

MEMORANDUM OF UNDERSTANDING
Between
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
And
SAN RAMON VALLEY EDUCATION ASSOCIATION

2026-27
MOU Extension Package

The San Ramon Valley Unified School District (referred to herein as "the District") and the San Ramon Valley Education Association (referred to herein as "the Association") collectively referred to herein as "the parties", mutually agree to extend the term of the attached MOU's through June 30, 2027. All other provisions of the attached MOU's shall remain in full force and effect during the term of this MOU.

Elementary Combo Support
Mainstream SDC
Site Based Credit Recovery
Temporary Measures for Filling Vacant Certificated Special Education Positions
Teachers for Tomorrow Residency Program - Mentors
Next Education Workforce
Instructional Technology Leader
Alternative Education

The parties mutually agree that the provisions outlined herein become effective immediately, will be considered non-precedent-setting, and will sunset on June 30, 2027, unless extended or modified by mutual agreement. All provisions included herein shall be subject to the negotiated grievance procedure up to and including binding arbitration.

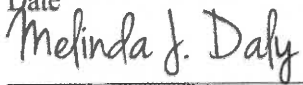
The signatures below acknowledge full understanding of and agreement with the provisions included herein.

For the Association:



Laura Finco
SRVEA President

8/11/2026

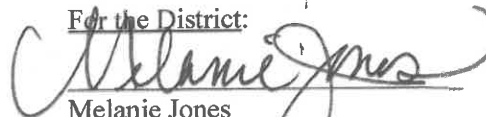
Date


Melinda Daly
SRVEA Vice-President

8/12/2026

Date

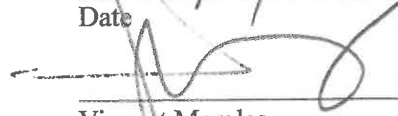
For the District:



Melanie Jones
Assistant Superintendent, HR

8/11/2026

Date



Vincent Morales
Assistant Supt., Bus. Svs./CBO

8/11/2026

Date

Dee Dee Judice
Dee Dee Judice
Lead Negotiator

8/11/20
Date

Meredith Bullock
Meredith Bullock
Director, Human Resources

8/11/2026
Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
AND
SAN RAMON VALLEY EDUCATION ASSOCIATION**

**Elementary General Education
Combination Class Support MOU**

The San Ramon Valley Unified School District ("District") and the San Ramon Valley Education Association ("Association"), collectively referred to herein as "the parties," mutually agree, the District will make every effort to avoid creating elementary combination classes, when possible. The parties also recognize the unique challenges involved in teaching general education combination classes at the elementary level and the importance of professional support for teachers assigned to instruct in such classrooms in ensuring the greatest potential success for teacher and students alike. In such recognition, the parties mutually agree to the pilot implementation of the following philosophical best practices, standard supports, and support options during the 2023-24 and 2024-25 school years:

Philosophical Best Practices:

- As the instructional leader, the Principal will play a pivotal role in setting a positive tone within the school and community to ensure that elementary combination classes are embraced and supported.
- Principals will attend Back To School Night for combination classes.
- Grade level teams at each school will be actively encouraged to support colleagues assigned to teach combination classes through collaboration and the sharing of lesson plans and curriculum.
- Collaboration opportunities will be made available for staff at both grade levels to which combination classes are assigned.
- In order to address master scheduling challenges, one (1) additional prep section will be allocated to a school site for each combination class to provide grade-specific instruction as appropriate.

Standard Supports: Each teacher assigned to teach a combination class will be provided the following supports:

- A substitute teacher will be provided for field trips (per request and availability).
- When possible, reduced yard supervision duties will be assigned.
- Teachers will have the option of utilizing one (1) collaboration day per month to collaborate with combo teacher peers at the school site and/or across the district.
- Teachers will be provided an option of one summer (1) planning day and will be compensated at Curriculum Development/In-Service stipend rate, \$250 full day or \$125 half-day (up to 4 hours).
 - For the 2023-24 school year, in lieu of the summer planning day, teachers may submit a request for up to five (5) hours of extra pay.

