

**Tentative Final Agreement between TAL (Teachers Association of Lancaster)
and the Lancaster School District for 2015-2016 and 2016-2017
May 13, 2016**

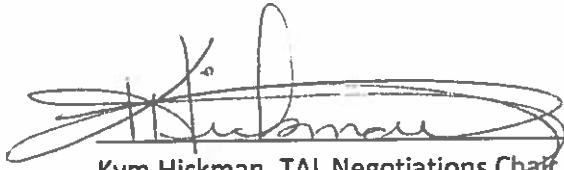
- 5.5% salary increase retroactive to July 1, 2015, for bargaining unit members active on May 13, 2016.
- No change in benefits for the 2015-2016 and 2016-2017 school years.
- Effective July 1, 2016, an additional 1.5% salary increase will be provided.
- No later than December 5, 2016, an additional 1% one-time, off-schedule bonus will be paid to all bargaining unit members.
- Effective July 1, 2016, create a new F15 step which will be 2.26% more than the current F14 step.
- Effective July 1, 2016, eliminate Class A on the Salary Schedule and Class B will be defined as teachers with a bachelor's degree. No changes will be made to Class C, Class D, Class E, or Class F. Classes will be re-lettered A – E accordingly.
- Effective July 1, 2016, new hires will be allowed up to 13 years of approved teaching experience for placement on the salary schedule. Any current Lancaster School District teacher and counselor who would benefit from this change will be placed on the appropriate salary schedule step, not to exceed step F14.
- Agreed to counselor salary schedule and work calendar.
- Agree to revised job description for PAR/TSI and Site Instructional Coach and new job description for District Instructional Coach – Technology Integration, Alternative Education Short Term/Long Term, and Children Using Behavioral Strategies (CUBS) Teacher. Also reviewed and approved all current teacher job descriptions.
- Agreed on the 2017-2018 Student Calendar and 2016-2017 and 2017-2018 work calendars.
- Agreed to develop a calendar for the 2018-2019 school year during the 2016-2017 school year, to allow early notification to staff, students, and families.
- Beginning July 1, 2016, contract language was amended as follows:
 - Article III
 - 13.3, 14.3.3, and 14.3.4. Remove underlining.
 - 14.2.2 Change percentage to discuss contract variance from 90% to 70%.
 - Article VIII
 - 1.8 Delete "savings bonds" and modify list to include only Schools First Credit Union and California Teachers Association Credit Union.
 - Article IX
 - 1.1 and 1.1.1 Add "TK" to Grades K-3 for class size.

- 2.0, 2.1 and 3.0 Delete current language
 - 2.0 New language: "Ninety (90) minutes of para-educator assistance will be provided to TK/K and Kindergarten/First grade combination classrooms beginning with the 2016-2017 school year."
 - 3.0 New language, "Beginning on the first student day of the school year, ninety (90) minutes of para-educator assistance will be provided to non-combination Kindergarten and TK classrooms for the first twelve (12) student days of the school year. If a new Kindergarten or TK classroom is begun before the fifth (5th) student day, the teacher will receive the balance of the twelve (12) days."
 - 4.0 Change heading from "Excessive Enrollment" to "Supplemental Enrollment Support".
 - 4.1 Delete "excessive" and modify as follows:
 - TK/Full Day Kindergarten ~~33-35~~ 31-33 pupils = 3 hours
36 34 or more pupils = 6 hours
 - Grades 1 – 3 ~~33-35~~ 31-33 pupils = 3 hours
36 34 or more pupils = 6 hours
 - 4.2 Replace "regular" with "general education", take hyphen out of mainstreamed, and delete, ""Roll sheets of the receiving regular teacher will reflect mainstreamed student's name and amount of class time to be mainstreamed."
 - 4.3 New language, add, "RSP – Third Additional 3 hr. para: 37" and correct run-on first sentence.
- Article X
 - 11.0 Fix grammar, add "be" to "...which will be comprised of..."
 - 13.0 Delete current language
 - 13.1 Delete current language and relocate modified language to Article XX, 7.11
 - Article XI
 - 6.0 Revise language to read, "...for their longer work day (six hours fifty-five minutes with an additional forty-five minute lunch).
 - 7.0 Revise language to read, "...longer work day (seven hours five minutes with an additional forty-five minute lunch.)
 - 8.0 New language, "Licensed Speech/Language Pathologists who work on the Appendix A-4 Salary schedule will work a six hour fifty-five minute work day with an additional forty-five minute lunch".
 - 9.0 New language, "Counselors work an eight hour day with an additional forty-five minute lunch."

