union President and the District Superintendent. This method of payment may be implemented upon their agreement.

Quality Teacher & Education Act
Home Visits: The parties agree to convene a committee of three members each to recommend a program of Home Visits for the 2015-16 and subsequent school years. The recommendation shall be made to the Superintendent and the UESF President no later than 15 May 2015.

Student Libraries and Book Acquisition
The parties agree to jointly explore outside funding to create a program dedicated to the development of student libraries and book acquisition for low-income students, such as First Book. Once funding is secured, a committee of equal representation shall be convened to recommend the allocation of the funds and the protocol for accessing them. This committee shall report its recommendations to the Superintendent and the UESF President no later than 15 May 2015.

Special Education
A special education committee of no more than five members per party shall be formed no later than January 12, 2015. Both parties reserve the right to solicit the support of professional experts outside of SFUSD staff.

This committee will meet and make recommendations on the issues listed below to the SFUSD Superintendent and the UESF President by March 2, 2015. Any agreements shall be promptly implemented and inserted into the contract.

The committee will review the following:

a. Discuss and consider requiring co-teaching for classes with a specific number of students with IEPs in the class, and a specific number of Specialized Academic Instruction (SAI) minutes required during the class, such specific numbers to be recommended by the Committee.
b. Discuss and consider limiting co-taught classes.
c. Discuss and consider modifying class sizes depending on the number of students with IEPs in class and the number of SAI minutes to be delivered in class.
d. Discuss and consider reframing current Article 9.5.7 so that it is focused on student need, teacher caseload, and SAI minutes, and not on the definition of a Special Day Class.

e. Discuss and consider the District's ability to assign Special Education paraprofessionals/paraeducators.
f. Discuss and consider the negotiable impacts of implementation of Special Circumstances Instructional Assistance Evaluations and assignments of 1:1 Special Education paraprofessionals/paraeducators.

4th – 5th Grade Class Size
A committee of no more than five members per party shall meet and make recommendations for providing additional support to teachers for those exceptional circumstances when an individual 4th, 5th, or 4th/5th grade class may exceed the goal specified in section 9.3.1.1. These recommendations shall be submitted to the SFUSD Superintendent and UESF President by April 22, 2015. Any agreements shall be promptly implemented and inserted into the contract.

Safe and Supportive Community Committee
In an effort to implement the Board approved Safe and Supportive Schools Policy resolution, the District and the Union shall work with the existing committee of UESF representatives and District Pupil Services personnel to present recommended revisions to district policies regarding timing of implementation and implications for staffing and support of schools. The District and the Union shall form a committee of equal representation to receive the committee's revisions and recommend appropriate contractual changes, if any, for negotiations by May 15, 2015.

Early Release / Late Start Committee
With the intent of providing adequate time for common planning time at all elementary schools, the Union and District shall form a committee of equal representation to investigate the expansion, logistics and transportation, efficacy and fiscal impact of the District-wide implementation of the early release /late start schedule. The committee shall examine current SFUSD practices and make recommendations on the use of early release /late start days. These recommendations may include guidelines for banking instructional minutes, scheduling, assessing the impact on after-school programs, and providing parent/guardian feedback. The committee shall convene within sixty (60) days of ratification and approval of the 2017-20 negotiated contract. Its recommendations for District-wide implementation shall be submitted to the Union President and the District Superintendent within six (6) months after the ratification and approval of the 2017-2020 negotiated contract. Any agreements shall be promptly implemented and inserted into the contract.

Advanced Placement (AP) Preparation Committee
The Union and the District shall form a committee of equal representation to examine the formulas used to provide additional conference/preparation periods to each comprehensive high school for Advanced Placement (AP) classes. The committee shall convene within sixty (60) days of ratification and approval of the 2017-2020 negotiated contract. Any recommendations

for changes to the formula shall be submitted to the Superintendent and the Union President within six (6) months after the ratification and approval of the 2017-2020 negotiated contract. Any agreements shall be promptly implemented and inserted into the contract.

Assessment Committee
In the spring semester 2018, the Union and the District shall form a committee of equal representation of the District, the Union, and parents/guardians to explore the use of formative assessments (such as Fountas and Pinell) as an alternative to standardized assessments. Parent/guardian representatives shall be appointed by mutual agreement between the District and the Union. The committee shall meet and make recommendations regarding assessments to the school board prior to the closing of the 2017-2018 school year.

Special Education Committee – Case Coordinator Position & School Tiering System
A Special Education Committee of no more than five (5) members per party shall be formed no later than sixty (60) days after the ratification of the 2017-20 negotiated contract. Both parties reserve the right to solicit the support of professional experts outside of SFUSD staff.

This committee will meet and make recommendations on the issues listed below to the SFUSD Superintendent and the UESF President by April 30, 2018. Any agreements shall be promptly implemented and inserted into the contract.

The Committee will review the following:

a. Explore the feasibility of a case coordinator position.
b. Explore the feasibility of a school tiering system based on special education needs.

Appendix H - Memorandum of Understanding – Creation of a Salary Schedule for Wellness Counselors

Memorandum of Understanding

San Francisco Unified School District
And
United Educators of San Francisco

Creation of a Salary Schedule for Wellness Counselors

The San Francisco Unified School District and United Educators of San Francisco agree to the creation of an additional salary table, B2, titled "Wellness Counselors" in order to address the salary disparity between counselors and social workers who carry out identical duties in their roles. As it is the goal of the School Health Department to staff these positions with credentialed Social Workers, this salary schedule will remain in effect until that time when no Wellness counselors holds these positions.

Dated: January 16, 2015

For the District:
Carmelo Sgarlato /signed/

Dated: January 16, 2015

For the Union:
Dennis Kelly /signed/

Employee Id	Name
023261	Robert Francouer
022913	Terra Gauthier
16116	Dawn M. McAdams
023984	Marissa Mornick
20050	Wendy Snider
022376	Laurie Vargas
10685	Anthony Cavazos
15914	Christine M.L. Hardiman
023791	Stanton Louie
022253	Donna Rodriguez
031702	Kimberly Waller-Ware
18523	Quarry Pak

Appendix I: Workload Forms

Speech Language Pathologist Specific Workload Form

Student Name (Last, First)	Student with SLI eligibility	Case Manager for Student	Grade Level	AAC needs	Student speech/ language goals	Pathway	Assessments	Other Factors (eg. Behavior Supports

Appendix J: Feb.12 2026
MEMORANDUM OF UNDERSTANDING BETWEEN THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND THE UNITED EDUCATORS OF SAN FRANCISCO REGARDING EMPLOYEE HEALTHCARE, QTEA AND FWEA

The San Francisco Unified School District ("District") and the United Educators of San Francisco ("UESF") enter into this Memorandum of Understanding that concurrently exists with the Collective Bargaining Agreement between the Parties effective July 1, 2025 through June 30, 2027.

1. Effective July 1, 2026, the District shall pay 50% of the employee contribution for the Kaiser Permanente HMO plan at the Employee plus one dependent and Employee +2/Family coverage levels, in addition to the District contribution as agreed to in Articles 12 and 13 of the Certificated and Classified collective bargaining agreements between the Parties. The District contribution for the Kaiser Permanente HMO plan for Employee Only will remain status quo.

2. Effective January 1, 2027, the District shall provide all eligible unit members who have dependents enrolled for medical insurance coverage at 100% for Employee Only, and 100% for Employee plus dependent, and 100% for Employee +2/Family for the Kaiser Permanente HMO employee contributions, as agreed to in Articles 12 and 13 of the Certificated and Classified collective bargaining agreements between the Parties. Any member who chooses to participate in a non-Kaiser plan shall only contribute the difference between that plan and the Kaiser plan.

3. Funding for Provision (1) and Provision (2) as stated above and outlined in as agreed to between the Parties in Articles 12 and 13 of the Certificated and Classified collective bargaining agreement shall be made available by any uncommitted revenues and existing fund balances in district parcel taxes, specifically Quality Teachers Education Act (QTEA) and Fair Wage in Education Act (FWEA).

4 The District and UESF shall execute the requisite modification to the governing documents of the QTEA and FWEA parcel taxes to allow for the allocation of the uncommitted revenues and existing fund balances to be used for paying for health benefits allocated in Articles 12 and 13 Certificated and Classified collective bargaining agreements between the Parties.

5. The Parties shall work together to ensure that the parcel taxes are on the ballot prior to expiration and shall publicly support the renewal of the parcel taxes to continue funding health care accessible to UESF.

6. This Memorandum of Understanding funds health benefits for UESF educators as outlined in Articles 12 and 13 of the Certificated and Classified collective bargaining agreements through December 31, 2028. The Parties agree that once QTEA and FWEA are renewed in 2028, the Collective Bargaining Agreement shall fully fund health benefits without the need of this Memorandum of Understanding. Should the QTEA and FWEA Parcel Taxes not be approved by the voters, the Parties shall negotiate alternative funding sources for funding health benefits for UESF members. This Memorandum of Understanding shall sunset on December 31, 2028, unless mutually extended by the Parties.

Appendix J: Feb.12 2026
MEMORANDUM OF UNDERSTANDING BETWEEN
THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT AND
THE UNITED EDUCATORS OF SAN FRANCISCO
REGARDING EMPLOYEE HEALTHCARE, QTEA AND FWEA

For the District,

Apolinar Quesada

For the Union,

Adan Lucvano

Yajaira Cuapio

March 24, 1994

To:	Restructuring School Communities
From:	Mary Welsh Byrd, Program Director State and Federal Funded Projects (SFFP)
	Rudi Faltus, District/Union Coordinator Restructuring Schools Initiative (RSI)
Re:	**Restructuring Shared Decision-Making Structures and School Site Councils**

HISTORY

This memo provides guidance for developing and implementing site shared decision-making (sdm). structures in restructuring schools within the San Francisco Unified School District (SFUSD). The sdm structures in schools are guided by both the Restructuring Schools Initiative (RSl), and the School-Based Program Coordination Act.

