

COLLECTIVE BARGAINING AGREEMENT

Between

**Hemet Unified
School District**

and

**Hemet Teachers
Association, CTA/NEA**

July 1, 2025 through June 30, 2028

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
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ARTICLE 1: AGREEMENT

- 1.1 This is a bilateral and binding Agreement (“Agreement”) by and between the Hemet Unified School District (“District”) and the Hemet Teachers Association, CTA-NEA (“Association”), an employee organization. This Agreement is entered into pursuant to Sections 3540-3549 of the California Government Code.
- 1.2 This agreement shall be effective from July 1, 2025, through June 30, 2028. The contract is closed for the 2025-2026 and 2026-2027 school years. For the 2027-2028 school year, parties agree to reopen up to two (2) articles each in addition to Articles 8 (Health and Welfare Benefits) and 9 (Salaries). The parties agree to meet and discuss the content of MOU’s that expire during the term of this Agreement. The Parties shall submit their initial proposals to each other for a successor agreement prior to the expiration of this Agreement.
- 1.3 The District and Association agree that it is to their mutual benefit and to the benefit of the educational program and the pupils of the District to encourage the resolution of differences through the meet and negotiation process. Therefore, it is hereby agreed that the parties will support this Agreement for its term.
- 1.4 Should the State Legislature broaden the scope of the Rodda Act by expanding the existing provisions of or adding new provisions to Government Code Section 3543.2, as to these new items, at any time that this contract is reopened such items may be the subject of negotiations upon demand of either party.
- 1.5 Negotiations as to the traditional calendar may be conducted separately from the remaining provisions of this Agreement, and shall be commenced no later than May 1, of each year of this Agreement. The parties shall attempt to reach agreement by the end of the school year for the traditional calendar.
- 1.6 The District will provide the Association with a final copy of the collective bargaining agreement within 90 days of Governing Board approval.

ARTICLE 2: RECOGNITION

- 2.1 Pursuant to the requirements of Government Code Section 3544.1, the District recognizes the Association as the exclusive representative for the unit described as follows:

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All full-time, part time, and temporary certificated employees including dependent charter school and Career Technical Education employees, in the Hemet Unified School District. Excluded from this unit are all certificated employees designated by the District as management, supervisory and confidential, classified pre-school teachers and all substitutes who work in the Hemet Unified School District.

ARTICLE 3: ORGANIZATIONAL SECURITY

- 3.1 Any employee in the bargaining unit who is a member of the Association, or who has applied for membership, may sign and deliver to the Association a written statement authorizing deduction of membership dues, initiation fees, and general assessments of the Association, who shall then provide the information to the District. Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues from the regular salary check of a member each month for ten (10) months. Deductions for members who sign such an authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year. The District shall not be obligated to put into effect any new or changed deduction until the pay period which commences thirty (30) days or more after such submission.
- 3.2 With respect to all sums deducted by the District, the District will remit such monies to the Association accompanied by an alphabetical list of employees from whom such deductions have been made.
- 3.3 Disputes involving this Article shall be settled between the Association and the employee and shall not be subject to the grievance procedure.

ARTICLE 4: DISTRICT RIGHTS

- 4.1 It is agreed that the District retains all of its powers of direction, management and control provided by law. Included in these District powers provided by law and consistent with this Agreement are the exclusive rights to:
- 4.1.1 Determine its organization.
 - 4.1.2 Direct the work of its employees.
 - 4.1.3 Determine the hours of District operations.
 - 4.1.4 Determine the kinds and levels of services to be provided, as well as the methods and means of providing them.
 - 4.1.5 Establish its educational policies, goals and objectives.

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- 4.1.6 Insure the rights and educational opportunities of students.
- 4.1.7 Determine staffing patterns.
- 4.1.8 Determine the number and kinds of personnel required.
- 4.1.9 Maintain the efficiency of District operations.
- 4.1.10 Determine District curriculum.
- 4.1.11 Design, build, move or modify facilities.
- 4.1.12 Establish budget procedures and determine budgetary allocation.
- 4.1.13 Determine the methods of raising revenue.
- 4.1.14 Take reasonable action on any matter in the event of emergency.
- 4.1.15 Contract out work.

In addition, the Governing Board retains the right to hire, classify, assign, evaluate, promote, demote, terminate, and discipline employees under provisions of the Education Code. This recital in no way limits other District powers as granted by law.

- 4.2 The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms conform with law.
- 4.3 The District retains its right to amend, modify or rescind policies and practices referred to in this Agreement as required in cases of emergency. The determination of whether or not an emergency exists is solely within the discretion of the Board. However, prior to any declaration of emergency, the District shall consult with the Association President or designee. Emergencies shall not be declared capriciously, arbitrarily or in retaliation for the exercise of employee rights.

ARTICLE 5: ASSOCIATION RIGHTS

- 5.1 The Association and its members shall have the right to make use of school equipment, buildings and facilities for Association related matters. Such equipment shall include all types of audiovisual equipment. Such use shall be for Association business and subject to reasonable regulation by the District.

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- 5.2 The Association shall have the right to post notices of activities and matters of Association concern on Association bulletin boards, at least one of which shall be provided in each school building in areas frequented by teachers. The Association may use the District mail service and teacher mailboxes for communications to teachers. Provisions will be made for any Association announcements during faculty meetings.
- 5.3 Authorized representatives of the Association shall be permitted to transact official Association business on school property subject to reasonable regulation by the building administrator so long as said activity does not interfere with the education process.
- 5.4 The District shall hold an annual new employee orientation and other orientations as necessary. The District shall provide written notice of the date, time and location of all Bargaining Unit Member orientation meetings by electronic mail, to the Association President no later than ten (10) calendar days in advance of any orientation meeting(s). In the event the District is unable to comply with the stated advance notice, the District shall, at the request of the Association, reschedule the orientation meeting and provide the advance notice. If, however, there is an urgent need critical to the employer's operations that was not reasonably foreseeable, the Association shall be provided as much notice as possible.
- 5.4.1 **Annual Orientation**
The Association shall be provided seventy-five (75) minutes of uninterrupted time to communicate with Bargaining Unit Members at the annual new Bargaining Unit Member orientation meetings. Such time will not be provided at the end of the agenda. All school site administrators will be excused during the Association time. The Association will have access to District audio visual equipment for Association presentations. The Association will have District paid release time to attend and participate in the annual new Bargaining Unit Member orientations meetings for the President and up to three (3) Bargaining Unit Members, selected by the Association if the annual orientation meeting is held during contractual work hours.
- 5.4.2 **Other Ongoing Orientations**
Additional ongoing orientations that occur during the year are typically smaller and less formal than the annual orientation. During these orientations, the

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Association President shall be allotted thirty (30) minutes of uninterrupted time to communicate with Bargaining Unit Members.

- 5.4.3 HTA is entitled to invite California Teachers Association (CTA) staff to the Association portion of the new Bargaining Unit Member orientations.
- 5.4.4 Additionally, HTA will provide the District with HTA information to be distributed to newly hired HTA/CTA/NEA Bargaining Unit Members in their employment packet.
- 5.4.5 The following information for each newly hired Bargaining Unit Member shall be delivered to the Association President in digital spreadsheet format no later than thirty (30) days after the date of hire:
1. Name
 2. Home Address
 3. Phone Numbers – work, home and cellular
 4. Personal (non-District) Email Address
 5. School Site
 6. Date of Hire
 7. Seniority Date
 8. Full time Equivalent (FTE) status
 9. Employment Status (i.e., Probationary, Permanent, Temporary, etc.)
 10. Credentials on file
- 5.4.6 In addition, three (3) times during the contracted school year (September 1, January 15 and May 1) the District shall deliver to the Association President the following information in digital spreadsheet format and hard copy for all Bargaining Unit Members:
1. Name
 2. Home Address
 3. Phone Numbers – work, home and cellular
 4. Personal (non-District) Email Address
 5. School Site
 6. Date of Hire
 7. Seniority Date
 8. Full time Equivalent (FTE) status

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9. Employment Status (i.e., Probationary, Permanent, Temporary, etc.)
10. Credentials on file
11. Indication of any Unit Member on Leave of Absence
12. An indication of whether the District is deducting dues for Membership

5.4.7 Violations of this article shall be subject the grievance process as outlined in Article 6 of the Collective Bargaining Agreement.

5.5 The District will maintain its practice of providing the Association with District Governing Board meeting agendas, including all non-confidential support materials to each building site and to the Association President.

5.6 **Association Meetings on Wednesdays**

5.6.1 Association meetings on Wednesdays shall be scheduled as follows:

5.6.1.1 Second and third Wednesdays of every month will be set aside for Association meetings as required by the Hemet Teachers Association

5.7 **President's Release**

The District and Association agree that the Association President shall receive full release days (186) from his/her assignment. (This number of days will always equal the number of teacher contract days.)

5.7.1 Effective July 1, 2017, the Association shall pay half of the salary of the current Association President, not to exceed fifty percent (50%) of Column E, Step 8 on the certificated bargaining unit salary schedule. The District shall pay the remainder of the aforementioned salary. The District shall pay for all health and welfare costs up to the cap for the President, as well as all statutory benefits that are paid by the District on behalf of all other certificated Bargaining Unit Members.

5.7.2 It is understood that the Association President shall have access to all District sites. The Association President shall have the right to return to the site and assignment from which he/she was assigned previous to release up to a

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maximum of four (4) consecutive years. There shall be no loss of seniority, salary, or benefits.

5.8 Association Leave

Bargaining Unit Members designated by the Association President may be granted release time from duties for the purpose of conducting Association business including CTA/NEA business under the following conditions:

5.8.1 The Association or CTA/NEA shall pay the daily rate of pay for substitute(s) when one is secured.

5.8.2 No Unit Member shall exceed forty (40) days of Association release in any school year. Any days not used shall not be carried over to the next year. All Association Leave requested shall be made on the District approved form. This form shall be forwarded to the HTA President.

ARTICLE 6: GRIEVANCES

6.1 Definition

A “grievance” is an allegation by a grievant that there has been a violation, misapplication or misinterpretation of a provision of this Agreement. A grievant may be a Unit Member or the Association.

6.1.1 For purposes of this Article a “day” is any day that is a regular certificated employee workday. In the event a grievance is filed at such a time that it cannot be resolved prior to a holiday break or end of the school year, the time schedule of the grievance shall resume on the next regular certificated work day. As an alternative, if the grievant requests in writing, a “day” would be any day on which the District Administration Office is open for regular business.

6.2 Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, a resolution of the grievance.

6.2.1 Nothing herein limits the right of an employee having a grievance to discuss the matter informally with an appropriate member of the District administration and to have a grievance adjusted without intervention or representation by the

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Association, provided that such adjustment is consistent with the terms of this Agreement.

6.2.2 Any change in grievance forms will be developed jointly by the District and the Association.

6.3 Time

Since it is important that a grievance be resolved as rapidly as possible, the time limits specified in this Article shall be considered maximums. Failure of the grievant to act within these time limits bars further appeal. Failure of the District to give a decision within these time limits permits the grievant to proceed to the next step.

6.4 Representation

An employee with a grievance may represent her/himself through Level III of her/his grievance procedure, or at the employee's sole option, may choose to be represented by the Association. If the grievant is not represented by the Association, the District will give the Association notification of the proposed resolution. Any response thereto must be made by the Association within ten (10) days of receipt of such notification.

6.5 Release Time

Hearings and conferences under this procedure shall be conducted at a time and place which will afford an opportunity for all persons entitled to be present to that end and will be held, insofar as possible, after the regular hours of instruction or during the non-teaching time of personnel involved. When such hearings and conferences are held at the request of the District during the regular workday, all employees whose presence is required shall be released without loss of pay for those hours they are required to attend such hearing or conference. This provision shall apply only to the grievant, and to her/his representative if that representative is an employee. Only one representative per grievance will be released by the District without loss of pay.

6.6 Level I.

Prior to the filing of a written grievance, an employee shall attempt to resolve the matter by meeting with the immediate supervisor. If the grievant feels that the immediate supervisor is not an appropriate person with whom to discuss the matter, the grievant may confer with the Personnel Administrator, who may designate the appropriate administrator for the purpose of the Level I conference.

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6.7 Level II.

If the grievance is not satisfactorily resolved at Level I, a written grievance must be delivered to the employee's immediate supervisor or appropriate administrator within twenty (20) days of the purported incident. The written grievance shall be set forth in a clear, concise manner, and shall deal with the specifics of the purported violation of this Agreement, including the factual circumstance surrounding the purported violation. The written grievance shall set forth the previous decision, if any, by the immediate supervisor or appropriate administrator at Level I.

6.7.1 Within ten (10) days of receipt of the grievance, the grievant and the supervisor shall meet to discuss the grievance and attempt to arrive at a mutually satisfactory solution. Within ten (10) days of this meeting, the supervisor shall respond in writing to the grievant with a copy to the Association President.

6.8 Level III.

An employee not satisfied with the Level II decision may within ten (10) days of receipt of the written response submit a written appeal to the Superintendent or designee.

6.8.1 The written statement of appeal shall contain a clear, concise statement of the reasons for appeal to the Superintendent or designee, a copy of the original grievance, and a copy of the Level II decision.

6.8.2 Within ten (10) days of receipt of the grievance, the grievant and the Superintendent or designee shall meet to discuss the grievance and attempt to arrive at a mutually satisfactory solution. Within ten (10) days of this meeting, the Superintendent or designee shall respond in writing to the grievant with a copy to the Association President.

6.9 Level IV.

An employee not satisfied with the Level III decision may within ten (10) days of the receipt of the written response request the Association to submit the grievance to mediation. Within ten (10) days of receipt of the request from the grievant, the Superintendent/designee shall request of the State Mediation and Conciliation Service to provide a mediator. The function of the mediator shall be to assist the parties to achieve a mutually satisfactory resolution to the grievance. The mediation shall be

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scheduled at a mutually agreeable time for both the District and Association representative.

6.10 Level V.

An employee not satisfied with the Level IV decision may within ten (10) days of the receipt of the written response request the Association to submit the grievance to arbitration. If the Association decides to submit the grievance to arbitration, it may within ten (10) days of receipt of the request from the grievant, give written notice to the Superintendent of its intent to submit the grievance to arbitration. If any question arises as to the arbitrability of the grievance, such question will be ruled upon first by the arbitrator.

6.10.1 Within ten (10) days after receipt by the District of the written notice of intent to arbitrate, the Superintendent or designee and the Association will attempt to agree on a mutually acceptable arbitrator and to obtain a commitment from the arbitrator to serve. If the parties are unable to agree, a request for a list of seven arbitrators may be made to the American Arbitration Association by either party. The parties will then be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator, and that arbitrator shall proceed under the Voluntary Labor Arbitration Rules of the American Arbitration Association.

6.10.2 The arbitrator's decision will be in writing and will set forth findings of fact, reasoning and conclusions on the issues submitted. The arbitrator, in rendering her or his opinion, shall not amend, modify, nullify, ignore, or add to the provisions of this Agreement. The arbitrator's authority shall be limited to deciding only the issue or issues presented in writing by the District and the grievant or the grievant's representative. The arbitrator's decision shall be based upon the arbitrator's interpretation of the meaning or application of the language of this Agreement. The decision of the arbitrator will be final and binding and will be submitted to the District and the Association.

6.10.3 The costs of the compensation to the arbitrator and the reimbursement of the arbitrator's travel and subsistence expenses, as well as the cost of a hearing room, will be borne equally by the District and the Association. All other costs will be borne by the party incurring the costs.

ARTICLE 7: HOURS OF EMPLOYMENT

7.1 Classroom Teachers

7.1.1 Work Year

There will be four (4) non-student days prior to the school year: two (2) Professional Development days, one (1) meeting day, and one (1) teacher prep day. There will be one (1) non-student teacher prep day immediately preceding the spring semester. There shall also be dedicated time on the professional development days and/or the meeting day, to complete the annual required training such as Keenan. There shall be one (1) non-student day calendared at the end of the first semester; that day is for finalizing student grades and preparing for second semester. The work year shall be as provided for on the school calendar, and shall not exceed 186 days.

7.1.2 Work Week

The regular work week shall be Monday through Friday except as such a week might be changed by national, state, or local holidays, or the school calendar.

7.1.3 Work Day

Unit Members shall be on the work site prior to the beginning of the student's regular school day in accordance with the before school duty schedule in effect at the site to which the Unit Member is assigned, and shall remain on the worksite after the students' regular school day ends in accordance with the after school duty schedule in effect at said site and in keeping with the district-wide duty day. If program assignments are such that different Unit Members' assignments require different daily beginning and ending times, these times will be determined by the District, however each such assignment shall be in compliance with 7.1.4 below.

7.1.4 In accordance with past practices, it is recognized that the total amount of time regularly required to be spent at a school site by employees may vary, due to differences in assignment, extended day schedules, conferences and for other reasons. Duty time will be no fewer minutes than the classroom teacher duty day unless mutually determined and agreed upon between the Unit Member and the principal.

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7.1.5 Lunch

All Unit Members shall be entitled to one, duty free, uninterrupted lunch period per day of no less than thirty (30) minutes in length.

7.1.6 Duty Minutes

All certificated Unit Members will have the same length of regular duty day exclusive of the lunch period as set forth below:

7.1.6.1 Elementary teachers, including grades TK through 8 in TK-8 schools, shall be assigned by the site administrator no more than ninety (90) minutes per week of student supervision duty to be performed at recess and/or before or after school. Middle School teachers in sixth (6th) through eighth (8th) grade shall be assigned by the site administrator no more than five hundred (500) minutes per year of student supervision before or after school. Teachers working at multiple sites shall not be assigned more than the above allotted duty time. Bargaining Unit Members at multiple sites shall work with their administration to divide the duty minutes amongst the sites.

7.1.6.2 Elementary teachers shall not be assigned both before school and after school duty in the same day, unless a teacher volunteers to supervise more than one duty a day.

7.1.6.3 In the event Unit Members are called upon to provide duty beyond ninety (90) minutes due to inclement weather, administration may adjust the affected Unit Members' duty minutes to account for the overage, within the given month. In the alternative the members affected will be time carded at the extra duty rate, for the extra time covered above their normal duty schedule.

7.1.7 Duty Day Chart

		Minutes	
Grade		Regular Day	Late Start/Early Release
TK/Kindergarten	Instructional Time	306	186

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(Elementary)	Prep	55	105 (Not Consecutive)
	Before/After	40	30
	Meeting	-	80
Total		401	401
1-3	Instructional Time/Prep	325	230/50
(Elementary)	Recess, Before/After	76	41
	Meeting	-	80
Total		401	401
4-5	Instructional Time/Prep	336	230/50
(Elementary)	Recess, Before/After	65	41
	Meeting	-	80
Total		401	401
6-8	Instructional Time	346	266
(Middle School)	Passing, Before/After	55	55
	Meeting	-	80
Total		401	401

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9-12	Instructional Time	346	266
	Passing, Before/After	55	55
	Meeting	-	80
Total		401	401

7.1.8 Elementary teachers, including grades 1-8, shall have a total of 170 minutes of preparation periods per week, including one period of at least 50 minutes unless teachers in grades 6-8 are assigned to a middle school schedule as indicated above. All such preparation periods shall be provided in blocks of at least 30 minutes per period.

7.1.9 Elementary Functional Skills, BESTT and Autism Moderate/Severe teachers in grades 1-5 shall receive compensation outlined in paragraph D of Appendix C-1 in lieu of 120 minutes of the 170 minutes prep time specified in 7.1.8.

7.1.10 Teachers providing preparation time, (e.g. music teachers, elementary physical education teachers) in TK-8 schools shall receive prep time in the same manner as elementary teachers at the same site.

7.1.10.1 The duty minutes described above will not be applicable on field trip days, where hours may be modified to comply with required supervisory times.

7.1.11 Waivers

Full-time Unit Members may request the building principal to waive before or after school duty time for the following reasons: medical and dental appointments, college classes, attendance at District-sponsored activities, attendance at Association meetings and necessary personal business. If there is no interference with assigned duties, principals will waive before or after school duty time for Association meetings.

7.2 The hours of work of full-time Unit Members whose assignment hours differ from the students' regular school day, including but not limited to speech therapists, behavior specialists, counselors, psychologists, nurses and librarians shall be as required under Section 7.1.3

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- 7.3 The hours of work of regular part-time Unit Members covered by this Agreement shall be prorated to that of full-time Unit Members.
- 7.4 Bargaining Unit Members shall be present at the discretion of management to render professional service, including but not limited to, parent conferences, open house activities, teacher-parent meetings, and supervision of student activities.
- 7.4.1 Bargaining Unit Members shall not be required to attend more than two (2) evening events per year at the elementary level and three (3) evening events per year at the secondary level. Teachers at K-8 campuses shall be required to attend no more than two (2) evening events. No Unit Member shall be required to work more than 90 minutes per evening event.
- 7.4.1.1 District based personnel as outlined in 10.1.8 shall be required to attend no more than two (2) evening events per year, as outlined above, irrespective of the number of sites served. These events shall be identified no later than thirty (30) calendar days after the commencement of the school year.
- 7.4.2 In addition to the activities and duties described in Section 7.4, the District may require Unit Members covered by this Agreement to attend an emergency staff meeting where the subject matter is of such an urgent nature that it cannot wait until the next regularly scheduled staff meeting (e.g death of a student or staff member, police activity, school closure, safety concerns).
- 7.5 Full-time secondary school teachers shall be provided with a daily preparation period to further the instructional program. This is not a free period, but a period for student conferences, class preparation and other classroom responsibilities.
- 7.5.1 The parties agree to waive section 7.5 of the Collective Bargaining Agreement for a period not to exceed three (3) weeks or the equivalent per year at the middle and high school levels for the purpose of testing. During testing weeks, contractual prep time minute requirements may be modified to fit the testing schedule, provided all secondary teachers at a particular site receive an equal amount of weekly preparation time.

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- 7.5.2 Each site shall collaboratively determine the most effective testing schedule that meets their particular needs.
- 7.6 Full-time elementary school teachers shall be provided with preparation periods as set forth in 7.1.8, above, to further the instructional program. These are not free periods, but periods for conferences regarding students, observations and class preparation. This period will not be used for in-service meetings, staff meetings, or meetings concerning State mandated programs. The principal and staff of each elementary school will meet at the beginning of each school year to collaboratively develop a plan for the delivery of preparation time during the parent conference weeks. Contractual preparation time minute requirements may be modified to fit the parent conference week plan developed by the principal and staff in order to equalize preparation time. Each school could have different solutions which shall not be precedential for either the school or other schools. If agreement cannot be reached between the staff and the principal, the matter will be referred to HR/HTA President for resolution. This will not result in additional general fund cost. The goal is to equalize the preparation time during the two conference weeks for those teachers who provide parent conferences.
- 7.7 **Adult Education Teachers**
- 7.7.1 **Unit Member Work hours**
- The lengths of the work year, work week, and work day as well as the number of Unit Members in Adult Education are dependent upon fluctuations in average daily attendance, categorical funding changes, and community needs. The District reserves the right to add to, reduce, or eliminate the work hours of any Unit Members in Adult Education based upon such fluctuations.
- 7.7.2 **Necessary Attendance**
- The District shall determine the amount of student attendance necessary for the scheduling, maintenance and/or cancellation of any Adult Education class.
- 7.7.3 **On-Site Time**
- Employees assigned as classroom teachers will be at the worksite before the beginning of their class and remain on duty at the worksite, except for authorized break periods, for the period of the class.
- 7.8 **Kindergarten Teachers**
- 7.8.1 **Supervision**

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Kindergarten teachers shall not provide lunch supervision. The scheduling of Kindergarten teachers' supervision duties shall be consistent with other primary level teachers at their school site.

7.8.2 Kindergarten Workday:

7.8.2.1 The Kindergarten teacher work day is outlined in section 7.1.7 of the agreement.

7.8.2.2 Unless expressly included herein, there shall be no K-1 combination classes. The parties recognize that K-1 combination classes may be necessary at outlying schools, alternative education sites, and special education programs. If a K-1 combination is needed in one of these sites/programs, the District shall provide notice to HTA as soon as is practicable, but no later than 24 hours after the combination class is needed.

7.8.2.3 Kindergarten teachers shall be provided one and a half (1 ½) hour per day of instructional aide support. When there is no aide available, the District shall make all reasonable attempts to secure a substitute. If an aide is absent for five (5) consecutive days, or expected to be absent for five (5) consecutive days, and a substitute is not available, the District shall provide assistance to the Kindergarten teacher (such as a non-substitute District employee). This also applies when a position is expected to be vacant for five (5) or more consecutive days. In providing assistance, the District shall not remove a non-substitute aide from an existing assignment.

7.8.2.3.1 Kindergarten teachers may request additional aide support up to an hour per day for the first nineteen (19) days of the school year (extra duty opportunity for the aide) which shall be provided subject to staff availability.

7.8.2.3.2 Kindergarten teachers shall be provided four (4) days of release time for testing.

7.9 Nurses

7.9.1 The work year of a school nurse shall be 187 days.

7.9.2 The workday of a school nurse shall be an eight (8) hour day. A thirty (30) minute duty-free lunch shall be provided in addition to the eight (8) hour workday.

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- 7.9.3 Any work performed by a nurse outside of the contracted work year or duty shall be paid at the Extra Duty Rate in Appendix C-4 and must be pre-approved by administration.
- 7.9.4 Nurses shall not be required to provide “clinic service.” Clinic service is defined as: Immunization and TB screening services for students and staff. Extra Duty opportunities may be offered to nurses to provide staff TB Services.
- 7.9.5 Nurses shall provide services to all HUSD students.
- 7.9.6 Nurses shall provide virtual services and in-person services (e.g. vision/hearing) for students enrolled in non-public schools. Nurses shall also provide those services outlined in the IEP that pertain to their position, and attend IEPs which could be virtual or in-person depending on parent choice.
 - 7.9.6.1 Nurses shall have 72-hour advance notice prior to providing services at a non-public school. In the event that the Nurse’s commute to and from a non-public school extends their workday, the Nurse shall notify their supervisor as soon as possible and shall be paid at the Extra Duty Rate in Appendix C-4.
 - 7.9.6.2 The Nurse Administrator shall meet with the nurse team at minimum two (2) times per month to coordinate non-public services.
 - 7.9.6.3 If, due to a colleague being required to provide service at a non-public school, a nurse volunteers, at the request of administration, to complete work after their workday and beyond their caseload, they shall be compensated at the Extra Duty Rate in Appendix C-4.
- 7.9.7 Nurses shall provide service to students in other tax exempt schools within HUSD boundaries that the District is required to serve by law (i.e. attending IEP meetings-which could be virtual or in-person depending on the parent choice, assessments, and any other consulting services for students with an IEP).
- 7.9.8 Nurses shall provide services to students who are preschool age. The Nurses shall be provided access to all student medical records.

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- 7.9.9 Nurses shall not be required to substitute or relieve a classified Health Services Technician unless there is a medical emergency as determined by the Nurse Administrator, or designee. Some Nurse and Health Services Technician duties may occasionally overlap.
- 7.9.10 Summer School assignments for Nurses shall be voluntary.
- 7.9.10.1 If Nurses are needed for ESY, they may volunteer to provide coverage and/or conduct student assessments and shall be paid at the Extra Duty Rate outlined in contract.
- 7.9.10.2 When a Nurse is needed during the summer break to conduct student assessments prior to the start of the school year, they shall be paid at the Extra Duty Rate outlined in contract. This shall be voluntary.
- 7.9.11 Dedicated time at the beginning of the work year, as determined by the District, shall be provided to complete the annual required training such as Keenan.
- 7.9.12 If a Nurse is on Long Term/Extended leave, the District shall endeavor to provide a substitute, prior to redistribution. If a substitute is not secured, administration will seek volunteers from the current Nurses to complete additional responsibilities during or after their workday beyond their regular assigned duties. Nurses who volunteer shall be compensated at the Extra Duty Rate. The District retains the right to redistribute so long as the ratio can be maintained and no substitute or volunteer is procured and the job duties can safely be performed, student needs are appropriately met, and the job duties are completed within the contract duty day.
- 7.10 **Psychologists/Behavior Specialist**
- 7.10.1 The work year of a Psychologist and Behavior Specialist shall be 196 days.
- 7.10.2 Psychologists and Behavior Specialist's shall be able to flex their additional ten (10) workdays with five (5) days prior approval from their immediate supervisor in order to meet assessment timelines. These days must be scheduled on days when the district office is open.

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- 7.10.3 If a Psychologist and/or Behavior Specialist is on Long Term/Extended leave, the District shall endeavor to provide a substitute. If a substitute is not secured, the District will seek volunteers from the current psychologists to complete additional assessments, reports, etc. during or after their workday and beyond their caseload. Psychologists who volunteer shall be compensated at the Unit Members per diem rate.
- 7.10.4 Psychologist shall meet monthly with each other and their supervisor(s) by grade span to discuss workload (e.g. caseloads, number of assessments/manifestation determinations) with the goal of collaboratively balancing workload. Supervisors shall endeavor to schedule these meetings during collaboration time.
- 7.10.5 Psychologist and Behavior Specialists shall not be required to work “Extended School Year” (ESY). If Psychologist and/or Behavior Specialists are needed for ESY they may volunteer to provide coverage and/or conduct student assessments and shall be paid at the Unit Members per diem rate.
- 7.10.6 When a Psychologist and/or Behavior Specialist is needed during the summer break to conduct student assessments prior to the start of the school year they shall be paid at the Unit Members per diem rate. This shall be voluntary.
- 7.10.7 School Psychologists and Behavior Specialists shall not be required to substitute for a position outside of their current role except in cases of emergency such as a natural disaster or threat to school facilities.
- 7.10.8 Dedicated time at the beginning of the work year, as determined by the District, shall be provided to complete the annual required training such as Keenan.

7.11 Counselors

- 7.11.1 The work year of the counselor shall be 196 days.
 - 7.11.1.1 Commencing in the 2024-2025 school year, the 10 additional days that counselors work beyond the teacher work year shall be distributed as follows:
 - 7.11.1.1.1 Administration shall schedule five (5) days immediately prior to the beginning of the teacher work year. No more than two (2) of these days shall be utilized for Professional Development. Up to two (2) of these

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days may be adjusted if the member participates in the scheduled extra duty district professional development days per Article 9.1.5.

7.11.1.1.2 Administration shall schedule one (1) day immediately after the end of the teacher work year.

7.11.1.1.3 Four (4) days may be “flexed” by the counselor, meaning it may be scheduled by the counselor before or after the school year, or on a day that the District office is open. Flex days are subject to Administrative approval.

