


Memorandum of Understanding
Between
Fairfield-Suisun Unified School District and
Fairfield-Suisun Unified Teachers Association
Academic Support Teacher
May 5, 2008

The intent of this MOU is that all current Reading Specialists (Specialist) and other Title 1 Specialists (Specialist) shall be able to select and fill the new Academic Support Positions. Specialist unit members, who are and have received a Reduction in Force (RIF) notice, shall have the option to select and be appointed to an Academic Support position, without interview.

The Selection Procedure for Academic Support Positions is as follows:

- 1. First, current RIFFed Specialists at all sites shall have the option of selecting the Academic Support position, if available, at their current site or any other available position at their site in accordance with the provisions of Article 18.2.c.*
- 2. Second, after current RIFFed Specialists have had the opportunity to select, if any, the Academic Support position at their site and Academic Support position(s) remain unfilled, the District shall notify all Specialists, within five(5) days, of available unfilled Academic Support positions by site.*
- 3. Third, if the current RIFFed Specialists at a particular site choose not to select the Academic Support position at their site, then other RIFFed Specialists from any other site may select at that site, the position(s) by District seniority. The district shall provide three (3) days of written notification of open Academic Support positions to all Specialists and the District shall hold a selection meeting of all remaining RIFFed Specialists to fill unfilled Academic Support positions after the close of two (2) days following notification to the Specialist of openings to select available Academic Support positions.*
- 4. Fourth, if a RIFFed Reading Specialists or any other RIFFed Title 1 Specialists choose not to select an Academic Support position, or if all positions have been selected by the procedure above, then the RIFFed Specialist(s) shall select and receive a position, by seniority, from any available open positions in the displaced unit member pool.*
- 5. Fifth, if Academic Support positions are not selected by any RIFFed Specialists in Step 1 through Step 4 above, then position(s) shall be advertised to all unit members at the site with available Academic Support position(s), according to the provisions of Article 18.2.c.*


5/5/08
R. Louissaint 5/5/08

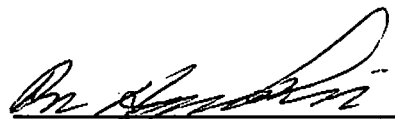
6. Finally, any unfilled site Academic Support position(s) shall be advertised District-wide for all unit members, according to the provisions of Article 18.2.f.

1. This Memorandum of Understanding becomes effective upon signature.
2. This Memorandum of Understanding shall be added to the contract as Appendix__ and shall be referenced in Article 21. The reference shall read: "Academic Support Teacher Memorandum of Understanding Appendix ___."
3. The Academic Support Teacher shall not report, orally or put in writing, any observations from unit members' classrooms that may or could be used in evaluation or provide commentary that would effectively recommend the same. Any written communications from the Academic Support Teacher shall be given directly to the Unit member who was assisted by the Academic Support Teacher. No electronic, written, or oral communication shall be given to district and/or site administrators concerning working with unit members.
4. The Academic Support Teacher shall only assist classroom teachers who volunteer for assistance.
5. The Academic Support Teacher shall prioritize time to first assist interns or any temporary unit members who request assistance from Academic Support Teachers.
6. The Academic Support Teacher who chooses not to continue in this position after one year shall have the right to select from available open positions based on District seniority.
7. At a unit member's choosing, any displaced unit member (an involuntarily transferred unit member) whose new assignment, as the result of involuntary transfer causes them to move to a school calendar with a different pay cycle may remain on the same pay cycle they were on prior to the involuntary transfer, or if not, move to the new pay cycle without any loss of pay or benefits.
8. If an Academic Support Teacher after the first year in this assignment does not choose to continue in this assignment, then this unit member shall have the right to select and fill, based on District seniority, from any open positions for the 2009 - 2010 school year for which they are credentialed and qualified.



Rosemary Louissaint
Bargaining Chair, F-SUTA

Date 5/5/08



Ron Hawkins
Asst. Superintendent F-SUSD

Date 5/5/08

PRIMARY FUNCTION:

To support, supplement and extend classroom teaching and work collaboratively to implement quality core and intervention programs that are research-based and meet the learning needs of students.

DIRECTLY RESPONSIBLE TO: Site Administration, but shall not participate in any manner in the evaluation process (verbally or in written form) of unit members. The Academic Support position shall not report, orally or put in writing, any observations from unit members' classrooms that may or could be used in evaluation or provide commentary that would effectively recommend the same. Any written communications from the Academic Support position shall be passed directly to the unit member who was assisted by the Academic Support positions. No written communication shall be given to district and/or site administrators concerning working with unit members.

RELATIONSHIP TO STUDENT ACHIEVEMENT:

Assist site administration and staff in organizing, implementing, and teaching core and intervention programs that benefit student achievement.

ASSIGNED RESPONSIBILITIES:

1. If a unit member voluntarily agrees to Academic Support Provider's assistance, the Provider may assist classroom teachers in planning English-Language Arts, English Language Development, and mathematics programs.
2. If a unit member voluntarily agrees to Academic Support Provider's assistance, the Provider may assist all teachers with teaching/learning strategies that promote comprehension in all content areas.
3. If a unit member voluntarily agrees to Academic Support Provider's assistance, the Academic Support Provider may present ongoing modeling and demonstration of effective intervention programs as identified by assessed student needs.
4. Provide small group instruction to students based on student needs as determined by the classroom teacher, school site principal and in accordance with the school site's goals for site intervention programs.
5. As needed and in collaboration with the classroom teacher assist in assuring continuity between regular programs and intervention programs.
6. As needed and in collaboration with the classroom teachers assist in the analysis of school-wide assessment data and formulate plans to improve student achievement.
7. As needed and in collaboration with the classroom teacher assist teachers in assessing students for appropriate instruction.

[Handwritten signature] 5/3/08

R. Loussaint
5/5/08

8. Keep abreast of current trends and research in educational program, methods, and strategies by participating in professional development.
9. Submit appropriate student data and student reports to classroom teacher and administration.
10. Collaborate with district office personnel and curriculum and instruction as necessary.

Teacher: Academic Support

JOB DESCRIPTION (continued)

SUPERVISION EXERCISED OR RECEIVED:

RECEIVED: Site Administrators

MINIMUM QUALIFICATIONS:

1. Minimum of at least 4 (four) years experience of teaching experience.
2. Thorough knowledge of effective strategies, techniques, and methods of teaching.
3. Leadership qualities in the area of modeling and demonstration lessons.
4. Knowledge of analyzing data as the basis for instructional decisions.
5. Knowledge of effective instruction for English Language Development.
6. Knowledge of the state-adopted academic content standards and frameworks.
7. Effective interpersonal and communication skills.
8. Demonstrated commitment to personal professional growth.
9. Ability to effectively use technology.
10. Ability to work as a member of a team and take a leadership role when necessary.
11. Appropriate English Language Development Certification.

PHYSICAL ACTIVITY REQUIREMENTS:

Work Position (Percentage of Time):

Standing: 30

Walking: 20

Sitting: 50

Body Movement (Frequency):

None (0)

Limited (1)

Occasional (2)

Frequent (3)

Very Frequent (4)

Annex 5/15/08

5/15/08

R. Lousier 5/15/08