RSI is a product of the 1989 teachers' contract between the San Francisco Unified School District and the teachers' union, the United Educators of San Francisco. That contract set up machinery to involve key stakeholders at both the site and district levels in collectively increasing student achievement. The district-wide structure for determining the district's restructuring program and priorities and supporting needs of restructuring schools is the Restructuring Council.

The School-Based Program Coordination Act was implemented in (California in 1981 to assist schools in coordinating their state programs to meet the needs of the whole child, and to involve key stakeholders in planning and implementing supplemental programs funded by the State at the school site. The School-Based Program Coordination Act enabled schools to use up to eight days of instructional time per year for professional development. The first School-Based Coordinated Program (SBCP) schools in the SFUSD were the Stage Two and Stage Three restructuring schools, which established coordinated programs in the 1991-92 school year.

SDM STRUCTURES

An important component of both the Restructuring Schools Initiative (RSI) and the School-Based Program Coordination Act is the establishment and use of sdm structures involving all of the key members of the school community (administrators, teachers, parents, classified staff, and students) to determine what needs improvement or revision, and then to make the changes necessary to improve student learning. Authority for shared decision-making regarding district programs is derived from RSI. Authority for shared decision-making regarding state supplementary programs is derived from the School-Based Program Coordination Act.

The sdm structure is the legally responsible decision-making structure of the school in Stage Two and Stage Three restructuring (RSI) schools. Schools develop different names to identify

their site sdm structures. All members of the staff and school community members (administrators, teachers, classified staff, students, parents, community organizations, etc.) should be involved in work groups reflecting all of the work that is important and needs to be done. The sdm structure acts as the coordinating body, reflecting all of the needs, plans and activities of the working groups. The sdm structure develops processes among itself or for involving others in prioritizing needs and plans. Within SFUSD, the onesite (school) plan is the vehicle for expressing programs and budget allocations for the district-based and supplemental programs at the site. A major piece of the work of the sdm structure, therefore, is planning and developing this one-site plan, involving the total school community. The sdm structure in a restructuring school is the body responsible for decisions made by the school community, replacing the principal alone.

DOCUMENTATION

The following guiding documents referred to in this memo should be on the school site. These documents guide the intent, composition, and processes of sdm:

- UESF Contract (1992-1995)
- Guidelines for 1993-94 for Improving Student Learning Through Restructuring, provided by RSI
- School-Based Coordinated Programs (SBCP) Packet, provided by the SFFP Department, which includes the School Based Program Coordination Act, Program Advisory (June 27, 1990), Program Advisory (March 23, 1988), and a booklet, *School Site Councils: Their Composition, Role, and Responsibilities* (CA Department of Education, Nov. 1991)
- WAD notices

This memo is intended to highlight and clarify some areas of confusion and to provide information regarding some of the local peculiarities we experience. It is not meant in any way to substitute for a thorough reading and continually growing understanding of the above documents.

STRUCTURAL OPTIONS

RSI and the SFFP have had three options approved by the State Department of Education for operating sdm structures in restructuring schools in the SFUSD. These three options are:

Option 1: Form a school governance/restructuring team that meets the statutory requirements for a school-based coordinated School Site Council (SSC): 50% parents and community members (or 25% parent and community members and 25% students in secondary schools) and 50% school employees, including the principal, a majority of teachers, and classified staff. Each SSC would establish written bylaws for the SSC that would require all stakeholders (teachers, parents,

students, administration, classified employees) to come to consensus on major issues before action is taken. A fallback provision if consensus cannot be reached and a decision has to be made also needs to be written into the bylaws. The SSC will recognize the importance of having all existing advisory groups and new committees develop and implement restructuring and improvement projects connected to the SSC. These relationships will also be reflected in the site's SSC bylaws.

Option 2: The SSC and the site Restructuring Council (or other term used by site) organize separately and maintain good communication with each other. Bylaws of each group reflect the relationship between the two groups and reflect the clear delineation of roles, duties and responsibilities of each group. (As each group operates as a distinct entity but may have overlapping membership, meetings will be scheduled separately but may occur on the same day or evening.)

Option 3: The SSC and the site Restructuring Council (or other term used by site) work cooperatively together. Some persons may be members of both. The roles, duties and responsibilities of each body would be clearly delineated. Meetings will be conducted concurrently, but agenda items and meeting minutes would delineate which items were within the scope of the entire group and which were within the scope of the SSC only. As meetings progressed, each agenda item would be discussed with the entire group, but for those items limited to the SSC, only those SSC members would participate in the actual decision-making. All of the SSCs legally-mandated responsibilities will be preserved under this model.

The intent of providing these options for restructuring schools is to enable schools to have some flexibility in developing sdm structures at their sites, recognizing that the SSC has legal authority for SBCPs. An SSC in a Stage Two and Stage Three restructuring school expands its responsibility over the district-based program through its involvement in RSI, thereby eliminating the need for two governance councils. If it is preferable at the site to use Option 2 or Option 3, these options are also available.

