AGREEMENT

Between

HAPPY VALLEY UNION SCHOOL DISTRICT

and

HAPPY VALLEY TEACHERS' ASSOCIATION

July 1, 2024 - June 30, 2027
Amended & Board Approved March 11, 2026

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ARTICLE 1
Agreement

1.1 The Articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between Happy Valley Union School District (hereinafter referred to as "District") and the Happy Valley Teachers' Association CTA/NEA (hereinafter referred to as "Association").

1.2 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code.

1.3 Any Articles of this Agreement may be reopened for negotiations at any time by mutual agreement.

1.4 The Articles and provisions contained herein constitute the complete and total Agreement between the parties. The District shall have no further obligation to meet and negotiate with the Association during the term of this Agreement.

1.5 The District recognizes that teachers are the essential foundation of the academic program and will be a priority. With this in mind, it is the intent of the District to include the negotiating team in the budget building process. This shall include sharing information, justification for spending priorities and allowing for input from the Happy Valley Teachers' Association. In addition, the District will notify the association in a timely fashion as new funds become available. The District and the Association will work in conjunction with other stakeholders to ensure a budget which meets the goals and objectives of the district as a whole.

Accordingly, the unaudited actuals from the preceding school year will be reviewed with the negotiating team when they become available. Any funds in excess of the projected ending balance in unrestricted or one-time monies will be reviewed with the negotiating team.

ARTICLE 2
Recognition

2.1 The District confirms its recognition of the Association as the exclusive representative of all certificated employees employed under contract, including all part-time teachers, but excluding District psychologist, substitutes, superintendent and principals.

2.2 This Agreement applies only to District employees included in the above representation unit.

ARTICLE 3
District Rights

It is agreed and understood that the District retains all of its powers and authority to direct, manage and control to the full extent of the law, including the exercise of discretion in connection therewith, all of which are limited only by the specific and express terms of this Agreement.

ARTICLE 4
Association Rights

4.1 Authorized representatives of the Association may be permitted to transact official Association business on school property, as long as the transaction does not interfere with the normal function of classroom instruction and is in conformance with District policies and procedures.

4.2 The District shall provide a designated Association representative a copy of the agenda of each regular Board of Trustees meeting twenty-four (24) hours prior to the meeting.

4.3 The District shall provide the Association president a copy of the District personnel directory as soon as available each year.

4.4 Association representatives may review public District business office records concerning the salary schedule placement of unit members.

4.5 The District shall prepare and make available to all unit members a copy (paper or electronic) of the most current Agreement within thirty (30) business days of ratification of these amendments by the Board of Trustees.

ARTICLE 5
Negotiations Procedures

5.1 The District shall provide the Association negotiating committee each fiscal year a total of up to 150 hours paid release time to attend meetings and negotiating sessions or impasse procedures with the District.

5.2 Except for an alleged failure of the District to provide the agreed upon amount of release time, any disputes arising under this Article shall be submitted to the Public Employment Relations Board for resolution pursuant to its rules and regulations. Such disputes shall not be processed through the grievance procedure of this Agreement (Article 6).

ARTICLE 6
Procedure for Processing Grievances

6.1 Definitions:

6.1(a) A "grievance" is a formal written allegation by a grievant that he/she has been adversely affected by a violation of the specific provisions of this Agreement. Actions to change the provisions of the Agreement or the policies and administrative regulations of the District must be undertaken through separate legal processes.

6.1(b) A "grievant" is a unit member, or a group of unit members or the Association.

6.1(c) A "day" is any day during which the schools of the District are in session, excluding summer school.

6.1(d) The "immediate supervisor" is the lowest level administrator having immediate jurisdiction over the grievant who has been designated to adjust grievances.

6.1(e) A "conferee" is a person who is not a party to a grievance who is asked by either party to serve as the party's advisor.

6.2 Before filing a formal written grievance, the grievant shall attempt to resolve it by an informal conference with the immediate supervisor.

6.3 Level 1: Within twenty (20) days after the occurrence of the act or omission giving rise to the grievance, the grievant must present the grievance in writing on the appropriate form to the immediate supervisor. This statement shall be a clear, concise statement of the grievance, the specific provisions of the Agreement alleged to have been violated, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought. The immediate supervisor shall communicate his/her decision to the unit member in writing within eight (8) days after receiving the grievance. If the immediate supervisor does not respond within the time limits, the grievant may appeal to the next level. Within the above time limits either party may request a personal conference.

6.4 Level 2: If the grievant is not satisfied with the decision of the immediate supervisor or if no response is given within the time limits, he/she may, within eight (8) days of the response or lack of response, appeal the decision to the Superintendent on the appropriate form. In the event that the Superintendent was the immediate supervisor who rendered the decision at Level 1, the appeal shall be filed at Level 3. This statement shall include a copy of the original grievance, the decision rendered, and a clear concise statement of the reasons for the appeal. The Superintendent shall communicate his/her decision to the grievant in writing within eight (8) days after receiving the grievance. If the Superintendent does not respond within the time limits, the grievant may appeal to the next level. Within the above time limits either party may request a personal conference.

6.5(a) Level 3: If the grievant is not satisfied with the decision of the Superintendent or if there is no response, he/she may, within five (5) days, refer the decision in writing to the Association, with a copy to the Superintendent. Within ten (10) days of receipt of this request, the Association may submit the grievance to arbitration by filing with the Superintendent a written request for arbitration.

6.5(b) The request for arbitration may be withdrawn at any time prior to the hearing before the arbitrator and shall not be refilled.

6.5(c) The parties shall select a mutually acceptable arbitrator within ten (10) days of the receipt of the request for arbitration by the Superintendent, submission of the grievance shall be made to the American Arbitration Association or the California Mediation/Conciliation Services. In any event, the parties will be bound by the rules and procedures of the American Arbitration Association or the California Mediation/Conciliation Services in the selection of an arbitrator, and the arbitrator shall proceed under the Voluntary Labor Arbitration Rules of said Association, except as provided herein.

A. The parties shall attempt to agree upon a statement of the issues to be submitted to the arbitrator. If the parties cannot so agree, the arbitrator shall determine the issues by referring to the written grievance and the answers at each step.

B. If a question is raised about the arbitrability of an issue, the arbitrator shall rule on this question prior to hearing the merits of the grievance.

C. The arbitrator's decision shall be limited to the specific issue or issues submitted. The arbitrator's decision will be in writing and will set forth the findings of fact, reasoning and conclusions on the issues submitted. The arbitrator will be without power or authority to make any decision that requires the commission of an act prohibited by law, or which is in violation of the terms of this Agreement. Additionally, the arbitrator does not have the authority to modify, add to, delete or ignore any provision or term of this Agreement. The authority of the arbitrator to award back pay is limited to the effective date of this Agreement. The decision and award of the arbitrator will be final and binding upon the parties of this Agreement, except for court review pursuant to the California Code of Civil Procedure.

D. All costs for the services of the arbitrator, including but not limited to per diem expenses, the arbitrator's travel and subsistence expenses and the cost of any hearing room, will be borne equally by the District and the Association. All other costs will be borne by the party incurring them. Concerning transcripts, the cost shall be equally borne by the parties if the transcript is requested by the arbitrator or both parties. If a copy of the transcript is requested by only one party, that party shall incur the expense.

E. By mutual agreement of the parties the expedited labor arbitration rules of the American Arbitration Association may be used. In the event this mutual agreement does not exist, then the provisions as set forth above shall apply.

6.6 The time limits specified at each level should be considered to be maximums. The time limits may, however, be extended by mutual written agreement.

6.7 In the event a grievance is filed at such time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, and if left unresolved until the beginning of the following school year could result in harm to the grievant, the time limits set forth herein may be reduced so that the procedure may be exhausted as close to the end of the school year as possible.

6.8 Time limits for appeal provided in each level shall begin the day following receipt of the written decision.

6.9 All documents, communications and record generated from the processing of the grievance will be filed in a separate grievance file, and will not be kept in the personnel file of any of the participants.

6.10 No party shall take any reprisals against any other party because of participation in the grievance procedure.

6.11 A decision rendered at any step in these procedures becomes final unless appealed within the time limit specified.

6.12 A unit member may present grievances in accordance with this Article without the intervention of the Association prior to Level 3 so long as the adjustment is not inconsistent with the terms of this Agreement. The District shall not agree to the final resolution of the grievance prior to Level 3 until the proposed solution has been provided to the Association, and the Association has been given an opportunity to file a response.

6.13 A unit member grievance shall in no way interfere with the right of the District to proceed in carrying out its management responsibilities, subject to final decision of the grievance. In the event the alleged grievance involved an order, requirement, etc., the aggrieved shall fulfill or carry out such order or requirement, etc., pending the final decision of the grievance.

