

**Memorandum of Understanding  
Between  
Poway Federation of Teachers (PFT) and Poway Unified School District (DISTRICT)**

**Other Post Retirement Benefits (OPEB) Funding  
& the Establishment of an Irrevocable Trust**

- 1) Beginning in the fiscal year 2018 – 19, the DISTRICT will transfer annually an amount equivalent to 1.0% of PFT salaries, in all funds, to the District's newly established Other Post Retirement Employee Benefits (OPEB) Irrevocable Trust Fund (the OPEB Trust).
- 2) The DISTRICT shall use these funds to pay, from the OPEB Trust, the annual costs associated with all expenditures related to PFT retirees as obligated by contract (see PFT/PUSD Collective Bargaining Agreement Section III, under the heading "Health and Welfare Benefits for Retired Teachers").
- 3) Any changes in the contribution rate to the OPEB Trust will be by mutual agreement between PFT and the DISTRICT.
- 4) The DISTRICT's annual contribution to the OPEB Trust, along with the OPEB Trust beginning balance, expenditures, ending balance, and all other financial activities will be reviewed annually by the PFT President and the PUSD Associate Superintendent of Business Support Services (or their designee).
- 5) The annual review of the Trust will be done after the books are closed for the previous fiscal year, between the months of October and December.
- 6) Any independent GASB actuarial valuation conducted on behalf of the DISTRICT will be reviewed by the PFT President and the PUSD Associate Superintendent of Business Support Services (or their designee) after completion.

For PUSD / DISTRICT

  
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Date: 1/23/19

For PFT

  
\_\_\_\_\_

Date: 1/23/19

**Memorandum of Understanding**  
**between the Poway Unified School District and the**  
**Poway Federation of Teachers**  
**Preschool Parent/Teacher Conferences**

The Poway Unified School District (PUSD) and the Poway Federation of Teachers (PFT) mutually value the PUSD preschool program as an integral part of our Preschool-12 program. PUSD and PFT jointly agree that parents can best support learning when they are informed about their child's academic and social progress through parent/teacher conferences. Therefore, in a manner similar to our elementary schools, parent/teacher conferences shall be offered to all four-year old preschool families in the fall of each year.

- ✓ Parent/teacher conferences shall be 30 minutes, which includes conference time and prep time.
- ✓ The minimum timeframe required for scheduling parent conferences shall be 30 minutes before the start of the school based workday and shall extend no later than the end of the school based workday.
- ✓ Parent/teacher conferences may be conducted in person or via telephone. If mutually agreed upon by the teacher and parent, a conference is not required to be held if a student is meeting or exceeding standards, and parents have been informed of their child's progress and next best steps for learning.
- ✓ One conference shall be offered per child, unless agreed to by the teacher or specified differently by court order.

I. All Preschool Teachers working in a Part Day, Expanded Part Day, or Full Day Program will be provided with conference time based on the actual number of four-year old students they serve in the following ranges:

- Up to 14 students = 7 hours
- Up to 21 students = 10.5 hours
- Up to 28 students = 14 hours
- Up to 35 students = 17.5 hours
- Up to 42 students = 21 hours

To provide time for these conferences and best serve students academically, each of the above preschool programs may be closed for up to one class session in alignment with the elementary site conference week. Additional allotted time as specified in the above ranges may be provided via sub release if needed.

II. All Preschool Teachers working in a State Funded Program will be provided with 17.5 hours of conference time due to state requirements (must conference with all 3 and 4 year-old students, sharing of DRDP assessments is lengthy).

- Full Day State Funded Programs shall be closed to match the elementary site conference week (1 full day and 3 minimum days **OR** 5 minimum days).
- Half Day State Funded Programs shall be closed for one minimum day to match the elementary site conferences. A 3.5 hour substitute teacher shall be provided to cover classroom instruction for the remaining four days of the week, while the teacher of record engages in parent/teacher conferences. If a class doesn't have 20 students, PUSD/PFT will mutually identify how much conference time is needed and provide substitute time accordingly.

This agreement expires on June 30, 2018 but may be revised and/or renewed by mutual agreement of the parties.

For the Federation:

Signature



Date



For the District:

Signature



Date



Memorandum of Understanding  
Between  
Poway Federation of Teachers (PFT) and Poway Unified School District (PUSD)  
**Parent/Teacher Conferences and Site Scheduled Professional Growth Day**  
2026-2027 School Year

Elementary School

Parent/Teacher conferences shall be offered and held at the elementary level during the following window: Monday, November 16 – Friday, November 20 for all students. Monday, November 16th shall be a full non-student day dedicated to Parent/Teacher Conferences. During the remainder of the week, elementary sites will have three minimum days for the purpose of Parent/Teacher Conferences. Additionally, each elementary school will have two minimum professional growth days to be scheduled by the site some time during the school year. Guidelines for conferences at the elementary level are as follows:

- The minimum timeframe required for scheduling parent conferences shall be 30 minutes before the start of the school-based workday (Section VII Teacher Contract) and shall extend no later than the end of the school-based workday.
- Parent/teacher conferences may be conducted in person, via telephone, or by video conference. If mutually agreed upon by the teacher and parent, a conference is not required to be held if a recent IEP meeting has been held, or the student is meeting or exceeding standards, and parents have been informed of their child's progress and next best steps for learning.
- One conference shall be offered per child, unless specified by court order.

Middle Schools

Parent/Teacher conferences shall be offered and held at the middle school for students not performing at proficient levels or below abilities, as determined by the teacher based upon objective data and student work.

- Due to varying grading periods at middle schools, sites may, by consensus, select the week Parent/Teacher Conferences shall be held. The selected week shall be comprised of five minimum student days, with non-student time dedicated to Parent/Teacher Conferences.
- Middle Schools will have a full Professional Growth Day scheduled on November 16, 2026 to align with the full non-student day at the elementary level.

High Schools

High Schools will have a full Professional Growth Day scheduled on November 16, 2026, to align with Parent/Teacher conferences at elementary, and the full Professional Growth Day at Middle School.

PUSD and PFT commit to gather feedback from teachers, as well as collect data on the impact that this scheduling has on Average Daily Attendance (ADA) and PSEA Professional Growth. The parties further commit to analyze any impacts that this change has for Parent/Teacher Conferences and Professional Growth.

This agreement will expire on June 30, 2027, but may be renewed by signed approval of both parties.

For the Federation

Signature CP Lyke

Date 2/3/2026

For the District

Signature [Signature]

Date 2/3/26

Memorandum of Understanding  
Between  
Poway Federation of Teachers And  
Poway Unified School District

**Elementary VAPA Vision and Teacher Collaboration Program**

(Effective July 1, 2025)

PFT and PUSD mutually value the impact of job-embedded collaboration and ongoing professional learning opportunities. Effective July 1, 2024, PFT and PUSD mutually agreed to implement an elementary teacher collaboration program in conjunction with the District's elementary Visual and Performing Arts (VAPA) Program, to begin in the 2024-2025 school year.

**Concept:** An elementary VAPA Vision program provides students with a District-wide common learning experience and broad based learning opportunities in visual and performing arts.

**Commitment:** PFT will continue to commit \$1 million in ongoing funds, allocated by PUSD, as stipulated in PFT & PUSD's 2015-16 Tentative Settlement Agreement. These funds will be applied to the cost of the total number of teachers needed to provide approximately 1.75 hours of collaboration/professional learning time for TK-5 grade level teacher teams and Special Day Class teachers. This time shall occur approximately every 13 days (about 14 times per year), on the same day when possible, in conjunction with the District's elementary VAPA Vision program.

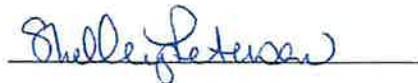
Full time Resource Education Specialist teachers and Elementary Speech and Language Pathologists will be provided collaboration time via sub release and/or will be paid at the negotiated teacher hourly rate for collaboration with colleagues outside the workday. The number of collaboration hours is dependent upon the annual number of VAPA Vision Days.. See Appendix A for details.

**Time:** The elementary VAPA Vision program and associated instructional lessons delivered by multiple subject credentialed teachers will provide approximately one hour and 45 minutes of collaboration/professional learning time for general education teachers in grades TK through 5 approximately every 13 days (about 14 times each school year). For the 2025-26 school year, 12 sessions shall be provided.

**Structure:** Elementary schools will be assigned the appropriate number of elementary VAPA Vision program teachers, based on the number of classes at the school, to release general education teachers by common grade level for collaboration/professional learning during the block of time that their students receive VAPA Vision instruction.

This agreement becomes effective July 1, 2025. The collaboration time referenced in this MOU has been jointly funded as described above and may only be changed or suspended if mutually agreed upon by both parties. If suspended or eliminated by mutual agreement, the PFT's one-million-dollar on-going commitment will be included in the share of resources available to PFT in the next IBPS negotiations.

For PUSD



Associate Superintendent  
Learning Support Services

Date: 6-26-25

For PFT



President  
Poway Federation of Teachers

Date: June 25, 2025

## Appendix A

Full time Resource Education Specialists teachers and Elementary Speech and Language Pathologists (SLPs) will be provided collaboration time via sub release and/or will be paid at the negotiated teacher hourly rate, for up to a total of 13 hours of collaboration time for the 2025-2026 school year. The number of collaboration hours is dependent upon the annual number of VAPA Vision Days. For example, 14 days = 15 hours of collaboration time, 13 days = 14 hours of collaboration, 17 days = 18 hours of collaboration time, 12 days = 13 hours of collaboration time. Participation in this collaboration time is voluntary and collaboration topics are teacher driven.

### Options for Collaboration

1. If the schedule for providing student services permits, the Resource Education Specialist teacher and Elementary Speech and Language Pathologist will participate in the site VAPA Vision schedule to collaborate with colleagues of their choice.

OR

2. Full time Resource Education Specialist teachers and Elementary Speech and Language Pathologists may engage in up to 13 hours of collaboration time. (Part time teachers receive the hours commensurate with their contracted percentage). The hours (up to 13) may be taken in the following ways:

- One full and one half sub days (7 plus 3.5 hours of admin release) for collaboration with colleagues (Tuesday, Wednesday, Thursday) and up to 2.5 hours on a timesheet paid at the currently negotiated hourly rate = up to 13 hours total collaboration time.

- One sub day (7 hours of admin release) for collaboration with colleagues and up to 6 hours on a timesheet paid at the currently negotiated hourly rate = up to 13 hours total collaboration time.

- 13 hours on a timesheet paid at the currently negotiated hourly rate to collaborate with colleagues.

Memorandum of Understanding  
Between the  
Poway Federation of Teachers  
And the  
Poway Unified School District

Preschool Teacher Compensation

Preschool teachers will be paid at the regular negotiated preschool hourly rate.

- Preschool teachers will be compensated for a total of one-half hour per day to cover before school opening (15 minutes) and after school closing (15 minutes) responsibilities.
- Preschool teachers will be compensated for preparation time at the rate of 24 minutes paid for each three-hour session of student instruction. ("Child care" component of the Full Day Program does not include prep time. See Program Example #4 on Attachment 1)
- Preschool teachers will be compensated for required hours outside of their paid workday, including staff meetings, in-services, I.E.P. meetings, service on District committees, evening meetings for all parents, and necessary school year preparation and closing duties.
- Preschool teachers will be compensated for the processing of State or Federally required assessments, as needed, up to 5 hours per test administration per class.

Preschool teachers will have a fixed monthly salary process, using time sheets on an exceptional basis.

(Please see Attachment 1 for Program Examples and Assessment Example.)

Health and Welfare Benefits

Health and Welfare Benefits will be provided consistent with the terms of the Collective Bargaining Agreement. Based on Program Example #1 (see Attachment 1), a preschool teacher will receive the basic insurance package (medical, vision, dental, life).

Teachers teaching less than half-time have no District contribution to the basic insurance package.

Layoff and Transfer

All general education preschool teachers serve on temporary contracts. In the event that there is a reduction in force in the general education preschool program, the District and the Federation will meet and confer regarding the criteria, including seniority, to be used for layoff. Seniority shall be defined as years of preschool teacher experience in the district.

When openings occur within the general education preschool program, interested preschool teachers will be considered for the opening based on teacher performance evaluations, seniority in the district, and any specialized needs required by the program. Preschool teachers interested in transferring should put in a written request for transfer at their end of year evaluation conference.

Dated 09/16/11

Poway Federation of Teachers

By CM S Kelly Logan

Title President PFT Director

Dated 9/16/11

Poway Unified School District

By Jacey Hogan

Title Executive Director

Kathlyn M Roberts  
Director  
Early Child + hood Development  
9/16/11

## Preschool MOU, Attachment 1

### Program Examples:

#### \*Program Example #1: Five 3 hour class periods per week

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m. class	X	X	X	X	X

3 hours student instruction x 5 days per week	=	15 hours
15 min. before and 15 min. after x 5 days per week	=	2.5 hours
<u>5 three-hour sessions x 24 minutes prep time</u>	=	<u>2 hours (120 minutes)</u>
Total Weekly Compensation		19.5 hours

#### \* Program Example #2: Seven 3 hour class periods per week

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m. class	X	X	X	X	X
p.m. class		X		X	

3 hours student instruction x 5 days per week	=	15 hours
3 hours student instruction x 2 days per week	=	6 hours
15 min. before and 15 min. after x 5 days per week	=	2.5 hours
<u>7 three-hour sessions x 24 minutes prep time</u>	=	<u>2.8 hours (168 minutes)</u>
Total Weekly Compensation		26.3 hours

#### \* Program Example #3: Ten 3 hour class periods per week

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m. class	X	X	X	X	X
p.m. class	X	X	X	X	X

3 hours student instruction x 5 days per week	=	15 hours
3 hours student instruction x 5 days per week	=	15 hours
15 min. before and 15 min. after x 5 days per week	=	2.5 hours
<u>10 three-hour sessions x 24 minutes prep time</u>	=	<u>4 hours (240 minutes)</u>
Total Weekly Compensation		36.5 hours

#### \* Program Example #4: Full Day Program

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m. class	X	X	X	X	X

3 hours student instruction x 5 days per week	=	15 hours
15.5 hours child care per week (child care hours may vary)	=	15.5 hours
15 min. before and 15 min. after x 5 days per week	=	2.5 hours
<u>5 three-hour sessions x 24 minutes prep time</u>	=	<u>2 hours (120 minutes)</u>
Total Weekly Compensation		35 hours

### Assessment Example:

A Head Start class administers DRDPs in fall, winter, and spring. A Preschool Teacher could log up to 5 hours in fall, 5 hours in winter, and 5 hours in spring for each preschool class taught. If the teacher administers the test for two preschool classes/groups of students, up to 30 hours total could be claimed per year, as needed.

Memorandum of Understanding

Between

Poway Federation of Teachers

And

Poway Unified School District

Salary Placement for Retirees

The parties mutually agree that retirees, who are brought back for the purpose of classroom instruction, will be placed on the current salary schedule at the step they were on when they retired. The parties also agree that it is the responsibility of the retiree to monitor the STRS cap, and that PUSD is in no way responsible for making sure the retiree does not exceed the STRS cap. The retiree will sign a written agreement to this effect.

If, or when, the teaching assignment offered creates the potential to exceed the STRS cap, the retiree may accept salary placement at a step lesser than when he/she retired. This exception must be mutually agreed upon and initiated by the retiree.

This agreement will be revisited only when necessary and will remain in effect until such time.

For the Federation Cindy Smy  
For the District Tracy Hogard

Date 09.25.2015

Date 9.25.2015

**Memorandum of Understanding between Poway Federation of Teachers  
and Poway Unified School District**

**Elementary Site Professional Learning Leaders (PLLs)**

It is the belief of our District and Federation that collaboration and shared decision-making are models that create trust and shared responsibility, and enable risk-taking and innovation to help meet the needs of our changing world. Implementation of elementary site Professional Learning Leaders (PLLs) will focus on the continuous improvement of teaching and learning and the quality of instruction at every elementary site. PLLs support and build the capacity of each school to function as a learning community in which professional learning is job-embedded and is supported with sufficient time and resources.

**JOB DESCRIPTION:**

Working in collaboration with site principal:

- Work with site leadership and colleagues to foster a collaborative culture
- Support site and district initiatives to guide professional learning
- Work with colleagues to participate in the decisions that impact the success of the school and students as a whole
- Participate in training to support leadership skills (may include, but not limited to): decision-making models, trust, teamwork, communication, efficacy of meetings, adult learning, content development, accountability and results

**RESPONSIBILITIES:**

- Serve as a leader on campus in the spirit of continuous improvement at the site, *"I am part of the site team because I am passionate about my site, and I want to continue to support ongoing learning at our school to ensure the school continues to be an exceptional learning organization!"*
- Plan and facilitate professional learning at the site and/or district professional growth days
- Help manage regular logistics of professional learning meetings, to include meeting agendas and minutes to clarify and document all group decisions and agreements
- Attend site and district leadership meetings

**SKILLS AND CHARACTERISTICS:**

- Model leadership for other members of the school community by displaying good judgment, professional behavior, and mutual respect for all
- Demonstrate good communication skills – impartial listener, trouble-shooter, visionary
- Ability to look at issues through "school-wide lens," not just grade or subject level
- Ability to be flexible and adaptive

**SITE PLLs:**

- Based on the number of FTEs (Full Time Equivalent) at the site, a minimum of two (2) and maximum of four (4) PLLs/site. FTEs/site:
  - Small schools up to 24 FTE (2 PLL), medium schools 25-33 FTE ( up to 3 PLL) , large schools 34+FTE (up to 4 PLL)

**IDENTIFICATION PROCESS and TERM:**

- PFT and LSS to provide a prescribed process to inform all teachers of the opportunity
- Based on annual feedback from teachers, existing PLL's and administrators, PFT and LSS will jointly identify the focus of the PLL work for the coming school year.
- Teachers articulate an interest in the PLL position to their principal
- Using an existing site collegial committee and/or structure (PLC, SET...), including the site PFT Rep and principal, the committee will determine the selection process of site PLLs
- If the principal determines an applicant is not eligible to serve, written feedback is required for non-selection/eligibility
- In the event there are no volunteers, the principal may recruit and with the approval of the site's collegial committee appoint (this is a voluntary position)
- PLLs serve a flexible 1-3 year term, may reapply, and there no term limits

**COMPENSATION:**

- PLLs compensated on Leadership Salary Schedule II (approximately five additional days @ per diem)
  - Leadership Salary Schedules are based on additional days (not exact hours) and level of responsibility
  - Responsibility extends beyond the site's grade-level needs to supporting the ongoing improvement of teaching and learning and quality of instruction at the site
  - Responsibility includes helping to build, lead, and facilitate the site's professional learning, which cannot be determined by minutes or days but rather ongoing initiative and effort

**IMPLEMENTATION and REVIEW:** PFT and PUSD Teaching and Learning Steering Committee members agree to annually:

- Evaluate the district's expectations for the PLL's workload and time commitment expectations outside the workday/year to determine the appropriateness of Leadership Salary Schedule II compensation
- Meet and evaluate the effectiveness and sustainability of elementary site Professional Learning Leaders
- Identify the role and responsibility of PLL

Kelly Logan 5/21/16  
Poway/Federation of Teachers Date

Tracy Hogard 5/21/16  
Poway Unified School District Date

**Memorandum Of Understanding  
between the  
Poway Unified School District  
and the  
Poway Federation Of Teachers**

**ROP Agricultural Education Teacher**

1. This agreement sets forth the annual employment provisions for the ROP Agricultural Education teacher.
2. Additional non-contract days of teacher service not to exceed 26 additional days will be paid at the per diem rate for the teacher.
3. Service for these days is to be recorded on a timesheet as one-half or one full day.
4. ROP stipend will be paid for ROP classes.
5. Teacher will be placed on Schedule C of the Extra-Curricular Service Assignment Salary Schedule for providing support for student FFA activities and events.
6. Teacher will be compensated for any overnight stays required for duties for the San Diego County Fair at the contracted overnight rate.
7. Teacher will have use of District vehicles per standard procedures for required school and FAA related transportation and student activities.

For the Federation

  
Signature

09-21-07  
Date

For the District

  
Signature

9/21/2007  
Date

Memorandum of Understanding  
Between the  
Poway Federation of Teachers  
And the  
Poway Unified School District

**Incentives for Teachers to Obtain Career Technical Education (CTE)  
Designated Subjects Teaching Credential and Complete Project Lead the Way  
(PLTW) Training**

**Designated Subjects Credential**

1. Ensuring that teachers of Career Technical Education (CTE) programs hold a Designated Subject Teaching Credential is one of the CTE quality program indicators adopted by the District and identified by the California Department of Education in its 11 elements of a High Quality Career Technical Education Program. Holding a CTE Designated Subject credential is a requirement for many of the funding sources the District uses to support its CTE offerings, including the Carl D. Perkins Career and Technical Education Act and the Career Technical Education Incentive Grant.
2. The Federation and the District recognize the need to increase the number of candidates who are qualified to teach Career Technical Education courses in various pathways, primarily in our District middle and high schools. Therefore, the Federation and the District have an interest in providing incentives to teachers who currently hold a California teaching credential to obtain a CTE Designated Subjects Credential in addition.
3. The District has been awarded a CTE Incentive Grant intended to improve and enhance its CTE programs. It is expected that these grants will provide funding through June 30, 2028. Incentivizing teachers to add credentials is an allowable use of the funds and one of the proposed expenses the District has included in its grant application.
4. The Career Technical Education Incentive Grant provides up to \$64,000 in incentives for teachers to add a CTE Designated Subjects Teaching credential to their current California teaching credential through June 30, 2028.
5. The funds will be available on a first come, first served basis until the grant funding is depleted. Currently, the amount budgeted for this incentive is \$32,000, which will provide for up to ten teachers to pursue a Designated Subjects Credential over the next two years.
6. Qualified candidates will receive a stipend of \$3,200 to be paid upon proof of obtaining a clear Career Technical Education Designated Subjects Credential. The stipend amount is intended to compensate teachers for the expenses associated with the coursework, textbooks required to clear the credential, the application fees associated with the preliminary and clear credentials, and the time teachers spend to complete the coursework.
7. Candidates must register for and complete on non-District paid time the courses required to clear the credential. The coursework must be provided by a California Commission for

Teacher Credentialing (CCTC) approved local education agency (LEA) for CTE Designated Subjects Teaching Credentials.

8. The teacher must apply for the preliminary CTE Designated Subjects Credential no later than June 30, 2027, and must complete the required course work and clear the credential no later than June 30, 2029.
9. In order to be eligible to receive the incentive, teachers must meet the following qualifications:
  - a. Be a probationary or permanent employee of the Poway Unified School District with satisfactory performance evaluations;
  - b. Possess a current California teaching credential;
  - c. Hold CLAD, BCLAD, or equivalent certification; and
  - d. Receive commitment from their site principal and the District CTE Executive Director that there is a need for the CTE course and that the teacher will be scheduled to teach at least one (1) CTE course within the first three years of obtaining the credential.
10. Participating teachers may be assigned to teach additional CTE courses at the discretion of the District.
11. Participating teachers will be asked to sign a Letter of Commitment stating that they agree to:
  - a. Teach at least one CTE course in the first three years and additional courses at the discretion of the District;
  - b. Maintain the CTE credential as active for at least ten (10) years; and
  - c. Repay the District the stipend amount if the first two conditions are not met.