COMPOSITION

Stage Two restructuring schools develop a shared decision-making (sdm) structure to involve key stakeholders in collectively planning, developing, implementing, and assessing district programs, processes, and budgets at the site. These sdm structures work within district processes unless waivers to the regular process are obtained. These sdm structures derive their authority from the Restructuring Council which was created through the UESF contract. The specific composition of the structure is to be determined by the site, and is guided by the following contract language:

21.2.3. Participation in the process will be open to all with responsibility for student outcomes, such as teachers, united support personnel, administrators, classified staff, parents, students, and others, as determined by the site. *(UESF Contract, Article 21)*

21.2.7. The Union Building Committee will serve as the initial conduit to the process of restructuring. A shared decision-making structure must be established to include teachers, united support personnel, the UBC representative, administrators, parents, and others as determined by the site. *(UESF Contract, Article 21, Restructuring.)*

SBCPs require a SSC to develop the school plan for using the supplemental resources to increase student understanding of and success in learning the core curriculum. It is also responsible for the accompanying budget(s). The required composition of the SSC is described below:

Education Code Sections 52012, 52852, and 54724 require that a school site council be established at each school that participates in SIP, SBCP or SB 65 and sets forth the following composition of that council.

- The council shall be composed of the principal and teacher representatives selected by teachers at the school; other school personnel selected by other school personnel at the school, parents of pupils attending the school who are selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.
- At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents or other community members selected by parents and pupils.
- At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a). *(School Site Councils: Their Composition, Role and Responsibilities, P.* 10)

The major principle and intent of both RSI and SBCP is inclusion of key stakeholders in the shared decision-making process. If the SSC is used as the shared decision-making structure for a restructuring school, the following points need to be kept in mind:

- The principal has to be on the SSC.
- There should be at least three other than classroom teacher employees in the other employee categories: at least one representing united support personnel (instructional aides, community relations specialists and security aides), at least one representing Local 790 classified employees (secretaries, custodians,

cafeteria workers, etc) and at least one representing other non-administrative certificated employees who are not classroom teachers (counselors, resource teachers, librarians, etc.). This assumes, of course, that there are people in all of these roles at the site.

- A Union Building Committee (UBC) representative needs to be on the SSC. If the UBC representative is the Building Rep, he/she would not need to be elected to the SSC, as the Building Rep has already been elected by peers. The Building Rep would fill one of the classroom teacher positions, or other staff positions as applicable. Students in elementary schools would serve on the SSC on the parent and community side, if desired. Student participation in middle and high schools is required by the SBCP, and is to be a quarter of the total number of members. The number of student representatives in elementary school should be less than the number of parent and community representatives, so as not to diminish the number of parent and community representatives significantly.

- The SSC composition is proportional, but the site has flexibility in determining numbers and roles that need to be represented within the state-defined composition. Reaching consensus on the numbers, and understanding the differences between a SSC for SIP, SB 65 SBCP and a restructuring school is critical.

- The Faculty Advisory Council, School Advisory Committee, Bilingual Advisory Committee, PTSA, Student Council, etc. all represent constituent voices that need to be heard.

SELECTION AND REPLACEMENT OF MEMBERS

Democratic principles need to be used in electing/selecting members of site shared decision-making structure(s). If the SSC is used as the shared decision-making structure for a restructuring school, the following points need to be kept in mind:

- There are no statutory requirements that specify the process that a school must utilize to select or replace members on the SSC beyond the requirement that each category of the council must select its own members. Whatever method a school utilizes to select and replace members on the SSC, that procedure should be known to all members of the community, and it should allow for all members of each category represented on the SSC to have a fair and equal opportunity to nominate and select eligible persons, including themselves, for membership on the SSC. *(School Site Councils: Their Composition, Role, and Responsibilities, p. 12)*

- If the UBC representative is the Building Rep (UESF), the Building Rep does not need to be elected to the SSC, as the Building Rep has already been elected by peers. “Section 1. The Building Representative shall be the representative of UESF in a school, center, or other unit, and shall serve as liaison between the members therein and the UESF. a. Where appropriate, a school, center, or other unit may have a Building Representative for certificated UESF members and a Building Representative for USP members of UESF. In such cases the Building Representatives shall be elected by the certificated UESF members and the USP UESF members respectively. Section 2. Building Representatives shall be elected annually by the members in each school, center, or other unit. Should a Building Representative not be elected, the Executive Board may appoint a Building Representative to serve until an election is held.

Section 4. The Building Representative shall be the chairperson of the Union Building Committee (UBC).” (UESF bylaws, Article 7, p. 11)

- It can be appropriate to move members onto the SSC from other advisory committees if they have been elected by their peers if the group is in agreement. For instance, teachers elected to a Faculty Advisory Council by teachers can serve on the SSC, students elected to a Student Council by students can serve on the SSC, etc.

- Reaching consensus on the numbers of representatives, criteria for representatives, nomination process and election procedures or selection process among the staff and student community is recommended.