ARTICLE 7
Bargaining Unit Orientation and Information

7.1 Each time a person is newly employed in a position in the bargaining unit, the District shall inform them of their employment status, rights, benefits, duties and responsibilities, and other employment-related matters.

7.2 Any unit member who is a member of the Happy Valley Teachers' Association (HVTA), CTA/NEA, or who has applied for membership, may sign and deliver to the HVTA Representative an assignment authorizing deduction of unified membership dues, initiation fees, and general assessments in the Association. Pursuant to notification from the Local California Teachers' Association (CTA), the District shall deduct one-tenth ($1/10^{th}$) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

7.3 The District shall provide orientation for all newly hired bargaining unit members to take place within seven (7) calendar days prior to the first day of classes, except when no new bargaining unit members are commencing employment at the start of the school year shall be provided an in-person orientation/onboarding meeting within twenty-one (21) calendar days from the date of hire. New bargaining unit members shall be paid their hourly per-diem rate, based on their annual salary, for the duration of these required orientation/onboarding meetings when orientations occur outside the contract year and/or day.

7.4 The District shall provide written notice of the date, time and location of all bargaining unit member orientations/onboarding meetings, by text and electronic mail, to the Association president and vice president no later than ten (10) days in advance of orientation/onboarding meetings. If, however, the District provides proof that there was an urgent need critical to the employer's operations that was not reasonably foreseeable, the Association shall be provided as much notice as possible.

7.5 The Association shall be provided no less than sixty (60) minutes of uninterrupted time to communicate with bargaining unit members at the beginning of a staff work day before the start of the school year. District administration will excuse themselves during Association time.

7.6 The Association is entitled to invite CTA endorsed vendors and CTA staff to the Association portion of new bargaining unit member orientations/onboarding meetings and will have access to District audio visual equipment for Association presentations.

7.7 The Association shall have District-paid release time to attend and participate in new bargaining unit member orientations/onboarding meetings for up to two (2) bargaining unit members, selected by the Association, if any orientation/onboarding meeting is held during contractual work hours.

7.8 The following new bargaining unit member information shall be delivered to the Association president or co-presidents, if applicable, in digital format, sorted by seniority date, no later than 30 days after the date of hire:

1. Name
2. Home Address

3. Phone Numbers – work, home and cellular
4. Personal (non-District) Email Addresses
5. School Site
6. Grade Level/Assignment
7. Date of Hire
8. Seniority Date
9. Full time Equivalent (FTE) status
10. Employment Status (i.e., Probationary, Permanent, Temporary, etc.)
11. Type of Credential (i.e., Clear, Preliminary, Short-Term Staff Permit, Provisional Internship Permit "PIP" or College Internship, etc.)

7.9 At least every 120 days during every school year, the District shall deliver to the Association president the following information in digital format for all bargaining unit members:

1. Name
2. Home Address
3. Phone Numbers – work, home and cellular
4. Personal (non-District) Email Addresses
5. School Site
6. Grade Level/Assignment
7. Date of Hire
8. Seniority Date
9. Full time Equivalent (FTE) status
10. Employment Status (i.e., Probationary, Permanent, Temporary, etc.)
11. Type of Credential (i.e., Clear, Preliminary, Short-Term Staff Permit, Provisional Internship Permit "PIP" or College Internship, etc.)
12. Indication of any Unit Member on Leave of Absence
13. An indication of whether the District is deducting dues for membership

7.10 Violations of Article 7 shall be subject to the grievance procedure as outlined in Article 6.

ARTICLE 8
Hours of Employment

8.1 Work Days:

8.1(a) All full-time employees shall be scheduled to work 185 days, including 180 student teaching days, three (3) staff development days and two (2) preparation days. The two-(2) preparation days shall be scheduled prior to the first day of school; one (1) of these days may be partially used for District meetings.

8.1(b) Each year the calendar shall be developed as a result of meeting and negotiating between the Association and District.

8.2 Work Hours:

8.2(a) The professional duties of unit members require both on-site and off-site hours of work, and the total time necessary to perform all professional duties on and off-site will vary from day to day and from unit member to unit member. However, except as otherwise provided by Sections 8.5, 8.6, 8.7 and 8.8 below, full time employees shall be scheduled to work 7-hour days. Certificated staff is expected to be at work at least 10 minutes prior to the first bell. The additional 20 minutes is at the teacher's discretion. Long-term exceptions regarding the scheduled work day must be communicated to the site administrator in advance. In the event that the site administrator denies the exception, the matter will be referred to a committee composed of no less than 2 teachers and an administrator to be reviewed. Work time that is outside of the bell schedule will be determined by each full-time employee.

8.2(b) All full-time employees shall also receive a total of twenty (20) minutes of relief time during each workday total, which may be divided into separate increments as determined by the master schedule for each site. When classified staff are absent from their duties to cover afternoon recesses on an intermittent basis, unit members may be asked, and shall supervise students, on an on-call basis. The on-call schedule shall be determined at the beginning of the year on an equitable and rotating basis. The number of times that any unit member may be asked cover these duties shall not exceed three (3) times per year.

8.2(c) All unit members shall be provided a forty (40) consecutive minute, lunch period, of which 30 minutes is duty free lunch. On an as-needed basis, unit members may be asked by the site Principal, and shall supervise students for no more than 15 minutes during their duty-free lunch on days with significant rain, snow or unhealthy air quality. Employees may leave the campus for lunch.

8.2(d) Each unit member assigned to teach outside of a self-contained classroom shall be provided one (1) period per day for preparation and planning.

8.3 Preparation Period Substitute Assignment:

8.3(a) During the school year, any unit member who is assigned by the Principal or designee to cover another unit member's regular class during his/her preparation period when he/she has no instructional duties, for not less than ten (10) minutes and not more than sixty (60) minutes, shall be compensated, period for period, starting as comp time up to one (1) full contract day; after which compensation will be paid at their hourly rate or the Special Project rate listed in Appendix B, whichever is higher. If the employee does not use the comp day or a portion thereof, the *pro-rated compensation will be paid at the Special Projects hourly rate listed in Appendix B.

8.3(b) Unit members will utilize the Prep Period Substitute Assignment time sheet for reporting. (Appendix F)

8.4 For regular school days, student class time is as follows:

Grade	Minutes per Day
TK-Kindergarten	300
First through Third	300
Fourth through Eighth	335

Class beginning and ending times as well as lunch and recess periods may be modified from time to time by the District, provided, however, that class time is within the work hours set forth in Section 8.2.

For minimum days, student class time is as follows:

Grade	Minutes per Day
TK-Kindergarten	240
First through Third	240
Fourth through Eighth	275

8.5 On workdays of non-student attendance, employees shall report for duty as designated by the Principal or Superintendent. The designated duty hours shall not exceed those of a regular school day. On days when students are not in attendance due to emergency closure, teachers shall not be required to report to work. Teachers shall report for work on make-up emergency days, which shall follow the last scheduled day of school unless mutually agreed upon in writing by the HVTA and the District in writing.

8.5(a) Employees are required to work outside of the work periods set forth in 8.2 for open house and back-to-school night.

8.5(b) At the beginning of each school year, adjunct/supervision events shall be reviewed and updated as agreed upon between staff and administration and will be distributed based on the level of commitment, considering the time and coordination obligation associated with the duty. At the beginning of each school year the adjunct/supervision shall first be distributed on a voluntary basis. Any such adjunct/supervisions not voluntarily assumed may be assigned to employees by the Principal. The amount of time assigned any employee in the school shall not far exceed that amount of time assigned other employees in the school. If any employee is unable to perform the extra-duty assignment, the employee is responsible for obtaining a substitute whom is acceptable to the Principal. All overnight school activities shall be on a voluntary basis.

8.5(c) Staff meetings shall occur every Monday and begin within 10 minutes after dismissal and last no longer than 3pm. One Monday per month will be for district wide meetings and agreed upon when developing the calendar. The

remaining Mondays will be split 50/50 with a site staff meeting the first half and teacher collaboration the second half.

8.5(d) The Superintendent may call an additional three (3) district meetings per year. The meetings will be held during the regular school year with at least one-week advance notice. District meetings will conclude no later than 5:30 p.m.

8.5(e) District practice is to schedule SST, IEP and other legally required student related meetings during the student day. In the rare circumstance where parent availability and/or legal compliance require a meeting outside the student day, such meetings may be scheduled outside the student day. The student meeting shall be scheduled as soon as possible after dismissal with agreement from the unit member(s) affected as to the time of the meeting. Unit members shall be required to attend as necessary. No such meeting will extend beyond 5:00 p.m. Any student meetings that occur and/or extend beyond one (1) hour after the student day will be compensated at the Special Projects rate per hour listed in Appendix B for the time beyond one (1) hour after student dismissal.

