

Board Office Use: Legislative File Info.	
File ID Number	26-0724
Introduction Date	4/22/2026
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Denise G. Saddler, EdD, Interim Superintendent
Tara Gard, Deputy Chief, Talent Division
Lisa Rothbard, Director, New Teacher Support & Development

Meeting Date April 22, 2026

Subject Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Alternative Certification Intern Partnership Program—applying to credentials in PK-12 Teaching, including Multiple Subjects, Single Subjects, Designated Subjects, and Special Education Categories, including Added or Supplementary Authorizations and Early Completion Option—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and Alameda County Office of Education (ACOE or County office of Education), serving as the professional advancement and training hub and the certification program provider, as an institution of higher education (IHE), a county office of education under the auspices of the State of California—for the term July 1, 2025 through June 30, 2026 at no cost to the District other than for Teacher Interns (*Article 6/#6*), who are employees of the District and are paid salaries in conjunction with their employment, according to the collective bargaining contract for their unit (*Article 6/#7*). [See Fiscal Impact]

Ask of the Board Approval by the Board of Education of Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Alternative Certification Intern Partnership Program—applying to credentials in PK-12 Teaching, including Multiple Subjects, Single Subjects, Designated Subjects, and Special Education Categories, including Added or Supplementary Authorizations and Early Completion Option—is entered into by and between Oakland Unified School District (District or OUSD), a public school district in the State of California, County of Alameda, and Alameda County Office of Education (ACOE or County Office of Education), serving as the professional advancement and training hub and the certification program provider, as an institution of higher education (IHE), a

county office of education under the auspices of the State of California—for the term July 1, 2025 through June 30, 2026 at no cost to the District other than for Teacher Interns (*Article 6/#6*), who are employees of the District and are paid salaries in conjunction with their employment, according to the collective bargaining contract for their unit (*Article 6/#7*). [See Fiscal Impact]

Background

In cooperation with institutions of higher education (IHEs), state-approved colleges and universities, the District has traditionally employed Intern Teachers, as teachers-of-record, and placed Student Teachers, for practica, in classrooms in which they can fulfill their credential requirements. It is the prerogative of IHEs to award honoraria or other compensation (e.g. continuing education units) to District employees selected as Coaches or Master practitioners (District Supervisors for Internships) for their work with IHE students assigned to Internships. Generally, if honoraria are awarded, District Supervisors (e.g. Coaches, Master Teachers, Department Supervisors) of IHE interns receive payments directly from the IHEs; however, in the case of this Agreement, the District may process such honoraria.

ALAMEDA COUNTY OFFICE OF EDUCATION expects to place several of its students for Teacher Internships in the Oakland Unified School District in the years covered by this Agreement.

The District’s affiliation with the *County Office of Education* supports efforts to recruit qualified teachers in the areas of need in PK-12 Teaching: Multiple Subjects, Single Subjects, Designated Subjects, and Education Specialist, including Added or Supplementary Authorizations, as may be specified in *Covered Categories (Article 1/F)*.

* * *

Teacher Internship programs are alternative certification programs leading to credentials in Multiple Subjects, Single Subjects, Education Specialist (Special Education), and Designated Subjects categories, including Added or Supplementary Authorizations, as may be specified. These programs are offered by university or college departments of teacher education, or state or county offices of education, in collaboration with the District, under the guidelines of the California Commission on Teacher Credentialing and the California Department of Education.

* * *

In cooperation with credential programs within the schools of education at state-approved colleges and universities, or state or county offices of education, the District has maintained the practice of employing and placing university and college students, or students of programs implemented by state or county offices of education, with valid Intern Credentials (or other designated academic degrees-in-progress) as full-time classroom teachers, as may be specified in *Covered Categories*, while they pursue course work leading to Preliminary Credentials and academic degrees.

The *County Office of Education* and the District expect that under the guidelines of the Commission on Teacher Credentialing (CTC), the District may employ several of the *County Office of Education's* students in Internships, in District schools, clinical sites, or departments in the years covered by this Agreement.

* * *

The mutual commitment between the District and the Teacher Intern, under guidelines of the CTC, is initially for one year, and, if the Intern Credential is extended for a second year, for two years of employment and service, given satisfactory conditions and professional performance, according to District protocols for evaluation of certificated employees in the covered categories. Upon completion of the term of internship, in most cases at the end of four quarters during which time the Intern completes credential course work and field work, including a supervised (practica) component and issuance of the Preliminary Credential or Certification, continuing employment is generally considered, again given satisfactory conditions and professional performance, according to District protocols for certificated-employee evaluation and the needs of the District. After that time, as with other certificated employees, the District's protocols for evaluation of certificated employees continue to apply.

In addition to supervision under their university or college credential programs, or programs implemented by state or county offices of education, each Intern Teacher may receive support according to guidelines developed by the District Talent Division, the office of Talent Development (TD), and New Teacher Support and Development (NTSD), or otherwise as provided for by District departments in conjunction with the Intern Partnership Program. During the first year of service, each Intern Teacher may be enrolled in an Intern Support Program. During the two subsequent years, following the issuance of a Preliminary Credential, each new teacher (former Intern) will be enrolled in the Oakland BTSA Induction Program (OBIP), as mandated by SB2042, in order to earn the Clear Credential.

In addition to their university or college supervisors, or supervisors employed by the state or county office of education, Interns may be served by Support Advisors or Coaches (e.g. teachers, clinicians, or administrators serving as mentors) at their school sites, and by the Program field support staff, who make regular visits to schools and manage the support network.

The work of on-site advisors, coaches, and field staff is strictly collegial, not in any administrative or evaluative capacity. The intent is to support Interns in their professional development, so that they thrive in the process of learning, work toward their potential, and provide models for others in the profession (e.g. teachers or administrators) in the future. Thereby the Program promotes the general model of whole faculties that are highly developed in their professional capacities and where collaboration is central to the work. This strengthens the ability of schools and the District overall to grow certificated employees (e.g.

teachers or administrators) from within, to nurture them, and to attract and retain the finest in the profession.

County Office of Education students are expected to be employed and placed as Intern Teachers in the Oakland Unified School District. In previous Partnership years, the District has employed as Intern Teachers approximately two hundred (200) teaching credential candidates (Multiple Subjects, Single Subjects, Education Specialist, Designated Subjects, and Bilingual Teachers) from IHE credential programs. This Memorandum of Understanding does not specify the number of *County Office of Education* Interns, in any covered category, to be employed by OUSD. Employment will be based upon the needs of the District and the qualifications of *County Office of Education* students.

* * *

Overall, it should be noted that the District’s partnerships with IHEs support District efforts to recruit qualified teachers and administrators or other certificated educators or service providers in pupil personnel services. The existence of CCTC-approved internship programs in credential categories, in particular, provides viable alternatives for qualified graduate students requiring full-time employment—those either already enrolled in credential programs, seeking enrollment in credential programs, or considering teaching or pupil personnel services as a profession.

The Talent Division and office of Talent Development, with New Teacher Support and Development, projects that in the school year 2025-26, and each year continuing through the term of this Agreement, the District will employ approximately 200 Teacher Interns under all its Partnership Programs with state-approved colleges and universities. In any case, the number of such placements of Teacher Interns for employment is not specified in the MOU, but will depend upon the needs of the District and the qualifications of *County Office of Education* students seeking those placements.

Discussion

Approval by the Board of Education of Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Alternative Certification Intern Partnership Program—applying to credentials in PK-12 Teaching, including Multiple Subjects, Single Subjects, Designated Subjects, and Special Education Categories, including Added or Supplementary Authorizations and Early Completion Option—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and ALAMEDA COUNTY OFFICE OF EDUCATION (ACOE or COUNTY OFFICE OF EDUCATION), serving as the professional advancement and training hub and the certification program provider, as an institution of higher education (IHE), a county office of education under the auspices of the State of California—for the term July 1, 2025 through June 30, 2026 at no cost to the District other than for Teacher Interns (*Article 6/#6*), who are employees of the

District and are paid salaries in conjunction with their employment, according to the collective bargaining contract for their unit (*Article 6/#7*). [See Fiscal Impact]

Fiscal Impact

The Teacher Intern Partnership Program, in general, as a program for the recruitment and employment of teachers, will carry no fiscal impact on the District—that is, funding of the University program is not covered as a guarantee under this Agreement, as noted below—except insofar as Teacher Interns are employees of the District, and thereby the District allocates funds associated with their employment.

Funding by the District of the *County Office of Education* Intern Program, derived from any categorical or non-categorical grants of the California Department of Education (CDE) or Commission on Teacher Credentialing (CTC), or from any District divisions or departments, that do not regard scholarships or stipends awarded to District employees for teacher education, as in the Oakland Teacher Residency Program, is not guaranteed under this Agreement. There will be no fiscal oversight, unless funding is determined available by the District, serving as Fiscal Agent. If District funds are determined available, by the Fiscal Agent, for the purpose of Intern Partnership Program support at the University, the District may provide the *County Office of Education* with Program funding from a reallocation of categorical grant funds or other categorical District funds. [*Article 13, Program Sponsorship*].

If an honorarium is to be paid by the *County Office of Education* to a District Supervisor for the assignment of a University student to Teaching Practica or Field Experience in a Covered Category, an honorarium form and a vendor form will be sent directly to the District Supervisor to be completed, signed, and returned to the *County Office of Education*. The *County Office of Education* will process the honorarium form at the end of the semester in which the *County Office of Education* student was supervised. Any honoraria of payment provided in the Agreement will be transmitted by the *County Office of Education* directly to Supervisors, unless, according to this Agreement, the District will process such honoraria.

Attachment(s)

- Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for an Alternative Certification Intern Partnership Program—applying to credentials in PK-12 Teaching, including Multiple Subjects, Single Subjects, Designated Subjects, and Special Education Categories, including Added or Supplementary Authorizations and Early Completion Option—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and ALAMEDA COUNTY OFFICE OF EDUCATION (ACOE or COUNTY OFFICE OF EDUCATION), serving as the professional advancement and training hub and the certification program provider, as an institution of higher education (IHE), a county office of education under the auspices of the State of California—for the term July 1, 2025 through June 30, 2026 at no cost to the District other than for Teacher Interns (*Article 6/#6*), who are employees of the District and

are paid salaries in conjunction with their employment, according to the collective bargaining contract for their unit (*Article 6/#7*). [See Fiscal Impact]

- *ALAMEDA COUNTY OFFICE OF EDUCATION* Insurance Certification/Endorsement
- District Routing Form
- NOTE on DATA SHARING AGREEMENT: The process for approval and enactment of this Memorandum of Understanding does not include a separate *Data Sharing Agreement* (DSA). All the provisions for “Confidentiality and Data Privacy,” drawn from that DSA, as developed by OUSD Legal, are contained in the body of this MOU (*Article 1/E*), and the inclusion of *Article 1/E*, as coverage in substitution for a separate DSA, is approved by OUSD Legal.

TALENT DIVISION

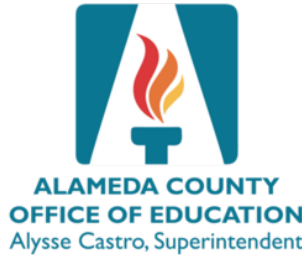
Talent Development

Oakland Unified School District
1011 Union Street • Oakland, CA 94607
Tara Gard, Deputy Chief, Talent Division • 510.879.0202 • tara.gard@ousd.org
Lisa Rothbard, Director, New Teacher Support & Development • 510.879.1188 • lisa.rothbard@ousd.org



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



MEMORANDUM of UNDERSTANDING

**Oakland Unified School District
and
Alameda County Office of Education**

This Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for a Teacher Intern Partnership Program—applying to credentials in PK-12 Teaching, including Multiple Subjects, Single Subjects, Designated Subjects, and Special Education Categories, including Added or Supplementary Authorizations and Early Completion Option—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and ALAMEDA COUNTY OFFICE OF EDUCATION (County Office or ACOE), a California County Office of Public Education in Hayward, California.

Teacher Education, PK-12 Credentials

**Multiple Subjects — Single Subjects — Designated Subjects
and Special Education Categories**

**Alternative Certification Teaching Internship Program
Including Added or Supplementary Authorizations and
Early Completion Option**

ARTICLE 1: RECITALS

- A. Establishment of Agreements: The California Education Code authorizes a public school district, in cooperation with an approved university, college, county office of education, or other such institution serving to implement programs of teacher education to establish agreements covering Intern Partnership Programs, Programs for Practica, and Induction Programs, applying to Teaching Credentials, Service Credentials and Certificates, with respect to the following categories: PK/TK-12 Education—Multiple Subjects, Single

Subjects, Designated Subjects, and Special Education Categories, including Added or Supplementary Authorizations, and Early Completion Option; School Counseling, Clinical School Psychology, School Social Work, Educational Therapy, Licensed Professional Clinical Counseling, Licensed Marriage and Family Therapy, Administrative Services, and other Pupil Personnel Services (PPS) Credentials and Certificates, as may be specified, and other Pre-Credential Undergraduate Preparation Programs as may be approved by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC).

- B. Designations: Oakland Unified School District (District or OUSD) is a public school district in the State of California, and Alameda County Office of Education (County Office or ACOE) is County Office of Public Education, in Partnership various IHEs that are approved by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) for the approved university- and college-based programs, consistent with the purposes for which school districts are established and within the meaning of Education Code Sections 44321 and 44452.

- C. Accreditation: The Alameda County Office of Education (ACOE) acknowledges that universities, colleges, or other institutions (IHEs) operating under the auspices of the Teacher Intern Partnership Program, providing education and supervisory services under the Program for teaching credential candidates, are accredited by the California Commission on Teacher Credentialing (CTC) and the Western Association of Schools and Colleges (WASC), Senior College and University Commission (WSCUC) for their degree, credential, and other certification programs, and thereby, given oversight by the ACOE, provide for onsite student assignment, placement, and supervision, as defined in this Agreement, for candidates enrolled in its education credential and certificate curricula, with the District serving as the Local Education Agency (LEA).

- D. District Authorization: The District is authorized to enter into an agreement with a state university, the University of California or any other university or college, or county office of education (in partnership with IHEs) accredited by the State Board of Education, approved by the CDE and the CTC, as a teacher education institution, to provide teaching experience through the employment of Interns and through school-based practica to students enrolled in teacher training and other education credentialing and certification curricula of such institutions.

- E. Confidentiality and Data Privacy: The District and the ACOE, including IHEs within the context of the Teacher Intern Partnership Program, are bound by confidentiality and data privacy policies.
 - i. With reference to the Family Educational Rights and Privacy Act (FERPA), the ACOE/IHE acknowledges that the District has outsourced to it institutional functions in connection with the ACOE and/or Partnership IHE's accredited education credential and certificate programs, and that the ACOE/IHE provides institutional services or functions to which the District would otherwise assign District employees; and that ACOE/IHE agents, personnel, employees, subcontractors, and students placed within the District for practica or other fieldwork experience, working within ACOE/IHE programs and thereby placed at District sites are under the direct control of the District, its policies and guidelines, with respect to use and maintenance of

- education records of District students; and that ACOE/IHE agents, personnel, employees, subcontractors, and students placed within the District for practica or other fieldwork experience are subject to the requirements of §99.31(a) governing the use and redisclosure of personally identifiable information, including persistent unique identifiers, from education records (34 C.F.R. §99.31(a)(1)(i)(B)).
- ii. The ACOE/IHE is prohibited from using or selling District data for any reason outside the purposes of this Agreement.
 - iii. The ACOE/IHE acknowledges that any data transmitted to or otherwise accessed by its agents, personnel, employees, subcontractors, and students placed within the District for practica or other fieldwork experience is and remains the property of the District, including any modifications or additions or any portion thereof from any source. Any correction of District student records held by the ACOE/IHE shall also remain the prerogative of the District at any time.
 - iv. In the case of a third-party request to the ACOE/IHE for District student data, the ACOE/IHE shall redirect the third party to request the data directly from the District. In the case of a compelled request, by reason of law or jurisdiction, the ACOE/IHE shall, to the extent legally permitted, notify the District in advance of the compelled disclosure.
 - v. The ACOE/IHE shall enter into written agreements with any Subprocessors performing functions pursuant to this Agreement, whereby Subprocessors agree to protect District in manners consistent with terms of this Agreement.
 - vi. The ACOE/IHE agrees not to re-identify or de-identify District data to any party and, moreover, not to transfer such data to any party without prior written consent of the District. The ACOE/IHE shall not copy, reproduce or transmit any data obtained except as necessary to fulfill the Agreement.
 - vii. The ACOE/IHE shall dispose or delete securely and permanently all District Data upon written request by the District or when it is no longer needed for the purpose for which it was obtained, and shall notify the District when such action is complete.
 - viii. The ACOE/IHE agrees to abide by and maintain measures consistent with industry standards for data security and technological practices to protect District data.
 - ix. The ACOE/IHE agrees to maintain a written incident response plan for data breaches, consistent with industry standards and State and Federal law.
 - x. The ACOE/IHE shall provide dated written notification to the District (*Notice of Data Breach*) within forty-eight (48) hours in the event that District data has been accessed or obtained by any unauthorized party or agency—description of the incident; types of information that may have been accessed; date or range of date of the incident; any reasons for delay of notification, given law enforcement—and agrees to adhere to all requirements in applicable State and Federal law with respect to data breaches.
 - xi. The District may share information with the ACOE/IHE only pursuant to this Agreement in order to further the purposes thereof. The ACOE/IHE and all the ACOE or IHEs agents, personnel, employees, subcontractors, and students placed within the District for practica or other fieldwork experience shall maintain the confidentiality of all information received in the course of performing the Services, provided such information is (i) marked or identified as “confidential” or “privileged,” or (ii) reasonably understood to be confidential or privileged.
 - xii. The ACOE/IHE, including its agents, personnel, employees, subcontractors, and students placed within the District for practica or other fieldwork experience, is prohibited from directly contacting parents, legal guardians, or District students

unless expressly requested to do so by the District—as may be the case if the District requests the ACOE/IHE’s assistance in providing notice of unauthorized access and such assistance is not unduly burdensome to the ACOE/IHE. If requested by the District, the ACOE/IHE shall reimburse the District for costs incurred to notify parents or legal guardians of a breach not originating from the District’s use of the service.

- xiii. The ACOE/IHE understands that District student data is confidential. If the ACOE/IHE will access or receive identifiable District student data, other than public directory information, in connection with this Agreement, the ACOE/IHE agrees to do so only in compliance with this provision or any other Data Sharing Agreement that may be executed by the ACOE/IHE and the District.
 - a. Notwithstanding *Article 14* (Indemnification) of this MOU, should the ACOE/IHE access or receive identifiable District student data, other than directory information, without first executing this Agreement, the ACOE/IHE will be solely liable for any and all claims or losses resulting from its access or receipt of such data.
 - b. All confidentiality requirements, including those set forth in this provision (*Article 1/E*) and any separate but corollary Data Sharing Agreement that may be executed between the ACOE/IHE and the District, extend beyond the termination of this Agreement.

F. Covered Categories: The District and the ACOE wish to establish an Agreement for a Teacher Intern Partnership Program, in collaboration with various IHEs, with assignments and placements in the District, applying to Teaching Credentials and Certificates, with respect to the following categories:

PK-12 Education—Multiple Subjects, Single Subjects, Designated Subjects, and Special Education Categories [Education Specialist]; including Certification in Bilingual Education; including other Added or Supplementary Authorizations; and including Early Completion Option.

Credentials and certifications specified herein shall be referred to as *Covered Programs, Program Categories, or Covered Categories*—as provided in the California Education Code and meeting the provisions of the statutes and regulations of the CTC, whereby Interns in categories covered by this Agreement, students enrolled in the ACOE/IHE’s preparation programs, may be employed by the District and assigned to classrooms as teachers-of-record, or to positions in other covered programs, in District schools, clinical sites or departments; and ACOE/IHE students enrolled in the ACOE/IHE’s preparation or degree programs, graduate or undergraduate, but not employed by the District as Interns, may be placed in practica positions in District schools, clinical sites or departments. The ACOE/IHE agrees to provide the preparation or degree programs, the District agrees to provide employment or practica placements, given frameworks of the specific programs, and the District and the ACOE/IHE agree to provide for supervision of on-site internship or practicum experience, under terms and conditions specified in this Agreement.

G. Implementation of Covered Programs: It is understood by the ACOE/IHE and the District that the ACOE/IHE is not compelled under this Agreement to implement all *Covered*

Programs. Not all credential or certificate programs identified as *Covered Programs* may be in effect currently at the ACOE/IHE, either because the ACOE/IHE has not yet developed and implemented programs, or because programs are not approved by the relevant governing departments, commissions or agencies of the State of California; the ACOE/IHE is prohibited from implementing programs that require such approval if they have not been approved under State governance. The provisions of this Agreement applicable to such programs or their components do not apply in the implementation of this Agreement, until such programs are approved under State governance and implemented at the ACOE/IHE.

Additionally, the ACOE/IHE is bound by this Agreement to inform the District immediately in the case that State approval or other accreditation of any of its programs covered under this Agreement is revoked, withdrawn, or suspended by action of a governing State department, commission, agency, or other accrediting body, or if implementation or continuation of any of its programs is cancelled or delayed, or lapses, by action of the ACOE/IHE on its own account.

- H. Recruitment of Candidates: At the prerogative of each, the District and the ACOE/IHE may work collaboratively in the recruitment of candidates for credentials and certificates, considering the ACOE/IHE's preparation programs and programs for employment and assignment of Interns in the District.
- I. Notification Regarding ACOE/IHE Student Performance: It is understood by both the ACOE/IHE and the District that each entity will provide written notification to the other, as soon as possible under practical circumstances, if a claim or charge arises, concerning a student of the ACOE/IHE, regarding the performance of that student in a ACOE/IHE program or in a District internship or practicum assignment respectively, for purposes that may have bearing upon the student's participation in the specific teacher-credentialing program of the ACOE/IHE or the student's assignment or placement in the District. The District and the ACOE/IHE agree to share relevant information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer-review and joint-defense laws.
- J. Provisions for Funding Operations of the District: Under this Agreement, the ACOE/IHE may provide for the payment in funds or services or other valuable consideration for operations of the District. This may regard supervision of ACOE/IHE students, concerning internships or practica, in fulfillment of the terms of this Agreement, or of other operations allowable under this Memorandum, by further agreement of the parties, of an amount not to exceed the actual cost to the District of the services rendered.
- K. Prerogatives for Compensation of District Supervisors: The ACOE/IHE may determine, at its prerogative, to compensate, in any of the covered categories, appropriately credentialed Supervisors employed by the District, for all services required under this agreement pursuant to the supervision of practica (Student Teaching), by payment of honoraria, or by issuing continuing education units or credit hours, to the District employees who supervise ACOE/IHE students. Such compensation, if determined, will be based on the District's current stipend amount, in any given year under the relevant Collective Bargaining Agreement, for supervision of practica provided by the District

employees pursuant to this agreement. Continuing education units or credits may be awarded according to ACOE/IHE guidelines and processes.

- i. Payment of Honoraria: Any honoraria of payment provided herein will be transmitted by the ACOE/IHE directly to Supervisors of student practica, no later than June 1 of each academic year, as compensation for and recognition of supervisory services performed.
- ii. Issuance of Certificates of Continuing Education: If the ACOE/IHE exercises its prerogative to issue certificates of continuing education credit to District teachers who have supervised ACOE/IHE students for the purpose of providing practica, the ACOE/IHE will provide copies of those certificates to the District as evidence of compensation for services rendered by those Supervisors.

L. Specifications Regarding Intern Teachers—ACOE/IHE Agrees and Verifies:

- i. Each Intern Teacher will have met the requirements for enrollment in its Credential Programs, as described under *Article 4: Eligibility* of this Agreement.
- ii. Each Intern Teacher will have verified a minimum of hours of experience with students in an education setting, as required for admission to the ACOE/IHE Program, and as required by the CTC for issuance of the Intern Credential, as described under *Article 4: Eligibility* of this Agreement.
- iii. Each Intern Teacher must have completed the minimum number of preservice hours of ACOE/IHE Credential Program course work, as required by the CTC for issuance of the Intern Credential, as described under *Article 4: Eligibility* of this Agreement.
- iv. Each Intern Teacher will apply for the Internship Credential through the Credentials Services Office at the ACOE/IHE within the first term of course work, if application for the Internship Credential had not already been filed with the CTC at the time employment processes were completed with the District.
- v. Each semester, each intern will be provided a minimum of three (3) hours per week of adequate instruction, advising, encouragement and support, as appropriate, by ACOE/IHE personnel, including but not limited to School of Education faculty and the School of Education Fieldwork Supervisor.
- vi. The ACOE/IHE will provide program coordination as needed with the cooperating district to manage the Intern application and training process to ensure timely completion of credential coursework and filing for Intern and Preliminary credentials with the Commission on Teacher Credentialing.
- vii. The ACOE/IHE will communicate to credential candidates and to the District if candidates fail to complete required course work or otherwise are in danger of not completing credential program components. The ACOE/IHE will work collaboratively with the District to provide options for candidates to complete preparations and fulfill requirements.
- viii. Based on current CTC pre-service requirements regarding English Learner content in Teacher Intern Credential programs and Supervision of Teacher Interns, the ACOE/IHE will comply with CTC regulations and policies pertaining to supervision and support.

M. Specifications Regarding Intern Teachers—District Agrees and Verifies:

- i. The purpose of the Teacher Internship Program is to contribute to the group of qualified teachers the District seeks to maintain.

- ii. Each Intern Teacher’s services will meet the instructional needs of the District.
- iii. Each Intern Teacher will be assigned under a teacher contract with an appointment of at least .60 FTE of the work day in a teaching position that allows for substantial experience in the instruction of District students.
- iv. No Intern Teacher will displace any teacher who holds qualifying credentials for the assigned position in the District.
- v. Based on current CTC pre-service requirements regarding English Learner content in Teacher Intern Credential programs and Supervision of Teacher Interns, the District will comply with CTC regulations and policies pertaining to supervision and support.