- SFFP guidelines for parent and community member elections published in the WAD are important and assist in keeping the school in compliance with state and federal regulations.

OPERATING PROCEDURES

Democratic principles need to be used in operating the site sdm structure(s). If the SSC is used as the sdm structure for a restructuring school, the following points need to be kept in mind:

- Consensus of the sdm council members on important decisions is necessary. The definition of consensus always includes the need for a fall-back democratic strategy when consensus cannot be reached. Consensus is:

A systematic process used by a group to make restructuring decisions which everyone can support. A consensus decision has been reached when:

1) Each participant agrees that he or she has had an equal opportunity to influence the decision; and

2) All group members agree to support the decision though it may not be everyone's first choice;

3) Everyone is committed to the decision as if it were the first choice of all group members and agrees to support that decision with their constituencies;

4) No one raises an objection when the group leader calls for consensus approval of the decision. Consensus is not appropriate for every decision made at a school. Each school must determine what decisions are most appropriate for consensus and which should be made through other decision-making processes.

(Guidelines for 1993-94 for Improving Student Learning Through Restructuring, Appendix, page 1)

- Bylaws created at the site by the members of the sdm structure or a representative group of sdm structure members and other staff and school community volunteers control the specific operating processes, composition of the sdm structure, structures for involvement of the total school community, scope, responsibilities, linkages with other groups, domains of decision-making, work structures, development and timeline of the one-site (school) plan, etc.

- Bylaws of the sdm structures, if there is a SSC and another governance structure, need to reflect the relationships, roles, functions, scope of each body.

- Bylaws need to reflect what the school community is doing and thinking.

SCOPE OF AUTHORITY

Authority for shared decision-making regarding district programs is derived from Restructuring Schools Initiative (RSI), and authority for shared decision-making regarding state supplementary programs is derived from the School-Based Program Coordination Act. The sdm structure, therefore, derives its authority from both the SFUSD and the California State Department of Education. The intent of both the district and the state is to shift authority to the school site. As restructuring schools in SFUSD, the sdm structure becomes the decision making entity for the school.

- If it is not against the law or rules (Ed Code, Board Policy, Union Contract, administrative regulations), it can be done. If it is against the current law or rules and it makes real educational sense to do it, a waiver can be applied for. "Restructuring plans as provided for in this article will operate within legal mandates, economic opportunities, Board of Education provisions, and

requirements of the Union contract, unless appropriate waivers are obtained upon mutual agreement." *(UESF contract, Article 21, Restructuring.)*

- Waivers to the Ed Code, Board Policy, Union Contract and administrative regulations are initiated by the site through the Restructuring Council. Restructuring plans that require changes in laws or rules should be sent to the RSI office, and will be forwarded to the Restructuring Council and/or other appropriate bodies.
- Bylaws of the site sdm structure should reflect how decisions will be made at the site including the types of decisions, who will make what decisions (domains of decision-making), timelines for decisions recognizing district timelines for mandated decisions, etc.

GLOSSARY OF ACRONYMS

PTSA	= Parent Teacher Student Association
RSI	= Restructuring Schools Initiative
SB65	= Senate Bill 65
SBCP	= School-Based Coordinated Program
SDM	= Shared Decision Making
SFFP	= State and Federal Funded Projects
SFUSD	= San Francisco Unified School District
SIP	= School Improvement Program
SSC	= School Site Council
UESF	= United Educators of San Francisco
USP	= United Support Personnel (Instructional Aides, Community Relations Specialists, Security Aides)
WAD	= Weekly Administrative Directive

21.1 Restructuring is not accomplished quickly or easily. Continued success is dependent on the support and participation of those involved in the process at the school site and on the District level. Resources and staff released time, including that provided by law, are necessary components of restructuring and shall be mutually determined by the Union and the District.

21.1.1 The District and Union agree that by working together they can continue to have a powerful and positive effect on the improvement of the educational program for all San Francisco Unified School District students. Restructuring is a process for moving toward this end through shared decision-making among those directly responsible for student performance.

21.1.2 Shared decision-making is a process whereby teachers, united support personnel, administrators, classified staff, parents, students, and others, as determined by the site, can collaborate in identifying areas in need of improvement and in developing solutions that will enhance the learning opportunities for all students.

21.1.3 The parties recognize that the most important interactions that affect student performance are those between instructional staff and students. Instructional staff must be able to share in decisions at the school site if they are to share the responsibility and accountability for the success of the school.

21.2 In order to provide the maximum opportunity for success in District-wide restructuring, the Union and the District have developed the following guidelines:

21.2.1 Dissemination of information designed to develop an understanding of restructuring is essential.

21.2.2 Restructuring will not be imposed but allowed to evolve on a voluntary basis. Since site specific plans may be developed for restructuring, no single model can be specified.

21.2.3 Participation in the process will be open to all with responsibility for student outcomes, such as teachers, united support personnel, administrators, classified staff, parents, students, and others, as determined by the site.

21.2.4 The process of consensus decision-making or other democratic decision-making process as determined by each site will be utilized at all levels of restructuring.