8.6 Six (6) minimum days per school year for both students and teachers shall be observed on the following days:

A. On the last school day before Thanksgiving vacation;
B. On the last school day before Christmas vacation:
C. On the last school day before Spring break;
D. On the day of Open House for primary;
E. On the day of Open House for elementary and
F. On the last day of school.
G. On the of Back to School for primary
H. On the day of Back to School for elementary

8.7 Teacher in Charge, Community Day Teacher

8.7(a) Teacher in Charge

A Teacher in Charge (TIC) shall fulfill administrative duties in the absence of the site administrator or when additional administrative support is needed.

- The Teacher in Charge (TIC) will be selected by the Administration no later than September 7 of each school year. This includes a TOSA who has administrative duties.
- Two additional teachers will be selected to serve as alternate TICs. Alternate TICs will be utilized in sequential order when the primary TIC is unavailable.
- All TICs and alternate TICs will participate in safety and procedures training with Administration by the end of September. This training will

occur outside the regular school day for up to one-half day, compensated at the half-day sub rate.

- In the event a Level 3 behavioral incident occurs, or if the TIC is uncomfortable making a site decision, the TIC may defer to the site administrator from the other campus for assistance and guidance.

Compensation – Teacher in Charge

- Full-day: A teacher serving as Teacher in Charge (TIC) for a full day will have a substitute assigned to their classroom and will receive additional pay at the current daily substitute rate.
  If a substitute cannot be obtained:
  - Elementary staff will provide prep period coverage
  - Primary staff will utilize class sharing, if necessary

- Half-day: When a teacher serves as TIC for a half-day, a substitute will not be obtained. The TIC will receive additional pay at the current half-day substitute rate.

  - Elementary staff will provide prep period coverage
  - Primary staff will utilize class sharing, if necessary

8.7(b) The Community Day School teacher shall be provided the minimum of a thirty (30) consecutive minute, duty-free lunch. If the duty-free lunch period for the Community Day School teacher is less than forty (40) minutes, the teacher shall be compensated at one-fourth (1/4) the Hourly Stipend rate is specified in Appendix "B".

ARTICLE 9
Leaves

9.1 Sick Leave:

9.1(a) Each school year every full-time member of the unit shall be entitled to one day of paid sick leave for every month of contract employment. Unused sick leave shall accrue from school year to school year.

9.1(b) At the beginning of each school year every unit member shall receive a sick leave allotment credit equal to his/her sick leave entitlement for the school year. A unit member may use his/her credited sick leave at any time during the school year. When an employee's employment terminates and more sick leave has been used than earned, the amount used but not earned shall be deducted from the final pay warrant. Employees returning from sick leave, from surgery or a serious illness must, upon request of the District, provide a doctor's release certifying medical permission to return to work.

9.1(c) Accrued sick leave may be used for the illness, accident or medical/dental appointments of the unit member or a member of the unit member's immediate family, as defined in 9.7.

9.2 Extended Sick Leave: After all earned Sick Leave is exhausted, additional leave shall be available for a period not to exceed five (5) school months. The amount deducted during this leave shall be the amount actually paid a substitute employed to fill the position during the leave, or, if no substitute is employed, the amount which would have been paid to a substitute.

9.3 Pregnancy Disability Leave:

9.3(a) An employee who must be absent from work due to a disability caused or contributed to by pregnancy, miscarriage, childbirth or recovery there from as verified by a statement from her physician may utilize accumulated sick leave or be paid a differential salary as provided in the extended sick leave provision of this Agreement. The length of such disability leave, including the date on which the leave shall commence and the date on which the duties are to be resumed, shall be determined by the unit member and the unit member's physician.

9.4 Parental Leave:

9.4(a) Unit members may elect to take up to 12 work weeks of parental leave pursuant to Education Code 44977.5 for the purpose of preparing for and caring of a newly born or newly adopted child. Sick leave will be applied towards these 12 work weeks of parental leave until all sick leave is exhausted. Thereafter, the unit member may use differential leave for the balance of the period up to 12 work weeks. This leave is in addition to pregnancy disability leave entitlements under Education Code section 44965 and does not run concurrently. The District will continue to pay for medical benefits during this time period as it would during other sick leave.

9.4(b) An employee shall be entitled to up to an additional five (5) days of paid leave in the event of the adoption of a child other than that of his/her spouse for the purpose of caring for the needs of the child.

9.4 (c) In addition to 9.4 (a) and (b) above, the Board of Trustees may grant an employee an unpaid leave of absence not to exceed one school year for the purpose of caring for his/her newly born or adopted child.

9.5 Industrial Accident and Illness Leave:

9.5(a) Allowable leave shall be for not more than sixty (60) days in any one fiscal year for the same accident or illness. A unit member shall be deemed to have recovered from an industrial accident or illness and thereby able to return to work at such time as the employee and his/her physician agree that there has been such a recovery. However, the District may require a written statement from a physician of its choice verifying an employee's absence under this leave, and his/her ability to return to work.

9.5(b) An industrial accident or illness as used in this paragraph means any injury or illness whose cause can be traced to the performance of services for the District as determined under the provisions of the California Workers' Compensation Insurance Law.

9.5(c) The District report of an industrial accident or illness shall be kept on file in the Business Office.

9.5(d) The benefits provided in this paragraph are in addition to the sick leave benefits.

Accordingly, the District shall not deduct accumulated sick leave from the sick leave allotment of a unit member who is absent as the result of an industrial accident or illness until after the exhaustion of industrial accident leave.

9.6 Personal Necessity Leave:

9.6(a) Employees may use accumulated Sick Leave in any school year for personal necessity leave for the following purposes:

A. Death of a member of the immediate family when additional leave beyond that provided by Bereavement Leave is required.

B. Accident involving the person or property of the employee, or the person or property of a member of the immediate family, when the personal presence of the employee is required during the working day.

C. Appearance in any court or before any administrative tribunal as a litigant or party.

9.6(b) The amount of accumulated leave that may be so used in any school year for Personal Necessity Leave shall not exceed seven (7) days. If an employee utilizes accrued sick leave for personal necessity leave beyond seven (7) days in any school year, the employee must do so with District approval.

9.6(c) "Immediate" family is as defined in Bereavement Leave.

9.6(d) The employee taking Personal Necessity leave must notify the Superintendent or designee as far in advance as possible, and must complete a District absence reporting form upon return to work. However, advance permission is not required for leave taken in the event of death or serious illness of a member of the immediate family, accident involving the person or property of the employee or of a member of the immediate family.

9.6(e) In addition to the above, personal necessity days may be granted for circumstances which the employee cannot reasonably expect to disregard and that necessitates his/her personal attention during assigned hours of

service. Such leave shall not be used for recreational purposes, extension of holidays or vacation, matters of purely personal convenience, nor for a concerted activity.

9.6(f) Five (5) days of Personal Necessity Leave (per Art. 9.6.2), no questions asked, may be taken at the employee's discretion.

9.7 Bereavement Leave: Employees shall be entitled to up to five (5) days of paid leave of absence on account of the death of any member of the immediate family. This leave shall not be deducted from sick leave. Member of the "immediate family" is defined as mother, father, grandmother, grandfather, aunt, uncle or a grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister of the employee or any relative living in the immediate household of the employee.

9.8 Study Leave (Unpaid): The Board may grant a unit member an unpaid leave of absence to pursue educational improvement and advancement. Such leave shall be for a maximum of one (1) year.

A. An employee shall apply to the Board for such leave no later than eight (8) weeks before its anticipated commencement.

B. The employee on study leave shall be entitled to all benefits accorded and obliged under article 9.13.

9.9 Jury Duty: An employee shall be entitled to as many days of paid leave as are necessary for jury duty. Any monies received minus mileage for jury duty shall be paid to the District.

9.10 Legislative Leave: A permanent-status unit member who is elected to the State Legislature shall be entitled to an unpaid leave of absence for the length of his/her term or terms in office. The employee on such leave shall notify the Board of his/her intended return at least eight (8) weeks in advance. The employee on such leave shall be entitled to return to employment at the end of the term of office but shall not be entitled to any of the other benefits accorded by 9.13 of this Article.

9.11 Emergency Appointment Leave: Unit members may leave their school sites for a brief period during working hours, without loss of pay, subject to the following conditions:

A. Such absences are limited to seven and one-half (7.5) hours in any school year for an unavoidable professional appointment with a doctor (including psychiatrist), dentist, psychologist or attorney.

B. The appointment could not be scheduled during the employee's nonworking hours. Employees also have the responsibility to attempt to schedule the appointment during non-classroom instruction time.