ARTICLE 2: DEFINITIONS—PROVISIONS AND GUIDELINES FOR PROGRAMS

- A. *Intern or ACOE/IHE Intern* (or as specified for any of the covered categories of Internship) in this Agreement refers to a candidate enrolled in a covered program at the ACOE/IHE, which leads to a Preliminary or Clear teaching credential, or a Service Credential in any respective covered category. Interns (other than as defined below and in *Article 6/#6*) are employees of the District, holding positions-of-record regarding the credentials or authorizations for which they are candidates in their respective covered categories.
- B. *ACOE/IHE Supervisor, ACOE/IHE Academic Supervisor, Clinical Academic Supervisor, or Supervisor* in this context refers to a representative of the ACOE/IHE meeting the criteria established by the ACOE/IHE for this position. The Supervisor may be retired from the District or hold an applicable position within the District and work in an Adjunct Faculty relationship with the ACOE/IHE. Criteria for Supervisor, respective to the credential program under consideration, may include program-specific requirements in the frameworks of programs, but guidelines that generally apply are: Master’s degree in the covered category preferred; five (5) years of professional service experience preferred, with two (2) years in the District preferred. Candidates will make application to the ACOE/IHE according to its requirements and through its processes.
- C. *Coach, District Coach, Mentor, or Support Provider* (or as specified for any of the covered categories of Internship) refers to an employee of the District who is an experienced practitioner in the respective covered category, other relevant practitioner, or is otherwise approved by the District. A Coach meets the criteria established by the ACOE/IHE and the District for this position and holds currently valid California Clear credentials, preferably in the grade levels and/or subjects, or other category of service for which support is being provided. The Coach may not also serve as the ACOE/IHE Academic Supervisor.
- D. *Intern Service or Internship* (or as specified for any of the covered categories of Internship) refers to the active participation by an Intern in the duties and functions of a practitioner-of-record, respective to the covered program, under the direct supervision and instruction of a site or department Administrator, and with the support of a Coach for purposes of formative assessment. During the period of the Internship, the Intern will be enrolled in and actively participate in the respective covered education credentialing program of the ACOE/IHE under the direction of ACOE/IHE faculty.

- E. *Intern Assignment* refers to the time period required for the Internship. The Internship will satisfy all ACOE/IHE and State requirements for the appropriate Preliminary Credential.
- F. *District Supervisor, Supervisor, Supervising Teacher, Master Teacher, Practicum Supervisor, Cooperating Teacher, Mentor Teacher, or Directing Teacher* refers to an employee of the District, in a current position-of-record, respective to the credential or authorization under consideration and meeting the criteria established by the District for this position (e.g. Teacher Supervisor, Master Teacher), holding a valid life diploma, credential or other applicable certification issued by the State Board of Education, other than Emergency, Intern, or Provisional credentials, authorizing the employee of the District to serve as a practitioner in the Covered Category under this Agreement and applicable to the specific practicum, in the schools or classes in which the practicum is provided. Criteria for Supervisor, respective to the specific credential programs, are: Master's degree in the Covered Category preferred; five (5) years of professional service experience as a standard requirement, given that such service requirements for Supervisors may differ according to the ACOE/IHE Program or CTC guidelines for specific categories of service, with two (2) years in the District preferred. Candidates will make application to the ACOE/IHE according to its requirements and through its processes.

Based on these Recitals and Definitions, the District and the ACOE/IHE agree as follows:

ARTICLE 3: TERMS OF AGREEMENT

1. Term of Agreement — Amendment, Renewal, Termination: The term of this Agreement will be one (1) year, from July 1, 2025 through June 30, 2026, effective upon execution by the authorized representatives of both parties. This Agreement will be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement will continue in force until June 30, 2026, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

In the case of termination of this Agreement, all ACOE/IHE Interns (e.g. District teachers) employed with the District as of the date of termination or expiration of this Agreement will be permitted to complete their Internships with the District; and the District may elect to continue employment of any Intern, beyond the term of this Agreement, subject to the evaluation and employment protocols of the District.

The District and the ACOE/IHE agree to return any property of the other, being used in implementations of this Agreement, to the other within thirty (30) days of the early termination or expiration of the Agreement or within such other timeframe as agreed upon by the parties in writing.

