

Memorandum of Understanding
Between
Poway Federation of Teachers (PFT) and Poway Unified School District (PUSD)

**Workload Improvement Plan for PUSD Elementary Level
Resource Specialist Teachers**

RATIONALE

The PUSD/PFT Interest Based Problem Solving Team mutually value all teacher professionals in PUSD, including the elementary level Resource Specialist Program (RSP) Teachers. Noting that we are having difficulty attracting and especially *retaining* elementary RSP Teachers as a district, the IBPS Team reviewed data regarding their current working conditions. Three years of monthly student caseload data for RSP Teachers, as well as a PFT survey, indicated a consistent growth trend over the course of each school year, as well as increased RSP caseloads and workload. This additional time worked is likely due to the following: most IATs and IEPs are conducted before or after school, and RSP teachers provide significant site-wide support with social and behavioral issues. An analysis of this data prompted the IBPS Team to convene a group of stakeholders to study this problem in detail and make recommendations for potential solutions to be implemented beginning in the 2017-18 school year. The IBPS Team agreed on the following the initial steps in a multi-year effort to retain quality elementary level RSP Teachers in PUSD by improving their working conditions.

2019-20 COMMITMENT

1. Effort to Reduce Caseload: Maintain the additional RSP FTEs that were added in 2017-2018 (5.6 additional Resource Specialist Program FTEs), while taking current caseloads into account.
 - a. PUSD will consult with PFT on the distribution of the additional FTE.

2. Trainings for RSP Teachers: RSP Teachers can attend district offered voluntary trainings and receive sub release time OR can be paid the teacher hourly rate for time beyond the contracted work day as part of their X-Ploration Collaboration Time (14 hours if 13 X-Ploration days or 18 hours if 17 X-Ploration days) OR the trainings may be offered on a district professional growth day. These voluntary trainings will be developed based on teacher interest determined by survey results.

3. Trainings for PBIS Site Action Teams
 - a. Positive Behavior Intervention and Support (PBIS) Training: Learning Support Services and Attendance and Discipline will create a district-wide training and support plan for behavior strategies and interventions. Site-based teams will roll-out learning during site professional learning sessions.
 - i. Training goal: Give teachers tools and support to effectively respond to student behaviors.

- ii. Timeline: By June 30, 2020.
4. Itinerant RSP Teacher Caseload Support: Teachers who work a .2, .4, .6, or .8 contract at a site will:
- a. Carry a caseload and will be responsible for the full scope of RSP duties associated with these students, both direct student services and the IEP case management.
 - b. The students on the caseload will be the students with a *minimal amount of services* whenever possible (one-two days per week, once per month, x times per year).
 - c. Share assessment responsibilities for initial IEPs.
 - d. Learning Support Services, Student Support Services, and PFT will meet with the RSP team at each site upon request to define the role and responsibilities of the itinerant and support the assignment of students to caseloads, in a way that reduces the full time RSP teachers load and at the same time, doesn't overload the .2, .4, .6, or .8 RSP teacher.
 - e. Site RSP caseloads will be monitored throughout the year, with the goal of any itinerant movement occurring at natural breaks (November, February and Spring Break).
5. Use of Time Banking Days for IEP Meetings: The parties agree that when possible, Time Banking Days may be used once per month to allow for the scheduling of some IEP Meetings during the RSP Teachers' work day.
6. Math Student Consumables
- a. One complete set of Houghton Mifflin consumables, "Homework and Remembering" Volumes I and II, and "Student Activity Book" Volumes I and II for all grade levels, K-5, will continue to be available at each site for RSP teachers to access.
7. IAT Meetings: The Special Education Department and Learning Support Services, in conjunction with RSP and SLP Teachers, and Psychologists, will create a plan to modify the bridge between the RtI process and the special education identification process.
- a. Goals:
 - i. Clearly define and identify roles and responsibilities.
 - 1. RtI TOSA and or RtI PLL
 - ii. Eliminate redundancy of paperwork and revisit the process.

COMMUNICATION PLAN

Learning Support Services, Student Support Services, and PFT will jointly communicate this agreement to RSP Teachers prior to the beginning of the 2019-20 school year.