7.11.2 When a Counselor is on Long Term/Extended illness leave or a vacancy has occurred (at least fifteen (15) consecutive work days) the District shall endeavor to provide a substitute.

7.11.2.1 In the event of a long-term absence/vacancy where a substitute can not be secured, administration shall redistribute the caseload/other duties to other School Counselors at the site. A monthly stipend of \$350 shall be paid in increments of the 50 students until the vacancy is filled (i.e. 501-550 = \$350, 551-600 = \$700, etc.) as outlined in Article 14.7.

7.11.2.2 At the secondary level, the number of days necessary to invoke the stipend shall be reduced to ten (10) consecutive work days (occurring during a single work year) if the long term absence/vacancy occurs at the beginning and/or close of each academic semester.

7.11.3 School counselors may be required to participate in IEP’s, SST’s, 504’s, RTI Services, MTSS Services, SART/SARB meetings/planning, and any other meeting where a counselor’s input is needed. Counselors shall not be required to coordinate the aforementioned unless it is on a voluntary basis.

7.11.4 Counselors shall attend evening activities as outlined in Section 7.4.1. Any Counselor, including College Career Counselors required to attend additional evening activities shall be compensated at the Extra Duty Rate in Appendix C-4.

7.11.5 Summer School assignments for Counselors shall be voluntary.

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7.11.6 School Counselors shall not be required to substitute for a position outside of their current role except in cases of emergency such as a natural disaster or threat to school facilities.

7.12 Speech Language Pathologists

7.12.1 The work year of the Speech Language Pathologists shall be 191 days.

7.12.2 Speech Language Pathologist's additional five (5) days shall be distributed as follows: one (1) day prior to the start of the teacher work year, one (1) day after the end of the teacher work year and they shall be able to flex the additional three (3) days, with five (5) days prior approval from their immediate supervisor, in order to meet assessment timelines. These days must be scheduled on days when the district office is open.

7.12.3 If a Speech Language Pathologist is on Long Term/Extended leave, the District shall endeavor to provide a substitute, prior to redistribution. If a substitute is not secured, the District shall seek volunteers from the current Speech Language Pathologists to complete additional assessments, reports, etc. during or after their workday beyond their caseload. Speech Language Pathologists who volunteer shall be compensated at the Extra Duty Rate outlined in contract. The District retains the right to redistribute so long as the ratio can be maintained and no substitute or volunteer is procured and student needs are appropriately met and the job duties are completed within the contract duty day.

7.12.4 Speech Language Pathologists shall not be required to work "Extended School Year" (ESY). If Speech Language Pathologists are needed for ESY they may volunteer to provide coverage and/or conduct student assessments and shall be paid at the Extra Duty Rate outlined in contract.

7.12.5 When a Speech Language Pathologist is needed during the summer break to conduct student assessments prior to the start of the school year they shall be paid at the Extra Duty Rate outlined in contract. This shall be voluntary.

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7.12.6 Speech Language Pathologists shall not be required to substitute for a position outside of their current role except in cases of emergency such as a natural disaster or threat to school facilities.

7.12.7 Dedicated time at the beginning of the work year, as determined by the District, shall be provided to complete the annual required training such as Keenan.

7.13 New Teachers to District

For the purpose of orientation to the District prior to the return to work date for all teachers, new teachers will be compensated at the extra duty rate.

7.14 Grade Submission

7.14.1 All classroom teachers shall utilize a District approved Learning Management System (e.g., Google Classroom)

7.14.2 **Secondary Grade Submission** Semester grades shall be submitted on or before the completion of the third business day (business day is defined as not a holiday on the district's adopted calendar) following the end of the grading period. A non-student day shall be calendared at the end of the first semester, and that day is for finalizing student grades and preparing for second semester. Triad grades shall be submitted on or before the completion of the third student day.

7.14.3 **Elementary Grade Submission** Quarter grades shall be submitted on or before the completion of the third business day (business day is defined as not a holiday on the district's adopted calendar) following the end of the grading period excluding end of the year Quarter four (4). End of the year elementary report cards may be required to be submitted two (2) days prior to the last day of school. No Unit Member shall be required to submit report cards on an earlier date.

7.15 Shared Certificated Contracts

7.15.1 Only elementary teachers will be considered for a shared teaching assignment. Secondary teachers may apply for partial assignments.

7.15.2 "Shared Assignment/Contract" will be defined as splitting (sharing) a duty day or a duty week. (Sharing on a semester basis will be handled through a leave of absence procedure.)

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- 7.15.3 A teacher who is interested in a shared teaching assignment shall be responsible for identifying another teacher who would be interested in sharing a contract. The District shall not be required to locate a partner for an interested teacher.
- 7.15.4 The two teachers interested in sharing an assignment must develop an instructional plan to be presented to the site and district-level administration for approval.
- 7.15.5 Following approval at site level, the principal will forward the request to his/her supervisor for district-level review, and recommendation to the Governing Board.
- 7.15.6 Both teachers involved in a shared assignment will be responsible for attending such activities as staff meetings, parent conferences, open houses, etc.
- 7.15.7 Salary and fringe benefits will be prorated according to the percentage basis of the shared contract.

7.16 Alternative Work Day/Week Schedule

7.16.1 Special Education Preschool Teachers

- 7.16.1.1 Teachers will teach two 180-minute sessions (morning and afternoon) per day for a total of 360 instructional minutes four days a week.
- 7.16.1.2 Teachers will be provided a 30-minute duty-free lunch.
- 7.16.1.3 Teacher total duty minutes will be 435 minutes (7 hours 15 minutes) per day four days a week.
- 7.16.1.4 Teachers will work 310 duty minutes (5 hours 10 minutes) one day a week (every other week) to align with the District's collaboration calendar and utilize this time for IEP meetings, preschool staff meetings, collaboration, and preparation time.
- 7.16.1.5 The start time of sessions and duty times (days and times) will be coordinated by the District Special Education Department.

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7.16.1.6 Unit Members teaching Special Education Preschool classes on elementary school sites will not be required to serve on school committees, staff/in-service meetings, or general education elementary collaboration meetings nor be assigned to recess, before/after school supervision, or lunch duty. They may participate in these activities if they wish.

7.16.1.6.1 Special Education Preschool Teachers shall attend regular school events (e.g. Open House, Back to School Nights, conferences, etc.), to align with 7.4.1.

7.16.1.7 Teachers will be provided with 4 half day release periods (substitute provided by Special Education Department) to complete IEPs and fulfill requirements of state assessments.

7.16.1.8 Special Education Preschool Teachers will receive the same number of personal necessity days as all other Bargaining Unit Members outlined in Article 12.3.3.7.

7.16.1.9 Leave days (including sick leave, personal necessity, and discretionary days) will be deducted as follows: 1) Extended days (four days) – 9.2 hours and 2) Shortened days (remaining fifth day) – 6.4 hours.

7.16.2 Western Center Academy

Notwithstanding Section 7.1.1 and 7.1.6, the following provisions are agreed to for the Western Center Academy (WCA).

7.16.2.1 Workday Schedule for WCA Middle School Teaching Staff. The middle school duty day for teachers is 401 minutes including a daily prep period and before/after passing time and excluding lunch.

7.16.2.2 WCA teachers serving in grades 6-8 will not exceed a 401 minute duty day, however, allocation of duty day minutes will be flexible.

7.16.2.3 Teachers will teach 346 instructional minutes per day, including passing, to allow for extended specialized lab periods.

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7.16.2.4 Additionally, teachers will receive a daily prep time of minutes before school. Teachers will not be required to supervise students except during passing time totaling 15 minutes per day. Required after school time will be 10 minutes.

7.16.2.5 Teachers will receive 26% of a sixth period assignment for additional instructional minutes. All other provisions of 7.1.1 and 7.1.6 shall remain in full force and effect for certificated Unit Members assigned to the Western Center Academy.

7.16.3 Inclement Weather and Other Emergency Days

7.16.3.1 Under the direction of the Superintendent or designee, the District may cancel classes when deemed in the best interest of students due to inclement weather or other emergency. On such days when classes are not held, all Certificated Bargaining Unit Members at the affected school(s) shall not report for duty.

7.16.3.2 When possible, the District shall notify Unit Members 24 hours prior to the closure. In the event that 24 hours' notice is not possible, the District shall provide as much notice as is reasonably possible.

7.16.3.3 Unit Members who have already arrived on campus may be directed to remain during a closure to supervise students. If the closure occurs on a non-student day, Unit Members shall not be required to remain at the site.

7.16.3.4 District based personnel shall be expected to rearrange their calendars to work in other open locations during a closure. In the event that all of the sites served by the District based personnel are closed, the District based personnel shall follow the provisions of this article.

7.16.3.5 The District shall be compliant with Senate Bill 153 by creating and maintaining an Instructional Continuity Plan to be included in the School Safety Plan.

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7.17 Collaboration Time:

The parties have a mutual interest in fostering collaboration between Bargaining Unit Members for the purpose of building collective efficacy and increasing student achievement.

7.17.1 Purpose and Definition

7.17.1.1 The purpose of collaboration time is to ensure that all students learn at high levels. Collaboration is defined as school staff (certificated and administration) working together to take collective responsibility for the success of each student. Collaboration is effectively implemented when school staff work together interdependently to impact classroom practices in ways that improve outcomes for their students, their team, and their school. Collaboration meetings shall be aligned to district and site goals.

7.17.2 Schedule and Workday

7.17.2.1 There shall be one (1) day per week designated as late start/early release. On such days, there will be an eighty (80) minute meeting.

7.17.2.2 The late start/early release shall be on the same day of the week, which is currently Wednesday. A change in the day of the week shall be determined on or before the Thanksgiving Break for the following academic year.

7.17.2.3 Before each September 1, Administration shall develop and provide to HTA an annual meeting schedule which may be changed upon reasonable notice. Absent extenuating circumstances, reasonable notice shall be considered eight (8) calendar days prior to the meeting.

7.17.3 Collaboration shall be incorporated within the certificated work day.

7.17.4 The District shall make a reasonable effort to minimize scheduling elementary teacher trainings on early start/late release Wednesdays.

7.17.5 In accordance with the chart at Article 7.1.7, the certificated work day shall consist of 401 minutes plus a duty free lunch of not less than 30 minutes. Ten (10) minutes shall be added to each work day (for a total of 401 minutes per day). Thirty (30) minutes shall be reallocated from weekly instructional minutes to collaboration time.

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7.17.6 Meeting Type and Purpose

7.17.6.1 Administrators shall monitor and supervise all work at their site.

Administrators shall provide district and site goals and the support necessary to achieve intended collaboration outcomes.

7.17.6.2 The meetings will be designated and scheduled as follows:

Meeting Type	Topic and Structure	Facilitation	% of Annual Collaboration/Staff meetings
Staff Meeting	Administrator determines the topic and structure.	Administrator	Up to 25%
Site Leadership* Designed Collaboration	Site Leadership determines the topic and collaboration structure.	Administration or other designated staff	25%-50% (any time in addition to 25% must be taken from Admin. Staff Meeting time)
Teacher Collaboration	Teachers determine the topic and collaboration structure.	Teachers	At least 50%

* Site Leadership shall be defined as site administration and the site created leadership team.

7.17.6.3 Site Leadership Designed Collaboration

Site Leadership shall set the agenda and meeting location. The agenda shall reflect the district and school goals and include the following components: (1) the intended outcomes of the meeting; (2) required steps to accomplish the intended outcomes; (3) how the intended outcomes of the meeting relate to student achievement. Administration shall solicit input from staff prior to creating meeting topics for each semester. The site leadership created topics shall be guided by input received.

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7.17.6.4 Teacher Collaboration

Teachers shall set the agenda and an on-campus meeting location (unless an off-campus District site is pre-approved by the Principal) for the Teacher Collaboration time. This agenda will reflect the school goals and include the following components: (1) the intended outcomes of the meeting; (2) required steps to accomplish the intended outcomes; (3) how the intended outcomes of the meeting relate to student achievement; (4) administrative support needed to accomplish the intended outcomes; and (5) submission of the agenda for the next meeting for administrative input. After a teacher collaboration session, the team shall provide minutes to the administration based on the agreed upon components and the next week's agenda no later than the Friday following the collaboration meeting.

7.17.6.5 HUSD and HTA will jointly create an agenda/minutes template to be used for teacher collaboration meetings. This shall be reviewed on an annual basis.

7.17.6.6 Alternative Schedule

7.17.6.6.1 In certain instances over the course of the school year, collaboration/staff meetings may not occur (i.e. calendared minimum days, vacation days, elementary conferences, teacher planning day(s); the last day of school), and these dates shall not be considered in calculating the annual percentages described above. Refer to the Board approved calendar for reference.

7.18 Agriculture Teachers shall work a 225 day work year. Agricultural Teachers shall submit their work year calendar to their administrator for approval on or before June 30th of the prior year. Agricultural teachers are expected to be present for their full contractual workday on all student days. The calendar may be changed by mutual written consent. Approved activities for the extended work year shall include but are not limited to agricultural facility upkeep, general agricultural maintenance, business partner relations, animal care, student supervision on field trips (competitions, conferences, and fairs), Future Farmers of America (FFA) events, farm workdays, and farm management. These duties will occur during a professional work day, a Working Day of no fixed length and being as long as to permit all scheduled work to be completed.

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7.18.1 Commencing with the 2024-2025 school year, Agriculture Teachers will be compensated in 12-monthly pay warrants instead of the standard 11-month pay warrants for other certificated bargaining unit members.

7.18.1.1 All non-benefit-related employee payroll deductions will follow the certificated HTA standard, which is currently 11thly. 7.18.1.2 Insurance premiums for major medical, dental, vision and group life shall be deducted 12thly. 7.18.1.3 Insurance premiums for voluntary products will follow the certificated HTA standard, which is 10thly.

ARTICLE 8: HEALTH AND WELFARE BENEFITS

8.1 The District shall assume the costs of the Health and Welfare Benefit Plan agreed to by the District and the Association for each full-time Unit Member covered by this agreement. The District shall contribute a pro-rata amount for part-time salaried Unit Members covered by this agreement. Part-time salaried Unit Members who desire to participate in the District's health and welfare benefit program shall pay the difference between the District's pro-rata contribution and the total cost of the plan on a monthly basis through employee payroll deductions.

8.1.1 The following health and welfare benefit plans shall remain in effect during the duration of this agreement: Medical, Prescription, Dental, Vision, Life Insurance and Voluntary Products. All health and welfare benefit plans shall be recommended by the Insurance Committee annually and referred to the HTA Executive Board.

8.1.2 Effective July 1, 2023 the maximum contribution for health benefits (the CAP) shall increase to \$12,000 per Article 9.1.1.2.

8.1.3 An Insurance Committee shall be established, consisting of three (3) HTA representatives and one (1) predesignated alternate appointed by the HTA President and two (2) District representatives and one (1) predesignated alternate appointed by the Superintendent. The Insurance Committee shall meet at least quarterly and shall be responsible for the processes and responsibilities as outlined in Appendix I.

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- 8.2 Unit Members electing early retirement will be eligible to receive \$6,000.00 per Article 9.1.1.3 credit towards the purchase of medical insurance provided to certificated Bargaining Unit Members who meet the following conditions:
- 8.2.1 Retirement must occur before the age of 65;
 - 8.2.2 The Unit Member must be on the maximum step of the salary column to which they are assigned or any placement in column F or column G.
 - 8.2.3 Unit Member must be at least the age of 55 years of age with 10 years of service with the District or at least 50 years of age with 15 years of service with the District
 - 8.2.4 The District's contribution shall continue for 10 years or until the participant reaches the age of 65, whichever comes first.
- 8.3 An IRC 125 plan shall be established and made available to Unit Members for co-pay expenses and employee contribution toward health and welfare insurance benefit premiums.

ARTICLE 9: SALARIES

- 9.1 Salary schedules for Unit Members covered by this agreement are set forth in the Appendices attached hereto and incorporated herein by this reference.
- 9.1.1 Effective July 1, 2025, all certificated bargaining unit salary schedules shall be increased by 4.25%.
 - 9.1.1.1 A one-time off-schedule payment of 2% of base salary shall be made to all certificated bargaining unit members currently employed by HUSD at the time of Board approval of this agreement, prorated for partial-year service.
 - 9.1.2 Effective July 1, 2026, all certificated bargaining unit salary schedules shall be increased by 1.5%.

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9.1.3 Article 8.1.2 and Articles 9.1.1 and 9.1.2, inclusive, close negotiations for Article 8 and Article 9 for 2025-2026 and 2026-2027 negotiation years.

9.2 Recognition of Previous Experience

9.2.1 At the time of employment a Certificated Bargaining Unit Member is placed on the salary schedule according to evidence of experience and training as submitted. For those employees hired on or after July 1, 2023 the District shall recognize all officially verified years of previous teaching experience (excluding service as a substitute), in California public schools or any other school system deemed to be the equivalent thereof by the District shall be given at initial placement on the schedule.

9.2.2 **Private School Experience** One year of credit for one year of experience is allowed for teaching in a private school institution approved by the District. In order to be counted, the service must be full time, equal to at least 75% of the number of days in instruction in the Hemet Unified School District and equivalent to the assignment being offered. The prospective employee shall contact his/her former employer to request that it provide the District with satisfactory proof of employment, length of service and the number of days each year for which he/she seeks credit. This provision will become effective July 1, 2001.

9.2.3 **Designated Subject Teaching Credential Vocational Experience.** For employees hired on or after July 1, 2023, one (1) salary step allowed for each one (1) year of verified and approved vocational experience and/or TK-12 classroom teaching experience beyond those required to meet credential requirements.

9.2.4 **College Teaching Experience** If a prospective employee has taught at a college or university and the District deems the prior assignment to be equivalent to the assignment being offered, then the District may credit the prospective employee with a year of experience for salary placement purposes if the individual 1) taught for seventy-five percent (75%) of the school year; 2) possessed a valid California teaching credential or an out-of-state credential deemed equivalent by the District; 3) was employed the equivalent of a full-time position; and 4) submits proof satisfactory to the District of items 1-3.

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9.2.5 Year of Service Defined For purposes of Section 9.2 generally for service occurring before and including the 1983-84 school year, in order for the service to be counted as one year, the employee must have worked seventy-five percent (75%) of that school year. Employees working less than 75% but more than 50% of a school year shall advance one step for each two years of such service. Leaves of absence regardless of purpose, which were given by prior school districts or service as a substitute shall not count toward experience credit.

9.3 Salary Schedule Advancement

9.3.1 Experience Each Certificated Bargaining Unit Member is allowed one experience increment annually until the maximum on the individual's classification is reached. An increment is given when the year's service is completed. Employees working less than seventy-five percent (75%) but more than fifty percent (50%) of a school year shall advance one (1) step for each two (2) years of such service. Effective September 1, 2024, any member in paid status, including those on sub-differential pay, shall have this time included towards their salary schedule advancement.

9.3.2 Course Work

To qualify for advancement to a higher salary classification, the following must apply:

9.3.2.1 Course work must be taken from an accredited institution.

9.3.2.2 Prior approval by the Superintendent or a designee shall be required for all course work taken by Bargaining Unit Members for the purpose of column advancement on the District Salary Schedule.

9.3.2.3 Bargaining Unit Members with prior approval of course work [as in 9.3.2.1] must provide the District with official transcripts that show a grade "C" or better, or "Pass" in a Pass/Fail system, or "Credit" in a Credit/No Credit system, earned in these courses.

9.3.2.4 Courses shall be of upper division or graduate standing. No lower division course will count toward advancement on the salary schedule, unless it is one necessary to meet requirements for a credential in an area of district

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need, or unless the course provides knowledge and skill in a language other than English that can be used in carrying out assigned duties and responsibilities.

9.3.2.5 Audit courses do not count towards advancement on the salary schedule. Course work must be in a subject directly and specifically related to subjects taught within the district with prior approval by site administrator.

9.3.2.6 Course Work Approval

Requests for course work approval shall be submitted to the site administrator. Unit Members may submit requests for approval of entire programs (e.g., a Master's program or a program for a particular credential), and have the program approved in the same manner; however, such requests must list and have approved each course in the program.

9.3.2.7 Filing Credits

Unit Members may advance to the higher classification effective August 1, December 1, February 1 or May 1 of any school year, upon completion of the required course work and submission of the official transcript to the Personnel Office. This course work must have been completed outside the regular workday. The submission of the proper paperwork, including the official transcript, verifying completion is required. The proper paperwork must be filed by the first of August, December, February, or May to be reflected in the warrants for that pay period.

9.3.2.8 Unit Members may advance on the salary schedule if they are eligible on the first day of the new contract year or on December 1, February 1, May 1 of any school year.

9.3.2.9 Unit Members must complete the required semester units of credit for column advancement on the salary schedule. Upon completion of the required units, Unit Members may turn in official transcripts to the Personnel Office. This means that the Unit Member may accumulate ("personally bank") the units of credit for future advancement upon acquiring the necessary years of comparable experience, provided all other criteria as outlined in this article have been met.

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9.4 Longevity

Effective January 1, 2016, the requirements to attain advancement on Column F steps 16, 18, 20, and 22 shall be changed. These steps shall be received as longevity steps and require no additional course work. Effective January 1, 2016, the requirements to attain advancement on Column G steps 16, 18, 20, and 22 shall be received as longevity steps and require no additional course work.

9.5 Reemployment of Former Employees Former District employees who were permanent employees and who are being reemployed receive all rights, credits and responsibilities that they were entitled to at the time of resignation, provided that they are reemployed within thirty-nine (39) months from the time of separation.

9.6 Contracts and Notice of Employment A contract will be issued upon initial employment. In subsequent years personnel will receive a written notice of employment prior to June 1.

9.7 National Board Certification Stipend Any employee, including speech and language pathologists, psychologists and counselors who achieve the National Board for Professional Teaching Standards Certification or National Board for Speech and Language Pathologist Certification shall receive a stipend of \$750 annually.

9.8 Payroll Statement/Stub To the extent of the current payroll system capability, the District shall separate and define employees' extra pay assignments on their payroll statements.

9.9 Elementary Extra Duty Positions

9.9.1 To be eligible for extra duty positions, employees must provide direct services to students outside contract hours.

9.9.2 Employees will be encouraged to submit proposals for extra duty positions to the principal that would benefit students at the local school site. The principal shall select positions from the proposed list in consultation with his/her staff.

9.9.3 The positions selected shall be posted at the local school site for a minimum of five (5) working days.

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- 9.9.4 Employees shall submit a letter of application to the principal for specific positions and shall be interviewed by the principal or designee.
- 9.9.5 Employees may share/split positions subject to the approval of the principal.
- 9.9.6 The stipend shall be in accordance with Appendix C-3 and C-4.

ARTICLE 10: TRANSFER AND REASSIGNMENT OF PERSONNEL

10.1 Definitions:

- 10.1.1 A **transfer** is a change of work location between schools or other educational facilities.
- 10.1.2 A **voluntary transfer** is one in which the transfer proceedings are initiated or agreed to by the Unit Member.
- 10.1.3 An **involuntary transfer** is one in which the transfer proceedings are imposed upon the Unit Member.
- 10.1.4 A **reassignment** is a change in grade level assignment for grades TK-5 within the same school.
- 10.1.5 An **involuntary reassignment** is a change in grade level assignment for grades TK-5 within the same school imposed upon the Unit Member.
- 10.1.6 A **vacancy** is a bargaining unit position the District has decided to fill through either transfer or the employment of a certificated employee.
- 10.1.7 **Seniority** for the purpose of this article, the term seniority shall be defined as the first date of paid service as defined by the Educational Code for lay off purposes. The District shall maintain a seniority list.
- 10.1.8 **District-Based Personnel** are Nurses, Speech Language Pathologist, School Psychologists, Behavior Specialists, Adaptive PE, Teacher on Special Assignment (e.g. Learning Improvement Site Support Specialist, Teaching and Learning Specialist, Instrumental Music (excluding those who provide elementary preparation time), and Counselors on Special Assignment.

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10.2 Voluntary Transfer (Unit Member Initiated Request):

To facilitate requests for transfer of certificated personnel, a list of vacancies shall be posted using the District's digital system. Copies of all notices of vacancies for certificated bargaining unit positions shall be emailed to the Association at the time they are posted except in emergency cases, the deadline for responding to a notice of vacancy shall be at least five (5) days after the notice is posted, and no vacancy shall be filled before this deadline.

10.2.1 Unit Members may apply to transfer for existing postings using the digital system on the District website.

10.2.2 Unit Member requests for transfer to vacant positions shall be given careful consideration, and when qualifications are substantially equal and in the best interests of the District, Unit Members shall be given preference in placement in such positions over persons not currently employed in the District. Seniority shall be one of the determining factors in granting transfers and reassignments. Unit Members transferred involuntarily or due to school closures shall be accorded first priority in filling all vacancies for which they have an appropriate credential. Changes in assignment caused by voluntary transfers will occur either at semester break or prior to the beginning of the instructional year so long as a replacement has been hired. If transfer has not occurred during the school year, the Bargaining Unit Member shall start the new assignment at the beginning of their next work year, regardless of replacement hiring. At the District's discretion, voluntary transfers may occur at other times during the year.

10.2.3 A Unit Member who requests a transfer and is qualified for the position shall be granted an interview with the principal of the school where the vacancy exists or with an appropriate administrator.

10.2.3.1 A Unit Member shall be notified verbally or in writing of the decision to grant or deny a request within ten (10) work days of the decision. If the decision is unsatisfactory to the Unit Member, a conference with the principal and the Personnel Administrator may be held if the Unit Member so requests. If a Unit Member initiated transfer request is denied, the employee shall be provided with specific reasons for the denial within ten

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(10) work days by the appropriate administrator upon the Unit Member's request.

10.2.4 Those Unit Members seeking a transfer for the fall semester of any given school year shall submit their transfer application requests between February 1 and August 31. Transfer requests for the spring semester must be submitted between September 1-January 31. Transfer requests shall remain in effect for the window period in which they are submitted.

10.3 Involuntary Transfer

10.3.1 Involuntary transfers shall not be punitive or disciplinary in nature but shall be based exclusively on legitimate educationally related needs of the District.

10.3.2 When the District Administration determines that an involuntary transfer is necessary, it may be for the following reasons:

- A) An increase or decrease in the number of students at a school site
- B) Class size
- C) Elimination or changes in programs and/or funding
- D) School opening or closing (10.2.2 and 10.8.6 would also apply)
- E) Any other legitimate educational related need of the District

10.3.3 Prior to any involuntary transfer occurring, volunteers shall be sought. An email copy of the posting to seek volunteers shall be sent to the President of the Association.

10.3.4 If there are no volunteers Site Administration shall use the following ordered criteria when determining the Unit Member(s) who will be the subject of the involuntary transfer.

- 1) A Unit Member's credential(s) and/or certification
- 2) Least seniority in the District
- 3) Least seniority at the site
- 4) Lot

10.3.5 Involuntary transfer shall be preceded by a meeting between the Unit Member and the appropriate administrator, at which time the Unit Member shall be

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notified of the reason(s) for the transfer and efforts will be made to reach agreement with the change. If the Unit Member requests, the reasons for transfer shall be provided in writing.

10.3.6 Except in instances where an insufficient number of students requires a decrease in number of Unit Members at a school, an involuntary transfer shall take effect at semester break or prior to the school year. The District shall inform a Unit Member of an involuntary transfer before the end of the school year. If a Unit Member is notified after the end of the school year of the involuntary transfer, the District shall provide the employee with the reasons for the timing of the transfer.

10.3.6.1 If a Unit Member is involuntarily transferred at anytime during the school year, the Unit Member shall be allowed two (2) days release time to break down existing class, set up the new class, and gather necessary materials.

10.3.6.2 If requested by the Unit Member, a third day shall be granted for the purpose of curriculum planning, program design, and student performance reporting.

10.3.6.3 A fourth day shall be granted if the site Administrator determines the Unit Member needs to observe other comparable programs, and participate in additional curriculum planning.

10.3.6.4 No employee shall be transferred with fewer than four (4) days notice prior to beginning the new assignment. This notice provision shall not apply for the first three (3) weeks of each semester.

10.3.7 Should a transfer be made during the summer recess, the Personnel Administrator or designee shall arrange to meet with the Unit Member to be transferred. If practical, the appropriate administrators shall be present at this meeting before the transfer is to occur, a written notice of transfer shall be mailed to the Unit Member request for such a meeting. Said reasons shall be put in writing if the Unit Member so requests.

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- 10.3.8 If a Unit Member is involuntarily transferred at any time outside of their contracted work year, the Unit Member shall be allowed two (2) days to break down and set up their respective classrooms. The Unit Member shall coordinate these days with the respective site administrators. The Unit Member shall be compensated in their current daily rate of pay per day.
- 10.3.9 Upon request, custodial assistance in moving school materials shall be provided.
- 10.3.10 A Unit Member is involuntarily transferred on account of staff reductions at her/his assigned school, shall be afforded preferential transfer rights back to her/his previous assignment over any other interested applicant if a position becomes vacant during the next three (3) semesters or YRE equivalent and shall be notified prior to the posting of the position. Under these circumstances, the criteria set out in Section 10.2.2 shall not apply.
- 10.3.11 A Unit Member who has been involuntarily transferred, shall not be involuntarily transferred for the next two (2) years. Elementary teachers providing preparation time to other Bargaining Unit Members are exempt from this provision.
- 10.3.12 The Superintendent may involuntarily transfer a Unit Member if their behavior has created a conflict at the site (excluding with Administration) resulting in an environment that is hostile, threatening, discriminatory and/or disruptive to a Unit Member's duties. The Superintendent shall meet with the Association President to outline the reason(s) for the proposed transfer.
- 10.3.12.1 Prior to the involuntary transfer of a Unit Member in 10.3.12 the Superintendent or designee and the Association President or designee, shall attempt to informally resolve the conflict between the parties. If a Unit Member refuses to participate in the conflict resolution, or if the resolution attempt is unsuccessful, the Unit Member can be involuntarily transferred.
- 10.3.12.2 The Superintendent shall be limited to no more than three (3) involuntary transfers each school year.

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10.3.12.3 A Unit Member for whom 10.3.12 is applied shall be moved to a like position consistent with their credentials (e.g. general education teacher to general education teacher, counselor to counselor) and shall not be placed in a substitute position.

10.3.13 Should a part-time position become vacant at a secondary school site that has experienced staff reductions, the Principal shall have the discretion to determine whether to treat the position as part time vacancy or to make available to the Unit Members at the school a “one-sixth” assignment.

10.3.14 The filing of a grievance concerning involuntary transfer shall not prevent the transfer from going into effect. Should the resolution of the grievance result in a reversal of the transfer, the employee shall return to previous status.

10.3.15 Compensation for Involuntary Transfers. A Unit Member involuntarily transferred to an outlying school shall receive an isolation factor stipend in the amount set forth in appendix C-5-Compensation for Involuntary Transfer.

10.4 Involuntary Reassignments

10.4.1 Involuntary reassignments shall not be punitive or disciplinary in nature but shall be based exclusively on legitimate educationally related needs of the District.

10.4.2 When the District Administration/Site Administrator determines that an involuntary reassignment is necessary, it may be for the following reasons:

- A) An increase or decrease in the number of students at a school site.
- B) Class size
- C) Elimination or changes in programs and/or funding
- D) Any other legitimate educational related need of the District.

10.4.3 Procedure

10.4.3.1 Prior to making any reassignments, volunteers shall be sought from within the school and shall be considered first with an individual meeting with site administration. A copy of the email requesting a volunteer(s) shall be sent to the Association.

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- 10.4.3.2 The site administrator shall seek individual or group input as appropriate, from the teachers at the reduced grade level team(s). Administrators may seek input using different methods such as email, Google form, personal meeting etc.
- 10.4.3.3 A Unit Member identified for reassignment shall be notified in writing, if requested, of the reasons for the reassignment.
- 10.4.3.4 If the Unit Member so requests, a meeting shall be held between the Unit Member, the Principal and the Personnel Administrator or designee, to discuss the reasons for the reassignment. Nothing herein shall preclude the reassignment from becoming effective at such time as is determined to be necessary by the District.
- 10.4.4 If a Unit Member is involuntarily reassigned at any time during the school year, the Unit Member shall be allowed two (2) days release time to break down existing class, set up the new class, and gather necessary materials.
- 10.4.5 If requested by the Unit Member, a third day shall be granted for the purpose of curriculum planning, program design, and student performance reporting.
- 10.4.6 A fourth day shall be granted if the site Administrator determines the Unit Member needs to observe other comparable programs, and participate in additional curriculum planning.
- 10.4.7 No employee shall be reassigned with fewer than four (4) days notice prior to beginning the new assignment.
- 10.5 **Counselors**
Prior to posting a position for a counselor whose assignment will be at more than two sites, the Association will be consulted.
- 10.6 **District-Based Personnel**
 - 10.6.1 Article 10.3 Involuntary Transfer shall not apply to District Based Personnel, as defined in section 10.1.8.

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- 10.6.2 In the event District Based Personnel outlined in section 10.1.8 need to be moved from one site to another due to District, professional, or student need, District Administration shall seek input from these members before making the change.
- 10.6.3 Nurses shall present a plan for their assignments to District Administration for mutual consideration. In the event that the parties cannot reach agreement, the final decision will rest with the District Administration.
- 10.6.4 Behavior Specialists, School Psychologists and Speech Language Pathologists shall meet with their immediate supervisor to provide input into their site assignment for the following school year.

Final assignments shall be determined by immediate supervisor using the following criteria:

- A.) Number of students at the site(s)
 - B.) Number of students with IEP's at the site(s) and taking into account particular student need including but not limited to assessments and service minutes.
 - C.) Number and type of special education programs offered at the site(s)
 - D.) Level of school served (elementary, middle, high, alternative)
- 10.6.5 Assignments for the following year shall be made by no later than June 1 of each calendar year, but are subject to change based on District /student need.
- 10.6.6 School Psychologists and Speech Language Pathologists shall be assigned to no more than two (2) sites. In the event the district has an educational need to assign an additional site, the Association President, or designee, shall be consulted to explore alternative options. In the event a unit member is assigned to more than two (2) sites the Association President, or designee, shall be consulted to discuss available supports for the affected unit member(s).
- 10.6.7 Assignments/changes in assignment pursuant to this section shall not be punitive or disciplinary in nature but shall be based exclusively on legitimate educationally related needs of the district.

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10.6.8 Should there be a need for a reassignment after the beginning of the school year, District-based personnel shall meet with their immediate supervisor to explore all alternatives prior to reassigning the District-based employee(s).

10.6.8.1 If an assignment changes during the school year, the Unit Member shall be allowed two (2) days of release time to break down their existing office and set up their new office (if applicable), gather necessary materials and to collaborate with personnel and discuss the current IEP meeting schedules at both sites. The Unit Member may request a third day for the purpose of getting oriented with scheduling and understanding the assignment.

10.6.8.2 No employee shall be reassigned with fewer than four (4) days notice prior to beginning the new assignment.

10.6.9 Reassignments during the school year may occur for the following reasons:

- A) Significant changes in caseload
- B) Significant changes in student enrollment
- C) Increase in staffing numbers that allows for assignment redistribution
- D) Any other legitimate educational related need of the District.

10.6.10 Appendix C-5 Mileage Reimbursement shall apply to district-based personnel for travel between sites during the work day. Mileage shall not be paid for travel from home to the first worksite and from the last worksite to home.

10.6.11 District-based employees defined in 10.1.8 who are assigned to one or more of the following sites shall be entitled to an annual stipend in the amount of \$1,500.00 (prorated by service); Cottonwood, Hamilton K-5, Hamilton 6-12, and Idyllwild.

10.7 Extra Duty Opportunities

10.7.1 Site-Based: For all site based extra duty positions at sites (e.g. credit recovery, grade level leads, department chairs, AVID coordinator) excluding high school head athletic coaches and summer school positions: Notices of all known and District funded extra duty opportunities for the following school year shall be emailed to the members at respective sites by Administration or designee by

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May 1 of each school year. For extra duty opportunities identified after May 1 of each school year, notification via email shall be sent as soon as possible. All postings shall be for five (5) workdays.

10.7.1.1 Notifications shall specify the length of term for the extra duty assignment.

10.7.1.2 Members qualified and interested in the assignment shall apply via an email to their Administrator with an interest letter explaining their qualifications. All candidates shall be interviewed and considered by Administration for the opportunity.

10.7.2 High School Head Athletic Coaches:

The District shall post and recruit for high school head athletic coaches separately. Postings shall be made internally via email, and may be posted for outside candidates simultaneously. Bargaining Unit candidates who meet minimum requirements as determined by the posting shall receive an interview prior to any non-bargaining Unit candidates. In the event no qualified Bargaining Unit candidates are found, as determined by the District, classified employees or walk-on coaches may be considered.

10.7.2.1 In the event an athletic coach is removed from a coaching position or quits during the season, the coach is entitled to a prorated amount of compensation outlined in Appendix C-2.

10.7.3 District-Based Extra Duty Position

10.7.3.1 A list of all District-based extra duty assignments shall be posted on the district website. Applications for such positions (whether vacant or not) may be placed on file with the District.

10.7.3.2 If there are more applicants than available positions, the District shall interview all qualified applicants

10.7.4 A Unit Member who has served in an extra duty assignment but who is advised that she/he will not be offered the assignment again, may ask the site administrator for the reason(s) for this decision. Nothing in this section shall in

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any way diminish the District's rights as set forth in Education Code Section 44923.

10.8 District Reorganization:

The following procedures shall apply to transfers and reassignments resulting from District reorganization including, but not limited to, opening new schools, closure of schools, year-round calendar, or change in grade level configuration.

10.8.1 Within ten (10) work days of a Governing Board decision to implement District reorganization, i.e., opening a new school, closing of a school, year-round education implementation at an established site, or grade level reorganization, a meeting shall be held with staff impacted by the change.

10.8.2 Within ten (10) work days of the initial meeting with the staff, Unit Members shall be surveyed for the purpose of providing an opportunity for them to state their preferences for the following year's assignment. A Unit Member may submit to the Personnel Office a change or modification of the information stated on her/his survey at any time during this procedure.

10.8.3 The District shall make every effort to honor voluntary transfer requests. If two or more Unit Members with appropriate credentials apply for a transfer, the Unit Member with the most seniority, education, experience, and best performance shall receive her/his transfer request. 10.8.4 Any Unit Member at a work site where the work calendar changes, e.g., regular to year-round or year-round to regular, who is unable to be accommodated by the voluntary transfer procedure the first year, shall be granted a voluntary transfer the following year.

10.8.5 Release Time

10.8.5.1 If a Unit Member is involuntarily transferred pursuant to this section, the Unit Member shall be allowed two (2) days release time to break down existing class, set up the new class, and gather necessary materials.

10.8.5.2 If requested by the Unit Member, a third day shall be granted for the purpose of curriculum planning, program design, and student performance reporting.

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- 10.8.5.3 A fourth day shall be granted if the site Administrator determines the Unit Member needs to observe other comparable programs, and participate in additional curriculum planning.
- 10.8.5.4 No employee shall be transferred with fewer than three (3) days notice prior to beginning the new assignment.
- 10.8.6 Unit Members who have been displaced by a school closure will be placed at a site of like level (elementary, middle or high), before the end of the school year and shall be given priority interview over all other candidates, and shall be placed prior to all voluntary transfers.
- 10.8.7 Unit Members shall receive updates via e-mail of all vacancies until all affected Unit Members have been placed.
- 10.8.8 Unit Members shall indicate their preferences from the list of vacancies from a list provided by the District.
- 10.8.9 The District shall provide transportation, personnel and packing materials to move classroom materials to the new school site.
- 10.8.10 Storage of district materials shall be provided to any Unit Member not placed prior to the end of the school year.

ARTICLE 11: YEAR-ROUND EDUCATION – THIS ARTICLE SHALL BE SUSPENDED UNTIL THE DISTRICT RETURNS TO A YEAR-ROUND SCHEDULE

11.1 Transfer and Reassignments

Contract language incorporated into Article 10.8

11.2 Salary Advancement

Contract language affecting year-round teaching assignments in Article 9.3.2.7.

11.3 Custodial Assistance

- 11.3.1 Reasonable custodial assistance will be provided in moving teaching materials into and out of a year-round school.

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- 11.3.2 Custodial assistance will be provided to move storage cabinets at the beginning or end of a teaching track.
- 11.4 Designation of Year-Round Schools**
- 11.4.1 The Association will be notified at least 90 days in advance of a school's designation as a year-round school.
- 11.4.2 **Ad Hoc Committee**
The Association may appoint three (3) members, at least two (2) of whom are assigned to that site, to serve on a site level ad hoc committee under the direction of the site principal. The purpose of this committee shall be to implement the unique aspect of year-round education at that school site.
- 11.5 Calendar**
The District will use a 60/20 multi-track system for year-round education. Teachers assigned to year-round sites shall work a total of 179 days, 175 student instructional days and four (4) teacher workdays. The District and HTA agree to meet and discuss the length of the instructional day in order to meet the required number of instructional minutes.
- 11.6 Substituting**
Bargaining Unit Members may not be prohibited from substituting during their off-track sessions. Pay will be at the prevailing District substitute rate.
- 11.7 Modifications to Regular Contract Year**
When a position is longer than a regular teaching contract year (1989/184 days), or there is an alternative schedule established to deliver instructional services, the position will be posted if the incumbent declines the position.
- 11.8 Materials Storage**
Unit Members will have two storage cabinets for classroom and core materials that will be delivered by 2:00 PM the work day before the track change.
- 11.9 Should the Governing Board choose not to continue year-round education, notice shall be given to Unit Members assigned to such school(s) not later than the end of January of the same year the program will discontinue.

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ARTICLE 12: LEAVES

12.1 Sick Leave

Sick leave is granted to Unit Members covered by this Agreement when absence from work is caused by actual illness or injury and is not covered by Article 12.4. The District reserves the right to require proof of illness (e.g. medical note) after three (3) consecutive days of sick leave are taken in a school year. The District may also require proof of illness (e.g. medical note) upon reasonable suspicion of abuse of leave, provided that prior notification has been given to the Bargaining Unit Member. When Unit Members are absent for less than one full work day, the Unit Member shall be charged only for time missed on an hour by hour basis.

12.1.1 The District reserves the right, irrespective of whether or not leave benefits have been claimed or received, to require a health examination by competent medical authority, at District expense, of any Unit Member whose physical or mental health, in the judgment of school officials is such as to endanger the health, safety or welfare of students subject to the supervision of said Unit Member.

12.1.2 Full-time Unit Members will receive ten (10) days sick leave annually. All members who work more than the teacher work year (excluding summer school) shall receive two (2) hours for every five (5) days worked not to exceed twelve (12) days maximum per year. This leave shall be credited in advance. Part-time Unit Members will receive sick leave in proportion to that allowed full-time Unit Members based on time worked. Unit Members serving less than a full school term will receive sick leave in the proportion that the time served bears to a full school year. Unused sick leave shall accrue from school year to school year.

12.1.3 Summer School Sick Leave

A full-time teaching assignment for summer school teachers shall be four (4) or more hours per day for five (5) days per week. Each summer school teacher is entitled to sick leave according to the schedule below. Unit Members not working a full-time assignment shall be entitled to pro-rated leave benefits:

<u>Hours Worked Per Summer Session</u>	<u>Sick Leave Earned</u>
35	1.75 hours
72	3.6 hours

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80	4 hours
120	6 hours

The amount of sick leave which may be taken during any summer school sessions is limited to the amount earned for that session; one hour of sick leave per 20 hrs. scheduled instructional time. Unused summer school sick leave will be added to the Unit Member's regular sick leave accrual based on the earned, but unused, number of hours of summer school sick leave at the close of summer school.

12.1.4 Adult Education Sick Leave

An Adult Education teacher shall be entitled to one (1) hour of sick leave for each eighteen (18) hours worked.

12.1.5 Family Care Leave

Unit Members shall be entitled to use up to 12 weeks of accrued leave for the purposes of caring for the illness of a family member. Where the need for the leave is not foreseeable the Unit Member shall provide notice (e.g. medical note) as soon as reasonably possible with the preference that notice will be given within ten (10) work days. The Unit Member may request an extension through Human Resources to care for a family member. In the event that the Unit Member claiming Illness-Family Care leave has exhausted his/her accrued sick leave, or has exceeded the 12 week allowance, plus any extension that has been granted, the Unit Member will be docked his/her per diem for each absence. For the purposes of this provision, family member is defined as:

- (1) A child, which for purposes of this section means a biological, adopted, or foster child, stepchild, legal ward, or a child to whom the Unit Member stands in loco parentis. This definition of a child is applicable regardless of age or dependency status.
- (2) A biological, adoptive, or foster parent, stepparent, or legal guardian of an Unit Member or the Unit Member's spouse or registered domestic partner, or a person who stood in loco parentis when the Unit Member was a minor child.
- (3) A spouse.
- (4) A registered domestic partner.
- (5) A grandparent.

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- (6) A grandchild.
- (7) A sibling.
- (8) Next of kin (nearest blood relative).

12.2 Bereavement Leave

Each Unit Member covered by this Agreement is entitled to five (5) days bereavement leave, per death, with pay due to the death of any member of the Unit Member's immediate family. These days shall not be deducted from the Unit Member's sick leave and must be used within three (3) months of the passing unless the Unit Member requests an extension from the Superintendent or designee. Bereavement leave days are not required to be taken consecutively. The Superintendent or designee shall determine the number of bereavement leave days. The Superintendent may authorize a longer period of bereavement leave. These days will be deducted from the Unit Member's sick leave. For the purposes of this Subsection "member of the immediate family" shall mean the mother, father, foster parent, step parent, grandmother, grandfather, parent-in-law, grandparent-in-law, grandchild, son, son-in-law, daughter, daughter-in-law, stepchild, brother or sister (including step brother/sister and brother/sister in-law), aunt/uncle, niece/nephew of the Unit Member or the Unit Member's spouse/domestic partner, or any person living in the immediate household of the employee, or reproductive loss (i.e. miscarriage, stillbirth, failed adoption, surrogacy fail, and in vitro fertilization fail). Additions to the definition of the Unit Member's immediate family above will be made only at the discretion of the Superintendent or designee.

12.3 Personal Necessity Leave

Unit Members covered by this Agreement shall be entitled to use a maximum of seven (7) days of accrued sick leave each fiscal year.

- 12.3.1 Unless circumstances preclude such action, Unit Members shall notify their building administrator prior to their absence for personal necessity leave. The District may require that Unit Members submit written requests for personal necessity leave prior to their absence whenever possible.
- 12.3.2 The District may require satisfactory proof of all personal necessity leave.
- 12.3.3 Personal necessity leave may be taken upon administrative approval for any of the purposes listed:

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- 12.3.3.1 The death of a member of the Unit Member's immediate family when the number of days absent exceeds the limit provided in Article 12.2.
- 12.3.3.2 The illness of a member of the Unit Member's immediate family.
- 12.3.3.3 An accident involving the Unit Member's property or the person or property of any member of the Unit Member's immediate family.
- 12.3.3.4 Appearance in court or before an administrative tribunal as a litigant or witness under official order.
- 12.3.3.5 The birth or adoption of a child, making it necessary for the Unit Member who is a parent of the child to be absent during the assigned hours of service.
- 12.3.3.6 Imminent danger to the home of an Unit Member occasioned by an event, serious in nature, such as a flood or fire which under the circumstances the Unit Member cannot reasonably be expected to disregard and which requires the attention of the Unit Member during her/his assigned hours of service.
- 12.3.3.7 Up to seven (7) days of personal necessity leave may be taken at the Bargaining Unit Member's sole discretion for events serious in nature which under the circumstances the Unit Member cannot reasonably be expected to disregard and which require the attention of the Unit Member during her/his assigned hours of service. (These days may not be taken to extend school recesses or holiday weekends, without prior administrative approval, are non-cumulative, and are not subject to Article 12.3.2.)
- 12.3.3.8 Unit Members may use available personal necessity leave to participate in activities of the school or licensed child day care facility of any of her/his children, if the Unit Member, prior to taking the time off, gives reasonable notice to the District of the planned absence, pursuant to Labor Code Section 230.8. If the Unit Member does not have available personal necessity leave, she/he may use compensatory time off or take the time off without pay.

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- a. A Unit Member may not take more than 40 hours (paid and/or unpaid) each calendar year, or eight hours (paid/unpaid) in any calendar month of the year, for these purposes. This section shall apply to the parent, guardian or grandparent having custody, of one or more children in kindergarten or grades one to 12, inclusive, or attending a licensed day care facility.
- b. If both parents are employed at the same worksite, this entitlement as to one child applies at any one time, only to the parent who first gives notice to the employer, and the second parent may take a planned absence simultaneously as to that child only if she/he obtains the District's approval for the requested time off.
- c. If requested by the District, the Unit Member shall provide documentation from the school or licensed child day care facility as proof that she/he participated in school or licensed child day care facility activities on a specific date and at a particular time.

12.4 Industrial Illness and Accident Leave

Unit Members covered by this Agreement shall be eligible for leave.

- 12.4.1 Industrial Illness and Accident Leave is granted when any absence is caused by injury, accident or illness, arising from the performance of services for the District, is supported by a physician's certificate and is verified through the Workers' Compensation System.
- 12.4.2 Industrial Illness and Accident Leave benefits are in addition to sick leave benefits.
- 12.4.3 Unit Members shall be deemed to have recovered from an accident or illness and thereby able to return to work at such time as her/his physician so indicates.
- 12.4.4 Unit Members may predesignate their own personal physician. If a Unit Member does not predesignate a doctor, the District may designate an appropriate medical authority for verification.

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12.5 Extended Illness Leave

Unit Members covered by this Agreement who have utilized all accrued sick leave and continue to be absent from duty due to illness or accident for a period of five (5) school months or less shall be granted Extended Illness Leave.

- 12.5.1 An Unit Member shall be paid the difference between the employee's contract salary and that of a substitute employed to fill the position or 50% of the Unit Member's contract salary, whichever is greater, during the period of such absence.
- 12.5.2 A treating physician's certificate shall be filed by the Unit Member with the District. The District reserves the right to designate an additional licensed medical practitioner for verification of an Unit Member's illness at District expense unless the illness alleged is work-related and is being adjudicated through the State Workers' Compensation System.
- 12.5.3 Extended Illness Leave pursuant to this section shall be used after all accrued sick leave and shall run consecutively with such leave.
- 12.5.4 Pursuant to Education Code Section 44977, an Unit Member shall not be provided more than one five-month period per illness or accident. However, if a school year terminates before the five-month period is exhausted, the Unit Member may take the balance of the five-month period in a subsequent school year.
- 12.5.5 Pursuant to Education Code Section 44978.1, when an Unit Member has exhausted all available sick leave and Extended Illness Leave, and is not medically able to resume the duties of his or her position the Unit Member shall, if not placed in another position, be placed on a reemployment list for a period of 24 months if the Unit Member is on probationary status, or for a period of 39 months if the employee is on permanent status. When the Unit Member is medically able during the 24- or 39-month period, the Unit Member shall be returned to Unit Member in a position for which he or she is credentialed and qualified.

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12.6 Parental Leave

Effective January 1, 2017, as provided by Education Code Section 44977.5, Unit Members shall be entitled to parental leave as set forth in this section.

12.6.1 For purposes of this section, “parental leave” shall be defined as leave for reason of the birth of the Unit Member’s child, or the placement of a child with the Unit Member for adoption or foster care.

12.6.2 Unit Members shall be entitled to use all current and accumulated sick leave for parental leave, for a period of up to twelve (12) workweeks.

12.6.3 When a Unit Member has exhausted all current and accumulated sick leave and continues to be absent on account of parental (childbonding) leave under the California Family Rights Act (CFRA: Government Code Section 12945.2), he or she shall be entitled to substitute differential pay for any of the remaining twelve (12) workweek period. Such substitute differential pay shall be paid as set forth in Section 12.5 of this Agreement but shall not count against the leave entitlement set forth in that Section.

12.6.4 In order to use substitute differential pay, the Unit Member must be eligible for leave under the California Family Rights Act set forth in Section 12.10 of this Agreement, except that he or she is not required to have worked 1,250 hours in the twelve (12) months immediately preceding the leave.

12.6.5 Any leave taken under this section shall count against any entitlement to childbonding leave under the California Family Rights Act and the aggregate amount of leave taken under this section and CFRA shall not exceed twelve (12) workweeks in any twelve (12) month period.

12.6.6 Unit Members shall not be entitled to more than one (1) twelve (12) week period, for parental leave in any twelve (12) month period. However, if a school year terminates before the twelve (12) week period is exhausted, the Unit Member may take the balance of the twelve (12) week period in the subsequent school year.

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12.7 Maternity Leave

Unit Members covered by this Agreement shall be entitled to maternity leave under applicable provisions of Education Code Section 44965 and Government Code Sections 12945 and 12945.2. Pregnancy, miscarriage and childbirth shall be treated the same as any other illness.

12.8 Leaves of Absence for Personal Reasons

Permanent Unit Members covered by this Agreement may request personal leave without compensation, increment, seniority or tenure credit, for a period of one (1) school year for the following purposes: Care for a member of the immediate family who is ill, long term illness of the Unit Member, service in an elected public office, professional study, educational travel and/or research, or for reasons of health. Leave for child rearing shall be considered under this provision. Duration of the leave shall be mutually agreed upon between the employer and the Unit Member. A request for such leave under special circumstances may also be considered by the District.

12.8.1 The applications for and granting of such leaves of absence shall be in writing. In addition the Unit Member on such leave shall notify the Personnel Administrator by March 1 of the school year on leave as to the intent to return to employment in the District. Failure to so notify will be considered an abandonment of position.

12.8.2 A Unit Member on leave of absence for personal reasons shall be entitled to participate in the District health and welfare benefit program, not expressly prohibited by law, at no expense to the District.

12.9 Jury Duty

All Unit Members called for jury duty in a court of law shall continue to receive regular salary and Unit Member benefits. When jury fees and mileage reimbursement are paid to the Unit Member, the Unit Member shall remit to the District the jury fees, but may retain the mileage reimbursement portion as shown on the remittance accompanying the payment.

12.9.1 If an Unit Member is scheduled to serve on a jury for two (2) weeks or more, the District shall provide the Unit Member with one-half day of release time

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and a one-half day substitute, in order that the substitute can meet with the teacher to make plans on a day prior to jury duty.

12.9.2 Unit Members who elect to reschedule their jury service to non-required service days (i.e. summer break, spring break, etc.) shall be compensated in an amount equal to the District's substitute rate of pay for each day of jury service that was deferred. The Unit Member must provide written documentation from the Court to the District showing the original jury summons date and the actual dates(s) of jury duty served prior to receiving compensation under this section. Any jury fees received by the Unit Member shall be deducted from the amount paid to the Unit Member, but the Unit Member shall be entitled to retain any mileage reimbursement paid for the jury service.

12.10 Family Care and Medical Leave.

In accordance with state and federal law, qualifying Unit Members shall be afforded family care and medical leave benefits, which shall run concurrent to all of the leaves provided in this section. These leave benefits shall be consistent with those described in Appendix "E".

12.11 Employment-Related Subpoena Leave

Unit Members shall be entitled to paid school business leave when they are required to appear in court or before an administrative tribunal under official order (subpoena) for matters within the scope of their employment, except for disciplinary actions against the Unit Member by the District, or any other proceeding where the Unit Member is a litigant against the District.

12.12 Catastrophic Leave

Catastrophic leave pay may be available to a certificated Unit Member as set forth herein pursuant to the provisions of Education Code 44043.5 inclusive. Catastrophic leave pay shall consist of the amount of sick leave days that are donated to the affected certificated employees by other certificated Unit Member. "Catastrophic illness or injury" shall mean an illness or injury: (a) that is expected to incapacitate the certificated Unit Member for an extended period of time; (b) that incapacitates a Unit Member or the certificated Unit Member's family and which incapacity requires the certificated Unit Member to take time off from work for an extended period of time to care for the family member; or (c) taking extended time off work creates a financial hardship for the

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certificated Unit Member because he/she has exhausted all of his/her sick leave and other paid time off.

- 12.12.1 In the event the Unit Member is personally unable to apply for catastrophic leave, an immediate family member or Unit Member's agent may make the request for the applicant. This must be verified with a physician's note.
- 12.12.2 Donations of sick leave shall be made in blocks of one day per donating certificated employee. A certificated Unit Member who donates sick leave credits shall be required to have a sick leave balance equivalent to ten (10) days following the donations. Donations will be calculated day for day.
- 12.12.3 No certificated Union Member shall give more than three (3) days of sick leave for each certificated Unit Member's request.
 - 12.12.3.1 A Bargaining Unit Member may donate more than three (3) days of sick leave to a family member as defined in Article 12.2., provided the Bargaining Unit Member qualifies pursuant to Article 12.12.2.
- 12.12.4 A committee comprised of two (2) Bargaining Unit Members appointed by the President of the Association and two representatives of administration shall administer the catastrophic leave provision and shall approve or disapprove all applications. An applicant shall be required to provide proof that a catastrophic illness or injury exists.
- 12.12.5 When the application is based on the catastrophic illness or injury of a member of the certificated Unit Member's family, all required statements, and verifications shall be related to the affected family member. In addition, the certificated Unit Member shall attach a written statement indicating the circumstances that require the Unit Member to be absent from work.
- 12.12.6 The certificated employee shall be required to utilize all of his/her available regular sick leave prior to the receipt of donated time credits.
- 12.12.7 "Member" of the certificated Unit Member's family shall be defined as set forth in Article 12.2.

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12.15 Military Leave

A Bargaining Unit Member shall be entitled to full pay and benefits for the first 30 calendar days and a maximum of 30 days in any fiscal year, as required by Education Code 45059 and Military and Veterans Code 395, when on military leave and shall retain all rights and privileges granted by law arising out of the exercise of military leave.

ARTICLE 13: SAFETY CONDITIONS

13.1 The District acknowledges its obligation to maintain a safe working environment for Unit Members and for prescribing appropriate safety standards. In this regard, the District intends to be guided by the California Occupational Safety and Health Act (Labor Code Section 6300).

13.2 As part of its annual notification process, the District shall provide employees with the following education code provisions related to safety:

13.2.1 Education Code Section 44807.

13.2.2 Education Code Section 48910.

13.2.3 Education Code Section 49079.

13.3 Unit Members acknowledge their obligation to comply with District safety standards, including accident and safety reports, and to practice basic safety measures. Failure to do so, may be grounds for discipline.

13.4 Unit Members shall report to their immediate supervisor suspected unsafe conditions in writing. The District shall supply a report form for reporting unsafe conditions.

13.5 Unit Members shall report to their immediate supervisor any abuse of school personnel, assault or battery upon school personnel, or any threat of force or violence directed toward school personnel which occurs at any time or place and is related to any school activity. Unit Members are obligated to prepare any written reports required by the District relating to such incidents. The District will facilitate appropriate and legal actions against students or adults who abuse, assault, insult or upbraid employees. Upon receiving a written report, the District shall, respond in writing to the affected Unit Member within three (3) working days to provide an update on the status of any investigation or action with respect to the incident in question.

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- 13.5.1 Unit Members who have been attacked, assaulted, or battered, or who have been threatened with injury by someone the Unit Member reasonably believes is capable of inflicting such harm, shall immediately report the incident to their immediate supervisor and to appropriate law enforcement authorities if they desire. In the face of physical assaults or threats of assaults, a Unit Member may also call 911.
- 13.5.2 Unit members who are the victims of an assault or battery during the performance of their duties shall engage with administration to potentially initiate the workers' compensation process, which may include reimbursement for items on their person that were damaged in the course of performing their duties.
- 13.6 Upon the receipt of a written report, the District will investigate all reports of suspected unsafe conditions and shall take steps it deems necessary to correct conditions determined to be unsafe. The District shall, respond in writing to the Association or the employee within five (5) working days as to what remedial action is being considered to correct the unsafe condition.
- 13.7 The District shall supply and maintain adequate means for communication between a Unit Member and other staff members at the school for emergency situations, including internet and non-internet based options.
- 13.8 Any Bargaining Unit Member may report a safety concern by following the process outlined in the site handbook and/or the District website. To begin this process, the Unit Member shall file an Unsafe Conditions Report with site administration.
- 13.9 The District shall maintain a Safety Committee, which shall consist of, among others, representatives of the certificated bargaining unit. The purpose of the Safety Committee is to:
- Review the Unsafe Conditions Reports filed since the last meeting to identify trends/themes, and
 - Discuss related to safety on a mutually created agenda established prior to the meeting.

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- 13.9.1 Beginning with the 2019-20 school year, the Safety Committee shall send a joint communique regarding the law governing lactation accommodations to all employees. The communique shall be reviewed annually, prior to September 30th, and updated when necessary.
- 13.9.2 The Association President or designee shall appoint up to three (3) bargaining unit members to serve as representatives on the Safety Committee.
- 13.9.3 HTA shall inform the District of its appointees to the committee no later than August 30th of each year. The Committee shall meet at a minimum of four times per year, with the first meeting occurring on or before September 30. Bargaining Unit Members shall receive a time card if the meeting is outside contract hours or be provided release time to attend meetings.
- 13.10 No Unit Member shall be required to perform duties under conditions which pose an immediate threat of serious physical harm to the Unit Member provided the Unit Member has reported the condition to her/his site administrator and exhausted reasonable means to correct the condition. In exercising the foregoing right, Unit Members shall not neglect the responsibility to provide for the safety of students.
- 13.11 The District shall indemnify and hold harmless from liability any Unit Member who performs, within the scope of her/his authority, specialized health care services. Unit Members shall receive proper and adequate training in those health care services they are asked to perform. Notwithstanding the above, and with the exception of nurses, no Unit Member will be required to perform catheterizations, diapering, injections, ileostomies, colostomies, gastrostomies, tracheostomy, suction, oxygen administration, gavage feeding or draining. Nothing herein shall be interpreted as preventing a Unit Member from performing the health care services described herein if the Unit Member volunteers in writing and has received proper training from a certified specialist in these procedures.
- 13.12 No Bargaining Unit Member shall be asked or directed to transport pupils in private vehicles.
- 13.13 The District will inform employees of the scope of protection for personal liability under the District's liability coverage for Unit Members acting as agents of the District.

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- 13.14 Each Unit Member shall be given a copy of the school site's student discipline procedures at the start of the school year.
- 13.14.1 In accordance with Education Code Section 48910, a Unit Member shall have the right to suspend a student from their class for that day and/or the day following, while providing students with disabilities their due process under the Individuals with Disabilities Education Improvement Act. Site handbooks shall contain Education Code 48910 and procedures relating to a Unit Member's suspension of a student.
- 13.15 In accordance with Education Code Section 49079, the District shall notify a Unit Member of any pupil enrolled in her/his class who has engaged in, or is reasonably suspected to have engaged in, within the last three years, any of the acts subject to suspension or expulsion under the Education Code Section 48900 that are reportable under Section 49079 when such information is made known to the District. The District shall provide the information to the teacher through records the District maintains in its ordinary course of business or receives from a law enforcement agency. Any information received by a Unit Member pursuant to this section shall be received in confidence for the limited purpose for which it is intended and shall not be disseminated by the teacher. Violation of this confidentiality requirement by a Unit Member shall be grounds for discipline.
- 13.15.1 When any student is transferred due to disciplinary reasons from one school to another or from another District (intra- or inter- district administrative transfer) the administration shall notify the relevant Bargaining Unit Member(s) at the new school of the reasons for the transfer, if legally disclosable and known, and any legally disclosable and known information in the student's background which is relevant to the unit members safety. Information not immediately available will be provided as soon as possible after receipt.
- 13.16 Use of surveillance cameras**
- 13.16.1 In accordance with Education code section 51512, the District may not place any electronic listening or recording device (including surveillance cameras) in any classroom of the elementary and secondary schools without the prior consent of the Unit Member and the principal of the school.

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13.16.1.1 The following applies to the use of surveillance cameras at school site areas outside of a classroom.

13.16.1.2 Signs shall be posted disclosing the use of surveillance cameras.

13.16.1.3 Surveillance cameras shall not be used as *de-facto* time clocks.

13.16.1.4 Surveillance cameras shall not be used in any formal or informal observation/evaluation.

13.16.1.5 Information garnered from surveillance cameras may only be utilized to enact employee discipline when there is alleged criminal activity, child abuse, or intentional misconduct endangering staff and/or students

13.17 Ventilation

13.17.1 HVAC units shall be inspected and filters shall be changed out on a regular schedule.

13.17.2 Should Unit Members have a concern about air quality in their classroom, they shall notify site administration. Site Administration shall respond to the affected Unit Member within three (3) workdays as to what action has or will be taken to correct the issue.

13.17.3 Maintenance and Operations shall notify site administration once the filters are completely changed. Unit Members may seek filter change information from their administrator.

13.18 Heating and Air Conditioning

13.18.1 In order to provide the best learning environment for students, Unit Members shall report a non-functioning heating or air conditioning unit to administration or designee. The District shall repair the unit as soon as practicable.

13.18.1.1 Unit Members shall report any issues with classroom or occupied conditioned space temperature to their site administration. Site

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Administration shall respond to the affected Unit Member within two (2) workdays as to what action has or will be taken to correct the issue.

13.19 Inspections

13.19.1 The District shall provide copies of the Safety/Fire Marshall Inspection reports when requested, if available.

13.20 No Bargaining Unit Member shall be required to enter the home of a parent and/or guardian or to otherwise meet with a parent and/or guardian at an off campus location. No Bargaining Unit Member shall be required to complete a home visit or wellness check.

13.21 The School Safety plans shall address emergency procedures that affect the school day. These plans shall be available for all members and reviewed annually and updated accordingly. Plans shall be shared no later than August 30th.

ARTICLE 14: CLASS SIZE

14.1 The District shall maintain a District-wide staffing ratio of twenty-nine (29) students or less per classroom teacher (measured by full-time equivalent teacher). This shall not be interpreted to mean that individual classes will not exceed twenty-nine (29) students.

14.1.1 Subject to 14.1.1.1, beginning July 1, 2015 the District shall comply with the state of California's Class Size Grade Span adjustment program enacted in 2013 to make reductions each year, until a staffing ratio of 24:1 is achieved in grades K-3 at each elementary K-5 and K-8 school.

Beginning with the 2026-2027 school year, the annual average class enrollment for each school site shall not exceed 25.5:1 for grades K-3.

Beginning with the 2028-2029 school year, the annual average class enrollment for each school site shall not exceed 25:1 for grades K-3.

Beginning with the 2030-2031 school year, the annual average class enrollment for each school site shall not exceed 24.5:1 for grades K-3.

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Beginning with the 2031-2032 school year, the annual average class enrollment for each school site shall not exceed 24:1 for grades K-3.

14.1.1.1 Pursuant to Education Code section 42238.02(d)(3)(B),(C),(D), the collectively bargained alternative annual average class enrollment for each school site shall not exceed 26:1 for grades K-3.

14.1.1.2 Beginning September 1 of any given school year, the Association President or designee shall be provided with enrollment reports one (1) time per month. The Association shall monitor class sizes and raise concerns regarding the collectively bargained alternative annual class average as they arise throughout the year.

14.2 For the purposes of Section 14.1, the number of classroom teachers used to compute the above ratio shall only include classroom teachers who have students rostered to them, excluding the Western Center Academy, special education and adult education teachers.

14.3 In addition to the District-wide ratio of 29:1, as stated in 14.1, effective the 2025-2026 school year, no individual elementary class (defined as grades K-5 except for Cottonwood and Idyllwild, where it will be grades K-8 and Hamilton, where it will be defined as including only grades K-5) shall exceed thirty-three (33), except when to meet that limit, the District would be required to construct, modify or expand existing buildings, or modify transportation schedules. This will apply to regular classes and elementary planning time, including elementary physical education and elementary music classes. In the event special education students push-in to elementary PE and elementary music and the class size of thirty-three (33) is exceeded, an additional adult employee shall be provided to the class for support for that class period. Non-planning time Music classes, are not affected by this provision.

14.3.1 No individual secondary teacher (defined as grades 6-12) shall exceed the maximum of one hundred ninety (190) student contacts in a regular five (5) period workday or two-hundred thirty (230) student contacts in a six (6) period workday. Performing Arts, ASB and Athletics shall not be affected by the provision.

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- 14.3.2 Secondary Physical Education Classes shall be limited to not more than fifty-five (55) students per period. (examples: 55 students/class x 5 periods = 275 contacts and 55 students/class x 6 periods = 330 contacts). Section 14.3.1 shall not apply.
- 14.3.3 Secondary Visual Arts class shall be limited to one hundred ninety-five (195) student contacts in a regular five (5) period workday and two hundred and thirty-five (235) students in a six (6) period workday.
- 14.3.4 When a class size adjustment is required, it shall be made within a reasonable period of time but in no event shall it take longer than twenty-five (25) work days.
- 14.4 Combination classes will consist of contiguous grade levels unless there is no other alternative.
- 14.5 Advisory Periods at Middle Schools. An advisory period is a daily period of up to eighteen (18) minutes. This period shall not require preparation nor shall it require grading. Students shall receive pass/fail. This shall not be counted toward student contacts.
- 14.6 **School Counselors Staffing Formulas**
- 14.6.1 The caseload for Counselors shall be as follows:
- 14.6.1.1 Middle School (excluding TK-8 schools): Two counselors per site.
- 14.6.1.2 Comprehensive High School:
- 14.6.1.2.1 Ninth-Twelfth (9th-12th) Grade Caseload Counselor ratio shall be a site average of one counselor per every 500 students as of the Census Day (1st Wednesday in October), excluding the Western Center.
The Ninth (9th) Grade Building Assets, Reducing Risks (BARR) Counselor shall be assigned one per site (excluding Hamilton 6-12 and Alternative Education Programs) and receive a stipend per Appendix C-2 and excluded from 14.6.1.2.2.
- 14.6.1.2.2 If, on Census day or anytime thereafter, a High School Counselor's caseload exceeds the school counselor staffing formulas per

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section 14.6.1.2.1, a monthly stipend of \$350 shall be paid in increments of 50 students until the caseload number is met (i.e. 501-550=\$350, 551-600=\$700, etc.).

14.7 Nurses Staffing Formulas

14.7.1 The caseload for Nurses shall be 1:2,900. This ratio includes all students enrolled within the school district including Western Center Academy, as well as preschool and non-public school students. Nurses assigned as a 1:1 will not be included in the ratio.

ARTICLE 15: EMPLOYEE EVALUATION AND OBSERVATION PROCEDURES

15.1 The District shall evaluate all permanent Bargaining Unit Members no less than once every two (2) years, except that whenever any permanent certificated employee receives an unsatisfactory evaluation, the employee shall be evaluated at least annually until she/he achieves a positive evaluation or is separated from the District. The evaluation form shall specifically state whether the evaluation is satisfactory or unsatisfactory. All probationary Bargaining Unit Members shall be evaluated no less than once each year. Bargaining Unit Members who have permanent status and who have been employed at least ten (10) years with the school district as defined in 20 U.S.C., section 7801 and whose previous evaluation rated the employee as meeting standards shall be evaluated at least every five (5) years if the evaluator and the Bargaining Unit Member agree. The certificated employee or the evaluator may withdraw consent at any time.

Formal Observations

The evaluation of a Unit Member shall be based on the direct observation of a Unit Member's work. No Unit Member's evaluation will be based on hearsay information.

Assistance Plan

If a Unit Member receives an overall evaluation of one (1) and is being referred to PAR the evaluator must attach a copy of an assistance plan to the evaluation form. The assistance plan shall be given to the Joint Panel and the PAR provider.

15.1.1 Administrators shall be trained in the use of the evaluation form, including but not limited to the elements of the California Standards for the Teaching Profession, descriptions of teaching practice and The California Standards for the School Counseling Profession.

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- 15.2 Evaluation is defined as the process of appraising the effectiveness of the performance of Unit Member. Procedures for evaluation shall be based on, but not limited to:
- 15.2.1 The gathering of information about the Unit Member's performance in the classroom;
 - 15.2.2 Assessing the quality of such performance;
 - 15.2.3 Communicating to the Unit Member the assessment of the quality of the performance;
 - 15.2.4 Recommending, if necessary, changes to improve the Unit Member's performance.;
 - 15.2.5 No Unit Member of the unit shall evaluate another Unit Member without the agreement of both Unit Members;
- 15.3 Prior to the beginning of the formal evaluation process, which includes all written formal observations, a face to face conference shall be held between the evaluatee and evaluator. They shall discuss and enumerate the elements upon which the evaluation may be based and attempt to reach agreement thereon. The elements shall include, but will not be limited to, the goals and objectives of the teacher. Both physical and nonphysical constraints on reaching those goals shall be discussed, along with other aspects of expected performance outside the classroom. The elements for evaluation shall be committed to writing whether or not agreement is reached and a copy of what has been written shall be provided to the evaluatee. The evaluatee shall have at least 48 hours notice of the first formal observation.
- 15.4 If conditions change which affect the elements upon which any evaluation may be based, either party may request an additional conference to discuss such changes.
- 15.5 Those Unit Members who are regularly scheduled to be evaluated will be notified by the appropriate management person prior to the evaluation. Such notice will contain an explanation of procedures for evaluations in addition to those set forth herein.
- 15.6 The evaluation shall assess a Bargaining Unit Member's competency as it reasonably relates to the following:

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- 15.6.1 The progress of pupils toward standards as established by the District of expected pupil achievement at each grade level in each area of study and progress of pupils toward meeting the state-adopted academic content standards as measured by state-adopted criterion referenced assessments as described in Article 17.5. The measurement of pupil progress shall not include the use of publishers norms established by standardized tests;
 - 15.6.2 The instructional techniques and strategies used by the Bargaining Unit Member;
 - 15.6.3 The Bargaining Unit Member's adherence to curricular objectives;
 - 15.6.4 The establishment and maintenance of a suitable learning environment, within the scope of the Unit Member's responsibilities;
 - 15.6.5 And, to the extent not already covered in sections 15.6.1-15.6.4, the California Standards for the Teaching Profession and The California Standards for School Counseling Profession (Appendix G).
- 15.7 A written report of formal Unit Member observations shall be maintained by the evaluator and presented at a conference to the Unit Member within ten (10) working days after the formal observation or such other date as is agreed to by the evaluator and evaluatee. This written record shall be known as the observation report. Commendations and/or recommendations shall be presented and discussed. The observation reports shall be signed and dated by the Unit Member, and the Unit Member shall have the right to rebut in writing all or portions of such record. Any such rebuttal shall be attached to the observation report. Upon request a complete written copy of the observations shall be made available to the Unit Member at District expense. Nothing in this Article shall preclude classroom observations other than formal observations at any time.
- 15.8 The final evaluation should be provided to the Unit Member by April 1st, but in no event later than May 1st. The evaluator will discuss the evaluation with the Unit Member no later than ten (10) days after the presentation of the evaluation. The Unit Member must sign the evaluation signifying only that the Unit Member has read the document. The Unit Member shall be provided the opportunity to attach a written reaction or response which shall become part of the permanent records. A copy of the evaluation report shall be signed by the evaluator as well as the evaluatee. A copy of the evaluation report shall be given to the employee, at District expense, a copy shall be placed in the Unit Member's personnel file, and a copy retained by the evaluator. An Unit Member's

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refusal to meet over the evaluation within the prescribed timelines, or refusal to sign the evaluation form, shall be considered a waiver of these requirements by the Unit Member

- 15.9 A permanent classroom teacher who receives an unsatisfactory rating in his/her final evaluation in areas of subject matter knowledge, teaching methods or instruction shall be evaluated in the succeeding year and shall participate in the District's Peer Assistance and Review (PAR) Program designed to improve the unsatisfactory performance. The PAR program structure is contained in Article 17. For the purposes of the PAR program, evaluations shall be completed by the appropriate site administrator or other administrative designee.
- 15.10 Pursuant to the provisions of this Article, an evaluation procedure for counselors and other non-classroom teacher Bargaining Unit Members shall be discussed between the assigned evaluator and Bargaining Unit Member at the beginning of each school year.
- 15.11 The District retains the ultimate responsibility for the evaluation and assessment of performance of each Unit Member, subject to the procedural requirements as set forth in this Article. Accordingly, grievances arising under this Article shall be limited to a claim that evaluation procedures have been violated. However, nothing herein shall preclude the Unit Member from contesting the substance of any evaluation which is used in any disciplinary proceeding.

ARTICLE 16: COMPLAINT PROCEDURE

- 16.1 Complaints received by the site administrator, supervisor, a District office administrator or Board member, regarding a Unit Member will be reported to the Unit Member within seven (7) days of the complaint, except that criminal charges shall be reported to the appropriate authority. It is noted that the handling and processing of certain complaints are subject to and outlined in state and federal law; these laws will take precedence over this article. The District shall attempt to remedy the issue at the lowest possible administrative level. If the complaint is outlined by state or federal law, the Bargaining Unit Member shall be notified of the timelines and processes that apply to their specific complaint.
- 16.2 Prior to lodging a complaint, and within seven (7) days of the complainant's knowledge of the event giving rise to the complaint, the complainant shall attempt to discuss the

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complaint with the specific Unit Member(s) involved. If the complainant is unwilling or unable to meet with the Unit Member(s), the site administrator shall attempt to arrange a meeting between the complainant and the Unit Member(s). If the complaint is satisfactorily resolved at this step, then the complaint procedure is deemed completed.

16.2.1 In compliance with state and federal law and notwithstanding any after provision of this article, where a complaint alleges sexual harassment by a Unit Member, the complainant shall not be required to meet with the accused Unit Member.

16.3 If the complaint is not resolved in the meeting between the complainant and Unit Member, and if the complaint is deemed to be of a nature that cannot reasonably be ignored, the complainant shall place the complaint in writing and sign the complaint. If the site administrator or supervisor puts the complaint in writing, she/he shall have it signed by the complainant. A copy of the complaint shall be given to the Unit Member within seven (7) days.

16.4 Except as provided herein, the Unit Member's site administrator or supervisor shall schedule a meeting between the complainant and employee within fifteen (15) days of the complaint being brought to the administrator's or supervisor's attention. The employee and/or complainant may have a representative at any meeting. If after an initial interview it is the opinion of the site administrator that a second meeting between the complainant and employee would not assist in resolving the matter, the site administrator may elect to conduct further discussion as an intermediary.

16.5 Within fifteen (15) days of the meeting described in Section 16.4 taking place, the site administrator or supervisor will prepare and serve a response to the complaint on both the complainant and the Unit Member. The site administrator or supervisor may, at their discretion, interview other Unit Members and/or individuals who may have knowledge of the event or actions forming the basis of the complaint.

16.6 No complaint or documentation prepared or gathered as the result of an investigation into a complaint shall be placed in the personnel file of the Unit Member unless the allegations have been substantiated by the site administrator or immediate supervisor. Additionally, the Unit Member shall be advised of the decision to place the documents in the personnel file.

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- 16.7 The Unit Member may appeal to the Superintendent or designee the decision to place in her/his personnel file material or documents generated as a result of a complaint being lodged made against the Unit Member. This appeal must be filed within ten (10) days of receiving notice concerning the placement of these documents in the Unit Member's personnel file. The Superintendent or designee will review the matter and respond in writing to the Unit Member within fifteen (15) days.
- 16.8 The Unit Member shall be given release time from non-instructional duty time to review and/or respond to a complaint and any material placed in the Unit Member's personnel file. The date and length of the release time to be provided the Unit Member shall be subject to the approval of the site administrator.
- 16.9 Nothing in the sections above shall be interpreted as precluding a complainant (other than another Unit Member's complaint) from taking her/his complaint to the Superintendent or Governing Board if she/he is not satisfied with the site administrator's resolution of the complaint.
- 16.10 Should a complainant make a request of the Governing Board to review her/his complaint and the Board wishes to discuss the complaint brought against the Unit Member in closed session the Unit Member shall be given written notice of her/his right to have the complaint heard in open session as opposed to closed session. The Unit Member shall be given this notice personally or by mail at least seventy-two (72) hours before the time for the meeting.
- 16.11 For purposes of this article, any reference to "day" shall mean any regularly scheduled workday for the Unit Member against whom the complaint has been made.
- 16.12 This article is subject to the grievance procedure (Article 6) to the extent the claim relates to following the procedures contained in this article. Nothing herein shall preclude the Unit Member from contesting the substance of any documentation prepared in response to a complaint if subsequently used in any disciplinary proceeding.

ARTICLE 17: PEER ASSISTANCE AND REVIEW (PAR)

17.1 Joint Committee

- 17.1.1 The Joint Committee shall consist of seven (7) members, four (4) Bargaining Unit Members appointed by the Association, and three (3) administrators appointed by the District. Association members of the Joint Committee will

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serve four (4) years and may be reappointed for additional years by the Association President.

17.1.2 The Joint Committee shall establish its own meeting schedule. Five (5) members, consisting of three (3) Bargaining Unit Members and two (2) administrators, shall constitute a quorum; actions of the Joint Committee shall require an affirmative vote of at least five (5) members. Meetings shall take place during the regular teacher workday, and substitutes shall be provided to release Association Members from their other duties. If the committee agrees to extend the meeting hours beyond the regular teacher workday, Association Members shall be compensated at the hourly Extra Duty Rate.

17.1.3 The Joint Committee shall be responsible, for the following:

17.1.3.1 Providing training for Joint Committee members.

17.1.3.2 Establishing its own rules of procedure, including the method for selection of the chairperson.

17.1.3.3 Selecting and recommending the pool of consulting teachers to include elementary, middle, high and special education to the Governing Board for approval. Consulting teachers shall serve the PAR program.

17.1.3.4 Selecting and recommending for Governing Board approval the trainers and/or training providers for Consulting Teachers, and Joint Committee members.

17.1.3.5 Providing training for Consulting Teachers prior to participation in the program

17.1.3.6 Sending written notification of participation in the PAR program to the Referred Participating Teacher, the Consulting Teacher, and the site Principal

17.1.3.7 Adopting rules and procedures to effect the provisions of this article. Developing forms necessary for rules and procedures.

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Adopted rules and procedures shall be consistent with the terms of this agreement. To the extent that there is an inconsistency, the terms of the agreement shall prevail.

- 17.1.3.8 Distributing, at the beginning of each school year, a copy of the adopted rules and procedures to all Bargaining Unit Members.
- 17.1.3.9 Establishing and implementing a procedure for application and selection as a Consulting Teacher.
- 17.1.3.10 The Joint Committee will meet to assess the on-going needs to be addressed by the PAR program, determine the number of Consulting Teachers to be placed in a pool of available Consulting Teachers in any school year, and the amount of release time provided to Consulting Teachers, based on participation in the PAR program, the budget, and other relevant considerations.
- 17.1.3.11 Reviewing the final report prepared by the Consulting Teacher and make recommendations to the Superintendent/Governing Board regarding the Referred Participating Teacher's progress in the PAR program.
- 17.1.3.12 Approving in service and training opportunities developed by Consulting Teachers before implementation.
- 17.1.3.13 Evaluating the impact of the PAR program yearly in order to make changes to improve the program.

17.2 **Participating Teachers**

- 17.2.1 A Referred Participating Teacher is a classroom teacher with permanent status who receives assistance to improve his/her instructional skills, classroom management, knowledge of subject, and/or other relevant aspects of his/her teaching performance, as a result of an overall evaluation that does not meet district standards on the Teacher Evaluation Form.

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- 17.2.2 Referred Participating Teachers shall be identified upon issuance of an overall unsatisfactory evaluation on Teacher Evaluation Form. The form shall include the Standards and Elements of The California Standards for The Teaching Profession and a category to assess adjunct duties. The form shall be included in Appendix G. Descriptors to be used as the basis for establishing ratings shall be included in the Appendix of the Agreement, except ratings for adjunct duties, for which no descriptors shall be provided.
- 17.2.3 A Volunteer Participating Teacher is a classroom teacher with permanent status or an experienced teacher new to the District that volunteers to participate in the PAR program. Priority shall be given to classroom teachers with permanent status. Volunteer participating Teachers are for peer assistance only and the Consulting Teacher shall not document any performance review for a Volunteer Participating Teacher. A Volunteer Participating Teacher may terminate his/her participation in the program at any time.
- 17.2.4 A Referred Participating Teacher shall be assigned to his/her Consulting Teacher by the Joint Committee. A Volunteer Participating Teacher shall select a Consulting Teacher from a pool of available Consulting Teachers based on their current assignment. A Volunteer or Referred Participating Teacher may apply to the Joint Committee to change his/her Consulting Teacher at any time when requested by either the Participating Teacher or the Consulting Teacher.
- 17.2.5 All communication between the Consulting Teacher and the Volunteer Participating Teacher shall be confidential, and without written consent of the Volunteer, shall not be shared with any others, including the site administrator and the Joint Committee.
- 17.2.6 All communication between the Consulting Teacher and Referred Participating Teacher with the exception of the final report that will be placed in the personnel file shall be confidential, and without written consent of the Referred Participating Teacher, shall not be shared with any others, except the Joint Committee.

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17.2.7 The Referred Participating Teacher has the right to be represented at any Joint Committee meeting or any meeting with administrators throughout these procedures by the Association representative of his or her choice.

17.3 Consulting Teachers

17.3.1 A Consulting Teacher is a classroom teacher who provides assistance to a Participating Teacher pursuant to the PAR program. The qualifications for the Consulting Teacher shall be set forth in the Rules and Procedures, with the following minimum qualifications:

17.3.1.1 Credentialed Bargaining Unit Member with permanent status and have experience as a classroom teacher in at least one (1) of the last three (3) years.

17.3.1.2 Shall demonstrate exemplary teaching abilities, as indicated by effective communication skills and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

17.3.2 In filling a position of Consulting Teacher, each applicant is required to submit three references from individuals with specific knowledge of his/her expertise, as follows:

17.3.2.1 A reference from a site principal or other administrator,

17.3.2.2 A reference from an Association Representative,

17.3.2.3 A reference from another Bargaining Unit Member.

17.3.3 Consulting Teachers shall be selected and submitted for approval to the Governing Board by a majority vote of the Joint Committee following a selection process that may include classroom observations by the committee members.

17.3.4 It is recognized that the Consulting Teacher's daily schedules will be flexible.

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- 17.3.5 A Consulting Teacher shall be provided release time as needed. The terms of the Consulting Teacher shall be a two (2) year term, The Consulting Teacher may reapply to serve two (2) additional terms. Should a Consulting Teacher serve three (3) consecutive terms, the consulting teacher must wait one full year before reapplying to serve as a Consulting Teacher. Should a Consulting Teacher be appointed to an administrative position, he/she shall not evaluate any teacher he/she provided assistance to through the PAR program from three (3) years.
- 17.3.6 Functions performed pursuant to this Article by Bargaining Unit Members shall not constitute either management or supervisory functions. The Consulting Teacher shall continue all rights of Bargaining Unit Members. In addition to the regular salary, a full or part-time Consulting Teacher may receive pro rata hourly pay for all work beyond the regular workday and/or work year as determined by the Joint Committee. No Unit Member may evaluate another Unit Member.
- 17.3.7 Consulting Teachers shall assist Participating Teachers by demonstrating, observing, coaching, conferencing, inservicing, referring, or by any other activities which, in their professional judgment, will assist the Participating Teacher.
- 17.3.8 The Consulting Teacher shall meet with the Referred Participating Teacher to discuss the PAR program, establish mutually agreed upon performance goals, develop the assistance plan, and develop a process for determining successful completion of the program. The Consulting Teacher shall conduct multiple observations of the Referred Participating Teacher's performance with students, and shall meet with the Participating Teacher to review and discuss observations.
- 17.3.9 The Consulting Teacher shall monitor the progress of the Referred Participating Teacher and provide periodic written comments to the Referred Participating Teacher for discussion and review.
- 17.3.10 The Consulting Teacher shall continue to provide assistance not to exceed one (1) school year to the Referred Participating Teacher or until the Consulting

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Teacher concludes that the Referred Participating Teacher has completed the plan or that further assistance will not be productive. The Joint Committee may authorize additional assistance beyond the one-year period. In the event that the Joint Committee authorizes additional assistance, the Referred Participating Teacher may petition the Joint Committee to provide a different Consulting Teacher. The Referred Participating Teacher shall also have the right to request and meet with the Joint Committee accompanied by an Association representative.

- 17.3.11 The results of the Referred Participating Teacher's participation in the PAR program shall be made available for placement in his/her personnel file upon completion of the PAR Plan. The final report shall only include time and date of meetings and the topic discussed. The Final PAR Report Form shall be included as Appendix H of the contract.
- 17.3.12 The Consulting Teacher may work with Professional Development Academy to develop and implement inservice and training opportunities for Participating Teachers subject to approval by the Joint Committee.
- 17.3.13 The District shall defend and hold harmless individual participating Unit Members and consulting teachers from any lawsuit or claim arising out of the performance of their duties under this program as provided by California Government Code Tort Claims Act.

17.4 Budget Priorities and Considerations

- 17.4.1 The Joint Committee shall annually develop a budget to fund the direct program and administrative expenses of the PAR program.
- 17.4.2 Funds shall be allocated for Consulting Teachers to provide services, and other related costs; workshops for Participating Teachers/Consulting Teachers, administrative costs, and trainings/meetings of committee members.
- 17.4.3 Other funding sources may be allocated through the Educational Services Department for release of participating teachers to attend trainings, for standard administrative costs, and other expenses.

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17.5 Teacher Evaluation Based Upon Pupil Progress

17.5.1 The District and Association shall agree to the selection of student assessment instruments for teacher evaluation to be used to determine the progress of pupils towards meeting grade-level standards.

17.5.2 The District and Association shall agree to the frequency for administration of student assessment instruments to be used to determine the progress of pupils towards meeting grade-level standards.

17.5.3 The District and Association shall agree to the methods by which student assessment data are analyzed and used to establish teacher evaluation ratings for determination of pupil progress towards meeting grade-level standards, including but not limited to the following:

17.5.3.1 Achievement levels of students upon entry;

17.5.3.2 Special Program Placement (Special Education, ELL, etc.);

17.5.3.3 Student attendance (e.g. hours/days of instruction);

17.5.3.4 The amount of time/days that a teacher has been assigned to a specific class and/or subject area;

17.5.3.5 Relationship between assessment, instruction and District curriculum;

17.5.3.6 Availability of materials to support the instructional program;

17.5.3.7 Student behavior as evidenced by discipline records.

17.5.4 Student assessment data used for teacher evaluation shall be confidential. The information shall be available to individual teachers and immediate supervisors for purposes of evaluation.

17.5 Program Amendments

17.5.1 This Article may be reopened at any time by mutual consent of the parties or by recommendation of the Joint Committee.

ARTICLE 18: CERTIFICATED DISCIPLINE PROCEDURE

18.1 The District shall adhere to the following progressive discipline steps when addressing Unit Member discipline. These steps may be modified or skipped when the District determines the Unit Member's conduct is serious.

18.1.1 Verbal Warning

A verbal warning may be summarized in writing. This summary shall include date of the meeting, the individuals present, the action or omissions giving rise to the verbal warning and suggestions/directions for improvement. The summary shall be placed in the Unit Member's site file. In the event the misconduct recurs, and a warning letter is issued, the summary may be attached to the written warning.

18.1.2 Written Warning

If the District determines that additional progressive discipline is necessary, the Unit Member shall be issued a written warning which shall be placed in the Unit Member's personnel file. The written warning shall include a statement of the Unit Member's conduct and suggestions/directions for improvement. In the event the misconduct recurs, and a letter of reprimand is issued, the written warning may be attached to the letter of reprimand.

18.1.3 Letter of Reprimand

If the District determines that additional progressive discipline is necessary, the Unit Member shall be issued a letter of reprimand which shall be placed in the Unit Member's personnel file. The letter of reprimand shall include a statement of the Unit Member's conduct and suggestion/directions for improvement.

18.1.4 Suspension

A Unit Member may be suspended without pay by the District for just cause, including violation of any of the causes for dismissal as set forth in the Education Code Sections 44932, 44660-44665, and 44948.3 when such cause is not considered serious enough to warrant dismissal.

18.1.4.1 The Superintendent or designee shall give written notice to the Unit Member of the District's intent to suspend.

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- 18.1.4.2 The notice shall include the cause(s) on which the suspension is to be based, the date(s) on which the suspension shall take place, a statement that the Unit Member has a right to discuss the proposed suspension with the Superintendent or designee prior to the suspension, and a proposed date, time and place for such pre-suspension discussion.
 - 18.1.4.3 The Unit Member shall have five (5) working days in which to respond to the notice of suspension. If the employee does not respond, the District will schedule the suspension and provide notice thereof to the Unit Member. The Unit Member's response to the notice of suspension, if any, shall confirm the proposed date and time for the pre-suspension discussion or waive such discussion. The pre-suspension discussion, unless waived, shall take place within five (5) work days after the Unit Member's response to the notice of suspension is due.
 - 18.1.4.4 The Unit Member shall be given the opportunity to present facts and arguments regarding the proposed suspension and to be represented at the pre-suspension discussion.
 - 18.1.4.5 The Superintendent or designee shall inform the Unit Member of the decision to suspend or not to suspend within three (3) working days from the date of the pre-suspension discussion or after five (5) work days from the date of the notice of suspension if the Unit Member did not respond or waived the discussion.
 - 18.1.4.6 The District shall schedule the suspension. The suspension may be scheduled in one or more than one block of time.
 - 18.1.4.7 First offenses shall be punishable by a suspension of up to five (5) days, and thereafter suspension shall be for not more than ten (10) days.
- 18.2 Nothing in this article shall limit the District's right to initiate dismissal proceedings and/or immediate suspension and/or mandatory leave of absence as set forth in the California Education Code Sections 44932-44948.3, and 44955, nor shall discipline under

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this article be regarded as a precondition to dismissal proceedings under the California Education Code.

- 18.3 The Unit Member may have a representative at any meeting, discussion or conference provided wherein the Unit Member is entitled to be present.
- 18.4 Should the California Legislature repeal or amend those portions of the Education Code governing discipline of certificated Unit Members, including the provisions describing the causes for discipline, then the parties agree to reopen this article for negotiations. The parties shall meet prior to the effective date of any change in the law for the purpose of identifying the appropriate standard or standards to be used to judge whether discipline is warranted.

ARTICLE 19: SPECIAL EDUCATION

19.1 Definitions

- 19.1.1 Co-teaching is defined as a model in which a general education teacher and a special education teacher regularly instruct, support and assess, in a general education setting, students with and without IEPs.
- 19.1.2 Specialized Academic Instruction includes direct instruction and indirect service, such as consultation with general education teachers, program development/individualization, modification of curriculum, and planning with related service by staff who possess a Special Education credential. Examples of Specialized Academic Instruction include but are not limited to, push-in support, pull-out support/instruction, self-contained classrooms etc.
- 19.1.3 “Caseload” is the number of students with Individualized Education Programs (IEP’s) for whom the special education Bargaining Unit Member acts as case manager. When accounting for caseload, each student is counted as one (1), regardless of quantity of services on their IEP unless otherwise noted in the CBA.
- 19.1.4 “Case Managers” refer to any member who is responsible for coordinating and ensuring services and supports are in the place and provided as determined by the student’s IEP, and may act as a liaison between the student’s teachers, parents, and other service providers. This person may also provide direct service to students on their caseload.

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- 19.1.5 Push-In Practices: Students with Individual Education Programs are receiving Specialized Academic Instruction and/or related services in a general education setting.
- 19.1.6 Pull-Out Practices: Students with Individual Education Programs receiving services which are provided outside of the general education setting.

19.2 Joint Special Education Committee

- 19.2.1 Both parties agree to a Joint Special Education Committee (JSEC) to address and make good faith effort to resolve District-wide special education issues that are non-bargainable. This committee shall be made up of eight (8) individuals, four (4) of which shall be appointed by the District and four (4) shall be appointed by HTA.
- 19.2.2 The District shall appoint a co-chair and HTA shall appoint a co-chair. Meeting chair responsibilities shall rotate between the District and HTA. Meeting agendas shall be created jointly between co-chairs.
- 19.2.3 Issues raised in the JSEC meeting shall be supported by relevant data, if applicable.
- 19.2.4 The JSEC shall meet at least four (4) times throughout the school year. The first meeting shall occur no later than the fourth week of August. At the final committee meeting of the school year, the Committee shall schedule the first meeting of the following year.
- 19.2.5 Unit Members concerned about excessive workload may present their concerns to the JSEC to explore possible solutions.
- 19.2.6 Individual special education concerns may be raised in periodic meetings between the Special Education Department and the HTA President.

19.3 Instructional Aides

- 19.3.1 Instructional Aides shall be assigned as needed or designated by the Individual Education Program (IEP). Special Education Teachers shall be consulted as to the scheduling of such aides, but the District shall make the final assignment.

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- 19.3.2 Special education instructional aides shall not be pulled from their special education assignment to serve as substitute aides in the general education program.

19.4 Scheduling of IEP Meetings

- 19.4.1 The District shall make every effort to schedule IEP team meetings within the Unit Member's regular duty day and outside of their preparation period.
- 19.4.2 If the IEP team meeting goes beyond the regular contractual hour, Unit Members shall be compensated at the Extra Duty Rate (Appendix C-4) upon the submission of a Hemet Unified time card.
- 19.4.3 Case Managers shall ensure that members of the IEP team are properly invited with advance notice (10 days), when practicable.
- 19.4.4 The District shall provide coverage as needed for the release of the Special Education and/or General Education teachers when required to attend IEP meetings during regular instructional time.

19.5 Assurance of Materials

- 19.5.1 All Special Education classrooms and related service providers, shall have all core instructional materials as afforded by the Williams Act.
- 19.5.2 All Special Education Teachers shall be provided applicable core curriculum training.
- 19.5.3 Additionally, site administration shall take into consideration all instructional programs on campus when planning for ancillary materials and equipment.

19.6 Inclusive Practices

- 19.6.1 Inclusive Practices: Classes and systems that are designed to support academic instruction of students with Individualized Education Programs and/or specialized needs within the general education setting. Inclusive practices ensure that students are fully included and supported in the educational settings to which they are assigned.

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19.6.2 Administration shall, where possible, work to create an equitable master schedule which allows for access to a variety of instructional offerings and options.

19.6.3 Students with IEP's shall, where possible, be distributed equitably among general education classes and course sections at each school site. Whenever the number of students with an Individual Education Program in the general education classroom exceeds 20% of the overall class size (excluding speech-only or students on consult/monitor), site administration shall meet with the general education teacher upon request, within 10 workdays. The purpose of this meeting is to develop and implement a class support plan.

19.6.4 Co-Teaching Practices

19.6.4.1 Participation in a Co-Teaching model shall be on a voluntary basis year to year.

19.6.4.2 Unit Members participating in the Co-Teaching model shall receive separate and distinct evaluations as outlined in Article 15 of the Collective Bargaining Agreement (CBA).

19.6.4.3 The number of students with IEPs (not including those who have a speech only IEP) in the co-teaching class shall not exceed twelve (12) special education students whose goals are tied to that specific content area as determined by the Special Education Department Chair in consultation with Administration (excluding electives and PE).

19.6.4.4 One or both of the teachers in this model must hold a clear credential or equivalent.

19.6.4.5 Every effort shall be made to provide common planning time for co-teaching partners.

19.6.4.6 Both Unit Members assigned to co-teaching classes shall participate in planning, assessment, grading, and instruction within the classroom on a daily basis. Substitute teachers for either Unit Member shall be provided

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due to an absence, including during IEP meetings. If a substitute is not available, the District shall follow its substitute protocol in effort to fill the absence.

19.6.4.7 At no time, shall either teacher be used as substitute coverage during a period in which they are assigned to Co-Teach.

19.6.4.8 Prior to or concurrent with the implementation of the Co-Teaching model, both the special education and general education teachers shall be trained in the Co-Teach model. If such training occurs outside of the normal work hours, such training shall be voluntary and teachers shall be compensated at the Extra Duty Rate Appendix C-4.

19.6.5 Push-In Practices:

Students with IEPs receiving education in a general education setting. The general education teacher provides instruction to students with IEPs where the push-in service is named in the student's IEP. The teacher who has the student rostered to them is the teacher of record and shall assign grades. The special education teacher or instructional aide pushes in as determined by the IEP with students to meet specific IEP goals, to provide supports and services, and to provide scaffolding to access content; not to be a content area specialist. Whenever the number of students with an Individual Education Program in the general education classroom exceeds 20% of the overall class size (excluding speech only or students on consult/monitor), site administration will meet with the general education teacher upon request, within 10 workdays, to develop a class support plan.

19.6.6 Pull-Out Practices:

Student services are provided outside of the general education setting by a special education service provider as determined by the student's IEP. The student goes to the pull-out provider's classroom or designated work space to work one-on-one or in a small group setting. The rostered teacher provides core instruction to students with Individual Education Programs (IEP) and is the teacher of record and assigns final grades. The special education teacher and or related service provider pulls out students to meet specific Individual Education Program goals and services. Special Education teachers and related service providers shall report on progress towards IEP goals.

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19.6.6.1 Special education teachers shall not be used as substitute coverage during a period in which they are assigned push-in/pull-out services.

19.6.6.2 Substitute coverage shall be provided due to an absence, including during IEP meetings. If a substitute is not available, the District shall follow its substitute protocol in an effort to fill the absence. If an instructional aide is absent and responsible for services on that day, the district will make every effort to provide a substitute.

19.7 District-based Employee Supervision

19.7.1 District-based employees shall not be assigned supervision duty at their assigned school sites; though they may be called on to provide assistance in the event of an emergency.

19.8 Speech Language Pathologist Caseloads

The district will annually staff using the following district wide Speech Language Pathologist caseloads of one (1) full time Speech Language Pathologist to fifty-five (55) students on their IEP caseload (55:1) for TK through Adult Transition or in accordance with the most current statute. For Preschool, there shall be one (1) full time Speech Language Pathologist to forty (40) students, or in accordance with the most current statute.

19.8.1 The caseload of the SLPs serving both school-age and preschool children shall be reduced proportionally to reflect the amount of the SLP's assignment devoted to preschool. For the purposes of calculating caseloads, preschool children shall count as 1.25 students.

19.9 School Psychologist Caseloads

The district will annually staff using a district wide School Psychologist to student ratio average of no less than one (1) full time School Psychologist position to every one-thousand (1000) enrolled students as determined by Census Day Data (1st Wednesday in October)

19.9.1 In the event there is a need to hire additional staff, the District shall have until the end of the first semester to remedy the issue.

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19.9.2 Any portion of the School Psychologist’s assignment that covers preschool shall not count in the ratio outlined in 19.9.

19.10 Special Education Teacher Caseload:

The following caseload cap (not including students pending eligibility) shall be maintained for these designated assignments:

Preschool.....	20
Mild/Moderate Special Education.....	28
Moderate/Severe and Behavioral Support (BESTT) Special Education).....	14

Programs that fall under Mod/Severe include but are not limited to (Autism, Functional Skills, and Adult Transition Program). Special Education classroom teachers who are providing core instruction and also manage a caseload as noted above shall receive an annual stipend as outlined in Appendix C-4.

19.10.1 If a Bargaining Unit Member should exceed the caseload limits outlined above for more than fifteen (15) consecutive work days, that bargaining unit member shall be entitled to caseload compensation everyday thereafter for each student case above the contract limits at the rate of fifteen (15) dollars per student, per day until the day that Bargaining Unit Member no longer exceeds the number of caseload limits prescribed in 19.10.

19.10.2 Administration will work collaboratively with the Special Education teachers at the site to distribute student cases in excess of caseload limits outlined in 19.9.

19.10.3 At the end of each calendar month, Bargaining Unit Members who are over the caseload limits outlined in 19.10 shall meet with their administrator to confirm the details of the overage(s) and the compensation they are due and, after administrative approval, subsequently submit that information to Payroll for processing and payment on the next pay warrant.

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19.10.4 In the event of a disagreement in 19.10 the Assistant Superintendent of Human Resources (or designee) and the HTA President shall be included in the discussion to assist in seeking resolution.

19.10.5 Special Education classroom teachers may request release time for the purposes of case management.

19.11 Special Education Class Size:

Effective July 1, 2026, The following site class size caps shall be maintained for the designated assignments:

Autism: 14 students

BESTT: 11 students

Elementary (Moderate/Severe): 14 students

Elementary (Mild/Moderate): 22 students

Secondary (Mild/Moderate): 22 students

Secondary (Moderate/Severe): 14 students

Adult Transition Program (Moderate/Severe): 14 students

19.11.1 If a Bargaining Unit Member should exceed the class caps outlined above for more than fifteen (15) consecutive work days, that bargaining unit member shall be entitled to class cap overage compensation every day thereafter for each student roster-contact above the contract limits at the rate of Twenty (20) dollar per student, per day, retroactive to the first day of student enrollment, until the day that Bargaining Unit Member no longer exceeds the number of students rostered to them prescribed in 19.11. No Bargaining Unit Member may exceed class size by more than three (3) extra students at one time.

19.11.2 Administration will work collaboratively with the Special Education teachers at the site to distribute students in excess of caps outlined in 19.11.

19.11.3 At the end of each calendar month, Bargaining Unit Members who are over the limits outlined in 19.11 shall meet with their administrator to confirm the details of the overage(s) and the compensation they are due and, after

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administrative approval, subsequently submit that information to Payroll for processing and payment on the next pay warrant.

19.11.4 In the event of a disagreement in 19.11 the Assistant Superintendent of Human Resources (or designee) and the HTA President shall be included in the discussion to assist in seeking resolution.

19.12 Extended School Year (ESY)

19.12.1 ESY is a service listed on a student's IEP.

19.12.2 ESY is a voluntary assignment for Unit Members.

19.12.3 ESY assignments shall be compensated at the summer school rate in Appendix C-4.

19.13 Special Education Teacher Site Collaboration Time

19.13.1 Unit Members who teach special education require additional support and collaboration time to address the individual needs of the students and maintain compliance with legal requirements. Collaboration regarding this topic is encouraged between site administration and Unit Members.

19.14 Evaluation

19.14.1 Psychologists and Behavior Specialists shall be evaluated by the immediate supervisor.

19.14.2 Speech Language Pathologists shall be evaluated by the immediate supervisor.

19.14.3 Employee Evaluation and Observation Procedures in Article 15.10 shall apply to Psychologists, Behavior Specialists and Speech Language Pathologists.

ARTICLE 20: CLASSROOM TEACHER INSTRUCTIONAL IMPROVEMENT PROGRAM

20.1 Introduction

The purpose of the Classroom Teacher Instructional Improvement Program is to encourage teachers, whether acting individually or with other teachers, to improve the quality of instruction. No portion of this program shall be budgeted or paid from the

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general fund. It shall be implemented only to the extent that special funding from the State is provided. If the funding is decreased at any time during the life of the program, the program will be decreased proportionately.

20.2 Criteria for Nomination and Selection

The Instructional Improvement Grant Committee, as set forth in Article 20.3, in making its nominations to the Board, and the Board in making its final designations, shall be guided by the following criteria:

20.2.1 Mandatory criteria shall be that the applicant be a credentialed classroom teacher with permanent status. As defined the term “classroom teacher” shall include mentor teachers, special education resource teachers and categorically funded project teachers.

20.2.2 The Governing Board shall review the recommendations of the Committee and make the final decision on awards of grant funds. The award of grants shall be made so as to improve instruction in the areas of greatest need as determined by the Governing Board. The Superintendent may, but is not required to, submit recommendations to the Board concerning these grants.

20.3 Grant Selection Committee

20.3.1 The Grant Selection Committee shall consist of three (3) permanent certificated classroom teachers elected by a secret ballot conducted among all probationary and permanent classroom teachers in the District, and two (2) administrators selected by the Superintendent, at least one of whom shall be a principal. Specific procedures for the election shall be determined by the District and Hemet Teachers Association.

20.3.2 The teachers on the initial Committee shall draw lots for one (1), two (2), and three (3) year terms. Subsequently, all terms shall be for three (3) years, or until this program is modified or terminated.

20.3.3 The Grant Selection Committee shall have a chair elected by the Committee. The chair shall assign a member of the Committee to maintain notes of the meeting(s), and to prepare a list of recommended awards.

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- 20.3.4 The Grant Selection Committee shall establish procedures for the evaluation of grant proposals which shall be in accord with appropriate instructional areas as determined by the Board. The Committee may request applicants to attend a Committee meeting to discuss their proposal. An applicant may request an opportunity to discuss her/his proposal with the Grant Selection Committee prior to consideration of the proposal by the Committee.
- 20.3.5 The Grant Selection Committee shall review all grant applications. Members of the Committee may not be applicants.
- 20.3.6 The Grant Selection Committee shall recommend to the Governing Board by rank order along with the recommended amount of the grant, all grant proposals considered by a majority of the Committee to have sufficient merit to receive such a grant.
- 20.3.7 The Grant Selection Committee shall establish procedures for the review of the use of grant funds.

20.4 Grant Awards

The Governing Board may award for any grant proposal submitted by an individual teacher any amount not to exceed \$2,000.00 per fiscal year for the teacher or for each teacher member of a group submitting a proposal. The decision of the Governing Board shall be final.

ARTICLE 21: LOTTERY REVENUE

- 21.1 Twenty percent (20%) of any lottery check received by the District shall be allocated to work sites based on the FTE certificated Bargaining Unit Members assigned to that site. This money may be used for equipment, supplies, capital outlay, employee inservice or student field trips.
- 21.2 In addition to allocating lottery money to individual sites, the intent of this provision is to involve certificated Bargaining Unit Members in the decision-making process of budgeting the expenditure of lottery money at each work site. For this purpose, Bargaining Unit Members at each site will yearly be given the option of deciding to either elect a new committee or utilize an existing committee or faculty group to

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participate with administration in the manner and method of lottery money expenditure at each site.

ARTICLE 22: SAVINGS

22.1 Each section, part, term, and provision of this Agreement shall be considered severable. If, for any reason, any section, part, term or provision herein is determined to be invalid and contrary to, or in conflict with, any existing or future law or regulation or decision of a court or agency having valid jurisdiction, such determination shall not impair the operations or affect the remaining portions, sections, parts, terms or provisions of this Agreement, and the latter will continue to be given full force and effect and bind the parties hereto. The section, part, term or provision deemed invalid shall not be considered part of this Agreement.

ARTICLE 23: CONCERTED ACTIVITIES

- 23.1 It is agreed by both parties that there will be no refusal or failure by Unit Members to perform fully and faithfully all job functions and responsibilities, and that there will be no concerted action or other interference with the operations of the District sanctioned or encouraged by the Association or by its officers, agents or its members during the term of this Agreement, including compliance with the request of other employee organizations to engage in such activity.
- 23.2 The Association recognizes the duty and obligation of its officers, agents, and members to comply with the provisions of this Agreement and therefore shall make every effort to induce all Unit Member to do the same. In the event of concerted action or other interference with the operations of the District by Unit Members who are represented by the Association, the Association agrees to, in good faith, take all reasonable steps necessary to cause those Unit Members to cease such action.
- 23.3 It is understood by the parties that any employee violating this Article may be subject to discipline, including termination, by the District.

ARTICLE 24: ABSENCE TO ATTEND MEETINGS

24.1 Upon approval of the Superintendent or designee, absence with pay may be granted to full-time Unit Members covered by the Agreement to attend meetings of a professional educational nature related to their assignments.

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- 24.2 Unit Members who attend a meeting or conference by administrative assignment shall be entitled to reimbursement for appropriate expenses.
- 24.3 Unit Members are encouraged to accept leadership roles in professional educational organizations. However, before accepting such positions, Unit Members should check with the District Superintendent or designee regarding obligations of the District for release time or expenses. Travel expenses may be allowed on a reasonable basis for Unit Members holding official positions in professional educational organizations related to their assignment. If an organization pays travel expenses to its officers, no claims on District funds should be submitted.
- 24.4 No conference fees, enrollment fees, or payment of any kind which will constitute dues to any organization or entitle an Unit Members to the benefits equivalent to an annual membership may be reimbursed from District funds.
- 24.5 Upon prior approval of the Superintendent or designee, absence with pay may be granted to Unit Members for the purpose of fulfilling civic responsibilities. This pertains primarily to situations regarding public relations wherein the school assumes partial responsibility in a group endeavor.

ARTICLE 25: EFFECT OF AGREEMENT; ENTIRE AGREEMENT

- 25.1 The specific provisions of this Agreement prevail over prior District practices and procedures and over State laws to the extent permitted by State law; however, in the absence of specific provisions in the Agreement, District practices, procedures and policies outside the scope of negotiations remain discretionary with the District. District practices, procedures and policies affecting matters within the scope of negotiations may not be modified by the District without first complying with the collective bargaining requirement of law and other applicable codes and statutes.
- 25.2 This written Agreement sets forth the full and complete agreement between the parties concerning the subject matter hereof, and supersedes all prior informal or formal agreements thereon. There are no valid or binding representations, inducements, promises or agreements, oral or otherwise, between the parties that are not embodied herein.

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ARTICLE 26: NONDISCRIMINATION

26.1 Nondiscrimination

In the administration of the Agreement, the District will not discriminate against a Unit Member in their employment relationship with the District for any reason prohibited by state or federal discrimination statutes.

26.2 Interpretation

This Article shall be interpreted in accordance with applicable federal and state law.

26.3 Reasonable Accommodation

In the administration of this Agreement, the District and the Association will provide reasonable accommodations to qualified Unit Members with protected disabilities. The need for and extent of such accommodations shall be determined by the District in accordance with its interpretations of the requirements of the Americans with Disabilities Act, Title VII of the Civil Rights Act of 1964, and the California Fair Employment and Housing Act, even if such accommodations may be in conflict with another provision of this Agreement.

26.3.1 Before reaching agreement with an Unit Member for an accommodation which may be inconsistent with or change the Agreement between the District and the Association, the District shall:

26.3.1.1 Notify the Association of the anticipated accommodation, any desired waiver of a term or condition of this Agreement, and the District's assessment of the likely impact or effects upon other Unit Members;

26.3.1.2 Within ten (10) working days following notice to the Association and before implementing any agreement, meet and negotiate with the Association if demanded by the Association over the accommodation and the impact or effects thereof on Unit Members;

26.3.1.3 Before implementing any accommodation which requires a waiver of a term or condition of this Agreement, obtain from the

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Association the Association's written agreement to waive such term or condition.

26.3.2 Notwithstanding the above, in the event the District and Association cannot reach an agreement over an accommodation which must out of necessity require a waiver of a term or condition of employment, the District may implement such an accommodation if it can demonstrate that there exists no other viable alternative of accommodation that does not create an undue hardship and which does not require a waiver of a provision of the contract.

26.3.3 Agreement by the District or the Association to a particular accommodation shall not oblige either the District or the Association to accept the same or similar accommodation for any other instance.

26.4 Waiver of Contractual Rights


If an Unit Member claiming a violation of this Article elects to proceed to an administrative agency or to court after the filing of a grievance or at any time prior to an arbitrator issuing a decision pursuant to Article 6 of this Agreement, the grievance shall be considered withdrawn.

ARTICLE 27: COMPLETION OF MEET AND NEGOTIATION

27.1 During the term of this Agreement, the Association expressly relinquishes the right to meet and negotiate further with respect to any matter, whether or not covered in this Agreement. During the term of this Agreement, if the Association and District mutually agree, negotiations may be reopened with respect to any matter, whether or not covered in this Agreement.

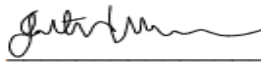
27.2 Executed as set forth in 1.2 above


Hemet Unified School District



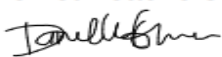
Jeffrey Grant

J. Kenry






Hemet Teachers Association, CTA-NEA



S. Vargas

Denise Newberry



Rozalyn Howison

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Appendix A

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 TEACHER SALARY SCHEDULE

	A1	A2	A3	B	C	D	E	F	G
	Designated Subjects Credential	Designated Subjects Credential + 15	Designated Subjects Credential + 30	B.A. Degree	B.A. + 30	B.A. + 45 or M.A.	B.A. + 60 incl M.A. or M.A. + 15	B.A. + 75 incl M.A. or M.A. + 30	B.A. + 90 incl M.A. or M.A. + 45 or Doctorate
1	51,986	54,575	57,306	69,981	71,474	73,865	78,170	82,481	
2	54,072	56,764	59,602	70,523	72,029	76,714	81,189	85,870	
3	56,220	59,028	61,987	71,069	74,495	79,518	84,208	89,252	
4	58,477	61,397	64,469	71,612	76,950	82,370	87,227	92,646	
5	60,814	63,851	67,044	73,928	79,397	85,186	90,236	96,025	
6	63,250	66,405	69,728	76,238	81,862	88,019	93,261	99,416	
7	65,772	69,066	72,513	78,556	84,343	90,863	96,265	102,805	
8	65,772	71,802	75,419	83,187	86,801	93,686	99,291	106,179	
9					91,707	96,530	102,313	109,574	
10						99,347	105,324	112,952	
11						105,022	111,350	116,339	
12								119,726	
13								123,562	
16								126,458	128,992
18								129,435	132,024
20								132,568	135,215
22								139,227	142,015

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

SALARY SCHEDULE 102

EFFECTIVE DATE: 07/01/2025

REVISION DATE: 01/27/2026

BOARD APPROVED: 02/10/2026

186 PAID DAYS / 11 PAY FREQUENCY

4.25% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix A

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 TEACHER SALARY SCHEDULE

	A1	A2	A3	B	C	D	E	F	G
	Designated Subjects Credential	Designated Subjects Credential + 15	Designated Subjects Credential + 30	B.A. Degree	B.A. + 30	B.A. + 45 or M.A.	B.A. + 60 incl M.A. or M.A. + 15	B.A. + 75 incl M.A. or M.A. + 30	B.A. + 90 incl M.A. or M.A. + 45 or Doctorate
1	52,766	55,394	58,166	71,031	72,546	74,973	79,343	83,718	
2	54,883	57,615	60,496	71,581	73,109	77,865	82,407	87,158	
3	57,063	59,913	62,917	72,135	75,612	80,711	85,471	90,591	
4	59,354	62,318	65,436	72,686	78,104	83,606	88,535	94,036	
5	61,726	64,809	68,050	75,037	80,588	86,464	91,590	97,465	
6	64,199	67,401	70,774	77,382	83,090	89,339	94,660	100,907	
7	66,759	70,102	73,601	79,734	85,608	92,226	97,709	104,347	
8	66,759	72,879	76,550	84,435	88,103	95,091	100,780	107,772	
9					93,083	97,978	103,848	111,218	
10						100,837	106,904	114,646	
11						106,597	113,020	118,084	
12								121,522	
13								125,415	
16								128,355	130,927
18								131,377	134,004
20								134,557	137,243
22								141,315	144,145

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

SALARY SCHEDULE 102

EFFECTIVE DATE: 07/01/2026

REVISION DATE: 03/02/2026

BOARD APPROVED: TBD

186 PAID DAYS / 11 PAY FREQUENCY

1.5% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
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Appendix B-1

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 COUNSELOR SALARY SCHEDULE

	A	B	C	D	E	F	G
	B.A. Degree	B.A. + 15	B.A. + 30	B.A + 45 or M.A.	B.A. + 60 incl M.A. or M.A. + 15	B.A. + 75 incl M.A. or M.A. + 30	BA + 90 incl M.A. or M.A. + 45 or Doctorate
1	69,981	76,979	78,621	81,252	85,985	90,730	
2	70,528	77,576	79,232	84,384	89,310	94,456	
3	71,071	78,175	81,944	87,469	92,628	98,180	
4	71,612	78,775	84,648	90,607	95,946	101,910	
5	73,928	81,323	87,335	93,703	99,260	105,627	
6		83,860	90,048	96,820	102,587	109,356	
7		86,411	92,776	99,950	105,892	113,086	
8		91,505	95,482	103,054	109,221	116,795	
9			100,876	106,184	112,542	120,532	
10				109,281	115,856	124,246	
11				115,526	122,485	127,972	
12						131,698	
13						135,918	
16						139,105	141,891
18						142,378	145,227
20						145,823	148,737
22						153,151	156,215

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

Work Year is Teacher Work Year Plus 10 Days.

Counselor Salary Schedule is 1.10 ratio of Teacher Salary Schedule

SALARY SCHEDULE 104

EFFECTIVE DATE: 07/01/2025

REVISION DATE: 01/27/2026

BOARD APPROVED: 02/10/2026

196 PAID DAYS / 11 PAY FREQUENCY

4.25% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-1

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 COUNSELOR SALARY SCHEDULE

	A	B	C	D	E	F	G
	B.A. Degree	B.A. + 15	B.A. + 30	B.A + 45 or M.A.	B.A. + 60 incl M.A. or M.A. + 15	B.A. + 75 incl M.A. or M.A. + 30	BA + 90 incl M.A. or M.A. + 45 or Doctorate
1	71,031	78,134	79,800	82,471	87,275	92,091	
2	71,586	78,740	80,420	85,650	90,650	95,873	
3	72,137	79,348	83,173	88,781	94,017	99,653	
4	72,686	79,957	85,918	91,966	97,385	103,439	
5	75,037	82,543	88,645	95,109	100,749	107,211	
6		85,118	91,399	98,272	104,126	110,996	
7		87,707	94,168	101,449	107,480	114,782	
8		92,878	96,914	104,600	110,859	118,547	
9			102,389	107,777	114,230	122,340	
10				110,920	117,594	126,110	
11				117,259	124,322	129,892	
12						133,673	
13						137,957	
16						141,192	144,019
18						144,514	147,405
20						148,010	150,968
22						155,448	158,558

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

Work Year is Teacher Work Year Plus 10 Days.

Counselor Salary Schedule is 1.10 ratio of Teacher Salary Schedule

SALARY SCHEDULE 104

EFFECTIVE DATE: 07/01/2026

REVISION DATE: 03/02/2026

BOARD APPROVED: TBD

196 PAID DAYS / 11 PAY FREQUENCY

1.5% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-2

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 PSYCHOLOGIST SALARY SCHEDULE

	A	B	G
	CRED.	CRED. + M.A.	CRED. + M.A. + 15
1	110,211	117,857	
2	113,566	121,628	
3	116,909	125,376	
4	123,601	129,137	
5		132,896	
6		137,154	
7		138,526	
8		139,911	
9		141,310	
10		142,723	
11		144,151	
12		145,592	
13		147,048	
16		151,460	154,489
18		156,003	160,684
20		160,684	165,504
22		165,504	170,469

Positions covered by this salary schedule:

- Psychologists
- Behavioral Specialists

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

CLASSIFICATION A: Appropriate credential required. Salary Ratio 1.11 of Teacher Salary Schedule Class E, Step 8-11

CLASSIFICATION B: Appropriate credential plus Master's Degree required.
 Salary Ratio 1.11 of Teacher Salary Schedule Class F, Step 8-13 and Class F, Step 16-22

CLASSIFICATION G: Appropriate credential plus Master's Degree plus 15 units required.
 Salary Ratio 1.11 of Teacher Salary Schedule Class G, Step 16-22

SALARY SCHEDULE 103

EFFECTIVE DATE: 07/01/2025

REVISION DATE: 01/27/2026

BOARD APPROVED: 02/10/2026

196 PAID DAYS / 11 PAY FREQUENCY

4.25% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-2

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 PSYCHOLOGIST SALARY SCHEDULE

	A	B	G
	CRED.	CRED. + M.A.	CRED. + M.A. + 15
1	111,864	119,625	
2	115,269	123,452	
3	118,663	127,257	
4	125,455	131,074	
5		134,889	
6		139,211	
7		140,604	
8		142,010	
9		143,430	
10		144,864	
11		146,313	
12		147,776	
13		149,254	
16		153,732	156,806
18		158,343	163,094
20		163,094	167,987
22		167,987	173,026

Positions covered by this salary schedule:

- Psychologists
- Behavioral Specialists

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

CLASSIFICATION A: Appropriate credential required. Salary Ratio 1.11 of Teacher Salary Schedule Class E, Step 8-11

CLASSIFICATION B: Appropriate credential plus Master's Degree required.
 Salary Ratio 1.11 of Teacher Salary Schedule Class F, Step 8-13 and Class F, Step 16-22

CLASSIFICATION G: Appropriate credential plus Master's Degree plus 15 units required.
 Salary Ratio 1.11 of Teacher Salary Schedule Class G, Step 16-22

SALARY SCHEDULE 103

EFFECTIVE DATE: 07/01/2026

REVISION DATE: 03/02/2026

BOARD APPROVED: TBD

196 PAID DAYS / 11 PAY FREQUENCY

1.5% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-3

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 SPEECH & LANGUAGE THERAPIST SALARY SCHEDULE

	A	B	G
	BA	MA Completed	MA +15 or BA +90 incl MA
1	107,401	114,850	
2	110,671	118,524	
3	113,925	122,179	
4	120,446	125,844	
5		129,504	
6		133,655	
7		134,991	
8		136,341	
9		137,705	
10		139,082	
11		140,473	
12		141,877	
13		143,296	
16		147,595	150,546
18		152,023	155,064
20		156,584	159,715
22		161,281	164,507

SALARY SCHEDULE 118
EFFECTIVE DATE: 07/01/2025
 REVISION DATE: 01/27/2026
 BOARD APPROVED: 02/10/2026
 191 PAID DAYS / 11 PAY FREQUENCY
 4.25% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-3

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 SPEECH & LANGUAGE THERAPIST SALARY SCHEDULE

	A	B	G
	BA	MA Completed	MA +15 or BA +90 incl MA
1	109,012	116,573	
2	112,331	120,302	
3	115,634	124,012	
4	122,253	127,732	
5		131,447	
6		135,660	
7		137,016	
8		138,386	
9		139,771	
10		141,168	
11		142,580	
12		144,005	
13		145,445	
16		149,809	152,804
18		154,303	157,390
20		158,933	162,111
22		163,700	166,975

SALARY SCHEDULE 118
 EFFECTIVE DATE: 07/01/2026
 REVISION DATE: 03/02/2026
 BOARD APPROVED: TBD
 191 PAID DAYS / 11 PAY FREQUENCY
 1.5% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-4

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 NURSE SALARY SCHEDULE

	B	C	D	E	F	G
	B.A. Degree	B.A. + 30	B.A + 45 or M.A.	B.A + 60 incl M.A. or M.A. + 15	B.A + 75 incl M.A. or M.A. + 30	B.A. + 90 incl M.A. or M.A. + 45 or Doctorate
1	80,275	81,777	84,182	88,509	92,843	
2	80,823	82,337	87,046	91,547	96,250	
3	81,370	84,815	89,865	94,579	99,653	
4	81,917	87,285	92,734	97,614	103,064	
5	84,247	89,742	95,561	100,641	106,462	
6	86,566	92,224	98,412	103,682	109,869	
7	88,896	94,715	101,273	106,702	113,276	
8	93,551	97,188	104,108	109,743	116,669	
9		102,119	106,967	112,781	120,083	
10			109,798	115,810	123,478	
11			115,508	121,868	126,885	
12					130,290	
13					134,145	
16					137,060	139,602
18					140,049	142,655
20					143,199	145,862
22					149,897	152,697

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

SALARY SCHEDULE 123

EFFECTIVE DATE: 07/01/2025

REVISION DATE: 01/27/2026

BOARD APPROVED: 02/10/2026

187 PAID DAYS / 11 PAY FREQUENCY

4.25% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-4

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 NURSE SALARY SCHEDULE

	B	C	D	E	F	G
	B.A. Degree	B.A. + 30	B.A + 45 or M.A.	B.A + 60 incl M.A. or M.A. + 15	B.A + 75 incl M.A. or M.A. + 30	B.A. + 90 incl M.A. or M.A. + 45 or Doctorate
1	81,479	83,004	85,445	89,837	94,236	
2	82,035	83,572	88,352	92,920	97,694	
3	82,591	86,087	91,213	95,998	101,148	
4	83,146	88,594	94,125	99,078	104,610	
5	85,511	91,088	96,994	102,151	108,059	
6	87,864	93,607	99,888	105,237	111,517	
7	90,229	96,136	102,792	108,303	114,975	
8	94,954	98,646	105,670	111,389	118,419	
9		103,651	108,572	114,473	121,884	
10			111,445	117,547	125,330	
11			117,241	123,696	128,788	
12					132,244	
13					136,157	
16					139,116	141,696
18					142,150	144,795
20					145,347	148,050
22					152,145	154,987

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

SALARY SCHEDULE 123

EFFECTIVE DATE: 07/01/2026

REVISION DATE: 03/02/2026

BOARD APPROVED: TBD

187 PAID DAYS / 11 PAY FREQUENCY

1.5% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-5

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 AGRICULTURE SALARY SCHEDULE

	A1	A2	A3	B	C	D	E	F	G
	Designated Subjects Credential	Designated Subjects Credential + 15	Designated Subjects Credential + 30	B.A. Degree	B.A. + 30	B.A. + 45 or M.A.	B.A. + 60 incl M.A. or M.A. + 15	B.A. + 75 incl M.A. or M.A. + 30	B.A. + 90 incl M.A. or M.A. + 45 or Doctorate
1	62,887	66,017	69,322	84,654	86,460	89,353	94,560	99,775	
2	65,410	68,666	72,099	85,310	87,133	92,799	98,213	103,875	
3	68,009	71,406	74,985	85,971	90,114	96,190	101,864	107,965	
4	70,738	74,271	77,986	86,629	93,085	99,642	105,517	112,072	
5	73,565	77,239	81,102	89,429	96,044	103,047	109,156	116,160	
6	76,512	80,330	84,349	92,224	99,028	106,475	112,816	120,261	
7	79,564	83,547	87,718	95,027	102,027	109,915	116,450	124,361	
8	79,564	86,858	91,231	100,629	105,001	113,331	120,111	128,442	
9					110,937	116,771	123,766	132,549	
10						120,177	127,407	136,635	
11						127,042	134,698	140,733	
12								144,829	
13								149,471	
16								152,973	156,038
18								156,575	159,707
20								160,366	163,567
22								168,419	171,793

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

SALARY SCHEDULE 125

EFFECTIVE DATE: 07/01/2025

REVISION DATE: 01/27/2026

BOARD APPROVED: 02/10/2026

225 PAID DAYS / 12 PAY FREQUENCY

4.25% INCREASE

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix B-5

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 AGRICULTURE SALARY SCHEDULE

	A1	A2	A3	B	C	D	E	F	G
	Designated Subjects Credential	Designated Subjects Credential + 15	Designated Subjects Credential + 30	B.A. Degree	B.A. + 30	B.A. + 45 or M.A.	B.A. + 60 incl M.A. or M.A. + 15	B.A. + 75 incl M.A. or M.A. + 30	B.A. + 90 incl M.A. or M.A. + 45 or Doctorate
1	63,830	67,007	70,362	85,924	87,757	90,693	95,978	101,272	
2	66,391	69,696	73,180	86,590	88,440	94,191	99,686	105,433	
3	69,029	72,477	76,110	87,261	91,466	97,633	103,392	109,584	
4	71,799	75,385	79,156	87,928	94,481	101,137	107,100	113,753	
5	74,668	78,398	82,319	90,770	97,485	104,593	110,793	117,902	
6	77,660	81,535	85,614	93,607	100,513	108,072	114,508	122,065	
7	80,757	84,800	89,034	96,452	103,557	111,564	118,197	126,226	
8	80,757	88,161	92,599	102,138	106,576	115,031	121,913	130,369	
9					112,601	118,523	125,622	134,537	
10						121,980	129,318	138,685	
11						128,948	136,718	142,844	
12								147,001	
13								151,713	
16								155,268	158,379
18								158,924	162,103
20								162,771	166,021
22								170,945	174,370

UNITS AFTER B.A. ARE SEMESTER UNITS

For purpose of qualifying for column advancement, a juris doctorate or any other post-graduate degree issued from an accredited institution shall be treated as the equivalent of a master's degree.

SALARY SCHEDULE 125

EFFECTIVE DATE: 07/01/2026

REVISION DATE: 03/02/2026

BOARD APPROVED: TBD

225 PAID DAYS / 12 PAY FREQUENCY

1.5% INCREASE

Appendix C 2025-2028

Appendix C-1

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 EXTRA PAY SCHEDULE

Except as otherwise noted, **extra pay** for extra services will be computed on a percentage of **Classification E, Step 6**. Amounts will be rounded off to the nearest \$1.00.

I. Ratio of Teaching Salary:

		Work Year Responsibility		
	Work Year	Factor	Factor	Ratio
A. *Counselors	Teacher Work Year Plus 10 days	.050	.050	1.100
B. Additional Summer work (Upon approval in advance by the Superintendent)	Per Week	.025	1.025	
C. Extra Period Assignment	Extra period assignments shall be compensated at 1/6 of the Bargaining Unit Member’s regular salary for the period during which the teacher performs the extra period assignment. Compensation for extra period assignments commences the first contract day the teacher receives the assignment.			

D. Elementary Functional Skills, BESTT (ED), and Autism Moderate-Severe Classroom Teacher Stipend.

This elementary stipend calculates the amount to be paid to elementary teachers in this category who forgo 120 minutes per week of preparation time (excluding Late Start/Early Release Days) to remain with and instruct their students. The formula is based upon the Extra Period Assignment, described above, and shall be calculated using the following methodology.

1. Annual Salary divided by number of teacher work days (currently 186) to get the daily rate.
 2. Daily rate divided by 6 to determine a “period ratio.”
 3. Period Ratio multiplied by 2 then multiplied by 36 to determine the value of two periods per week over the course of the 36 week school year.
- Formula: **$((\text{Annual Salary}/186)/6)*2*36$**

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix C-2*

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 EXTRA PAY SCHEDULE

I. Fixed Amounts Per Assignment:

High School (Including Hamilton 6-12)	Percentage		Salary
Academic Coach	5%	per year	\$ 4,663.00
			\$
Athletics			
Director of Athletics (Hamilton 6-12 Only)	8%	per year	\$ 7,461.00
Head Varsity Football Coach	8%	per assignment	\$ 7,461.00
All other Head Varsity Coaches	7%	per assignment	\$ 6,528.00
All Assistant Coaches	5%	per assignment	\$ 4,663.00
Band Advisor	8%	per year	\$ 7,461.00
BARR Advisor	6%	per year	\$ 5,596.00
Career Technical Student Organizations (CTSO) Advisor	4%	per year	\$ 3,730.00
Chorus Advisor	6%	per year	\$ 5,596.00
Dance Team Advisor	3%	per year	\$ 2,798.00
Debate Coach	3%	per year	\$ 2,798.00
Department Chairperson			
Department with 7 or more members	5%	per year	\$ 4,663.00
Department with 4-6 members	4%	per year	\$ 3,730.00
Department with 3 or less members	3%	per year	\$ 2,798.00
Drama Advisor	6%	per year	\$ 5,596.00
Driver Training		per pupil trained	\$ 106.94
Driver Training Coordinator	5%	per year	\$ 4,663.00
Flag & Banner Advisor	4%	per year	\$ 3,730.00
Journalism Advisor	7%	per year	\$ 6,528.00
Pep Squad Advisor	4%	per year	\$ 3,730.00
Pep Squad Assistant Advisor	3%	per year	\$ 2,798.00
Scholarship Advisor	3%	per year	\$ 2,798.00
Speech Coach	3%	per year	\$ 2,798.00
*Student Activities Director	12%	per year	\$ 11,191.00
*Hamilton 6-12	8%	per year	\$ 7,461.00
Yearbook Advisor	7%	per year	\$ 6,528.00
Continuation High School		Percentage	
Sports Coordinator	3%	per year	\$ 2,798.00
Yearbook Advisor	5%	per year	\$ 4,663.00

* STRS creditable/non-creditable based on STRS determination letters. Adopted: 07/16/24

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
 July 1, 2025 to June 30, 2028

Appendix C-3*

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 EXTRA PAY SCHEDULE

Middle School (Excluding Hamilton 6-12)	Percentage			
Academic Coach	5%	per year	\$	4,663.00
Athletics				
Director of Athletics [no release time]	3%	per year	\$	2,798.00
Head Coach	2%	per assignment	\$	1,865.00
Band Advisor	5%	per year	\$	4,663.00
Chorus Advisor	5%	per year	\$	4,663.00
Department Chairperson				
Department with 7 or more members	5%	per year	\$	4,663.00
Department with 4-6 members	4%	per year	\$	3,730.00
Department with 3 or less members	3%	per year	\$	2,798.00
Drama Advisor	3%	per year	\$	2,798.00
Flag and Banner Advisor	3%	per year	\$	2,798.00
Journalism Advisor	3%	per year	\$	2,798.00
Pep Squad Advisor	3%	per year	\$	2,798.00
Student Council/Activities Advisor	5%	per year	\$	4,663.00
Yearbook Advisor	3%	per year with class	\$	2,798.00
	6%	per year without class	\$	5,596.00
Elementary Schools Grades TK-5		Percentage		
Band Advisor	4%	per year	\$	3,730.00
Chorus Advisor	4%	per year	\$	3,730.00
General Ed. With Combo Classes		Per year	\$	1,500.00

* STRS creditable/non-creditable based on STRS determination letters.
 Adopted: 07/16/24

Hemet Unified School District & Hemet Teachers Association, CTA-NEA
Collective Bargaining Agreement
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Appendix C-4*

HEMET UNIFIED SCHOOL DISTRICT
 2025-2026 EXTRA PAY SCHEDULE

Elementary Schools Grades K-8	Percentage	
Refer to Elementary Schools Grades K-5 above		
6-8 Grades		
Refer to Middle School section above		
School Psychologists, SLP's, and Counselors, Behavior Specialist		
National Board Certified	per year	\$750
Special Education Teachers		
Caseload Management	per year	\$1,500

Stipends may be split between or among Unit Members if agreed to by the Unit Members and if approved by the principal and Governing Board.

I. Hourly Wage:

Adult Education/Independent Study	.058%	\$54.10 per hour
Detention Duty	.055%	\$51.29 per hour
New Teacher Orientation	.055%	\$51.29 per hour
Home & Hospital	.080%	\$74.61 per hour
Extra Duty Rate/ Saturday School	.080%	\$74.61 per hour
Summer School at Extra Duty Rate	.080%	\$74.61 per hour

STIPENDS & HOURLY WAGES

SALARY SCHEDULE: 105, 107, 109, 112, 117, 119, 129, 140, 150, 209, 211

EFFECTIVE DATE: 07/01/2025

REVISION DATE: 01/27/2026

BOARD APPROVED: 02/10/2026

4.25% INCREASE

* STRS creditable/non-creditable based on STRS determination letters.
 Adopted: 07/16/24

Appendix C-5*

HEMET UNIFIED SCHOOL DISTRICT
EXTRA PAY SCHEDULE

I. An isolation factor will be paid to teachers assigned to Cottonwood School in the following manner:

Teachers assigned to Cottonwood School during the 1997-98 school year who received an isolation factor during that year of \$400 or \$500 shall continue to receive that sum in the future if assigned to Cottonwood School. The isolation factor shall be paid in the last pay warrant of the school year. A year of service is defined as teaching 75% of the school year.

Teachers assigned to Cottonwood School during the 1997-98 school year who received an isolation factor during that year of less than \$400, or first assigned to Cottonwood School during the 1998-99 school year or later, shall receive an isolation factor of \$300 per year while assigned to Cottonwood School. The isolation factor shall be paid in the last pay warrant of the school year. A year of service is defined as teaching 75% of the school year.

II. Compensation For Involuntary Transfers

Shall remain for the duration for the involuntary transfer (Article 10.6.11 Collective Bargaining Agreement)

Cottonwood	\$1500.00
Hamilton	\$1500.00
Idyllwild	\$1500.00

III. Mileage Reimbursement

Mileage shall be compensated according to the IRS rate but is limited to the cost of public transportation using “coach” or “economy” rates or actual mileage expense, whichever is lower in accordance with Board Policy and Administrative Regulation 3350.

IV. *Stipend for Bilingual, Cross-Cultural, Language, & Academic Development (BCLAD).

Stipend for BCLAD - \$750 per year.

V. *Stipend for Earned Doctorate

Stipend for Ph.D. or Ed.D. from an accredited institution - \$750 per year.

VI. *Stipend for NBPTS Certification

Stipend for obtaining certification from the National Board for Professional Teaching Standards (NBPTS) -\$750 per year.

* STRS creditable/non-creditable based on STRS determination letters.
Adopted: 07/16/24

Appendix C-6*

HEMET UNIFIED SCHOOL DISTRICT
EXTRA PAY SCHEDULE

I. Substitute Service Compensation

Teachers who substitute for teachers who are absent due to scheduled school business, illness, or emergencies shall be covered by the following provisions:

- a) Beginning the 2023-2024 school year, secondary teachers who provide substitute coverage for another employee during his/her assigned preparation period shall be paid at a \$75 flat rate per coverage on the next pay warrant.
- b) On those occasions when a teacher in a self-contained class takes students from another class because a substitute has not been provided for an absent teacher, the teacher shall be paid at a \$75 flat rate per day on the next pay warrant.
- c) Such service shall first be solicited on a voluntary basis. In the event that no volunteer can be obtained, employees may be assigned on an occasional basis.

* STRS creditable/non-creditable based on STRS determination letters.
Adopted: 07/18/23

Appendix C 2025-2028

Appendix C-1

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 EXTRA PAY SCHEDULE

Except as otherwise noted, **extra pay** for extra services will be computed on a percentage of **Classification E, Step 6**. Amounts will be rounded off to the nearest \$1.00.

I. Ratio of Teaching Salary:

		Work Year Responsibility		
	Work Year	Factor	Factor	Ratio
A. *Counselors	Teacher Work Year Plus 10 days	.050	.050	1.100
B. Additional Summer work (Upon approval in advance by the Superintendent)	Per Week	.025	1.025	
C. Extra Period Assignment	Extra period assignments shall be compensated at 1/6 of the Bargaining Unit Member's regular salary for the period during which the teacher performs the extra period assignment. Compensation for extra period assignments commences the first contract day the teacher receives the assignment.			

D. Elementary Functional Skills, BESTT (ED), and Autism Moderate-Severe Classroom Teacher Stipend.

This elementary stipend calculates the amount to be paid to elementary teachers in this category who forgo 120 minutes per week of preparation time (excluding Late Start/Early Release Days) to remain with and instruct their students. The formula is based upon the Extra Period Assignment, described above, and shall be calculated using the following methodology.

4. Annual Salary divided by number of teacher work days (currently 186) to get the daily rate.
 5. Daily rate divided by 6 to determine a "period ratio."
 6. Period Ratio multiplied by 2 then multiplied by 36 to determine the value of two periods per week over the course of the 36 week school year.
- Formula: **$((\text{Annual Salary}/186)/6)*2*36$**

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Appendix C-2*

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 EXTRA PAY SCHEDULE

I. Fixed Amounts Per Assignment:

High School (Including Hamilton 6-12)	Percentage		Salary
Academic Coach	5%	per year	\$ 4,733.00
			\$
Athletics			
Director of Athletics (Hamilton 6-12 Only)	8%	per year	\$ 7,573.00
Head Varsity Football Coach	8%	per assignment	\$ 7,573.00
All other Head Varsity Coaches	7%	per assignment	\$ 6,626.00
All Assistant Coaches	5%	per assignment	\$ 4,733.00
Band Advisor	8%	per year	\$ 7,573.00
BARR Advisor	6%	per year	\$ 5,680.00
Career Technical Student Organizations (CTSO)			
Advisor	4%	per year	\$ 3,786.00
Chorus Advisor	6%	per year	\$ 5,680.00
Dance Team Advisor	3%	per year	\$ 2,840.00
Debate Coach	3%	per year	\$ 2,840.00
Department Chairperson			
Department with 7 or more members	5%	per year	\$ 4,733.00
Department with 4-6 members	4%	per year	\$ 3,786.00
Department with 3 or less members	3%	per year	\$ 2,840.00
Drama Advisor	6%	per year	\$ 5,680.00
Driver Training		per pupil trained	\$ 106.94
Driver Training Coordinator	5%	per year	\$ 4,733.00
Flag & Banner Advisor	4%	per year	\$ 3,786.00
Journalism Advisor	7%	per year	\$ 6,626.00
Pep Squad Advisor	4%	per year	\$ 3,786.00
Pep Squad Assistant Advisor	3%	per year	\$ 2,840.00
Scholarship Advisor	3%	per year	\$ 2,840.00
Speech Coach	3%	per year	\$ 2,840.00
*Student Activities Director	12%	per year	\$ 11,573.00
*Hamilton 6-12	8%	per year	\$ 7,573.00
Yearbook Advisor	7%	per year	\$ 6,626.00
Continuation High School	Percentage		
Sports Coordinator	3%	per year	\$ 2,840.00
Yearbook Advisor	5%	per year	\$ 4,733.00

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* STRS creditable/non-creditable based on STRS determination letters. Adopted: 07/16/24

Appendix C-3*

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 EXTRA PAY SCHEDULE

Middle School (Excluding Hamilton 6-12)			Percentage
Academic Coach	5%	per year	\$ 4,733.00
Athletics			
Director of Athletics [no release time]	3%	per year	\$ 2,840.00
Head Coach	2%	per assignment	\$ 1,893.00
Band Advisor	5%	per year	\$ 4,733.00
Chorus Advisor	5%	per year	\$ 4,733.00
Department Chairperson			
Department with 7 or more members	5%	per year	\$ 4,733.00
Department with 4-6 members	4%	per year	\$ 3,786.00
Department with 3 or less members	3%	per year	\$ 2,840.00
Drama Advisor	3%	per year	\$ 2,840.00
Flag and Banner Advisor	3%	per year	\$ 2,840.00
Journalism Advisor	3%	per year	\$ 2,840.00
Pep Squad Advisor	3%	per year	\$ 2,840.00
Student Council/Activities Advisor	5%	per year	\$ 4,733.00
Yearbook Advisor	3%	per year with class	\$ 2,840.00
	6%	per year without class	\$ 5,680.00
Elementary Schools Grades TK-5			
		Percentage	
Band Advisor	4%	per year	\$ 3,786.00
Chorus Advisor	4%	per year	\$ 3,786.00
General Ed. With Combo Classes		Per year	\$ 1,500.00

* STRS creditable/non-creditable based on STRS determination letters.
 Adopted: 07/16/24

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Appendix C-4*

HEMET UNIFIED SCHOOL DISTRICT
 2026-2027 EXTRA PAY SCHEDULE

Elementary Schools Grades K-8	Percentage	
Refer to Elementary Schools Grades K-5 above		
6-8 Grades		
Refer to Middle School section above		
School Psychologists, SLP's, and Counselors, Behavior Specialist		
National Board Certified	per year	\$750
Special Education Teachers		
Caseload Management	per year	\$1,500

Stipends may be split between or among Unit Members if agreed to by the Unit Members and if approved by the principal and Governing Board.

I. Hourly Wage:

Adult Education/Independent Study	.058%	\$54.91 per hour
Detention Duty	.055%	\$52.06 per hour
New Teacher Orientation	.055%	\$52.06 per hour
Home & Hospital	.080%	\$75.73 per hour
Extra Duty Rate/ Saturday School	.080%	\$75.73 per hour
Summer School at Extra Duty Rate	.080%	\$75.73 per hour

STIPENDS & HOURLY WAGES

SALARY SCHEDULE: 105, 107, 109, 112, 117, 119, 129, 140, 150, 209, 211

EFFECTIVE DATE: 07/01/2025

REVISION DATE: 01/27/2026

BOARD APPROVED: 02/10/2026

4.25% INCREASE

* STRS creditable/non-creditable based on STRS determination letters.

Adopted: 07/16/24

Appendix C-5*

HEMET UNIFIED SCHOOL DISTRICT
EXTRA PAY SCHEDULE

I. An isolation factor will be paid to teachers assigned to Cottonwood School in the following manner:

Teachers assigned to Cottonwood School during the 1997-98 school year who received an isolation factor during that year of \$400 or \$500 shall continue to receive that sum in the future if assigned to Cottonwood School. The isolation factor shall be paid in the last pay warrant of the school year. A year of service is defined as teaching 75% of the school year.

Teachers assigned to Cottonwood School during the 1997-98 school year who received an isolation factor during that year of less than \$400, or first assigned to Cottonwood School during the 1998-99 school year or later, shall receive an isolation factor of \$300 per year while assigned to Cottonwood School. The isolation factor shall be paid in the last pay warrant of the school year. A year of service is defined as teaching 75% of the school year.

IV. Compensation For Involuntary Transfers

Shall remain for the duration for the involuntary transfer (Article 10.6.11 Collective Bargaining Agreement)

Cottonwood	\$1500.00
Hamilton	\$1500.00
Idyllwild	\$1500.00

V. Mileage Reimbursement

Mileage shall be compensated according to the IRS rate but is limited to the cost of public transportation using “coach” or “economy” rates or actual mileage expense, whichever is lower in accordance with Board Policy and Administrative Regulation 3350.

IV. *Stipend for Bilingual, Cross-Cultural, Language, & Academic Development (BCLAD).

Stipend for BCLAD - \$750 per year.

V. *Stipend for Earned Doctorate

Stipend for Ph.D. or Ed.D. from an accredited institution - \$750 per year.

VI. *Stipend for NBPTS Certification

Stipend for obtaining certification from the National Board for Professional Teaching Standards (NBPTS) -\$750 per year.

* STRS creditable/non-creditable based on STRS determination letters.
Adopted: 07/16/24

Appendix C-6*

HEMET UNIFIED SCHOOL DISTRICT
EXTRA PAY SCHEDULE

I. Substitute Service Compensation

Teachers who substitute for teachers who are absent due to scheduled school business, illness, or emergencies shall be covered by the following provisions:

- a) Beginning the 2023-2024 school year, secondary teachers who provide substitute coverage for another employee during his/her assigned preparation period shall be paid at a \$75 flat rate per coverage on the next pay warrant.
- b) On those occasions when a teacher in a self-contained class takes students from another class because a substitute has not been provided for an absent teacher, the teacher shall be paid at a \$75 flat rate per day on the next pay warrant.
- c) Such service shall first be solicited on a voluntary basis. In the event that no volunteer can be obtained, employees may be assigned on an occasional basis.

* STRS creditable/non-creditable based on STRS determination letters.
Adopted: 07/18/23

Appendix C-7

HEMET UNIFIED SCHOOL DISTRICT
MEMORANDUM OF UNDERSTANDING
between
HEMET UNIFIED SCHOOL DISTRICT and HEMET TEACHERS ASSOCIATION

Dual Language Immersion Program
Recruiting and Retention
Effective July 1, 2017

The Hemet Unified School District (HUSD) and the Hemet Teachers Association (HTA) have a mutual interest in the recruitment and retention of teachers for the Dual Language Immersion (DLI) Program offered within the district.

Therefore, HUSD and HTA enter into the following agreement to recruit and retain teachers for the District's DLI Program by providing the following incentive payment and program stipend:

1.0 Eligibility

1.1 Teachers who hold a Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) Certificate and:

- (a) Who are actively teaching in the DLI program OR
- (b) Are hired for a future assignment in the DLI program shall be eligible for the incentive.

2.0 Incentive Payment

2.1 Eligible teachers new to HUSD shall receive a one-time signing incentive of \$1,000 to be paid in their second pay warrant after hire OR

2.2 Eligible teachers currently employed by HUSD shall receive a one-time transfer incentive of \$1,000 to be paid in their second pay warrant after being assigned to the program.

3.0 Program Stipend

3.1 Eligible teachers who are currently teaching in a designated DLI classroom shall receive a program stipend of \$1,500 annually.

3.2 Eligible teachers who are hired for the DLI program and are preparing to teach in a designated DLI classroom within one (1) year shall receive a program stipend of \$1,500 annually.

- (a) During this one (1) year time frame, this teacher shall actively prepare to implement the DLI program.

3.3 Eligible teachers who are hired for the DLI program, but are not currently teaching or preparing to teach in a DLI classroom within one (1) year, shall receive a program stipend of \$500 annually.

- (a) These teachers shall actively participate in the implementation of the schoolwide DLI program.

3.4 All participating teachers in the DLI program shall also receive the annual BCLAD stipend of \$750 as outlined in Appendix C-5 of the Collective Bargaining Agreement.

3.5 Annual program stipends shall be distributed in equal monthly payments.



6/21/2023

Derek Jindra, Ed.D.
Asst. Supt. of HR

Date



6/21/2023

Tamara Jaimez
Interim Lead Negotiator, HTA

Date

Appendix D

Hemet Unified School District

HEALTH & WELFARE BENEFITS

List of Medical/Dental/Vision Products and associated costs, may be located on the benefits web page at:

www.hemetusd.org/apps/departments/

Optional Flexible Benefit Plans (employee paid):

Section 125 of the Internal Revenue Code allows the Hemet Unified School District to offer employees an opportunity to participate in a variety of optional benefit plans. Because the cost of the plan(s) are paid from the employee's salary before taxes are calculated, participation can result in lower taxes and more take-home pay.

Voluntary Benefits

List of Voluntary Products may be located on the benefits web page at:

www.hemetusd.org/apps/departments/

Appendix E

YOUR RIGHTS Under the
Family and Medical Leave Act of 1993
And
The California Family Rights Act

The Family and Medical Leave Act of 1993 (FMLA) and the California Family Rights Act (CFRA) require the District to provide up to 12 work weeks of unpaid, job-protected leave with health benefits maintained at the same level as if the employee were working to “eligible” employees for certain family and medical reasons. Employees are eligible if they have been employed by the District for at least one year and have actually worked at least 1,250 hours in the 12 months prior to taking the leave, excluding paid and unpaid leaves. Full-time employees are presumed to have worked 1,250 hours unless the District can prove otherwise.

Eligible employees may take 12 work weeks of FMLA and/or CFRA leave in a fiscal year, July 1 through June 30. Leave taken under the FMLA shall run concurrently with leave taken under the CFRA except for pregnancy, childbirth, or related disabilities. In these instances, the employee shall be entitled to 12 work weeks of leave under the FMLA, which will run concurrently with available paid leave and Pregnancy Disability Leave Act (PDLA). Following the exhaustion of FMLA and PDLA leave, the employee may be entitled to an additional 12 work weeks of leave to bond with a new child within one year of the child’s birth, adoption, or foster care placement under the CFRA. To the extent that an employee has exhausted his or her sick leave after exhausting FMLA and PDLA leave, the certificated employee may be entitled to differential pay during the course of his or her bonding leave.

Effective January 1, 2021, CFRA leave rights were extended to employees who care for grandparents, grandchildren, siblings, adult children, in addition to other family members with serious medical conditions previously covered under CFRA, including parents, children and spouses. The expansion of CFRA defines a “family member” broader than the federal Family and Medical Leave Act (FMLA). As such, in some circumstances CFRA leaves will not run concurrently with FMLA.

Reasons for Taking Leave:

Unpaid leave must be granted to eligible employees for **any** of the following reasons:

- To care for the employee’s child after birth, or placement for adoption or foster care, within one year of the birth or placement;
- To care for the employee’s spouse, dependent child, or parent/guardian, with a serious health condition; or
- Under the CFRA only, to care for the employee’s registered domestic partner, child (regardless of dependency) status, grandparent, grandchild, or sibling with a serious health condition; or
- For the employee’s own serious health condition that makes the employee unable to perform the essential functions or his or her job.
- For any qualifying exigency arising out of the fact that the employee’s spouse, son, daughter, or parent is on active duty military duty or has been notified of an impending call or order to active duty in the U.S. National Guard or Reserves in support of a contingency operation. To the extent that a family member is a service member with a serious injury or illness, the employee may take up to twenty-six (26) weeks of unpaid leave in a single twelve (12) month period.

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Where the employee's absence is for his or her own serious health condition, the employee shall substitute available sick leave and extended illness leave for the unpaid leave, which shall run concurrently with the FMLA/CFRA leave.

FMLA and/or CFRA leave may be taken intermittently or on a reduced-work schedule where medically necessary or where the treating physician indicates that the employee is needed to care for the ill family member on an intermittent basis. Where the leave is to care for a new child, the leave must be taken in at least two-week increments except on two occasions. Both parents of the new child may take up to twelve (12) weeks of bonding leave.

Advance Notice and Medical Certification

The employee may be required to provide leave notice and medical certification. Taking of leave may be denied or delayed if requirements are not met.

- The employee must endeavor him or herself to give the District ample and reasonable notice of his or her intention to elect to use FMLA-related leave. The employee must provide 30 days advance notice when the need for the leave is "foreseeable." If proper notice is not provided, the District may delay the commencement of the leave. Where the need for the leave is not foreseeable, the employee shall provide notice as soon as reasonably possible, with the preference that notice be given within two work days from the need for leave to be taken.
- Where the absence is for the employee's own serious health condition, the District may require a medical certification. When the District has a good-faith (not arbitrary or capricious) reason to doubt the validity of a medical certification, the District may require a second opinion at the District's expense. If the second opinion differs with the opinion of the certification, the District may require, at its expense, that the employee obtain the opinion of a third health care provider, which is to be designated or approved jointly by the employer and the employee, concerning the medical certification. The opinion of the third health care provider concerning the medical certification shall be considered to be final and shall be binding on the employer and the employee.
- Where the leave is for the employee's own serious health condition, the District may require a medical certification that the employee is able to return to work and perform the essential functions of his or her position.

Job Benefits and Protection

- For the duration of FMLA and/or CFRA leave, the District must maintain the employee's health coverage under any "group health plan". If the employee is normally required to pay any portion of the insurance premium, he or she must continue to pay that portion during the FMLA and/or CFRA leave.
- Upon return from FMLA and/or CFRA leave, in most circumstances, employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- The use of FMLA and/or CFRA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Unlawful Acts by Employers

The FMLA and CFRA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under the FMLA and/or CFRA;
- Discharge or discriminate against any person for opposing any practice made unlawful by the FMLA and/or CFRA or for involvement in any proceeding under or relating to the FMLA and/or CFRA.

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Enforcement:

- The U.S. Department of Labor is authorized to investigate and resolve complaints of violations of the FMLA;
- The California Department of Fair Employment and Housing is authorized to investigate and resolve complaints of violations of the CFRA;
- An eligible employee may bring a civil action against an employer for violations.

The FMLA and CFRA do not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For Additional Information:

- For more detailed information on the District's FMLA/CFRA policy and regulations, see HUSD Board Policy/Administrative Regulation 4161.8.
- For questions or complaints concerning the FMLA, contact the nearest office of the Wage and Hour division, listed in most telephone directories under U.S. Government, Department of Labor, or online at www.dol.gov/esa/whd.
- For questions or complaints concerning the CFRA, contact the nearest office of the California Department of Fair Employment and Housing, listed in most telephone directories under state government, or online at www.dfeh.ca.gov.

Appendix G



California Standards for the Teaching Profession (2024)

Standards, Elements, and Example Indicators

CSTP 1 Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1A

Focus on Students

Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

Example Indicators

- 1A-1 Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social-emotional development of each learner.
- 1A-2 Articulate, plan, and implement learning experiences to support each student in meeting pre-K-12 content and performance standards.
- 1A-3 Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges.
- 1A-4 Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 1A-5 Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

Element 1B Knowledge of Students

Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Example Indicators

- 1B-1 Affirm each student's cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B-2 Create learning opportunities that draw on students' interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B-3 Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.
- 1B-4 Provide learning experiences for language acquisition, using evidence-based approaches that leverage students' linguistic assets and address the diverse needs of all students.
- 1B-5 Respond to and implement support for students' social-emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

<p>Element 1C Student Backgrounds and Family Engagement</p> <p>Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic and community factors that affect student development and learning.</p>	<p>Example Indicators</p> <p>1C-1 Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.</p> <p>1C-2 Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.</p> <p>1C-3 Create reciprocal partnerships with families, guardians, and caregivers to better understand students’ and families’ lives and to work together to enhance student learning experiences.</p> <p>1C-4 Engage in reciprocal communication about learning, academic, and social-emotional expectations with families, guardians, and caregivers and share systems of instruction and support.</p> <p>1B-5 Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.</p>
<p>Element 1D Diversity and Equity</p> <p>Teachers are responsive to students’ diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.</p>	<p>Example Indicators</p> <p>1D-1 Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.</p> <p>1D-2 Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student’s unique experiences are seen and used as educational assets.</p> <p>1D-3 Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.</p> <p>1D-4 Close achievement and opportunity gaps among student groups, focusing on groups with disabilities and those with diverse cultural, racial, self identity, linguistic, and socioeconomic backgrounds.</p>

CSTP 2 Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity and development and promotes equity and inclusivity.

Element 2A Learning Environment

Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.

Example Indicators

2A-1 Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure. **2A-2** Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives. **2A-3** Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community. **2A-4** Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving. **2A-5** Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.

Element 2B Student Behavior

Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Example Indicators

2B-1 Recognize the underlying causes of student behavior, including developmental and individual social-emotional needs. **2B-2** Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior. **2B-3** Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success. **2B-4** Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being. **2B-5** Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

Element 2C

Organizational and Resource Management

Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Example Indicators

2C-1 Implements student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.

2C-2 Organize available resources – time, instructional materials, physical space, and people – within the classroom and across the school to maximize conditions that support student learning and well-being.

2C-3 Coordinate logistics and resources needed to facilitate students’ in-person and remote learning. **2C-4** Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.

2C-5 Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with disabilities and to meet legal requirements.

Element 2D

Inclusive Environment

Teachers build on students’ assets – students’ abilities and talents, prior learning and peer and social group interactions, language and cultures, and family and community experiences – to ensure that students’ identities are included in classroom interactions and future learning experiences.

Example Indicators

2D-1 Recognize and understand students’ commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.

2D-2 Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student’s access to challenging learning experiences.

2D-3 Develop and sustain opportunities for students to reflect on, cultivate, and practice social-emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.

2D-4 Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others’ learning and well-being as well as their own.

CSTP 3 Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges students to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

Element 3A Knowledge of Subject Matter and Pedagogy

Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K-12 state content standards and local subject - and grade-level expectations, and also promote students' social-emotional and language development.

Example Indicators

3A-1 Explicitly address content and instructional strategies outlined in pre-K-12 state adopted standards, curriculum frameworks, and technology guidelines.

3A-2 Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.

3A-3 Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student's academic and social-emotional learning.

3A-4 Arrange subject matter and skills into developmental sequences that facilitate each student's content learning, language acquisition, and social-emotional development.

3A-5 Promote subject-specific language and literacy development for all students by using California's ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, English Learner Roadmap, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element 3B Connecting Subject Matter to Real- World Context

Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Example Indicators

3B-1 Prioritize students' assets, experiences, and knowledge to design meaningful pre-K-12 standards-based lessons that connect to practical and relevant applications.

3B-2 Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.

3B-3 Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.

3B-4 Design relevant activities and experiences in which students take an active role in the direction and application of their learning.

3B-5 Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

<p>Element 3C Curriculum and Resources for Specific Students and Student Groups</p> <p>Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner’s growth.</p>	<p>Example Indicators</p> <p>3C-1 Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.</p> <p>3C-2 Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.</p> <p>3C-3 Address the strengths and needs of students who require specific academic, linguistic, social-emotional, and physical accommodations, to provide equitable access to critical content.</p> <p>3C-4 Focus on content and skill development goals outlined in formal learning plans for students with learning differences and disabilities.</p> <p>3C-5 Use the California Practitioners’ Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students. 3C-6 Use the English language development standards, the English Learner Roadmap, and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English Learners.</p>
<p>Element 3D Content and Skills across Subjects</p> <p>Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.</p>	<p>Example Indicators</p> <p>3D-1 Integrate key concepts, themes, and connections across subject matter areas.</p> <p>3D-2 Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.</p> <p>3D-3 Extend students’ interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.</p> <p>3D-4 Empower students to work on areas for growth and learn new content by integrating their interests with pre-K-12 subject matter and social-emotional strengths.</p>

Element 3E
Curriculum Materials and Resources

Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Example Indicators

3E-1 Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.

3E-2 Select and use materials and tools that are needed for effective in-person and remote learning experiences.

3E-3 Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.

3E-4 Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.

3E-5 Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

CSTP 4 Planning Instruction for Student Learning

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social-emotional development

Element 4A Knowledge of Subject Matter and Pedagogy

Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.

Example Indicators

4A-1 Determine how they teach by considering what students need to learn in order to meet expectations and goals.

4A-2 Consult pre-K-12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social-emotional competencies. **4A-3** Structure written plans to articulate how activities and resources – e.g., teacher activities, general student activities, special accommodations, materials, equipment – will be used to create targeted learning experiences to achieve student goals and learning outcomes.

4A-4 Collaborate with diverse groups of colleagues to identify and recognize barrier to equitable access to effective instruction and determine remedies – for individuals and student groups – to include in instructional plans.

4A-5 Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

Element 4B Designing and Developing Instruction for Student Learning

Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Example Indicators

4B-1 Consider subject-matter expectations, student identities and interests, student data, social-emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.

4B-2 Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.

4B-3 Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social-emotional development.

4B-4 Cross-check the alignment of curriculum, instruction, assessment, and professional practice. **4B-5** Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

<p>Element 4C Facilitating Instruction for Student Learning</p> <p>Teachers advance student learning by employing various instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.</p>	<p>Example Indicators</p> <p>4C-1 Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.</p> <p>4C-2 Use curricular and instructional plans to initiate teaching, and adjust their practice to refocused instruction, based on students' engagement, interest, strengths, and needs.</p> <p>4C-3 Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.</p> <p>4C-4 Provide students with a variety of ways to demonstrate their learning.</p> <p>4C-5 Conduct and support productive student learning experiences that are offered in-person or remotely.</p>
<p>Element 4D Adapting Instruction for Student Learning</p> <p>Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.</p>	<p>Example Indicators</p> <p>4D-1 Modify and scaffold instruction, based on evidence-based principles of learning and development.</p> <p>4D-2 Group and regroup students in ways that promote academic and social-emotional development.</p> <p>4D-3 Build flexible pathways, processes, and interventions for student engagement that are inclusive and support student success.</p> <p>4D-4 Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with disabilities, students with Individualized Education Programs (IEPs), high-achieving students, and English learners.</p> <p>4D-5 Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.</p>

CSTP 5 Understanding and Using Assessments

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.

Element 5A Knowledge of Subject Matter and Pedagogy

Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

Example Indicators

5A-1 Deepen and refine their knowledge and understanding of various performance tasks and assessments – diagnostics, formative, and summative – and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.

5A-2 Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups. **5A-3** Informally assess students' application of academic and social-emotional content and skills, based on consistent interactions with students.

5A-4 Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.

5A-5 Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social-emotional goals.

5A-6 Support student agency by providing options for students to demonstrate their understanding of pre-K-12 standards and subject matter.

Element 5B Interpreting and Using Assessment Data to Inform Student Learning

Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student’s academic and social-emotional learning.

Example Indicators

- 5B-1 Systematically checks for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 5B-2 Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 5B-3 Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 5B-4 Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5B-5 Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

Element 5C Communication of Assessment and Data

Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

Example Indicators

- 5C-1 Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C-2 Engage students, in developmentally appropriate ways, in discussing the assessments they take – what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C-3 Facilitate conversations and reflections with students, families, and guardians regarding students’ areas of strength and opportunities for growth.
- 5C-4 Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with disabilities, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C-5 Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

Element 5D
Assessment for Continuous
Improvement

Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Example Indicators

5D-1 Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.

5D-2 Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning. **5D-3** Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.

5D-4 Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.

5D-5 Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social-emotional resource allocations.

CSTP 6 Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A Reflection on Practice

Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Example Indicators

6A-1 Reflect on and analyze their teaching practice and their own social-emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.

6A-2 Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.

6A-3 Analyze their instructional successes and dilemmas to create next steps.

6A-4 Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.

6A-5 Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

Element 6B Focused Professional Learning

Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student – including historically and persistently underserved students – to reach identified goals.

Example Indicators

6B-1 Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.

6B-2 Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.

6B-3 Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.

6B-4 Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.

6B-5 Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approached and tools that build on students’ backgrounds, interest, and experiences and that positively affect students’ learning and well being.

Element 6C Collaboration with Colleagues

Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Example Indicators

- 6C-1 Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C-2 Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
- 6C-3 Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C-4 Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C-5 Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

Element 6D Collaboration with Families, Guardians, and the community

Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being

Example Indicators

- 6D-1 Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D-2 Work with families, guardians, and community partners to identify local academic and social-emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D-3 Participate, with families, guardians, and community partners to identify local academic and social-emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D-4 Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
- 6D-5 Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social-emotional resource allocations.

<p>Element 6E Ethical Conduct and Professional Responsibilities</p> <p>Teachers demonstrate honest, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student’s learning and well-being.</p>	<p>Example Indicators</p> <p>6E-1 Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.</p> <p>6E-2 Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.</p> <p>6E-3 Understand and comply with relevant laws and policies related to students’ rights and responsibilities; reporting mandates for students’ learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.</p> <p>6E-4 Implement legal imperatives that address each student’s learning requirements by making accommodations and modifications, especially for students with disabilities and those with targeted goals.</p> <p>6E-5 Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.</p>
<p>Element 6F Activating Access and Equity</p> <p>Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.</p>	<p>Example Indicators</p> <p>6F-1 Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.</p> <p>6F-2 Identify and address systemic biases that derive from economic, social-emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.</p> <p>6F-3 Promote equitable outcomes for students, based on relevant and accurate evidence and available research.</p> <p>6F-4 Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.</p> <p>6F-5 Advocate for equity and access in providing for students’ educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.</p>

Element 6G

Personal Growth and Well-Being

Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Example Indicators

6G-1 Engage in practice of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.

6G-2 Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.

6G-3 Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.

6G-4 Add to and benefit from the broader knowledge base of the professional community.

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SCPE 1: Foundations of School Counseling Professional Standards

- 1.1 Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems.
- 1.2 Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.
- 1.3 Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).
- 1.4 Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.

SCPE 2: Professionalism, Ethics, and Legal Mandates

- 2.1 Develop and apply an ethical decision-making process.
- 2.2 Articulate school counseling philosophy as it pertains to school counselor professional identity.
- 2.3 Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.
- 2.4 Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.
- 2.5 Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
- 2.6 Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
- 2.7 Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
- 2.8 Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.

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2.9 Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.

2.10 Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Pupil Personnel Services: School Counseling Performance Expectations 10 Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).

2.11 Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.

2.12 Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

SCPE 3: Student Academic Development

3.1 Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.

3.2 Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).

3.3 Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.

3.4 Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.

3.5 Identify support systems and processes for students to successfully transition between school levels (such as providing summer bridge programs for elementary to middle school, middle to high school).

3.6 Knowledge and understanding of state and local academic standards, grading policies and state testing.

3.7 Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.

3.8 Awareness and understanding of parent rights and processes associated with Individual

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Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.

3.9 Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.

SCPE 4: Student College and Career Development

4.1 Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.

4.2 Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.

4.3 Knowledge of state and local graduation requirements, and provisions for marginalized populations.

4.4 Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).

4.5 Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.

4.6 Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.

4.7 Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.

4.8 Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.

4.9 Knowledge and understanding of local and national career and job market trends.

4.10 Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.

4.11 Knowledge of secondary pupil transcript analysis and international student transfer

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requirements such as the Test of English as a Foreign Language (TOEFL).

4.12 Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.

4.13 Demonstrate ability to develop four and six-year academic and post-secondary planning.

4.14 Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

SCPE 5: Social/Emotional Development

5.1 Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.

5.2 Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.

5.3 Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner.

5.4 Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.

5.5 Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.

5.6 Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.

5.7 Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.

5.8 Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.

5.9 Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student Achievement.

5.10 Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates,

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pregnancy, LGBTQ+ awareness and empowerment.

5.11 Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventive and proactive in-service education programs for school staff.

5.12 Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.

5.13 Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school System.

5.14 Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

5.15 Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.

SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement

6.1 Understanding of theories of individual and family development across the lifespan.

6.2 Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.

6.3 Knowledge of systemic and environmental factors affecting human development, function and behavior.

6.4 Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.

6.5 Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.

6.6 Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.

6.7 Review and analyze appropriate state and national evidence-based curriculum for Pre-K12 social/emotional learning.

6.8 Identify and apply student engagement strategies and pedagogical best practices.

6.9 Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.

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6.10 Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

7.1 Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable Outcomes.

7.2 Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.

7.3 Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.

7.4 Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.

7.5 Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.

7.6 Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.

SCPE 8: Program Development

8.1 Understands the organization and structure of schools as part of district, county, and state educational systems.

8.2 Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.

8.3 Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.

8.4 Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.

8.5 Understand the interrelationships among prevention and intervention strategies within school organization and the community.

8.6 Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.

8.7 Ability to use and interpret state, county, district, and school accountability systems data to

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help design, implement, and monitor comprehensive school counseling programs.

SCPE 9: Research, Program Evaluation, and Technology

9.1 Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).

9.2 Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single subject designs.

9.3 Ability to differentiate between and ability to interpret valid and reliable results.

9.4 Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes. Pupil Personnel Services: School Counseling Performance Expectations.

9.5 Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.

9.6 Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.

9.7 Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.

9.8 Possess knowledge, understanding, and experience with at least one student information system

Appendix I

INSURANCE COMMITTEE RESPONSIBILITIES AND PROCESSES

1.0 The Insurance Committee shall consist of three (3) HTA representatives and one (1) predesignated alternate appointed by the HTA President and two (2) District representatives and one (1) predesignated alternate appointed by the Superintendent. The Insurance Committee shall meet at least quarterly and shall:

- 1.1 Select Co-Chairs that consist of one (1) representative from HTA and one representative from the District. The Co-Chairs shall jointly create the agenda for all Insurance Committee meetings.
- 1.2 Review all expenditures from the HTA Holding Account to confirm that the funds are being used in accordance with the Agreement and with the terms of the Plan.
- 1.3 Review the results of the annual audit of the HTA Holding Account.
- 1.4 Review the Benefit Plan Budget, and make recommendations to the Superintendent and HTA Executive Board on adjustments to be made to Unit Members' monthly contributions.
- 1.5 Make recommendations to the HTA Executive Board as to the choice of carriers, plan designs and cost containment suggestions associated with major medical, dental, vision, life insurance and voluntary products. All recommendations are subject to approval by the HTA Representative Council and/or HTA membership. Once approved, HTA Executive Board will forward the recommendation(s) to the Superintendent.
- 1.6 Review and make recommendations to the Superintendent and HTA Executive Board as to the use of HTA's waive dollars (the negotiated CAP amount that the District contributes to the HTA Holding Account for all employees who opt out of District offered benefits) to offset the costs of all health and welfare expenditures. The District shall follow decisions made by the HTA Executive board that are based on the recommendations from the Insurance Committee.
- 1.7 Ensure that any recommended plan designs and uses of waive dollars are compliant with all applicable laws, do not create legal compliance issues for the District, and are cost neutral to the District.
- 1.8 Conduct, in conjunction with the Purchasing Department, a Request for Proposal (RFP) at least once every three (3) years for all broker services that are related to Health and Welfare benefits, including major medical, dental, and vision, life insurance and voluntary products, unless the committee agrees that an RFP may be waived one time for a period not to exceed two (2) years. The Purchasing Department's RFP shall include input on the criteria by the committee.
- 1.9 Develop a set of criteria for each RFP. The Committee shall interview all responsible and responsive candidates and make a recommendation to the Superintendent and HTA Executive Board as to their choice of broker/JPA. After verification that the process has been followed,

the Superintendent will forward the Agreement(s) for broker services to the HUSD Governing Board for approval.

1.10 The Insurance Committee may obtain other benefits through the agreed upon broker, JPA or Trust.

2.0 No vendor selling voluntary products may have access to Unit Member personal information or shall be allowed on work sites to sell products unless approved by the insurance committee.

3.0 All communication regarding approved voluntary products shall be jointly created by the insurance committee prior to being sent out to Unit Members.

4.0 The names of the appointed members of the Insurance Committee and alternates shall be recorded in the minutes of the first meeting of the school year.

4.1 An alternate may attend all meetings of the Insurance Committee, but may only vote in the meeting if a regular member of the team is not present.

4.2 A quorum shall be considered present if two (2) members appointed by HTA are present and at least one (1) member appointed by HUSD is present.

Appendix J

AGREEMENT FOR HOLDING ACCOUNT FOR HEMET TEACHERS ASSOCIATION HEALTH PLAN FUNDS

This Agreement for a Holding Account for HTA Health Plan Funds is entered into on May 28, 2013, by and between the Hemet Unified School District (The District) and the Hemet Teachers Association (HTA) regarding the use and maintenance of the District and employee contributions to the Hemet Unified School District Health Plan (the Plan). It is the intent of the parties that this account is operated by the District in trust for HTA.

Now therefore the PARTIES agree to form an HTA Holding Account in the District's General Fund (Fund 03) under a separate resource code to help maintain accountability, management and control of HTA's Health Plan funds. The District shall establish a separate resource code for HTA Active employees and a separate resource code for HTA Retirees who are covered by the District's Health Plan.

Whereas the District and HTA agreed on May 27, 2003 that the District would establish a separate account (Holding Account) for the management and control of HTA benefit plan activities, AND

Whereas the District and HTA also agreed the Holding Account shall be administered by the Insurance Committee which consists of three (3) HTA representatives appointed by the HTA President and two (2) District representatives appointed by the Superintendent.

The parties hereby agree as follows:

1. **HTA Holding Account:** The District shall establish and maintain a separate account (in General Fund, Fund 03) in which all District and employee contributions to the Plan, as described in section 4, below and including, but not limited to, all stop-loss recoveries relating to the Plan, rebates, interest income, overages, and gratuities shall be deposited. The payment of all Plan expenses as authorized under the Plan, including, but not limited to, any administrative expenses, operating expenses, insurance premiums and/or expenses relating to health and welfare claims made under the Plan, shall be made from the HTA Holding Account. The District agrees it shall not use any of the funds in the Fund 03 including any interest income or stop-loss recoveries, rebates, overages, and gratuities for any purpose other than to pay Plan expenses under the terms of the Plan. When the Plan is terminated, Fund 03 Holding Account shall be used by HTA for the benefit of certificated Bargaining Unit Members.

2. **Definitions:**

- (A) **Fiscal Year:** The fiscal year of the District is from July 1 through June 30.

- (B) **Benefit Plan Budget:** The Benefit Plan Budget is an annual budget to be prepared by the Plan Administrator in May of each year for the following Plan year commencing July 1, which shall include budgeted costs for covered health and welfare claims under the Plan and other Plan expenses.
- (C) **Insurance Committee:** The Health Benefit Insurance Committee shall consist of three (3) HTA representatives and one (1) predesignated alternate appointed by the HTA President and two (2) District representatives and one (1) predesignated alternate appointed by the Superintendent.
3. **Term of Agreement:** This Agreement shall commence effective as of the date set forth above and shall continue in effect until terminated in accordance with the bargaining process as outlined under the Educational Employment Relations Act (EERA).
4. **Contributions to HTA Trust Holding Account Fund 03:** During the term of this Agreement, the contributions to the HTA Trust Account Fund 03 shall be as follows:
- (A) **District Contributions:** Commencing on July 1, 2013, the District shall make equal contributions on a tenthly basis to the HTA Holding Account in an amount up to the negotiated annual District contribution for each full time Unit Member. The District shall also contribute a pro-rata amount for part-time salaried Unit Members who participate in the Plan, on the basis of the part-time Unit Member's percentage of full-time employment. For subsequent fiscal years, the amount of the District contribution may be amended to account for any changes made under the collective bargaining process.
- (B) **Employee Contributions:** Commencing on July 1, 2013 each District Unit Member employee participating in the Plan shall make a contribution on a eleventhly basis. Part-time salaried Unit Members who participate in the Plan shall contribute the difference between the District's pro-rata contribution and what would be the combined District and participant contribution were the part-time Unit Member a full-time employee participating in the Plan. For subsequent fiscal years, the amount of each participating employee's contribution shall be determined through the collective bargaining process, after both the District and HTA review of the Benefit Plan Budget and take into account recommendations by the Insurance Committee.
5. **Health Benefit Insurance Committee Responsibilities:** The Insurance Committee shall meet at least quarterly and shall be responsible for: See Appendix I.
- 6. District reporting of HTA Health and Welfare Holding Account Fund:**
- (A) The balance of the HTA H&W Holding Account shall be reported separately in Interim Reports and the Unaudited Actuals Report under 'Other Assignments' area in the Fund Balance section of the SACS Form 01. A projected ending balance shall be reported in the same section of SACS Form 01 in

the Estimated Actuals Report along with the projected beginning balance in the annual Budget Report.

- (B) The new funding lines that shall be used are: 03-771-0091 for all benefits for HTA Active members and the prescription plan for Retirees, Account 68-771-0099 will be used for all other Retiree Benefits.

On July 1, 2013 remaining funds in 'Fund 67' shall be transferred to Fund 03-771-0091 for HTA Active members and Retirees.

- (C) Starting July 1, 2013:

Each month when payroll runs, a check payable to HUSD shall be generated for the employee's portion of the monthly health and welfare premiums. This check shall be deposited into Fund 03-771-0091.

Each month when insurance premium invoices are paid, the District contribution shall be automatically generated during the health and welfare billing process and shall be paid directly to the vendor. The employee's portion shall be added to the District's contribution to make the payment full.

Each month when payroll runs, the District shall deposit into Fund 03-771-0091 the negotiated monthly costs of the health and welfare benefit plan for all full-time Unit Members who waive (opt-out) of their benefits. The District shall also deposit into Fund 03-771-0091 the negotiated pro-rata monthly amounts for all part-time Unit Members who waive (opt-out) of their benefits.

Each month Retiree premiums shall be deposited into Fund 68-771-0099 as received to cover the Retiree's portion of the premium. Each month the District portion (OPEB) shall be deposited into Fund 68-771-0099 during the billing process to cover its portion of the premiums. Each month when insurance bills are processed for Retirees, the District portion and the Retiree portion shall be paid directly from Fund 68-771-0099 to the vendor. Any overage amounts shall be transferred into Fund 03-771-0091.

This is the current process as of January 28, 2014. This process is subject to change due to accounting, billing, state and/or federally mandated requirements. HTA will be notified of any changes within three (3) working days.

7. District Responsibilities: The District shall be responsible for:

- (A) Preparing and submitting monthly reports to the Insurance Committee which reflect the current employees who are covered under the Plan.

- (B) Providing the Insurance Committee with all information reasonably necessary for the Insurance Committee to determine that the Fund 03 Holding Account is being used in accordance with this Agreement and for the Insurance Committee to adequately perform its duties under this Agreement.

- (C) Ensuring that the HTA Holding Account shall be subject to an annual audit, to be performed by the District's auditors as part of the District's annual audit.

- (D) Ensuring that the HTA Insurance Committee shall receive actuarial studies when requested.

MOU - SLP Tuition Reimbursement

MEMORANDUM OF UNDERSTANDING

between

HEMET UNIFIED SCHOOL DISTRICT and HEMET TEACHERS ASSOCIATION

Speech and Language Pathologist Tuition Reimbursement Program
Effective November 1, 2016

The Hemet Unified School District (HUSD) and the Hemet Teachers Association (HTA) have a mutual interest in the recruitment and retention of Speech and Language Pathologists who are new to the profession.

Therefore, HUSD and HTA enter into the following agreement to recruit and retain Speech and Language Pathologists who are new to the profession by providing a tuition reimbursement incentive:

1. Eligibility
 - 1.1. Speech and Language Pathologists who are initially placed on Column A, Step I or Column B, Step I of the HUSD Speech and Language Pathologist salary schedule shall be eligible for the incentive.
 - 1.2. Speech and Language Pathologists shall remain in paid status, as of the last day of their contracted work year, to be eligible for the incentive.
2. Incentive Payment
 - 2.1. Total Incentive shall not exceed \$18,000 and shall be distributed in equal annual payments over a six (6) year period.
 - 2.2. Annual distribution payments shall be in the amount of \$3,000.
 - 2.3. Distribution of payment shall be paid annually in the last pay warrant of the contracted work year.

This Agreement shall constitute the entire agreement of the parties and may only be modified or amended in writing, signed by both parties. This agreement shall be effective as of November 1, 2016, and is subject to ratification by the HTA and HUSD Board of Education. This MOU will be reviewed no later than April 1, on an annual basis, by HTA and HUSD to review the effectiveness of the tuition reimbursement incentive.

 3/6/2025

Danelle Gheen
Bargaining Chair, HTA

 3/6/2025

Derek Jindra, Ed. D
Assistant Superintendent, HR

MEMORANDUM OF UNDERSTANDING BETWEEN THE HEMET UNIFIED SCHOOL
DISTRICT
AND
THE HEMET TEACHERS ASSOCIATION

Transitional Kindergarten

May 2, 2025

The Hemet Unified School District ("District") and Hemet Teachers Association ("Association") enter this Memorandum of Understanding ("MOU") concerning Transitional Kindergarten (TK).

The District and the Association agree to the following related to TK:

1. The District shall follow the applicable laws and regulations concerning TK.
2. The TK teacher work day is outlined in the current Article 7.1.7 (subject to renumbering based on negotiation of Article 7) of the agreement.
3. TK teachers shall not provide lunch supervision. The scheduling of TK teachers supervision duties shall be consistent with other primary level teachers at their school site with the understanding that recess minutes count as instructional minutes.
4. The TK classes shall not be calculated into the TK-3 average outlined in Article 14.1.1.1
5. Beginning in 2024-2025 each school site shall maintain an average TK class enrollment of not more than 24 students with an adult-to-student ratio of 12:1 (If sufficient funding is received from the State, the adult to student ratio shall be 10:1). TK/K combos shall only exist, if needed, in outlying schools (in these combos, the average adult-to-student ratio shall follow other TK classes).
6. TK teachers shall not be responsible for the diapering needs of students.
7. The District will provide up to two (2) days of site sub push-in support to help facilitate the gathering of evidence for the Desired Result Developmental Profile (DRDP). TK teachers shall remain in the classroom to gather the evidence during this service.
8. The parties agree to meet as necessary to negotiate the impacts and effects of any changes to the applicable laws and regulations concerning TK. Additionally, no later than March 31, 2025, the parties shall meet to review the TK program and negotiate any changes, if necessary.
9. Terms of Agreement:
 - a. This agreement shall supersede the MOU related to Transitional Kindergarten dated April 12, 2024.
 - b. This agreement shall expire June 30, 2026. Thereafter, the parties will meet to negotiate the incorporation of ongoing language into the Collective Bargaining Agreement.
 - c. The provisions of this agreement shall not be modified and/or changed unless both parties mutually agree.
 - d. This Memorandum of Understanding shall not be precedent setting nor form any basis for a past practice.
 - e. All components of the current CBA between the Association and the District not addressed by the terms of this agreement shall remain in full effect.



Dr. Derek Jindra
Assistant Superintendent

5/7/2025

Date



Danelle Gheen
HTA Lead Negotiator

5/7/2025

Date

**HEMET TEACHERS ASSOCIATION
AND
HEMET UNIFIED SCHOOL DISTRICT
BESTT/AUTISM STIPEND**

March 6, 2025

This memorandum is agreed between the Hemet Unified School District (“District”) and the Hemet Teachers Association (“HTA”) concerning a Behavioral and Emotional Skills Teaching Team (“BESTT”) and District Recognized, Regionalized Autism class stipend.

RECITALS

- A. The Parties share a desire for the District to successfully recruit and retain quality Educators for the BESTT and District Recognized, Regionalized Autism classes.
- B. The Parties believe that adding two stipends will aid in those efforts.
- C. The Parties agree to offer the stipends on a trial basis.

THE DISTRICT AND HTA AGREE AS FOLLOWS:

- 1. Effective July 1, 2023 through June 30, 2026, the District shall offer two (2) stipends for BESTT and District Recognized, Regionalized Autism class. Both stipends shall be \$6,000 annually, paid monthly.
- 2. To receive the BESTT stipend, a bargaining unit member must be teaching in the BESTT program.
- 3. To receive the Autism stipend, a bargaining unit member must be teaching in the District Recognized Regionalized Autism programs/classes.
- 4. The stipends shall be paid only for time teaching in the BESTT program or District recognized regionalized Autism program.
- 5. This MOU shall expire June 30, 2026.



Derek Jindra, Ed.D.
Asst. Supt. of HR

3/6/2025

Date



Danelle Gheen
Bargaining Chair, HTA

3/6/2025

Date

MEMORANDUM OF UNDERSTANDING BETWEEN THE HEMET UNIFIED SCHOOL DISTRICT

AND

THE HEMET TEACHERS ASSOCIATION

District-Based Elementary Arts Integration Wheel Itinerant Teacher

2025-2026

Amended on March 6, 2025

The Hemet Unified School District ("District") and Hemet Teachers Association ("Association") enter this Memorandum of Understanding ("MOU") concerning District-Based Elementary Arts Integration Wheel Itinerant Teacher.

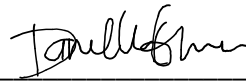
The Parties agree as follows:

1. Starting the 2024-2025 school year, HUSD will hire up to ten (10) District-Based Elementary Arts Integration Wheel Itinerant Teachers paid for out of California Proposition 28. These positions will continue year to year subject to continued funding.
 - a. The ten (10) teachers will primarily be divided into two (2) teams of five (5). Each team will travel to one site for a week at a time to provide teacher release. The next week, the teams will go to another site. It is anticipated that they will travel to eight to nine (8-9) sites per quarter.
 - b. Occasionally, it is anticipated there will be a need to restructure the two (2) teams of five (5) into, for example, a team of six (6) and (4) based on the grade level size per site. For example, one elementary site may need six (6) teachers covered at a time and another elementary site may only need four (4), based on the number of classes per grade level at a site.
 - c. The Coordinator of Visual and Performing Arts and the Director of Elementary will direct and guide the work. These administrators will also monitor funds to ensure the teams have the materials and supplies they need.
2. Teachers released pursuant to this MOU shall use the time for professional development provided by District and site personnel. Additionally, the Elementary Arts Integration Wheel Itinerant Teachers shall utilize the classrooms of released teachers during this time. The District shall make every effort to properly schedule professional development so as to avoid loss of prep during these sessions.
3. Given the unique nature of these positions, District-Based Elementary Arts Integration Wheel Itinerant Teachers shall be considered "District-Based" and included in the language in Article 10 of the Collective Bargaining Agreement moving forward. These teachers will also be eligible for mileage reimbursement in accordance with Board Policy for travel from site to site (excluding the first site of the day). These employees are not eligible for an Isolation Stipend.
 - a. *Additionally, the daily schedule for these teachers shall be altered from contract in order to meet organizational and student needs. The daily schedule is attached as Exhibit A. The yearly schedule is attached as Exhibit B.*
 - b. *Prep shall be provided as follows:*

1. For five (5) day weeks, these members shall receive one hundred twenty (120) minutes of prep which may be provided in various blocks of time not to be less than thirty (30) minutes at any one time.
 2. For four (4) day weeks, these members shall receive a minimum of 80 minutes of prep which may be provided in various blocks of time not to be less than 30 minutes at any one time.
 - c. For Wednesday Teacher Collaboration time, these members shall meet virtually or in-person. For Staff Meetings and Site Leadership Designed Collaboration, these members shall meet with their designated supervisor virtually or in-person. These members shall not attend a school site's Wednesday collaboration meetings.
 - d. These members shall not provide duty unless they are covering for a teacher whose duty falls within the teacher's covered time.
 - e. In the event of an absence of these members, classes shall be equally divided amongst the rest of the Arts Integration Wheel Itinerant Teacher team not to exceed forty (40) students.
4. This MOU is subject to ratification by HTA and Board approval and shall sunset June 30, 2026.



3/6/2025



3/6/2025

Derek Jindra, Ed. D.
Assistant Superintendent

Date

Danelle Gheen
Lead Negotiator, HTA

Date

Exhibit A - Daily Schedule

[Link](#)



**Arts Integration Wheel Site Schedule
2025-2026**

Sample Elementary School					
Unit 1: 8/19-8/23					
Day of Week	Session	Session Time	Grade Level	Recess or N/A	Lunch or N/A
Monday	Session 1	7:30-10:20	5	9:40-10:00	N/A
Monday	Session 2	10:30-2:00	2	12:50-1:05	P/E 11:10-11:50
Tuesday	Session 1	7:30-10:20			
Tuesday	Session 2	10:30-2:00	1	1:30-1:45	E/P 10:50-11:30
Wednesday	Session 1	7:30-10:20 (10:50)	TK (always)	8:45-9:05	P/E 10:00-10:40
Thursday	Session 1	7:30-10:20	K	8:25-8:45	N/A
Thursday	Session 2	10:30-2:00	4	N/A	E/P 11:50-12:30
Friday	Session 1	7:30-10:20	3	9:00-9:20	N/A
Friday	Session 2	10:30-2:00			
Unit 2: 11/11-15					
Day of Week	Session	Session Time	Grade Level	Recess or N/A	Lunch or N/A
Monday			HOLIDAY		
Monday			HOLIDAY		
Tuesday	Session 1	7:30-10:20	K	8:25-8:45	N/A
Tuesday	Session 2	10:30-2:00	3	1:15-1:30	P/E 11:30-12:10
Wednesday	Session 1	7:30-10:20 (10:50)	TK (always)	8:45-9:05	P/E 10:00-10:40
Thursday	Session 1	7:30-10:20	4	9:40-10:00	N/A
Thursday	Session 2	10:30-2:00	5	N/A	E/P 12:10-12:50
Friday	Session 1	7:30-10:20	1	8:40-9:00	N/A
Friday	Session 2	10:30-2:00	2	12:50-1:05	E/P 11:10-11:50
Unit 3: 3/10-14					
Day of Week	Session	Session Time	Grade Level	Recess or N/A	Lunch or N/A
Monday	Session 1	7:30-10:20	K	8:25-8:45	N/A
Monday	Session 2	10:30-2:00	1	1:30-1:45	E/P 10:50-11:30
Tuesday	Session 1	7:30-10:20	2	8:20-8:40	N/A
Tuesday	Session 2	10:30-2:00			
Wednesday	Session 1	7:30-10:20 (10:50)	TK (always)	8:45-9:05	P/E 10:00-10:40
Thursday	Session 1	7:30-10:20	3	9:00-9:20	N/A
Thursday	Session 2	10:30-2:00			
Friday	Session 1	7:30-10:20	5	9:40-10:00	N/A
Friday	Session 2	10:30-2:00	4	N/A	E/P 11:50-12:30
Unit 4: 5/19-23					
Day of Week	Session	Session Time	Grade Level	Recess or N/A	Lunch or N/A
Monday	Session 1	7:30-10:20	4	9:40-10:00	N/A
Monday	Session 2	10:30-2:00	3	1:15-1:30	P/E 11:30-12:10
Tuesday	Session 1	7:30-10:20	1	8:40-9:00	N/A
Tuesday	Session 2	10:30-2:00	5	N/A	E/P 12:10-12:50
Wednesday	Session 1	7:30-10:20 (10:50)	TK (always)	8:45-9:05	P/E 10:00-10:40
Thursday	Session 1	7:30-10:20	2	8:20-8:40	N/A
Thursday	Session 2	10:30-2:00			
Friday	Session 1	7:30-10:20	K	8:25-8:45	N/A
Friday	Session 2	10:30-2:00			

TK is always Wednesday **K is always Morning** **Each grade level gets one session** **Rotate the days of the week and times**

Exhibit B - Yearly Schedule

[Link](#)



Elementary Arts Integration Wheel Calendar

2025-2026

AIW Prep Week 8/5-8/8, 8/11-8/15
First Day of School
 HDLA/Idy & Ham/Cott 8/18-8/22
 Bautista & Ramona 8/25-8/29

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Cawston & Little Lake 2/2-2/6
 McSweeney & Valle Vista 2/9-2/13
February Break
 Winchester & Whittier 2/23-2/27

Holiday
 Winchester & Whittier 9/2-9/5
 Hemet El & Fruitvale 9/8-9/12
 Harmony & Jacob Wiens 9/15-19
 McSweeney & Valle Vista 9/22-9/26

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Harmony & JW 3/3-7
 HDLA/Idy & Ham/Cott 3/10-14
AIW Prep Week 3/17-21
 End of Quarter 3
AOI 3/24-28

Cawston & Little Lake 9/29-9/3
AIW Prep Week 9/6-9/10
 End of Quarter 1
 Bautista & Ramona/Opt PD Day
 10/13-10/16 (Unit 2)
PTC Week/AOI 10/20-10/24 (Unit 1)
 Winchester & Whittier 10/27-10/31

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Spring Break
 Harmony & JW 4/6-4/10
 Hemet El & Fruitvale 4/13-4/17
 Winchester & Whittier 4/20-4/24
 Bautista & Ramona 4/27-5/1

Hemet El & Fruitvale 11/3-11/7
Holiday
 Harmony & JW 11/10, 12-11/14
 HDLA/Idy & Ham/Cott 11/17-11/21
Thanksgiving Break

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

HDLA/Idy & Ham/Cott 5/4-5/8
 McSweeney & Valle Vista 5/11-5/15
 Cawston & Little Lake 5/18-5/22
Holiday/AIW Prep for 2025-26/Clean Up

Cawston & Little Lake 12/1-12/5
 McSweeney & Valle Vista 12/8-12/12
AOI 12/15-12/18/non-student day
 End of Quarter 2
Winter Break

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

AIW Prep for 2025-26/Clean Up/Last Day of School/End of Quarter 4

Non Student Day
AIW Prep Week 1/5-1/9
 Bautista & Ramona 1/12-1/16
Holiday/
 Hemet El & Fruitvale 1/20-1/23
 Parent/Teacher Conference
 Week/AOI 1/26-1/30

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MEMORANDUM OF UNDERSTANDING
between
HEMET UNIFIED SCHOOL DISTRICT and HEMET TEACHERS ASSOCIATION

Winchester Elementary School
Certificated Staffing
Effective January 23, 2026

The Hemet Unified School District (HUSD) and the Hemet Teachers Association (HTA) have a mutual interest in the recruitment and retention of teachers for Winchester Elementary School.

Therefore, HUSD and HTA enter into the following agreement to recruit and retain teachers for Winchester Elementary School as it works toward becoming a College and Career Exploration School in Fall 2027.

1.0 Intended Program

1.1 Starting in the Fall of the 2027-2028 school year, it is the intent to offer a full traditional educational program with the following emphasis that will be unique to Winchester so as to align with the current CTE pathways offered at Tahquitz High School (THS) and Rancho Viejo Middle School (RVMS):

1.1.1 College and Career Exploration areas of focus that tie into the pathways that exist at THS and RVMS:

- Engineering & Construction
- Arts, Media, & Entertainment
- Research, Innovation, & Technology
- Medical Sciences

2.0 For the 2026-2027 School Year:

2.1 Staff will utilize the 2026-2027 school year to:

2.1.1 Work towards a program with a focus on the College and Career Exploration. Staff shall draft and test college and career exploration units that have been developed by staff in conjunction with the District. Units shall be developed:

- Through release time during the 2025-2026 school year.
- Through the utilization of Extra Duty in the summer months, as determined by the District.
- Through release time during the 2026-2027 school year.
- Wednesday collaboration time may be utilized in accordance with contract language.

2.1.2 Over the course of the 2026-2027 school year, a portion (minimum of 20 minutes) of the SLDC meeting outlined in contract shall be reserved to explore "What's working, what's not working, learnings, and supports".

2.1.3 Grade level teams, in conjunction with administration, shall work to determine how the program will be fully implemented before the end of the school year. For example, if grade level teachers will each adopt one of the pathways indicated in 1.1.1 or if grade level teachers will adopt all of the pathways indicated in 1.1.1, etc.

2.1.4 Staff shall have the opportunity to provide input into the creation of a site master schedule and site scope and sequence.

2.1.5 It is mutually agreed that College and Career Exploration units may take additional classroom setup and clean up. As such, the parties agree to have a focus on supporting members with their preparation and clean-up in order to meet the instructional needs of the member/site.

2.1.6 For planning and implementation of the curriculum, the District and HTA mutually agree to continue discussions on this topic to determine best practices for the site, if either party requests.

MEMORANDUM OF UNDERSTANDING
between
HEMET UNIFIED SCHOOL DISTRICT and HEMET TEACHERS ASSOCIATION

3.0 For the 2027-2028 School Year:

3.1 Winchester Elementary School shall open the school year as a school dedicated to focus on College and Career Exploration.

3.2 Winchester Elementary shall offer a full traditional educational program with the following emphasis that will be unique to Winchester so as to align with the current CTE pathways offered at Tahquitz High School and Rancho Viejo Middle School:

3.2.1 College and Career Exploration areas of focus that tie into the pathways that exist at THS and RVMS:

- Engineering & Construction
- Arts, Media, & Entertainment
- Research, Innovation, & Technology
- Medical Sciences

3.2.2 Over the course of the 2027-2028 school year, a portion (minimum of 20 minutes) of the SLDC meeting outlined in contract shall be reserved to explore, "What's working, what's not working, learnings, and supports".

4.0 Staffing:

4.1 Eligibility Criteria:

4.1.1 In order to meet eligibility criteria, Certificated staff members shall:

- Agree to develop and implement integrated college and career-based units aligned with one or more of the Career Exploration Areas.
 - For evaluative purposes, members shall be evaluated based on the California Standards for the Teaching Profession (CSTP) outlined in contract.
 - As we continue developing and rolling out each unit, teachers will implement them to the best of their ability, providing thoughtful feedback and adjustments to support student learning and strengthen the program along the way.
- Agree to engage in ongoing professional development within the contracted day in the College and Career Areas, project-based learning, and integrated curriculum.

4.2 Current Winchester Staff

4.2.1 Winchester staff members (2025-2026 & 2026-2027) who meet the eligibility criteria will retain a position at Winchester Elementary in the College and Career Exploration program.

4.2.2 Current Winchester staff members who do not commit to the eligibility criteria outlined in Section 2.0 will be given the opportunity to transfer in accordance with contract, provided there are identified vacancies to transfer to.

4.2.2.1 In the event there are no identified vacancies to transfer to, the following criteria shall be recognized to determine placement once a placement becomes available:

1. Involuntary transfer rights back to a site from which they were moved.
2. Winchester members who choose not to meet eligibility.
3. Involuntary transfers from other schools needing to "right-size" staffing due lower than expected school enrollment.

4.2.3 In the event Winchester needs to reduce staffing, reductions shall be made in accordance with the contract.

4.2 Additional Staffing

4.2.1 Staff who were involuntarily transferred out of the site shall be given first right of return in accordance with contract in seniority order so long as they commit to the eligibility criteria outlined in section 4.1 above.

MEMORANDUM OF UNDERSTANDING
between
HEMET UNIFIED SCHOOL DISTRICT and HEMET TEACHERS ASSOCIATION

4.2.2 If there is a need to add new staff, they shall be subject to the eligibility criteria outlined in section 4.1 above.

This agreement shall constitute the entire agreement of the parties and may only be modified or amended in writing, signed by both parties. The parties agree to reconvene to review the progress of the work on or before May 29, 2026. Additionally, the parties agree to meet at the end of the 2026-2027 school year to determine effectiveness and whether or not this focus will continue. This agreement shall be implemented beginning January 23, 2026.



Danelle Gheen
Bargaining Chair, HTA

1/20/2026

Date



Dr. Derek Jindra
Chief Negotiator, HUSD

1/20/2026

Date

SIDE LETTER OF AGREEMENT BETWEEN THE HEMET TEACHERS ASSOCIATION

AND

HEMET UNIFIED SCHOOL DISTRICT

AOI TOSA Position for Independent Study

March 6, 2025

The Hemet Unified School District ("District") and Hemet Teachers Association ("Association") enter this Side Letter of Agreement ("Side Letter") regarding two new Teacher on Special Assignment positions housed at AOI for the 2025-2026 school year.

Given the uniqueness of these two positions, the District and the Association agree to the following for the remainder of the 2025-2026 school year:

1. Candidates for Consideration:
 - 1.1. The attached job description pertains to the two TOSA positions (see [Exhibit A](#)).
2. Class Size:
 - 2.1. The fact that class sizes will vary significantly from week to week, it is accepted that class sizes shall be variable in nature and not subject to class caps outlined in the Collective Bargaining Agreement. It is not the intent, however, to overburden these two teachers. As such, the parties agree to meet and discuss the class sizes, as needed, for potential remedies in an effort to maintain reasonable rosters.
3. Preparation Time:
 - 3.1. Preparation time shall be granted according to the Collective Bargaining Agreement for these two positions (elementary and secondary, respectively).
4. Supervision:
 - 4.1. These two TOSA positions shall be supervised by the Coordinator of Independent Study and supported by the site Principal.
 - 4.1.1. These two positions shall be housed at the AOI campus.

This Agreement is unique to the Academy of Innovation only and shall constitute the entire agreement of the parties and may only be modified or amended in writing, signed by both parties. All components of the current Collective Bargaining Agreement between the district and HTA not addressed by the terms of this agreement shall remain in full effect. This agreement shall not be precedent-setting nor form any basis for a past practice. This agreement is subject to approval by HTA and HUSD Board of Education or designee. This MOU shall be in effect from July 1, 2025, through June 30, 2026.

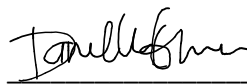


3/6/2025

Derek Jindra

Date

Assistant Superintendent, HR HUSD



3/6/2025

Danelle Gheen

Date

Bargaining Chair, Hemet Teachers Association

[Exhibit A](#)

TOSA (Independent Study) Job Description

MEMORANDUM OF UNDERSTANDING BETWEEN THE HEMET TEACHERS ASSOCIATION
AND
HEMET UNIFIED SCHOOL DISTRICT

Certificated Support Stipend

Effective 2025-2026 School Year

The Hemet Unified School District ("District") and Hemet Teachers Association ("Association"), herein referred to as "The Parties," enter this Memorandum of Understanding ("MOU") regarding a Certificated Support Stipend.

The Parties agree to the following:

1.0 Definitions:

1.1. Certificated Support Teacher: The Certificated staff member who provides support to the Participating Teacher.

1.2 Participating Teacher: The individual receiving support from the Certificated Support Teacher and is a teacher induction candidate or a new teacher holding one of the following: Provisional Intern Permit (PIP), Short-Term Staff Permit (STSP), Intern Permit, or other type of emergency credential.

2.0 Recognition and Payment:

2.1 Beginning the 2024-2025 school year, HUSD shall offer a Certificated Support Stipend in the amount of \$1,500 per Participating Teacher. This stipend shall be paid in accordance with District practice to selected Certificated staff acting as a Certificated Support Stipend. This stipend is pro-rated according to monthly service. Additional expectations are outlined in section six (6) below.

3.0 Conditions and Inclusion into the Collective Bargaining Agreement:

3.1 The Certificated Support Stipend is a "per year" stipend that shall be incorporated into Appendix C-2, C-3, and C-4.

4.0 Qualifications:

4.1 Must be a tenured teacher in HUSD.

4.2 Must have taught for three (3) years.

4.3 Must hold a clear credential.

5.0 Desired Abilities, Experience, and Training:

5.1 Exemplary teaching skills as evidenced by:

5.1.1 Demonstration of excellent interpersonal skills and leadership qualities

5.1.2 Effective communication

5.1.3 Possession of a Clear Teaching Credential

5.1.4 Ability, willingness, and flexibility to meet the candidate's need for support

5.1.5 Knowledge of the CSTP's and the candidate's teaching assignment

- 5.1.6 Demonstrate a commitment to professional learning and collaboration
- 5.1.7 Knowledge in general curriculum practices and application (scope and sequencing, assessment, pacing, etc.)

6.0 Performance Responsibilities:

- 6.1 Meet individually and regularly with each Participating Teacher and document the services and support provided to each teacher on the support log.
 - 6.1.1 Monthly Expectation for Stipend (\$1,500 per Participating Teacher):
 - 6.1.1.1 Two (2) hours per month for ten (10) months (30 min per week) per Participating Teacher.
 - 6.1.2 Additional Mandatory Extra Duty for Those Receiving the Stipend:
 - 6.1.2.1 Each Certificated Support Teacher shall work a mandatory eleven (11) hours:
 - Seven (7) hours of Initial HUSD CST Mentor Training
 - Four (4) hours of ongoing Quarterly check-in support meetings for CST Mentors
 - 6.1.2.2 For those supporting a CTI candidate, each Certificated Support Teacher may be required to work up to nine (9) extra duty hours for RCOE Requirements.
 - The additional nine (9) hours:
 - One (1) hour of in person CTI Orientation
 - One (1) hour of in person CTI Colloquium,
 - Three (3) total hours of Coach's Connections Virtual Meetings
 - Up to four (4) hours of virtual Learning Modules
 - 6.1.3 Those receiving this stipend are eligible for mileage reimbursement in accordance with the Collective Bargaining Agreement Appendix C-5.
- 6.2 Provide individualized support and assistance to each assigned Participating Teacher in a confidential, collaborative, and relational manner.
- 6.3 Facilitate meaningful new teacher growth using the RCOE New Teacher Center for Innovation System (or comparable platform as determined by the District) to facilitate Inquiry into and reflection on classroom teaching.
- 6.4 Guide the participating teacher in developing Individual Plans that reflect the teacher's assessed needs and address improved student outcomes.
- 6.5 Observe each assigned participating teacher to provide evidence of practice and feedback on their practice, where appropriate and feasible. These observations are confidential between the Certificated Support Teacher and the Participating Teacher.
- 6.6 Notify the appointed District Administrator(s) within the Instructional Development Department if you are experiencing difficulties with an assigned Participating Teacher.

**Side Letter of Agreement Between
The Hemet Unified School District And
The Hemet Teachers Association
April 17, 2025
Elementary ATS Teacher Stipend**

The Hemet Unified School District ("District") and the Hemet Teachers Association ("HTA") agree to the following for the 2025-2026 School Year regarding Elementary Alternative to Suspension (ATS) teacher stipends:

1. Elementary ATS Teachers will receive a stipend of \$10,000.00 for the 2025-2026 school year as compensation for performing duties during their prep time. Elementary ATS Teachers shall receive an equal pro-rated monthly amount thereafter as long as they remain in the ATS position.
2. This Side Letter is non-precedent setting. Additionally, to the extent this Side Letter of Agreement contradicts any prior Agreement, this Side Letter shall prevail.
3. This Side Letter shall expire June 30, 2026 and is subject to HTA and Board (or designee) approval.



4/21/2025

Danelle Gheen
Lead Negotiator, HTA

Date



4/18/2025

Derek Jindra, Ed.D.
Assistant Superintendent, HR HUSD

Date

HEMET UNIFIED SCHOOL DISTRICT
HEMET TEACHERS ASSOCIATION, CTA/NEA

Memorandum of Understanding

May 16, 2025

This Memorandum of Understanding (“MOU”) is entered into by and between the Hemet Unified School District (hereinafter “District”) and the Hemet Teachers Association/CTA/NEA (hereinafter “Association”).

WHEREAS, the District and the Association are parties to a collective bargaining agreement (“CBA”) that expired on June 30, 2025; and

WHEREAS, Articles 14.1, 14.1.1, 14.1.1.1 and 14.2 of the CBA include provisions agreed upon by the parties to comply with California’s class size grade span adjustment program. Specifically, they provide a collectively bargaining alternative class size average at grades TK-3 for each site in the District and regulations for its calculation; and

WHEREAS, the District and the Association mutually desire to agree and clarify by written memorandum of understanding that the alternative staffing ratio provided in Articles 14.1, 14.1.1, 14.1.1.1 and 14.2 shall remain in effect for the 2025-2026 school year, notwithstanding the CBA’s expiration on June 30, 2025.

NOW, THEREFORE IT IS AGREED BY AND BETWEEN THE PARTIES AS FOLLOWS:

1. Articles 14.1, 14.1.1, 14.1.1.1 and 14.2 of the CBA shall remain in effect for the 2025-26 school year, unless otherwise negotiated.
2. This MOU shall remain in effect only until the ratification of a successor agreement to the CBA, at which time it shall automatically expire.
3. This MOU is unique unto its own circumstances and shall not be cited as precedent-setting by either party in the future for any purpose other than to implement the terms of the MOU itself.

Hemet Unified School District

Hemet Teachers Association/CTA/NEA



5/16/2025



5/18/2025

Derek Jindra
Assistant Superintendent
Human Resources

Date

Danelle Gheen
HTA/CTA/NEA Lead Negotiator

Date