

MEMORANDUM OF UNDERSTANDING
between the
EDMONDS SCHOOL DISTRICT NO. 15
and the
EDMONDS EDUCATION ASSOCIATION
2026-27

THIS MEMORANDUM OF UNDERSTANDING regarding co-teaching definitions, expectations, and support shall be effective September 2, 2026, through August 31, 2027, and is supplemental to the 2025-28 Procedural Agreement (PA) between the Edmonds Education Association (EEA) and the Edmonds School District No. 15 (District).

WHEREAS co-teaching creates greater access to high-quality instruction by bringing the expertise of two educators together in one classroom; and

WHEREAS effective co-teaching is an inclusive instructional model designed to meet the needs of a wide range of learners within the general education classroom; and

WHEREAS the District and EEA agree that successful co-teaching requires clear expectations and support.

THEREFORE, the undersigned parties hereby agree as follows:

1. Definition: co-teaching is an instructional approach in secondary schools in which two certificated educational professionals, typically a general education teacher and an ML or Special Education teacher, work to collaboratively design and deliver instruction that is accessible, rigorous, and inclusive for all students. Which means:

- Two certificated educators partnering within the same classroom with equal ownership for all students, not divided by role or program.
- Shared responsibility for the full instructional cycle including planning, instruction, assessment, and reflection.
- Integration of content with an array of supports (language acquisition, targeted academic interventions, Social/Emotional learning, executive functioning, etc.), so all students access grade-level standards.
- Ongoing collaboration, data collection, reflection, problem-solving and communication to improve student outcomes.

Through intentional co-planning, shared delivery, and joint assessment, co-teachers integrate academics with targeted support to provide students with meaningful access to, and make progress towards, grade-level standards.

2. The following expectations must be in place when establishing co-teaching partnerships:
 - A. Time to Collaborate: Every effort will be made to assign a common planning period for co-teaching pairs. In addition, co-teaching pairs will be given the option of using up to 9 release days or up to 50 hours at the hourly timesheet rate (\$49.53) for joint planning.
 - B. Recruitment Co-Teaching Partnerships:
 1. All pairs are self-selecting with final approval from administrators. Co-teaching teaching pairs will be tentatively set June 15th and finalized by August 15th.
 2. Administrators will work with department heads to identify the assignments that need to be filled to best meet student needs. These assignments will be filled on a volunteer basis and prioritize preserving existing successful coteaching partnerships.

If there are too many volunteers for the given list of assignments or needs, Administrators will choose from the volunteers based on building needs and teacher experience in area of need (i.e. content or specialty) or co-teaching experience.

Every effort will be made to avoid assigning traveling teachers to a co-teaching assignment.

3. ML and SpEd co-teaching assignments will be limited to one assignment (one class) unless the SpEd or ML departments provide additional staffing to support co-teaching, and it requires approval from HR and EEA.

If co-teachers seek multiple assignments, the HR Cert Director and EEA president will meet with the co-teachers and principal to discuss multiple assignments. Approval of multiple assignments will be made by the HR Cert Director and the EEA President.

- C. Duration and review of co-teaching assignments:** All assignments remain for the duration of the school year or the semester in the case of a semester long class (reasoning: not disrupt master schedule or school schedule).

All staff can request a change in assignment at the end of one school year.

Co-teaching pairs are expected to be in class every day and will not be pulled from class for issues common to ML or Special Education teachers (testing support, scheduling support, addressing behavior, etc.).

D. Substitutes:

1. In the case of daily absences, the absent co-teacher is expected to leave detailed lesson plans.
2. In the case of a leave of absence, the leave replacement is expected to participate in co-teaching planning and take on agreed upon responsibilities
3. Co-teaching will not be used to fill substitute unavailability throughout building.

E. Class size & Caseload:

1. Co-teaching classrooms will maintain current class size standards.
2. Student composition in co-teaching classrooms shall not exceed a 33% (1:3 ratio) of students in the area of focus (ML or Special Education). The combination of students served by ML and Special Education shall not exceed 49% of the total students in the class.

The committee acknowledges that ML students of Level 1 & 2 have different needs and sheltered instruction is effective. ML teachers and building admin will collaboratively determine if sheltered instruction or co-teaching is more effective.

3. IEP meeting Participation: At the IEP meeting the Special Education teacher cannot serve as the general education representative unless they also have a general education certificate in the content area of a co-teaching scenario.

F. Professional Development/Training Requirement:

1. In a co-teaching assignment, partners will participate in initial training prior to the supplemental days at the start of the school year. This training will include:
 - a. One full day of professional learning, structured as:
 - i. 0.5 days of co-teaching training
 - ii. 0.5 days of paid planning time for co-teaching partners to collaborate and prepare for the school year.
 - iii. These hours will be paid at the hourly timesheet rate (\$49.53 per hour).

This Memorandum of Understanding is effective through the end of the 2026–27 school year. The District and EEA agree to review the MOU in spring 2027 and, following that review, incorporate the agreed-upon language into the full collective bargaining agreement

EDMONDS EDUCATION ASSOCIATION

For the Association /Andi Nofziger Meadows/

DATE: 9/8/2026

EDMONDS SCHOOL DISTRICT

For the District /Rob Baumgartner/

DATE: 9/8/2026