- Article XVI
 - 2.1 Revise language to read, "All open positions at a site will be emailed to the work email of the teachers at the site and posted at the site for three (3) days unless all teachers have been contacted. The position will be filled according to the criteria listed in 3.0 of this article.
 - 2.1.1 Add new language, "All extra pay assignments will be similarly posted annually.
 - 2.2 Revise language to read, "All district-wide certificated vacancies will be posted for five (5) days on the District Website, www.lanccsd.org. There will be no other posting locations. Unit members wishing to transfer are required to notify Human Resources Services, in writing, prior to the close of the posting.
 - 2.5 New language, "Open Counselor and Speech/Language Pathology positions will be posted internally and externally simultaneously and these positions do not fall under transfer eligibility."
 - Correct typo changing current 5.3.1 to 4.3.1.
- Article XX
 - 4.0 Revised language to read, "...Beginning with the fifteenth (15th) year of service in the Lancaster School District..."
 - 7.2 Change dollar amount from \$27.50 to \$35.00 per hour.
 - 7.3 Change dollar amount from \$35 to \$40.00 per hour.
 - 7.8 Change dollar amount from \$27.50 to \$35.00 per hour and \$100 per day to \$200 per day.
 - 7.9 Revise language to read: "Bargaining unit members employed by the District will be paid the following amounts for extra work:
SST Chair = \$3,000, AVID Coordinator = \$2,000, EL Chair = \$1,500, GATE Chair = \$1,000, Assessment Chair = \$1,500, PBIS Chair = \$1,000, PBIS Committee Member (not to exceed seven (7) members per school) = \$300. One half of the pay will be issued in January and the remaining half paid in July.
 - 7.10 Change dollar amount to \$500 per team.
 - 7.11 Relocated from Article 10, "Special Education Extended School Year Teachers will be paid \$35.00 per hour for 3 hours per day.
 - 9.2.1 Change \$27.50 to \$35.00 and \$2,500 to \$3,185.
- Article XXI
 - 1.1.3 Revise language to read, "... An eligible employee is defined as an active member of the bargaining unit regardless of hours worked."
- Article XXVII

- Approved revised PAR/BTSA job description.
- Article XXX
 - 1.0 This agreement will be in effect from July 1, 2015 – June 30, 2018
- MOUs – Sunset all current MOUs except “Modification to P.M. Recess for TK/Kindergarten – Third Grade” which will be renewed for the 2016-017 school year.
 - Agreed to new MOU on Community Day School Teacher for 2016-2017 school year.
- Appendix A – Add Counselor Salary Schedule and revise salary schedules to reflect increases in 2015-2016 and 2016-2017. Delete “ES” (Early Start) from A-2 Salary Schedule.
- Appendix B – Add Counselor Evaluation Instrument
- Appendix C
 - 8.0 Revise language to read, “CATASTROPHIC LEAVE BANK: A program offering assistance to unit members who are facing a catastrophic medical situation for themselves or the member’s spouse, designated domestic partner or dependent child which requires extensive absences with the expectation of the member returning to work.”
 - 8.2.1 Revise language to read, “All unit members of TAL on active duty...”
 - 8.2.3 Revise language to read, “Unit members will be permitted to join the bank upon being hired by the Lancaster School District. Existing unit members who wish to join will only be permitted to do so during open enrollment periods as outlined in 8.2.6.
 - 8.2.6 Revise language to read, “Contributions may be made between July 1 and October 1 of each school year. New hires will be permitted to contribute within thirty (30) calendar days of beginning work. The District shall supply enrollment forms for the Catastrophic Leave Bank to all new unit members. The Association may conduct a drive in January and/or February annually to encourage membership in the Catastrophic Leave Bank. Such additional membership/contributions shall be added in January or February annually.
 - 8.3.1 Revise language to read, “...or dependent child for over ten (10) consecutive days...” Change last sentence from five (5) to ten (10) consecutive duty days.”
 - 8.3.4 Revise language to change last sentence from five (5) to ten (10) duty days.
 - 8.3.6 Revise language to add, “Extensions may be granted in units of no more than 20 work days.”


