

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN THE
LA MESA-SPRING VALLEY SCHOOLS AND THE
LA MESA-SPRING VALLEY TEACHERS ASSOCIATION

September 25, 2019

The District and the Association agree to the following. This MOU replaces and supersedes the May 31, 2017 MOU re Specialized Academic Instruction (SAI). This MOU is in effect through June 30, 2020.

Special Education Planning, Staffing and Support

1. K-6 self-contained/departmentalized (as defined in Article 2) SAI Teachers' assignments shall include at least ten (10) percent of their instructional time to complete assessments, scheduling and paperwork to satisfy IEP requirements and meet compliance issues.
2. Departmentalized SAI teachers at middle schools or academies (e.g. grades 7/8, 6/7/8) shall have an additional preparation period or its equivalent for assessments, scheduling and paperwork to complete IEP requirements and satisfy compliance issues. If a site has a block schedule (e.g. STEAM Academy @ La Presa), their SAI teachers' schedules will be adjusted accordingly.
3. SAI teachers at an academy who serve both elementary and middle grades shall have either an additional preparation period or its equivalent or at least ten (10) percent of their instructional time, as determined by the site administrator and master schedule. This time is set aside to complete assessments, scheduling and paperwork to satisfy IEP requirements and meet compliance issues. If a site has a block schedule (e.g. STEAM Academy @ La Presa), their SAI teachers' schedules will be adjusted accordingly.
4. Speech-Language Pathologists (SLPs) shall receive 20 hours of clerical support per year, which will be prorated based on assignment. For example, a 100% SLP shall receive 20 hours of clerical support; an 80% SLP shall receive 16 hours. In return, SLPs shall maintain a log of student contacts on a district provided form; this completed form shall be delivered to the special education department each month.
5. SDC teachers shall receive two (2) hours of clerical assistance time per annual and triennial IEP, per year, to be used for scheduling and paperwork associated with IEP meetings. One annual IEP includes all meetings associated with completion of the IEP document. There may be numerous meetings to complete the IEP.

6. SAI teachers shall receive 20 hours of clerical support per year, which will be prorated based on assignment. For example, a 100% SAI shall receive 20 hours of clerical support; an 80% SAI shall receive 16 hours.

7. Clerical assistance, as described above, shall be accessed through the site administrator. It is expected that sufficient notice be provided to allow the site administrator to arrange for the clerical support. Typically, clerical assistance will be completed by a site employee or substitute.

8. Students on SAI teachers' caseloads will also be part of class rosters of general education classroom teachers and included in the class size count.

9. The staffing pattern for the SAI model is one SAI teacher and 2 paraprofessionals for 25 students with a hard cap of 28. The specific composition of a SAI teacher's caseload shall be monitored to allow for possible variations to staffing and other supports based on unique circumstances as determined by special education administration. Monthly, special education administrators will reach out to the SAI teacher(s) if the caseload reaches 26 (and thereafter) to determine the supports necessary for their caseload. Support considerations may include but are not limited to the following:

- a. Student assessment support (e.g. release time, substitute relief and/or additional certificated assessor);
- b. Additional paraprofessional support;
- c. Support from the site intervention team; and
- d. Relief time

Date: September 25, 2019

For the District:

For the Association:

