



BOARD OF EDUCATION WORKSHOP

February 23, 2023

4:00PM - 5:30PM

Access to all Board of Education Agendas and additional information can be found at:
www.srvusd.net/About-Us/Board-of-Education/Agendas-and-Minutes

Rachel Hurd, President
Laura Bratt, Vice President
Shelley Clark, Clerk

Susanna Ordway, Member
Jesse vanZee, Member
Anya Ayyappan, Student Board Member

Welcome to the San Ramon Valley Unified School District Board of Education Workshop. Your interest in our schools is greatly appreciated.

Members of the public who wish to submit public comment, may do so in one of two ways. Because this is a special meeting of the Board, public comment will not be allowed on any item not on the agenda.

1. Attend the meeting and complete a Public Comment Card. Give the card to Cindy Fischer and you will be called to the podium to present your comments in person.
2. Email your comments to publiccomments@srvusd.net. Emails will be automatically forwarded to each board member and will be entered into the official minutes.
 - a. Public comments received from the time the agenda is posted through the end of the meeting, will be included in the minutes.
 - b. Public comments received 4 hours or less prior to the start of the meeting will be included in the minutes, but may not be read by all Board Members prior to the meeting.
 - c. No email attachments will be accepted with electronically submitted public comment.
 - d. Email addresses will not be included in the public record in order to protect the privacy of commenters.

By law, board members can only discuss items that appear on the agenda. For individuals who wish to speak with board members in depth about an issue, contacting board members on an individual basis is recommended, although individual board members have no legal authority to make decisions without consideration by the whole board.

All public comments during the meeting will be limited to three minutes.

In compliance with Brown Act regulations, this agenda was posted 24 hours before the noted meeting. Cindy Fischer, Executive Assistant

BOARD OF EDUCATION WORKSHOP

1.0 Call to Order

2.0 Pledge of Allegiance / Attendance

3.0 Acceptance of Workshop Agenda

Action

4.0 Board Workshop

4.1 Human Resources Systems: A Primer on Hiring, Orientation, Employee Experience and Creating Uniformity in HR Practices Across Sites

Discussion

5.0 Public Comment on agenda items

Oral

Adjournment

DATE: February 23, 2023

**TOPIC: HUMAN RESOURCES SYSTEMS: A PRIMER ON HIRING, ORIENTATION, EMPLOYEE EXPERIENCE
AND CREATING UNIFORMITY IN HR PRACTICES ACROSS SITES**

DISCUSSION:

Section 1:

- Complaints and Investigations Training for Certificated Administrators/Classified Managers (slide deck)
- SRVUSD Complaint and Investigation Handbook
- Complaint Log

Section 2:

- FRISK Training for Certificated Administrators and Classified Managers (slide deck)
- Scenarios
- FRISK Template

Section 3:

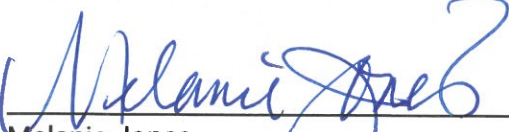
- SRVUSD Coaches Handbook
- Coach Hiring Procedures
- Volunteers, Independent Contractor/Consultant Guidelines

Section 4:

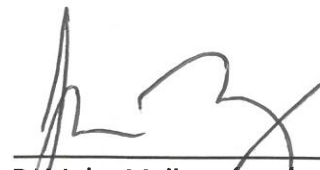
- Setting the Stage for Fair, Appropriate, Lawful and Equitable Interviews Training for Certificated Administrators (slide deck)
 - Human Resources Department Plan to Increase New Teacher Diversity to the District
 - Edjoin Application
 - Application Screening Rubric
 - SRVUSD Certificated Interview Questions
 - Interview Rubric (Teachers)
 - Reference Check Form
 - New Hire Packet
 - SRVUSD Hiring Guidelines and Checklist
-

RECOMMENDATION: Informational

BUDGET IMPLICATION: None



Melanie Jones
Executive Director, Human Resources



Dr. John Malloy
Superintendent

4.1
Item Number

Section 1

Complaints & Investigations

*San Ramon Valley Unified School District
February 2023*

Purpose of today's presentation

- Understanding different types of complaints and the legal obligations
- Elements of an appropriate investigation
- Protecting you and the District from legal action

Different Types of Complaints

- Verbal
- Written
- Formal
- Uniform Complaint
 - Williams
 - Title IX
- Complaints Against Personnel
- Complaints Concerning Instructional Materials
- Observed
- Rumored
- Informal

Actual complaint not required to trigger the District's duty to investigate. Awareness of troubling facts or events can be sufficient.

Board Policies and Administrative Regulations

- AR 1312 Complaints Concerning the Schools
- BP/AR 1312.1 Complaints Concerning District Employees
- BP/AR 1312.2 Complaints Concerning Instructional Materials
- BP/AR 1312.3 Uniform Complaint Procedures
- AR 1312.4 Williams Uniform Complaint Procedures
 - Sufficiency of instructional materials, facilities, teachers
- AR 4031 Complaints Concerning Discrimination in Employment
- BP/AR 4144, 4244, 4344 Complaints Personnel and Student specific complaints
- AR 4119.12, 4219.12, 4319.12 (personnel)
- AR 5145.71 (Students)

Chain of Command

Establish a process at your school site or office for receiving complaints

- Train staff on how to receive a complaint
- Date stamp and sign
 - This starts the timeline, and the timelines vary depending on type of complaint
- Create a file
- Enter complaint into a log
- Send a verifying memo/letter to complainant
 - Acknowledge receipt of complaint
 - Identify who will investigate or contact them for additional details.

Uniform Complaint

- *California Code of Regulations, Title 5, sections 4600-4687*
- Allegations of **unlawful discrimination**
- A violation of specific federal and state programs that use categorical funds

Williams Complaint

- Type of UCP complaint
- Areas covered
 - instructional materials
 - emergency or urgent facilities conditions that pose a threat to the health and safety of pupils
 - teacher vacancy or misassignment
 - may be filed anonymously

Title IX

- Federal law: The US Department of Education Office of Civil Rights (OCR) is the public entity that enforces Title IX.
- *No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance*
- Title IX violations can occur
 - All sponsored programs and activities
 - Off campus, non-sponsored activities
 - If there is a nexus to school
 - If there is a negative impact on the complainant's educational environment even if there is not nexus to school, such as a party or over the summer
 - Work-related contexts or environments

Responding to Title IX Sexual Harassment

- A school with **actual knowledge of (title IX) sexual harassment** in an education program or activity against a person in the United States must respond as required under the new Title IX rules.
- **ACTUAL knowledge** - To Title IX Coordinator or “official with authority”
- **ACTUAL KNOWLEDGE:**
 - SENSE
 - WITNESS
 - REPORT
- **OFFICIAL WITH AUTHORITY:**
 - TITLE IX COORDINATOR
 - ANY OTHER OFFICIALS WHO HAVE BEEN GIVEN AUTHORITY TO INSTITUTE CORRECTIVE MEASURES BY THE SCHOOL DISTRICT
 - K-12: ALL EMPLOYEES

Title IX Investigation Process*

- The new regulations add significant procedural and training requirements for processing Title IX sexual harassment complaints, and they require districts to have separate administrators trained for:
 - Title IX Coordinator
 - Investigator
 - Decisionmaker
 - Appeal Decision Maker
 - Informal Resolution Facilitator

*(*This process is currently under review by the Biden Administration)*

Sexual Harassment (Definition as of 8/14/20)

- **Unwelcome conduct** that a reasonable person would find to be, pervasive, and objectively offensive that it effectively denies a person's equal access to the school's education program or activity
- **Severe**
 - Something more than just juvenile behavior among students
 - Something more than behavior that is even antagonistic, non-consensual, and crass
 - Simple acts of teasing and name calling are not enough, even when based on sex
- **Pervasive**
 - Systemic, widespread
 - Multiple incidents—one incident is likely not enough
 - Reconciles the general principle that Title IX prohibits indifference to known harassment with the practical realities of responding to misconduct
- **Objectively Offensive**

Types of Sexual Harassment

- Quid Pro Quo
- Sexual assault
- Domestic violence
- Dating violence
- Stalking

Title IX Training Requirements

SB 1343 – Employer Harassment Prevention Training

- Requires employers to provide 2 hours of interactive sexual harassment prevention training to supervisory employees, and;
- At least one hour of interactive SH training to nonsupervisory employees.
- Must provide refresher training every 2 years.
- New hires must complete training within 30 calendar days of hire or within 100 hours worked, whichever comes first.

Title IX Investigation Requirements

1. **Investigations involving student sexual assault and harassment must be completed within 60 calendar days of initial complaint**
 - a. Extensions are available for good cause (i.e summer break)
2. **Interim measures are required** pending Title IX investigations, but are best practice for all investigations
 - a. No contact with victim
 - b. Changes to class schedules
 - c. Counseling and medical services referrals
 - d. Home studies options
 - e. Additional security, police involvement
 - f. Other creative interim measures aimed at protecting victim

Title IX Investigation Requirements

3. Interim measures to protect both the victim and the accused
4. Must begin investigation immediately

Balance between meeting obligation of Title IX laws and not interfering with a police or child abuse investigation

5. In the cases of child abuse or sexual assault, don't forget to meet the mandated reporter requirements:

- Notify Police or CPS
- File a written CPS report within 36 hours.

**Conducting
an
Investigation**

Consequences of Failure to Investigate

- Violates district policies, state and federal laws.
- Policies, guidelines, and other directives perceived as ineffective and meaningless.
- Discourages complaints.
- Allows problems or misconduct to continue.
- Negatively impacts employee morale.

Other Considerations

- Severity of alleged conduct
- Frequency of alleged conduct
- Similar complaints against accused
- Impact of alleged conduct on others
- Does your CBA have a notification requirement or timeline for notification of accused employee?
- Whether immediate action is required (i.e report to police or CPS)
- Should employee be placed on leave (consult HR)
- Is there any evidence that you need to collect or secure
 - Computers, keys, badge, video footage, etc

Media Coverage & Communicating with the Press

- As a matter of protocol media inquiries if any and all types go through the SRVUSD Communications Office
- Comms team will draft any communications to be sent for high profile issues (drugs, sex, death, etc.) and review them with you as time allows
- If a reporter contacts you or shows up on campus:
 - Notify your supervisor and the Comms team immediately
 - Provide them with contact information for the Director of Comms
 - Let them know they can't be on campus without prior permission from the Comms office, but they can stay on public property (ie they can be on the sidewalk) if they want
 - Comms will connect with media for any next steps

Know what you are investigating and develop a plan

A thorough understanding of the complaint from the onset saves time in the end.

- Take the time to save time – you don't have time to mess it up.
- If you don't have the time in the moment that you get the complaint, schedule the time asap
- If the complainant is alleging an illegal act (i.e. child abuse), **do not postpone.**

Scenarios

- Each group will be given a scenario that you will use today and in the next two sessions
 - You will develop an investigation plan
 - Outline your investigation questions
 - Develop an outline of an investigative report
 - Draft a disciplinary memo if appropriate
 - Develop next steps to alleviate the type of behavior that led to the need to investigate

Conducting initial interview with complainant

Getting the Facts:

- Get as much information as possible to fully understand the complaint/allegations/concern
- Gather background information
- Gather details, evidence, demonstrations, etc.
- Take alleged incidents in order and ask specifics about each incident:
 - When did it occur
 - How often did it occur
 - What was said or done
 - Who was present
- Anyone complainant told prior to filing complaint?
 - *Know if your investigation has been compromised from the onset*

Conducting initial interview with complainant

- Remedy sought?
- Additional information?
- Repeat significant points of interview; ask for confirmation
- No judgmental comments
- Do not insinuate blame
- Watch your own body language
- Do they have any evidence or documents to support their allegations?
 - Emails, voicemails, pictures, audio/video, computer records, etc.

Determine type of investigation required

- Determine if complaint can be handled informally or falls under a formal complaint procedure
- Appropriate investigative policy and/or procedure in accordance with the law, BP's and AR's
- ***Which policy or procedure are you using?***
 - Complaint Against Personnel
 - UCP
 - Title IX
 - Other
 - Make it known to the complainant and respondent which procedure you are using

Create an investigative plan

- List all witnessed to interview
 - Identified in complaint
 - Personal knowledge
 - Expertise
- Be flexible, list may change
- Relevant facts to be determined?
- Match up facts to verify with appropriate witness
 - Who can provide what information?
- Prepare Interview Questions
 - Subjects to cover in interview
 - Avoid leading and compound questions
 - open -ended and non-judgmental questions

Review documents before interviews

- Personnel files, site files
- Previous complaints or grievances
- Relevant policies and/or procedures
- Job descriptions
- Other sources of institutional memory

Interview Considerations

- Private office or conference room
- Come and go without raising comments or suspicion
- Remove distractions - i.e cell phones
- All interviewee easy access to exit
- Clear visual of the interviewee (so that you can assess physical reactions)

Interview Considerations Cont.

- Order of interview
 - Almost always start with the complainant or person most knowledgeable (if no complaint filed)
- Who to interview
 - Complainant, accused/respondent, & witnesses
- Take copious notes
- Recording interview with mutual agreement, check board policy,
- Union representation
- **Be unbiased, open and direct**
- No group interviews
- Interviewing students - consider age and district's practice
- Interviewing parents
- Translator if necessary

Interviewing the accused/respondent

Explain

- Process
- Although neutral, you are acting on behalf of the district
- Review each allegation
- Seriousness of each allegation
- Possibility of disciplinary action
- Confidential matter

Interviewing the accused/respondent

- Identify individual making allegation?
 - It depends - some types of complaints can be filed anonymously
- Opportunity to respond to each allegation
- Review details of each allegation - admit or deny?
- Any documentation or witnesses supporting accused employee's version
- Basis of employee's belief that others are lying
- Anything else they want to add?

Taking the 5th: *Spielbauer v. County of Santa Clara*

California Supreme Court 2/9/09

A public employer may compel an employee, by threat of discipline, to answer questions in workplace investigations; however, cannot require employee to waive 5th amendment right to subsequent criminal case.

- School cannot use respondent's silence during investigation against them in disciplinary proceeding as admission of guilt
- You may inform the respondent of the impact of withholding their side of the story.

Taking the 5th: *Lybarger v. City of LA 1985*

- Public employees have no right to refuse to answer potentially incriminating questions during workplace investigations.
- Lybarger warning notifies employee of consequences for not cooperating and that statements cannot be used in criminal proceeding. (sample in handbook)
- Should employee refuse to cooperate and is disciplined, employer has record of notice.

Union Representation

Weingarten Rule

Employee right to union representation at:

- Formal or informal grievance meetings, meetings initiated by employees to discuss terms and conditions of employment, meeting to discuss matters concerning contractual entitlements or potentially impacting terms and conditions of employment.
- As part of an investigation when an employee is required to submit a written statement
- During an interactive process meeting to determine reasonable accommodations

Union Representation Cont.

Best Practices

- Employer is not required to notify employee of Weingarten rule
- Employee is responsible for requesting union representation
- Right to representation applies only to exclusive representative & not to a friend or another union
- Notify employee in advance - either verbally or writing - of the general nature of the meeting and the matter under investigation
- When an employee requests union representation during an interview, you must stop questioning until representative arrives, or reschedule the interview.

Visit the Site of the Alleged Event

- Better image of how and where the events may have occurred
- Opportunity to confirm credibility of allegations (i.e., could other individuals have actually overheard or seen events)

Follow-up Interviews

- Review - complaint, notes, evidence
- Ambiguities? Gaps? How to reconcile?
- Make a new list of witnesses to interview
- New list of facts and questions
- Re-interview complainant and/or accused
- Allow accused or suspected employee the opportunity to respond to new allegations
- To question the complainant's motive when credibility has been put in dispute

Documentation

- Good documentation throughout the entire process is key!
 - **Evidence and facts vs opinions and assumptions**
 - Thorough notes, dated
 - Review your notes as soon as possible for thoroughness and clarity. Abbreviations won't make sense later.
 - Review your notes and physical artifacts for evidence to support or reject each allegation
 - If your findings are still inconclusive determine ways in which to confirm or reject the allegation.

Review your evidence and interview notes

- Analyze your evidence for each factual allegation
- Conclusions based on “preponderance of the evidence”
- Explain persuasiveness of evidence
- Determine witness credibility
- Determine whether there are any policy violations
- “Reasonableness” factor

Writing Your Report

See sample template in Investigation Handbook

- Date complaint received
- Name of investigator
- Names of positions or witness interviewed (if not confidential)
- Dates and locations of interviews (if relevant)
- Note all documents and evidence reviewed
- Describe the complaint and allegations investigated
- Policies and procedures used investigated (UCP, Title IX, Personnel, etc)
- Exclude irrelevant evidence
- Attach documentation/evidence

Writing Your Report Cont.

- Keep your audience in mind
 - Employee, public, legal system
- Organize logically - chronological or topical
- Make a decision
 - **Conclusions/opinions without facts are useless**
- Separate out and describe each allegation
- Recite the relevant evidence for each allegation
 - **Be direct and specific**
- Note credibility determination
- Make a factual finding regarding each allegation
 - sustained/denied/inconclusive
 - Objective facts, not legal conclusion

Writing Your Report Cont.

- Recommendations for corrective action at conclusion of report
- Do not include final disciplinary decision in report
 - Disciplinary memos are separate documents
- Have a confidential, third party review your report for clarity, objectivity, and thoroughness
- Sign and date report
- Maintain separate investigation file

Ask yourself.....

If this report ends up on the front page of the news, or in the hands of a judge- do I feel confident with my investigation, findings, and conclusion?

Corrective Action

Take corrective action as appropriate

- Stop the misconduct and prevent recurrence
- Train, counsel or discipline
- Create, or reinstitute, systems to prevent reoccurrence

Corrective Action

What form of discipline?

- Verbal Reprimand
- Written Reprimand
- Notice of Unprofessional Conduct
- Notice of Unsatisfactory Performance
- Demotion
- Involuntary Transfer
- Suspension
- Dismissal

Corrective Action - Form of Discipline

Considerations:

- Employee's status (temp, prob, perm?)
- CBA (e.g., progressive discipline policy)
- Seriousness and frequency of offense
- Treatment of others for similar offenses
- Grounds for discipline (CBA, BPs/ARs, Ed. Code § 44932)
- Consult legal counsel
- Report to insurance carrier, CTC (5 CCR § 80303), CPS, Police, as appropriate

Notice to COMPLAINANT

Meet in person to review findings and follow up in writing with a letter or executive summary:

- Result of investigation
- Explain conclusion
- "Appropriate action was taken" - no specifics
- Thank complainant for coming forward and immediately report any future misconduct

Copy of report to complainant? Depends (CBA, BPs/ARs)

Notice to ACCUSED

- Conclusion and result of investigation
- Union representation
- Invite employee back from any leave
- Provide directives where appropriate
- Written reprimand, dismissal charges, etc...
- Copy of report? Depends (CBA, BPs/ARs)

Loose Ends

- Obligation to report to CCTC
 - Report change in status to CCTC
 - If a certificated employee resigns in lieu of termination you must report change in status to CCTC
 - HR will do this
- Comply with mandated reporter duties if child abuse or neglect are an issue*
- Comply with Title IX requirements if discrimination alleged or confirmed*
- Report to Insurance Carrier if anticipated litigation*

** Typically, HR has already done this*

Common Mistakes in Investigations

- Failing to resolve biases
- Failing to address contradictions
- Focusing on only one conclusion
- Making promises or assurances
- Failing to gather all relevant evidence
- Gathering irrelevant evidence
- Reaching no conclusion

Concluding Remarks



SRVUSD Complaint & Investigation Handbook



Revised: December 2022

Types of Complaints	3
*For Complaints alleging assault, discrimination/harassment, hate or any type of inappropriate behavior from a staff member, contact your supervisor immediately who will contact and loop in Human Resources for guidance as appropriate.	3
Create an INVESTIGATION FILE	3
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Complaints Concerning Instructional Materials - BP 1312.2	4
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Types of Complaints

- Verbal
- Written
- Observed
- Informal
- Formal
 - Williams
 - Uniform Complaint*
 - Complaints Against Personnel*
 - [Title IX](#) *

The District encourages the early, informal resolution of complaints at the site level whenever possible. Parents or guardians of students in the San Ramon Valley Unified School District are urged, therefore, to discuss their concerns directly with the school site employee(s) in question.

***For Complaints alleging assault, discrimination/harassment, hate or any type of inappropriate behavior from a staff member, contact your supervisor immediately who will contact and loop in Human Resources for guidance as appropriate.**

Create an INVESTIGATION FILE

- Label file with the name of the Accused and the name of the Complainant so that you can cross reference (Smith v Jones)



- Keep all notes, evidence, witness statements and any other relevant documentation in the file.
- This file must be saved forever. Keep the file on site in a secure location. If HR is involved, send a complete copy to HR.

Complaints Concerning District Personnel and/or Other District Procedures -BP 1312.1

Every effort should be made to resolve the concerns of parents/guardians at the site or office level at the earliest possible stage. If a complainant is unable or unwilling to resolve the complaint directly with the employee, they may submit a written complaint to the employee's principal or immediate supervisor. A complaint related to a principal or district office administrator shall be initially filed in writing to the Superintendent. Complaints against the Superintendent shall be submitted, in writing, to the Board of Education.

- [Board Policy 1312.1](#)
- [Administrative Regulation 1312.1](#)

Complaints Concerning Instructional Materials - BP 1312.2

The Board of Education uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the input of parents/guardians and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures. Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the form below.

- [Board Policy 1312.2](#)
- [Administrative Regulation 1312.2](#)
- [Complaints Concerning Instructional Materials](#)

Uniform Complaint Procedures (UCP) - BP 1312.3

This complaint procedure governs complaints when addressing complaints alleging failure to comply with state and/or federal laws in (1) adult education, (2) consolidated categorical aid programs, (3) migrant education, (4) vocational education, (5) child care and development programs, (6) child nutrition programs, (7) special education programs, and (8) federal school



safety planning requirements. **The UCP form is available in the main office at all schools and on the District website:**

- [Board Policy 1312.3 \(UCP\)](#)
- [Administrative Regulation 1312.3 \(UCP\)](#)
- [Uniform Complaint Procedures Form](#)

Williams Uniform Complaint Procedures- BP 1312.4

Complaints regarding the sufficiency of instructional materials, teacher vacancy or ^{SEP} misassignment, emergency or urgent facilities conditions that pose a threat to the health and safety of students, and high school exit exam intensive instruction and service for students who have completed grade 12, should be submitted in writing using the Williams UCP form. The Williams UCP form is available in the main office at all schools and on the District website.

- [Administrative Regulation 1312.4](#)
- [Williams Uniform Complaint Procedures](#)
- [Williams Uniform Complaint Form](#)
- [Preschool Williams Uniform Complaint Procedures](#)

Student-to-Student Harassment - BP 5131.2

San Ramon Valley Unified School District is committed to providing a safe and nurturing school environment that protects students from physical and emotional harm and is conducive to learning. The Student to Student harassment complaint process is intended to report any forms of alleged or observed discrimination, harassment, violence, intimidation, and bullying on the basis of actual or perceived age, sex, sexual orientation, gender, gender identify, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or on a person's association with one or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance.

- [Board Policy 5131.2](#)
- [District Guidelines for Bullying Prevention](#)
- [Bullying and Harassment Complaint Form](#)
- [The district's bullying prevention website](#)

Title IX

If you think you have a complaint alleging violations of Title IX, contact your supervisor and Director of Student Services for student complaints, and Director of HR for complaints against staff.



Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs and activities that receive federal financial assistance. The Title IX regulation describes the conduct that violates Title IX. Examples of the types of discrimination that are covered under Title IX include sexual harassment, the failure to provide equal opportunity in athletics, and discrimination based on pregnancy. To enforce Title IX, the U.S. Department of Education maintains an Office for Civil Rights, with headquarters in Washington, DC and 12 offices across the United States. *Source:* U.S. Department of Education, Office for Civil Rights. (2015). For more information regarding Title IX Per Senate Bill No. 1375 visit the district website.

