

**HAMILTON UNIFIED SCHOOL DISTRICT
SPECIAL BOARD MEETING AGENDA
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, November 3, 2021**

5:00 p.m. Public session for purposes of opening the meeting only
5:00 p.m. Closed session to discuss closed session items listed below (For Board Only)
5:30 p.m. Reconvene to open session no **later** than 5:30 p.m.

1.0 OPENING BUSINESS:

- a. Call to order and roll call

_____ Hubert "Wendell" Lower, President

_____ Rod Boone, Clerk

_____ Gabriel Leal

_____ Genaro Reyes

_____ Ray Odom

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.
- e. Conference with Real Property Negotiators. (Gov. Code § 54956.8) Property: Edgewater Park property located at corner of Park Ave. and Sacramento Ave., Hamilton City, CA 95951 (APN: 032-24-0-002-9). Agency Negotiator: Jeremy Powell, Superintendent; Rachel Brilliant, Attorney for District. Negotiating Parties: Hamilton City Community Services District and Hamilton Unified School District. Under negotiation: consideration for transfer of title

Report out action taken in closed session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

7.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

8.0 DISCUSSION ITEMS:

- a. Educator Effectiveness Black Grant

9.0 ACTION ITEMS:

- a. Approve Tentative Agreement between CSEA and HUSD 2020-2023
- b. Approve Classified 2020-21 salary schedule containing 1% retro 7/1/2020 – 6/30/2021. Retro to be paid on 11/30/21
- c. Approve Classified 2021-22 salary schedule containing 4% retro 7/1/2021 – 11/10/2021. Retro to be paid 11/30/21
- d. Approve 2021-22 District Calendar Changes:
 - i. Change Friday, November 12, 2021 from a regular Friday schedule school day to a non-school day/non-work day
 - ii. Change Friday, March 18, 2022 from a non-student/District PD Day to regular Friday schedule school day
 - iii. Change Monday, June 6, 2022 from a non-work day to a District PD Day
- e. Approve one-time off Salary Schedule payment of \$500 to each member of CSEA, HTA and non-represented employees

10.0 ADJOURNMENT:



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530 826 3261

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$162,921

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.</p>	<p>Induction program for new teachers over the course of the grant.</p>	<p>\$20,000</p>
<p>2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.</p>	<p>An integrated approach to building strong CTC Programs at the high school and building those programs at the middle and elementary school. These programs will provide additional connections with our high school, provide emotional support, and improve student engagement and well-being.</p>	<p>\$25,000</p>
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>3a.) Implement a college and career focused program in grades 6-12 including a career day for all 9-12 grade students to attend.</p>	<p>\$20,000</p>
<p>4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.</p>	<p>Hiring of additional staff (certificated and classified) or extension of time for current staff to support students social-emotional needs including mental health services, in-classroom services and community services</p>	<p>\$50,000</p>
<p>5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual</p>	<p>5a.) Continued implementation of Multi-Tiered Systems of Support (MTSS) schoolwide practices to include Positive Behavior Interventions and Support (PBIS) strategies with all students. 5b.) Substitute costs for MTSS training. 5c.) Additional hourly pay for MTSS leadership team to work outside of contract hours.</p>	<p>\$27,921</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.</p>	<p>5d.) Purchase of additional technology platforms to support the whole child through bringing together multiple points of data and information with teachers, students, and families.</p> <p>5e.) Establish a vertical grade mentoring program that will focused on building a positive school culture, preventing discrimination, and bullying awareness.</p>	
<p>6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.</p>		
<p>7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.</p>		
<p>8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</p>		
<p>9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.</p>		
<p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>	<p>10a.) Enhance credentialing opportunities for early childhood development and transitional kindergarten teacher candidates to earn appropriate credentials for state preschool and transitional kindergarten programs.</p> <p>10b.) Additional pay for classified staff willing to earn a child development credential or a multiple subject credential to teach preschool or transitional kindergarten at Hamilton Unified School District.</p>	<p>\$20,000</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	Subtotal	162,921.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching and mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services**, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.

