

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
FONTANA UNIFIED SCHOOL DISTRICT
AND
FONTANA TEACHERS ASSOCIATION

Special Education Definitions
(Inserted in 14.15 Work Year and Workday)

This Memorandum of Understanding (MOU) is agreed upon and between the Fontana Unified School District (hereinafter referred to as the “District”) and Fontana Teachers Association (hereinafter referred to as the “Association”).

- 1.1 This Memorandum of Understanding provides proposed language to address the negotiated changes of Article 14, Section 14.15.3 through 14.15.6 of the Collective Bargaining Agreement.
- 1.2 The proposed change in language is as follow:

Article 14.15.3 will be inserted to state the following:

Education Specialist is defined as a special education teacher who works in a learning center, collaborative model, or separate education setting to deliver Specialized Academic Instruction (SAI) to students based on an Individualized Education Plan (IEP).

Article 14.15.4 will be inserted to state the following:

Service Provider is defined as a specialist who provides services in such areas as adapted physical education (APE), deafness or hard of hearing (D/HH), orientation and mobility (O&M), orthopedic impairment (OI), speech and language (SLP), or visual impairment (VI).

Article 14.15.5 will be inserted to state the following:

Case Carrier is the Education Specialist or Service Provider primarily responsible for (a) coordinating the implementation of the IEP meeting(s) and documentation, (b) monitoring the implementation of the IEP, and (c) monitoring student progress.

Article 14.15.6 will be inserted to state the following:

Caseload is defined as the number of students with an Individualized Education Plan (IEP) for whom the Education Specialist and/or Service Provider is assigned.

Article 14.15.7.1 will be inserted to state the following:

Inclusion is defined as any educational setting in which students with Individualized Education Plans (IEPs) receive instruction with non-disabled peers. Inclusionary practices can include but are not limited to collaborative teaching (two or more certificated providers), supported instruction (aide supporting general education teacher), or push-in services/specialized services in a general education setting (can be provided by a Service Provider).

Collaborative teaching in an inclusion model is defined as a general education teacher and an Education Specialist or aide under the direction of the Education Specialist providing services for students with an Individualized Education Plan (IEP) in the general education setting.

1. Typically, the general education teacher delivers the instruction in the subject area. The Education Specialist works with students to provide Specialized Academic Instruction (SAI), ensure understanding, and to provide adaptations and modifications.
2. A collaborative team may also include Service Providers.
3. Collaborative teaching models can include but are not limited to One Teach/One Observe, Station Teaching, Parallel Teaching, Alternative Teaching, Teaming, or One Teach/One Assist.


1.3 This Memorandum of Understanding is not a precedent for any other activity or situation in the Fontana Unified School District. Further, this Memorandum of Understanding does not modify the Collective Bargaining Agreement in any way other than specifically set forth in this document.

This Memorandum of Understanding shall expire June 30, 2021.

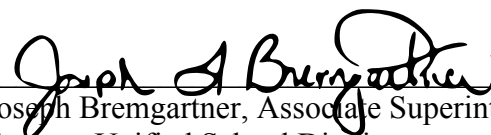
Dated this 26th day of May 2020, at Fontana, California.

For the Association:

For the District



Leandra Marchis-Poirier, Lead Negotiator
Fontana Teachers Association



Joseph Bremgartner, Associate Superintendent
Fontana Unified School District