



# What We Stand For & What We've Won

Through collective action and collaboration, our first contract builds a foundation of our values in our [ACE Psychologist Bargaining Platform](#)

## Protect What We Love

Platform Value	What We Won	How it Builds Our Future
<p><b>Collegiality and collaboration</b></p>	<ul style="list-style-type: none"> <li>• 29 Bargaining sessions - established a working relationship between ACE and CUSD Admin</li> <li>• Multiple surveys/meetings etc for whole bargaining unit</li> <li>• Unification over central ideas relevant to our position</li> <li>• Opportunity to meet with board members to discuss mental health needs in CUSD</li> </ul>	<p>The district admin has gotten used to working with us as equals who are capable of respectfully disagreeing and advocating for what we believe is best. We learned to stand up for ourselves and consider ideas we might disagree with at first. We overcame fear around public support of unionizing so we can continue to effectively advocate for our profession and students now and in the future.</p>
<p><b>Participation in specialized interest groups</b></p>	<ul style="list-style-type: none"> <li>• ECC seat with no NDAs!</li> <li>• EBC seat</li> <li>• Superintendents Staff Meeting seat</li> <li>• Wellness positions included in AR 4000.5</li> </ul>	<p>ACE Psychs and MHSPs will now have a voice in district-wide committees making recommendations on salary and benefits.</p>
<p><b>Access to job-related resources and materials</b></p>	<ul style="list-style-type: none"> <li>• Confidential workspace</li> <li>• Test kits and associated materials provided</li> <li>• Flexibility in work attire based on program needs</li> </ul>	<p>When we began bargaining we spent a great deal of time just explaining and educating CUSD leadership about what we do day to day and what we need to truly serve our students. Going forward we want to continue that discussion.</p>
<p><b>Part-Time opportunities</b></p>	<ul style="list-style-type: none"> <li>• Protections for part time positions</li> <li>• Guidelines for changes in part time status</li> </ul>	<p>The consensus amongst part-time psychologists is that their school site administration not only values and respects their contribution to the team as part-timers but considers them an integral part of it. This mutual commitment will continue to value and build upon the long-standing tradition of site-based administration while not allowing for unilateral changes to working conditions</p> <p><b>CONT, NEXT PAGE</b></p>



<p><b>Autonomy and flexibility within the role and work day</b></p>	<ul style="list-style-type: none"> <li>• Built-in flexibility into the work day</li> <li>• Clarified work hours</li> </ul>	<p>Rather than allowing for a vague definition of our working hours to subject us to unreasonable expectations of what we can accomplish within a workday, we needed to define the window of time in which we perform our work so that we may engage in meaningful discussions with our administration about how we prioritize the work within that period. So now that we have a clearly defined 8-hour workday, we look forward to conversations with the admin regarding prioritizing the realistic, achievable work within that time.</p>
<p><b>Health and Wellness Benefits</b></p>	<ul style="list-style-type: none"> <li>• Maintaining our premiums and health benefits and access to MiCare.</li> </ul>	<p>Protecting and improving our healthcare benefits will be tied to the rest of the district – meaning that we will need to continue to engage with other educators to make any changes we need in the future, for the duration of our contract.</p>

## Ensure Competitive Salaries & Benefits

Platform Value	What We Won	How it Builds Our Future
<p><b>Establish a base salary that is competitive and is adequately compensatory for our skill/time</b></p>	<ul style="list-style-type: none"> <li>• 13.75% (retro to July 1, 2022) is higher than any other group on our managerial salary schedule earned</li> <li>• We went from 9th place out of on the comparables chart to 6th amongst the same districts. This historic agreement is a solid start towards closing the Clovis wage gap.</li> <li>• Year 2 3.5% increase with “me too” agreement for any increases given to other groups beyond 3.5%</li> <li>• Exceeded recommendations from market study</li> </ul>	<p>We've known for years that our salary has been far from competitive, and recent salary comparison studies, such as the district's market study, confirmed the need for greater investment into our pay structure. Our position is in high demand as neighboring school districts compete to recruit talented School Psychologists. Pushing for competitive salaries was an absolute must as we begin to close the gap in pay between us and our neighboring school districts.</p> <p>The community and board members did not have the same knowledge of our low pay as us but when we spoke to them it is clear that our community absolutely wants to invest in mental health supports for our students.</p>