COMMITMENTS FOR NEXT STEPS

The parties commit to and will jointly create a timeline to accomplish the following:

1. Revise the RSP Job Description
2. Create a student scheduling protocol for special education/general education students
3. Define "consult" for both SLP and RSP
4. Define the systemic practice for writing multi-disciplinary reports
5. Annually, work toward an SAI model which will further reduce RSP caseload sizes

TERM

This Agreement shall be revisited at the end of each school year to refine and revise the elements of the document. At any time, this Agreement may be modified with the mutual agreement of both parties.

For the Federation

Signature Kelly Toogn
Date 6/28/19

For the District

Signature Jim J...
Date 6/28/19

Memorandum of Understanding
Between the
Poway Federation of Teachers
And the
Poway Unified School District

**Salary Placement of PUSD Preschool Unit Members Hired into
the TK-12 Setting**

Preschool Teachers hold a CA Preschool Teacher Permit. This Memorandum of Understanding (MOU) refers to teachers who hold a CA Preschool Teacher Permit upon initial hire in P.U.S.D., who are then hired into the TK-12 setting with full authorization to provide service. It also includes Preschool teachers who had a credential qualifying them to teach in TK-12 upon initial hire into the PUSD preschool program.

Currently, preschool, TK, and K teachers must differentiate instruction on the same Continuum of Development. In addition, early childhood unit requirements will be the same for both preschool and TK teachers beginning August 1, 2020. Moreover, the parties mutually value all teachers in PUSD and consider ourselves a preK-12 and Adult Ed school district.

Effective July 1st, 2019 these unit members shall be placed on the certificated salary schedule, with credit given for years of preschool service given within P.U.S.D. based on the chart below. This includes Preschool teachers who earned a credential qualifying them to teach TK-12 after initial hire into the PUSD preschool program. However, no retroactive salary will be granted.

All other terms of Section XI Wages, of the Collective Bargaining Agreement not specifically discussed above continue to apply to the teachers defined in this Memorandum of Understanding.

It is the intent of the PFT and the PUSD to include pertinent language from this MOU in the next PFT/PUSD collective bargaining agreement.

Salary Placement of PUSD Preschool Teachers Hired into the TK-12 Setting After Earning a Qualifying Credential

Less than one (1) year PUSD qualifying preschool experience.

Teachers will be placed on Step 2 in the appropriate column for which their training (units/degrees) qualifies them.

One (1) year of experience but less than two (2) years PUSD preschool experience.

Teachers will be placed on Step 2 in the appropriate column for which their training (units/degrees) qualifies them.

Two (2) years of experience but less than three (3) years PUSD preschool experience.

Teachers will be placed on Step 3 in the appropriate column for which their training (units/degrees) qualifies them.

Three (3) years of experience but less than four (4) years PUSD preschool experience.

Teachers will be placed on Step 4 in the appropriate column for which their training (units/degrees) qualifies them.

Four (4) years of experience but less than five (5) years PUSD preschool experience.

Teachers will be placed on Step 5 in the appropriate column for which their training (units/degrees) qualifies them.

Five (5) years of experience but less than six (6) years PUSD preschool experience.

Teachers will be placed on Step 6 in the appropriate column for which their training (units/degrees) qualifies them.

Six (6) years or more of PUSD preschool experience.

Teachers will be placed on Step 7 in the appropriate column for which their training (units/degrees) qualifies them.

Seven (7) years or more PUSD preschool experience.

Teachers will be placed on Step 8 of the appropriate column for which their training (units/degrees) qualifies them.

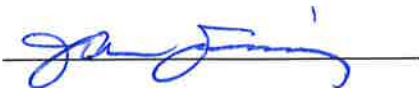
Eight (8) years or more PUSD preschool experience.

Teachers will be placed on Step 9 of the appropriate column for which their training (units/degrees) qualifies them.

Nine (9) years or more PUSD preschool experience.

Teachers will be placed on Step 10 of the appropriate column for which their training (units/degrees) qualifies them.

For PUSD



Date: 6/20/19

For PFT



Date: 6/28/19

Memorandum of Understanding
Between
Poway Federation of Teachers (PFT) and Poway Unified School District (PUSD)

**Oak Valley Middle School (OVMS) Specialized Academic Instruction (SAI)
Voluntary Pilot for 2019-20**

RATIONALE

The Poway Unified School District (PUSD) and the Poway Federation of Teachers (PFT) believe that students with disabilities are general education students first. Every effort will be made to ensure students with disabilities receive their education in the general education setting to the maximum extent possible. Students with disabilities must have access to a broad range of programs, supports and services at the schools they attend.

