

## Final Agreement

### MEMORANDUM OF UNDERSTANDING BETWEEN SANTA ROSA CITY SCHOOLS AND THE SANTA ROSA TEACHERS ASSOCIATION

#### Co-Teaching Pilot

This Agreement was made and entered into this day **May 31, 2022**, by and between Santa Rosa City Schools ("District") and Santa Rosa Teachers Association ("Association").

Santa Rosa City Schools (SRCS) and Santa Rosa Teachers Association (SRTA) enter this Memorandum of Understanding and have negotiated and agreed to the following conditions for Co-Teaching.

For the 2022-2023 school year, the District and SRTA agree to pilot the following Co-Teaching program to better assist our students with IEPs.

Regardless of the option(s) in use at a school site, a Collaboration Period equivalent to a daily period or an equivalent if the school is on a block schedule will be provided to every secondary Educational Specialist.

This pilot program is for one school year only: 2022-2023

#### Co-Teaching:

- 1) The Co-Teaching team will consist of a general education teacher and an Educational Specialist teacher.
- 2) The Co-Teaching team will collaborate a minimum time equal to two (2) teaching periods or the equivalent in a block schedule per week to the best of the bargaining unit member's ability, irrespective of the number of Co-teaching sections.
- 3) Co-Teaching partners shall share a Collaboration prep period as the master schedule allows.
- 4) General Education teachers who Co-teach agree to collaborate with their assigned Education Specialist partner(s) shall receive an annual stipend of \$4,000 irrespective of the number of Co-teaching partners.
- 5) Educational Specialists may work with small group breakouts after instruction with both Special Education and non-special education students as needed. This can be in the same classroom or pulled into the Educational Specialist classroom.
- 6) Models could include but are not limited to:
  - a) One-Teach, One Assist
  - b) Parallel Teaching
  - c) Station Teaching
  - d) Alternative Teaching
  - e) Team Teaching
- 7) Co-Teaching partners develop a co-teaching model where the Educational Specialist shares in lesson planning and lesson delivery.
- 8) Co-Taught lessons will be determined by the Co-Teaching partners.
- 9) Each Co-Taught class will have at least six (6) students with IEPs included in the class and a

maximum of 1/3 of the total students having IEPs to the greatest extent possible. In the event that a class exceeds the maximum of 1/3 of the total number of students having IEP's, the parties agree to meet with District and Site staff to discuss solutions in order to lower the ratio.

- 10) The General Educational Co-Teaching partner should attend the IEPs as one of the General Ed teachers for those students in their class to the best of their abilities.
- 11) The General Educational Co-Teaching partner shall work with the Educational specialist for Co-Grading.
- 12) The Collaboration period is unlike a "prep" period and is not considered "Duty Free." It cannot be "directed" by the administrator. Appendix "A" shall be the guiding document for how collaboration periods shall be utilized.
- 13) The courses available for Co-Teaching are:

RSP		SDC	
Math 7	Math 8	World History 7	World History 8
English 7	English 8	Science 7	Science 8
Math 1p	Math 2p	World History p	Us History p
English 1p	English 2p	Earth Science p	Biology p
English 3p	English 4p	Economics p	US Government p

- 14) Assignments to Co-Teaching for both General Education Teachers and Education Specialists will be voluntary. Case managers shall monitor that SAI minutes are being met per student's IEP.
- 15) When hiring for a new position, Co-Teaching may be advertised only as an option.

**Training:**

SRCS and SRTA acknowledge that any pilot program necessitates adequate and appropriate training, ongoing support for all parties, and opportunities to collect data and anecdotal evidence to regularly assess the successes and areas of concern. To this end, SRCS will:

- 1) Provide adequate and level-appropriate training for all Co-teachers: at least 2 full days before the start of the school year (including time for Co-teachers to build relationships, plan, and learn about effective Co-teaching). In addition, 15 hours of pay at the extended day rate is available during the summer or during the school year for both partners that "Co-Teach" ("Not Push-In" support) Additionally, up to two (2) days of release time will be provided to each team of Co-teachers to do observation rounds to see Co-teaching in action at various sites.
  - a. Training before the start of the school year is both required and will be paid at a per diem rate.
  - b. Additional training throughout the year will be arranged and coordinated by the unit members in the co teaching relationship and will be paid at the extended day rate.
- 2) Training opportunities may include SRCS teachers-training-teachers for at least part of the session (could be Co-teaching partners, individuals, or groups).

3) SRCS will devise a data collection system to formally collect evidence from Co-teachers, the students, and the admin at each site, with information to be presented to Educational Services for future consideration.

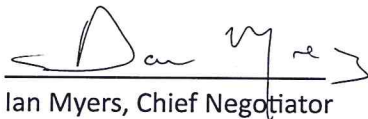
**Additionally:**

- 1) If both Co-teachers decide to stop Co-Teaching, these changes can only be made at the Semester and any stipends added to the general education teacher are discontinued at the beginning of the semester.
- 2) The Co-Teaching pilot will be in effect during the 2022-2023 school year and will sunset **June 30, 2023**.
- 3) The parties agree to meet quarterly during the 2022-2023 school to discuss the efficacy of the pilot and for discussion of potential extension of the program beyond the 2022-2023 school year.

The Association and the District agree that this Memorandum of Understanding shall not constitute a precedent in any grievance proceeding, claim, or litigation raising the same or similar issues.