- Federal law
- Prohibits any educational program or activity that receives federal funding from discriminating against any person on the basis of sex
- Specific areas
 - Education program or activities
 - Sports
 - Sexual misconduct (harassment & violence)
 - Employment
 - Equal access to facilities
 - Admissions and recruitment
 - Examples of discrimination that violates Title IX
 - Sexual harassment
 - Gender discrimination, including gender preference and gender identity
 - Pregnancy discrimination
 - Unequal distribution of athletic funds
 - Unequal admissions
 - Marital or family status discrimination
- Investigations involving student sexual assault and harassment must be completed within 60 calendar days of initial complaint
- Interim measures are required pending Title IX investigations, but are best practice for all investigations
 - No contact with victim
 - Changes to class schedules
 - Counseling and medical services referrals
 - Home studies options
 - Additional security, police involvement
 - Other creative interim measures aimed at protecting victim



Other Important Complaint References

- Nondiscrimination In Employment
 - [Board Policy \(BP\) 4030](#)
 - [Administrative Regulation \(AR\) 4030](#)

Acknowledge receipt of complaint

When a complaint is submitted, confirm the complainant has already tried to resolve the concerns at the lowest level. If that has been done, then send an acknowledge receipt of the complaint.

Complaint recipient, Principal, HR, Superintendent, etc should send a letter to the complainant acknowledging receipt of the formal/written complaint and who is assigned to investigate.

For site level complaints, it is still important to respond, but it can be done via email.

- Letter to complainant
- Acknowledge receipt of complaint, include date
- Give confidentiality directions
- Site board policies that define the process that you are using to investigate
- State who will investigate

A Successful Investigation is:

- Prompt
- Thorough
- Fair
- Close the loop with complainant and accused
 - In writing

Common Mistakes in Investigations

- Failing to resolve biases
- Failing to address contradictions
- Focusing on only one conclusion
- Making promises or assurances

7



- Failing to gather all relevant evidence
- Gathering irrelevant evidence
- Reaching no conclusion

Liability for Disciplinary Action

- **Unfair labor practices:** it is unlawful to discipline or retaliate against an employee because of their union-related activities
- **Whistleblower:** it is unlawful to discipline or retaliate against an employee because they initiated a complaint or filed a report with a public agency
- **Grievances:** all provisions in the applicable collective bargaining agreement and timelines must be filed
- **Civil liability:** an administrator must act reasonably in response to complaints, investigations, evaluations, discipline and the supervision of students and employees



Investigation Step-by-Step Process



Evaluate the complaint/situation

When is an investigation appropriate?

- When disciplinary action is being considered
 - Violation of rules/policies (Collective Bargaining Agreement (CBA), Board Policy (BP), Administrative Regulations (AR) Ed Code, Law, etc.)
 - Due Process- All employees have a RIGHT to Due Process
- When the incident exposes the District to potential liability
 - Injuries to students or staff, illegal action, etc
- When it is required by Board policy
 - Complaints as defined in board policy
- When it is required by law
 - Sexual harassment, uniform complaint

Other considerations:

- Severity of alleged conduct
- Frequency of alleged conduct
- Complainant's credibility
- Identity of the accused
- Similar complaints against accused
- Impact of alleged conduct on others
- Whether immediate action is required (i.e., report to police/[Child Protective Services](#) (CPS - Contra Costa County (877-881-1116))
- Should the employee be placed on leave?
 - Protects the employee and the district
 - Written notification of paid leave of absence that includes directives
 - Stay off campus
 - No tampering with witness, but you cannot impose a "no contact rule"
 - Who to contact if the employee has questions
- Is there any evidence that you need to collect or secure?
 - Computers, keys, ID badge, etc.

Verify Allegations and Plan Investigation

- A thorough understanding of the complaint from the onset saves time in the end.
- Take the time to save time – you don't have time to mess it up.



- If you don't have the time in the moment that you get the complaint, schedule the time asap
- If the complainant is alleging an illegal act (i.e. child abuse), do not postpone.

Verify, Plan & Commence Investigation Promptly

- Evidence available and preserved
- Witnesses' recollections will be fresh
- Protection against legal actions and challenges
- Minimizes and/or avoid liability
- Increases trust within community, staff, & students
- Demonstrates that you are taking complaint seriously

Conducting Initial Interview with Complainant

- Getting the Facts
- Get as much information as possible to fully understand the complaint/allegations/concern
- Gather background information
- Gather details, evidence, demonstrations, etc.
- Take alleged incidents in order and ask specifics about each incident:
 - When did it occur
 - How often did it occur
 - What was said or done
 - Who was present
 - Anyone that the complainant told prior to filing the complaint?
 - Know if your investigation has been compromised from the onset
 - Remedy sought?
 - Additional information?
- Repeat significant points of interview; ask for confirmation
- No judgmental comments
- Do not insinuate blame
- Watch your own body language

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- Do they have any evidence or documents to support their allegations?
- Types of evidence
- Emails
- Phone records, voicemail records
- Pictures
- Audio/video
- Credit card receipts
- Computer records, files, etc
- Reluctant / seeking anonymity
- Ascertain reasons
- Reassure protection against retaliation
- Reassure that investigation will be discrete
- Consider duty to investigate despite requests
- Unlawful discrimination investigations
- Why complainant believes conduct was based upon their protected status
- Examples of differential treatment
- How conduct made them feel
- Negative impact on the work environment

Interview witnesses and gather facts/evidence

Selecting an Investigator

- Confirm that you assign the correct investigator in accordance with CBA, BPs/ARs
 - i.e. – Title IX officer, Supervisor, etc
- One person should oversee the investigation process in order to have all of the data and evidence so that you can successfully triangulate your data and make sound decisions and conclusions. A team of investigators may be appropriate if investigation involves multiple and different allegations that require expertise in multiple areas.
- Who will investigate? Internal or External Investigator
 - School administrator
 - Independent outside investigator
 - Legal counsel
 - Police
- Characteristics (e.g. neutral, sound judgment, experience, gender, personality)

What needs to be verified?

- CBA, BPs/ARs violated?
 - Employee rights to notification of complaint
- Appropriate investigative policy and/or procedure
- Relevant facts to be determined

Create Investigative Plan

- List all witnesses to interview
- Identified in complaint
- Personal knowledge
- Be flexible; list may change
- Match up facts to verify with appropriate witness
- Who can provide what information?
- Prepare interview questions
 - Subjects to cover in interview
 - Avoid leading and compound questions
 - Open-ended and non-judgmental questions
 - Expand inquiries beyond “four corners” of the complaint (are there other issues, documents, people, etc. that can provide info to strengthen your investigation?)
- Review Documents Before Interviews
 - Personnel/Site files
 - Job descriptions
 - Previous complaints or grievances
 - Other sources of institutional memory
 - Relevant policies and/or procedures
 - Note: Consider revising your investigative plan

INTERVIEW - Initial Considerations

- Order of witnesses
 - (Almost always) start with the complainant, or
 - Most knowledgeable person (if no complaint filed)
- Take copious notes
- Tape recording interviews (check Board policy)
- Representation
- Be unbiased, open and direct

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- No group interviews
- Interviewing students (age, number, District's past practice)
- Interviewing parents (translator)

Written Statements

- Interview vs witness statements
- Save time
- Can be powerful
 - Evidence
 - Leverage
 - Preserves evidence
- Need to be thorough and detailed
 - If vague, follow up and get clarification in writing or in your notes
- Only use if age appropriate

Starting Interviews

Process slightly different for interviewing the complainant, witnesses and the accused.
Consider the following for each group:

- Explain/provide copies of process, policies and/or procedures
- Explain investigator's role
- Don't promise confidentiality
- Acknowledge potential disclosure of complaint; assure sensitivity
- Request confidentiality of interview
- Provide employee
 - Copies of procedures
 - Written complaint?
 - Witness statements?
 - Summary of allegations?
- Check CBA, BPs/ARs
- **Offer representation** for employee witnesses and accused. Allow if requested
- No retaliation
- Confidentiality instructions
- Identify individual making allegation - it depends.
- Opportunity to respond to each allegation
- Review details of each allegation - admit or deny?
- Any documentation or witnesses supporting accused employee's version



- Basis of employee's belief that others are lying

Taking the Fifth...

- ***Spielbauer v. County of Santa Clara***
 - California Supreme Court 2/9/09
 - A public employer may compel an employee, by threat of discipline, to answer questions about job performance or misconduct. Answers coerced from the employee cannot be used against them in future criminal proceedings.
 - School cannot use employee/student's silence during investigation against them in disciplinary proceeding as admission of guilt
 - You may inform the employee/student of the impact of withholding their side of the story.
- ***Lybarger v. City of LA 1985***
 - Lybarger warning – compelled statements cannot be used against them in criminal prosecution
 - Union representatives will likely ask to have a signed Lybarger affidavit before interviews begin.

Visit the Site of the Alleged Event(s)

- Better image of how and where the events may have occurred
- Opportunity to confirm credibility of allegations (i.e., could other individuals have actually overheard or seen events)
- Search and seizure opportunities
 - Always ask for permission first
 - Reasonable expectation of privacy?
 - Police search - "probable cause"
 - District search - "reasonable suspicion"
- No searches of sensitive body areas or removal or rearrangement of clothing (Education Code §49050)

Follow-Up Interviews

- Resolve ambiguities or disputed evidence
- Allow accused or suspected employee the opportunity to respond to new allegations
- To question the complainant's motive when credibility has been put in dispute
- Create new investigative plan



Document, document, document

- **Good documentation throughout the entire process is key!**
- It will:
 - support personnel decisions
 - evidence corrective discipline
 - ensure consistent and fair discipline
- Thorough notes
- Send confirming memorandum of interview
- Tape record interviews? Only if agreed to.
- Draft comprehensive reports of interviews as soon as possible
- Include pictures, documents, and other evidence
- Maintain separate investigation file indefinitely (do not destroy the file at the end of the school year).

Examine evidence and prepare report

- Review - complaint, notes, evidence
- Ambiguities? Gaps? How to reconcile?
- Make a new list of witnesses to interview
- New list of facts and questions
- Re-interview complainant and/or accused?

After the interviews and analysis of ALL evidence

- Weigh the evidence for each factual allegation “Preponderance”
- Explain persuasiveness of evidence
- What would a “reasonable” person do, think, etc?
- Determine witness credibility
- Determine whether violation of law or policy?

Investigative Report

- Date complaint received
- Name of investigator
- Names and positions of witnesses interviewed



- Dates and location of each interview
- Names of individuals present at each interview
- Note all documents and evidence reviewed
- Describe complaint investigated
- Policies and/or procedures followed in investigating complaint
- Note that all interviewees warned about retaliation and confidentiality
- Exclude irrelevant evidence
- Attach documentation/evidence
- Keep audience in mind...third-party
- Jury, employee, public
- Organize logically - chronological/topical
- Make a decision
- Separate out and describe each allegation
- Recite the relevant evidence for each allegation
- Note credibility determinations
- Make a factual finding regarding each allegation (sustained/denied/inconclusive)
- Sign and date the report

Sample outline for report of findings

Summary of complaint/allegation

- Specify what the complaint alleges

Investigation process

- Summarize what you did to investigate the allegations
 - Interviews, observations, review of records, meetings, etc.
 - Be specific – who, what, when, where, how much, how often, etc.

Findings*

- What did you find?
- What are the facts and what evidence can you provide to support these findings or facts?
- Be very detailed and specific and make sure you address each allegation
- Credibility determination: were your witnesses credible? Any reason to think they were not credible?

Conclusions*

- What can you conclude based on your findings?
- How did you come to these conclusions?
- Be specific.

Recommendations

- What are your recommendations to resolve the complaint?
- If there are no findings of wrongdoing, are there still things that you plan to do differently to avoid misunderstandings, miscommunication, or whatever got you to this point?
- Personnel matter cannot be shared with a parent. In the version that goes to the parent, you would just say that appropriate disciplinary action will be taken.

Appeal Process

- Is there an appeal process? If there is, briefly explain the process.
- Comply with board policy. Attach corresponding BP/AR

***If dealing with multiple allegations, you can address each allegation individually.**

- Allegation 1
 - Findings
 - Conclusion
- Allegation 2
 - Findings
 - Conclusion

Facts v. Opinions v. Conclusions

- **Conclusions/opinions without facts = useless**
- Explain discounted evidence
- State conclusions in terms of **objective fact** rather than legal conclusion, or personal opinion/bias
- Recommendations for corrective action at conclusion of report
- Do not include a final disciplinary decision



Notify those involved

- Notice to Complainant
 - Result of investigation
 - Explain conclusion
 - “Appropriate action was taken” - no specifics
 - Thank complainant for coming forward and immediately report any future misconduct
 - Copy of report to complainant? Depends (CBA, BPs/ARs)
- Notice to Accused
 - Conclusion and result of investigation
 - Invite employee back from any leave (if placed on leave)
 - Provide directives where appropriate
 - Copy of report? Depends (CBA, BPs/ARs)

Corrective actions

- Take corrective action, as appropriate:
- Stop the misconduct
- Prevent recurrence
- Keenan Safe Schools modules provide a lot of training options.
- **Consider Options**
 - What form of discipline?
 - Verbal Reprimand
 - Written Reprimand
 - Notice of Unprofessional Conduct
 - Notice of Unsatisfactory Performance
 - Demotion
 - Involuntary Transfer
 - Suspension
 - Dismissal
- **Considerations**
 - Employee’s status (temp, prob, perm?)
 - CBA (e.g., progressive discipline policy)
 - Seriousness and frequency of offense
 - Treatment of others for similar offenses

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- Grounds for discipline (CBA, BPs/ARs, Ed. Code § 44932)
- Consult legal counsel
- Report to insurance carrier, California Commission on Teacher Credentialing (CCTC) (5 CCR § 80303), CPS, Police, as appropriate

FRISK

Use this documentation model to frame your conversations, letters of warning, conference summaries, reprimands, etc.:

- **F**act: Evidence of the employee's unsatisfactory conduct
- **R**ule: RULE or authority violated by the unsatisfactory conduct
- **I**mpact: IMPACT of the employee's unsatisfactory conduct
- **S**uggestions/**D**irective: SUGGESTIONS to assist the employee in improving performance and DIRECTIONS as to the proper conduct the employee is expected to follow in the future.
- **K**nowledge: KNOWLEDGE of the employee's right to receive and respond to documents placed in the personnel file.

[FRISK Template](#) (please make a copy of the document for your own use)

Educate to avoid future problems

- Distributing BPs/ARs to employees, students, parents, and community members
- Amend or create student and employee handbooks, guidelines, checklists, procedure manuals, etc
- Staff training

Reporting Obligations

- Obligation to report [Educator Misconduct](#) to CCTC
 - Report change in status (termination, unpaid suspension, etc.) to CCTC
 - If a certificated employee resigns in lieu of termination you must report change in status to CCTC
- Comply with mandated reporter duties if child abuse or neglect are an issue
 - [Board Policy](#) & [AR 5141.4](#)

- An ongoing police or CPS investigation does not absolve you of your requirement to investigation under Title IX
- CPS - Contra Costa County (877-881-1116)
- [Mandated Reporting Requirements](#)
- [Suspected Child Abuse Reporting Form](#)
- Comply with Title IX requirements if discrimination alleged or confirmed



Confidential Complaint Log

The Confidential Complaint Log is designed to assist you with documenting and monitoring progress made in processing complaints received at your school site or division.

1. **Make a copy** of the [complaint log template](#) and label with your school name or division.
2. Set share settings so that all site/division administrators *and* your supervisor have access/edit rights. You may also share with your administrative assistant who will assist with this process.
3. Do not share with all staff as this log will contain confidential information.
4. This log is subject to disclosure under the California Public Records Act and is subject to subpoena. Please use discretion as you populate the various fields.
5. Monitor the log regularly to ensure compliance with due dates and deadlines. If a deadline has been extended, make a note in the comment section as to the reason.
6. For complaints involving students, staff, or instructional materials, contact the appropriate division head, in conjunction with your supervisor, for additional guidance as needed.
7. This document must be saved and retrievable in the event of future legal action.

Section 2

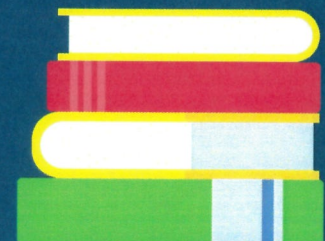
FRISK

Facts-Rules-Impact-Knowledge-Suggestions

Fundamentals for Evaluators in Addressing Below-Standard
Employee Performance

What's on Tap for our Session:

- What FRISK Is and Its Framework
- Progressive Discipline (aka, "Intervention")
- Keys for Recording Employee Performance
- Explore Elements of F - R - I - S - K
- Ideas/Tips on Framing the FRISK Message
- Strategic Planning for Tough Conversations



FRISK and Its Framework

FRISK:

A paradigm of addressing and documenting below-standard performance that includes several primary fundamentals:

- ❑ Key Feedback Components (FRISK Ch. 3-7, 11)
- ❑ Progressive Intervention (Ch. 8)
- ❑ Framing the FRISK Message (Ch. 9)
- ❑ Strategic Planning (Ch. 10)

FRISK and Its Framework

- ❑ To improve employee performance BEFORE it is necessary to impose disciplinary action (i.e., suspension, demotion or dismissal)
- ❑ To identify the key feedback elements that apply to employee performance
- ❑ To establish common institutional language and protocol in SRVUSD
- ❑ To create legally sufficient documentation to support necessary discipline and defend against challenges (i.e., claims of discrimination, complaints, grievances , unfair practice charges)
- ❑ To acknowledge employee accountability while respecting dignity

FRISK and Its Framework

The FRISK model works best when the supervisor has a positive attitude toward using documentation as a **CONSTRUCTIVE**, *rather than a destructive, or punitive*, means of improving employee performance.

In other words, we are attempting to change and improve conduct and performance using FRISK to mutually acknowledge the need for change and solicit an employee's partnership in affecting it.

*See FRISK Manual, pp. 4-5 - Feedback outcomes and potential fallout of a negative mindset



Keys for Recording Performance

Primary Objective of FRISK:

- Guide and evaluate employees
- Communicate and verify performance expectations
- Motivate and foster improvement by providing clear feedback and reinforcing positive performance
- Corroborate our (management's) efforts to give clear notice of expected standards and the assistance given to correcting deficiencies
- Substantiate the District's burden of proof to justify disciplinary action when/if necessary



*See FRISK Manual, pp. 7-10

What Does FRISK Mean?

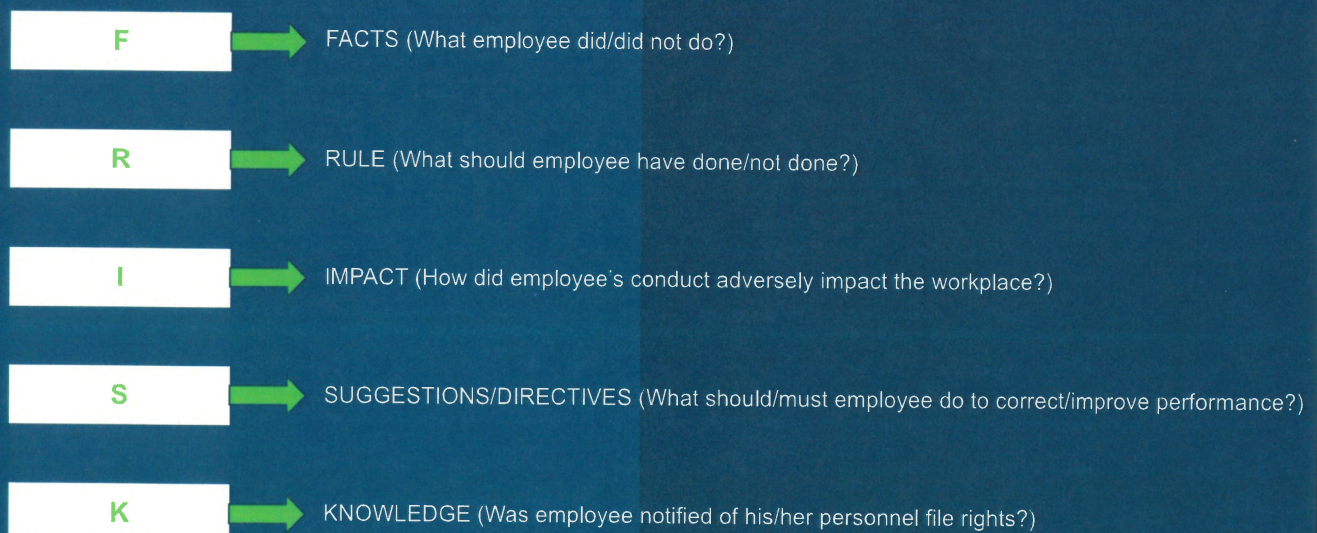
Dear Keith:

F _____
 R _____
 I _____
 S _____
 K _____

Sincerely,
Billy Bigcheese

- ❑ Components:
 - FRISK
- ❑ Contents of Document (either in letter or memo format)
 - 5 paragraph "recipe"
- ❑ Self-contained/stands on its own
- ❑ Direct, fact-based, professional, objective, complete

FRISK and Its Framework



See FRISK Manual, p. 3 - FRISK Summary

Progressive “Intervention”

- ❑ **FRISK** paradigm addresses **WHAT** should be included in documentation

- ❑ Progressive intervention addresses the **TYPE OR DEGREE OF INTERVENTION** that is used in delivering the message of needed improvement / change to an employee

See FRISK Manual, Chapter 8, pp. 77-89

Progressive Intervention

Objectives

- ❑ To support employee improvement:
 - Identify an issue *early* and *give a reasonable opportunity* to improve
 - Coach, motivate, inspire and foster improvement by providing specific suggestions and directives

- ❑ To show seriousness of the concern and a good faith effort by management to work with employees

- ❑ To provide documentation that justifies additional levels of intervention and more serious corrective action when lower levels of intervention are not successful

Progressive Intervention

Where to Start

Factors to consider when determining the level of seriousness of an employee's performance - and therefore - the level of intervention/corrective action to be taken:

- Degree of harm (instruction, operation, co-workers, students)
 - Extent to which the employee deviated from established rules/procedures
 - Patterns of previous similar misconduct
 - Mitigating or extenuating circumstances
 - Prior receptivity / ability to improve after being notified of a concern
 - Uniformity (i.e., compared to other employees in similar situations)
 - Limitations prescribed by law, CBA or policy
- ★ When in doubt, call HR!

Progressive Intervention

Progressive intervention usually involves several steps before formalized discipline is imposed:

Site/Department

Coaching (informal)

Conferencing/Oral Warning (informal admonition)

Written Reprimand (a formal reproof) - HR Consult *Recommended*

Human Resources

Suspension Without Pay/Demotion/Dismissal

Progressive Intervention

Initial Step

- Subjective - which can make things challenging . . .
- Basic rule
- Should be proportionate to the seriousness of employee's conduct
- Lowest level is generally best
- Keith's analogy -- "Hammer" vs. "Feather"
- ★ When in doubt, call HR!

Progressive Intervention

Skipping Steps

Progressive corrective intervention steps may be **SKIPPED** based on the **SEVERITY of the employee's conduct**, subject to any limitations in collective bargaining agreements.

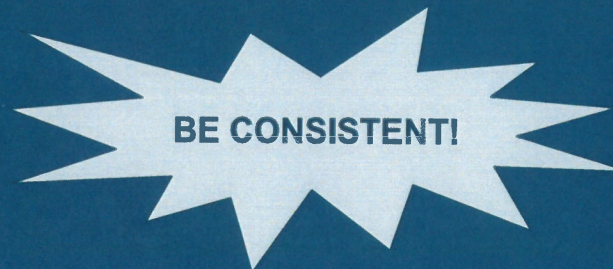
- SRVEA (See Article XXVI, Section B p. 90 of the CBA)
- CSEA/SEIU (no contractual limits exist)
- ★ Once again, when in doubt, call HR!!

NOTE: Progressive corrective intervention steps can be **REPEATED** as well to establish **PATTERNS of deficient performance** and when appropriate to the circumstances.