(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 9 a, b, c	Date: 11/3/2021
Agenda Item Description: <ul style="list-style-type: none">a. Approve Tentative Agreement between CSEA and HUSD 2020-2023.b. Approve Classified 2020-21 salary schedule containing 1% retro 7/1/2020 – 6/30/2021. Retro to be paid on 11/30/21.c. Approve Classified 2021-22 salary schedule containing 4% retro 7/1/2021 – 11/10/2021. Retro to be paid 11/30/21.	
Background: <ul style="list-style-type: none">1. The Classified Unit has negotiated a Tentative Agreement for their 3-year contract, 2020-20232. The Classified Unit has negotiated a 1% COLA retro for the 2020-21 school year (retroactive 7/1/2020 – 6/30/2021).3. The Classified Unit has negotiated a 4% COLA for the 2021-22 school year (retroactive 7/1/2021 – 11/10/2021).	
Status: <p>Pending board approval.</p>	
Fiscal Impact: <ul style="list-style-type: none">a. Article 10 changes accounted for in above items #1 and #2. No other fiscal impact.b. A 1% retro will be paid to from the current year budget (2021-22) for prior year (2020-21).c. A 4% retro will be paid to from the current year budget (2021-22) for current year retro.	
Educational Impact: <p>None</p>	
Recommendation: <ul style="list-style-type: none">a. Recommend board approve the Tentative Agreement between CSEA and HUSD 2020-2023.b. Recommend board approve the Classified 2020-21 salary schedule containing a 1% retroactive 7/1/2020 – 6/30/2021.c. Recommend board approve the Classified 2021-22 salary schedule containing a 4% retroactive 7/1/2020 – 6/30/2021.	

**TENTATIVE AGREEMENT
BETWEEN THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS HAMILTON
CHAPTER 623 (“CSEA”)
AND THE
HAMILTON UNIFIED SCHOOL DISTRICT (“DISTRICT”)
REGARDING THE
2020-2023 SUCCESSOR NEGOTIATIONS**

Article 1 Agreement: CSEA and the District (Collectively, “Parties”) agree to modify the language as follows:

1.2: This Agreement shall remain in full force and effect from July 1, 2020 through June 30, 2023.

1.5 REOPENERS: For the 2021-2022 and 2022-2023 school years, either Party may reopen negotiations related to salary, health, and welfare benefits and up to two (2) Articles of each Party’s choosing.

Article 10 Pay and Allowances: The District shall increase all steps and ranges of the Classified Salary Schedule for the 2020/2021 school year by 1% retroactive to 7/1/2020. Further, the District shall increase all steps and ranges of the Classified Salary Schedule for the 2021/2022 school year by 4% retroactive to 7/1/2021.

Article 12 Holidays: The Parties agree to provide a floating holiday to all eligible unit members for the Juneteenth Holiday from the 2020/2021 School Year for use during the 2021/2022 School Year. The Parties further agree to modify the language as follows:

- a. New Year’s Day - January 1
- b. Martin Luther King Day
- c. Lincoln’s Birthday
- d. President’s Day
- e. Spring Vacation Day - Good Friday
- f. Memorial Day - Last Monday in May
- g. Independence Day - July 4
- h. Juneteenth Day – June 19
- i. Labor Day - First Monday in September
- j. Admission Day - September 9 (Floating holiday selected by employee requires prior District approval)
- k. Veteran’s Day - November II
- l. Thanksgiving Travel Day - Day before Thanksgiving Day
- m. Thanksgiving Day - Thursday proclaimed by the President
- n. Day After Thanksgiving Day
- o. Christmas Eve – December 24
- p. Christmas Day – December 25
- q. New Year’s Eve – December 31

Appendix B Definitions: The Parties agree to modify the language as follows:

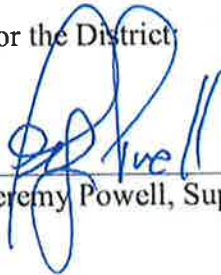
1.27. "Permanent Employee" is a regular employee who successfully completes an initial probationary period of 6 months.

1.28. "Probationary Employee" is a regular employee who will become permanent upon successful completion of a probationary period of 6 months.

The Parties agree to engage in good faith negotiations during the 1st Year Reopener with regards to bringing the number of Steps and the Longevity Intervals of the Classified Salary Schedule into accordance with that of the Classified Management/Confidential Salary Schedule

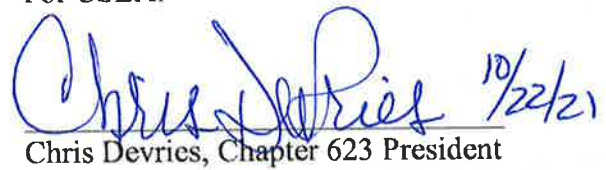
This Agreement shall close negotiations between the Parties for the 2020/2021 school year, and neither Party shall be entitled to request reopeners for this term. This Agreement is hereby signed by the Parties on this 20 day of October 2021.