Dated: June 1, 2022

For the Association:

  
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Ian Myers, Chief Negotiator  
SRTA

  
\_\_\_\_\_  
Kathryn Howell, President  
SRTA

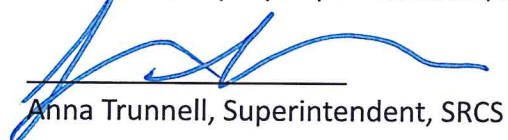
Ratified by SRTA:

Dated: June 1, 2022

For the District:

  
\_\_\_\_\_  
Michael C. Shepherd, Assistant Superintendent  
Human Resources, SRCS

  
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Rick Edson, Deputy Superintendent, SRCS

  
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Anna Trunnell, Superintendent, SRCS

Approved by the Board:

Appendix A: [Co-Teaching Definitions and Background Information](#)

## **Co-Teaching Definitions and Background Information**

### **Common Acronyms:**

- IDEA: Individuals with Disabilities Education Act
- FAPE: Free Appropriate Public Education
- IEP: Individualized Education Program
- SAI: Specialized Academic Instruction
- RSP: Resource Specialist Program
- SDC: Special Day Class
- ESN: Extensive Support Needs

### **Elements of SRCS Co-teaching models and support:**

To Include more students with disabilities in academic level courses and to remain on an A-G Track:

This SRCS Inclusion plan provides partnerships and incentives that reflect the commitment to this goal by the District to accommodate students with disabilities in the general education classroom. The role of the Education Specialist is to implement the goals and accommodations for the students assigned to their caseload per their IEP. In broad terms, the Educational Specialist provides access to the general education curriculum using accommodations that are developed and included in the IEP. In cases where the goals are specific to English language arts or math, these goals should be implemented in the general education setting. To do this, an additional collaboration period can be used to assist the students and both the general education and special education teachers.

The General Education teacher is required through the IDEA to provide accommodations to allow students with disabilities to access the general education curriculum to the extent possible. Understanding the population of all students served, it is the work of the Educational Specialist to provide “resources” to assist the students in accessing the curriculum. This development of resources and accommodating access to the classes by the Educational Specialist and the general education teacher is encouraged through the offer of additional stipends or preparation periods.

Co-teaching is one of the most recognized best practices to support these goals. By having students in a in the Least Restrictive Environment (LRE), the general education setting, with supports, by the Educational Specialist where they are working on their goals, they are provided access to peers for all the social interactions and can be supported to maintain their progress toward graduation. In SRCS, the Board has recognized that students should be given the opportunity for strong academic preparation that prepares them for success post-high school graduation.

### **What is the “Collaboration/Consultation” period used for:**

The Collaboration/Consultation Period and its use shall recognize the obligations of the Resource Specialist under education code 56362.

As designed in its original form “Consultation/Collaboration Period”

The goals of the consultation/collaboration period are to provide for coordination of special education services with regular school programs, enhance the academic achievement of students, provide individualized/modified instruction, monitor progress, and strengthen compliance with special education regulations. To achieve these goals, the consultation/collaboration period should include but is not limited to: providing individualized/modified instruction, monitoring student progress, collaboration with general education teachers and strengthening compliance with special education regulations. To achieve these goals, the consultation/collaboration period should include but is not limited to :

- Co-teaching (Built into the IEP offer of FAPE as related to SAI)
- Push in classroom Support (documenting the support needs of students as related to SAI)
- Consultation with general education teachers regarding access to the core curriculum related to goals, accommodations/modifications, and present levels of performance related to accessing the general education curriculum.
- Individualized or small group instruction (Documentation of students as related to SAI for legal purposes)
- Assessment (Ideally the Education Specialists at each site would rotate the initial assessments; fostering equity)
- IEP Preparation of Plan Reviews (annual IEPs) and Eligibility Evaluations (triennials): notification to the parent of in-person or zoom invite in enough advanced notice for necessary changes to be in compliance, parent questionnaire, any excusals needed, teacher input pages, invite all necessary participants as well as related service providers
- IEP Meetings-holding the meeting
- Consultation with Support Staff (recorded in SIS if needed for validation at a later date for legal purposes)
- Contacts with Parents (recorded in either SIS or another document for validation at a later date for legal purposes)
- Ensuring Educational Benefit for ongoing compliance for each student-making sure assessments, present levels and goals are updated to reflect necessary/appropriate offers of FAPE.
- Update SIS, SEIS, CALPADS data to support accurate information for student records
- Update and disseminate accommodations/modifications for each student on caseload to appropriate staff.
- Initiate and update behavior intervention plans, observe students and take data. Disseminate to appropriate staff.
- Meet with classroom assistants.
- Co-planning (if co-teaching) with the general education teacher.

### **Push-in Support**

Push-in Support is where the Educational Specialist comes into multiple English or Math general education classrooms to support the special education students assigned in that class. The teachers do

not need to share a preparation period and the general education teacher is not eligible for the additional stipend. The Educational Specialist continues to support students in the models described below. The Ed. Specialists remain eligible for the Collaboration period.

If both teaching parties decide to change their model from Co-teaching to Push-in support, these changes can only be made at the Semester and any stipends added to the general education teacher are discontinued at the beginning of the semester.

RSP students are eligible for this count if they have ELA or Math goals. As an example, a student with no math goals, would not count as an included student for the purposes of this count