Progressive Intervention

In Practice

Even if not mandatory under contracts or adopted Board Policies, it is a very good idea to follow the accepted methods.



What Does FRISK Stand For?

F → FACTS

R → RULE

I → IMPACT

S → SUGGESTIONS/DIRECTIVES

K → KNOWLEDGE

See FRISK Manual, Chapter 3

Facts

The Facts section should provide a narrative description that is **CREDIBLE**, **UNDERSTANDABLE**, and **CLEARLY AND COMPLETELY DESCRIBES** the specific conduct of concern.

- ❑ Provide sufficient context; passes the “stranger test”
- ❑ Fairly account for any mitigating circumstances but insufficient justifications may still be advanced
- ❑ Facts gathered/presented *objectively* to make logical and reasonable determinations

Facts

Critical Aspect of Facts (4 of the W's . . . & even an H!)

When?:

On Monday, January 30,
2023,...

Where?:

... while standing outside
Room 12 ...

Who?:

... I saw and heard you ...

What? How?

... yelling at Amy Smith, a third grade student, and making her cry in front of other students when you called her a dumb girl with irresponsible parents ...

You also disturbed Mr. Singh's music class, as he reported hearing your yells over his 20 member choir rehearsal. He left his room which was approximately 25 feet away from yours to see what was happening.

Facts

What Happened? What Did the Employee Do (or Not Do)?



Details are a MUST!

- Hone in on the specifics
- Avoid generalized statements
- Avoid conclusions without supporting facts & concrete details (*see p. 19 re Comparing Conclusions and Supporting Facts*)
- Ensure facts are correct, stated objectively, and *without* judgement (*see p. 20, Stating Facts Objectively*)

Facts

Good Language Example

“Your ESL lesson on January 13, 2023 was confusing to students because the chalkboard drawings of a house, table and chair were incorrectly labeled and the word “chair” was misspelled as ‘chiar”.”

Facts

Good Language Example

“You are frequently late to staff and department meetings. Specifically, you were late to faculty meetings on September 18, 2022 (10 minutes) and October 10, 2022 (8 minutes) and you were late to department meetings on September 29 (5 minutes) and October 24 (10 minutes).”

Facts

Communication “Tools” to Add Clarity

ADD SOME SPECIFIC EXAMPLES

- ❑ “The classrooms you were assigned to clean on October 12, 2021 were dirty. **For example**, there were gum wrappers and cookies on the floor in Room 25 and chalk and crayon bits on the floor in Room 26.”

ADD VISUAL EVIDENCE

- ❑ “The attached lesson plan you turned in to me on October 27, 2022 is not in compliance with my October 6, 2022 directive. The lesson plan is too brief and general for a substitute to reasonably follow because it does not clearly identify the instructional objectives, materials needed, and lesson activities.”

See FRISK Manual, pp. 24-27

Facts

Communication “Tools” to Add Clarity

MAKE REFERENCE TO OTHER DOCUMENTS AND PHYSICAL EVIDENCE WHERE APPLICABLE:

Examples:

- ❑ An invoice for repairs to district property shows the extent of the damage
- ❑ A letter from the county office details the number of times a report, document, or information, or violation has occurred.
- ❑ Student data entry logs which show when an employee accessed the system and type of action performed (OR NOT PERFORMED)
- ❑ An (attached) email or memo which brings rise to the concern
- ❑ Pictures can tell a thousand words! (Label, sign and date them!)

Facts

A Best Practice Example

On September 1, 2022, you were rude and unprofessional towards representatives of the Smile Wide Photography Company (“SWPC”). Specifically, when they asked to take your staff identification photo, you became upset and refused to do so. In fact, you raised your voice and stated that you really didn’t want a new ID. Your comments were made in the presence of students. Attached are copies of the written statements provided by the SWPC photographers and a nearby parent volunteer as they pertained to the incident.

Facts

Conclusions vs. Facts

General Conclusions

- ❑ You violated a provision of the collective bargaining agreement

- ❑ Your workstation is unclean

Supporting Facts

- ❑ You took a morning break in excess of ten (10) minutes as per Article II, Section 8 of the contract on March 2, 9, 15, and 19, 2021.

- ❑ The Custodial supply room in Building G on May 3, and June 4 and 6, 2021 was found to have used rags on the workbench, open containers of solvent, empty cardboard boxes strewn on the floor, and equipment not returned to its proper place.

Facts

Conclusions vs. Facts

General Conclusions

- ❑ You were intoxicated

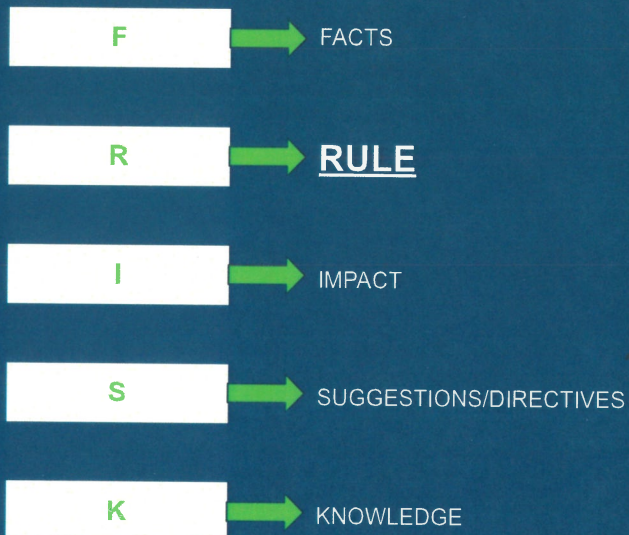
- ❑ Your failed to follow instructions

Supporting Facts

- ❑ After returning from lunch at 12:45 p.m. on June 19, 2020, your speech was slurred. You staggered when you walked and fell against the file cabinets two times, and had a strong smell of alcohol on your breath.

- ❑ On December 12, 2021, at 10:30 a.m. and again at 1:45 p.m. you were directed to repair the lock on the door at Room G25. By 2:45 p.m., you still had not followed this directive.

What Does FRISK Stand For?



See FRISK Manual, Chapter 4

Rule

What Should the Employee Have Done (or not done)?



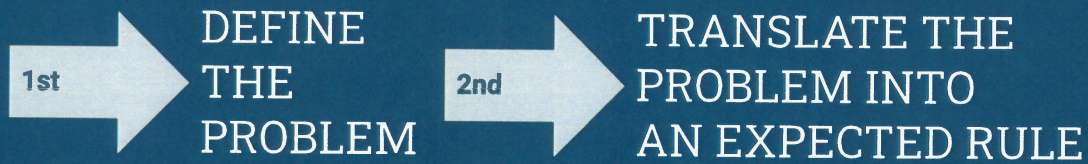
Sources of rules:

- Federal/State/local laws
- District policies/regulations
- Collective bargaining agreements
- Site/Department procedures/protocols
- Job descriptions
- Employee handbooks
- Curriculum standards
- Previous directives
 - In performance assessment or training documents
 - Staff meeting directives (oral or written)
 - Staff memos or emails

Rule

WHAT IF THERE IS NO PARTICULAR RULE ON POINT?

(Ex: Inappropriate behavior, inefficiency, disruption, poor judgement)



Rule

EXAMPLE:

Employee uses derogatory language with coworkers

PROBLEM:

Discourteous conduct

TRANSLATED RULE:

You must be respectful and civil in interacting with your coworkers. This includes being courteous and refraining from using derogatory language, such as calling coworkers "idiots", "jerks" or "candy asses."

Rule

What Should the Employee Have Done?

Tips For Creating a Valid Rule Where One Might Not Exist

- Reasonably clear and understandable
- Reasonably related to efficient/orderly operations
- Uniformly applied to other employees (Can be Tough, but soooo important!)
- Not in conflict with other rules/directives/law/CBA
- Widely Communicated

See FRISK Manual, pp. 31-36

Rule

Repeated Rule Violations

Including prior similar repeated rule violations in the feedback message is important to:

- Show evidence of a pattern of conduct
- Emphasize the growing seriousness of the employee's conduct to show behavior pattern
- Highlight the evaluator's awareness of and concern about the problem to motivate a change in the employee's behavior
- Justify harsher corrective action under progressive discipline

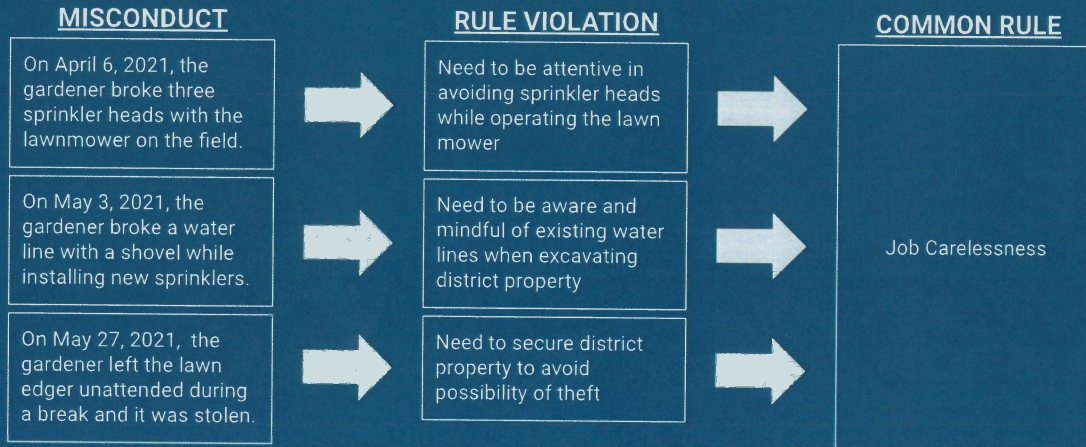
See FRISK Manual, pp. 36-43

Rule

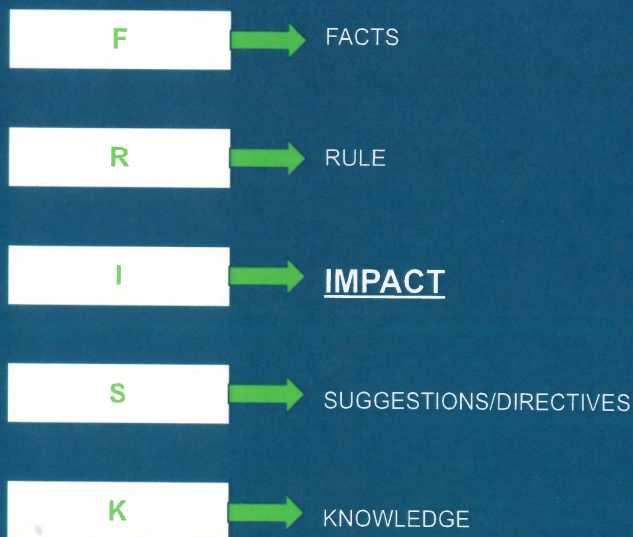
See FRISK Manual, pp. 40

Identifying Similar Rule Violations

Focus on similarity of the rule violation, not the same facts.



What Does FRISK Stand For?



See FRISK Manual, Chapter 5

Impact

What Harm Was Done?



To Whom? or What? and How?

- Students - parents - coworkers
- Vendors - community - others
- District or other property
- Efficient/orderly operations
- Liability exposure
- Notoriety/District's Image
- Employee's Professional image
- Standards of conduct compromised

Impact

Why Do We Describe the Harm That Was Done?

- 1 Show the **connection** between the unsatisfactory conduct or performance to the job
- 2 Show the seriousness of the employee's conduct by including the **broader context** of the deficient performance
- 3 **Motivate** the employee to change and improve by sharing the evaluator's perception of the effect of the employee's behavior on the workplace
- 4 **Advocate** for those who are impacted to explain why the conduct must stop and/or why it must change

Impact

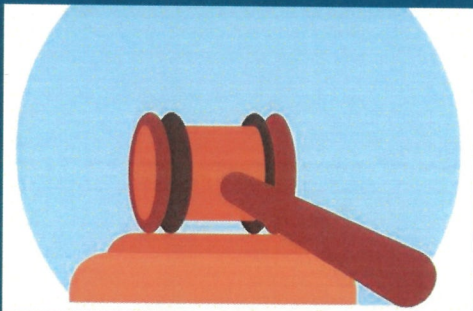
Describing What Harm Was Done

Adverse impact must be *clearly communicated* to the employee

- ❑ Impact statement must clearly and completely establish a nexus between the employee's conduct and its negative consequences
- ❑ Avoid making conclusions without providing foundational facts and concrete details

Impact

Example



Your conduct violated the District's rule for civility, which states: "Members of the District staff will treat parents and other members of the public with respect and expect the same in return." (See attached Board Policy 1350 Civility Policy.) Your conduct was contrary to the District Code of Ethics which state that "The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgement when interacting with students and other members of the school community."

Impact

Example



Your arriving late for work without notifying the Custodial Department and our main office prevented the school from obtaining a substitute for you. This compromised student access to our campus, negatively impacted the cleanliness of the campus for students and staff, and left the multi-use room unprepared for breakfast service. It also burdened your coworkers, who had to neglect their own duties to cover for yours.

Impact

Example



Your negative attitude toward your students, as reflected in your sarcastic and demeaning tone and rude comments to them during class, have had a negative impact on your teaching effectiveness and the learning environment in your classroom. This has resulted in numerous student and parent complaints and requests to drop your class.

Impact

Example



Your continued use of profanity with coworkers has negatively impacted office morale, impaired your ability to interact with others, and delayed the completion of critical work. For example, the printing of student handbooks was delayed by three days because your frustrated office coworkers refused to work alone with you to complete the task.

What Does FRISK Stand For?

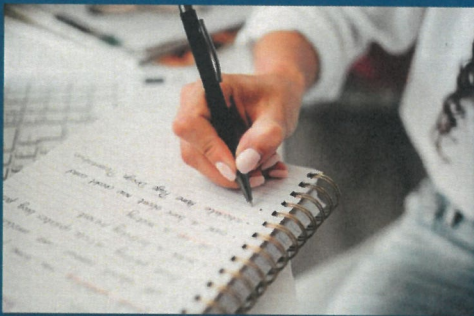


See FRISK Manual, Chapter 6

Suggestions/Directives

What Should the Employee Do Now?

- ❑ Focus here is on what the employee should do **RIGHT**
- ❑ You clarify expectations for change and provide guidelines / offer ideas



Directives ("Mandates" - no option to comply)

- Effective timeline (ex: specific date; immediately)
- Clear command verb/unambiguous (ex: expected, required, directed)
- Capture all anticipated related conduct (ex: ... or any similar related conduct ...)
- Consequences for noncompliance (ex: your failure to comply will...)

Suggestions ("Ideas" - voluntary compliance)

- Specific techniques/resources (ex: consider reading, attending, you might try ...)
- Offer personal assistance (ex: secure a coach/mentor, attend a conference)

Suggestions/Directives

Clear Description of Directed Conduct

- ❑ "**Effective immediately**, you are **directed** to prepare lesson plans with more detail. You must specify the objective, the subject matter, the instructional methodology and materials used to present the lesson, and the anticipated time period for completion. I have attached a sample lesson plan which contains the format **I expect** you to follow."
- ❑ "**Effective immediately**, you are to **refrain** from using anger and sarcasm as a method of criticism for negative behavior. For example, **you are to avoid** yelling at your students as you did when you raised your voice during my brief classroom observation on September 15, 2022, and asked your student, J.S., "What are you, deaf?"

Suggestions/Directives

Clear Description of Directed Conduct

BAD FEEDBACK EXAMPLES:

- Effective immediately, you are expected to be courteous when addressing student discipline.
- In the future, you are directed to treat coworkers with more respect.
- Effective immediately, you are required to use appropriate classroom materials.
- In the future, you must use better judgment in repairing district equipment.

But, why are these BAD??

Suggestions/Directives

Consequences for Noncompliance

GOOD FEEDBACK EXAMPLES:

- "Failure to comply with this directive will result in further corrective action."
- "Failure to follow these instructions will result in disciplinary action, including the issuance of a letter of reprimand."
- "Continued non-compliance with my directive will result in a recommendation for additional corrective action with the Human Resources Department."

BAD FEEDBACK EXAMPLE:

- "You might be disciplined if you don't honor my directives."

Suggestions/Directives

Which of the following phrases are clear or vague?

- 1 Would you mind responding by...
- 2 Please do the following by Friday...
- 3 I insist that you...
- 4 I would appreciate it if...
- 5 Perhaps you should...
- 6 You are directed...

Suggestions/Directives

Which of the following phrases are clear or vague?

- 7 I expect the following by...
- 8 You are required to...
- 9 You may wish to...
- 10 The report is due by...
- 11 It would be helpful if you would...
- 12 Regulations required that you...
- 13 I insist you consider the following...

Suggestions/Directives

Which of the following phrases are clear or vague?

- 14 Have your students do the following...
- 15 It is important that you...
- 16 Why don't you...
- 17 Return the following to me by...
- 18 I see no reason why you should not be able to...
- 19 I encourage you to avoid coming in late...

Suggestions/Directives

What Should the Employee Do Now?

Example:

Effective immediately, you are directed to report for duty by no later than 7:30 a.m. In the event you will be absent or late to work, you must notify the school site in advance, unless prevented from doing so by a bona fide emergency. To assist you in complying with this directive, you are directed to review the requirements in the attached Board Policy 4261.1 by October 15, 2021. If you have any questions regarding these directives or request, please contact me by then.

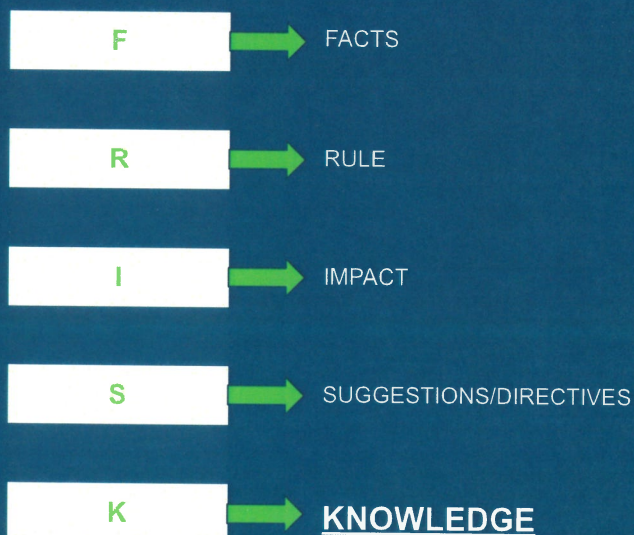


Suggestions/Directives

Example

- ❑ You are hereby directed to immediately correct your unprofessional conduct. To assist you in remediating your conduct, you are directed to do the following:
 - Stop yelling or raising your voice when addressing students, parents, employees, supervisors, or outside service providers.
 - Never engage in conduct that undermines, disrespects or interferes with the performance of duties of another District employee or service provider.
 - Direct concerns and responses in a professional manner to those individuals who can address your concerns. For example, if you have concerns with your lead worker, direct those first to the lead worker. If you are unable to reach a satisfactory resolution, you may then direct your concern to the Department Director.
 - You are to review the attached Board Policy 1350 - Civility Policy, by no later than May 31, 2023. Should you have any questions about the Civility Policy, please contact me or Ms. Vice Principal before then and we will review the policy with you.

What Does FRISK Stand For?



See FRISK Manual, Chapter 7

Knowledge

What Rights Does the Employee Have?



Right to Respond

- Education Code Section 44031/87031
- Collective bargaining agreements
- District policies/regulations
- Personnel Commission rules (N/A to SRVUSD)
- *Miller v. Chico (1979)*
 - Right to respond to adverse material BEFORE placed in the personnel file (but anytime afterward works, too)
- The "Knowledge Stamp"

Knowledge

EXAMPLE
#1

A copy of this letter will be placed in your personnel file after 10 working days. You may prepare a written response which will be attached to this document if you so choose.

Knowledge

EXAMPLE #2

This conference memo will not be placed in your personnel file at this time. However, if the conduct recurs, it may be placed in your personnel file along with a written reprimand.

Knowledge

Example



- ❑ A copy of this notice will be placed in your personnel file ten (10) days from the date of this notice. Pursuant to Education Code section 44031, you have the right to respond to this notice in writing and such response will be attached to this notice and made part of your personnel file.
- ❑ Acknowledge of Receipt on the Notice
 - *Voluntary, but a good practice.*
 - My signature below acknowledges receipt of this notice on the date indicated.

REMINDERS:

- ❑ Ensure all documents are highly professional in content, tone and format. They reflect YOU and SRVUSD.
- ❑ No typos or misspellings!
- ❑ Review for accuracy of facts.
- ❑ Be detailed.
- ❑ Ensure all elements of FRISK are included.

Example FRISK Document: Memo Format

MEMO

To:

From:

Date:

Re: **Written Reprimand**

On July 1, 2015 you were rude and unprofessional towards representatives of the Smile Photography Company (SPC). When they asked to take your staff identification photo, you became upset and refused to do so. More specifically, you raised your voice and stated that you did not want an ID. Your comments were made in the presence of students and inconsistent with principles of modeling concepts of good citizenship, respect, and courtesy towards others. Attached are copies of written statements from Smile photographers as they pertain to this incident.

Your conduct violated the District's rule for civility, as set forth in Board Policy 1350 Civility "Members of the District staff will treat parents and other members of the public with respect and expect the same in return." (See attached Board Policy 1350 Civility) Your conduct was also contrary to the District Code of Ethics which states that "The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by State and Federal Laws, and exercise good judgment when interacting with students and other members of the school community." (See attached Code of Ethics)

Your conduct has had a negative impact on this vendor and our students. Some of your third grade students were frightened by your behavior and as a result were teary eyed during their photos. You did not model appropriate examples of interactions with others. Regardless of any concerns you may have with the District, it was not appropriate to communicate with the SPC photographers in this manner, particularly in the presence of students. The photographers have insisted that an administrator be present during your photograph session next year. As such, your conduct reflects poorly not only on yourself but on the District as well.

You are hereby directed to immediately correct your rude and unprofessional conduct. To assist you in remodeling your conduct, you are directed to do the following:

- Cease and desist from yelling or raising your voice when addressing students, parents, employees, supervisors, or outside service providers.
- Do not engage in conduct that undermines, disrespects or interferes with the performance of duties of another District employee or service provider.
- Direct concerns and responses in a professional manner to those individuals who can address your concerns. For example, if you have concerns with your supervisor, direct those first to the supervisor. If you are unable to reach a satisfactory resolution, you may then direct your concerns to the Director of Human Resources.
- You are to review the attached Board Policy 1350 Civility by no later than July 31, 2023. Should you have any questions about the Board Policy, feel free to contact me or Ms. Principal before then and we will discuss this policy with you.

A copy of this notice will be placed in your personnel file ten (10) days from the date of this notice. Pursuant to Education Code section 44031, you have the right to respond to this notice in writing and such response will be attached to this notice and made part of your file.

Framing the FRISK Message

The Art of Changing Behavior

GOAL

- ❑ NOT to demand change/improvement, but
- ❑ RATHER, to inspire and influence change/improvement through mutual cooperation

Key Components to Changing Behavior Productively

Employee Attitude

1. Employee must recognize the performance issue
2. Employee must understand and acknowledge the need to correct the problem

Supervisor Support for Change

1. Respectfulness is key (inspires shared interest in correcting the problem)
2. Trustworthiness is critical (reasonable, consistent, check for understanding, follow up)
3. Timely feedback essential (understands concerns, diminishes possibility of recurrence, provides time and opportunity for improvement)
4. Implement key communication skills (listen intently, ask questions, optimize nonverbal communication, adapt to personnel styles)

See FRISK Manual, Chapter 9

FRISK Strategic Planning

The Art of Changing Behavior

Difficult communications should **NEVER** be spontaneous. Plan well!

Strategic planning is key:

- Commit to addressing the issues *with* the employee
- Timing of the corrective action/interaction - morning / lunch / end of shift / day of week
- Setting for the corrective action/interaction - office, classroom, or . . . and room arrangement
- Planning your presentation to facilitate cooperation for change - tone and feel are crucial
- Delivering the right level of intervention given circumstances and individual

See FRISK Manual, Chapter 10

And now for some practice...