- 8.3.7 Revise language to read, "...and the probable length of absence from work, and the specific reason why the member cannot perform the duties of his/her job.
 - 8.3.8 Revise language to read, "...The committee will require a medical review..." and correct grammar by inserting "from" in the fourth sentence.
- Both parties agree that, upon ratification, the current contract language will remain status quo for a period of two years, from July 1, 2015 until June 30, 2017. There will be no reopener negotiations for the 2016-2017 school year and neither party will reopen any portion of the contract for 2016-2017. This suspends Article XXX, 2.0, until July 1, 2017.



 Kym Hickman, TAL Negotiations Chair


5.13.16

 Date



 Gina Whipple
 T.A.L. President

Date: 5/13/16



 Lexy Conte, Assistant Superintendent HRS

May 13, 2016

 Date

 Dr. Michele Bowers
 Superintendent

Date: _____

Memorandum of Understanding
For Staffing of Fulton and Alsbury Academy of Arts and Engineering
February 5, 2016

The purpose of this agreement is to provide direction in the filling of teaching positions created by the opening of Fulton and Alsbury Academy of Arts and Engineering.

1. District is to identify the number of positions to be staffed at the new school.
 - a. grade level (6, 7, 8)
 - b. subject area
2. Current 6, 7, 8 grade teachers at affected schools may:
 - a. choose to go to the new school
 - b. choose an open position at their site
 - c. volunteer to be displaced to another site
3. Growth positions at the new school will be made available in the following order:
 - a. teachers assigned to Fulton and Alsbury Academy of Arts and Engineering will have first opportunity to move into growth positions and will be required to have appropriate credentials and training for the new positions
 - b. open positions will be flown district-wide with appropriate credentials and required pre-service training
 - c. the unfilled open positions will be flown outside of the district
4. Teachers choosing to be displaced will be reassigned according to contract language. (Article XVI)
5. The TAL president or designee will participate in meetings with current Discovery and Lincoln STEM teachers in which assignments for Fulton & Alsbury are determined. Should there be openings that require an interview, the TAL President or designee will participate in those interviews.

Date: 2/8/16

By: Dr. Michele Bowers
Dr. Michele Bowers
Superintendent
Lancaster School District

By: Lexy Conte
Lexy Conte
Deputy Supt. Of Human Resources
Lancaster School District

By: Gina Whipple 2/5/16
Gina Whipple
President
Teacher's Association of Lancaster

By: Kym Hickman
Kym Hickman
Negotiations Chairperson
Lancaster School District

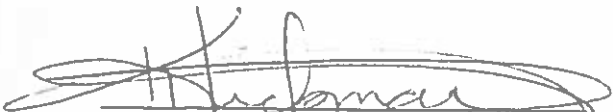
MEMORANDUM OF UNDERSTANDING
BETWEEN THE LANCASTER SCHOOL DISTRICT AND THE CALIFORNIA
TEACHERS ASSOCIATION OF LANCASTER

May 13, 2016


FOR THE COMMUNITY DAY SCHOOL TEACHER
2016-2017

The Lancaster School District and the Teachers' Association of Lancaster have agreed to the following arrangement for Community Day School Teachers at Crossroads for the 2016-2017 school year:

1. Community Day School Teachers at Crossroads (excluding LAVA and Home Education) will provide a 360 minute instructional day for students, for every student day in the 2016-2017 school year. This time excludes passing periods, lunch, and any other scheduled breaks. There will be no minimum days for the Community Day School Crossroads teachers and students. Community Day School Teachers at Crossroads will participate in the same 2 hours per week PLC/PD/Planning/Meetings as all other Lancaster School District Teachers either one hour on two days a week or two hours on one day a week, as mutually agreed upon between teachers and their administrator.
2. Given the program design, classroom teachers, excluding special education positions, must have a multiple subjects credential. Staffing will be limited to 4 general education positions, creating a displacement of 2 current teachers. Displacement will be conducted according to current contract language.
3. Community Day School Teachers at Crossroads will be placed on the A-2 Salary Schedule to compensate for the longer work day.
4. This MOU will sunset at the end of the 2016-2017 school year unless otherwise negotiated.