<b>Maintain current healthcare and life insurance benefits</b>	Current healthcare and life insurance benefits will be maintained through the EBC!	Going forward we will continue to work with the district and EBC to maintain what we love about our health benefits but bring increased transparency and knowledge to the process (and educate all members along the way so we feel empowered about decision making)
<b>Reasonable family and personal leave agreements for work-life balance</b>	Contract language guaranteeing leave time in Article 11	In order to truly support our students and our colleagues, we need time with loved ones to rest and recharge.
<b>Transparent procedures for determining layoffs and managing disciplinary process</b>	<ul style="list-style-type: none"> <li>• Personnel files</li> <li>• Evaluation tied to what psychs actually do</li> <li>• Job protections through CTA membership</li> <li>• Formal grievance process</li> <li>• Clear process for assignment changes and transfers</li> </ul>	We are advocates for our students and in order to do that most effectively we need to feel that we can speak up freely without fear of retribution – these wins are a start on building that new culture.

## Establish Supportive Working Conditions

Platform Value	What We Won	How it Builds Our Future
<b>Clear job description that yields a consistent standard of practices and expectations</b>	We got to bargain our job description!	Lots of folks in education and in our community aren't clear on what we actually do to support our colleagues and students. We began that education process and again, it is clear our community values what we do
<b>Access to support during time-intensive cases/caseloads</b>	Base time increased to minimize loads and floating support POSAs.  Limitations on how long a psychologist can be asked to cover for a colleague who is on a leave of absence.	Going forward, as CUSD becomes more competitive and once again a "destination workplace" we expect to hire more staff to help with this issue.
<b>Provision of stipends for additional roles and time worked outside of standard contract time</b>	Bilingual stipend added! Other existing stipends protected	As we identify needs for future stipends we will need to use the power of solidarity and the bargaining process to continue to ensure that specialized skills are valued.



<b>Access to confidential, designated workspace per assignment needs</b>	"Confidential work space including a room with a locking door or locking cabinet" 6.3.1	The contract language we bargained doesn't make it happen by itself – we will need to stand up and make it clear that a confidential workplace is essential to our jobs.
<b>Allotment of funds per psych to access PD, purchase job related resources and/or maintain credentials/membership</b>	The district will pay for credits when they're part of a CE!	Meaningful professional development and materials are a core professional need - and we will continue to educate admin about these essentials.
<b>An evaluation aligned with California Association of School Psychologist's competencies that focus directly on the work and responsibilities we fulfill</b>	Our own evaluation form.	Provides meaningful feedback on our job performance that allows us to have measurable outcomes and actionable objectives to fulfill to better serve our students.

## Restore Transparent Decision-Making & Positive Department Culture

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<b>Inclusion of psych voice in decision-making regarding role, responsibilities, and concerns/practices related to student services</b>	We bargained a job description for both psychs and MHSPs, staffing ratios, and evaluations.	Now that the district has agreed that they must "meet and consult" with us to change the staffing ratio we have a formal place/process to collaborate and give input - and legal enforcement if there are unilateral changes to our contract language.
<b>Clear and confidential process for communicating with admin/leadership</b>	The district cannot unilaterally change working conditions without bargaining it with the unit	We can bargain in our next contract to establish committees with admin to communicate between contract bargaining sessions.
<b>Platform for advocacy of issues impacting diversity and inclusion</b>	Building a relationship with 310,000 teachers throughout the state in CTA	Continue to identify issues that impact a diverse range of students and assert our rights (such as GAP and Personal Space Policy changes).
<b>Transparency in selecting group members for specialized projects/teams</b>	Psychs/MHSPs will select who represents their unit	Clear transfer and reassignment language that ensures that job/career opportunities are publicly posted.