C. The employee is responsible to arrange for suitable coverage of any of his/her duties by other certificated staff members, subject to the approval of the Principal.

D. The absence is contingent upon the advance approval of the Principal.

9.12 Unpaid Leave: Unpaid leave may be approved at the discretion of the District for reasons not specified under other leave provisions of this Agreement. Advance approval is required. Requests are to be made on the appropriate District form and submitted to the Superintendent through the Principal. One full day's pay shall be deducted from the employee's salary for each day approved. Leaves taken without prior approval shall be considered unauthorized leave.

9.13 Unless otherwise provided in this Article, a unit member on an unpaid leave of absence shall be entitled to (a) return to a position for which he/she is credentialed to teach, (b) receive during the leave, at his/her option, all insurance benefits with the premiums being paid by the unit member to the extent permitted by the carriers.

9.14 Family Care and Medical Leave: The District shall provide unit members family care and medical leave pursuant to applicable Federal and State law.

9.15 Up to a total of 4 days of release time may be granted for Association Representatives for state or national conferences, or for conducting other Association Business.

ARTICLE 10
Class Size

10.1 Class size loading standards for the District shall be as follows:

TK-3	24 students (with no class over 28 students)
4-5	30 students
6-8	30 students
PE	40 students
HVIPL	28 students

10.2 Within the first thirty days of the school year, the District will work with teachers to distribute the number of students on an equitable basis within a grade level. Each class will be loaded with a differential of +/- 3 students of any other class at the same grade level (or subject area). To the extent possible, new students will be enrolled into the class with the lowest current enrollment.

In the event that any class exceeds 30 pupils in TK-8 for more than ten consecutive days, unit members shall be compensated on a tiered schedule when the number of students exceeds class size as state above.

- 1-5 students over = $25.00/day
- 6-10 students over = $35.00/day
- 11 or more students over = $45.00/day

Compensation for class size overage is to be paid out at the end of each trimester. In a team-teaching situation, the unit members may agree to split the class size overate compensation by providing written notice, signed by both unit members, to the District.

10.3 Combination Classes:

10. 3(a) Teachers assigned to a combination class shall be entitled, at their discretion, to one (1) additional workday (at the teacher's daily rate) prior to their first day of school for preparation and planning. Such day shall be scheduled with the approval of the Principal during the two-(2) week period prior to the first day of school. The workday shall take place at school unless otherwise approved by the principal.

10.3(b) During the school year, teachers assigned to a combination class are entitled, at their discretion, to utilize up to two (2) school days (either in full or half-day increments) for consultation with other staff members, record keeping, preparation and planning, visitation, and parent contacts. Scheduling of such time shall require the advance approval of the Principal.

10.3(c) Up to three weeks prior to the beginning of school, combination class teachers shall have the opportunity to consult with the Principal concerning the composition of their classes. During the school year such teachers shall also have the opportunity to consult with the Principal on individual student placement problems.

10.4 The standard caseload for each SDC teacher shall not exceed 13 students. In the event that an SDC teacher's caseload exceeds 13 students for more than fifteen consecutive days, the unit member shall be compensated fifteen dollars ($15) per day per student. In the event the standard caseload is exceeded, the District shall meet with the Association and the affected teacher to develop and implement a practical solution. Every effort shall be made to find a solution that does not have a negative impact on other classes. Compensation for class load overage is to be paid out on a semi-annual basis (January and June of each school year).

ARTICLE 11
Assignment and General Transfers

11.1 A "transfer" is the relocation of a unit member from one school to another within the District, or a reassignment to another grade level within the same school.

11.2 Pursuant to Section 35035 of the California State Education Code, the District reserves the right to transfer employees within the District subject only to the procedural requirements of this Article. Based on:

1. credentials held,
2. experience,
3. areas of academic study,

4. length in the district and within a particular school,
5. specific needs of the position.

11.2(a) Unit members who are transferred between grade levels or to a new subject assignment shall have $300 available for the materials necessary to support the program.

11.2(b) Teachers who are reassigned to a different classroom or school will be paid $150.00 for the physical move to help compensate for the additional work involved.

11.2(c) The District shall provide each unit member who is relocated to another classroom as a result of a transfer under this Article:

A. Assistance in moving his/her instructional materials supplies contained in the classroom; and

B. One (1) day of release time for the purposes of moving and preparation if the relocation takes place during the school year.

11.2(d) The application or implementation of this Article shall not be arbitrary or capricious.

11.2(e) Assignment in combination classes will be for no more than two years unless the combination class teacher and the administration, with mutual consent, agree to a longer term.

11.3 If a voluntary transfer request is not granted, or an involuntary transfer is made the employee shall be provided, upon request, the specific reasons for the denial or the transfer, in writing.

11.4 By May 1, the tentative assignment list will be provided teachers for the following school year.

Voluntary Transfers

11.5 During the period of the beginning of the normal school year through August 15, the District shall post on each school's bulletin board a list of vacancies as soon as the District determines that a vacancy exists. The list shall contain the closing date and procedures for submitting a request for transfer, as well as a specific description of the position and its requirements. During the summer the list shall also be mailed and emailed at the time of the posting to each employee. Unit members shall be surveyed by April 1st of each year of their interest in other positions (including extra duty stipend positions).

11.6 During the school year a vacancy shall not be filled until the position has been posted for at least five (5) school days. For this Article, posting will mean: a copy to be emailed and posted in one central location on each campus.

11.7 During the summer recess through August 15th, a vacancy shall not be filled until after a period of seven (7) calendar days from the posting unless a survey or direct phone call is placed to each employee.

11.8 In making transfers, consideration shall be given to such factors as employees

1. credentials held,
2. experience,
3. areas of academic study,
4. length in the district and within a particular school,
5. specific needs of the position.

11.8(a) A unit member may request a voluntary transfer to take effect during the school year or at the beginning of the next school year. In either event the request shall be made in writing to the immediate supervisor. When the request is made for a transfer in response to a posted vacancy, the request shall be made by the deadline indicated on the posting. Unit members may also request a transfer to take effect at the beginning of the next school year. Such request shall be made no later than April 1st of the school year preceding the effective date.

11.8(b) To prevent a series of "round robin" job postings, the District may require in the initial vacancy posting that unit members indicate their desire to transfer to any subsequent vacancy created as a result of filling the first posted position.

11.8(c) If a voluntary transfer request is not granted, the employee shall be provided, upon request, with the specific reasons for the denial.

11.8(d) Unit members requesting transfers or reassignment within the procedures stated in this Article shall be considered for positions before new employees are hired.

Involuntary Transfers

11.8(a) In making transfers not requested by an employee, consideration shall be given to such factors as employee's experience and training, areas of competence and interest, areas of academic study and length in the District and within a particular school.

11.8(b) An employee who does not so request may not be transferred until he/she has been given an opportunity (in writing or a telephone call if the employee is not available) for a meeting with the Superintendent or immediate supervisor to discuss the reasons. The employee shall also be given an opportunity to be considered for other vacancies that are available at the time of the impending transfer for which the employee is qualified.

11.8(c) Such transfers shall normally be completed by the last day of school for the following school year. In the event of an occurrence after this date,

such as death, resignation, leave of absence, change in enrollment or change in curriculum, transfers may be made or changed by the District.

11.8(d) Involuntary transfers of permanent status unit members may not be made more often than once every two (2) school years, except in the event of such occurrences as death, resignation, leave of absence, and change in enrollment, change in curriculum or factors of performance of the employee reflected in his/her evaluation.

11.8(e) Every reasonable effort shall be made to minimize the number of involuntary transfers. Involuntary changes shall be made only after other alternative solutions have been considered.

ARTICLE 12
Procedures for Employee Evaluation

12.1 Evaluations of Certificated Personnel

12.1.1 Standards for Evaluation

The purpose of teacher evaluation is to improve the educational program in the District and to advance toward attainment of the District's stated educational goals. The criteria to be used for evaluation shall relate specifically to the California Standards for the Teaching Profession and are set forth in Appendix D.

12.1.2 Responsibility for Evaluation

The Superintendent and/or Principal shall conduct the evaluation of all certificated employees. For the purposes of this Article, the Superintendent and/or Principal may be considered the evaluator.

12.1.3 Timeline for Certificated Employee Evaluation

Each certificated employee shall be evaluated on a schedule and through a process consistent with the timeline and utilizing the forms set forth in Appendix D, which shall be generally consistent with the following:

By October 15th, the evaluator shall provide notification to all employees that will be evaluated during the school year.

By October 31st, the employee shall attend a goal setting conference and, at the employee's option, complete a Self-Evaluation Form.

At least three (3) working days prior to the observation, unless otherwise agreed upon by the employee and evaluator, the employee and evaluator shall schedule the observation, and the employee shall complete the Pre-Observation Form and meet with the evaluator to preview the lesson.

The evaluator shall conduct an observation of the employee for a minimum of thirty (30) minutes and collect evidence based on the California Standards for the Teaching Profession using the Classroom Observation Form.

Within seven (7) working days after the Observation, unless agreed upon by the employee and evaluator, the evaluator will review evidence and discuss the Observation at the Post-observation Conference.

Within five (5) working days after the Post-observation Conference, the evaluator will complete the Classroom Observation Form and Summary Observation Report and provide a copy to the employee. If the employee is in disagreement with the conclusions recorded by the evaluator, the employee may provide a written response, which shall be included as an attachment to the Summary Observation Report.

For probationary and temporary employees, the evaluator shall conduct two formal Observations and the process shall be completed by March 15th. For permanent employees, the evaluator shall conduct one formal Observation and the process shall be completed by May 1st.

12.1.4 Alternative Evaluation Plan for Permanent Unit Members

The parties recognize that an alternative evaluation plan is intended to be a collaborative undertaking between the permanent unit member and the supervisor. It is not the intention of the parties to restrict innovation and creativity; therefore, the following options are only examples (details of evaluation options will be provided to unit members):

(a) Visitation/Co-Visitation: Visitation may include observation of other teachers' classroom approaches, techniques, training, and/or in-service activity in or out of the District. The intended purpose is to provide meaningful feedback to unit members.

(b) Peer Observation/Coaching of the Unit Member: All communication regarding the actual observation/coaching, including the results thereof, shall be exclusively between the peers.

(c) Feedback/Survey: The design of any instrument or survey shall be agreed to by the unit member and supervisor. The result shall be available exclusively to the permanent unit member.

(d) Analyze Student Work Over Specified Time: The purpose of the analysis shall be discussed by the unit members and the supervisor.

(e) The results of the analysis shall be available exclusively to the permanent unit member.

(f) Video Training: All tapes shall remain in the exclusive custody

(i) Were prepared by identifiable examination committee members, or

(ii) Were obtained in connection with a promotional exam.

ARTICLE 13
Safety Conditions of Employment

13.1 The District shall confer with and advise any employee assaulted by a student or a student's parents while in the discharge of his/her duties. An assault shall be defined as in the penal code as an unlawful attempt, coupled with a present ability to commit a violent injury on the person of another.

13.2 An employee may use such reasonable force as is necessary to protect himself/herself from physical attack, or to prevent injury to another person.

13.3 Any case of assault shall be immediately reported to the employee's direct supervisor or the supervisor on duty in absence of direct supervisor, who shall immediately report the incident to the appropriate law enforcement agency. Such employee then shall submit a complete written report within forty-eight (48) hours of the incident to the District.

13.4 When absence arises out of or from such assault or injury, the terms and conditions of the Worker's Compensation Insurance and the leave provisions of this Agreement shall apply.

13.5 An employee who is disabled due to such assault or injury shall be granted an unpaid leave of absence for up to one school year. The Board may extend such unpaid leave for an additional year upon the request of the employee.

ARTICLE 14
Compensation

14.1 Salaries: Effective July 1, 2024, employees covered by this Agreement shall be paid salaries as provided in Appendix "A" Except in the event of an emergency, provided District payroll procedures have been met, salaries of employees shall be paid on the last working day of the month or on an earlier date as established on the Shasta County Office of Education payroll calendar.

14.1(a) Initial Step Placement: Unit members shall be given credit on a year-for year basis at the time of initial salary schedule placement for previous teaching experience, subject to the following criteria:

1. The previous teaching was full-time for at least one hundred thirty (130) days.

2. The previous teaching occurred at a public or private school within the United States or an American school outside of the United States.

3. The previous teaching occurred after receipt of a California credential or a credential from another state with reciprocity with California.

4. The previous teaching was within the authority of the credential and was service customarily and ordinarily expected of a teacher with a credential.

5. The experience shall be verified to the satisfaction of the District.

14.1(b) Step Requirement: The step advancement on the salary schedule shall be at the rate of one step for each year of certificated experience acceptable to the District. If an employee is employed for over one-half of a school year, the employee shall be given credit for that years' experience for salary purposes.

14.1(c) Unit Conversion: Quarter units are converted to semester units by multiplying the quarter units by 2/3. If the multiplication results in a fraction that when added to the other semester units is more than 0.5 units, credit on per unit pay shall be given for the whole unit. Each time unit credit is awarded, such calculation shall be made considering all quarter units credited.

14.1(d) All graduate courses that an employee wishes to move on the salary schedule must be pre-approved by the Superintendent. In the case of denial, unit members may appeal to the professional development committee. The committee should be composed of three members selected by the bargaining unit.

14.1(e) Units may be approved at any time throughout the year. In order to affect placement on the salary schedule, transcripts or grade cards for completed units must be submitted to the District Office by September 10th.

14.1(f) Master's Degree Stipend: Employees who hold a Master's Degree from an accredited institution shall receive a maximum additional stipend of $1,000.00 for a full year of service.

14. 1(g) Effective July 1, 2007, all unit members shall receive 11 regular payroll checks per year commencing on the last work day in August and continuing on regular payroll dates as established by the county-wide payroll schedule. Unit members may elect to participate in a deferred payroll option by having a percentage deducted from the net pay of their prior eleven checks to receive a 12th check in June. The employee must notify the District Office in writing of any change to their participation in the deferred payroll program no later than June 30th preceding the start of the school year.

14.2 Stipends: Effective July 1, 2019, unit members shall be paid stipends pursuant to Appendix "B" for extra duty assignments.

14.3 Insurance Coverage:

14.3(a) Effective July 1, 2022, full time unit members and covered dependents shall be eligible to receive a maximum annual District insurance premium contribution of $11,600.00 to be applied to the following coverage:

1. Medical insurance coverage for eligible employees and covered dependents provided through the California's Valued Trust. Unit members may select available plans, as defined by the Association, consistent with open enrollment procedures of the Trust.

2. Dental insurance for eligible employees and covered dependents provided through the California's Valued Trust, equivalent to the District plan including orthodontics of a maximum of $1,000 and sealant.

14.3(b) The above District maximum monthly premium contribution shall be prorated for part-time unit members and may be applied to any of the coverage when the insurance policy permits. This option is available only at the time of employment or any open enrollment periods permitted by the insurance carriers. Employees regularly assigned to work less than half time shall not be eligible for any insurance benefit contribution or coverage.

14.3 (c) Medicare: the District will withhold and contribute the employee portion of 1.45% and deposit the matching employer portion of 1.45%.

14.3(d) The District shall create a Special Reserve Fund. District contributions to this fund shall be based on the difference, if any, during each fiscal year between the maximum District premium contributions and actual premium

costs for the above coverage for the certificated bargaining unit. This fund shall be applied toward the certificated unit group medical, dental and vision insurance premiums at the time these costs exceed the District premium contribution.

14.4 Retiree Medical Insurance Contributions: Employees who retire from the District after July 1, 2000, under the State Teachers' Retirement System with a minimum of ten (10) years of District service shall be eligible to receive a District contribution. Such contribution shall be made for each eligible employee who elects to participate in the above plan. Employees who elect to avail themselves of such health insurance coverage will receive the payment from age 55 through age 64, if retired under the State Teachers' Retirement System. To calculate the amount the following steps will be used: 1) Determine the difference of the monthly cap from $300.00. 2) Divide the difference in Step 1 by 9. 3) Multiply step 2 by the number of year's Happy Valley employee is in excess of age 55. 4) Add the amount from Step 4 to $300.00 to determine the monthly district contribution towards the District insurance plan. The amount calculated becomes the fixed amount until age 65. (See Appendix D for table)

14.5 Automobile Mileage Expense Reimbursement: An employee who is authorized in advance to use a personal automobile in the performance of duties shall be reimbursed at the rate of one cent less than the federal reimbursement rates per mile. To be eligible for such mileage reimbursement, an employee must follow District approval and claim procedures.

14.6 Compensation for Non-Contract Days: If an employee is requested in writing by the District to attend in-service activities on non-contract days they will be compensated at their daily rate of pay for a full day or at their hourly rate of pay for less than a full day.

14.7 Independent Study: Teachers will be responsible for compiling work for the student independent study contracts for both long-term and short-term. Self-Contained classroom teachers will be compensated at 1 hour per contract of extra duty at their hourly rate. Non-Self-Contained classroom teachers will be compensated at 0.5 hours per contract of extra duty pay at their hourly rate.

If an Independent Study is extended, an additional hour (self-contained) or half-hour (non-self-contained) will be compensated for additional preparation. Self-Contained classroom teachers will be compensated at 1 hour per week of extra duty at their hourly rate. Non-Self-Contained classroom teachers will be compensated at 0.5 hours per contract of extra duty pay at their hourly rate. If an extended long-term Independent Study is requested, an alternate teacher may be sought according to the Administrations discretion in collaboration with the classroom teacher.

14.8 COLA: Effective July 1, 2025 an annual increase of 75% of the funded cost-of-living adjustment (COLA) received in the current year to be applied on an ongoing basis.

Compensation Effective 7/1/2024 (non-contract language)
The salary schedule was restructured and will be retroactive to 7/1/2024.

ARTICLE 15
Concerted Activities

15.1 It is agreed and understood that there will be no concerted activities such as a work stoppage by the Association, its officers, agents or by members of the unit during the term of this Agreement.

15.2 The Association recognizes the duty and obligation of its representatives to comply with the provisions of this Agreement.

15.3 The District may withdraw any rights, privileges or services provided for in this Agreement for any employee or organization violating this Article.

ARTICLE 16
Savings Provisions

If any provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction and/or state or federal legislative enactment, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect. The parties shall meet no later than thirty (30) days after the effective date of the court decision or enactment of state or federal legislation to negotiate regarding the provision or provisions affected.

ARTICLE 17
Peer Assistance and Review

17.1 Happy Valley Teachers Association and Happy Valley Union School District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers and others must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development and peer assistance. Teachers who are interns, serving their first year in the District and/or have received an overall unsatisfactory evaluation are viewed as valuable professions. The District and HVTA choose to support the professional growth of teachers as professionals. Therefore, the Happy Valley Teachers Association and the Happy Valley Union Elementary School District agree to the following:

17.1.1 Supporting Teacher (ST) will be assigned to the following:

A. Intern
B. Teacher in probationary status who has received an unsatisfactory evaluation
C. Any teacher needing support due to significant grade level change
D. At the discretion of the District, a teacher requesting support

17.1.2 The duties of the ST position shall be as follows:

a. An ST will provide service for ten (10) consecutive months on an as needed basis.

b. The ST shall be limited to working with one (1) teacher needing support per school year.

c. A ST shall provide assistance to a teacher needing support relating to the California Standards for the Teaching Profession.

d. This assistance shall not involve the participation in, nor the conducting of the annual evaluation of certificated unit members as set forth in Article 12 of the Collective Bargaining Agreement.

17.1.3 Listed below are the minimum qualifications for an ST:

a. A full-time clear credentialed teacher with at least five (5) years of recent teaching experience. Three (3) of the five (5) full-time years must be in district experience. If a unit member does not express interest or does not meet eligibility criteria, a qualified certificated staff member may be considered on a case by case basis to serve in the role of ST.

b. Demonstrated exemplary teaching ability as indicated by, among other things, effective communication skills, subject matter knowledge, knowledge and commitment to District curricular goals and standards, and mastery of a range of teaching strategies necessary to meet students' needs in different contexts.

c. Ability to work cooperatively and effectively with other teachers and administrators, demonstrated effective leadership skills and experience in working on school/district committees.

17.1.4 The District will post the ST positions(s) when there are teachers needing support (see 17.1.1).

a. Each applicant will be required to submit a letter of interest to the District.

b. All letters of interest will be treated confidentially and will not be disclosed except as required by law.

c. The Superintendent/Principal and an association representative shall work collaboratively to choose the individuals who will serve as supporting teachers.

17.1.5 Functions performed by unit members as STs under this document shall not constitute either management or supervisory functions.

17.1.6 Unit members who perform functions as STs under this document shall have this same protection from liability and access to appropriate defense as other public school employees.

17.1.7 Stipends:

Stipend rate is specified in Appendix "B".

a. Any Supporting Teacher getting paid as a mentor by an outside agency shall not be eligible for any stipend for that same Participating Teacher.

ARTICLE 18
Term

18.1 Term: This Agreement shall continue in full force and effect from July 1, 2022, through June 30, 2024. The parties shall exchange successor agreement sunshine proposals by March 15, 2023.

18.2 For the 2022/23 & 2023/24 school year, negotiations will be closed unless both parties mutually agree to amend any portion of this agreement.

18.3 For the 2024-25 school year, the parties may re-open negotiations on compensation and two (2) other articles of the agreement by giving written notice to the other party by January 1, 2024.

18.4 For the 2024-25 school year, the parties may re-open negotiations on compensation by giving written notice to the other party by January 1, 2024.

18.5 This Agreement shall not be amended or supplemented except by agreement of the parties hereto, reduced to writing and duly signed by each. Upon mutual agreement the parties may agree to amend or modify any portion of this agreement.

26/27 Certificated Salary Schedule - 2.150% COLA

Steps	A: 0-39 Units	B: 40-49 Units	C: 50-59 Units	D: 60-69 Units	E: 70+ Units
1	52,763	54,346	55,977	57,656	59,385
2	54,346	55,977	57,656	59,385	61,167
3	55,977	57,656	59,385	61,167	63,002
4	57,656	59,385	61,167	63,002	64,892
5	60,539	62,355	64,225	66,153	68,137
6	61,750	63,601	65,510	67,476	69,499
7	62,984	64,874	66,820	68,825	70,890
8	64,244	66,171	68,157	70,201	72,307
9	65,529	67,495	69,520	71,605	73,754
10	68,806	70,869	72,995	75,186	77,440
11	68,806	72,286	74,455	76,690	78,990
12	68,806	73,732	75,944	78,223	80,569
13	68,806	73,732	77,463	79,787	82,181
14	68,806	73,732	79,013	81,382	83,825
15	68,806	73,732	79,013	85,452	88,016
16	68,806	73,732	79,013	87,161	89,776
17	68,806	73,732	79,013	88,904	91,572
18	68,806	73,732	79,013	88,904	93,402
19	68,806	73,732	79,013	88,904	95,271
20	68,806	73,732	79,013	88,904	100,034
21	68,806	73,732	79,013	88,904	102,035
22	68,806	73,732	79,013	88,904	104,075

****INTERNS START AT STEP 1:A AND MAY NOT ADVANCE UNTIL CREDENTIALED**

COUNSELOR 26-27 - 2.150% COLA

	A: 0-39 Units	B: 40-49 Units	C: 50-59 Units	D: 60-69 Units	E: 70+ Units
1	55,880	57,556	59,283	61,061	62,893
2	57,556	59,283	61,061	62,893	64,780
3	59,283	61,061	62,893	64,780	66,723
4	61,061	62,893	64,780	66,723	68,724
5	64,114	66,037	68,019	70,060	72,160
6	65,396	67,358	69,379	71,461	73,604
7	66,704	68,706	70,766	72,889	75,077
8	68,039	70,079	72,182	74,347	76,578
9	69,399	71,481	73,626	75,834	78,109
10	72,869	75,055	77,307	79,625	82,015
11	72,869	76,556	78,852	81,219	83,655
12	72,869	78,088	80,430	82,843	85,328
13	72,869	78,088	82,038	84,499	87,034
14	72,869	78,088	83,680	86,190	88,775
15	72,869	78,088	83,680	90,499	93,214
16	72,869	78,088	83,680	92,309	95,079
17	72,869	78,088	83,680	94,155	96,980
18	72,869	78,088	83,680	94,155	98,919
19	72,869	78,088	83,680	94,155	100,897
20	72,869	78,088	83,680	94,155	105,942
21	72,869	78,088	83,680	94,155	108,061
22	72,869	78,088	83,680	94,155	110,222

****INTERNS START AT STEP 1:A AND MAY NOT ADVANCE UNTIL CREDENTIALED**

ASSIGNMENT	NUMBER OF ASSIGNMENTS	STIPEND AMOUNT
Athletic Director	1	$4,156.48
Student Council Sponsor	1	$1,993.04
HVE Yearbook Supervisor	1	$1,842.36
HVP Yearbook	1	$694.13
Club Advisor: Drama	1	$1,874.14
Production Manager	1	$694.13
Homework Advisor (HVE & HVP)	2	$1,874.14
National Jr. Honor Society Advisor	1	$1,874.14
GATE Coordinator	1	$1,993.04
GATE Teacher	1	$1,993.04
Peer Assistance & Review (PAR)	1	$1,954.59
Summer School Teacher in Charge		$58.19/day
Special Projects*		$48.80 per hour
STEAM	1	$1,182.52
Math-Counts	1	$951.83
Community Day School	1	$4277.02
Sports Coaching:		
Volleyball	2	$1,842.36
Soccer	1	$1,842.36
Cross Country (HVE & HVP)	2	$1,842.36
Asst. CC Coach – HVP	1	$1,104.59
6th – 8th Grade Boys – Flag Football	1	$1,842.36

6th Grade Basketball – Girls	1	$1,842.36
6th Grade Basketball – Boys	1	$1,842.36
7th Grade Basketball – Girls	1	$1,842.36
7th Grade Basketball – Boys	1	$1,842.36
8th Grade Basketball – Girls	1	$1,842.36
8th Grade Basketball – Boys	1	$1,842.36
Softball	1	$1,842.36
Baseball	1	$1,842.36
Track	2	$1,842.36
Cheer Sponsor	1	$1,842.36
4th/5th Grade Basketball – Girls	1	$694.13
4th/5th Grade Basketball – Boys	1	$694.13

2026 - 2027 SCHOOL YEAR CALENDAR

July 2026

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

August 2026

M	T	W	T	F	S	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					14/14	

September 2026

M	T	W	T	F	S	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				
					21/35	

October 2026

M	T	W	T	F	S	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	
					22/57	

November 2026

M	T	W	T	F	S	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					15/72	

December 2026

M	T	W	T	F	S	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			
					14/86	

Happy Valley Elementary School District
16300 Cloverdale Rd.
Anderson, CA 96007
530-357-2131 Primary 530-357-2111 Elementary
530-357-2134 District Office
Gina Murphy, Superintendent/Principal-Primary
Chris Nelson, Principal - Elementary

Aug. 7	Teacher Work Day
Aug. 10	Professional Development Day
Aug. 11	Teacher Work Day
Aug. 12	First Day of School
Aug. 25	Elementary Back to School Night
Aug. 27	Primary Back to School Night
Oct. 5 - 9	Parent/Teacher Conferences
Jan. 4	Professional Development Day
April 5	Professional Development Day
May 11	Elementary Open House
May 13	Primary Open House
June 2	8th Grade Graduation
June 3	Last Day of School
March 26	Emergency Day if Needed
June 4	Emergency Day if Needed

MINIMUM DAYS

Every Monday is a minimum day plus:

Aug. 25	Elementary Back to School Night
Aug. 27	Primary Back to School Night
Oct. 5 - 9	Parent/Teacher Conferences
Nov. 20	Beginning of Thanksgiving Break
Dec. 18	Beginning of Winter Break
Feb. 12	Beginning of President's Week
March 25	Beginning of Spring Break
May 11	Elementary Open House
May 13	Primary Open House
June 3	Last day of School

January 2027

M	T	W	T	F	S	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
					18/104	

February 2027

M	T	W	T	F	S	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
					15/119	

March 2027

M	T	W	T	F	S	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				
					19/138	

April 2027

M	T	W	T	F	S	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		
					19/157	

May 2027

M	T	W	T	F	S	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					20/177	

June 2027

M	T	W	T	F	S	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				
					3/180	

HOLIDAYS (No School)

Sept. 7	Labor Day
Nov. 11	Veterans Day
Nov. 23 - 27	Thanksgiving Break
Dec. 21 - Jan. 4	Winter Break
Jan. 18	Martin Luther King Jr. Day
Feb. 15 - 19	President's Week

HOLIDAYS (No School)

March 26 - April 5	Spring Break
May 31	Memorial Day

TRIMESTER DATES

Nov. 6	1st Trimester Ends
March 12	2nd Trimester Ends
June 3	3rd Trimester Ends

Student Attendance Days - 180
Teacher Work Days - 185

School Closed
Minimum Days
School Events

Work Day/Prof. Development (no school for students)
Emergency Day if Needed

Parent Teacher Conferences
First & Last Day of School

Board approved: 01/14/202

APPENDIX D

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

RETIREE MEDICAL INSURANCE CONTRIBUTIONS

Per Agreement Between Happy Valley Union School District and Happy Valley Teachers' Association - Article 14.4

Age	**55**	**56**	**57**	**58**	**59**	**60**	**61**	**62**	**63**	**64**
Yrs Above 55 (Step 3)	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Monthly District Cap	$ 966.67	$ 966.67	$ 966.67	$ 966.67	$ 966.67	$ 966.67	$ 966.67	$ 966.67	$ 966.67	$ 966.67
	$(300.00)	$ (300.00)	$(300.00)	$(300.00)	$(300.00)	$(300.00)	$(300.00)	$(300.00)	$(300.00)	$(300.00)
Monthly Cap Less $300 (Step 1)	$ 666.67	$ 666.67	$ 666.67	$ 666.67	$ 666.67	$ 666.67	$ 666.67	$ 666.67	$ 666.679	$ 666.67
Monthly Cap Divided by 9 (Step 2)	$ 74.074	$ 74.07	$ 74.07	$ 74.07	$ 74.07	$ 74.07	$ 74.07	$ 74.07	$ 74.07	$ 74.07
Multiply Yrs Above 55 by $74.07 (Step 3)	$ -	$ 74.07	$ 148.14	$ 222.21	$ 296.28	$ 370.35	$ 444.42	$ 518.49	$ 592.56	$ 666.67
Add Back $300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00	$ 300.00
Amount of Contribution	**$ 300.00**	**$ 374.07**	**$ 448.14**	**$ 522.21**	**$ 596.28**	**$ 670.35**	**$ 744.42**	**$ 818.49**	**$ 892.56**	**$ 966.63**
	$3,600.00	$4,488.84	$5,377.68	$6,266.52	$7,155.36	$8,044.20	$8,933.04	$9,821.88	$10,710.72	$11,600.04

APPENDIX E

HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
CERTIFICATED EVALUATION PROCESS

PURPOSE

The purpose of teacher evaluation is to improve the educational program in the Happy Valley School District and to advance toward attainment of the District's stated educational goals.

The criteria to be used for evaluation relate specifically to the California Standards for the Teaching Profession:

Standard One: Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving, and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

Standard Two: Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5 Developing, communicating, and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning

Standard Three: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Standard Four: Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Standard Five: Assessing Students for Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involving all students in self-assessment, goal setting, and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Standard Six: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Working with families to support student learning
6.5 Engaging local communities in support of the instructional program
6.6 Managing professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrating professional responsibility, integrity, and ethical conduct

HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

Pre-Observation Conference Form

Please complete this form and bring it with you to the pre-observation conference for discussion.

Teacher: Pre-Observation Conference Date/Time:

Evaluator: Classroom Observation Date/Time:

1. What specific content standards and goals/objectives have you set for the lesson to be observed?
2. What information have students learned just prior to this lesson?
3. How will you engage and support all students in learning?
4. How will you create and maintain an effective environment for student learning?
5. How will you organize subject matter, plan instruction and design experiences for student learning?
6. How will you assess students for learning?

HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

Classroom Observation Form

Teacher: _____ Evaluator: _____ School Year: _____

Date: _____ Time of observation (Min. 30 minutes): _____

Employment Status: †Permanent †Probationary †Temporary †Other_____

		Observed	Not Observed
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING			
1.1	Using knowledge of students to engage them in learning		
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests		
1.3	Connecting subject matter to meaningful, real-life contexts		
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs		
1.5	Promoting critical thinking through inquiry, problem solving, and reflection		
1.6	Monitoring student learning and adjusting instruction while teaching		
Comments:			
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING			
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully		
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students		
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe		
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students		
2.5	Developing, communicating, and maintaining high standards for individual and group behavior		
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn		
2.7	Using instructional time to optimize learning		
Comments:			
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING			
3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks		
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter		
3.3	Organizing curriculum to facilitate student understanding of the subject matter		
3.4	Utilizing instructional strategies that are appropriate to the subject matter		
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials to make subject matter accessible to all students		
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content		

Comments:

		Observed	Not Observed
PLANNING INSTRUCTION AND DESIGNING LEARNING ACTIVITIES FOR ALL STUDENTS			
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction		
4.2	Establishing and articulating goals for student learning		
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning		
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students		
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students		

Comments:

ASSESSING STUDENT LEARNING			
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments		
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction		
5.3	Reviewing data, both individually and with colleagues, to monitor student learning		
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction		
5.5	Involving all students in self-assessment, goal setting, and monitoring progress		
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning		
5.7	Using assessment information to share timely and comprehensible feedback with students and their families		

Comments:

PRACTICES YOU SHOULD CONTINUE TO USE:

AREAS FOR FUTURE GROWTH:

_____ _____

Evaluator Date

_____ _____

Teacher Date

The teacher's signature does not constitute an endorsement of the evaluator's notations, but is an acknowledgment that the document has been received. Teachers have the right to submit an additional written response for inclusion in this report.

ATTACHMENTS: [ ] Yes [ ] No (Signed and dated by both parties) Submitted by _____

CERTIFICATED EVALUATION RUBRIC

HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

This rubric will be used as a basis for the Summary Evaluation

	Does Not Meet the California Standards for the Teaching Profession (1)	Infrequently Meets the California Standards for the Teaching Profession (2)	Meets the California Standards for the Teaching Profession (3)	Consistently Exceeds the California Standards for the Teaching Profession (4)
STANDARD ONE: Engaging and Supporting All Students in Learning	Teacher confines instruction to materials in text and uses a limited range of instructional strategies. Skills may be presented in isolation and with little opportunity to assess prior knowledge or apply new learning to problem solving situations. Other components of this standard are not evidenced.	Teacher occasionally builds on prior knowledge and life experiences in designing lessons. Multiple learning strategies may be used to engage students in thinking within and across subject areas. Students begin to apply few new skills to real life problems.	Teacher routinely assesses background knowledge and designs activities to build or correct inaccurate knowledge. Learning activities are selected from a wide range of experiences to meet the learning styles of groups within the class. Students are encouraged to ask critical questions and view problems from different perspectives when problem solving. Students take an active part in correcting and reviewing their work, with some opportunities for peer evaluation.	Teacher regularly designs motivational openings for lessons that engage, assess, and build background knowledge, and continues to assess throughout instruction. In addition to having well planned lessons, the teacher is able to take advantage of unexpected events or to modify the lesson effectively when students are not succeeding. Students pose relevant questions and consider other viewpoints when reflecting and evaluating content in meaningful contexts that encourage application of skills. A variety of activities are planned that help students make decisions about managing time, materials, and learning activities, leading toward autonomous learning.
STANDARD TWO: Creating and Maintaining Effective Environment for Student Learning	Teacher demonstrates limited skill in establishing and maintaining a safe learning environment in which all students are treated fairly. Other components of this standard are not evidenced.	Teacher maintains a safe learning environment. Teacher institutes some routines and procedures that promote interactions between teacher and students and among students.	Teacher creates a safe physical environment that engages all students and promotes the effective use of instructional time. Teacher institutes and models procedures and routines that are consistent and clearly understood by all. Classroom environment and climate promote social development and group responsibility as well as support student learning.	Teacher facilitates multiple learning opportunities in which students take responsibility for creating a safe environment that is conducive to learning. Teacher ensures constructive interaction, students working independently and collaboratively. Teacher maximizes effective use of time and resources.
STANDARD THREE: Understanding and Organizing Subject Matter for Student Learning	Teacher exhibits limited working knowledge of subject matter and student development. Other components of this standard are not evidenced.	Teacher uses some subject matter knowledge and student development knowledge to organize curriculum to facilitate students' understanding of the basic central themes, concepts, and skills.	Teacher uses a good understanding of subject matter and student development to interrelate ideas and information within and across subject areas to extend student's understanding.	Teacher uses a strong knowledge of subject matter, student development, instructional resources, and teaching strategies to make subject matter accessible to all students and to help students understand the central themes, concepts, and skills within the subject area and across subject areas.
STANDARD FOUR: Planning Instruction and Designing Learning Experiences for All Students	Teacher rarely sequences curriculum and designs long and short term plans. Other components of this standard are not evidenced.	Teacher generally plans instruction without drawing upon students' backgrounds. Occasionally establishes class goals with regard for student experience, language development, and home and school expectations.	Teacher's plans incorporate related subject matter knowledge, reflect grade-level curriculum expectations, and effectively use a variety of instructional strategies to promote learning goals and connect with student experiences and interests. Teacher routinely assesses student progress and modifies instructional plans to adjust for student needs.	Teacher creates long and short term plans and helps students take ownership of challenging goals that are enriched by student background and experiences, guided by state and local standards and grade level expectations. Teacher modifies and adjusts plans and goals according to student achievement, as measured by ongoing assessment and student interests.
STANDARD FIVE: Assessing Student Learning	Teacher collects information about student performance from a single or limited source. Other components of this standard are not evidenced.	Teacher collects information from a variety of sources, including formal and informal assessments without consistently utilizing the results to adjust instruction.	Teacher uses a variety of sources to assess students and involves students in assessing and setting goals based on an examination of their own work. Teacher uses available District tools to assist in assessment, analysis, and communication of student learning in a timely manner. Teacher adjusts instruction and learning activities based on assessment.	Using a variety of sources and available District tools (including students' assessment of own work) and based on clearly articulated goals, teacher assesses student achievement and communicates results with parents, support staff, and students. Teacher (sometimes teacher and students collaboratively) continually adjusts instruction and learning opportunities to more closely fit student needs. Teacher guides students in setting and adjusting independent learning goals based on collaborative examination of students' work.

STANDARD SIX: Developing as a Professional Educator	Teacher minimally collaborates with colleagues or the broader professional community to support student learning. Teacher does not work collaboratively with families to support student learning. Teacher manages professional responsibilities marginally. Other components of this standard not evidenced	Teacher occasionally collaborates with colleagues or the broader professional community to support student learning. At times, teacher works collaboratively with families to support student learning. Teacher manages professional responsibilities occasionally.	Teacher reflects on personal teaching practices and actively engages in planning personal goals for professional development. Teacher demonstrates effective interpersonal communication skills within the school and larger community. Teacher manages professional duties proficiently. Teacher works effectively with families to support student learning.	Teacher has leadership role in creating professional working relationships with staff and in the larger school community. Teacher seeks learning opportunities and professional contacts to enhance classroom practice and school goals and to expand and deepen personal repertoire of skills and strategies. Teacher positively manages challenging situations that may involve conflicts with families and colleagues.

HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

Summary Evaluation Report

Teacher: Status:

Site: Date: ☐Probationary 1 ☐Permanent

☐Other_____

Grade Level/Subject: ☐Probationary 2 ☐Temporary

The following information is derived using the Certificated Evaluation Rubric **Definitions**:

3 Consistently exceeds the California Standards for the Teaching Profession - Exceeds District Standards

2 Meets and occasionally exceeds the California Standards for the Teaching Profession - Meets District Standards

2 Infrequently meets the California Standards for the Teaching Profession - Needs Improvement (See Recommendations Below)

1 Rarely meets the California Standards for the Teaching Profession - Unsatisfactory (See Requirements Below)

EVALUATION				
1	2	3	4	
				Standard 1: Engaging and Supporting All Students in Learning
				Standard 2: Creating and Maintaining Effective Environments for Student Learning
				Standard 3: Understanding and Organizing Subject Matter for Student Learning
				Standard 4: Planning Instruction and Designing Learning Experiences for All Students
				Standard 5: Assessing Students for Learning
				Standard 6: Developing as a Professional Educator

Commendations:

Recommendations:

Requirements:

Overall Rating		
☐ **Meets/Exceeds District Standards** *All 3's/4's **with no more than a single 2***	☐ **Needs Improvement** *Two **or more** 2's or **any** 1's* *See Recommendations Above*	☐ **Unsatisfactory** *Two **or more** 1's* *See Requirements Above*

_____ _____ _____ _____

Evaluator's Signature Date Evaluatee's Signature* Date

Attachment ☐Yes ☐No

Five Year Evaluation Cycle: ☐ This teacher's next evaluation will be on:

*Signature does not necessarily indicate agreement. A written response may be attached within seven (7) working days.

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT PREP PERIOD SUBSTITUTE ASSIGNMENT

This form is to be filled out by the certificated staff member when he/she is assigned by the Principal or designee to cover another teacher's regular class or be the acting Teacher On Call during his/her preparation period when he/she has no instructional duties, for not less than ten (10) minutes and not more than sixty (60) minutes, shall be granted one-half (1/2) day of paid leave for each three (3) assignments (see Article 8, Section 8.3 of the HVTA Bargaining Agreement).

Employee Name: _____

Assignment #1

DATE ASSIGNED	
LENGTH OF TIME ASSIGNED	
TEACHER COVERED	

Assignment #2

DATE ASSIGNED	
LENGTH OF TIME ASSIGNED	
TEACHER COVERED	

Assignment #3

DATE ASSIGNED	
LENGTH OF TIME ASSIGNED	
TEACHER COVERED	

Employee Signature _____ Date _____

Administrator Signature _____ Date _____

Please turn this form into the District Office once three (3) assignments have been completed.

Please pay out as selected below:

☐ Compensatory Time Earned
(If not used by June 30th of the school year earned, employee will be paid out in June at the Special Projects rate listed in Appendix B)

☐ Compensation at the Hourly Wage Rate (8.7 of JTA Bargaining Agreement)

SIGNATURE PAGE

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

Jodi Shearman, Board President

Gina Murphy, Superintendent

Larrisa Schwab, CBO

HAPPY VALLEY TEACHERS' ASSOCIATION

Matt Roach, HVTA Co-President

Ashley Youman, HVTA Co-President

Corey Francescut, HVTA Negotiator

Signed this 19th day of March, 2026