

**TEMPORARY READING SPECIALIST TEACHER  
MEMORANDUM OF UNDERSTANDING  
BETWEEN  
HOWELL MOUNTAIN ELEMENTARY SCHOOL DISTRICT  
AND  
HOWELL MOUNTAIN TEACHERS ASSOCIATION**

This Temporary Reading Specialist Teacher Memorandum of Understanding (“MOU”) is between Howell Mountain Elementary School District (“HMESD”) and Howell Mountain Teachers Association (“HMTA”) (collectively, “Parties”).

**RECITALS**

WHEREAS, the Parties negotiated a Collective Bargaining Agreement (“CBA”), effective 2025 through 2028; and

WHEREAS, this MOU supplements the CBA; and

WHEREAS, HMESD has an interest in recruiting and retaining a temporary, grant-funded Reading Specialist Teacher to provide intensive and individualized Tier 3 reading support to HMESD students; and

WHEREAS, HMESD has notified HMTA of its interest and that it intends to provide a stipend to fund the Temporary Reading Specialist Teacher position.

**NOW, THEREFORE, Be It Resolved that HMESD and HMTA hereby enter into the following MOU, having negotiated its terms as follows:**

1. The job duties and qualifications for the Temporary Reading Specialist Teacher are contained in the job description attached hereto as Attachment 1 and incorporated herein by this reference. The Parties agree that the Temporary Reading Specialist Teacher is a temporary position subject to grant funding described herein and that this MOU is not intended to create a permanent certificated position within HMESD beyond the 2027-28 school year. The Temporary Reading Specialist Teacher position may be filled by an existing HMESD employee or by a newly hired employee.
2. The Temporary Reading Specialist Teacher’s compensation shall be in the form of a stipend in the amount of \$6,000 per school year. The stipend shall be funded by the Learning Recovery Emergency Block Grant, which funds must be expended by the 2027–2028 school year pursuant to Education Code Section 32526(c)(1). The stipend shall be paid in three installments each school year, within 15 days of the end of each HMESD trimester.
3. Except as provided otherwise in this MOU, all terms of the CBA shall remain unchanged and in effect. The Parties agree that the terms of this MOU shall not constitute a past practice or be deemed a precedent in any manner whatsoever. The Parties agree that nothing in this MOU shall be construed as limiting any rights of either party otherwise retained under the provisions of the Educational Employment Relations Act.
4. This MOU shall be in effect for the duration of the CBA (i.e., during the 2025-2026, 2026-2027, and 2027-2028 school years) or less if this MOU is so renegotiated.

5. This MOU shall be subject to both Parties' internal approval processes. The Parties represent that they have read and understand the terms of this MOU and are authorized to execute this MOU on behalf of their principals.

Howell Mountain Elementary School District    Howell Mountain Teachers Association

Signature: \_\_\_\_\_

Name: Joshua Munoz

Title: Superintendent/Principal

Date: 09/17/25

Signature: Michael C. Luque

Name: Michael C. Luque

Title: President

Date: 9/23/25

## Howell Mountain Elementary School District



**Position:** Temporary HMESD Reading Specialist Teacher

**Classification:** Temporary Certificated Employee

**Salary:** Additional \$6000 per year (Stipend) (Grant Funded)

\* Stipend will be paid in three installments.

**Benefits:** Medical and Dental benefits are available for employees and dependents

### **Purpose Summary**

Working under the direction of the Superintendent, Reading Specialist seeks to improve students' success in reading by implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; developing lesson plans; modeling the necessary skills to perform assignments; providing a safe and positive learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **Essential Functions**

- Advises parents and/or legal guardians for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assists other teachers for the purpose of implementing district reading curriculum.
- Assumes individual responsibilities as assigned by administration (e.g. collegial groups, staff in-service, committee work, student activities, student supervision, etc.) for the purpose of improving staff knowledge and supporting student activities.
- Collaborates with school personnel, parents, and various community agencies for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum.
- Collects, analyzes, and prepares data (e.g. K-2 early reading assessment report, etc.) for the purpose of interpretation and reporting to the district, state, and federal agencies.
- Demonstrates methods required to perform assignments for the purpose of providing an effective district reading program and addressing the needs to students.
- Develops and coordinates reading programs cooperatively with classroom teachers for the purpose of supporting teachers and ensuring student success.
- Directs paraprofessionals, volunteers, and/or student aides, etc. for the purpose of maximizing their efficiency and meeting work requirements, providing an effective school program, and addressing the individual needs of students.
- Evaluates students' abilities in reading skills for the purpose of assisting in the diagnosis of learning disorders, developing remediation plans, and/or evaluating student progress.
- Facilitates study groups and district in-services (e.g. literacy team meetings, workshops, etc.) for the purpose of providing staff development and support to district staff.
- Furthers personal education via staff development, college courses, etc. for the purpose of staying current with the latest and best practices, and learning new theories and technology.

- Instructs students (e.g. individually, group sessions, etc.) for the purpose of improving their success in reading and assessing reading concepts and proficiencies through a defined course of study.
- Maintains confidentiality of all information for the purpose of protection of students, staff, parents, and the district.
- Manages student behavior for the purpose of providing a safe and an optimal learning environment.
- Mentors classroom teachers and support staff for the purpose of supporting staff in the instructional process.
- Monitors student progress for the purpose of providing student feedback on a regular basis to students, teachers, and parents, and determining interventions for those students who are diagnosed as “at risk” readers.
- Participates in various meetings for the purpose of receiving and/or providing information.
- Prepares teaching materials and related reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and documenting student progress.
- Provides assistance in selecting and administering valid, reliable reading assessments and screening instruments for the purpose of providing an effective school program to increase the reading skills of students.
- Provides proper care, management, and seasonable security for all district property in their custody (e.g. equipment, supplies, classroom facilities, etc.) for the purpose of maintaining inventories, and preventing damage and/or theft.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining the personal safety of students, providing a positive learning environment, and adhering to education code, administrative, and/or school policies.

#### **Other Functions**

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

#### **Job Requirements: Minimum Qualifications**

##### **Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment; planning and managing projects; preparing and maintaining accurate records; and using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age appropriate activities; concepts of grammar and punctuation; pertinent codes, policies, regulations and/or laws; stages of child development; and standard office software.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; communicating with diverse groups; adapting to changing work priorities; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

##### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading,

guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

**Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. This job is performed in a generally clean and healthy environment.

**Education and Experience**

- Multiple Subject Credential with at least five years of teaching experience