### **Project Lead the Way Training**

1. Project Lead the Way (PLTW) provides engaging curricular pathways for students to gain hands-on experience in the fields of science, technology, engineering and math (STEM).
2. PUSD and PFT have a mutual interest in promoting and enhancing STEM education across the District. To this end, both PUSD and PFT feel it is important to incentivize interested teachers to pursue PLTW training, which immerses teachers in the curriculum, projects, resource materials, and instructional strategies of PLTW. Teacher training occurs during the summer, with teachers completing an 80 hour training held over a two week period.
3. To encourage PUSD teachers to become PLTW trained, participants will receive a stipend of \$2,500 for full completion of the 80 hour, two week training session. For those completing a shorter PLTW training experience (such as elementary school training sessions), the stipend will be prorated to \$250 per day.

The term of this agreement is for the 2026-2027 and 2027-2028 school years, but may be renewed by signed approval of both parties.

It is the intent of the PFT and the PUSD to include pertinent language from this MOU in the next PFT/PUSD collective bargaining agreement.

For PUSD

  
\_\_\_\_\_

Date: 3/12/2026

For PFT

  
\_\_\_\_\_

Date: 3/12/2026

**Memorandum of Understanding  
between the  
Poway Unified School District  
and the  
Poway Federation of Teachers**

**EARLY RETIREMENT  
WITH REDUCED WORKLOAD PROGRAM**

Unit members may, in accordance with Education Code Section 44922 and 22713 and this Memorandum of Understanding, reduce their workload to no less than half time and receive the same credit toward retirement under the State Teachers Retirement System (STRS) that the unit member would receive if they were employed on a full-time basis.

**Eligibility**

To participate in this program, the unit member must meet all the following requirements:

- Member is 55 or older prior to the start of the school term of the first school year in which the member's workload is reduced.
- Member has at least 10 years of service credit prior to the start of the school term of the first year in which the member's workload is reduced.
- Member has been employed in a full-time position to perform creditable service under the Defined Benefit program each year of the five school years immediately preceding the first year in which the member's workload is reduced, without having a break in service.

**Conditions of Participation**

The unit member initiates participation in the Reduced Workload Program by a written application submitted by March 30, to the Associate Superintendent of Personnel Support Services with a copy to the site/program administrator. The unit member and the District shall enter into a reduced workload contract for services for a period not more than ten (10) years. The contract shall include:

1. The unit member's assignment which may be either a minimum 50% assignment for a full year or a full-time assignment for a minimum of half a year. Non-student workdays, including state-funded staff development days, will be part of the participating unit member's assignment and will require full-day attendance.
2. The annual rate of compensation to be paid for the first year of the assignment.
3. The total retirement contribution paid by the unit member and by the District.
4. Sick Leave accrued while under the terms of this contract.
5. The projected retirement date for the unit member.

**Approval and Revocation**

1. The District must approve all contracts.
2. The unit member or the District may terminate their contract for the subsequent year with the District prior to March 30 of any school year.
3. The contract may be revoked at any time by mutual consent of the unit member and the District.

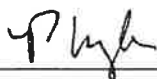
4. Failure to terminate or revoke the contract by March 30 will cause the contract to continue for the subsequent year under the same terms and conditions, for a total period not to exceed ten years.

**Compensation**

1. Salary shall be proportionate to the time served, but that time shall not be less than one-half of an annual assignment.
2. Both the District and the participating unit member shall maintain contributions to the State Teachers Retirement System as if the member were a full-time employee.
3. Participating unit members will retain all other rights and benefits for which the member would be eligible if the member remained in full-time employment.

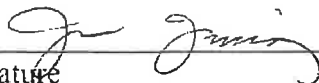
This provision shall remain in effect for the 2024-2025 and 2025-2026 school years and shall expire June 30, 2026.

For the Federation

  
\_\_\_\_\_  
Signature

1/10/2025  
\_\_\_\_\_  
Date

For the District

  
\_\_\_\_\_  
Signature

1/04/2025  
\_\_\_\_\_  
Date

