

Article on Whole Child Education

The Association and the District share a commitment to educating the whole child. Education of the whole child includes creating educational opportunities that provide for early academic intervention, a full, well-rounded curriculum that includes arts and music, and vocational training, and places less emphasis on standardized testing.

A. Testing

The parties' November 2016 MOU on this issue was incorporated into the SCUSD/SCTA 2016-2019 collective bargaining agreement and is attached.

B. Arts and Music

The District will provide the opportunity for every student at every grade level to take a visual and performing arts credited course from an appropriately credentialed educator.

C. Early Academic Intervention

The District will implement systematic, research-based early academic interventions at every elementary or K-8 school site. The structure and the content of the intervention system shall be determined at the work-site through a work-site based committee of bargaining unit employees and administrators. The District and the Association shall each determine their own representatives, but regardless of the overall number the District has one vote and the Association has one vote. In the event the parties are unable to reach an agreement, the issue may be appealed to representatives from the Academic Office and the Sacramento City Teachers Association for resolution. Options may include, but are not limited, the addition of resource teachers specially trained in intervention and/or other professional support staff, targeted extended day, reorganization of the individual teacher's instructional day, and other possibilities.

The committees shall be allocated funding based on following formula based on the actual November enrollment numbers of the preceding year:

Schools with a student enrollment of fewer than 400: \$74,114.05
Schools with a student enrollment of 400 or more: \$148,228.10

D. Parent Teacher Home Visit Project:

The District will extend the Parent Teacher Home Visit Project to those schools which are currently not participating in Project, provided that a majority of the teachers at a particular site approve participation. The vote will be conducted by the Association.

E. Restorative Practices

See the attached revised ~~May 12, 2021~~ ~~6-9-2020~~ proposal.

F. Special Education and Inclusive Practices

This section revises several components of the current contract and is consistent with other aspects of this proposed Article.

~~1. Representation on the Special Education Local Planning Area (SELPA) Community Advisory Committee (CAC)~~

~~At least three SCTA-represented educators shall serve on the Special Education Local Planning Area (SELPA) Community Advisory Committee (CAC). SCTA shall designate its representatives. SCTA-representatives shall be released from their regular duties without loss of pay, or compensated at the Daily Contractual Rate, for time spent serving on the CAC.~~

2.1. District-wide Special Ed Committee

The parties will establish a District-wide Special Education Committee to guide the ongoing Special Education Services provided by the District. Each party shall have eight (8) representatives on the committee. The Association will designate its representatives; the District will designate its representatives. Decisions will be by mutual agreement, with block voting by each party. SCTA-representatives shall be released from their regular duties without loss of pay, or compensated at the Daily Contractual Rate, for time spent serving on the District-wide Special Education Committee.

3.2. School Site Committee regarding Multi-tiered System of Support

The parties will establish a joint SCTA-District MTSS school site committee. Each party shall have three representatives. The Association will select its representatives; the District will select its representatives. Decision will be by mutual agreement, with block voting by each party. If an MTSS school site committee is unable to reach agreement on an issue, either party may move the outstanding issue to the District-wide Special Education Committee for resolution.

4.3. Appropriate Supports

Student, including those with special needs, will be provided with appropriate supports, including but not limited to co-teaching, classroom aide support, or minimal pull out support for specialized skill building. Accordingly, the District shall provide:

- A beneficial learning environment for both students with special needs and general education students;
- A process coordinated through the School Site Special Education Committee for educators and administrators share equally in its planning and implementation and evaluation;
- In-service training and ongoing professional learning to prepare and provide ongoing support for educators related to inclusionary practices. Release time and/or additional pay will be provided.
- Appropriate instructional material;
- Determination of appropriate methods, materials, and support services through the cooperation of classroom teachers and specialists, coordinated through the School Site Special Education Committee;
- Modification of class sizes using a weighted plan which recognizes individual differences, along with scheduling and curriculum design to accommodate shifting needs, coordinated through the School Site MTSS Committee;
- Systematic evaluation of inclusionary practices;
- Inclusion of class room teachers on school assessment and placement teams. Release time and/or additional pay will be provided.
- Additional preparation and collaborative time to enable the coordination of work among general education and special education staff, and to facilitate the additional time required for monitoring student progress.
- Additional coaching support from inclusionary specialist coaches.

The Union reserves the right to edit, modify, amend, delete or change at any time during this negotiation process.