21.2.5 Restructuring plans as provided for in this article will operate within legal mandates, economic opportunities, Board of Education policy provisions, and requirements of the Union contract, unless appropriate site specific amendments,

including waivers of legal mandates, economic opportunities and Board of Education Policy, are obtained upon mutual agreement.

21.2.6 Contract language on restructuring will enable the process to evolve. Other forms of agreements outside of the contract may facilitate the process of restructuring. One form may be a trust agreement between the District and the Union. Another may be a multilateral agreement whereby the District and the Union jointly enter into a contract with other interested parties.

21.2.7 The UBC will serve as the initial conduit to the process of restructuring. A shared decision-making structure must be established to include teachers, united support personnel, the Union Building Representative, administrators, parents, and others, as determined by the site in fulfillment of District, State and Federal guidelines. The construction of this structure shall clearly describe the scope of authority as well as a delineation of roles and responsibilities of the constituent parties.

21.2.8 Site governance structures. See Article 23, Union Building Committee.

21.3 Restructuring Council - The Union and District recognize that the enabling structure for shared decision-making, as originally defined in the 1989-92 teachers' contract, has evolved into the single body known as the SFUSD Restructuring Council.

The Union and the District recognize that those most directly involved in improving student performance are a necessary and integral component of all restructuring efforts and should be represented on the Restructuring Council.

21.3.1 The Restructuring Council shall be comprised of the following members:

21.3.1.1 The Union President and the Superintendent of Schools.

21.3.1.2 Nine (9) representatives of the Union, selected from teachers and united support personnel, appointed by the Union President.

21.3.1.3 Nine (9) representatives of the District appointed by the Superintendent of Schools.

21.3.1.4 Additional membership as determined by the Restructuring Council.

21.3.2 The responsibilities of the Restructuring Council shall be to:

21.3.2.1 develop mission, goals, and operating procedures for the Restructuring Council;

21.3.2.2 promote the concepts of site-based shared decision-making at all sites as an integral component of restructuring;

21.3.2.3 provide guidelines to sites for restructuring, including shared decision-making and teacher professionalization;

21.3.2.4 provide direction and assistance to sites participating in restructuring;

21.3.2.5 approve and monitor site restructuring plans;

21.3.2.6 conduct on-going evaluations of restructuring efforts;

21.3.2.7 develop, implement, and monitor the plan for District-wide restructuring;

21.3.2.8 develop recommendations for Board of Education consideration;

21.3.2.9 other responsibilities as may be determined.

21.4 The parties agree that restructuring is an evolving process. By mutual agreement, changes in the provisions contained in this article

Memorandum of Understanding

San Francisco Unified School District
and
United Educators of San Francisco

Restructuring Article 25, Appendices C and D

The Union and the District agree to form a joint Labor/Management committee composed of two (2) members selected by the Union and two (2) selected by the District to determine which provisions related to restructuring of the following articles and/or appendices need to be modified: Article 25 – Union Building Committee, Appendices C and D.

The committee shall develop proposals for the Union and the District to consider for negotiations which shall be delivered to the Superintendent, or designee, and to the Union President, no later than 90 calendar days following the ratification of the successor agreement.

7 March 2006	3/7/06
Date	Date
Dennis Kelly – signed	Tom Ruiz – signed
For the Union	For the District

Peer Assistance and Review
and
Career in Teaching Committee
1999-2000 School Year

It is the sincere belief of the parties that the quality of teaching is the most significant factor in student achievement. The District and Union are committed to a collaborative quest for establishing and maintaining the highest standards for the teaching profession. It is our belief that the pinnacle of teaching can be achieved only through a process of reflection, analysis and collaboration with peers. We will implement Teaching Standards that reflect the California Standards of the Teaching Profession. We will create a rigorous program involving teachers that:

- supports all teachers, new to the District, in their effort to achieve basic standards of competent teaching;
- provides a coherent, comprehensive and articulated support and induction program of services for teachers new to the profession – linking and coordinating the Pre-Intern, Intern, Beginning Teacher Component, BTSA and other professional growth activities;
- provides an objective and thorough process for evaluating these teachers and non-reelecting those who fail to reach the threshold of satisfactory performance;
- provides an objective and thorough process that will assist, and review all tenured teachers whose teaching performance is below standard. Once provided a fair and rigorous process of assist and review those teachers whose performance continues to fall below standard will be subject to possible termination of employment; and
- develops and promotes a standards-based, growth oriented evaluation system for all teachers.

The Peer Assistance and Review (PAR) Program and the Career In Teaching Committee are two key components in the efforts by the District and Union to improve the quality of the teaching force. The District and UESF, as well as UASF, will be involved in the partnership effort necessary to achieve the above goals envisioned for the San Francisco Public Schools.

Signed

Linda Davis	Jay Wang	Kent Mitchell
Superintendent	President	President
SFUSD	UASF	UESF

Archive #5 - Letter of Transmittal, April 19, 2002

SFUSD Induction Program
And
Peer Assistance & Review

1) There is a shared commitment to ongoing, tripartite (SFUSD, UESF, UASF) collaboration in the design and development of a new teacher induction program that corresponds to the legal mandates of SB2042.

