

MEMORANDUM OF UNDERSTANDING #25-26-26
between
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
FOLSOM CORDOVA EDUCATION ASSOCIATION

Special Education Intern Teacher Mentors
May 13, 2026

The Folsom Cordova Unified School District ("District") and the Folsom Cordova Education Association ("FCEA"), collectively referred to as "the Parties," enter into this Memorandum of Understanding ("MOU") regarding an agreement that will provide mentor teachers to support special education intern teachers participating in the SCOE, Yolo/Solano, and other accredited Intern Programs.

The District needs certificated bargaining unit members to work as special education intern teacher mentors (Mentor) per program requirements.

I. DEFINITION:

- a. Prior to an intern teacher assuming daily teaching responsibilities, the Program, with the help from district representatives will identify a district-employed site Mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential, and a minimum of three (3) years of K-12 teaching experience. The Mentor will have a corresponding credential and be from the same site as practicable.
- b. The job of the Mentor is to mentor special education intern teachers during intern pre-service and during the intern credential program.
- c. This is a one-year (1) position and must be reapplied for annually (positions hired will maintain the position for the 2026-2027 school year). Interested bargaining unit members should apply through the in-house application process on Edjoin.

II. QUALIFICATIONS:

- a. Valid Mild to Moderate Support Needs (MMSN) or Extensive Support Needs (ESN) California Teaching Credential CLAD or equivalent.
- b. Valid speciality area credential such as Early Childhood Special Education, Deaf and Hard of Hearing, or Visual Impairment.

III. TYPICAL DUTIES AND RESPONSIBILITIES:

- a. Follow and implement the intern support requirements and Mentor training outlined in this MOU.
- b. Support intern at the school site including:
 - i. Schedule a minimum of one (2) hours every week of regular contact for updates and ongoing mentoring.
 - ii. Establish ongoing contact to offer support and information regarding the site support role.
 - iii. Assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies.

- iv. Provide technical support for IEP writing and development
 - v. Maintain mentor logs to show evidence that mandatory support is being provided
 - vi. Participate in a minimum 2 hours per year of professional development related to intern support
- c. Provide consultation and advice regarding school culture, climate, stakeholders, established procedures and/or expectations, and especially essential practices that are specific to the school site.
 - d. Complete the hours of support and mentoring required by the Intern's program and review timelines for projects required by the Intern Program.
 - e. Exchange information with your intern's coach and collaborate by email, in person, or phone each semester and meet with the intern and Intern Credential Program coach 1-2 times per year, if possible.
 - f. Provide professional assistance/encouragement regarding classroom instructional best practices. Mentoring support may include, but is not limited to the following:
 - i. Suggest site/district resources that are available.
 - ii. Identify expert school site peers that the intern might connect with and/or observe.
 - iii. Provide guidance to the intern through the initial stages of "first-year" challenges.
 - iv. Reinforce any of the intern's accomplishments, and/or effective classroom instruction.
 - v. Observe interns and provide feedback at least two (2) times annually.
 - vi. Model instruction, lesson planning, and assessment.
 - g. Provide support with all aspects of the role of special education teacher including:
 - i. Special Education Information System
 - ii. Case Management
 - iii. Standardized Assessment includes administration, scoring, and reporting on an academic assessment such as the "WIAT" and/or other standardized tests.
 - iv. Using Curriculum-Based Measurements (CBM) and other tools for gathering data to help determine Present Levels of Performance when standardized tests are not appropriate.
 - v. Determining Baseline Present Levels of Performance.
 - vi. Data Collection for progress monitoring and reporting on goals.
 - vii. Developing goals based on data from present levels of performance.
 - viii. IEP Meeting Facilitation including the use of the IEP Checklist and Agenda.
 - ix. Completing an IEP meeting: affirming the IEP documents, forwarding all documentation to families and the Special Education Dept.

- x. Classroom and Curricular Accommodations/Modifications/Adaptations
- h. Possess current knowledge of the content, including knowledge of the current context of public schooling including California, adopted P-12 content standards, frameworks, and accountability systems as well as knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.
- i. Participate in the FCUSD New Teacher Support and Development feedback and evaluation process. Provide feedback on the effectiveness of the program through surveys throughout the year.

IV. Compensation

- a. Special Education Intern Teachers and Mentors will receive additional coaching and mentoring and will share a total of up to four (4) release days to receive and provide training. Should a mentor support more than one (1) mentee, another four (4) release days will be available. Release times may be agreed upon by Intern and Mentor. A portion of these days may be used to support the Intern in their classroom to set-up the classroom, model lessons, model assessments, and model IEP facilitation.
- b. Special Education Intern Teacher Mentors will be paid per Appendix D-4 Tier 6 Annual Stipend for each school year in the position. Mentors shall receive an additional stipend per Appendix D-4 Tier 6 for a second participating Intern. The stipend may also end when the Intern completes course work and/or receives their preliminary credential when verified by District personnel. Stipends will be prorated based on the percentage of the prorated year served.

All provisions of this Agreement are subject to the negotiated grievance procedure in the Parties' CBA. The District and FCEA will provide an update on progress in February of 2027.

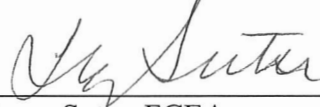
This is a one-time agreement and is not precedent setting. Absent mutual consent, this MOU shall sunset on June 30, 2027.

Cost estimated at \$123,065 by the General Fund.

FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: 
David Byrd, FCUSD
Executive Director, HR

FOR THE FOLSOM CORDOVA
EDUCATION ASSOCIATION

By: 
Tracy Suter, FCEA
Executive Officer/Bargaining Chair

Date: May 20 2026

Date: 5-20-26

Board Approved: 06/04/2026