We believe inclusive classrooms and inclusive practices benefit each and every student. Differentiated instruction, supportive teaching strategies, effective use of resources, and high expectations for all enhances the learning experience for everyone. Our students attending inclusive schools report feeling a stronger sense of belonging and positivity on their campuses. We assert Specialized Academic Instruction (SAI) and Related Services in inclusive settings helps create the conditions and culture that supports world class learning outcomes for all students.

1. During the 2019-20 school year, co-teaching at OVMS is voluntary/optional.
2. Teachers at OVMS who volunteer and are assigned to a co-teaching environment will have a common prep period.
3. Professional Learning: OVMS will continue to have a 5 person (3 gen ed Ts, 2 sped Ts) SAI leadership team that will participate in the PUSD SAI professional learning series, organized by TOSA Megan Gross.
 - a. This learning may include but is not limited to: co-teaching, supporting students with mental health needs, and Universal Design for Learning.
 - b. Teams will have access to 3 full release days for Professional Learning as well as a half day of release time to visit each other's schools (i.e. middle visiting high...), a half day of release time for master scheduling, and a half day of release time for planning for the following year.
 - i. Part of the above release time for professional learning will be used to develop and define the roles and responsibilities of co-teachers at OVMS.
 1. TOSA Megan Gross will support this work.
 - c. The OVMS team may wish to rotate involved teachers for training attendance as they did in 2018-19. Co-teacher pairs may wish to attend training together.
 - d. As an SAI cohort school, OVMS will be able to request additional professional learning by TOSA Megan Gross, which could be provided on a minimum day, during PLCs, or during a site-based professional growth time.

4. Given that a teacher in a co-taught class may be asked to participate in numerous IEP Meetings as compared to his or her colleagues in a traditional environment, additional consideration will be given when placing students with a 504 or with EL needs.

TERM

This Agreement shall expire June 30, 2020. At any time, this Agreement may be modified with the mutual agreement of both parties.

For the Federation

Signature Kelly Togni
Date 6/28/19

For the District

Signature Jan J...
Date 6/28/19

Extension of Amendment to

Memorandum of Understanding between Poway Federation of Teachers and the Poway Unified School District Career Technical Education (CTE) Robotics Stipend

Original MOU attached, signed 3/30/16

Amendment to MOU attached, signed 11/03/16

June 28, 2019

Effective the 2015-2016 school year (July 1, 2015 to June 30, 2016) through the 2016-2017 school year (July 1, 2016 to June 30, 2017) and extend to include the 2017-2018 school year (July 1, 2017 to June 30, 2018) and extended again to include the 2018-2019 school year (July 1, 2018 to June 30, 2019), and extended again to include the 2019-2020 school year (July 1, 2019 to June 30, 2020) the following formula will be used to compensate employees that meet all the required criteria as outlined in the MOU and below:

1. In order to qualify for the World Championship, a robotics team must participate in the regular season for FIRST Robotics.
2. The regular season is 12 weeks (for the 2019-2020 school year this is from January through March).
3. If a team were invited to participate in the World Championship, the extended season is 3 weeks (for the 2019-2020 school year it is for the first few weeks of April).
4. The stipend for a coach who participates in FIRST Robotics only is a co-curricular stipend $A \times 1$ (and for an assistant coach is $B \times 1$).
5. Because the World Championship is a qualifying event for FIRST Robotics, the stipend for the extended season will be the same as the co-curricular stipend for FIRST Robotics ($A \times 1$ for a lead robotics coach, and $B \times 1$ for an assistant robotics coach).
6. Therefore, the formula to establish compensation for an extended season would be to divide the $A \times 1$ (or $B \times 1$) stipend by 12 weeks in order to get a weekly rate. The pay for an extended season to participate in the World Championship would then be for an additional 3 weeks.
7. This agreement would set the parameters to pay robotics coaches for an extended season; however, according to the MOU, participation is optional, and the expense of the stipend and associated travel will be the responsibility of the site foundation or booster club and must be authorized by that entity.

For the Poway Federation of Teachers



6/28/19

Date

For the Poway Unified School District



6/28/19

Date