For the District



Jeremy Powell, Superintendent

For CSEA:



Chris Devries, Chapter 623 President



Will Pope, Labor Relations Representative

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 9d	Date: 11/03/21
Agenda Item Description: Approve 2021-22 District Calendar Changes	
Background: <ul style="list-style-type: none">i. Change Friday, November 12, 2021 from a regular Friday schedule school day to a non-school day/non-work dayii. Change Friday, March 18, 2022 from a non-student/District PD Day to regular Friday schedule school dayiii. Change Monday, June 6, 2022 from a non-work day to a District PD Day	
Status: Pending board approval	
Fiscal Impact: None	
Educational Impact: None	
Recommendation: Recommend board approve 2021-22 District Calendar Changes	

Hamilton Unified School District 2021-2022 Draft Revised 11/02/2021

Fall 2021

July 2021						
Su	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
						0

August 2021						
Su	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				
						16

September 2021						
Su	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		
						36

October 2021						
Su	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						57

November 2021						
Su	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				
						73

December 2021						
Su	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	
						86

Spring 2022

January 2022						
Su	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					101

February 2022						
Su	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					
						119

March 2022						
Su	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		
						141

April 2022						
Su	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
						156

May 2022						
Su	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				
						177

June 2022						
Su	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		
						180

Holidays/Breaks:	7/4 4th of July (observed on 7/5), 9/6 Labor Day, 11/11 & 12 Veterans Day, 11/22-11/26 Thanksgiving Break, 12/20-1/7 Winter Break, 1/17 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday (observed 2/18), 2/21 President's Day, 4/15 Good Friday, 4/15-4/22 Spring Break, 5/30 Memorial Day
1st/Last Day of School	8/10 1st Day of School, 6/3 Last Day of School
Board Meetings	7/28, 8/25, 9/22, 10/6, 10/27, 12/8, 1/26, 2/23, 3/23, 4/27, 5/25, 6/8, 6/22
HULC Meeting	9/15, 10/20, 12/1, 1/19, 2/16, 3/16, 4/13, 5/25
Progress/Report Cards	9/10, 10/15, 11/12, 1/3, 2/11, 3/25, 4/29, 6/10 (mailed)
Teacher/District In Service:	8/6 (District-wide - No Student Atten.) & 8/9 (Teachers Only - No Student Atten.), 9/20 (District-wide - No Student Atten.), 6/6 (Teachers Only - No Student Atten.)
HES/HHS Prep/PLC Min. Day	8/13, 8/27, 9/3, 9/10, 9/24, 10/1, 10/8, 10/15, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17, 1/14, 1/21, 2/4, 2/11, 3/4, 3/18, 3/25, 4/1, 4/8, 4/29, 5/6, 5/13, 5/27
District Minimum Day	8/20, 9/17, 10/22, 1/28, 2/25, 3/11, 5/18-5/20 (Glenn County Fair - HHS Only), 5/20 (HES Only) 6/2 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/3 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep)

Site Specific Activities
HHS Back to School Night: 8/19
HES Back to School Night: 8/18 (TK-5), 8/31 (6-8)
HHS Parent Conference Day: 9/16
HES Parent Conferences (Min. Day): 10/19 = 6th - 8th ONLY 10/20-21 = TK-5th ONLY
HES Halloween Carnival: 10/29
Winter Concert (HHS Gym): 12/1
Elementary Christmas Program (HHS Gym): 12/2
HES Parent Conferences (Min. Day): 3/2 = 6th - 8th ONLY 3/3 = TK - 5th ONLY
HHS Parent Conference Day: 2/10

Site Specific Activities ... Continued
Opening of CAASPP Testing Window: TBD
HHS Open House: 4/6
Spring Concert: 4/13
HES May Dance Festival: 5/6
HHS Awards Night: 5/24

Classified Holidays
4th of July: 7/4 (observed on 7/5) Labor Day: 9/6
Veterans Day: 11/11 & 12 Thanksgiving: 11/24-26
Winter Break: 12/23 & 24, 30 & 31 MLK Jr.: 1/17
Lincoln's Birthday: (Observed) 2/18 President's Day: 2/21
Good Friday: 4/15 Memorial Day: 5/30

LCAP & Budget	Student Days
LCAP Meeting: 9/22 - 6:00 p.m.	180
DELAC/LCAP Meeting: 10/11 - 6:00 p.m.	
LCAP Meeting: 1/26 - 6:00 p.m.	Teacher Staff Dev. Days
LCAP Meeting: 4/7	
LCAP Draft Review (Public Comment & Questions to Superintendent: 4/27	4
Budget & LCAP Public Hearing: 6/8	
Budget & LCAP Adoption: 6/22	Total Days
	184

MISC Information
All Fridays* are minimum days for teacher collaboration/teacher staff development.

**FORMAL OFFER BETWEEN
HAMILTON UNIFIED SCHOOL DISTRICT AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION HAMILTON CHAPTER #623, HAMILTON
TEACHERS' ASSOCIATION, AND ALL OTHER UNREPRESENTED HUSD EMPLOYEES
FOR THE 2021-22 SCHOOL YEAR**

November 3, 2021


HUSD would like to formally offer the following to the California School Employees Association Hamilton Chapter #623 and the Hamilton Unified Teachers' Association and all other unrepresented HUSD employees:

2021-2022 Work Year Calendar Change:

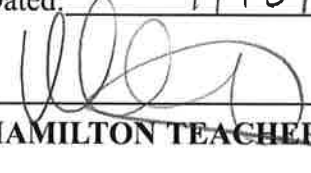
- Due to the extreme challenges caused by the COVID-19 Pandemic, HUSD would like to offer the following change to the 2021-2022 work year calendar
 - November 12, 2021: Non-work day for 11 month classified CSEA employees and all Certificated HTA Staff, non-student attendance day
 - March 18, 2022: Regular student attendance day (work day for all)
 - June 6, 2022: Professional Development Day (for Certificated Staff only)
 - No changes for 12 month employees

Dated: 11-2-21


Hamilton Unified School District

Dated: 
11/2/21

**CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION HAMILTON CHAPTER #623**

Dated: 11/2/21

HAMILTON TEACHERS' ASSOCIATION

HAMILTON UNIFIED SCHOOL DISTRICT

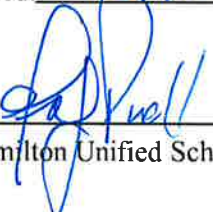
Agenda Item Number: 9e	Date: 11/3/2021
Agenda Item Description: Approve one-time off salary schedule payment of \$500 to each member of CSEA, HTA, and non-represented employees	
Background: To compensate all District employees for the added work they have been asked to complete due to the COVID-19 Pandemic, a one-time off salary schedule payment of \$500 be paid as early as December 17, 2021 but no later than January 31, 2022.	
Status: Pending board approval.	
Fiscal Impact: This one-time payment will cost the District approximately \$50,000. All funds will be from COVID-19 related state funding sources.	
Educational Impact: None.	
Recommendation: Recommend board approve a one-time off salary schedule payment of \$500 to each member of CSEA, HTA, and non-represented employees	

**FORMAL OFFER BETWEEN
HAMILTON UNIFIED SCHOOL DISTRICT AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION HAMILTON CHAPTER #623, HAMILTON
TEACHERS' ASSOCIATION, AND ALL OTHER UNREPRESENTED HUSD EMPLOYEES
FOR THE 2021-22 SCHOOL YEAR
November 3, 2021**

HUSD would like to formally offer the following to the California School Employees Association Hamilton Chapter #623, the Hamilton Unified Teachers Association, and all non-represented employees for implementation of additional COVID-19 related safety measures, cleaning responsibilities, and work related procedures.

Salary Increase:


- One time-off Salary Schedule payment of \$500 to each member of the California School Employees Association Hamilton Chapter #623, the Hamilton Unified Teachers Association, and all non-represented employees to be paid as early as December 17, 2021 but no later than January 31, 2022.

Dated: 11-2-21


Hamilton Unified School District

Dated: Chris L. Peña
11/2/21

**CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION HAMILTON CHAPTER #623**

Dated: 11/2/21


HAMILTON TEACHERS' ASSOCIATION