



Bridges Charter School

Governance Committee Committee Meeting

Date and Time

Tuesday September 30, 2025 at 3:00 PM PDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 PM
A. Record Attendance		Katerina Yevmenkina	1 m
B. Call the Meeting to Order		Katerina Yevmenkina	
C. Approve Minutes	Approve Minutes		1 m
II. Governance Committee			3:02 PM
A. Board Terms	FYI	Kelly Simon	5 m
Dr. Simon will share an update on current board member terms and newly elected officers.			
B. Policies to Review in 2025/2026	FYI	Kelly Simon	5 m

	Purpose	Presenter	Time
Dr. Simon will share the plan for reviewing policies on the Governance Committee in 2025/2026. The committee can offer suggestions for new policies or to call for a review of existing policies.			
C. Credit Equivalency Units -- New Policy	Discuss	Kelly Simon	10 m
The Ad Hoc Committee recommended that the board consider a policy for determining professional learning as equivalent to college units on our salary schedule for credentialed classroom teachers. The attached is a draft of a policy for the committee's review and input.			
D. Review of Board Policies	Discuss	Kelly Simon	30 m
BP 4033: Lactation Accommodations			
BP 6153: School Sponsored Trips			
BP 1700: Corporate Sponsorships			

III. Other Business

IV. Closing Items

A. Adjourn Meeting	Vote
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Coversheet

Credit Equivalency Units -- New Policy

Section:	II. Governance Committee
Item:	C. Credit Equivalency Units -- New Policy
Purpose:	Discuss
Submitted by:	
Related Material:	Credit Equivalency Pathways for Teacher Salary Advancement.pdf

Credit Equivalency Pathways for Teacher Salary Advancement

Recognition of Professional Learning Experiences (PLEs)

Credentialed classroom teachers (teachers who teach a self contained elementary class, special education class, or a single subject core content class in middle school) may advance across the salary schedule columns not only through college units or advanced degrees, but also through approved Professional Learning Experiences (PLEs).

Approved PLEs are high-quality, competency-based learning opportunities as defined on the accompanying rubric.

For consideration of advancement of columns, Professional Learning Experiences will be converted into Credit Equivalency Units (CEUs). CEUs may be used in place of traditional college units to move on the salary schedule columns.

- Column 1: Degree or Intern Credential
Entry placement.
- Column 2: Degree + 15 Units
OR Degree + 15 CEUs.
- Column 3: Degree + 45 Units (any combination of college units + CEUs).
OR Degree + 45 CEUs (any combination of college units + CEUs).
- Column 4: Degree + 60 Units
OR Degree + 60 CEUs (any combination of college units + CEUs).
- Column 5: Degree + 75 Units / Master's / Doctorate
OR Degree + 75 CEUs (any combination of college units + CEUs).

Combination Allowed: Teachers may combine college units and CEUs toward column movement (e.g., 30 college units + 15 CEUs = Column 3).

Process for Approval:

1. Submit proposed PLE with artifacts and/or completion certificates, and/or course syllabus, for pre-approval to the Executive Director.
2. Administration will verify submission and use the board approved rubric to establish the number of approved CEU's.
3. Once CEUs are verified, the Administrative Coordinator will apply the units toward the teachers' next eligible column movement.
4. Initial placements are made at the time of hire. Established teachers can submit a one time petition for re-consideration on the salary schedule using CEU's.
5. If CEU's are approved, salary schedule changes will be made as of the date of approval, and will not be paid retroactively.
6. Requests will only be reviewed between January-May for salary schedule adjustments to be made as of August 1st each calendar year. In the first year of implementation, requests will be reviewed on a rolling basis, and approved requests will be applied retroactively to August 1st.

Examples of Approvable CEU's:

University-Adjacent but Non-Degree Credit

- Extension courses (through universities or state education departments) that focus on pedagogy, technology integration, literacy, math, etc.
- Continuing education programs for licensed professionals (e.g., reading interventionist certification, ELL endorsement coursework).

National & Professional Association Programs

- NBPTS (National Board for Professional Teaching Standards) certification components or renewal modules.
- Subject-area association courses (NCTM, NSTA, NCTE, AERA, etc.) that include performance assessments or portfolios.

- College Board/AP Institute courses for teachers of Advanced Placement.

State or County Approved Programs

- Instructional coaching academies or leadership development programs sponsored by the county or the state.
- Curriculum adoption training programs (multi-day series with classroom implementation evidence).
- State-approved professional development institutes (STEM, literacy, bilingual education, special education).

Online & Blended Competency-Based Programs

- Coursera, EdX, or similar MOOC certificates, if tied to education practice and include graded assignments/portfolio work.
- ISTE certification programs in digital pedagogy.
- Google Certified Educator Level 1/2, Trainer, or Coach programs, with evidence of classroom application.
- Apple Teacher or Microsoft Innovative Educator pathways, where completion requires assessment of skills.

Specialty Certifications & Endorsements

- Project-based learning certifications (e.g., through PBLWorks/Buck Institute).
- Restorative practices certification (multi-day cohort programs with implementation cycles).
- SEL-focused certification programs (such as CASEL-endorsed training).
- Specialized literacy or math interventions (Orton-Gillingham, Wilson, CGI Math).

Conferences & Institutes (if structured with follow-up)

- Summer institutes with required action plans or portfolios (e.g., Reading & Writing Project at Teachers College, AVID Summer Institute, Visible Learning Conference).
- National conferences (with proof of applied learning — lesson designs, student impact documentation).

CEU Conversion Chart with Rubric**Teacher Name:**

Professional Learning Opportunity	Description / Requirements	CEU Value	# Approved
Micro-Credential	Verified competency-based micro-credential aligned to district goals	2 CEUs each	
Stack of 4 related micro-credentials	Completed as a coherent pathway	9 CEUs	
Instructional Coaching Cycle	6–8 week coaching cycle with artifacts of practice and reflection	2.0 CEUs	
Mentoring / Teacher Induction Support	Full year mentoring cycle with documented mentee progress	3.0 CEUs	
Committee Work	20+ hours, sustained series with evidence of implementation	3.0 CEUs	
University Extension / Continuing Ed Course	3–4 credit equivalent; requires graded assignments and classroom application	3.0 CEUs per course	
Competency-Based Online Program	Coursera, EdX, ISTE, Google, Apple, etc.; must include portfolio or assessment	1.0 CEU per program	
Specialty Certification / Endorsement	e.g., Project-Based Learning, Orton-Gillingham, CASEL SEL, Restorative Practices	2.0 CEUs each	
National Board Certification Component	Each verified component demonstrating competency	2.0–3.0 CEUs	
Conference or Institute (with follow-up)	Summer institutes or conferences with required action plan/portfolio	3 CEUs per institute	
Curriculum or Instructional Design Project	New unit/curriculum designed & implemented with evidence of student impact	2.0 CEUs per project	
Action Research / Inquiry Project	Semester-long classroom research with artifacts and reflection	2.0 CEUs per project	
Leadership / PLC Facilitation	Leading PLC or department initiative for semester/year with outcomes	2.0 CEUs per semester	
Other Professional Learning as approved and substantiated by Executive Director	Teacher must provide documentation including evidence of professional learning aligned to Bridges' mission and vision.	.5-15 CEU's	

Total Qualifying Units:

Reviewed by:

Date:

Signature: