

MEMORANDUM OF UNDERSTANDING BETWEEN THE SYLVAN UNION SCHOOL DISTRICT AND THE SYLVAN EDUCATORS ASSOCIATION

After-School Academic Intervention Program for the 2026-2027 School Year

Background

Sylvan Union School District ("District") will implement an After-School Intervention Program. The primary objective of the After-School Academic Intervention Program is to provide targeted, Tier 2 and Tier 3 support designed to close specific skill gaps aligned with grade-level standards. This program is intentionally structured as intensive academic intervention and is **not** an extension of the regular school day, a study hall, or a general homework help session.

The District and the Sylvan Educators Association ("Association") enter into this Memorandum of Understanding (MOU) to establish the job responsibilities and expectations, compensation, and operational guidelines for the After-School Academic Intervention Program for the 2026–2027 school year.

Agreement

I. COMPENSATION & PREPARATORY TIME

- Hourly Rate: Participating teachers shall be compensated at a rate of \$100.00 per hour. For After-School Academic Intervention, up to a maximum of two (2) hours per week (e.g., Tuesday and Thursday).
- Rate of Pay: This hourly rate applies to both instructional hours and required program training sessions.
- Preparatory Time Inclusion: The \$100.00 hourly rate incorporates all preparatory tasks, including but not limited to lesson planning, data entry, gathering instructional materials, and tracking student progress. No additional non-instructional hours will be logged or compensated separately. Preparation time is included in the hourly rate.

II. STAFF SELECTION

Selection of staff for the After-School Intervention Program will be made at the site level utilizing the following criteria, applied in sequential order:

1. Credentialing: Valid and appropriate credential for the grade level/subject area.
2. District Seniority: Total years of service within the District.
3. Content-Specific Training: Completion of District-provided academic training aligned with program priorities (e.g., literacy or mathematics).

Note: If all the above factors and District seniority are equal among applicants, final staff selection shall be determined by lot.

III. TEACHER PREPARATION & TRAINING

To ensure high instructional quality and curriculum fidelity across all school sites participating teachers will be required to:

- Attend and actively participation in assigned orientation and training prior to the program start date.
- Attend any additional professional development throughout the course of the year.
- Training sessions will cover the implementation of district-approved Intervention curricula, data collection tools, progress-monitoring protocols, and behavior management strategies tailored for after-school settings.

IV. TIME, ATTENDANCE, & DUTY EXPECTATIONS

- Punctuality: Teachers must arrive at their assigned classroom at least five (5) minutes prior to student arrival with all necessary materials and lessons prepared. Class sessions for After-School Academic Intervention will run for the full 60-minute duration.
- Attendance Tracking: Teachers must officially record daily student attendance in the District attendance platform within the first 10 minutes of the class session.
- Transition Management: Teachers will establish and maintain a structured transition and opening routine from regular school dismissal to the intervention classroom to maximize instructional time.

V. CURRICULUM & INSTRUCTIONAL DELIVERY

- Fidelity to Curriculum: Teachers must strictly implement and utilize the District-approved intervention curriculum and pacing guide to maintain program fidelity and alignment across sites.
- Materials: Teachers shall use only District-approved materials. All required instructional materials will be provided by the District. Supplemental unapproved materials are prohibited.

VI. CLASS SIZE

To ensure effective Tier 2 and Tier 3 instruction, maximum class size caps are established as follows:

Grade Level	Class Size Range
TK / Kindergarten	5 – 10 students
Grades 1 – 3	5 – 20 students
Grades 4 – 8	8 – 20 students

If within the first two (2) weeks of the intervention session the number of students falls below the minimum, the class will be closed.

VII. PLANNING & DATA-DRIVEN INSTRUCTION

- Student Identification: Student enrollment will be determined using multiple measures, including District diagnostics, Site Intervention Teams, Collaborative Teacher Teams, and local site assessment data.
- Standards Alignment: Every lesson will target specific, pre-selected essential standards identified in District pacing guides or diagnostic assessments.
- Progress Monitoring: Teachers will administer weekly or bi-weekly progress-monitoring checks embedded within the approved curriculum to evaluate skill acquisition.
- Data Utilization: Performance data (e.g., exit tickets, diagnostic scores) will be regularly analyzed to regroup students and adjust instructional pacing.

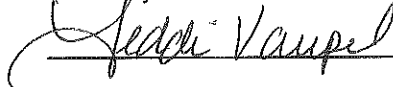
VIII. CLASSROOM ENVIRONMENT & STUDENT ENGAGEMENT

- Positive Learning Culture: Teachers will foster a safe, supportive learning environment with clear expectations and positive reinforcement.
- Active Engagement Strategies: Teachers will utilize high-leverage engagement techniques (e.g., choral responses, turn-and-talks, individual whiteboards, and manipulatives) appropriate for after-school learning.
- Behavior Management: Teachers will enforce existing school-wide behavioral systems. Persistent attendance or behavioral concerns will be promptly communicated to site administration for support.

Term of Agreement

This Memorandum of Understanding shall remain in effect for the 2026–2027 school year only and shall automatically expire on June 30, 2027, unless extended or modified by mutual written agreement of both parties.

For the Sylvan Union School District:

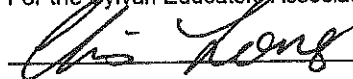


Tedde' Vaupel
Assistant Superintendent, Human Resources



Date

For the Sylvan Educators Association:



Chris Long, SEA President



Date