

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

Secondary Co-Teaching MOU

This Agreement was made and entered into this day **May 30, 2023** 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 Secondary Co-Teaching.

The District and SRTA agree to the following Secondary 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.

Co-Teaching is voluntary for both the general education teacher as well as the educational specialists.

For the purpose of this MOU the following definitions shall apply:

Education Specialists are assigned a caseload maximum per 14.6.1 (d) of the Collective Bargaining Agreement at: RSP 28:1, SDC 15:1 and Mixed 22:1 and shall remain with those numbers throughout the school year regardless of the student being placed in a co-taught class. The intention being that adding a co teaching class does not redesignate an SDC student for the purpose of caseload management because they are now enrolled in a co taught class.

- Case managers, district and/or site administrators will have the first 15 school days (14.6.2) to distribute students onto each case manager's caseload
- Per 14.6.3, if the above caseload limits are exceeded, the case manager will be compensated at the rate of \$15.00 per pupil per day in excess

The Co-teachers agree to participate in one or more of the following Co-teaching Models.

- 1) 1 teach, 1 assist/observe
- 2) Parallel Teaching
- 3) Alternative Teaching
- 4) Station Teaching
- 5) Team Teaching

This MOU is for one school year only (2023-2024) and will be reevaluated on a yearly basis.

Co-Teaching:

- 1) The Co-Teaching team will consist of a general education teacher and an Educational Specialist teacher.
- 2) General education and Education Specialists will participate on no more than two (2) Co-teaching teams.
- 3) 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.
- 4) Co-Teaching partners shall share a Collaboration prep period as the master schedule allows.
- 5) General Education teachers and Education Specialists who Co-teach agree to collaborate with their assigned partner(s) as noted in #2 above shall receive an annual stipend of \$3000 each.
- 6) 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's classroom.
- 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 be composed of between one-fourth and one-third students having IEPs with SAI minutes to the greatest extent possible but shall not exceed one-half. The maximum number of students with SAI minutes will not exceed 14 students per class. Beginning with the 15th student, or a class that exceeds the 50% threshold of students with an IEP, overages per 14.6.3 will apply to both members of the co teaching team.
- 10) The General Educational Co-Teaching partner will attend the IEPs as one of the General Ed teachers for those students in their class to the best of their abilities if their schedule permits.
- 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	US 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.

Co-Teaching for Level 3(SGI) (SDC) Students

1. Five (5) SDC students enrolled in one class period and attending regularly will qualify as a co-taught class. Those students will count towards the maximum of 14 students with IEPs in a class.
2. The classes eligible for co-teaching in the 2023-2024 school year are labeled in the above (chart or table).

Training:

SRCS and SRTA acknowledge that any new instructional program necessitates adequate, appropriate, and ongoing training, 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) and optionally during the professional development days in the fall and spring semesters. In addition, 15 hours of pay per semester at the extended day rate is available during the summer or during the school year for both partners that “Co-Teach”. 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 required for new co-teaching teams, and optional for all previously trained co-teaching teams, and will be paid at a per diem rate.
 - b. Teachers who are not able to attend the training dates before the start of the school year are expected to attend 6 days of 2 hour trainings after school, to be paid at the per diem rate.
 - c. Additional training throughout the year may be arranged and coordinated by the unit members in the co teaching relationship and will be approved and paid by the school site administrator as outlined in their Site Plan 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).

Additionally:

- 1) If both Co-teachers decide to stop Co-Teaching, these changes can only be made at the Semester and any Co-Teaching stipends are discontinued at the beginning of the following semester.
- 2) The Co-Teaching MOU will be in effect during the 2023-2024 school year and absent mutual agreement, will sunset June 30, 2024
- 3) The parties agree to meet quarterly during the 2023-2024 school to discuss the implementation of the program and ways to improve its effectiveness.

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.

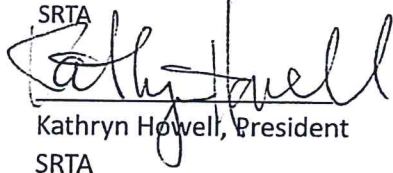
Dated: June 2, 2023

For the Association:



Ian Myers, Chief Negotiator

SRTA



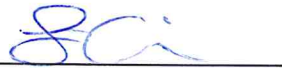
Kathryn Howell, President
SRTA

Dated: June 2, 2023

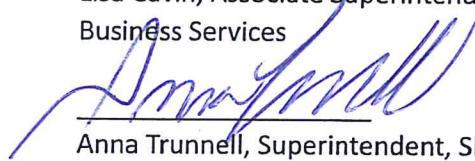
For the District:



Michael C. Shepherd, Assistant Superintendent
Human Resources, SRCS



Lisa Cavin, Associate Superintendent, SRCS
Business Services



Anna Trunnell, Superintendent, SRCS

Ratified by SRTA:

Approved by the Board:

Appendix A: Co-Teaching Definitions and Background Information

Appendix A

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 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 :

- 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.
- 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.