Thank You

Questions?
Comments?
Observations?

Scenario #1

Middle School Parent Complaint against the Bus Driver

On the second day of school in August, a parent, Bill Johnson, comes into your school's office and demands to speak to the Principal regarding the way his student, Skip, was treated by Mr. Appleby, his school bus driver. He tells your secretary that his son was assaulted by the bus driver yesterday afternoon. He says that he is sick of the racist staff in the school district and if the Principal doesn't talk to him, he is going to the press.

Additional information that emerges from the resulting investigation over the next 48 hours:

- The Director of Transportation, who supervises the bus drivers, is currently on leave and may not return to his position. Therefore, the investigation is conducted by the Director's supervisor - District CBO, Myron Moneybags.
- Policies and procedures in the Transportation Department have been inconsistently followed, not well published, or consistently distributed to students and families.
- Because this was the first few days of school, permanent bus passes hadn't been distributed to the bus driver or students. Students were using temporary passes.
- There is very little information given to students or families as to the process for showing your bus pass as you get on the bus.
- This family has filed several complaints over the years alleging discrimination. Some of them have been upheld
- The investigator reviewed the camera footage, interviewed the driver and students, and looked at all of the policies, handbooks and forms that exist in the transportation department.
- The student didn't have his temporary pass available, was rude to the bus driver and pushed past him to get on the bus. The bus driver grabbed his backpack, pulled him back, and told him to get off the bus.

Documentation Prompt:

Based on your investigation, you, the CBO, conclude that corrective intervention / discipline with the Director of Transportation is warranted. Determine what level of intervention / discipline is appropriate and draft a communication memo to issue the Director using FRISK.

Scenario #2

It's all about "Playing Time"

It's the first day of school right after Winter Break. A parent, Ed Moaner, formerly a School Board member, comes to your office to explain that his daughter Ella's basketball career is ruined. He explains that Ella's coach, longtime P.E. teacher and Basketball Coach Patty Spiral, has been inconsistent all season and Ella doesn't get adequate playing time, has lost the love of the game, wants to quit the team, and it is now unlikely that she'll ever play in college. He alleges that Coach Spiral has "favorites" who get more playing time, holds different standards for players with respect to missing or being late for practice, and let some of those girls hang out in her office during their lunch time or if they want to get out of class. Moaner is thoroughly pissed off.

Additional information that emerges as a result of your interviews and investigation over the next 48 hours:

- Supervision of basketball games by school administration only occurs occasionally.
- The school's Athletic Director very rarely observes practices.
- There was no Parent Information Meeting held at the beginning of the season. The coach told the players to tell their parents about a meeting upcoming, but nothing was ever sent out in writing or posted on the website and no meeting to date has been held.
- There is nothing in writing from the Coach that outlines tryout procedures, expectations regarding practice, tardies, absences, playing time, etc.
- You thought these matters had been addressed and resolved after similar concerns were brought forth by a small group of parents two seasons ago after which you advised the Coach to develop, disseminate and follow guidelines for these subjects in her coaching moving forward. No such complaints have been brought to your attention since.
- On top of being a former Board member, the complaining parent is a powerful political figure in the community and is involved in girl's city league basketball.
- The Coach mentioned that she is being targeted by the former trustee due to her sexual orientation.

Documentation Prompt:

Based on your investigation, you decide that corrective action with this Coach is necessary. Determine what level of corrective action is warranted and draft a communication memo to issue her using FRISK.

Scenario #3

Missing Cell Phone

A middle school student, Jason Chat, comes to the office and says that he just lost his cell phone. It's new and worth about \$1000. He thinks that he left it in the Cafeteria at lunch. He went back to the lunchroom but he couldn't find his phone.

You, Vice Principal Sharon Gotcha, get on the walkie-talkie and radio the custodial crew and ask them if they found it. Your school policy requires that lost items of value must be brought to the office and not be placed in the lost and found. The custodians are in the middle of cleaning up from lunch so if they had found it, you plan to send the student to the Cafeteria to get it. The Head Custodian, Barney Bossman, reports back that no one has seen or reported finding a cell phone in the Cafeteria today.

At about 4:30 p.m., parent Melanie Chat calls the office and tells you that according to her Find My Phone app, the phone is at an address in the adjacent city. You look up the address in the student database, and it doesn't show up. At 8:30 the next morning, Mrs. Chat comes in to report that according to her app, the phone is once again on campus today.

Additional Information that emerges from your investigation throughout that day:

- On a hunch, you check with HR and learn that the off-site address where the phone is tracked to belongs to the Head Custodian.
- When you confront the Head Custodian about this, he hesitates but later admits that the phone is in the glove box of his car. You go to the car together and find it there, wrapped in a paper lunch bag with the letter "J" written on it.
- The Head Custodian is married, has two kids, and his house is in foreclosure.
- The staff handbook outlines what must be done when valuable items are found on campus.
- You find out late morning from the Principal that the Warehouse Supervisor that his staff has been frustrated with the Head Custodian for the several months for not properly recycling outdated computers. On one occasion several months ago, when a Warehouse driver arrived to pick up 3 old computers for recycling, she couldn't find them. But, instead of tracking them down, she just left campus. No one knows now where the computers ended up.
- As Vice Principal you are assigned to supervise the custodian crew. You have been working with the Director of Custodial Operations for over a year regarding the Head Custodian's attendance and inconsistent work quality. The Director is the person that completes his evaluation and signs off on custodial leaves and work orders, purchase orders, etc. You have been working closely with him to ensure he follows protocols for reporting his absences to the District.
- When you've tried to figure out how the Head Custodian has been able to miss so much work, you learn that some of his recent absences have not been reported in ESS despite their being a substitute in place to perform his duties. For the last two school years, the Custodian has gotten cashed out for 10 excess Unused vacation days.

Documentation Prompt:

You confer about these circumstances with your Principal and decide that corrective action with the Head Custodian is necessary. Determine the level of action that is warranted and draft a memo to issue to Mr. Bossman using FRISK.

CHAPTER 11

TEMPLATES AND SAMPLE FRISK® DOCUMENTS

FRISK® DOCUMENT PLANNING MAP

This planning map may be used as a worksheet for drafting FRISK® documents:

STEP 1 – FACTS: Include a clear and complete statement of the facts, specifically identifying **what** happened, **how** it happened, **when** and **where** it happened, and **who** was involved. Supplement general or conclusory statements with concrete examples of below-standard performance. See Chapter 3, FACTS.

STEP 2 – RULE: Include the rule (expected required performance) violated by the employee and describe **how** the rule was violated. Confirm the rule is clear and instructive, related to the district's operations/instructional program, within the employee's job duties, applied uniformly, and not in conflict with other rules. Add **prior similar rule violations** to establish **recurring patterns** of below-standard performance. See Chapter 4, RULE.

STEP 3 – IMPACT: Describe the **adverse impact** of the employee's below-standard performance on the workplace (including any negative effects on district operations, instructional program, adverse notoriety, other employees, students, and parents), using specific facts and concrete examples. See Chapter 5, IMPACT.

STEP 4 – SUGGESTIONS/DIRECTIONS: Identify the desired change to correct the below-standard performance. Include **suggestions** (recommendations) to provide **ideas** for change that support employee growth and development, and offer strategies for complying with directions. Include **directions to mandate** change, along with effective timelines, clear command verbs, clear descriptions of required performance, and the consequences for noncompliance. Focus should be on identifying observable change that provides a basis for **measuring** improvement and, where appropriate, assistance and resources for support based on the employee's skills, knowledge, and abilities. See Chapter 6, SUGGESTIONS/DIRECTIONS.

STEP 5 – KNOWLEDGE: Notify the employee of any rights triggered by placement of the document in the employee's personnel file based on applicable law, personnel rules/practices, and collective bargaining contract provisions. Where appropriate, include a signature line for the employee to confirm acknowledgment of receipt. See Chapter 7, KNOWLEDGE.

Section 3

SRVUSD COACHES' HANDBOOK



EBAL Athletic League: <http://www.eastbayathleticleague.org/>

North Coast Section, CIF: <http://www.cifncs.org/>

California Interscholastic Federation: <http://www.cifstate.org/>

California High School

Athletic Director: Chad Ross

Phone: 925-803-3249

E-mail: cross@srvusd.net

Mascot: Grizzlies

Website: <https://chs.srvusd.net/Athletics/Cal-High-Athletics/index.html>

Athletic Boosters:

<https://chs.srvusd.net/Athletics/Athletic-Boosters/Athletic-Boosters/index.html>



Dougherty Valley High School

Athletic Director: Nechia Miller

Phone: 925-479-6430

E-mail: nmiller@srvusd.net

Mascot: Wildcats

Website: dvhs.srvusd.net/Athletics/Wildcat-Athletics/index.html

Athletic Boosters:

dvhs.srvusd.net/Athletics/Athletic-Boosters/Athletic-Boosters-Main/index.html

**DOUGHERTY VALLEY
HIGH SCHOOL**



Monte Vista High School

Athletic Director: Andy Popper

Phone: 925 552-2807

E-mail: npopper@srvusd.net

Mascot: Mustangs

Website:

<https://mvhs.srvusd.net/Athletics/Athletics-Overview/index.html>

Athletic Boosters:

<https://mvhs.srvusd.net/Athletics/Athletic-Boosters/index.html>



San Ramon Valley High School

Athletic Director: Chris DeClercq

Phone: 925-552-3005

E-mail: cdeclercq@srvusd.net

Mascot: Wolves

Website: <https://srvhs.srvusd.net/Athletics/SRVHS-Athletics/index.html>

Athletic Boosters:

<https://srvhs.srvusd.net/Athletics/Athletic-Boosters/index.html>



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PHILOSOPHY & RELATIONSHIPS

Athletics play an important part in San Ramon Valley Unified School District. Young people learn a great deal from their participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully are an integral part of each team in our athletic program. Athletics helps the individual student develop a healthy self-concept as well as a healthy body. Athletic competition adds to our school spirit and helps all students – as participants and as spectators to develop pride in their school.

Board Policy 6145.2 recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

It is important to build trusting relationships with your school's community. Follow through on your commitments. Identify and communicate effectively with all partners; Principal and AD, coaching staff, parents/caregivers and players. Anticipate and mitigate the potential risk of any athletic activity. Continually work to improve school sportsmanship. Ask for help when you need it. Most importantly.... Have fun!

2022-23 COACHES' HANDBOOK ACKNOWLEDGEMENT FORM

Please print this page, sign and return to your Athletic Director prior to the start of your season of sport. This form must be received no later than one week prior to the start of your season, or if hired after the start of the season, within 3 working days of being hired.

Failure to sign and return this page does not absolve staff of following all of the requirements of the Coaches' Handbook.

I have read the SRVUSD Coaches' Handbook, and understand the contents and hereby agree to follow all of the requirements listed within. I acknowledge the Coaches' Handbook represents the CIF, NCS, EBAL and SRVUSD's philosophy and rules on interscholastic athletics.

If I have any questions, I will reach out to my school's Athletic Director and or the Director of Student Services, Dave Kravitz at dkravitz@srvusd.net.

_____	_____	
Print Name	Signature	
_____	_____	_____
Sport	Season	School Site

**** Please return this completed form to your Athletic Director.**

COACHING OVERVIEW & EXPECTATIONS

Coaches Handbook: Coaches are expected to be familiar with the SRVUSD Coaches' Handbook and are required to complete the form indicating that they have read and understand the coaching requirements each year. Coaches must submit all hiring and retention documents, and be approved annually.

All coaches are expected to conduct themselves professionally in their role as a coach at all times and in all situations. Coaches should avoid personal social situations with their players to the greatest extent possible.

Coaching Clearance & Certifications: *All Coaches (including volunteer coaches)*

MUST be cleared by Human Resources and the Athletic Director prior to coaching in any capacity. In accordance with Ed Code, 49032 each high school sports coach shall have completed a coaching education program developed by the school district or the California Interscholastic Federation that meets the guidelines set forth in [Section 35179.1](#). If a coach's certification expires, the coach is responsible for taking the necessary course and sending a copy of their completion certificate to HR and the Athletic Director before returning to coach.

Certification	Cost	Expiration
Livescan / Fingerprint Clearance	Varies	Never (with continued SRVUSD employment)
TB Clearance	Varies	Every 4 Years
NFHS Fundamentals of Coaching	\$50.00	Never
NFHS Concussion in Sports	Free	Every 2 Years
NFHS Sudden Cardiac Arrest	Free	Every 2 Years
NFHS Heat Illness Prevention	Free	Every 2 Years
CPR / First Aid / AED *	Varies	Every 2 Years
Keenan SafeSchools Trainings: <ul style="list-style-type: none"> ● Mandated Reporter: Child Abuse and Neglect ● Sexual Harassment Prevention for Non-Managers ● Boundary Training - Maintaining Appropriate Adult - Student Boundaries 	Free	Annually

*CPR / First Aid / AED training must be OSHA Certified and provided through American Red Cross or American Heart Association. The training may be fulfilled through the free, online course available through the National Federation of State High School Associations (NFHS). [Please click here for the Concussion in Sports course.](#)

Coach Meetings: **All** coaches are expected to attend the pre-season meetings held by the ADs. Attendance at these meetings will assure that each coach is aware of any new school or SRVUSD policies. It also gives coaches an opportunity to meet each other and share information and concerns.

Head Varsity Coaches are required to attend 3 meetings each season:

- 2 League Meetings (preseason and postseason)
- Rules changes, points of emphasis, all-league voting, and issues throughout the season are discussed. If the Head coach is unable to attend the AD must be informed and a suitable replacement must be found.

- Family Sports Night – parent meeting at beginning of the season

Season Start Dates 2022-2023 (subject to change):

Fall Sports	August 8, 2022
Winter Sports	October 31, 2022
Spring Sports	February 6, 2023

Family Sports Nights: Varsity head coaches of all sports are required to attend and present at a Family Sports Night for all levels of the program they coach. Dates, times, and locations must be advertised and communicated to the families of students a week in advance of the meeting.

Topics to be discussed at Family Sports Night Sessions: Coaches must cover each of the topics below at their team breakout session:

- Coaches contact information
- Expectations of Athletes / Sportsmanship
- Communication Plan with both athletes & families
- Practice Schedule
- Competition Schedule
- Fundraising plan
- Team Travel / Field Trips
- Team Drivers (if needed)

Hiring: In accordance with Education Code 44919(b), all coaches are considered temporary, at-will employees. All hiring of coaches and assistant coaches as well as clearing volunteer coaches must be accomplished through SRVUSD's Human Resources department following established policies and procedures. No paid or volunteer coach may be in contact with any student prior to having been on-boarded, cleared, and badged by Human Resources. Coaches or parents may not make hiring decisions for their programs. Administrators must sign off in Informed K12 on all coach recommendations to hire, including head and assistant coaches.

SRVUSD Employees who Coach: Employees are responsible for following district policies when requesting sub coverage for classes when necessary.

Stipend/Paycheck: Coaches will be paid in full at their end of their season after all inventory control, student bills, and keys have been submitted. Coaching Stipends can be found on the district website [SRVUSD 2022-23 Extra Services Salary Schedule](#)

Keys: Coaches are responsible for all keys issued. Keys should not be given to any other person. All keys must be returned to the AD at the end of the season. No keys may be used to access district property on Sundays or outside of scheduled practice or contest times. Stipends may be withheld until keys are returned.

Alcohol/Marijuana: The District expectation is that adults will not consume or be under the influence of alcohol or marijuana at any time when at any activity at which they are responsible for the supervision of students, including practices, contests, tournaments, and transportation to and from. No alcohol or marijuana should be consumed by adults on any school-related overnight trip.

Feedback: ADs will collect confidential input on all coaches from the athletes and parents at the conclusion of each season. Site administration will also gather data including meeting school expectations, observations of practices and contests, and other input. The input will be compiled and shared with the coach during a post-season evaluation conference with the AD. Coaches without

satisfactory evaluations may not be asked to return the following year. Coaches are hired on a year-to-year basis.

Dismissal of a Coach: The school/District has the authority to dismiss a coach anytime during the season or off season. Reasons for termination could include, but is not limited to, any of the following:

- Not fulfilling the SRVUSD expectations and responsibilities for coaches
- By receiving an unsatisfactory evaluation
- By failing to be a good role model of the program for students, parents, and the school
- By putting any student or other coach in an unsafe situation

Varsity Head Coaches: Varsity Head Coaches are responsible for the development of lower level teams. They should mentor and give direction to lower level head and assistant coaches about the philosophy and direction of the program. They should work with the AD regarding purchasing decisions and development of the coaches of lower level programs. They are responsible for everything that happens within their program.

Uniforms and Equipment: Coaches should notify the AD at the conclusion of their season of any essential uniforms and/or equipment that will be needed for the next season. The coach and AD should confer about all purchasing needs. Uniforms are expected to last several seasons and uniforms in good condition are expected to be passed down to JV or freshman teams. Player's names may not be on uniforms unless they are the personal property of the athlete. Coaches and AD's shall take every possible precaution to ensure that athletic equipment is kept in safe and in serviceable condition and shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each season.

Inventory: Varsity Head Coaches are responsible for keeping an accurate inventory of uniforms and equipment for their sport. Records should be kept of school property issued to any athlete. Athletes should be billed through the Athletic Department for school property not returned at the end of the season. A team parent may assist with inventory control.

End of Season Obligations: All coaches are expected to submit equipment, keys and other district property at the end of each season, and prior to receiving coaching stipend. Failure to comply may affect future assignments. Other responsibilities include:

- Inventory of school property and bills for school property that is damaged or not returned
- Proper storage of school property until the next season
- Recommendations to the AD for needed purchases before the next season
- Return of all keys even if planning to return to coaching the following season

Endorsements and Outside Employment: SRVUSD coaches may not use their position as a school coach or the name of the school to publicly endorse a third-party club program. Nor may they require an athlete to participate in a specific third-party club program as a condition or selection for preferential consideration for a school team. Per Board Policy 4136, employees are prohibited from additional employment, and compensation from an outside source that is in conflict with an existing position.

ELIGIBILITY, SCHEDULING & PRACTICE

Eligibility: No student may try-out, participate in practice or compete in an event unless they have been cleared by the Athletic Department for transfer/residential, academic, and medical eligibility. **Do not accept a player for whom you do NOT have verification from HomeCampus.com. Any competition in which an ineligible player participates (knowingly or unknowingly) will be forfeited.** It is the responsibility of a coach to report any known or suspected ineligible player on your own or an opponent's team to the AD immediately. The AD will then investigate the situation.

General Eligibility: The Athletic Director is responsible for determining eligibility for all students. In order to participate in high school interscholastic athletics, students must:

- Provide information in regard to any aspect of eligibility that is true, correct, accurate, complete, and/or not false or fraudulent
- A student whose 19th birthday is attained prior to June 15, shall not participate or practice on any team in the following school year
- Not exceed 8 semesters of enrollment after entering 9th grade
- Meet transfer, academic, and disciplinary eligibility standards
- Have an annual physical examination
- Maintain amateur status
- Attend a CIF member school

Athletes with Disabilities: Athletes with disabilities must be accommodated when trying out for any team. If you have any questions, please consult with your AD or athletic administrator (Principal/Assistant Principal regarding potential accommodations.

Title IX and Gender Equity in Athletics: Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment). In addition, Title IX protects transgender students and students who do not conform to gender stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation. “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The district’s athletic program shall be free from discrimination and discriminatory practices prohibited by state and federal law. All practices and contests must be free of any discrimination or harassment due to gender, race, color, religious creed, national origin, ancestry, age, physical or mental disability, sexual orientation or other protected classification. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for all students. Any **discrimination complaint** arising out of an interscholastic athletic activity must be reported to the site athletic administrators, the Assistant Superintendent for Human Resources, and/or the Director of Student Services, who is the District’s Title IX Coordinator. A description of the Uniform Complaint procedures is found in the Annual Parental Notice at www.srvusd.net.

Transfer/Residential Eligibility: Any student who transfers between high schools is subject to the CIF transfer bylaws. All transfer athletes must request review of eligibility by the Athletic Director. Families and coaches should allow at least 20 business days for processing paperwork. The athlete may miss part of the season of sport during the review and evaluation process. Eligibility **MUST** be established prior to participation in any scrimmage or competition. Students must abide by the school district’s policies for residency. Contact your Athletic Director or see the NCS website for more information regarding transfer/residential eligibility.

Medical Eligibility: All athletes must complete and upload a valid copy of the SRVUSD approved Physical Form and be cleared on AthleticClearance.com prior to participating in any try-out, practice, scrimmage, or competition. Participation will be allowed based on the doctor’s recommended clearance level. All Physical Forms must be signed by a parent/guardian and Doctor and dated after July 1st of the school year in which they will participate. All Physical Forms must also include a doctor’s stamp.

Academic Eligibility: In order to participate in athletics, students must earn a 2.0 grade point average

on a 4.0 scale in all enrolled classes AND be on track to graduate. Students must be enrolled in and pass a minimum of 20 semester credits (4 classes). Academic eligibility resets on the Date of Determination (see below) after the end of EACH grading period (1st Quarter, 1st Semester, 3rd Quarter, 2nd Semester – 2nd Semester grades count for Fall eligibility excluding incoming freshmen). Incomplete grades count as zero until reflected in Infinite Campus official gradebook. No Mark grades do not count against a student's GPA. Grade changes submitted after the Date of Determination will not be accepted toward academic eligibility. Please see Board Policy and Administrative Regulation 6145.

Athletic Probation Waiver: ([BP 6145](#)) A high school student who fails to achieve a 2.0 grade point average may appeal for probation for one quarter. To qualify for this probation, the student-athlete must submit a written appeal to the principal delineating a significant upheaval in the student's life that has caused his grades to fall. This upheaval would include, but not be limited to, parental divorce, a death in the family, serious illness or injury to the student, drug or alcohol rehabilitation, or a serious family problem. Failure to achieve a 2.0 GPA during the probationary quarter would render the student ineligible during all subsequent quarters until their GPA is 2.0 for a quarter. Academically ineligible athletes must have an approved waiver prior to try-outs and practice with the team, only non-cut sport could the student participate while waiting for eligibility in the next grading period. Ineligible student athletes may sit in the stands to cheer the team on. They may not travel with the team.

Date of Determination: This is the date during a season that an athlete becomes eligible or ineligible based on their non-weighted GPA. These dates are determined annually by the SRVUSD athletic director in consultation with the director of Student Services, and cannot be negotiated.

Participation Limitations, Leaving the Team, and Lettering:

- Athletes are prohibited from participating in more than one school-sponsored athletic activity during any given season without the prior approval of the AD
- When seasons overlap, an athlete may not go out for the new sport until their season is completed with the earlier team. Coaches must make accommodations for these athletes to try-out
- Athletes must inform the coach when they decide to leave the team
- To be eligible for the school letter, athletes must compete at the varsity level over the course of the season and complete the season in good standing with the coaching staff and athletic department

Recruitment: According to CIF, NCS and EBAL rules, no coach, parent/caregiver or other agent may contact a student or their family/parent/caregiver on behalf of a school's athletic team prior to that student's enrollment at the school AND after the student has graduated from the 8th grade. Recruitment violations may result in ineligibility of the athlete, forfeiture of contests in which they have participated and/or disqualification of the team from postseason play, and or termination of the coach.

Rosters: Coaches are required to submit a *Preliminary Roster* (by the Friday of the first week of practice/try-outs). A *Final Roster* is due at least 1 week prior to the first competition. Any changes (additions or subtractions) after the final roster is submitted should be communicated individually. Coaches are required to keep rosters up-to-date and accurate. All roster changes must be communicated to the AD as soon as possible. Submit rosters digitally; handwritten rosters will not be accepted. All rosters must include the following for all athletes:

- First and Last name
- Grade

Dismissal of an athlete from the team: Once the team is determined through the try-out process, athletes may be dismissed from a team immediately for offenses including, but not limited to the following;

behaving in an unsafe manner, bullying, breaking school rules, etc. Athletes may also be dismissed for lower level offenses; such as, continued violation of team expectations, disrespectful behavior towards teammates and/or coaches, etc. Coaches have a responsibility to communicate concerns to athletes, their parent/guardian(s), and the Athletic Director at the appropriate time. Coaches should not call out individual athletes in front of the team. A dismissal should not come as a surprise to the Athlete, Parent/Guardian, or the Athletic Director.

