



# COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

## MEMORANDUM OF UNDERSTANDING

### BETWEEN

**COTATI - ROHNERT PARK UNIFIED SCHOOL DISTRICT**

### AND

**ROHNERT PARK COTATI EDUCATORS ASSOCIATION**

### REGARDING

### **2025-2026 SPECIAL EDUCATION**

May 27, 2025

The intent of this MOU is to recognize the workload of our Education Specialists, Speech and Language Pathologists, and General Education teachers through this continued pilot program. The District hopes to attract and retain additional Education Specialists to CRPUSD. This will allow us to fill vacancies in our Special Education programs. We recognize that this one year MOU will have a significant fiscal and staffing impact, and we will review this by January 31, 2026.

The parties agree to the following amendments to the Collective Bargaining Agreement concerning **Work Year (Article 4.1.1), Education Specialists Salary Schedule (Article 15.9), Special Education (Article 18)** for the 2025-2026 school year.

#### 18.7. Speech and Language Therapist Services

18.7.1 The site administrator may release the SLP from site-based Professional Development and Staff meetings if the site administrator determines that the content is not pertinent to the SLP.

#### 18.8. Education Specialists Preparation and Release Time

18.8.1. Education Specialists shall have the same amount of preparation time as General Education teachers at their site.

18.8.2. Education Specialists may request release time from their site administrator in order to conduct assessments, write reports, and prepare for IEP meetings. Such release time shall not exceed a total of three (3) workdays for SDC and Secondary RSP and (4) workdays for Elementary RSP per school year and may only be taken when the administrator can provide adequate coverage for the teacher's regular assignment.

18.8.3 Education Specialists working in Elementary and Middle School RSP programs will be provided time during their daily or weekly schedule for case management and IEP development equal to that of preparation time.

18.10 Non-Special Day Education Specialists (RSP Teachers) Caseload

18.10.1 A caseload is defined as the number of student IEPs the teacher is responsible for managing.

18.10.2 A workload site needs analysis will be considered by the District for overall site allocation including consideration that additional students may be added to a caseload or service needs shift throughout the year.

18.10.3 The District will make every attempt to allocate staff below the maximum caseload to start the year or provide alternatives to workload reduction.

18.10.4 If a site has more than 1 RSP teacher, only one service provider can count a student on their caseload, even if they share service delivery.

18.10.7 Response to Intervention (RTI) or MultiTiered Systems of Support (MTSS) refers to serving a student for a period of time in tiered levels of intervention as part of the pre-referral or SST process.

18.10.8 Special Factors: When intensive additional services related to special factors are required (i.e. training or consult for intensive AAC and/or Behavior Intervention Plan ONLY), every attempt will be made to balance a caseload accordingly.

18.10.9 Weighted Formula Caseload Table for RSP Teachers

Weighted Formula Caseload	Preschool	Consult Only*	Direct Services	RTI/ MTSS or Pending Eligibility
RSP (28)	1.27 (22)	1.0 (28)	1.08 26	0.25

\*no direct services provided (only consult the teacher and check-ins)

18.11 Speech and Language Therapist Services

18.11.1 A workload site needs analysis will be considered by the District for overall site allocation including consideration that additional students may be added to a caseload or service need shift throughout the year.

18.11.2 The district will make every attempt to allocate staff below the maximum caseload to start the year or provide alternatives to workload reduction.

18.11.3 If a site has more than 1 SLP, only one service provider can count a student on their caseload even if they share service delivery.

18.11.6 Response to Intervention (RTI) or MultiTiered Systems of Support (MTSS) refers to serving a student for a period of time in tiered levels of intervention as part of the pre-referral or SST process.

18.11.7 Special Factors:

18.11.7.1 When intensive additional services related to special factors are required (i.e. training or consult for intensive AAC and/or Behavior Intervention Plan ONLY) every attempt will be made to balance a caseload accordingly.

18.11.8 Weighted Formula Caseload Table for SLPs

<b>Weighted Formula Caseload</b>	Preschool Only	Consult Only*	Direct Services	RTI/ MTSS/ 504 or Pending Eligibility
SLP (55)	1.25 (40)	1.0 (55)	1.1 (50)	0.25

\*no direct services provided (only consult to teacher and check in's)

18.12 Class Size

18.12.1 A class size is defined as the number of students enrolled on a class roster. A caseload is equal to a class size for an SDC teacher.

18.12.2 The District will make every attempt to allocate staff below the maximum caseload to start the year or provide alternatives to workload reduction.

18.12.3 Class Size Table for Maximum Number of Students on a Class Roster

<b>Class Size Table</b>	<b>Maximum on a Class Roster</b>
Preschool SDC (combined am/pm cohorts)	16
TK-12 Extensive Needs SDC	10
TK and/or K SDC	10

TK-5 Counseling Enriched SDC	10
1-5 Mild/Moderate Social Support SDC	12
6-12 Mild/Moderate Social Support SDC*	14
6-12 RSP Replacement/Directed Studies*	14
6-12 Moderate SDC	12
6-12 Counseling Enriched SDC	12
Age 18-22 Transition SDC	12

\*Class may be combined, not to exceed 14 students. This is not the RSP teacher's caseload.

### 18.13 Co-Taught Service

18.13.1 Co-taught Service is defined as students who receive and require Specialized Academic Instruction services in the general education classroom with students who do not require that level or any Special Education Services.

#### 18.13.2 Co-Taught Service Table

<b>**Co-Taught Service Table</b>	<b>Maximum Number of Students that Require Co-Taught Services</b>
TK and/or K Co-Taught class	7
6-12 Co-Taught section	10

\*\*Co-Taught classes also include students with IEPs who do not require Co-Taught services.

18.13.3 For a 6-12 student on a blended program (ie: part-time Special Day and part-time General Education or another SDC class), the Education Specialist would receive overages as outlined in Article 6.2 if the numbers pushes them over class size max.

18.13.4 Consideration will be given to the fact that additional students may be added to a class mid-year and the district will allocate staff below the maximum class size to the degree possible to start the year.

### 18.15 Special Education Specialist & Speech and Language Pathologist Overages

18.15.1 The District will, beginning on the eleventh (11th) class day of the school year and any/all subsequent class day(s), pay the following overages: The District upon written request from the Education Specialist or Speech and Language Pathologist, shall pay to the affected

member four dollars (\$4.00) per student for each day that the maximum caseload is exceeded.

18.15.2 The District will, beginning on the eleventh (11th) class day of the school year and any/all subsequent class day(s), pay the following overages: The District upon written request from the Education Specialist, shall pay to the affected member four dollars (\$4.00) per student for each day that the maximum class size is exceeded.

This MOU sunsets without precedent at the end of the 2025-2026 school year.

Signed by:

*Lisa Bauman*

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For RPCEA

6/11/2025

Date

DocuSigned by:

*JENNIFER HANSEN*

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For CRPUSD

6/11/2025

Date