

**BOARD TRANSMITTAL FORM
DENAIR UNIFIED SCHOOL DISTRICT**

BOARD MEETING DATE: December 11, 2014

EXHIBIT NO.

56

TO: Board of Education
PREPARED BY: Fawn Oliver
PRESENTED BY: Fawn Oliver

AGENDA TITLE: APPROVAL MEMORANDUM OF UNDERSTANDING,
LEARNING TO TEACH CONTINUUM PROGRAM, SPECIAL
EDUCATION INDUCTION

AGENDA SECTION:

- | | |
|--|--|
| <input type="checkbox"/> Closed Session | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Study Session | <input type="checkbox"/> Discussion/Public Comment/Action* |
| <input type="checkbox"/> Public Comment | <input type="checkbox"/> Bids/Public Comment /Action* |
| <input type="checkbox"/> Scheduled Communication | <input checked="" type="checkbox"/> Consent Action* |
| <input type="checkbox"/> Superintendent/Board Report | <input type="checkbox"/> Administrative Panel |
| <input type="checkbox"/> Staff Report | Recommendations* |
| <input type="checkbox"/> Public Hearing | <input type="checkbox"/> Roll Call |

**Scheduled for Action*

PROGRAM DESCRIPTION / DETAILS:

Learning to Teach Continuum Programs (formerly Beginning Teacher Support and Assessment BTSA programs), initially designed to support the professional development of beginning elementary and secondary teachers, has transformed into a Commission-approved Professional Teacher Induction Program. The Learning to Teach Continuum offers an opportunity for Special Education teachers to receive and clear additional certifications to be come fully credentialed to include mild to moderate credential, moderate to severe credential and Autism. In order to meet the needs of the district, all Special Educations teachers need to be qualified to teach Special Education Resource Support , Special Day and students with Autism. The Learning to Teach Continuum Programs will provide an opportunity for Special Education Teachers the opportunity to receive and clear additional certifications and credentials.

RECOMMENDED ACTION:

The Director of Student Support Services and Superintendent recommend approval

FINANCIAL IMPACT:

Program to be funded with Title II funds not to exceed \$1,500.



Special Education Induction
Stanislaus County Office of Education
Learning to Teach & Lead Continuum Programs
District Memorandum of Understanding

Districts utilizing the Stanislaus Learning to Teach & Lead Continuum Programs (Special Education Intern Programs, Special Education Added Authorization Programs) are co-sponsors of the programs and, as such, have certain responsibilities in regards to the effective implementation of these programs and their ability to recommend candidates for the appropriate professional credential and/or authorizations.

Special Education Intern Programs

District responsibilities include:

- 1) compensating the intern candidate appropriately for full-time employment based on the salary paid to a regularly certificated teacher.
- 2) acknowledging that candidates will pay tuition/fees during their enrollment in the program and that credential recommendations cannot be made until all tuition/fees are paid in full.
- 3) responding to requests for data as needed for the reporting requirements of the California Commission on Teacher Credentialing.
- 4) providing representation at all of the advisory council meetings.
- 5) allowing, after parent permission is granted, the practicum supervisor to observe the candidate during an IEP meeting, or failing that, to debrief with a participating district administrator who was present at a recent IEP meeting conducted by the candidate.
- 6) agreeing to not displace appropriately placed certificated district employees with mild/moderate or moderate/severe special education intern candidates enrolled in the Program.
- 7) assigning the intern candidate to a special education position appropriate to the mild/moderate or moderate/severe credential sought and giving an assignment such that she/he will be able to attend classes and complete the requirements of the intern programs. To the extent possible and in accordance with the district bargaining unit guidelines, the district agrees to assign minimal extra/co-curricular activities to the intern (e.g. coaching, newspaper, yearbook, safety patrol, etc.) in order to attend classes on time and complete program requirements.
- 8) a) selecting a peer coach, stipending the peer coach, and providing any substitute release time to train the peer coach and for the peer coach to conduct observations as needed. b) assigning a peer coach, whenever possible, from the same site and/or with a corresponding mild/moderate or moderate/severe education specialist credential or its equivalent with English learner authorization. c) assigning a peer coach in a timely way, preferably before the school year with students begins. d) maintaining a ratio of no more than five interns to one peer coach.
- 9) honoring the confidentiality between intern and peer coach while monitoring the contact and effectiveness of the peer coach.
- 10) addressing issues regarding a peer coach in a timely way and having a plan for intervention or reassignment, if necessary.

