

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between the Franklin-McKinley School District (District) and the Franklin-McKinley Education Association (FMEA)

Inclusion 2025 - 2026

The District and FMEA hereby agree to the following terms for certificated staff in full-inclusion programs;

1. General Education teachers are responsible for implementing the accommodations and modifications outlined in each student's IEP within the classroom setting with the support of the Education Specialist. General Education Teachers will provide valuable input on the student's performance in the general education environment to support IEP progress monitoring. In addition, General Education teachers are expected to administer all district-wide assessments and any assessments that are part of the core curriculum delivered to all general education students throughout the school year.

Educational Specialists are responsible for implementing and monitoring IEP goals and services. They are responsible for collecting data related to IEP goal progress and conduct all formal assessments related to special education in accordance with federal and state guidelines. Educational Specialists will collaborate regularly with General Education teachers to ensure that accommodations and modifications are being implemented appropriately and to identify any concerns that may require a discussion about a student's current placement or additional support.

Paraeducators, under the direction of the Educational Specialist, may assist in collecting observational data, ensuring accommodations and modifications are being implemented in the general education classroom, and will provide instructional and behavioral support to help students access their educational program.

2. If a student requires additional support from school personnel, this will be clearly documented on the Offer of FAPE -Services page in the section titled, "Service Options that were Considered by the IEP Team" of the IEP. When such support includes a paraeducator, one will be assigned based on the IEP team's determination. The IEP will specify the type of support, as well as the frequency and duration of the service to ensure appropriate and compliant implementation. Site administrators are responsible for assigning paraeducators in accordance with individual student needs and the services outlined in each IEP.

3. Full inclusion schools are staffed with paraeducators during student contact times to support students based on their IEP needs. Site administrators are responsible for assigning paraeducators to students in accordance with individual student needs and IEP requirements. General education teachers at non-co-teaching, full inclusion schools who have students on their class rosters with "inclusion" support identified in the IEP and who receive paraeducator support as part of that inclusion model are eligible to receive an annual stipend of \$300, paid evenly over 11 months to comply with STRS requirements.

4. This agreement in no way establishes a past practice for either party.

George Kleidon

George Kleidon, Ed.D.,
Assistant Superintendent, HR

Tuan-Anh Huynh

Tuan-Anh Huynh,
FMEA President

1/29/2026

Date

1/29/2026

Date