Scheduling Games: Coaches are responsible for scheduling pre-season games, meets, matches, and tournaments for their team. All games and tournaments must be approved by the Athletic Director. A final schedule is due to the AD at least 1 month prior to the start of your season.

Rescheduling Games: Games may only be rescheduled by the AD. Coaches should notify the AD immediately regarding any possible schedule changes. ADs may need to reschedule games due to weather, access to facilities, or other emergencies. EBAL rules require that canceled games must be rescheduled on the first available play date

Rules of Sport: Both NCS and EBAL have specific rules of sport. Please review the [NCS Sports and General Rulings Handbook](#)

Practice Rules: CIF/NCS practice guidelines limit all athletic activities to no more than eighteen (18) hours of total practice/game time per week. Intensity and duration of exercise should be gradually increased over a period of 7-14 days to give athletes' time to build fitness levels and become accustomed to practicing in the heat.

Sundays: No CIF/NCS/EBAL team may play, practice, open gyms, or participate in any other activities on a Sunday.

Forfeits: CIF Member schools are expected to make every reasonable effort to fulfill their varsity schedule. League contests that are forfeited due to actions of intent or neglect that creates a competitive advantage for the school forfeiting the contests or a disadvantage to the other schools in the league shall be subject to sanctions and penalties. For NCS rules regarding forfeiture. see the [NCS Constitution](#), page 52.

Alumni Games: Alumni games will be permitted by the athletic department if they are not designed as a fundraiser. Donations are allowed and does not make the event a fundraiser. All "alumni" MUST complete a waiver form prior to participating. The Head Coach is responsible for obtaining the waiver form from the AD (at least 30 days in advance), collecting signed forms prior to participation, and returning signed forms to the AD to keep on file. Alumni under the age of 18, must have a parent/guardian signature. If the alumni game is designed as a fundraiser, the permitting process must go through the Athletic Boosters.

Application to Host: The NCS requires an [Application to Host](#) postseason contests. Specific facility requirements are necessary for each sport. The [Application to Host](#) may be filled out generically by the AD at the beginning of the year for all sports the school is willing to host playoff contests **OR** coaches may bring a specific [Application to Host](#) applications to the NCS seeding meetings. There is a NCS protocol about which schools are eligible to host various rounds once playoff seeding is complete. Please check with your AD as you get close to possible NCS playoffs.

Outside Competition & Summer Leagues: SRVUSD encourages well-rounded athletes who play a variety of sports in which they are interested. Participation in out-of-season club sports or team conditioning may not be a requirement for selection to a school team. Coaches representing an SRVUSD school may not endorse a club team. No student-athlete may participate on a non-school team of the same sport during the same season. SRVUSD, EBAL, NCS, and CIF do not sponsor summer league teams. Although participation is allowed, it is not officially or unofficially associated with the above mentioned groups. The parent assumes full responsibility for medical

expenses and any liability that may occur as a result of participation on a summer league team.

FIRST AID & SAFETY

Medical Clearance of Athletes: No student may participate in any athletic related event without being medically cleared through AthleticClearance.com. All coaches must have a hard copy of the students' medical release form prior to allowing a student to participate in any capacity.

Emergency Action Plans (EAPs): AD and/or Athletic Trainer will provide coaches with school emergency plans. If an emergency occurs, call 911 immediately (check the best number from cell phones). Dispatch emergency personnel to the exact location you are on campus and best entrance to use. All coaches must read and understand the Emergency Response Plan provided by the AD or Athletic Trainer for any emergency (injury, earthquake, etc.) that may occur at a practice or contest at home or away. The emergency plan should be carried in the team's First Aid Kit.

Locations of AEDs on High School campuses:

<u>Complete List - all school sites</u>	
<p>California High School:</p> <ul style="list-style-type: none"> ● Main Building - 2nd floor staff office ● Aux. Gymnasium (Event Center) ● Athletic Trainer Office ● Nurse's office 	<p>Dougherty Valley High School:</p> <ul style="list-style-type: none"> ● Admin Main Office ● Main Gymnasium ● Stadium Storage Room 101-A ● PAC Lobby ● Training Room ● Lobby
<p>Monte Vista High School</p> <ul style="list-style-type: none"> ● Athletic Dept Office ● Main Gymnasium ● Nurse's Office ● Pool Office 	<p>San Ramon Valley High School</p> <ul style="list-style-type: none"> ● Building B - 2nd Floor ● Nurse's Office ● Aux. Gymnasium Lobby ● Stadium Snack Shack ● Pool Office

First Aid Kits: Coaches will be issued fully-stocked first aid kits at the beginning of the season. Coaches are required to have their kits accessible at all practices and contests at home or away. See the AD or Athletic Trainer for needed supplies (before you run out). Coaches should also keep a hard copy of all athletes' medical release form and the school's Emergency Response Plan in their first aid kit.

Concussions: A concussion is a serious brain injury that can affect physical and cognitive performance long afterwards. If an athlete is suspected of sustaining a concussion or head injury in an athletic activity, they shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return until they are evaluated by a licensed health care provider trained in the management of concussions and receive the health care provider's written clearance to return to the activity. An athlete who faints, passes out, or loses consciousness MUST sit out until cleared by a doctor. See CIFstate.org for more information. Know the symptoms of a concussion. For more information and resources, visit [CIF: Concussions](#) & [CDC: Concussions](#). "When in doubt, keep them out." Coaches are encouraged to take the on-line elective course, [Concussion in Sports - What You Need to Know](#).

Sudden Cardiac Arrest: Sudden Cardiac Arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. SCA is more likely to occur during exercise or physical activity, putting student-athletes at greater risk. In the event that an athlete experiences SCA follow the Cardiac Chain of Survival: (1) recognition of SCA, (2) Call 9-1-1, (3) administer Hands-Only CPR, (4) administer an AED, (5) designate a bystander to direct EMS to the victim for quick transfer to a hospital. See ClFstate.org for more information.

Heat Illness Prevention: To prevent heat illness follow all guidelines for adequate hydration, gradual acclimatization, and hydration status record keeping. See ClFstate.org for more information.

Accident Reports: It is the responsibility of the supervising coach to fill out an accident report [Student Accident/Injury Report](#) as soon as possible and return it to the athletic director within 24 hours of an accident or injury. In general, a report of an accident should be filed if an athlete misses practice due to injury, doctor visit related to a sports injury or if, in the coach's opinion, the situation warrants a report. Communicate with the parents/guardians regarding injuries. Report all accidents/injuries to the AD.

Student Privacy: all student data (information regarding health, including injuries, grades, discipline, contact info, etc.) must remain private and cannot be shared with other students or parents. This includes details regarding student or parent complaints of harassment, bullying, hazing, or other student or teacher/coach misconduct.

FISCAL & FACILITIES

Please work closely with your site's Financial Analyst for all fiscal-related matters.

Contracts: Coaches and/or parent/guardian(s) are not authorized to sign contracts on behalf of SRVUSD for items such as pre-season schedules, purchases, transportation, field rentals, facility modifications or other District commitments. See the AD for contract arrangements.

Purchasing: The district is not responsible for unauthorized purchases. All athletic purchases must go through the AD. All purchases shall be made by formal contract and a purchase order. If it is absolutely necessary for a coach to spend their own money and request reimbursement from the District, the signed Employee Expense Claim form needs to be submitted (and approved by the AD) and only for small dollar amounts (under \$100.00) and must be accompanied by a detailed original receipt.

Team Donations Accounts: Please work with the Athletic Director to learn how to deposit/access money in these accounts. The money in these accounts are earned through fundraising and donations; the district does not provide budgets for individual teams. All purchases from these accounts **MUST** be pre-approved by the Athletic Director. Reimbursements are possible for team travel; ask AD for more info.

Team Donations Accounts

- One account provided for each team
- Money does not get swept, but availability depends on the district's Fiscal Year (limited access between April - September)
- All deposits and purchases **MUST** be
 - approved by AD
- Deposits made through the Financial Analyst
 - All purchases **MUST** have a Purchase Order. This process takes time, so plan
- Travel **MUST** be paid for and/or reimbursed through these accounts

PLAN AHEAD!

Booking Hotels for Athletic-Related Travel: All hotel accommodations must be made through SRVUSD. Please contact the AD at least 60 days in advance of the event, (or in the event of Playoffs, as soon as possible) to reserve hotel accommodations.

Other Financial Accounts: Please see the Athletic Boosters Club at your site to understand their policies and procedures regarding team accounts.

Facility Use/Permits: The Athletic Director is responsible for submitting all permits according to district policies and procedures. Coaches may not use any SRVUSD facility without an approved permit. All permits must match the event that is taking place. Fundraisers, tournaments, games, other such events must have permits accurately representing the planned event. Coaches must request permits through the AD at least 30 days in advance. Requests made less than 30 days in advance may not be approved in time for the event. Changes will not be made to permits once approved. Coaches must have carry

permits with them while using SRVUSD Facilities. See AD and the SRVUSD Facilities Use Handbook for more information.

Music during Practice, Warm-ups or Contests: All team music must be appropriate for a school setting (no profanity, sexually explicit content, promoting drug use, etc.) and played at a reasonable volume. If outdoors, be mindful of the time and neighbors.

Locker Rooms: The coach is expected to supervise locker rooms, home and away, at all times while students are in the locker room.

Fundraising: All fundraisers must be pre-approved by the Principal and AD prior to commitment. Any such fundraising activity must be completely voluntary. Funds donated cannot be accrued to a specific athlete. All funds must be deposited directly into the Athletic Team Accounts. Please consult your school Financial Analyst. Accounts and purchases must be made from those same accounts via the Purchasing Department and PO process. In order to host/organize a fundraiser all coaches must follow all district policies in regards to pre-approval, permitting facilities, and depositing money. If the fundraiser is sponsored by boosters, all coaches must follow both district and boosters policies in regards to pre-approval, permitting families, and depositing money.

All funds raised must be for the benefit of the team and no individual can make a profit. **In no case should team money be kept by a coach or parent or deposited into private accounts.**

Snack bars: Snack bars must be permitted by the County Health Department and approved by the site administration.

FIELD TRIPS, TRANSPORTATION & TEAM DRIVERS

In-state Field Trips: In-state Field Trips MUST be approved by the AD, the Principal, and the district office. All forms MUST be submitted to the District Office *at least 20 days* prior to the event.

Out-of-State Field Trips: These trips require approval by the Board of Education. Some special requirements for renting transportation in other states apply. Check with AD prior to booking transportation. All forms MUST be submitted to the District Office *at least eight weeks* prior to the event. Out of state trips cannot be submitted over the summer as there are no Board meetings for approval.

Transportation: The district does not provide transportation for athletic events. Athletic related travel includes a combination of the following methods: buses and private vehicles.

Buses: Buses may be used for programs with funds to schedule them. All scheduling is coordinated through the SRVUSD Transportation Department. Coaches should work with the AD as early as possible to make arrangements for bussed events.

Private Vehicles: When funds are not available, the District will neither authorize nor arrange for the transportation of athletes by private automobile. **Rather, students and/or their parents will be expected to assume responsibility and make their own arrangements for transportation to practices and contests. Coaches should inform athletes when and where they should meet for a competition. Coaches are not allowed to transport student athletes under any circumstances.** Team parent(s) can help make arrangements for teams where district-provided transportation is unavailable.

Student/drivers: Student athletes are required to use District approved transportation for games and tournaments. However it may be necessary in some very limited situations for students to transport

themselves (when pre-approved by Superintendent or Designee), and may only drive within 25 miles of the boundaries of the school district. A student who drives their own vehicle to such activities shall be prohibited from transporting other students. Students who transport themselves are required to follow all state laws and waive all rights to claims against the District when doing so.

COMMUNICATION & CHAIN OF COMMAND

Communication: All coaches are expected to have a good rapport as well as effective oral and written communication with team members and their families. Coaches will respond to parent phone calls and/or emails as soon as possible, but not later than 48 hours after receipt.

Responding to parent/guardian or athlete concerns: If parent/guardians and/or athletes have a concern, they are asked to express it at the appropriate time and place. We ask that parent/guardian(s) refrain from confronting coaches immediately before or after games or at practice. It is expected that concerns will be addressed first with coaches involved before proceeding through the Athletic Chain of Command. A coach must follow the SRVUSD Athletic Chain of Command beginning with the AD and site administration and should not call EBAL or NCS Commissioners directly.

No athlete will suffer consequences in practice, amount of playing time, or in any other circumstance due to expression of a concern about their athletic experience by either athlete or parent/guardian.

Parent/guardians and athletes are asked to follow these steps in order until they feel the issue is resolved:

- Have the athlete speak to the coach.
- Arrange an appointment for the parent to speak with the coach. Coaches are expected to respond as quickly as possible.
- If either parent or coach is not satisfied, call or write the Athletic Director and follow the Chain of Command

SRVUSD ATHLETIC CHAIN OF COMMAND



DISTRICT ATHLETIC COORDINATOR:

It is the responsibility of the Athletic Coordinator to support the District’s athletic programs and the athletic directors. Please contact Dave Kravitz, Director of Student Services, dkravitz@srvusd.net with any concerns.



Coach Hiring Procedures

At Least 3 Weeks Prior to the Start of the Season

Each School Site submits a roster of all coaches that are being recommended for each season, paid and volunteer to HR. It is understood that this list will evolve as new coaches are recommended. HR will add this information to the HR Master Coach Roster

External PAID Coach Hiring Procedures

1. Post on EdJoin (Paid positions)
2. Coach applies for position
3. Athletic Director (copy Admin in charge of athletics) gets notification of applicants for their position(s)
4. Athletic Director and Administrator in charge of athletics interview applicants, Administrator in charge of athletics or AD check references and submit recommendation paperwork/packet to HR.
5. Full application and Recommendation to hire paperwork given to Keri for review and final approval. (Rather than printing ed join application, attach to the Recommendation packet so that Keri has everything in one place)
6. Human Resources Technicians send coach (via email) new hire packet and required certs/mandated reporting
7. Coach contacts HR when they complete their paperwork
8. HR Technicians review the completed packet and complete the onboarding process (fingerprinting forms are given) with the coach.
9. Once cleared, HR Tech emails Coach, AD, and Admin that they are officially cleared and they can pick up their badge. (No Badge until 100% of requirements complete)
 - a. Badge issued for one year or Season only
 - b. Coach, AD, Admin are clear that no coach can be on campus working with students without a badge.
 - c. Badge checks monitored by AD, Site Admin and HR
10. Coaches will pick up their badge from the HR Tech that processed them. In an emergency or unusual circumstance, the Principal/Admin can pick up the Coaches badge and personally deliver.

External VOLUNTEER Coach Clearance Procedures

1. Each School Site submits a roster of all coaches for each season, paid and volunteer to HR
2. Volunteer Coaches will receive a link to complete a Volunteer Application once HR is notified.
3. Application is routed to the AD for review and processing of Recommendation Packet.
4. AD/Admin will interview and reference check individuals recommend to serve as a Volunteer Coaches

Coach Hiring Procedures

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5. AD/Admin in charge of Athletics will notify HR of names and contact info, for coaches that they want processed as a "volunteer" via IK12 Volunteer Recommendation Packet
6. **Full application and Volunteer Recommendation Packet with Volunteer Application** attached given to Keri for review and final approval. (Rather than printing ed join or volunteer application, attach to the Recommendation packet so that Keri has everything in one place)
7. Human Resources Technicians send coach (via email) and required certifications/mandated reporting/trainings
8. Coach contacts HR when they complete their paperwork for onboarding appointment at the District Office.
9. HR Technicians review TB test/certifications/mandated reporting and complete the onboarding process (provide fingerprint form) with the Volunteer coach.
10. Once cleared, HR Tech emails Coach, AD, and Admin that the volunteer is officially cleared and they can pick up their badge.
 - a. Badge issued for one year or Season only
 - b. Coach, AD, Admin are clear that no coach can be on campus working with students without a badge.
 - c. Badge checks monitored by AD, Site Admin and HR
11. Coaches will pick up their badge from the HR Tech that processed them. In an emergency or unusual circumstance, the Principal/Admin can pick up the Coaches badge and personally deliver.

Internal Coach Hiring Procedures

1. Admin/AD submits list of coaches recommended for the season - Internal, External and Volunteer - to Human Resources.
2. Certificated teacher - does NOT apply on EdJoin - initiates and completes a [Coach Application for Internal Employees](#) and sends to Site AD/Admin
3. AD/Admin receives the Internal Application and completes it (HR does not have any role in this process)
4. AD/Admin completes Recommendation Packet (above steps 4-5 are the same, but instead of attaching EdJoin application - attaching Internal Application)
5. HR Administrator (Keri) approves
6. HR Tech sends Internal Applicant email:

My name is **Tressa Herley**, the Human Resources Technician for the San Ramon Valley Unified School District. I'm contacting you because you have been recommended for a coaching position, pending completion of the items listed below. Once you have completed the certification requirements below, please email me with some dates and times that work best for you to come into the District Office to sign your coach contract and receive your Coach ID badge.

Coach Hiring Procedures

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I. COMPLETE THE ONLINE CERTIFICATION COURSES AND TRAININGS

■ **COMPLETE “CPR” AND “FIRST AID” COURSES** (Must be accredited by AHA and **must cover Both CPR and First Aid**) Online course available at <https://www.simplecpr.com/>

■ **COMPLETE “CONCUSSION IN SPORTS” CERTIFICATION** Online course available free at <http://nfhslearn.com/>

■ **COMPLETE “SUDDEN CARDIAC” CERTIFICATION** Online course available free at <https://nfhslearn.com/courses/61032/sudden-cardiac-arrest>

■ **COMPLETE “FUNDAMENTALS OF COACHING” CERTIFICATION** (**MUST NOT BE SPORT SPECIFIC**) - (you have 1 year to complete from original date of hire) Online course available at <http://nfhslearn.com/>

IMPORTANT: YOU WILL NOT BE CLEARED TO COACH UNTIL ALL OF THE REQUIREMENTS ABOVE HAVE BEEN COMPLETED. You may email the completed certifications directly to me.

If you have any questions, please let me know. I look forward to hearing from you.

7. Once all of the requirements are met and given to HR Tech, the teacher comes down to the District Office to have a badge printed and sign a coach contract. Badge is handed to the new coach at appointment. Coaches are directed to wear badge at all times while working with SRV students (home and away)

At the end of the season

1. Admin/AD collects keys and badges for all coaches. If a coach is returning for another sport, HR will update their badge with their current sport and season.
2. Admin/AD distributes the Coach Survey to students and parents. Admin will use this information to determine if the Coach will return for future seasons. Notify HR immediately of any concerns reported on the survey. (If we move to Administrators instead of AD's, this will be an evaluation rather than a survey)

San Ramon Valley Unified School District

Volunteers, Independent Contractor/Consultant - Clearance Guidelines

Category	Description	Megan's Law Only	Consultant/contractor Agreement Packet	Ed Join Application & Hiring Pkt	Fingerprint Clearance	TB Clearance	Mandated Reporter Training	SH Training	Coaching Req As if paid	Annual Notices	Ref. Checks	SRVUSD Supervisor Designated
A	Adults or Service Only Providing a <u>one time</u> training to staff while children are not present or providing a service not on school grounds		X									
B	Volunteers Directly Supervised Working with Students <u>one time</u> (or adults while students are on campus) AND Directly Supervised and observed by Certificated Staff at all Times (<i>e.g. Student Assembly</i>)	X	X									
C	Ongoing and/or Alone^{1, 3} Paid Working with students AND may be out of the line of site of District Staff		X		X	X	X	X		X		
D	Volunteer Coaches³ Working with students AND may be out of the line of site of District Staff		X	X	X	X	X	X	X	X	X	X
E	Ongoing Paid as Consultant working with Adults Only¹ (<i>must be issued 1099</i>)		X		X	X	X			X		
F	Ongoing Providing Direct Services to Students/District¹ (<i>e.g.: Speech, LVN, Acct. Temps, Substitutes</i>)		X		X	X	X	X		X	X	X
G	Construction^{1, 2}		X		X*	X*	X					

San Ramon Valley Unified School District

H	Offsite & Alone Working offsite with students not directly supervised by District Staff		X		X**	X**	X					
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*May use the Self-Certification Form

**Consultants may use Required Certifications Agreement if student contact is 3 days or less

¹[AR 3515.6](#) Contractor Criminal Background Check

²EC 45125.2

³ [BP 1240](#) [AR 1240](#) Volunteer Assistance

Section 4

Setting the Stage for Fair, Appropriate, Lawful & Equitable Interviews

March 6, 2023

Keith Rogenski, Melanie Jones & Keri Van de Star



AGENDA

1. Creating Equitable, Inclusive and Safe Environments
2. Candidate Screening Protocols
3. Interview Protocols
4. After the Interview
5. Dilemmas for Discussion
6. Call to Action



Strategic Directions



San Ramon Valley Unified School District Strategic Directions

Built on a foundation of academic excellence, we are broadening our definition of success. **Success** means our teams create and nurture:



Equity

We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.



Social Emotional Well-Being

We are committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.



Deep Learning and Innovation

We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.



Shared Leadership

We will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.



Stewardship of Resources

We will maximize resources including time, talent and finances, to advance our student success goals.



Culture of Responsiveness

We will effectively serve all stakeholders by listening, responding promptly, changing practices when appropriate, and communicating the rationale for decisions so students remain the focus of our efforts.

WWW.SRVUSD.NET

SRVUSD... Dedicated to academic excellence where all students thrive and succeed in innovative and inclusive learning environments.



Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity, confidence and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning



Creating Equitable, Inclusive and Safe Learning Environments for Students



innovative
equitable
inclusive
excellent



Diversifying Staff Goals

Goal 1: Increase the percentage of people of color as new hires' from 31% to 33%

Goal 2: Decrease the percentage of employees of color who leave the district due to job dissatisfaction



Process

Diverse Teacher Working Group charged with aligning District recruitment strategies and hiring protocols with the Strategic Directions and reduce/eliminate implicit/explicit bias to create access and opportunity for all applicants.

Working group includes Principals, AP's, Equity TSA's, District leadership, SRVEA leadership



Candidate Screening: What to look for...

- Edjoin Application/Writing Prompts:
 - Please describe how you would create an inclusive environment that supports the academic, social, emotional and communication needs of all students.
 - Please share a time when you utilized restorative practices with students to resolve a problem or conflict.
- [Application Screening Rubric](#)



Interviewing Protocols:

- Interview Panel: setting the stage for a fair process
- Confidential Process
- Equity Call-to-Action
- [Hiring Rubric for Teachers](#)
- [Interview Questions](#) and Answers/Documentation
- Debriefing
- Consistency



Be a Champion for Equity: Make sure your panel is diverse!



- Panel members should reflect our students, especially those that are traditionally underserved, where possible.
- Panel members are aware of their own bias in decision making.
- Panel members share a moral imperative to disrupt biases that may become apparent.



After the Interview: Reference Checking

- At least one reference should be current or most recent supervisor
- Reference checks should **not** be conducted by email
- Listen carefully to what is being said, how it is being said AND more importantly, what is not being said
- Complete the District's Reference Check form
- Complete the District's Hiring Recommendation Packet



Dilemmas for Discussion

1. In breakout groups you will discuss a dilemma.
2. Read your dilemma card aloud. Discuss as a group the following: **What would you do in this situation?**
3. If you are in an even numbered breakout group, discuss dilemma 2. If you are in an odd numbered breakout group, discuss dilemma 1.
4. You will be asked to share out your group's response in 5 minutes.

Scenario 1

In this scenario, you are a manager who is part of the interview panel. There are two applicants for a teaching position. One applicant is a local white teacher who is known and well liked by many. The other applicant is Filipino and is moving to the Bay Area from Los Angeles. Their interviews and resumes show experience and very strong job skills. After the interviews, the panel feels like the teacher they know is the obvious choice.