2) This tripartite collaboration will continue on a regular basis through the 2002-03 school year, under the auspices of the Career In Teaching Committee as described in Section 18.10 of the UESF/SFUSD teachers contract.

3) Because of ongoing changes in state legislation and budget allocations, the full design of the induction program is, by necessity, a work in progress. Because of this, contract-relevant provisions will be negotiated as part of the Living Contract Committee as described in Section 26, Living Contract, of the UESF/SFUSD teachers contract.

4) The role of the principal/site administrator in the evaluation of teachers in their first year in the SFUSD, at schools designated for PAR coach services has been agreed upon by the SFUSD, UESF, and UASF. It has been formalized in the Attachment to this Letter of Transmittal (see attached).

5) All new credentialed and non-credentialed teachers hired at any of the designated "STAR" schools will receive first priority for PAR coach services. If there is PAR coaching capacity beyond the STAR schools, additional schools would be designated at Superintendent's discretion to receive PAR services.

6) Newly hired credentialed teachers at the rest of the SFUSD schools will receive support services during 2002-03 through the BTSA program. Non-credentialed teachers at these same schools will receive support services during 2002-03 through the Intern, Pre-Intern or Para-To-Teacher programs, as appropriate.

7) This Letter of Transmittal will remain in effect for the term of the new contract, unless new state legislation requires re-negotiation or a signatory seeks to renegotiate a provision.

Signed,

Arlene Ackerman	James Dierke	Kent Mitchell
Superintendent	President	President
SFUSD	UASF	UESF

Archive #5 - Letter of Transmittal, April 19, 2002

Attachment to Letter of Transmittal, April 19, 2002

This Attachment stipulates the role of the site administrator and/or principal in the review/evaluation of first year teachers, and of tenured teachers, participating in the PAR program for 2002-03, as agreed upon by the signatory parties to the Letter of Transmittal. This applies only to site administrators at schools receiving PAR services.

The principal/site administrator will do the following:

1) Participate in a three-way meeting with the coach and the participating teacher(s) (PT) at the beginning of the school year to explain each person's role and responsibilities, review the calendar, related timelines, and how communication will function

2) Maintain a log of informal observation and ongoing supervision of each PT's performance in relation to Standards 1-6 of the San Francisco Teaching Standards. This log should be used in discussions with the PAR coach.

3) Meet with the coach at least one week prior to each Panel review. Write or orally provide comments to the coach in relation to Standards 1-5 (classroom teaching) as well as Standard 6 (professional growth and responsibilities), for each PT in the program.

4) Sign and date the administrator section on the Standards Performance Summary Form and the Individual Learning Plan. This is part of the four formal assessments of PT performance and growth that occur during the year.

5) Attend the first Panel case review, and subsequent Panel case reviews if he/she has a PT who is Not Meeting Standards at the time of that review. The site administrator is encouraged to share his/her perspectives at these reviews.

6) It is desirable that the site administrator /principal completes the activities described below in 6a - 6d:

    a. Participate in a JOINT FORMAL ASSESSMENT SEQUENCE (pre-observation, observation, post-observation conference) with the coach for each first year PT prior to the Second Panel Presentation round (typically in December).

    b. Participate in a JOINT FORMAL ASSESSMENT SEQUENCE with the coach for each tenured PT between February 1st and April 1st.

c. Hold a post-observation discussion of PT needs and next steps with the coach, specifying principal/site administrator's role and priorities to be included in the PT's Individual Learning Plan.

d. Address and attempt to resolve with the coach any discrepancies between the administrator's and coach's assessments (see #8).

7) It is required that the site administrator /principal completes the activities described below in 7a - 7d:

a. Participate in a JOINT FORMAL CLASSROOM OBSERVATION with the coach for each first-year PT prior to the Second Panel Presentation round (typically in December).

b. Participate in a JOINT FORMAL CLASSROOM OBSERVATION with the coach for each tenured PT between February 1st and April 1st.

c. Hold a post-observation discussion of PT needs and next steps with the coach, specifying principal/site administrator's role and priorities to be included in the PT's Individual Learning Plan.

d. Address and attempt to resolve with the coach any discrepancies between the administrator's and coach's assessments (see #8).

8) In the event that significant discrepancies exist between the administrator's assessment and the coach's assessment of the PT's performance on any of the Essential Elements of Standards 1-5, the administrator and coach are obligated to document and supply relevant evidence for those differences. The PAR Panel may direct the site administrator and the coach to conduct a second JOINT FORMAL CLASSROOM OBSERVATION, if it is needed, to resolve those differences.

9) In the event that significant discrepancies still exist after the second joint formal classroom observation or other steps recommended to resolve the situation, both the administrator and the coach must attend the next Panel presentation. Both the administrator and coach must present their assessments and supporting evidence to the Panel. The differences in opinion and evidence will be included in the record, and forwarded with the Panel's recommendation to rehire or not to rehire to the Superintendent. The Superintendent will review the recommendation and the record of evidence, and will make his/her final recommendation to the Board of Education.