- 11) requiring an assigned site administrator to conduct a minimum of two observations per year using the intern program-provided forms and discussing the progress of the intern with the program-assigned practicum supervisor.
- 12) monitoring and ensuring site administrator's completion of observations as needed and informing the intern program of any concerns regarding the intern candidate's professional practice.
- 13) acknowledging that the credential recommendation is jointly made between the district and the intern program and that employment decisions, such as continuing employment and tenure decisions, are separate from credentialing decisions. In the instance when an intern candidate is no longer employed by the district for whatever reason, the program will make the recommendation for the appropriate credential if the candidate has successfully completed the intern program.
- 14) acknowledging that should a candidate not fulfill the completion requirements of the program including timely payment of tuition, the program may drop the candidate, thereby creating employment issues for the district. However, the program will consult with appropriate district staff and the candidate prior to the decision.
- 15) recognizing units earned in the program and compensating the candidate in the manner normally provided to all district teachers.

District statement about the availability of credentialed candidates for special education teaching assignments:

The district has, in good faith, sought credentialed candidates for its positions requiring a mild/moderate or moderate/severe education specialist credential. District personnel have advertised widely, attended job fairs, and sought candidates through connections with local IHE's. The shortage of such candidates has forced the district to employ candidates on temporary emergency permits in the past.

- I agree with the district statement above concerning the availability of candidates already credentialed to teach classrooms requiring mild/moderate or moderate/severe education specialist credentials.
- I do not agree with the district statement above concerning the availability of candidates already credentialed to teach in classrooms requiring mild/moderate or moderate/severe education specialist credentials.

District Name: _____

Signature of Authorized Representative of Certificated Bargaining Unit

Date

Printed Name and Title

Special Education Added Authorization Programs

District responsibilities include:

- 1) acknowledging that candidates will pay tuition/fees during their enrollment in the added authorization program and that recommendations cannot be made until all tuition/fees are paid in full.
- 2) recognizing units earned in the added authorization program and compensating the candidate in the manner normally provided to all district teachers.
- 3) allowing the program-assigned practicum supervisor to observe the candidate in the classroom setting and to debrief with a site/district administrator regarding the candidate's professional practice.

The district will choose one option below regarding the establishment of an automatic deduction from the candidate's payroll for the purpose of making tuition/fee payments to SCOE's Learning to Teach & Lead Continuum Programs:

- OPTION ONE: The district will allow a candidate to establish an automatic deduction from district payroll upon enrollment in the program(s) and will continue until the sum total of the program(s) has been paid.
- OPTION TWO: The district will allow an automatic deduction only when a candidate has fallen into arrears with the program(s) to ensure that the candidate may continue in the program(s), receive official transcripts for the purpose of moving across the district's pay scale, and receive a recommendation for a credential or added authorization upon completion of the program(s).
- OPTION THREE: Under No Circumstances will the district allow an automatic deduction to be established. The district recognizes that when a candidate has fallen into arrears with the program(s), the candidate may not be allowed to progress through the program(s), thereby endangering his/her credential status, and may not be recommended for his/her credential/added authorization upon successful completion of the program(s). The district acknowledges this might create an employment issue for the district.
- OPTION FOUR: There is no need for a payroll deduction. The district will cover the program tuition for the current participation year. (This fee does not cover the cost of the district supplied peer coach.) *\$1,500 per participant*

The signatures below indicate that the district has agreed to the conditions of the MOU and will act as co-sponsors until such time as either the district or the programs terminates the agreement in writing.

Denair Unified
District Name

11-24-14
Date

Signature of District Superintendent or designee

Printed Name

Signature of District Board President (Optional)

Printed Name

Rick Bartkowski

Signature of SCOE Assistant Superintendent

Printed Name