Kym Hickman, TAL Negotiations Chair
5.13.16

Date


Gina Whipple
T.A.L. President

Date: 5/13/16


Lexy Conde, Assistant Superintendent HRS

Date

May 13, 2016
Dr. Michele Bowers
Superintendent

Date:

**LANCASTER SCHOOL DISTRICT
SCHOOL COUNSELOR SALARY SCHEDULE
2015/2016**

192 Work Days (Does not reflect negotiated salary increase for 15/16 and 16/17) effective 7/1/14

Years of Service	Salary
1	59,534
2	62,511
3	65,636
4	68,918
5	72,364
6	75,982
10	79,781
15	83,770

Beginning with the fifteenth (15th) year of service in the Lancaster School District, longevity increments will be added in the following amounts:

15 years	\$2,000
20 years	Additional \$2,000
25 years	Additional \$2,000
30 years	Additional \$2,000
35 years	Additional \$2,000
40 years	Additional \$1,234

This increase shall be applied only to stipends and allowances calculated on the basis of basic salary.

The district pays an annual district contribution equivalent to a 1% salary increase that funds the teacher's medigap retirement benefit. This contribution is in addition to the salaries on this schedule.

**LANCASTER SCHOOL DISTRICT
2016-2017 WORK CALENDAR
School Counselors - 192 days**

JULY (3)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST (23)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER (21)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER (21)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER (16)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER (12)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY (16)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY (18)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH (13)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL (20)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY (22)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE (7)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

 Work Day
 Holiday

 Non Work Days
 First/Last Day of School

Lancaster School District
NON-INSTRUCTIONAL CERTIFICATED EMPLOYEE EVALUATION
SCHOOL COUNSELOR

Employee: _____ Assignment(s): _____
 School: _____ Date: _____

E- Exceeds Expectations M- Meets Expectations N- Needs to Improve U- Unsatisfactory

Any N should be supported with documentation
 Any U must be supported with documentation
 Any U requires an Improvement Plan

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------|---|
| E | M | N | U | 1.0 | ENGAGES AND SUPPORTS ALL STUDENTS N/A <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.1 | Acts as an advocate for students and provides resources to respond to students' diverse needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.2 | Supports the overall vision and mission of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.3 | Encourages students to utilize resources to resolve personal and social problems which affect learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.4 | Assists the District and school site in providing a comprehensive counseling program support system for students. |

Comments: (Any E, N, or U requires specific supporting comments by the evaluator)

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------|---|
| E | M | N | U | 2.0 | SUPPORTS EFFECTIVE ENVIRONMENTS FOR ALL STUDENTS N/A <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.1 | Assists in establishing a climate that promotes fairness, respect, and responsibility. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.2 | Demonstrates organizational skills and efficiency. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.3 | Consults and collaborates with parents, students, teachers, and/or other staff to support student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.4 | Demonstrates the ability to work effectively as a team member. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.5 | Works cooperatively with parents by serving as a liaison between outside agencies and school community. |

Comments: (Any E, N, or U requires specific supporting comments by the evaluator)

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------|--|
| E | M | N | U | 3.0 | DESIGNS SUPPORT SERVICES FOR ALL STUDENTS N/A <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.1 | Increases awareness of secondary and post-secondary options including work and college. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.2 | Meets deadlines and attends scheduled meetings. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.3 | Participates in SSTs, IEPs, 504 meetings, preventative programs, and other student conferences as appropriate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.4 | Maintains appropriate documentation on students. |

Comments: (Any E, N, or U requires specific supporting comments by the evaluator)

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------|---|
| E | M | N | U | 4.0 | ASSESES STUDENT LEARNING N/A <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.1 | Guides students in developing educational goals and programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.2 | Collaboratively recommends and arranges referrals, placement, and services for students as appropriate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.3 | Effectively communicates with students, families, and staff about student progress. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.4 | Evaluates the effectiveness of current and past programs/interventions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.5 | Reviews, analyzes, and interprets information from student files to support educational goals and progress. |

Comments: (Any E, N, or U requires specific supporting comments by the evaluator)

E	M	N	U	5.0	DEVELOPS AS A PROFESSIONAL EDUCATOR	N/A <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.1	Reflects, plans, and establishes professional goals.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.2	Works with colleagues to improve professional practices.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.3	Takes part in professional development activities to enhance effectiveness and skills.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.4	Adheres to District/school policies, rules, and curricular/content standards.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.5	Adheres to federal and state rules and regulations.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.6	Accepts and fulfills duties and responsibilities which includes assisting the site administrator in a timely and effective manner.	

Comments: (Any E, N, or U requires specific supporting comments by the evaluator)

E	M	N	U	6.0	DEMONSTRATES COUNSELING SKILLS	N/A <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.1	Provides individual and group counseling services for students—small and large	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.2	Assesses the learning and social-emotional needs of students identified at-risk using a variety of resources and methods, and develops plans to address those needs.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.3	Effectively develops, implements, and supports academic and behavioral interventions.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.4	Collaborates with colleagues and makes data-based decisions to facilitate positive student outcomes, for students who have social-emotional, behavioral, and/or academic needs.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.5	Develops, coordinates, and supervises programs and activities which focus on creating a positive school culture to improve student, family, and community engagement; builds positive adult-student relationships; and assures school safety.	

Comments: (Any E, N, or U requires specific supporting comments by the evaluator)

E	M	N	U	7.0	EXHIBITS PROFESSIONAL PERSONAL CHARACTERISTICS	N/A <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.1	Demonstrates concern and respect for all by listening and communicating effectively to staff members.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.2	Uses good judgment, common sense, and the ability to utilize constructive criticism.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.3	Demonstrates dependability, initiative, and resourcefulness.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.4	Presents a professional demeanor and meets difficult situations with appropriate self-control.	

Comments: (Any E, N, or U requires specific supporting comments by the evaluator)

Additional pages attached: Yes No

Satisfactory overall evaluation

Recommended for continued service

Recommended for continued service, but improvement needed

Not recommended for continued service

This evaluation has been discussed with me in conference with the evaluator. My signature acknowledges receipt of this document and does not necessarily indicate agreement with the summative evaluation. I understand that I may, within ten (10) working days of my signature, submit a written response, which will be attached to this evaluation.

Signature of Employee: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Employee Response Attached: Yes No

Lancaster School District

English Learner Site Chair

Description of Duties

Role

The English Learner Site Chair will support the site staff in providing support for English Learners to reach English Learner Proficiency and academic achievement of grade level Common Core State Standards

Responsibilities

- Development and coordination of site EL program; classroom placement; program enrollment; project coordination; materials/curriculum development; professional development, etc.
- Schedule and oversee CELDT
- Ensure all English Learners are properly placed in SEI or ELM classes
- Support classroom teacher with implementation of EL strategies (GLAD, SADAIE, TPR, etc.)
- Develop agendas and facilitate monthly ELAC meetings
- Attend District EL Site Chair meetings (monthly)
- Attend District DELAC meetings
- Work with site Bilingual Para-educators to complete mandatory paperwork (Initial Language Assessment, Parent Notification, CELDT)
- Provide school/District with EL student progress and program implementation data
- Parent Education
- Student Activities/Events/Small groups
- Performs other related duties as assigned

Rate of Compensation

Amount: \$1,500 annually

Payment: One half of the pay will be issued in January and the remaining half will be paid in July.

Lancaster School District

GATE Site Chair

Description of Duties

Role

The GATE Site Chair will support the site staff in providing differentiated services to gifted learners in regular educational classroom settings, as well as specialized programs.

Responsibilities

- Development and coordination of site GATE program; classroom placement; program enrollment; project coordination; materials/curriculum development; professional development, etc.
- Communicate GATE identification criteria
- Correspondence regarding GATE testing (parents, students, teachers)
- GATE testing
- Scoring of GATE tests
- Notification of GATE placement
- IGP development; Teacher, parent, student meetings – initial and annual
- GATE data recording and reporting (CIA)
- District GATE Site Chair meeting (monthly)
- GATE info Family Night (annual)
- Performs other related duties as assigned

Rate of Compensation

Amount: \$1,000 annually

Payment: One half of the pay will be issued in January and the remaining half will be paid in July.

Lancaster School District

Student Study Site Chair

Description of Duties

Role

The Student Study Site Chair will support the site staff in providing and monitoring effective intervention strategies to support struggling students.

Responsibilities

- Coordinate training and implementation of SST Online
- Provide support to teachers regarding intervention strategies
- Monitor SST process including level 1, 2, 3 meetings
- Monitor student SST status, documenting referrals, intervention, progress
- Provide District/site with student data as necessary
- Attend District Student Study Site Chair meetings
- Performs other related duties as assigned

Rate of Compensation

Amount: \$3,000 annually

Payment: One half of the pay will be issued in January and the remaining half will be paid in July.

Middle School Athletic Coach

Description of Duties

Role

The Coach may coach one or more sport teams in the Tri-District League during the school year. The coach must be familiar with the rules and regulations of the sport(s) and will be responsible for helping each participating student achieve the highest possible level of skill and appreciation for the sport(s), values of discipline and sportsmanship, and an increased level of self-esteem. The coach must have the required first aid/CPR certification. The cost of the certification through a district approved vendor will be reimbursed by the district.

Responsibilities

- Coaches individual participants in the skills necessary for excellent achievement in the sport involved
- Plans and schedules a regular program of practice during the season
- Works closely with the site principal and other District coaches and principals, as well as other area coaches, in scheduling interscholastic contests
- Works closely with site and/or District leadership teams to establish student eligibility
- Knowledge and completion/submission of appropriate District required forms (Activity Participation Form, Parent Permission Form, Field Trip Request, etc.)
- Enforces discipline and sportsmanlike behavior at all times
- Assists in the provisions of upkeep and maintenance of athletic facilities
- Supervises students at all practices and other sporting events until released to approved adult
- Establishes and maintains a professional working relationship with all other coaches and players
- Keeps abreast of current trends and changes of rules and regulations
- Performs other related duties as assigned

Rate of Compensation

Flat Amount: \$500 per team coached (not to exceed 15 coaches per school year)

Payment: Total stipend amount to be paid after duties/responsibilities have been completed for the season, and requisite paperwork has been submitted to Payroll.

Lancaster School District

AVID SITE (Chair)

Description of Duties

Role

The AVID Site Chair will model, facilitate, engage and support site staff in schoolwide implementation of AVID strategies.

Responsibilities

- Supports development of AVID site team plan
- Supports implementation of site AVID strategies
- Attends regularly scheduled (monthly) district level meetings
- Monitors Site AVID assessments (ISS and CSS), prepare and submit data reports
- Coordinates schedule/training of site AVID tutors
- Schedules site Team meetings
- Assists with site team member AVID contracts
- Acts as liaison between site team, Administration and Director of Special Programs
- Performs other related duties as assigned

Rate of Compensation

Amount: \$2,000 annually

Payment: One half of the pay will be issued in January and the remaining half will be paid in July

PBIS Site Coach (Chair)

Description of Duties

Role

The PBIS Site Coach (Chair) will support the site staff in implementing PBIS strategies with fidelity.

Responsibilities

- Works to ensure that PBIS is implemented with fidelity at the school site
- Attends and participates in PBIS trainings and professional development sponsored by LACOE and/or the Lancaster School District
- Communicates with District PBIS Coaches
- Recognizes, supports, and uses effective team meeting processes
- Ensures equal distribution of roles and responsibilities in school PBIS teams
- Assists in data collection/analysis and evaluations
- Assists with process for on-going problem solving in site PBIS implementation
- Assists in communication with administrators, families, students, staff, community members
- Attends and participates in school based PBIS Team meetings and ensures team meets regularly
- Attends and participates in monthly Coaches Meetings
- Assists with PBIS data collection in school (e.g.: walk-through tool and academic data)
- Ensures expectations are taught, reinforced, and monitored at the school-wide level
- Coordinates school celebrations/boosters
- Facilitates monthly Tier 1/Universal Team meetings, including creating an agenda and minutes
- Communicates PBIS activities and/or SWIS data at staff meetings
- Coordinates the completion of assessments and creates Action Plans to strengthen PBIS implantation for all Tiers (e.g.: Tiered Fidelity Inventory, Self-Assessment Survey, etc.)
- Disaggregates data and leads teams in activities to examine hypotheses
- Communicates with parent groups
- Networks with other site coaches, district coaches and LACOE coordinators
- Performs other related duties as assigned

Rate of Compensation

Amount: \$1,000 annually

Payment: One half of the pay will be issued in January and the remaining half will be paid in July

PBIS Site Team Member

Description of Duties

Role

The PBIS Site Team Member will provide support to site staff members in implementing PBIS strategies schoolwide.

Responsibilities

- Works to ensure that PBIS is implemented with fidelity at the school site
- Attends and participates in PBIS trainings and professional development sponsored by LACOE and/or the Lancaster School District
- Recognizes, supports, and uses effective team meeting processes
- Assists in data collection/analysis and evaluations
- Assists with process for on-going problem solving in site PBIS implementation
- Attends and participates in school based PBIS Team meetings and ensures team meets regularly
- Ensures expectations are taught, reinforced, and monitored at the school-wide level
- Coordinates school celebrations/boosters
- Communicates regarding PBIS activities and/or SWIS data at staff meetings
- Disaggregates data & leads teams in activities to examine hypotheses
- Attends monthly meetings
- Performs other related duties as assigned

Rate of Compensation

Amount: \$300 (up to 7 per site)

Payment: One half of the pay will be issued in January and the remaining half will be paid in July

Lancaster School District

Assessment Site Chair

Description of Duties

Role

The Assessment Site Chair will support the site staff in the preparation, planning, scheduling, administration and analysis of state and local assessments.

Responsibilities

- Works collaboratively with district and site to facilitate/participate in development/selection of local assessments
- Works collaboratively with site staff and administration in establishing assessment schedules and related procedures
- Attends regular District Site Assessment Chair meetings
- Provides support to site teachers in creating reports and analyzing assessment data for PLC's
- Assists site staff in communicating to parent and community members about state and local assessments
- Supports site teachers in prep and administration
- Performs other related duties as assigned

Rate of Compensation

Amount: \$1,500 annually

Payment: One half of the pay will be issued in January and the remaining half will be paid in July.

**Job Title: PEER ASSISTANCE/PEER REVIEW (PAR) PROGRAM/TEACHER
SUPPORT AND INDUCTION PAR/TSI CONSULTANT**

Definition:

The PAR/TSI Consultant is a teacher on special assignment who provides assistance to participating teachers pursuant to the Peer Assistance/Peer Review program as well as state authorized programs for teachers new to the teaching profession, including Induction and Intern. The qualifications for the consulting Teacher shall be set forth in the Rules and Procedures.

Major Duties and Responsibilities

1. Peer Assistance/Review encourages a cooperative relationship between the Consulting Teacher, principal, support provider and participating teacher. The Consulting Teacher will meet with the evaluator to review and discuss the basis for referral to the Peer Assistance/Peer Review program.
2. Each teacher participating in the PAR program shall receive no less than 12 hours of direct assistance per quarter from the Consulting Teacher. The Consulting Teacher shall assist participating teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the participating teacher.
3. Meet with each referred participating teacher to discuss the Peer Assistance/Peer Review program, to establish mutually agreed upon steps to meet the performance goals, develop the assistance plan, and develop a process for determining completion of the Peer Assistance/Peer Review program.
4. Monitor the progress of PAR participants and provide constructive feedback to the participating teacher for discussion and review.
5. Continue to provide assistance to PAR participants until the evaluator concludes that the teaching performance of the participating teacher is satisfactory as evidenced in the final evaluation.
6. Provide program coordination and oversight for all aspects of the new teacher programs.
7. Attend all trainings necessary to acquire the knowledge, skills and abilities to conduct the new teacher programs.
8. Perform all tasks necessary to fully implement the new teacher programs.
9. Plan and conduct staff development for teachers who qualify for and will participate in the new teacher programs as well as for teachers providing support, such as Induction Support Providers and Intern Coaches.
10. Attend all meetings connected to the operation of the new teacher programs, including, but not limited to, the meetings and trainings conducted by LSD and the State of California's Induction and Intern programs.
11. Complete all reports, and other documents, required by the new teacher programs.
12. Act as a support provider for teachers participating in the new teacher programs.
13. Other duties as assigned.

Minimum Qualifications

- Be a credentialed classroom teacher with permanent status and a minimum of ten (10) yrs experience with five (5) or more in the Lancaster School District including the current year
- Have recent experience as a full time classroom instructor within the previous 2 yrs
- Shall demonstrate exemplary teaching ability, including: effective communication skills both orally and in writing, subject matter knowledge, and mastery of range of teaching strategies necessary to meet the needs of pupils in different contexts

Board Approved:

Job Title: PEER ASSISTANCE/PEER REVIEW (PAR) PROGRAM/TEACHER SUPPORT AND INDUCTION PAR/TSI CONSULTANT

- Have ability to work cooperatively and effectively with others; both peers and administration
- Be expected to work before school, after school, and during lunch hours, as well as evenings and weekends as program requires
- Have an understanding of the California Standards for the Teaching Profession
- Be expected to attend advanced education training that is required to further their education and skills
- Recent experience as a full time classroom teacher

Desirable Qualifications

- A commitment to excellence and getting the job done
- The ability to effectively lead others
- The ability to balance time commitments and responsibilities
- Knowledge of the process or the willingness to attend current California Formative Assessment training
- A willingness to engage in a wide range of trainings
- Knowledge of Mentoring Matters and /or Learning Focused Supervision

Physical Requirements and Working Conditions:

- Requires vision (which may be corrected) to read small print
- Requires mobility to stand, stoop, reach, and bend
- Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Is subject to inside and outside environmental conditions
- Required to have Livescan fingerprinting completed and cleared prior to beginning work
- Must have a valid California driver's license and be insurable
- Utilizes own vehicle for transportation as needed

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 - 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 - 6 HPD)
Sitting		X	
Standing		X	
Walking		X	
Bending (neck)	X		
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		

Board Approved:

**Job Title: PEER ASSISTANCE/PEER REVIEW (PAR) PROGRAM/TEACHER
SUPPORT AND INDUCTION PAR/TSI CONSULTANT**

Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		

	Lifting			Carrying		
	Rarely (0 - 1.5HPD)	Occasionally (1.5 - 3 HPD)	Frequently (3 - 6 HPD)	Rarely (0 - 1.5HPD)	Occasionally (1.5 - 3 HPD)	Frequently (3 - 6 HPD)
0 - 10 lbs.		X			X	
11 - 25 lbs.	X			X		
26 - 50 lbs.	X			X		
51 - 75 lbs.	X			X		

Mental Demands:	Rarely (0 - 1.5 HPD)	Occasionally (1.5 - 3 HPD)	Frequently (3 - 6 HPD)
Problem Solve		X	
Make Decisions		X	
Supervise	X		
Interpret Data	X		
Organize		X	
Write	X		
Plan		X	
Multi-Task		X	

Equipment Use:	Rarely (0 - 1.5 HPD)	Occasionally (1.5 - 3 HPD)	Frequently (3 - 6 HPD)
Telephone	X		
Copier	X		
Computer		X	
FAX Machine	X		
RADIO	X		

Board Approved: