

LETTER OF AGREEMENT – SECONDARY CO-TEACHING

- A. A "co-teaching classroom" offers concentrated and collaborative instructional support for students with disabilities (SWD) in order to support students learning in their least restrictive environment (LRE) and affording access to grade-level standards. Typically, this includes two certificated staff sharing in the instructional responsibilities (one general education teacher partnering in an inclusive setting with one special education teacher) to support both general education and students with disabilities in the same class period with both instructors present in the classroom for the duration of the period.
- B. The number of co-teaching classes and the content of those classes will be decided by the special education director in conjunction with the administration at each school.
- C. Teachers will be assigned to these co-teaching classes with their agreement, and such voluntary agreement shall be confirmed by the Association no later than the last day of school the previous school year. Recognizing that principals have staff assignment responsibility, and that the most sustainable co-teaching arrangements are voluntary, principals will only non-voluntarily assign a co-teaching partnership if there is a need to establish at least one core academic course per grade level in English and Math. Teachers will not be assigned involuntarily to a co-teaching assignment two years in a row. No Special Education teacher shall be assigned more than two (2) co-teaching courses.
- D. Prior to the last day of school the previous school year, both teachers must meet and complete the co-teaching application. Co-teaching assignments may occur either as a result of District staffing or when a written staff proposal has been approved by the supervising administrator. The terms and responsibilities of a co-teaching assignment within the general education classroom (including but not limited to the individuals involved, grading, classroom discipline, pedagogy, parent communication, etc.) shall be divided according to an annual plan developed by employees and approved by the District.
- E. Teachers in a co-teaching assignment may be observed and provided feedback by their evaluator in their co-teaching assignment. However, evidence collected shall not be used in their overall TPEP evaluation scoring unless a teacher requests it in writing to be used.
- F. In year one of a co-teaching partnership, each of the teachers shall be provided a minimum of 12 hours of training to support the teacher. Training shall include 4 hours of initial training prior to the school year or as early as is feasible in the school year. The remaining hours will be scheduled in two half-day professional learning increments in the winter and spring.

In year two, each teacher in the co-teaching partnership shall be provided a minimum of 6 hours of training and support. Year 2 training shall include 2 hours of initial training prior to the school year or as early as is feasible in the school year. The remaining hours in Year 2 will be scheduled in one half-day release in the winter quarter.

If training is provided outside the workday, the employee(s) shall be compensated at their per diem rate of pay.

- G. Every effort will be made by the building administration to create a master schedule that affords co-teaching arrangements a common planning period. There is a recognition that discretionary planning time is essential to sustaining a co-teaching partnership, and that there should be differentiated planning hours support for teachers with or without a common planning period and based on whether they are in year one or two of the partnership and whether they have multiple co-teaching partners.


The following matrix details the differentiated planning time support:

| | Common Planning Period (Yes) | Common Planning Period (No) | Multiple Partnerships (irrespective of common planning) |
|----------|------------------------------|-----------------------------|---|
| Year One | 9 hours | 18 hours | 21 hours |
| Year Two | 5 hours | 9 hours | 12 hours |

This per diem time can be used in hourly increments and is to be used at their discretion to work with their co-teaching partner(s) or to work with general education staff who are also providing services, help staff who are participating in the inclusion model, and other work as deemed necessary by the teacher.

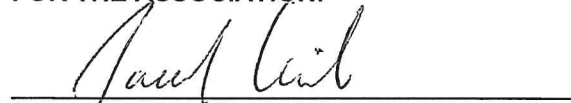
- H. If a specific certification or endorsement is required, the District shall work with the employee to ensure they can receive their certification. At a minimum, the District shall pay for the cost of the educational program to achieve the certificate or endorsement. Additionally, the District shall provide at least 5 release days for course work upon request.
- I. For each co-taught course partnership, the assigned teachers can use 1 release day per semester to work together with their co-teacher on planning, grading, etc. Each general education teacher who participates in co-teaching shall receive an additional per diem day of pay for compensation for the increase in IEP meeting preparation and time.
- J. For the specific classes that utilize the co-teaching model, no more than 9 students with IEPs specific to the subject will be assigned to the class period.
- K. The District shall comply with Section 9.02.B.7 regarding the daily load assigned to other regular education teachers in the content areas in which co-teaching classes are offered.
- L. The District and Association will meet periodically to address any additional supports that may be needed to support these pilots. The district shall provide the Association a list of all general education teachers and the corresponding special education co-teacher for this pilot before the first workday of the year.

FOR THE DISTRICT:


 Dr. Ian B. Saltzman, Superintendent

10/11/2024
 Date

FOR THE ASSOCIATION:


 Jared Kink, President

10/10/24
 Date