Scenario 2

In this scenario, you are preparing to lead and facilitate an interview panel process. You are preparing to select the employees who will be on the interview panel. An employee approaches you and asks that they participate on the panel. You know they are biased, because they have made statements in the past that reveal negative stereotypes about certain groups of individuals.

dilemma



Scenario 1 & 2 Share Out Time



Conducting the Interview Panel Set the Stage for a Fair Process



EQUITY CALL TO ACTION

The San Ramon Valley Unified School District acknowledges that inequities exist within our society and school district. We further understand and assume ownership for ensuring that all students are provided equitable educational opportunities where they see themselves reflected in the staff members who educate and support them. A diverse workforce is beneficial to and enhances the educational experiences of all students. As interview team members, everyone must be aware of and challenge their own personal biases and disrupt the biases of others that may surface. With this in mind, our goal in this interview process is to provide each candidate full, fair and equitable consideration and hire the individual who will most effectively support and advance the District's Strategic Directions.

Concluding Remarks OR Questions/Comments?



Thank you!



Human Resources Department Plan to Increase New Teacher Diversity to the District

Purpose: Increase the ethnic diversity of new teachers hired to the District for the 2023-24 school year.

Intended Outcomes:

Phase 1: Align District recruitment strategies and hiring protocols with the Strategic Directions and reduce/eliminate inherent explicit/implicit bias to create access and opportunity for all applicants. Site administrators will receive training on revised procedures/protocols in preparation for the 2023-24 teacher recruitment and hiring season.

Phase 2: Utilize Employee Exit Survey and feedback from teachers leaving the District to identify and develop strategies to increase the retention rate of diverse teachers to the District.

Action	Working Group	Timeline	Meetings Topics
PHASE 1			
2023-24 Spring Teacher Recruitment Schedule (currently in progress)		January - August 2023	
Convene Working Group: Review / Revise / Develop New Teacher Candidate Hiring Processes: <ul style="list-style-type: none"> ● Edjoin Application ● Candidate Screening Process ● Interview Questions ● Panel Composition ● Reference Checking ● Onboarding 	<u>Principals:</u> Demetrius Ball Sharon Baltazar Ryan Maloney <u>AP's:</u> Bassant Abdelrahman Margrette Wui Leona Lam <u>Equity TSA</u> Trisha Gonzales Waters Yolanda Davis	Meetings: November, December, January	<u>November Meeting (Date TBD):</u> Possible Articles & Research Working group will Review/Discuss : Hanover Teacher Recruitment and Retention 9 Strategies for Recruiting, Hiring and Retaining Diverse Teachers El Segundo Unified School District: Hiring Practices to Promote a Diverse

	<p><u>Director, Equity:</u> Hong Nguyen</p> <p><u>SRVEA Leadership:</u> Laura Finco</p> <p><u>Student(s)</u> Anya Ayyappan</p> <p><u>HR</u> Keith Rogenski Melanie Jones Keri Van de Star</p>	<p><u>Faculty and Workforce</u> <u>Diversifying the Teaching Profession:</u> <u>How to Recruit and Retain Teachers of Color</u></p> <p>Discussion Topics/Feedback::</p> <ul style="list-style-type: none"> • What practices and protocols currently exist in SRVUSD? • What Missing In SRVUSD? • Where Do We Want to go? • Brainstorm Strategies/evidence based practices for hiring diverse new teachers in SRVUSD <p><u>December/January:</u></p> <ul style="list-style-type: none"> • Incorporate and align research/evidence based practices with SRVUSD hiring processes for pilot in Spring 2023 <p><u>January/early Feb:</u></p> <ul style="list-style-type: none"> • Plan/develop site admin training
<p>REVISED FORMS/HIRING PROCEDURES</p>	<p>NOTES/SUMMARY OF RECOMMENDED CHANGES</p>	
<p>A. Edjoin Application: Added (2) writing prompts related to strategic directions to assist with candidate screening.</p> <p>B. Application Screening Rubric: Utilize rubric as a guide for identifying key important information in resume/application materials.</p> <p>C. Interview Questions: Standard interview question options for panels to ensure that they address the Strategic Directions. Teacher Interview Rubric to assess strength of the candidate.</p>		

D. Panel Composition: All teacher interview panels will include diverse representation

E. [Reference Check Form:](#)

F. [Onboarding Packet:](#)

G. [Best Pract](#)

H. [ices in Supporting New Teachers at the site level](#)

Roll Out/ Training for Principals		February 13, 2023	
Roll Out/Training for AP's		March 24, 2023	
PHASE 2			
Human Resources Department Exit Survey Development and Implementation		August 2022	
Review Exit Survey Data			Review and discuss articles/research on Diverse Teacher Retention strategies (see above)
Develop Retention Strategies			

PUBLICLY FUNDED HIRING SOLUTION



DRAFT Math Teacher High School | Eligibility Pool (2023-24) with New Information

[Back to Applicant Tracking](#)



DRAFT Math Teacher High School | Eligibility Pool (2023-24) with New Information

Category: *Certificated*



Employer:	San Ramon Valley Unified School District	Date Posted:	6/30/2023
Work Year:	187 days	Application Deadline:	7/1/2023 4:30:00 PM
Employment Type:	Full and Part Time	Contact:	Adrienne Herrera aherrera@srvusd.net
Salary:	\$61,257 – \$116,462 annually; Master's/Doctoral stipend of \$3,143. No cap on out-of-district service credit. Exceptional benefits, including health, dental and vision coverage requiring no employee contribution for individual and family plans.	Number Openings: (At time of posting)	Not Specified
		Job Description / Essential Elements:	
		Additional Information:	<ul style="list-style-type: none"> •Requirements for Applying •Links Related to this Job •Comments and Other Info

Requirements for Applying	Links Related to this Job
<p>MATERIALS</p> <p>CANDIDATES MUST HAVE, OR BE ELIGIBLE FOR THE APPROPRIATE CREDENTIAL.</p> <p>Credentials All of the following credentials are required for this position:</p> <ul style="list-style-type: none"> • Single Subject Teaching Credential - Mathematics • Crosscultural, Language and Academic Development Certificate <p>Documents All of the following documents are required for this position:</p> <ul style="list-style-type: none"> • Credential Copy (*For current students: Upload a letter from your University on official letterhead stating you are enrolled in a credential program and your anticipated recommendation date.) • Letter of Introduction • Letter(s) of Recommendation (3 letters within the last 2 years) • Resume 	<ul style="list-style-type: none"> • SRVUSD Strategic Directions • San Ramon Valley Teacher Induction Project (SRVTIP) • Board Policy 4030 Nondiscrimination in Employment • Administrative Regulation 4030 Nondiscrimination in Employment • SRVUSD Home Page
Application Deadline: 7/1/2023 4:30:00 PM	

San Ramon Valley Unified School District Hiring Rubric

Application Screening Rubric

	Below Expectations	Meets Expectations	Exceeds Expectations
Cover letter/resume/application packet	<ul style="list-style-type: none"> ● Poor Formatting ● Many spelling/grammar errors ● Does not express enthusiasm for position ● Does not demonstrate knowledge of SRVUSD and position requirements or expectations ● Letters of recommendation are not current 	<ul style="list-style-type: none"> ● Clear, reader-friendly formatting ● Few, minor spelling/grammar errors ● Provides adequate level of detail about experience ● Expresses enthusiasm about position ● Demonstrates some knowledge of SRVUSD and position ● Letters of recommendation are current (2 years) 	<ul style="list-style-type: none"> ● No spelling/grammar errors ● Concise but detailed description of experiences and skills that relate directly to the position ● Genuine enthusiasm for position is clear ● Demonstrates deep knowledge of SRVUSD and position requirements/expectations
Educational Background	<ul style="list-style-type: none"> ● Does not hold all required educational credentials 	<ul style="list-style-type: none"> ● Holds (or is eligible for) all of the required educational credentials 	<ul style="list-style-type: none"> ● Exceeds the required educational credentials ● Diverse experience
Work History	<ul style="list-style-type: none"> ● Does not have relevant and/or sufficient work history 	<ul style="list-style-type: none"> ● Has sufficient, relevant work experience 	<ul style="list-style-type: none"> ● Exceeds the stated requirements for relevant work experience
Qualifications & Experience	<ul style="list-style-type: none"> ● Does not present evidence of possessing necessary skills to perform satisfactorily in the position 	<ul style="list-style-type: none"> ● Presents evidence of possessing necessary skills to perform satisfactorily in the position 	<ul style="list-style-type: none"> ● Presents evidence of being able to perform exceptionally well in position, based on prior experience and/or demonstrated competencies

Leadership Ability *Not required	<ul style="list-style-type: none"> Does not demonstrate history of and/or potential for positive leadership 	<ul style="list-style-type: none"> Demonstrates history of leadership positions 	<ul style="list-style-type: none"> Provides evidence of track record of successful, transformative leadership
Written Communication	<ul style="list-style-type: none"> Does not demonstrate good written communication skills 	<ul style="list-style-type: none"> Demonstrates good written communication skills 	<ul style="list-style-type: none"> Demonstrates strong written communication skills
Overall Impression	<ul style="list-style-type: none"> Application does not meet required skills and/or experiences to perform satisfactorily in position 	<ul style="list-style-type: none"> Application demonstrates that applicant has required skills and experiences to perform satisfactorily in position 	<ul style="list-style-type: none"> Application demonstrates that applicant has required skills and experiences to likely excel in position

SRVUSD CERTIFICATED INTERVIEW QUESTIONS
(select one question from each area, more if time permits)

BACKGROUND/EXPERIENCE

1. Briefly describe your educational and professional background and other experiences working with children as it relates to this position.
2. What professional development have you participated in that will assist you in being an effective teacher?

KNOWLEDGE OF INSTRUCTIONAL STRATEGIES/TECHNIQUES

3. Describe your experience working with diverse learners and how you differentiate instruction to meet learning styles of all of your students.
4. Describe instructional/Specially Designed Academic Instruction in English (SDAIE) strategies that you plan to use to support your EL students.
5. As you begin to design a lesson plan for your class, what key components will you include?
6. How would you integrate technology as a learning tool in your classroom?
7. What strategies do you use to engage students?

CREATING AN INCLUSIVE ENVIRONMENT

8. How do you create a positive, caring and affirming classroom community?
9. How do you create an inclusive environment that supports the diverse needs of all students and what does that look like?
10. Please describe how you would incorporate Social Emotional Learning (SEL) in your classroom.
11. How do you incorporate student voice and choice in their learning process and how would you utilize it to inform your instruction?

KNOWLEDGE OF SUBJECT MATTER

12. If I walked into your classroom, what would I see?
13. Explain the importance of formative and summative assessments and how would you utilize it to inform your instruction?
14. Briefly describe your most successful lesson and what made it successful.
15. How do you empower students to take ownership of their own learning?

COMMUNICATION

16. What strategies would you use to establish and maintain effective parent/caregiver, student and teacher communication?
17. Describe your understanding of what collaboration looks like and its relevance to student learning.

SCENARIOS:

18. A parent challenges a student's grade in your class. How would you handle the situation?
19. You are walking in the hallway you overhear a student using derogatory terms or racial slurs. How would you respond?
20. Please share a time when you utilized restorative practices with students to resolve a problem or conflict in the classroom.
21. Please share a time when you had to initiate the healing process with students to resolve a problem or conflict in the classroom.

PERSONAL QUESTIONS

22. What are characteristics of a highly effective teacher?
23. Share a challenge you experienced working with students and what did you learn.

Interview Rubric (Teachers)

1 <i>(No skills)</i>	2 <i>(Minimal skill level for position)</i>	3 <i>(Average skills for position)</i>	4 <i>(Very competent for position)</i>	5 <i>(Fully developed skills/mastery for position)</i>
<ul style="list-style-type: none"> ● Does not demonstrate a clear understanding of the issue/question. ● No examples or evidence given. ● Answer is disorganized or incomplete. 	<ul style="list-style-type: none"> ● Demonstrates some knowledge of the issue/question. ● General examples or evidence given. ● Answer is fairly organized but may be incomplete. 	<ul style="list-style-type: none"> ● Demonstrates thorough knowledge of the issue/question, but not enough to prove expertise. ● Some examples or evidence shared. ● Answer is organized and complete. 	<ul style="list-style-type: none"> ● Demonstrates thorough knowledge of the issue/question and expertise in some aspects. ● Both examples and evidence shared. ● Answer is well organized and complete. 	<ul style="list-style-type: none"> ● Clearly demonstrates expertise across the issue/question. ● Relevant personal examples and compelling evidence shared. ● Answer is well-organized and allotted time used to effectively demonstrate mastery.

	<i>Rating</i>
<p>1) Culturally Responsive Teaching and Personal Reflection</p> <ul style="list-style-type: none"> ○ Structures/strategies/routines in place to engage student voice and perspectives in order to understand the students' cultural or socio-economic background and tailor teaching to the students' learning style. ○ Personal reflection and professional development regarding the role of education in maintaining racism, and awareness of teacher bias and their impact on students of color. ○ Classroom practice that allows entry points for many skill levels (Tier 1, scaffolding, flexible groups, etc.) ○ Curriculum that has connections to student's lives. ○ Decoding/unpacking the educational system and systemic racist practices to navigate obstacles ○ Opportunities for student choice in the curriculum. ○ Materials and literature that represent all students. Highlighting BIPOC role models and bringing in BIPOC guest speakers. (BIPOC stands for Black Indigenous Persons Of Color) 	
<p>2) Relationships and Community</p> <ul style="list-style-type: none"> ○ SEL (Social-Emotional Learning) strategies and practice in the classroom ○ Intentionally building relationships with students and families, designing the environment so that it is reflective and embracing. ○ Regular communication with students' families. Providing translated communication. ○ Collaborate with all staff to better support students while fostering community in and outside of the classroom. 	

<ul style="list-style-type: none"> ○ Builds a student centered community by having structures in place to engage student voice. 	
<p>3) Assessment</p> <ul style="list-style-type: none"> ○ Continuously looking at the needs of the students through consistent formal/informal assessment, then changing/adapting goals to fit those needs, and looking at how we can individualize common core state standards to teach all learners, no matter what the ability level. ○ Quantitative and qualitative data collection to figure out students' needs and make sure they are met. ○ Consistently reviewing assessment data to revise lesson plans. 	
<p>4) Instructional Practices</p> <ul style="list-style-type: none"> ○ Work with team to discuss supports (Sped, General Ed, ELL) ○ UDL (Universal Design for Learning) practices: organizers, visuals (word walls) and auditory resources, think time, intentional grouping, frontloading, peer buddy, connection to prior knowledge ○ Integrated ELD (Constructing Meaning) practices: students making meaning and producing language, visuals, sentence frames, explicit practice of academic language, processing time, word bank, ○ Explicit teaching of routines and classroom practices. ○ Accommodations and modifications without sacrificing rigor. ○ Teaching students how to use strategies for success in a classroom setting: PBIS practices ○ Use technology to support students' needs, example for immersive reader for dyslexic students, translators for our EL students ○ Providing multiple ways of doing something to show mastery with multiple attempt opportunities. ○ Student engagement at the core. ○ Connecting curriculum to the student. ○ Expectation that mistakes are welcome, it's ok to make mistakes 	



Reference Check

*****PLEASE NOTE** At least one reference must be a supervisor.***

Questions to ask and information to obtain:

1. Please describe the strengths of the candidate (training, organization, applicable skills, etc.)
2. What was the candidate's relationship with and attitude toward supervisors, staff members, and students?
3. How would you describe the applicant's abilities as a teacher?
4. Can you think of any outstanding instruction techniques or methods used by the applicant?
5. Were there any problem areas where the candidate might need specific supervision or assistance (absenteeism, tardiness, interpersonal relationship skills, job competencies, etc)?
6. How was the applicant's relationship with parents? Describe any challenges or problems.
7. If the opportunity arose, would you rehire this candidate?
8. Are you aware of any allegations or pending investigations related to misconduct with this candidate?

In addition to the questions listed above, Follow up on any questions or concerns that came up during the interview process

NAME OF CANDIDATE	POSITION LOCATIO N
REFERENCES CHECKED BY	GRADE/ SUBJECT

REFERENCES CONTACTED

INTERNALS need 1 reference; **EXTERNALS** need 2-3 references

REFERENCE #1

NAME _____

TITLE _____

PHONE _____

EMAIL _____

COMMENTS

CONTACTED _____

Cleared

REFERENCE #2

NAME _____

TITLE _____

PHONE _____

EMAIL _____

COMMENTS

CONTACTED _____

Cleared

REFERENCE #3

COMMENTS

NAME _____

TITLE _____

PHONE _____

EMAIL _____

CONTACTED _____

Cleared

New Hire Information

CLEAR email

COMPLETE _____

External SITE _____

SRVUSD _____ ID# _____

Credential _____ 06 08 09

22 30 31
32

Packet Received _____ Called ____/____ Calendar/Appt
To Analyst Accepted _____ #1 Email Sent to NH #2
Approved ____/____ Appointment ____/____ __:____ Admin Notified

Enter on Google Sheet Employee Info Update Date _____

Mandated Reporter info to Adrienne Date _____

PR# _____ CLOSE EJ TB Expiration Date _____

DOJ Clear Date _____

TEMP PROB 1 Contract Returned

Date _____

SF

QSS: MA ER MS* PO CO AL

Date _____

Salary Placement/Units MS NB

Date _____

Leave Group Assigned

Date _____

Accruals done

Date _____

Start Date

Badge Printed

VOE complete (all sent & received)

Date _____ + Years _____

Transcripts received Hard Copy Digital

Date _____

MS NB

Distribution of paperwork

Date _____

DR

I-9 Payroll SSA PAF

DIGITAL PACKET

PACKET FORMS

ETHNICITY & RACE DEMOGRAPHIC INFO
EMERGENCY CONTACT RECIPIENT DESIGNATION
OATH WORKERS COMP
FINGERPRINT IOU SOC SECURITY
STRS/PERS SUPP BOARD NOTIFICATIONS
DRUG & ALCOHOL CHILD ABUSE

INITIAL SALARY PLACEMENT MS -> Y N

UNITS DECLARED _____ DR -> Y N

NB -> Y N

VERIFICATION OF EXPERIENCE # of years _____

W-4 EDD

- I-9
- CAL STRS PERMISSIVE ELECTION
- DIRECT DEPOSIT YES NO CHECK Y N
- CONTRACT

ADDITIONAL DOCUMENTS

- MANDATED REPORTER
- OFFICIAL TRANSCRIPTS BA ___ CRED ___ MS ___ NB ___
- TB TEST RESULTS NEG POS DATE READ _____
- SRVTIP FORM COMPLETE
- TECHNOLOGY FORM COMPLETE
- YELLOW SRVUSD LIVESCAN FORM
- APPLICATION/EDJOIN PRINT/REFERENCES
- MANAGEMENT CELL PHONE ALLOWANCE

Paperwork Complete

VOE letters	RCVD	RCVD
#1 _____	<input type="checkbox"/>	#3 _____ <input type="checkbox"/>
#2 _____	<input type="checkbox"/>	#4 _____ <input type="checkbox"/>



San Ramon Valley Unified School District
699 Old Orchard Drive • Danville, California 94526
Certificated Human Resources

ONBOARDING APPOINTMENT CHECKLIST

- ID's for I-9** *(see list of acceptable IDs in Hiring Packet)*
 - Voided Check** *(for Direct Deposit Form)*
 - Livescan Form Copy** *(AFTER Livescan is completed)*
 - Keenan Online Training Certificates**
 - TB Test Results or TB Risk Assessment**
 - Official Transcripts (BA; Post-BA; Master's; Doctorate)**
(can be submitted at a later date)
 - COMPLETE SRVTIP Google Form** *(link in email)*
 - COMPLETE Technology Google Form** *(link in email)*
 - \$\$\$ _____ Money Order/Cashier's Check for CTC**
(ONLY for those submitting credential documents to the CTC)
-
- Please bring a mask and a pen to your appointment.**

Certificated Digital Handbook & Contract Acknowledgement 2022-23



The 2022-23 Certificated Handbook can be found online.

You will be able to view the handbook after you have received your SRVUSD digital account.

ACCESS | How to view the Handbook

1. Visit www.srvusd.net
2. Hover over the EMPLOYMENT tab.
3. Click on CERTIFICATED.
4. The Handbook link is located in the right column.

Direct link: <http://bit.ly/SRVUSDcertificatedhandbook>

CONTENTS | Items in the Handbook

- Welcome Letters from key District administrators
- Guides and Instructions for Employee Self Service (ESS) and Smart Find Express (substitute system).
- District Map and site information
- Calendars
- Salary Schedules
- State and Federal Notices

HANDBOOK ACKNOWLEDGEMENT

I have received an overview of the digital Certificated Handbook. I understand I can access the handbook once I am granted an SRVUSD digital account.

Signature _____

Date: _____

CONTRACT ACKNOWLEDGEMENT

I have reviewed the sample TEMPORARY PROBATIONARY contract provided by Human Resources. I understand that my signed contract will be null and void if, at the start date of my contract, I do not hold a valid credential in the subject matter for which I have been hired.

Signature _____

Date: _____

TROUBLE ACCESSING THE HANDBOOK?

Please contact your Human Resources Specialist.

Shahnaz Babar
sbabar@srvusd.net

Beth Starck
bstarck@srvusd.net

Gloria Wong
gwong@srvusd.net

Tressa Herley
therley2@srvusd.net

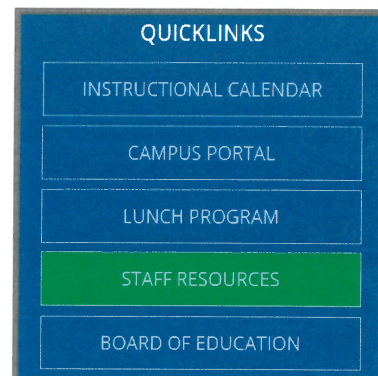
ESS - Employee Self Service (Attendance Tracking)

Logging in for the First Time

SRVUSD WEBSITE

To access the Employee Self Service Portal (ESS) :

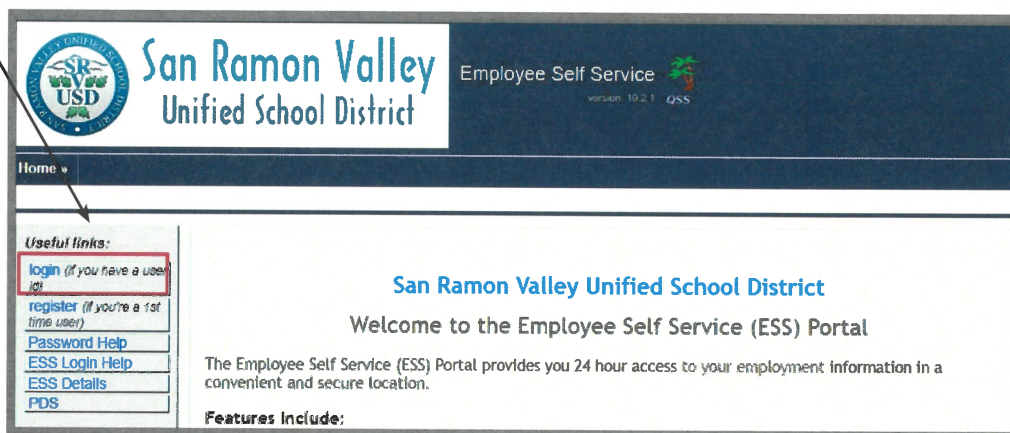
- Navigate to the SRVUSD home page at www.srvusd.net
- Click on “[Staff Resources](#)” in the “Quicklinks” section in the middle of the page
- On the next page click on “[ESS Login](#)” then “[ESS Login Page](#)”



You can only access ESS after you have received the initial email from Technology stating that your digital access has been enabled. **This email will be sent on your actual start date.**

ESS WEBSITE

1. Click on “[login](#)”



2. Enter your District credentials.

- **User type:** Domain
- **User name:** euser (first part of your email address)
- **Password:** your District password

ESS - continued

Entering an Absence

Log in to ESS.

1. Hover the cursor over "My Info" then "Leave" in the drop down menu. Click on "Leave"
2. Click "Calendar View"
3. Navigate to the correct month.
4. Double click on the date for your time-off request.

ESS and Smart Find Express websites do not share information with each other.
You MUST enter your dates on BOTH websites.

5. In the pop-up window:
 - Choose a reason
 - Enter a start date
 - Enter an end date
 - Enter total number of school days out using full or half day increments only.

FOR PARTIAL FTE SECONDARY TEACHERS

FULL DAY = your contracted FTE
 HALF DAY = half of your contracted FTE

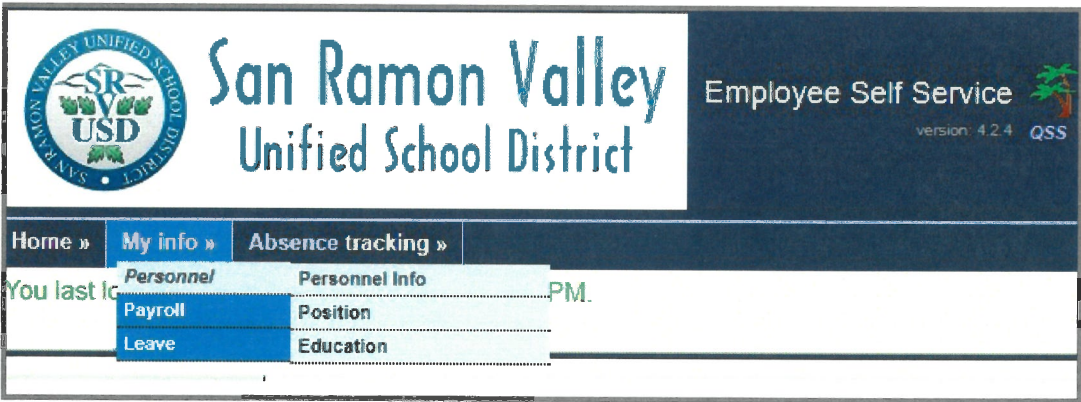
FOR PARTIAL FTE ELEMENTARY TEACHERS

FULL DAY = 1.0
 HALF DAY = .5

- Enter a reason
6. Click "Create"
 7. The absence will now appear on your calendar.
 8. Click on "subs.srvusd.k12.ca.us" to go to Smart Find Express where you can create a request for a substitute.

Other Features in ESS

Log in to ESS. Go to MY INFO > PERSONNEL > PERSONNEL INFO



PERSONNEL INFO: demographic information; Employee ID #; hire date; TB expiration date

POSITION: BRIEF - position information (You may have multiple "positions" in the system based on your site assignment and funding sources. "Start" dates may not reflect actual SRVUSD Hire date.) **SALARY PLACEMENT** (drop-down) - current salary placement

EDUCATION: educational units on file for salary placement

PAYROLL: various Pay event options

PAY HISTORY: view/print pay stubs

W2/ACA: view/print W-2's

LEAVE: view accruals; enter absence requests



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
 699 Old Orchard Drive, Danville, California 94526
Human Resources-Certificated
Tel (925) 552-2955 • Fax (925) 837-9247

TO: Certificated Staff and Office Managers
FROM: Tressa Herley, HR Tech; on behalf of Keri Van de Star, Director/Certificated Personnel
RE: ESS ABSENCE REQUEST GUIDELINES
(Please refer to the SRVEA Contract, Article XV for more information on Leave Request Guidelines.)

1. **Certificated Elementary Teachers ONLY:** Certificated elementary teachers may only select .5 (half) or 1 (whole) work day absences in ESS. Certificated elementary teacher work days are accounted for in half or whole days, regardless of an employee's scheduled FTE.
2. **Certificated Secondary Teachers ONLY:** Certificated secondary teachers should enter their contracted FTE for whole days and half their contracted FTE for half days.
3. **BV** Bereavement (3 days local; 5 days for excess of 300 miles travel one way) *Sect. F:* A specific family member must be notated in the "Explanation Section." (BV) is not deducted from sick leave balance.
4. **PN** Personal Necessity (4 days) *Sect. J:* A specific explanation must be notated in the "Explanation Section." "Personal" as an explanation is not sufficient. (PN) is deducted from sick leave balance.
5. **PN3** Personal Necessity (3 days) *SRVEA/SRVUSD MOU:* For "compelling personal business." Three days for which no reason must be given and no prior approval is required. These days are not intended for personal convenience, vacation, extension of a holiday or recess period, or for matters that can be addressed outside regular work hours. You cannot take more than three (3) compelling personal business days consecutively at any time, nor may leave be used on Staff Development Days.
6. **FC** Family Care (6 days) *Sect. R:* (FC) is used to provide medical care for immediate family members. It is not to be used for regular child care. (FC) is deducted from sick leave balance.
7. **JD** Jury Duty *Sect. L:* Please refer to the Jury Duty Procedures Memo (Attached) for specific instructions. Proof of Service must be submitted to HR within (5) working days. (JD) is not deducted from sick leave balance.
8. **SL** Sick Leave *Sect. H:* (SL) is to be used only for **EMPLOYEE** illness or medical appointments; not for other family members. "Illness" as an explanation should not be entered for future absence requests under sick leave. A doctor's note is required if absences are (5) or more consecutive work days.
9. **DL** Discretionary Leave (2 free days) *Sect. K:* (DL) may **NOT** be used on Staff Development Days.
10. **AS** Association Leave *Sect N:* (AS) can only be used with prior approval by SRVEA President. (AS) is not to be used for District required teacher conferences or trainings.

Reminder for Certificated Staff: *ESS (Attendance Tracking) and Smart Find Express (Sub System) do not communicate with each other. Therefore, absences need to be entered separately in both systems. The only time an absence does not need to be entered in ESS is when a teacher is attending a district required training or conference (NON-SRVEA related). However, the teacher still needs to request a Sub in Smart Find Express. Office Managers should reconcile both ESS and Smart Find Express absences daily, and or weekly.*

If a teacher is absent beyond (5) consecutive work days due to medical reasons for themselves or a family member, please contact your school site's designated HR Specialist to discuss extended leave options.

Shahnaz Babar; Ext. 20044 (Elementary) LO, RR, TH (Secondary) GR, PV, CH, DA, VE (SPED, Nurses, Student Services)
Beth Starck; Ext. 20989 (Elementary) CC, CR, GL, GV, NA, WD (Secondary) CW, DV, DH
Gloria Wong; Ext. 20924 (Elementary) AL, BC, JB, MO, QR, SY, TC (Secondary) IH, SV, SR (Ed Services, TSA's)
Tressa Herley; Ext. 20033 (Elementary) BV, CK, GB, HH, MT, VG (Secondary) LC, WR, MV

Directory of Services for Human Resources and Payroll

Director of Certificated Human Resources	Keri Van De Star	925-552-2925	kvandestar@srvusd.net
Attendance Tracking	Anjali Gahlot	925-552-2955	agahlot@srvusd.net
Benefits			
Medical, Dental & Vision	Lina Capuyan	925-552-5014	lcapuyan@srvusd.net
Flex Spending Accounts			
Certificated Personnel: Salary Placement Leaves of Absence			
LO, RR, TH, GR, PV, CH, DA, VE Special Education, Nurses, Student Services	Shahnaz Babar	925-552-5044 Fax: 925-837-9247	sbabar@srvusd.net
CC, CR, GL, GV, NA, WD, CW, DV, DH	Beth Starck	925-552-2989 Fax: 925-837-9247	estarck@srvusd.net
AL, BC, JB, MO, QR, SY, TC, IH, SV, SR Ed Services, TSA's	Gloria Wong	925-552-5024 Fax: 925-837-9247	gwong@srvusd.net
BV, CK, GB, HH, MT, VG, LC, WR, MV	Tressa Herley	925-552-5033 Fax: 925-837-9247	therley2@srvusd.net
Coaches	Anjali Gahlot	925-552-2955	agahlot@srvusd.net
Credentials/Status			
California High School/Dougherty Valley High School and Feeder Schools	Yesenia Adame	925-552-2928	yadame@srvusd.net
Monte Vista High School/San Ramon Valley High School and Feeder Schools ES, DA, VE, SPED, TSA, SRVTIP, Nurses	Martha Drury	925-552-5051	mdrury@srvusd.net
Employment Verifications (financial)			voe@srvusd.net
Submit Requests by email			
Name/Address/Telephone Changes	Robyn McNaughton	925-552-2995	rmcnaughton@srvusd.net
Professional Growth	Anjali Gahlot	925-552-2955	agahlot@srvusd.net
Substitute Employment Specialist	Jessica Harral	925-552-2931	jharral@srvusd.net
TB Clearances	Adrienne Herrera	925-552-2923	aherrera@srvusd.net
Worker's Compensation	Angelina Silva	925-552-2929	asilva@srvusd.net
Pay Dates 2022-23	Aug 31, 2022	Dec 30, 2022	Mar 31, 2023
Certificated	Sep 30, 2022	Jan 31, 2023	Apr 28, 2023
	Oct 29, 2022	Feb 28, 2023	May 31, 2023
	Nov 30, 2022		Jun 30, 2023

EMPLOYEE STATUS FORM

The Employee Status Form is sent to certificated employees when there has been a change in position, status, FTE or salary placement. We recommend that employees keep these forms with their personal records.

EMPLOYEE STATUS FORM			
TO: ESTELLE NEWMAN 699 OLD ORCHARD DRIVE DANVILLE, CA 94526	PRINT DATE: 07/01/2020 EFFECTIVE DATE: 08/06/2020		
	1 WORK LOCATION: SY		
RE:	(PO) A CHANGE HAS BEEN MADE IN THE EMPLOYEE'S POSITION RECORD.		

2 REFERENCE: 159876	3 BU: 06 SRVEA		
EMPLOYEE TYPE: EMPLOYEE			
ASSIGNMENT	LOCATION	POSITION	
700020 TEACHER, ELEMENTARY	SYCAMORE VALLEY ELEMENTARY	025478	4
5 START END	6 PLACEMENT HRS DAYS MOS D/W	BU WS FTE 7	YEARLY
08/06/2020	06-D+45-07 7.00 187.00 11.00 5	06 1.0000	65,804.00
PCT%	FTE	Fd Resc Y Goal Func Objt Loc CCTR	
100.00	1.0000	01-0000-0-1101-1000-1111-16-1000	
----- ADDITIONAL PAY BREAKOUT -----			
8 ANNUAL BASE: 65,804.00	ADDITIONAL: 0.00	%BONUS: 0.00	
9 TOTAL ADDITIONAL: 2,784.00	PER DIEM: 0.00	9 DEGREE: 2,784.00	
TOTAL ANNUAL PAY: 68,588.00	LONGEVITY: 0.00	OTHER: 2,784.00	
RELATED DATA:			
.	::	10 HIRE 1.0 TEMP @ SY	
.	::	(GR 4); SET SALARY	
.	::	PLCMNT TO D+45-07;	
.	::	PER VOE RECVD &	
.	::	VERIF OF UNITS; EFF	
.	::	8/6/20.	

1. **WORK LOCATION:** If you work at multiple sites, your primary site is listed
2. **REFERENCE:** Employee ID
3. **BARGAINING UNIT:** SRVEA (06) or Management (08)
4. **POSITION:** Numerical identifier for a single position (an employee can have multiple position numbers)
5. **START DATE:** Date that this specific position was assigned to the employee
6. **PLACEMENT:** Salary placement

06 - D+45 - 07

Employee	Column	Step
Type	(units)	(years)

Employee Types

- 06/28 - teacher
- 08 - counselor
- 09 - psychologist
- 22 - intern/emergency credential holder
- 30 - nurse/health educator
- 31/32 - speech language pathologist

7. **FTE:** Amount of FTE assigned to this position. An employee may have multiple positions for a variety of reasons: different funding sources, multiple work locations, etc. **If an employee has multiple positions, the total of all FTE amounts should equal the employee's contracted FTE amount.**
8. **ANNUAL BASE:** Annual pay based on Step and Column placement on the Salary Schedule
9. **TOTAL ADDITIONAL/DEGREE:** Master's Degree/Doctorate Stipend amount and National Board Certificate Stipend, if awarded. Employees working less than 1.0 FTE will have a pro-rated amount. Psychologist and SLP Master's Stipends are embedded in the salary and will not be denoted under "Degree."
10. **ACTION TAKEN:** Updated employee information will be outlined along with HR staff initials.

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
2022-23 Credentialed Teachers' Salary Schedule, 186 work days

STEP	A AB	B+15	C+30	D+45	E+60	F+75
	Annually	Annually	Annually	Annually	Annually	Annually
1	61,257	61,261	61,262	62,061	66,279	
2	61,261	61,262	61,265	65,036	69,205	
3	61,262	61,265	63,404	67,837	72,290	
4	61,265	61,523	66,113	70,715	75,217	
5	61,267	64,081	68,822	73,461	78,144	
6	61,852	66,630	71,492	76,298	81,246	
7		69,205	74,279	79,176	84,122	
8		71,828	77,020	82,006	87,174	
9		74,538	79,688	84,849	90,090	
10		77,117	82,321	87,648	93,020	
11		79,688	85,066	90,564	95,940	
12		82,234	87,807	93,398	98,948	103,890
13						105,091
14						106,286
15						107,483
16						108,675
17						109,862
18						111,060
19						112,253
20						113,444
21						114,644
25						116,462

MASTER'S and DOCTORAL STIPEND - 5.13% of Base Salary Credentialed C-1, Teachers' Salary Schedule: \$3,143

Credit for credentialed experience outside the District shall be given to a maximum of nine (9) years, ten (10) if hired for 2022-23. Effective 2023-24, the cap on out-of-district service credit will be eliminated for all new unit members. Existing unit members who provide the District with verification of having had outside experience will be advanced on the salary schedule so as to reflect that experience. No retroactive payments, as a result of this change, will be made for previous years of employment.

To count as a year of experience for initial salary schedule placement, at least seventy-five percent (75%) of the school year must have been served under full-time contract.

Hourly "INSTRUCTIONAL" Service - \$55.57 (.08075 % of Credentialed Teachers' Salary Schedule, C-5)

Hourly "NON-INSTRUCTIONAL" Service - \$49.47 (.08075 % of Credentialed Teachers' Salary Schedule, C-1)

Counselor Salary Schedule: Credentialed Teacher Salary Schedule plus 10% : 198 days

Increases: 95/6 = 4%, 95/6 additional 1%; 96/7 = 5%; 97/8 = 5.25%; 98/9 = 4%; 99/0 = 3% + Beginning Teacher Salary Incentive; 00/01=10%; 01/02=2%; 02/03=1.8%, .2% post retirement benefits; 03/04 = 0%; 04/05 = 3.4%, .1% post retirement benefit; 05/06=5%; 06/07 = 8.3%; 07/08=2.3%; 08/09 = 0%; 09/10 = 0%; 10/11 = 4 Budget-cut Days, Revised 10/11 = 2 Budget-cut Days; 11/12 = 1.08% (one-time); 12/13 = 4% one time payment; 13/14 = 4% (effective 1/1/14); 14/15 = 2% & 2.38% (one-time); 15/16 = 5%, 0.07% contributed to Retiree Benefits Trust & 4% (one-time); 16/17 = 3%; 17/18 = 2% (one-time); 18/19 = 4%, 0.18% contributed to Retiree Benefits Trust; 19/20 = 2.5% + an additional 0.5% added to top cell (F+75, Step 25) only, .06% contributed to Retiree Benefits Trust; 20/21 = 1%; 21/22 = 3% + 1% (one-time); 22/23 = 8.5% + 1% (one-time)

* Holding a valid California Teaching Credential. (May also have Emergency Permit or waiver for specific assignment)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

2022-23 Non Credentialed Teachers' Salary Schedule, 186 work days

	A AB	B+15	C+30	D+45	E+60	F+75
STEP	Annually	Annually	Annually	Annually	Annually	Annually
1	59,086	59,086	59,086	62,061	66,279	
2	59,086	59,086	60,654	65,036	69,205	
3	59,086	59,086	63,404	67,837	72,290	
4	59,086	61,523	66,113	70,715	75,217	
5	59,369	64,081	68,822	73,461	78,144	
6	61,852	66,630	71,492	76,298	81,246	
7		69,205	74,279	79,176	84,122	
8		71,828	77,020	82,006	87,174	
9		74,538	79,688	84,849	90,090	
10		77,117	82,321	87,648	93,020	
11		79,688	85,066	90,564	95,940	
12		82,234	87,807	93,398	98,948	
13						103,890
14						105,091
15						106,286
16						107,483
17						108,675
18						109,862
19						111,060
20						112,253
21						113,444
25						114,644
						116,462

MASTER'S and DOCTORAL STIPEND - 5.13% of Base Salary Credentialed C-1, Teachers' Salary Schedule: \$3,143

Hourly "INSTRUCTIONAL" Service - \$55.57 (.08075 % of Credentialed Teachers' Salary Schedule, C-5)

Hourly "NON-INSTRUCTIONAL" Service - \$49.47 (.08075 % of Credentialed Teachers' Salary Schedule, C-1)

Counselor Salary Schedule: Credentialed Teacher Salary Schedule plus 10% : 198 days

Increases: 95/6 = 4%, 95/6 additional 1%; 96/7 = 5%; 97/8 = 5.25%; 98/9 = 4%; 99/0 = 3% + Beginning Teacher Salary Incentive; 00/1=10%; 01/02 = 2%; 02/03=1.8%, .2% post retirement benefits; 03/04 = 0%; 04/05 = 3.4%, .1% post retirement benefits; 05/06 = 5%; 06/07 = 8.3%; 07/08=2.3%; 08/09 = 0%; 09/10 = 0%; 10/11 = 4 Budget-cut Days; Revised 10/11 = 2 Budget-cut Days; 11/12 = 1.08% (one-time); 12/13 = 4% one time payment; 13/14 = 4% (effective 1/1/14); 14/15 = 2% & 2.38% (one-time); 15/16 = 5%, 0.07% contributed to Retiree Benefits Trust & 4% (one-time); 16/17 = 3%; 17/18 = 2% (one-time); 18/19 = 4%, 0.18% contributed to Retiree Benefits Trust; 19/20 = 2.5% + an additional 0.5% added to top cell (F+75, Step 25) only, .06% contributed to Retiree Benefits Trust; 20/21 = 1%; 21/22 = 3% + 1% (one-time); 22/23 = 8.5% + 1% (one-time)

* Not holding a valid California Teaching Credential (Emergency Permit or Waiver is not considered a credential for salary purposes).

Effective Date: 7/1/22 Board Approved: 10/18/22

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
2022-23 Pupil Personnel Services, 198 work days

STEP	Counselors						SLP's (191 Days) Annually	Early Infant Program SLP's (211 Days) Annually	Psychologists (196 Days) Annually
	A AB Annually	B+15 Annually	C+30 Annually	D+45 Annually	E+60 Annually	F+75 Annually			
1	67,385	67,386	67,387	68,270	72,907		107,391	118,637	110,201
2	67,386	67,387	67,388	71,541	76,126		111,076	122,707	113,984
3	67,387	67,388	69,746	74,621	79,520		114,712	126,724	117,716
4	67,388	67,675	72,721	77,784	82,740		118,606	131,025	121,710
5	67,389	70,491	75,707	80,810	85,957		122,897	135,766	126,113
6	68,034	73,292	78,642	83,930	89,371				
7		76,126	81,708	87,095	92,531				
8		79,013	84,725	90,209	95,893				
9		81,991	87,656	93,331	99,098				
10		84,829	90,550	96,408	102,325				
11		87,656	93,568	99,625	105,535				
12		90,454	96,588	102,739	108,843	114,280			
13						115,599			
14						116,913			
15						118,227			
16						119,541			
17						120,852			
18						122,169			
19						123,480			
20						124,795			
21						126,107			
25						128,110			

MASTER'S and DOCTORAL STIPEND - 5.13% of Base Salary Credentialed C-1, Teachers' Salary Schedule: \$3,143 (Master's not applicable for SLP's or School Psychologists)

Credit for credentialed experience outside the District shall be given to a maximum of nine (9) years, ten (10) if hired for 2022-23. Effective 2023-24, the cap on out-of-district service credit will be eliminated for all new unit members. Existing unit members who provide the District with verification of having had outside experience will be advanced on the salary schedule so as to reflect that experience. No retroactive payments, as a result of this change, will be made for previous years of employment.

To count as a year of experience for initial salary schedule placement, at least seventy-five percent (75%) of the school year must have been served under full-time contract. Effective July 1, 2020, relevant private sector experience shall be considered for initial placement on the salary schedule for SLP's, Psychologists, and Social Workers.

WORK YEAR:

Counselor/Social Worker: 198 days.
 SLP's: New work year established 18/19. Separate schedule derived from School Psychologist schedule prorated to 191 days.
 MAUZY SLP's: New work year established 18/19. Separate schedule derived from School Psychologist schedule prorated to 211 days.
 Psychologists: Separate schedule, 196 days.

INCREASES: 95/6 = 4%, 95/6 additional 1%; 96/7 = 5%; 97/8 = 5.25%; 98/9 = 4%; 99/0 = 3% + Beginning Teacher Salary Incentive; 00/01=10%; 01/02=2%; 02/03=1.8%, .2% post retirement benefits; 03/04 = 0%; 04/05 = 3.4%, .1% post retirement benefit; 05/06=5%; 06/07 = 8.3%; 07/08=2.3%; 08/09 = 0%; 09/10 = 0%; 10/11 = 4 Budget -cut Days, Revised 10/11 = 2 Budget-cut Days; 11/12 = 1.08% (one-time); 12/13 = 4% one time payment; 13/14 = 4% (effective 1/1/14); 14/15 = 2% & 2.38% (one-time); 15/16 = 5%, 0.07% contributed to Retiree Benefits Trust & 4% (one-time); 16/17 = 3%; 17/18 = 2% (one-time); 18/19 = 4%, 0.18% contributed to Retiree Benefits Trust; 19/20 = 2.5% + an additional 0.5% added to top cell (F+75, Step 25 and Step 5 of SLP and Psychologist schedules) only, .06% contributed to Retiree Benefits Trust; 20/21 = 1%; 21/22 = 3% + 1% (one-time); 22/23 = 8.5% + 1% (one-time)



BENEFITS ENROLLMENT INFORMATION

FOR ALL EMPLOYEES WHO ARE CONTRACTED FOR .5 OR HIGHER FTE

SRVUSD employees working .5 FTE or higher are eligible for enrollment in health and welfare benefits with the District. You must complete your enrollment and provide supporting documentation within **30 days from date of hire**.

Links for Benefit information and forms are provided below.

STEP 1 | REVIEW BENEFIT INFORMATION

- **EMPLOYEE BENEFITS RESOURCE CENTER** bit.ly/3scNj9m
- **SRVUSD EMPLOYEE BENEFITS GUIDE** bit.ly/3pcWWTL

STEP 2 | SIGN THE *BENEFITS ENROLLMENT ACKNOWLEDGEMENT* FORM

- **BENEFITS ENROLLMENT ACKNOWLEDGEMENT** bit.ly/2Tia3k0

STEP 3 | COMPLETE THE BENEFITS ENROLLMENT FORMS

- **SRVUSD BENEFITS ENROLLMENT FORMS** bit.ly/3LZemwO

QUESTIONS REGARDING HEALTH AND WELFARE BENEFITS?

Please contact the Benefits Office at (925) 552-5014 or (925) 552-2913.

SRVUSD Benefits At-a-Glance

All regular, full-time (1.0 FTE) and part-time employees working a minimum of .5 FTE or 20 hours per week and their eligible dependents can participate in SRVUSD benefits programs. Eligibility guidelines, benefit details and Enrollment Forms are found in the Annual Employee Benefits Guide and on the [SRVUSD Benefits website](#). Eligible employees have 30 calendar days from their date of hire to enroll. Employees hired or newly eligible with a *start date* between the 1st and the 15th of the month, benefits become effective on the first day of the following month. Employees hired or newly eligible with a *start date* between the 16th and the 31st of the month, benefits become effective on the first day of the second month.

HEALTH / DENTAL / VISION BENEFITS

Kaiser Permanente HMO	No cost for 1.0 FTE employees. Part-time employees pay a pro-rated cost.
United Healthcare HMO	All participating employees pay the portion of premium that exceeds Kaiser premium.
Cash-in-Lieu of Medical	\$464 per month is provided for 1.0 FTE employees. Amount is pro-rated for part-time employees. Proof of other employer-provided, <i>group</i> coverage required to qualify.
Delta Dental PPO	No cost for 1.0 FTE employees. Part-time employees pay a pro-rated cost. Cash-in-Lieu recipients pay the full cost for this coverage.
VSP Vision	No cost for 1.0 FTE employees. Part-time employees pay a pro-rated cost. Cash-in-Lieu recipients pay the full cost for this coverage.
EAP (Employee Assistance Plan)	Coverage is provided at no cost to all benefits eligible employees.

LIFE INSURANCE

Basic Life & AD&D Insurance (\$50K)	Coverage is provided at no cost to all benefits eligible employees.
Additional Life/AD&D Insurance (\$50K)	This optional coverage is available at no cost upon enrollment to all 1.0 FTE employees. Part-time employees pay a pro-rated cost. Enrollment is available upon <i>initial benefits eligibility only</i> .
Dependent Life Insurance (\$5K)	This optional coverage is available to all benefits eligible employees at a cost of \$2 per month. Enrollment is available upon <i>initial benefits eligibility only</i> .

OTHER INFORMATION AND OPTIONS

Flexible Spending Account (FSA)	Health Care and Dependent Care FSAs are available at initial eligibility and annually during Open Enrollment.
CA State Teacher Retirement System CalSTRS	Certificated employees working a minimum of .5 FTE are typically enrolled in the CalSTRS retirement system.
CA Public Employee Retirement System CalPERS	Classified employees working a minimum of .5 FTE are typically enrolled in the CalPERS retirement system.
403(b) and 457 Supplemental Retirement Savings	403(b) and 457 tax-deferred, supplemental retirement savings plans, available through Envoy Plan Services (our third party administrator) are managed through payroll deduction. Information is available on the SRVUSD Benefits website.

Contact the Benefits Department for additional assistance.

Mary Garcia	mgarcia@srvusd.net	925-552-2913
Lina Capuyan	lcapuyan@srvusd.net	925-552-5014
Angelina Silva	asilva@srvusd.net	925-552-2929

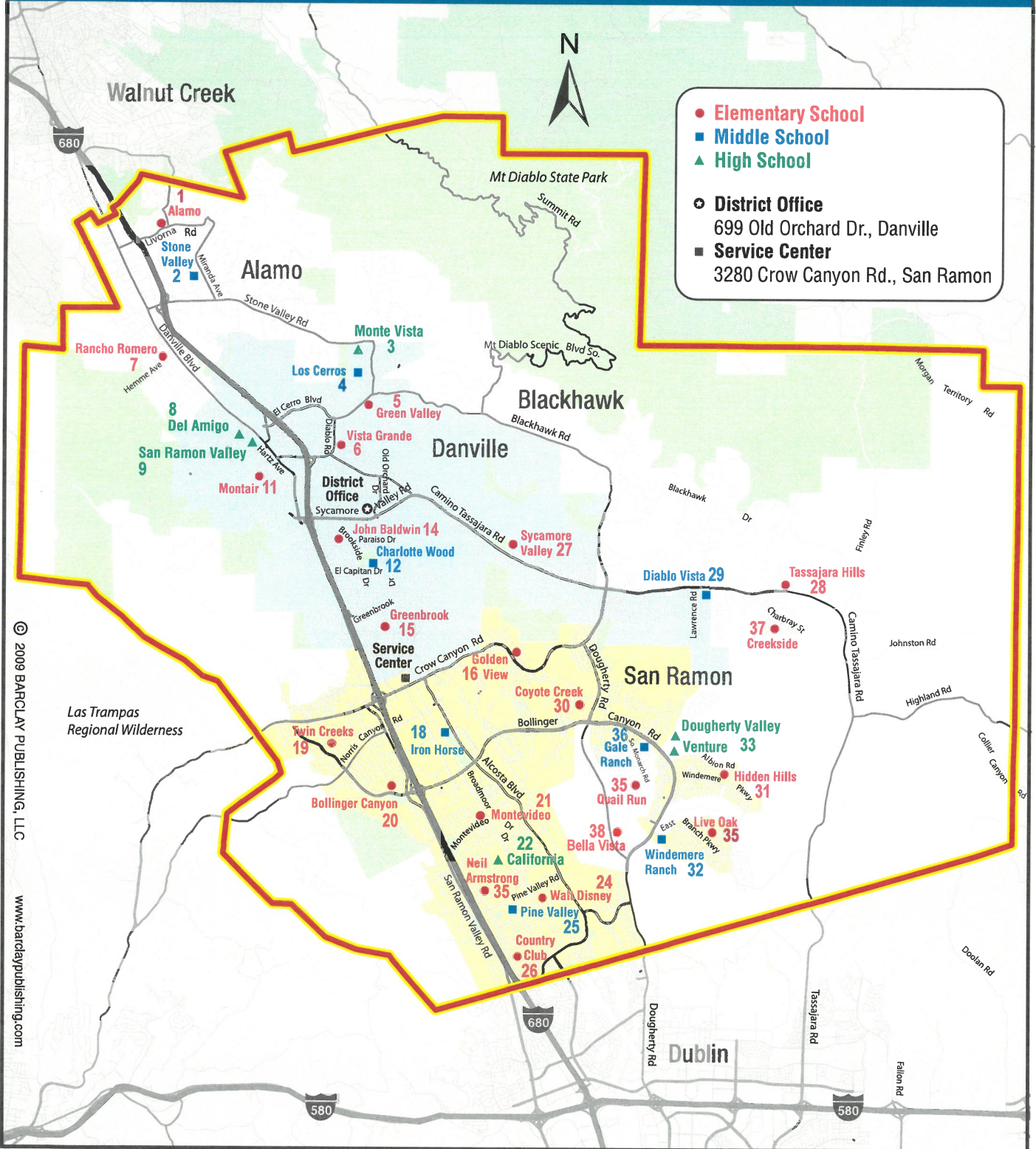




San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, CA 94526

Phone: (925) 552-5500 | Fax: (925) 838-3147 | www.srvusd.net



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SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 2022-2023 REVISED INSTRUCTIONAL CALENDAR

JULY							AUGUST							SEPTEMBER							1st and Last Day of School (Minimum Days)
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	☉
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	☀
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		
31	4 Independence Day Holiday																				
							1-4 Floating Work Day 5 New Teacher Inservice 8-9 TK-12 Staff Development Day 10 First Day of School (Min. Day)							5 Labor Day Holiday 26 School Recess 27 Floating Work Day							
							20 New Teachers 19 Teachers Students 16							20 Teachers Students 19							New Teacher Orientation
																					☁
																					Floating Work Day
OCTOBER							NOVEMBER							DECEMBER							TK-12 Staff Development Day
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
						1			1	2	3	4	5					1	2	3	☀
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	☀
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				
3-7 TK-8 Conferences (Minimum Days) 7 End of 1st Quarter (40)							1 School Recess 11 Veterans Day 21-25 Thanksgiving Break 24 Thanksgiving Holiday 23/25 Classified Holidays							19-22 Semester Finals 22 End of 1st Semester (87) 23-30 Winter Break 26 Christmas Day Holiday Observed 23/27 Classified Holidays							
21 Teachers Students 21							15 Teachers Students 15							16 Teachers Students 16							
JANUARY							FEBRUARY							MARCH							Classified: Two in lieu days observed: 11/23/22 & 12/27/22
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4	☀
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	☀
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	
29	30	31					26	27	28					26	27	28	29	30	31		Work Days Returning Teachers 186
2 New Year's Day Holiday Observed 2-6 Winter Break Continued 9 Floating Work Day 16 Martin Luther King, Jr. Holiday Observed							20 President's Day Holiday 21 TK-12 Staff Development Day							17 Floating Work Day 22-24 TK-8 Conferences (Minimum Days) 24 End of 3rd Quarter (50)							
16 Teachers Students 15							19 Teachers Students 18							22 Teachers Students 22							
APRIL							MAY							JUNE							1 Final Exams Continue 1 End of Second Semester (93) 1 Last Day of School 1 TK-8 Minimum Day 2 Floating Work Day 19 Juneteenth Holiday
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
						1		1	2	3	4	5	6					1	2	3	☀
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	☀
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		19 Juneteenth Holiday
30																					
3-7 Spring Break 7 Classified Holiday							TBD AP Exam Window 29 Memorial Day Holiday Observed 26-31 Final Exams Begin							1 Final Exams Continue 1 End of Second Semester (93) 1 Last Day of School 1 TK-8 Minimum Day 2 Floating Work Day 19 Juneteenth Holiday							
15 Teachers Students 15							22 Teachers Students 22							1 Teachers Students 1							

**SAMPLE
CONTRACT**

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
699 Old Orchard Drive, Danville, California 94526

**SAMPLE
CONTRACT**

PROBATIONARY CERTIFICATED EMPLOYMENT CONTRACT

DATE:

NAME:

**** NEW HIRE CONTRACTS do not include units, years of experience, or degrees. Updated contracts will not be issued after these items are submitted to HR. ****

POSITION:

SITE:

You (hereafter an employee) are hereby notified that the Governing Board of the San Ramon Valley Unified School District offers employment as a probationary certificated employee of the San Ramon Valley Unified School District, Contra Costa County, for the school year beginning **July 1, 2022** and ending June 30, 2023 based on the following conditions of employment:

STATUS	FTE	SALARY SCHEDULE	MASTERS	DOCTORATE	NAT'L BOARD	P.G. UNITS	BEGIN	END
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Salary placement is conditional upon verification of qualifying previous experience and post-graduate units.

Placement in this position is pending successful background check clearance and completion of all hiring requirements.

- Salary placement is conditional upon verification of qualifying previous experience and post-graduate units. Please check the above information carefully. Employee may submit additional professional growth course work completed **PRIOR TO THE FIRST DAY OF INSTRUCTION** for salary credit. **October 10th** is the deadline for submission of the evidence of completion of such units. Employees hired after the first day of instruction have 45 days to submit official transcripts for salary placement. Employee will be notified of any subsequent salary schedule adjustment when the recording process is completed.
- Employee will be required to render service in the named position for such length of time during the school year as the District Governing Board may direct.
- Credential(s) Held: Employee represents that he/she possesses the credential(s) authorizing service in California schools.
- The Board reserves the right to assign employee to any teaching position within the District and within the limitations of employee's teaching credential.
- Classification: Employee shall be hired as a certificated employee on a probationary basis. Employee specifically acknowledges that this employment does not establish any right to permanent status.
- Pursuant to paragraph 5 above, employee acknowledges that the District may discontinue the probationary employment in accordance with applicable Education Code Sections and without any obligation to provide a statement of reasons or evidence of cause and without regard to Education Code sections respecting the termination of permanent employees.
- This agreement is entered into and shall be construed and interpreted in accordance with the laws of the State of California and the rules and regulations of the San Ramon Valley Unified School District.
- This agreement may be changed only by the consent of both parties; any such changes shall be reduced to writing, signed and dated by both parties and attached to this agreement.
- CLAD or other ELL certification is a condition of employment with San Ramon Valley Unified School District. If you do not possess this certification, you must obtain an emergency CLAD permit and complete the CLAD credential requirements within two years of initial employment.

ACCEPTANCE OF NOTICE

I accept the above offer of employment as a probationary employee and the terms and conditions thereof and will report for duty as directed. I understand that assignment to a particular school or department is at the discretion of the District. I hereby affirm that I have not entered into a contract of employment which in any way conflicts with my acceptance of this agreement. I affirm that I have/will have at the effective date of my employment a credential authorizing me to serve in the capacity stipulated in this contract on file and that I will not let such credentials or recordings expire during the term of this agreement.

Keri Van de Star

Director, Certificated Human Resources

Employee Signature

Date

TEMPORARY CERTIFICATED EMPLOYMENT CONTRACT

**** NEW HIRE CONTRACTS do not include units, years of experience, or degrees. Updated contracts will not be issued after these items are submitted to HR. ****

DATE:
NAME:

POSITION:

SITE:

You are hereby notified that the Governing Board of the San Ramon Valley Unified School District offers you employment as a temporary certificated employee of the San Ramon Valley Unified School District, Contra Costa County, for the school year beginning **July 1, 2022**, based on the following conditions of employment:

FTE	SALARY SCHEDULE	MASTERS	DOCTORATE	NAT'L BOARD	P.G. UNITS	BEGIN	END
-----	-----------------	---------	-----------	-------------	------------	-------	-----

Salary placement is conditional upon verification of qualifying previous experience and post-graduate units. Placement in this position is pending successful background check clearance and completion of all hiring requirements.

- You will be required to render service in the named position for such length of time during the school year as the District Governing board may direct.
- Credential(s) Held: You represent that you possess a credential(s) authorizing service in California schools. The credential(s) shall be on file in the office of the District's employee personnel file before the employee shall be paid. District specifically relies on these representations as to Credentials Held in hiring Employee to serve as a certificated employee. **Employee understands that if he/she does not hold a credential this contract is null and void.**
- Employment shall terminate at the earliest occurrence of any of the following:
 - The end date listed above, the last day of the second semester, or the last day of your 2021-2022 Duty Year Calendar.
 - Notification by the District that employment under this agreement is terminated. Your assignment to a temporary position does not establish any rights to a probationary or permanent status. In the sole discretion of the Governing Board of the District, termination under this provision may be at any time before employee serves 75% of the days of the school year or the District may notify you of its decision not to reelect you for the following school year after you have served 75% of the school year without regard to Education Code sections respecting the termination of probationary or permanent employees. Employee further acknowledges that this agreement does not establish any right to reemployment in any status beyond the term of this agreement.
 - Notification by the District that the temporary employment under this agreement is terminated for failure to enter satisfactory or acceptable service; or
 - Notification by the District that the need for the temporary assignment no longer exists; or
 - Failure to pass the CBEST or any District prescribed proficiency test.
 - Loss, surrender or other failure to obtain or retain any credential without advance written District permission. CLAD or other EL certification is a condition of employment with San Ramon Valley Unified School District. If you do not possess this certification, you must obtain an emergency CLAD permit and complete the CLAD credential requirements.
- Subject to employee acceptance of this offer, employee is classified as either an Education Code section 44920 temporary employee who is replacing an employee on leave or as an Education Code section 44909 categorical employee whose services are of a temporary nature in accordance with the provisions of said section 44909.
- This agreement is entered into and shall be construed and interpreted in accordance with the laws of the State of California and to the rules and regulations of the State Board of Education, all of which are by reference made a part of the terms and conditions of this offer of employment as though they have been fully set forth herein. It is understood that the use of the word "categorical" in this agreement refers to categorical employment under California Education Code, Section 44909.
- This agreement may be changed only by the consent of both parties; any such changes shall be submitted in writing, signed and dated by both parties and attached to this agreement.

ACCEPTANCE OF NOTICE

I accept the above conditions of temporary employment and the terms thereof and will report for duty as directed. I have/will have at the effective date of my temporary employment a credential authorizing me to serve in the capacity stipulated in this contract. I understand that assignment to a particular school or department is at the discretion of the District. I hereby affirm that I have not entered into a contract of employment which in any way conflicts with my acceptance of this agreement. I affirm that I have/will have at the effective date of my employment the credential(s) authorizing me to serve in my assigned position on file and registered in the office of the Contra Costa County Superintendent of Schools and that I will not let such credentials or recordings expire during the term of this agreement.

Keri Van de Star

Director, Certificated Human Resources

Date

Employee Signature

Date



San Ramon Valley Unified School District SUMMER FUND PARTICIPATION

Name: _____

Employee ID #: _____

I wish to participate in Summer Fund for the processing of my payroll beginning with the _____ school year. I understand that a portion of my salary will be deducted from my 11 paychecks and I will receive 2 checks the end of June.

Signature: _____ Date: _____

Return this form to Payroll for Processing

PAYROLL USE ONLY

Input by: _____ Date: _____

PERSONNEL USE ONLY

Input by: _____ Date: _____

SRVUSD Hiring Guidelines & Checklist

Anticipated Vacancy

- Position needs to be approved and budgeted before the process can begin.
- The Position Control Report goes to the board monthly or bi-monthly. Once the position is approved and budgeted, the hiring process can begin.

Post position

- Submit a Personnel Request (PR) to Human Resources
Certificated PRs to Certificated HRspecialist; Classified RFPs to Classified HR Analyst (see HR Org Chart linked below).
- Certificated and Classified employees requesting a transfer must be considered and offered an interview first
- Certificated positions must be posted during the school year for at least **5** work days, and from July 1 until the first week of school for **2** work days, to comply with certificated transfer timelines.
- Classified positions for **transfer** are posted **5** working days
- **Employee transfers and internal applicants considered and offered an interview first - in accordance with Collective Bargaining Agreements (CBA)**
 - Certificated positions must be posted during the school year for at least **5** work days, and from July 1 until the first week of school for **2** work days, to comply with certificated transfer timelines.
 - Refer to Certificated and Classified CBA's for transfer guidelines
 - **Certificated refer to article XIV**
 - **Classified refer to CSEA Unit II and Unit III Article VIII, SEIU Article VII**

Vacancy open to outside candidates

- If there are no internal candidates qualified or selected through the transfer process the outside hiring process begins. We often post internally for transfer and post outside simultaneously in order to speed up the process.

Prescreen

- **Certificated:**
 - Screen applicants on EdJoin. Look for appropriate credentials, work history, reference letters, career trajectory and overall quality of application. [Screening Rubric](#)
 - Screen applications directly on EdJoin. Make notes in the comment section if you find something that excludes the candidate for consideration.

- **Screening should be done by an Administrator (not department chairs, grade level leads, etc)**
 -
 - **Classified**
 - When posting on outside platforms (Indeed, ZipRecruiter, Jobs2Career, etc) applicants will be referred to SRVUSD website which will provide the link to EdJoin so that all applicants are completing the same application and screeners are comparing like documents.
 - Applicants will be screened by the Classified Analysts and applicants meeting the minimum qualifications will be forwarded to the hiring manager. In the event that there are a large number of applicants, the hiring manager may screen in fewer applicants for interview based upon a HR approved rubric.
 - **Arrest Notice**
 - ***For any applicant screened to move forward; If previous arrest is noted on application, contact Director of HR***
- Set up interviews once position closes**
- Interviews are scheduled by the hiring manager or their designee (AP, Office Mgr, etc)
 - **Only bring candidates to the interview team that you believe are quality, viable candidates.** Non-management may participate on the interview panel/team to provide **input** into the selection.
 - CSEA and SEIU positions must have a CSEA or SEIU representative on the interview panel
 - Allow enough time between each interview
 - When contacting candidates, inform them of the time, location, and expected length of time for the interview.
 - Develop a written interview schedule that lists the date and position for which you are interviewing. List the name and time of interview for each candidate to be interviewed.*
- Interview**
- Create a diverse interview panel. If interviewing for a TSA position, include a SRVEA member. For other certificated positions consider including a SRVEA member if available. Panel should represent various viewpoints.
 - Develop a rubric (list of required and desired traits). Determine what skills, traits, experiences, etc. that you are looking for. Each interviewer must **rate** each candidate in a confidential manner. Do this prior to the start of the interviews. Rubrics should be based on the job description and any other specific prerequisites.

- [Certificated Rubric](#)

- Brief the panel on the interview process - number of candidates, timing, steps for before, during, and after the interviews.
- Determine who will ask each question. Remind them to read the questions exactly as scripted, rate each candidate's response to each question on their rating sheet, only write comments specific to the candidate's response and avoid any subjective and discriminatory comments.
- Have each panel member sign a [Confidentiality Agreement](#)*
- Review this form with all interview panel members and have each member sign the Confidentiality Agreement before conducting any interviews.
- Reserve group comments regarding individual candidates until the end of all interviews.
- Avoid letting more vocal members of the panel influence the less vocal members. All panel members' voice is equally important
- Ask all candidates the same questions* All candidates must have an equal and identical opportunity
- Watch non-verbal behavior.
- Maintain professional behavior throughout the interview. You represent the school and district.
 - Stay focused, don't answer cell phones, staff off computers, don't leave the room, etc
- Explain the timeline for making the decision to the candidate. Let them know when and how you will let the candidate know if they will be moving forward in the process. (Do what you say you'll do. It is very unprofessional to never get back to a candidate)
- At the end of all interviews have the panel review their individual notes*, to get a group consensus on the top candidates.
- Remind panel that their input is a "recommendation" at this point. Other factors, such as a writing sample, model lesson, and reference checks will factor into the final decision.
- At the end of the interview process collect all notes and rating sheets* of the interview panel. Send to HR for retention for 4 years. HR will scan all of this information for proper retention (in the event of a future DFEH complaint).

□ Reference Check

- **Reference checks MUST be done by an administrator.**
- Contact references listed by the candidate
- Check to ensure that the candidate checked the box giving you permission to contact references.
- If the candidate that you want to move forward checked "DO NOT CONTACT", you must contact the candidate and get permission to contact before making the call.

- **Contact at least two references, preferably 3.** One reference that is or was (past 2 years) a supervisor of the candidate. **Do not do “e-mail reference checks”** as you cannot probe or get a sense of the supervisor’s tone.
 - Ask appropriate questions.
 - [Classified Reference Check form.](#)
 - [Certificated Reference Check Form](#)
 - Ask appropriate questions. See links below. ***These are the minimum questions that should be asked.*** Follow up on areas of concern, or topics that weren’t fully explained during the interview.
- In the event that you are interviewing for an entry level position and the candidate does not have prior work experience/references, contact HR for guidance.
- For a Student Teacher, you may use the University Supervisor, Master Teacher, or Site Principal for a reference.
- **Ask the supervisor if they would rehire the candidate.**
 - Take notes on reference calls*. Name of person contacted, their position and relationship to candidate, key statements that speak to the candidate’s ability to be an effective teacher/employee/ etc..

****These items are to be submitted to HR upon completion of the interview process.***

Recommendation to Hire

- **Submit Recommendation Packet through Informed K12 (to HR):
Certificated submit to HR Specialist Classified submit to Personnel Analyst**
 - Interview schedule, confidentiality agreement, list of interview panel members
 - Interview questions, rubrics, and/or ranking forms
 - Interview notes of all panel members
 - Summary of reference checks
 - HR needs one copy of the resume and application of the candidates interviewed.
 - If you made copies of the candidate’s resumes or applications, they need to be shredded
 - Send/scan in all of the other forms, paperwork etc. listed above (scan and attach to the recommendation packet in Informed K-12
 - HR must maintain interview packets for 4 years. Keep in HR not sites.
- Communicate your regrets to all applicants that did not get the position.**
- Administrator coordinating the interview must call and regret all applicants that were interviewed and not moving forward.

- ❑ For Classified employees, HR will follow the CBA's for compliance with notification guidelines
- ❑ Every applicant (whether you interview them or not) will need to be notified that the position has been filled.
 - If an internal applicant, administrator/manager makes the call.
 - If external applicant, clerical staff can make the call or send a "regret letter/email"
 - Send a regret message through EdJoin for applicants that applied but you did not interview. (check with HR if you need assistance with this process.)

- ❑ **HR Staff will complete the hiring process.**
 - **Only HR staff can offer someone a job.** Be extremely careful to state that you are "recommending" the candidate for the position.
 - **Certificated:** Do not make a promise that they will be "probationary". This will be determined once we assess all leaves and other conversion criteria.
 - Salary placement is determined by the collective bargaining agreements so please do not make promises or insinuate that the salary placement is negotiable.
 - If candidate has questions about potential placement on salary schedule, refer to HR
 - **No employee can begin working without HR clearance, which includes a signed contract and fingerprint clearance.**

Resources

Link all forms here or link to InformedK-12:

Human Resources Org Chart (link)

[Certificated Recommendation Packet 21-22](#)

[Personnel Request Form](#)

[Acknowledgement of Confidentiality Form](#)

Reference Check Forms:

[Classified Reference Check form](#)

[Certificated Reference Check Form](#)