- Site administrator will meet with combination class teacher(s) to consult regarding assigned preparation periods.
 - In the event the combo class is added late, after July 15, the site administrator will make every effort to support combo teacher(s) with assigned prep period requests, to the extent possible.

Support Options: In addition to the above standard supports, each teacher assigned to teach a combination class may select one (1) of the following additional support options:

- Five (5) hours per week of para educator time assigned to the combination teacher/classroom, if staffing is available.
- One additional, 50-minute preparation period per week.
- Teacher(s) that have selected the five (5) hours of paraeducator time or the 50-minute preparation period per week may not change the support option, mid year, if the position has already been filled.
- Beginning in the 2024-25 school year, an annual stipend in the amount of \$3,000 of which \$1,500 to be paid in December and \$1,500 to be paid in June.

Each of the standard supports and support options included above will be funded by the District. The parties agree that the provisions outlined herein will become effective as soon as possible following execution of this MOU, will be considered non-precedent-setting, and will sunset on June 30, 2025 unless extended and/or modified by mutual agreement. All provisions of this MOU are subject to the negotiated grievance procedure, including binding arbitration. The signatures below acknowledge full understanding of and agreement with the terms above.

For the Association:



Laura Finco
SRVEA President

10/26/2023

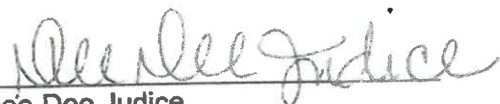
Date



Melinda Daly
SRVEA Vice-President

10-26-23

Date



Dee Dee Judice
Bargaining Chair

10-26-23

Date

For the District:



Melanie Jones
Assistant Superintendent, HR

10/26/2023

Date



Keri Van de Star
Director, Certificated HR

10/26/2023

Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
AND
SAN RAMON VALLEY EDUCATION ASSOCIATION**

**Mainstreaming of SDC Students in TK-5 General Education Classes
During the 2022-23, 2023-24 & 2024-25
School Years**

The San Ramon Valley Unified School District ("District") and the San Ramon Valley Education Association ("Association"), collectively referred to herein as "the parties," acknowledge the value and importance of, and support, the mainstreaming of identified Special Day Class (SDC) students in the general education setting to provide for the social and academic development of all learners and to ensure all students are educated in the least restrictive environment.

In acknowledgement and support of the above, the parties agree to the following provisions for the mainstreaming of SDC students in Transitional Kindergarten through 5th Grade classes across the District during the 2022-23, 2023-24 and 2024-25 school years:

1. SDC students will be mainstreamed in general education classrooms based upon their documented IEP goals and services to best support their unique needs.
2. Definitions:
 - a. Mainstreaming: Students with IEPs spending time with general education peers per their IEP on a consistent, ongoing, scheduled basis. The students remain rostered in the special education teacher's class.
 - b. Full Inclusion: Students with IEPs are rostered in the general education classroom and receive support from a special education teacher.
3. SDC students will be equitably distributed amongst the classrooms at each grade level, subject to #1 above, as determined by a site team, comprised of the site administrator and the affected bargaining unit members. SDC students will be assigned and begin mainstreaming into the general education classroom per the individual student's IEP.
4. For the 2022-23 school year, TK teachers who educate and support general education and SDC students who regularly mainstream in the teacher's individual classroom shall be paid a flat monthly stipend for classroom overages using the following tiered schedule in #5 below.
 - a. Beginning in the 2023-24 school year, one space per SDC TK student will be held for mainstreaming in the general education TK classroom for each SDC student.
 - b. General education TK classes that mainstream SDC students will be staffed with one (1) early childhood paraeducator to ensure mainstreaming space in the general education classroom.
5. General education classroom teachers at the K-5 grade levels, excluding preparation teachers, who educate and support more than 24 students in Grades K-3, or 29 students in Grades 4-5, including general education students and SDC students who regularly

mainstream in the teacher's individual classroom shall be paid a flat monthly stipend, using the following tiered schedule.

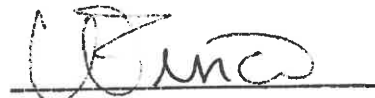
- a. SDC student(s) who are 'regularly mainstreamed' into the general education classroom, are mainstreamed on a consistent, ongoing, scheduled basis.

# of students mainstreaming in general education class above the class size maximum	Monthly Stipend Amount
1-3 students	\$250.00
4-6 students	\$350.00

6. The stipend above shall be calculated on a monthly basis and paid to unit members twice per year, once in January for the period August - December, and once in June, for the period January - June.

The signatures below acknowledge full understanding and agreement with the provisions contained above. This MOU will expire in full and without precedent on June 30, 2025, unless extended or revoked by mutual written agreement. All provisions of this MOU are subject to the grievance procedures up to and including binding arbitration.

For the Association:



Laura Finco
SRVEA President

5/22/2023

Date



Melinda Daly
SRVEA Vice-President

5/22/2023

Date



Dee Dee Judice
SRVEA Negotiations Chair

5/22/23

Date

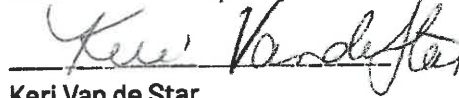
For the District:



Melanie Jones
Assistant Superintendent, HR

5/22/2023

Date



Keri Van de Star
Director, HR

5/22/2023

MEMORANDUM OF UNDERSTANDING
Between
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
And
SAN RAMON VALLEY EDUCATION ASSOCIATION

Site-Based Credit Recovery

The San Ramon Valley Unified School District (referred to herein as "the District") and the San Ramon Valley Education Association (referred to herein as "the Association"), collectively referred to herein as "the parties", recognize the importance of maximizing opportunities for high school students to succeed academically and to satisfy the requirements for high school graduation included in Board Policy. The parties also acknowledge that not all high school students are academically successful on their first attempt in their courses of study, and that on occasion, they become deficient in the number of credits earned toward high school graduation and need opportunities to address credit deficiencies to graduate on time with their peers.

In recognition of these circumstances, in addition to continuing the Extended Day option for students requiring credit recovery at Venture School, the parties mutually agree to the following provisions to implement a site-based credit recovery option for high school students at each of the District's four comprehensive high schools:

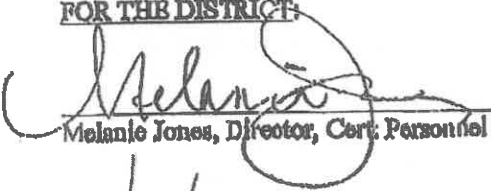
1. The online earning program, *Edgenuity*, will be piloted at the four comprehensive high schools. This pilot will be available as an alternative option for students seeking credit recovery.
2. Students participating in the pilot program will be monitored by an Association Member who serves as a Credit Recovery Progress Supervisor.
3. All assessments performed by the students participating in *Edgenuity* will be supervised by the Credit Recovery Progress Supervisor on campus in order for the student to receive course credit.
4. Credit Recovery Progress Supervisors shall be paid a minimum of twenty (20) hours per semester at the prevailing certificated hourly service rate for the hours of supervision outside of the Collective Bargaining Agreement Hours of employment (Article XI).
5. Vacancies for Credit Recovery Progress Supervisor will be posted along with the job description and selections of staff will be made consistent with the provisions of Article XIII of the CBA. Credit Recovery Progress Supervisor vacancies will be posted at the beginning of each school year. No individual will serve in this capacity for more than four (4) continuous semesters unless there is an insufficient number of applicants for the position.
6. The duties and responsibilities of the Credit Recovery Progress Supervisor will be as provided in the attached position description.

The parties agree that the provisions contained herein will become effective immediately, will be considered non-precedent setting, will be subject to the grievance procedure, and will sunset on June 30, 2020 unless extended and/or modified by mutual agreement.

The District and SRVEA will develop a committee to explore the options and best practices of credit recovery. Members of the committee will include administrators and a majority of SRVEA members.

The signatures below acknowledge full understanding of and agreement with the terms above.

FOR THE DISTRICT:


Melanie Jones, Director, Cert. Personnel

3/6/19
Date

FOR THE ASSOCIATION:


Rob Gendron, Lead Negotiator

3/6/19
Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
AND
SAN RAMON VALLEY EDUCATION ASSOCIATION**

**Temporary Measures for Filling
Vacant Certificated Special Education Positions**

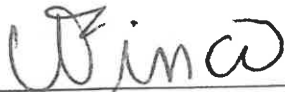
The San Ramon Valley Unified School District ("District") and the San Ramon Valley Education Association ("Association"), collectively referred to herein as "the parties," mutually recognize the national teacher shortage has created significant challenges for California School Districts, including the San Ramon Valley Unified School District in hiring qualified teachers in hard to fill positions, particularly in Special Education. Despite the District's highly focused, strategic efforts in filling vacant positions in preparation for the 2023-24 school year a number of certificated positions remain unfilled.

In recognition of the above, the parties mutually agree, the District may contract with non-public agencies to provide credentialed educators for vacant Special Education Day (SDC) classes, Resource classes, School Psychologist and Speech-Language Pathologist (SLP), Assistive Technology Specialist (AT/AAC), Orientation and Mobility Teacher (OMT) and Adaptive Physical Education Teacher (APE) and Teacher of the Visually Impaired (TVI) and Deaf and Hard of Hearing Teacher (DHH) positions during the 2023-24 school year with the following provisions:

- 1) An updated list of sites and positions utilizing non-public agencies will be provided monthly, notating virtual versus in-person personnel.
- 2) Each classroom assigned with a virtual teacher (SDC/Resource) will be assigned one certificated substitute.
- 3) Paraeducator(s) will be assigned to SDC/Resource classes based upon student IEP's and schedules.
- 4) The district will solicit current SPED bargaining unit members to cover unfilled positions by accepting additional FTE (i.e. over FTE).
- 5) The District will solicit volunteer psychologists to be added to an "On Call List" to provide in-person support to sites with virtual psychologists.
 - a) The "On Call List" will be provided to staff at the affected school sites.
 - b) Service providers will be compensated at the period substitution rate for preparation time that is missed when supporting a school site.
 - c) In the event that the psychologist's workload is impacted as a result of providing additional support and necessitates the psychologist work additional hours beyond the workday, the psychologist may request additional hours from the Director of Special Education.
 - i) The additional hours will be compensated at the psychologist's per diem hourly rate.
- 6) The District will continue its due diligence in recruiting to fill these vacant positions and will maintain the job postings on Edjoin until the positions are filled.
- 7) The parties will meet to negotiate provisions to address the SPED staffing shortage and attrition rate of certificated SPED employees no later than December 1, 2023.

This MOU will expire in full and without precedent on June 30, 2024, unless extended or revoked by a mutual written agreement. All provisions of this MOU are subject to the grievance procedures up to and including binding arbitration.

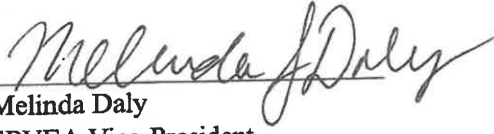
For the Association:



Laura Finco
SRVEA President

9/28/2023

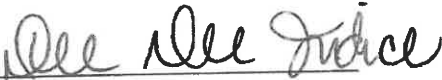
Date



Melinda Daly
SRVEA Vice-President

9/28/23

Date

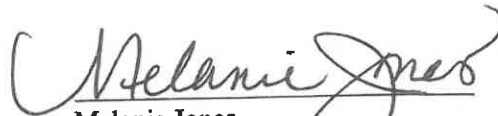


Dee Dee Judice
Lead Negotiator

9-28-23

Date

For the District:



Melanie Jones
Assistant Superintendent, HR

9/28/2023

Date



Keri Van de Star
Director, HR

9/28/2023

Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
AND
SAN RAMON VALLEY EDUCATION ASSOCIATION**

**Teacher Mentors
Teacher's for Tomorrow Residency Program
2024-25 & 2025-26**

The San Ramon Valley Unified School District ("District") and the San Ramon Valley Education Association ("Association"), collectively referred to herein as "the parties," mutually agree, the Teachers for Tomorrow Residency Program (T4T) is a promising initiative for the San Ramon Valley Unified School District which aims to address the teacher shortage by enhancing the District's ability to fill the most challenging teaching positions in Special Education and Single Subject Science, Technology, Engineering and Mathematics (STEM).

By August 2024, all participating candidates for the 2024-25 school year will be placed alongside an SRVUSD teacher mentor in their respective residency classrooms. Throughout the academic year, candidates will spend over 50% of their time in residency classrooms gaining invaluable hands-on experience. This approach ensures that all candidates are fully immersed in the teaching profession and actively contribute to the learning environment.

Experienced teacher mentors will play a pivotal role in shaping the professional growth of resident candidates and will be expected to commit to the following:

Mentor Expectations:

- Provide a hands-on, immersive experience for resident candidates in their classroom three (3) days per week, every Tuesday, Wednesday and Thursday.
- Provide meaningful experiences and opportunities for the resident candidates to collaborate, reflect and gain significantly from the mentor's knowledge and expertise.
- Engage in weekly one-on-one meetings with the resident candidates to support their growth and development as teachers.
 - Residents and mentors will collaboratively determine one-on-one meeting dates/times
- Participate in monthly/bi-monthly cohort meetings as scheduled by the District and St. Mary's.
- Mentor teachers will be compensated with an annual stipend of \$4,000. The stipend will be paid as follows: \$2,000 in December and \$2,000 in June.
- The mentor commitment will be on a one-year basis

Mentor Training:

- Participate in forty (40) hours of mentor training with Saint Mary's College
 - Training will take place partially during summer and partially over the course of the school year
 - The training will be a combination of in-person and virtual sessions.
 - Mentor Teachers will receive four (4) Continuing Education Units (CEUs) upon completion of the mentor training. CEU's may be submitted for advancement on the salary schedule as outlined in Article XXI, Section D.

- Mentor teachers will be compensated for the summer mentor training at the negotiated certificated instructional hourly rate.

Mentor Teacher Selection Process:

- Mentor teachers will be selected and matched with teacher residents based on credential area and/or subject/grade level
- Minimum of 3-5 years of teaching experience, preferred
- Interested teachers may submit a Google application form and are expected to participate in an interview process.

The parties agree that the provisions outlined herein will become effective as soon as possible following the execution of this MOU, will be considered non-precedent-setting, and will sunset on June 30, 2026, unless extended and/or modified by mutual agreement. All provisions of this MOU are subject to the negotiated grievance procedure, including binding arbitration. The signatures below acknowledge full understanding of and agreement with the terms above.

For the Association:



Laura Finco
SRVEA President

4/25/2024

Date



Melinda Daly
SRVEA Vice- President

4/25/2024

Date

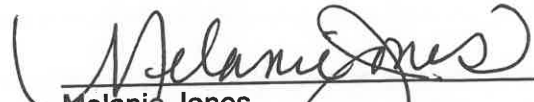


Dee Dee Judice
Bargaining Chair

4/25/24

Date

For the District:



Melanie Jones
Assistant Superintendent, HR

4/25/2024

Date



Keri Van de Star
Director, Certificated HR

4/25/2024

Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
AND
SAN RAMON VALLEY EDUCATION ASSOCIATION**

**Next Education Workforce
2024-25**

The San Ramon Valley Unified School District ("District") and the San Ramon Valley Education Association ("Association"), collectively referred to herein as "the parties," mutually agree, team teaching models provide students with opportunities for deeper and more personalized learning experiences with educators who work collectively to meet the needs of all learners. The parties further agree, the team teaching model is associated with higher job satisfaction for educators.

Elementary: Teachers at the following elementary schools have volunteered to pilot team teaching models under the following conditions:

- All students will be co-rostered to all of the teachers on the team, including special education teachers as appropriate. .
- All teachers participating in the team teaching pilot will be provided with "Workforce Time" to collaborate regarding students' needs, lesson plans, progress monitoring of student data, adjust groupings, and other areas as needed to implement the program.
 - 'Workforce' time will also be utilized to create materials systems and protocols that can be used for future teaming models across other grade levels and sites.
 - 'Workforce' time will occur at each site based upon the teams' individual schedules and needs.
 - 'Workforce' time will be in addition to teacher preparation time and Wednesday collaboration time.
- The pilot will be implemented for the entire 2024-25 school year. Site principals and 'Workforce' teachers, in consultation with the Executive Director of Elementary, will evaluate the program(s) effectiveness and make a determination whether to continue the Workforce program during the 2025-26 school year, no later than February 2025.
- In the event that additional students are assigned, above the class size maximum, in order to determine which teacher will be assigned the overage(s), the following process will be used:
 - The principal/designee will ask for volunteers from the academic team, on an equitable rotational basis.
 - If no volunteers, the principal/designee will assign a teacher from the student's academic team on an equitable, rotational basis.
 - An assigned teacher may request that an alternate teacher be assigned for the new semester and return the teacher to the rotation. The Principal may approve or deny the request based upon staffing/student need(s).

Vista Grande Elementary: 4th Grade and Resource

Additional supports for teachers include the following:

- Two (2) summer release days will be provided to teachers for planning and collaboration.
- Teachers will be provided one (1) hour of extra pay at the instructional hourly rate for afterschool team planning time per week.
- One (1) additional specialist section to provide 'Workforce Time' for all teaming classes

- One (1) release day per quarter for teachers for the purpose of planning and collaboration.

Bollinger Canyon Elementary: 1st Grade and Resource

Additional support for teachers include the following:

- Additional .5 FTE will be provided to the site to support 'Workforce' time and instruction.
- The teacher assigned to support the 1st Grade team for 'Workforce Time' (.5 FTE) will not be included on the roster of students.

Secondary: Teachers at Dougherty Valley High School will pilot an Interdisciplinary Freshman Cohort for the entire 2024-25 school year.

- All teachers participating in the team teaching pilot will be provided with "Workforce Time" equivalent to .2 FTE to collaborate regarding interdisciplinary planning, addressing student needs, monitoring student data, and any other duty that will support the successful implementation of this pilot as agreed upon between staff and the District.
 - 'Workforce' time will also be utilized to create materials, systems and protocols that can be used for future teaming models across other grade levels and sites.
 - 'Workforce' time will be in addition to teacher preparation time and Wednesday collaboration time.

Expectations for Staff Participating in the Pilot

Student Monitoring and Support:

- Review student data and develop intervention, enrichment and remediation strategies for personalized support as appropriate.

Professional Development:

- Engage with district coordinators, site administrators, community and industry partners as no other faculty within SRVUSD to enhance professional skills.
- Collaborate and meet with district and site admin and Thrive coaches during Workforce Time for the purpose of supporting the model. Any additional after hours time to meet will be compensated at the instructional rate.

Interdisciplinary and Solutions-Oriented Approaches:

- Develop skills in interdisciplinary teaching strategies that integrate multiple subject areas and focus on solutions-oriented learning to better prepare students for real-world challenges.

Sharing Best Practices:

- Share and discuss best practices and insights gained from classroom experiences to continuously improve teaching effectiveness and student outcomes.
- Demonstrate willingness to share materials with other educators and staff.

Reflection and Improvement:

- Reflect on effectiveness of teaching practices and curricular approaches.
- Analyze feedback from students and parents to make informed adjustments to teaching strategies and cohort activities.
- Encourage open communication and mutual support among the cohort teachers.

- Open doors to the classroom for classroom walk-throughs and observations for the purpose of sharing team teaching models in action, providing opportunities for others to learn from pilot teachers and sharing best practices of effective systems models and structures.
 - These walkthroughs and observations are not for evaluative purposes.

The parties agree that the provisions outlined herein will become effective as soon as possible following the execution of this MOU, will be considered non-precedent-setting, and will sunset on June 30, 2025, unless extended and/or modified by mutual agreement. All provisions of this MOU are subject to the negotiated grievance procedure, including binding arbitration. The signatures below acknowledge full understanding of and agreement with the terms above.

For the Association:

Laura Finco
Laura Finco
SRVEA President

6/24/2024
Date

Melinda J Daly
Melinda Daly
SRVEA Vice- President

6-24-2024
Date

Dee Dee Judice
Dee Dee Judice
Bargaining Chair

6-24-24
Date

For the District:

Melanie Jones
Melanie Jones
Assistant Superintendent, HR

6/24/2024
Date

Jon Campopiano
Jon Campopiano
Executive Director, Secondary Ed.

6/24/2024
Date

Katie Witt
Katie Witt
Executive Director, Elementary Ed.

6/24/24
Date

Amy Capurro
Amy Capurro
Director, Special Education

6/24/24
Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
AND
SAN RAMON VALLEY EDUCATION ASSOCIATION**

The San Ramon Valley Unified School District ("District") and the San Ramon Valley Education Association ("Association"), collectively referred to herein as "the parties," mutually understand, the primary purpose of the Instructional Technology Leaders program is to empower teaching staff by providing a dedicated, on-site technology leader at each school. This individual will act as a teacher-leader, offering peer-to-peer support and modeling the effective use of technology to foster innovation and support student intervention. The parties mutually agree to the following provisions for the ITL position:

Roles and Responsibilities

The ITL is a key peer resource for colleagues, with core responsibilities that include:

- **Technology Integration:** The ITL will serve as an expert resource, assisting colleagues with the integration of district-approved technology into curriculum and daily instructional practices. This involves helping with lesson design, identifying appropriate digital tools, and modeling best practices in their own classrooms.
- **Professional Development:** Working with curriculum and instruction teams and site administration, the ITL will design and lead professional development sessions as needed. This includes staff meetings, small-group training, and one-on-one coaching to ensure all staff are proficient in using district-approved software and hardware.
- **On-site Support:** The ITL provides just-in-time support and troubleshooting for common educational technology issues, enabling teachers to resolve minor problems with minimal disruption to instruction.
- **Information Dissemination:** The ITL is the main point of contact between their school and the technology department. They will share important updates, new policies, and best practices with their school's staff while also collecting and sharing feedback with the district team.

Program Structure and Compensation

- **Selection Process:** A candidate for the ITL position will be nominated by their site administrator to ensure each school is represented.
- **Collaboration:** A dedicated Google Chat space will be created to facilitate real-time collaboration, idea sharing, and peer-to-peer support among all ITLs. ITLs will also be invited to feature their instructional practices on the SRVUSD IT YouTube Channel through "Tech Talks" videos, though participation is not required.
- **District-Level Meetings:** All ITLs will meet as a cohort with the technology department once a month after school. These meetings will be online from 3:30 pm to 5:00 pm.
- **Monitoring Progress:** To track effectiveness, each ITL must submit a quarterly progress feedback form to the IT department, summarizing their activities, successes, and challenges.

- **Compensation:** Each Instructional Technology Leader will receive a yearly stipend of \$2,000, which supplements their regular teaching salary.
- **Accountability:** The stipend is contingent upon the ITL fulfilling all program requirements, including attendance at monthly cohort meetings and consistent, timely submission of quarterly progress.

The signatures below acknowledge full understanding and agreement with the provisions contained above. This MOU will expire in full and without precedent on June 30, 2026, unless extended or revoked by mutual written agreement. All provisions of this MOU are subject to the grievance procedures up to and including binding arbitration.

For the Association



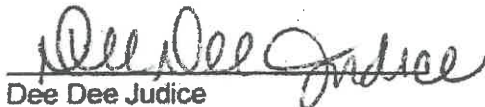
Laura Finco
SRVEA President

12/8/2025
Date



Melinda Daly
SRVEA Vice-President

12/09/2025
Date



Dee Dee Judice
Lead Negotiator

12/8/25
Date

For the District



Melanie Jones
Assistant Superintendent, HR

1/12/2026
Date



Meredith Bullock
Director, Certificated HR

12/16/25
Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
AND
SAN RAMON VALLEY EDUCATION ASSOCIATION**

**Alternative Education
2024-25**

The San Ramon Valley Unified School District (referred to herein as "the District") and the San Ramon Valley Education Association (referred to herein as "the Association") collectively referred to herein as "the parties," recognize the importance of providing all students with rigorous curriculum in all subject matter areas. The District's Alternative Education program provides a continuum of educational options for students that include independent study courses, concurrent enrollment with other district comprehensive schools, and the continuation diploma pathway.

The parties further understand and mutually agree, that these provisions included herein are to ensure compliance with all legal requirements for alternative education.

All provisions of the SRVEA and SRVUSD collective bargaining agreement remain in full effect unless explicitly modified herein.

A. Learning Scheduling Provisions:

1. An agreed-upon site bell schedule will be developed through a collaborative process facilitated by site administration with site unit members to best meet the needs of students participating in independent study and the continuation high school program. The site schedules will meet the instructional minute requirements set forth by the CDE.
2. Bargaining unit members shall be provided 300 minutes of preparation time and 60 minutes of collaboration time per week.
 - a. Preparation time shall be used for professional purposes which may include, but not be limited to, collaboration, lesson planning, grading, and curriculum setup or updates.
3. Teachers may be assigned to both alternative education programs. The assignment will be based upon student needs and discussed with the affected individual bargaining unit member in accordance with Article XIV, Section B. Reassignment.

4. An approved online curriculum will be utilized to provide original elective courses and credit recovery options in line with other comprehensive schools.
5. One social worker will be designated to work onsite with alternative education students.

B. Independent Study Agreements:

1. Teachers shall document each student's attendance using a combination of live instruction online and independent study assignment submissions via the district-adopted Student Information System (SIS).
2. Teachers will maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student.
3. Teachers are responsible for signing the Master Agreement(s) before each student's first day of enrollment.
4. Teachers may use board-approved, online programs, applications, and materials that best facilitate learning in the independent study model.
5. Instruction provided in the Independent Study program is completed virtually with students participating in student support in-person as needed.
6. For the 2024-25 school year, part-time unit members who provide instruction exclusively in the Independent Study program may elect to work remotely as agreed upon with site administration.
 - a. On designated in-person days, all staff are required to be on campus to support students, proportional to their FTE.
7. All unit members will be expected to return to on site work for the 2025-26 school year.
8. Unit members will be provided an individual workspace on campus.
 - a. On site technology equipment will be provided by the district.

C. Continuation High School Agreements:

1. Each Continuation High School class section will have a maximum of 15 students and shall not exceed the number of individual workstations.
2. Continuation High School teachers will submit grades at the end of each of the eight (8) grading periods.

The parties agree that the provisions outlined herein will become effective immediately following the execution of this MOU. The provisions of the MOU will be considered non-precedent-setting and sunset on June 30, 2025, unless otherwise extended and/or modified by mutual agreement.

All provisions of this MOU are subject to the negotiated grievance procedure, including binding arbitration.

The signatures below acknowledge full understanding of and agreement with the terms above.

For the Association:



Dee Dee Judice
SRVEA Lead Negotiator

12/13/24
Date



Laura Finco
SRVEA President

12/13/2024
Date



Melinda Daly
SRVEA Vice President

12/13/2024
Date

For the District:



Melanie Jones
Assistant Superintendent, HR

12/13/2024
Date



Meredith Bullock
Director, Certificated Human Resources

12/13/2024
Date