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Archive #5 - Letter of Transmittal, April 19, 2002

Background, Membership & Timeline

The Career in Teaching Committee empowered a Design Team on January 23, 2002, to develop a proposal for the role of the principal/site administrator and of the coach in the summative assessment of first year teachers participating in the San Francisco Induction Program. The proposal was intended to address the concerns of Superintendent Ackerman, the United Administrators of San Francisco, and the United Educators of San Francisco.

The Design Team developed this proposal and submitted it for approval to the SFUSD, UASF, and UESF. It has been approved by all parties.

Evaluation Design Team: Kevin Truitt, UASF; Tom Fell, UASF; Kent Mitchell, UESF; Tim Tindol. PAR Lead Coach; Helen Joe-Lew, Multilingual Programs; Kristine Parker, Office of Teacher Affairs; and Brad Stam, Office of Teacher Affairs.

Career in Teaching Committee: Jeannie Pon, Hoover, MS; Helen Joe-Lew, Multilingual Programs; Kent Mitchell, UESF; Tim Tindol. PAR Lead Coach; Diane Doe, PAR Coach; Debra Eslava-Burton, PAR Coach; Chris Hiroshima, ISO; Jolie Wineroth, Human Resources; Kristine Parker, Office of Teacher Affairs; and Brad Stam, Office of Teacher Affairs.

Date of Proposal Discussions by Career In Teaching Committee: March 18th, 2002

Date of Proposal to negotiations: April 18, 2002

Note: This proposal does not include a detailed description of the coach's activities. Its purpose is to clearly define the role of the principal/site administrator, in order to address and resolve concerns articulated by UASF, the Superintendent and UESF. A detailed description of the coach's role can be found in Article 41, Peer Assistance and Review, of the UESF Teachers Contract. A detailed calendar of activities is in the process of being completed.

Archive #6 - May 1, 1997 Tentative Agreement

Outline of Tentative Agreement to Reduce the Need For Reconstitution

The Superintendent of the San Francisco Unified School District and the President of the United Educators of San Francisco have met to discuss our mutual commitment to improving teaching and learning in the schools of San Francisco and creating alternatives which are intended to lead to the elimination of the need for reconstitution. We have reached preliminary conceptual agreement on an action plan that would include the following components:

I. Two Year Interim Plan (new Comprehensive School Improvement Plan [CSIP])

- A. Identification of low-performing schools by mutually agreed upon standards
- B. Notification to the educational community at such sites of the need to adopt a plan for improvement approved by the district:
  1. Developed by the site, and
  2. On a research-based model of success
- C. Adoption of plan by the site educational community by an established percentage, (super majority)
- D. Opportunity for staff to sign-on (individually) indicating endorsement and plan for implementation
- E. Voluntary transfer for those who do not sign-on to agreement
- F. Monitoring process of implementation of the site plan
- G. Involuntary transfer process for staff deemed not to be implementing or undermining the site plan
  1. it would be a site decision involving stakeholders
  2. there must be an appeal process

II. Comprehensive long-range plan to be developed during two-year interim period

III. Peer Assistance and Review (e.g. Columbus, Poway, Cincinnati, Toledo) with parent component

IV. A timeline for fleshing out and implementing these steps (meeting no later than May 10)

V. Mutually selected ombudsperson for Mission High School

VI. No provision of be current collective bargaining agreement between be UESF and be District shall be used as an impediment to interfere with the implementation of the provisions contained herein.

These preliminary components are subject to discourse, dialogue, review, modification involving the educational community stakeholders (i.e., parties to Consent Decree, federal judge overseeing Consent Decree, elected Board of Education officials, and 2nd District PTA).

We will meet again no later than May 10 before any further reconstitution is recommended for the 1996-7 school year

Waldemar Rojas, Superintendent San Francisco Unified School District May 1, 1997	Joan-Marie Shelley, President United Educators of San Francisco

Archive #7 - Side Letter Agreement -Potential Uses of Parcel Tax Revenues Subcommittee

The San Francisco Unified School District ("District") and the United Educators of San Francisco ("UESF") agree to form a subcommittee composed of 5 members appointed by the Union and 5 members appointed by the District. The subcommittee shall develop recommendations regarding potential uses of parcel tax revenues for matters that are "subject to negotiations." Examples may include compensation, benefits or other items that will improve the District's ability to have effective, highly qualified staff and greatly improve retention. Areas for the subcommittee to explore may include, but are not limited to, the following areas:

1. Comparability and competitiveness of compensation;
2. Shortage areas and hard to staff schools;
3. Recognition of continuing education efforts and professional development.

The committee will be formed immediately and will make recommendations to the UESF President and Interim Superintendent no later than May 1, 2006.

UESF
Dennis Kelly – signed
Dated: 7 March 2007

DISTRICT
Tom Ruiz – signed
Dated: 3/7/06