ARTICLE 4: TEACHER INTERNSHIP ELIGIBILITY

2. Program Requirements: Each ACOE/IHE student (credential candidate) accepted for an Internship and/or Practicum in the District must have met the following qualifying criteria:
 - a. Baccalaureate degree, or advanced degree from an accredited institution of higher education (IHE)—with the exception of candidates, given CTC approval, currently enrolled in baccalaureate programs, but not yet in possession of baccalaureate degrees, who may be placed for Student Teaching (practica) on the basis of verified subject-matter competency through accomplished coursework and passage of a CSET examination in the fields for which credentials are being sought—documented by official transcripts, with a minimum GPA, as established by the ACOE/IHE, for the last sixty (60) units of coursework. documented by official transcripts, with a minimum GPA, as established by the ACOE/IHE, for the last sixty (60) units of coursework.
 - b. Passage of an examination and/or completion of coursework which has been determined by the CTC to meet the California Basic Skills Requirement (BSR) by one or more of the following options, depending upon the credential program under consideration:
 - i. Passage of the CBEST;
 - ii. Passage of the CSET—Multiple Subjects, plus Writing Skills Examination;
 - iii. Passage of the CSU Early Assessment Program or the CSU Placement Examinations;
 - iv. Achievement of a Qualifying Score on the SAT or ACT;
 - v. Passage of ACOE/IHE Board Advanced Placement Examinations;
 - vi. Passage of a Basic Skills Examination under the guidelines of the governing education-credentialing agency of another State;
 - vii. Verification of subject matter competence by completion of an approved program of coursework, or by a course waiver from an accredited university or college under the guidelines of the CTC, or verification of completion of coursework or exam in the area of applicable subject matter, including fulfillment of the subject matter requirement with relevant undergraduate major courses according to current CTC guidelines;
 - viii. Other exams as may be required by the California Department of Education or the California Commission on Teacher Credentialing.
 - c. If applicable, BCLAD Teacher Interns must have passed a written and oral exam and have completed academic coursework in their identified non-English language area.
 - d. Each candidate, respectively—either before being placed as an Intern, or before assuming responsibility for full-time Student Teaching in a practicum setting in the second semester—will have acquired a minimum of one hundred twenty 120 hours of verified pre-service coursework, of which forty-five (45) hours will be related to English Language Learners (ELL), as well as forty-five (45) hours of experience with students, including those who are English Language Learners in educational settings; or already will hold, by other means, such as a previously completed teaching credential program, a current Preliminary or Clear Credential with valid EL Authorization; or will have recorded a passing score on CTEL Examination(s).
 - e. Each Intern candidate will have passed CTC-approved U.S. Constitution coursework or examination(s) prior to employment and assignment. Each practicum student will pass CTC-approved U.S. Constitution coursework or examination(s) before recommendation for the Preliminary Credential.
 - f. Screening by ACOE/IHE staff, which may include the following: a personal interview; written self-evaluation regarding teaching and learning, school counseling, school

- psychology services, or school administration, as applicable to the credential program under consideration; and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
- g. Interview with a ACOE/IHE Academic Supervisor and a lead faculty member for the applicable credential program (Program).
 - h. For Intern candidates in Covered Categories, admission to the ACOE/IHE's applicable School of Education Internship Credential Program. Recommendation for an internship by a ACOE/IHE designee.
 - i. Interview and screening by ACOE/IHE or District staff, as determined by District protocols, including a background check—paper screening, and fingerprint clearance from the Department of Justice and the Federal Bureau of Investigation, or as certified by the Commission on Teacher Credentialing (Certificate of Clearance)—and approval by personnel of District Talent Division (TD), which includes the department of Talent Development, and by school-site administration.
 - j. Evidence of negative tuberculosis test performed within six months of the Intern's start date.
 - k. Each ACOE/IHE student (credential candidate) accepted for Internship in the District, to be placed at and/or entering an OUSD site, will be fully vaccinated for COVID-19 or receive a negative COVID-19 test within three days prior to initial entry to an OUSD site for each internship or practicum assignment, and, thereafter, at any time the ACOE/IHE student becomes aware of the ACOE/IHE student's close contact with another person who has tested positive for any of the variants of COVID-19. (re: *Article 17*)

ARTICLE 5: ASSIGNMENT OF INTERNS AND DURATION OF INTERNSHIP

3. Assignment of Interns: ACOE/IHE students, certified as qualified and competent by the ACOE/IHE, according to the standards set by the Commission on Teacher Credentialing, to provide Intern services to the District in any of the covered categories, may, at the District's discretion, be accepted, employed, and assigned to its schools, classes, clinical educational sites, or departments for services as Interns. The ACOE/IHE and the District may coordinate the process of selection, employment, and assignment of Interns. The ACOE/IHE reserves the right to make the final determination on any Intern's acceptance into the ACOE/IHE Internship Credential Program. The District reserves the right to make the final determination on the employment and assignment of any Intern. Neither the ACOE/IHE nor the District will discriminate in the selection of, or acceptance or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex or gender, sexual orientation, gender identity, gender expression, disability, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.
4. Framework for Assignment of Interns:
 - a. Each Intern must assigned to a classroom or clinical setting that include students who are English Language Learners (ELL) and students identified with special needs. (*CTC Guidelines 2014*)
 - b. Prior to an Intern assuming daily teaching or clinical responsibilities, the District must validate that the Intern meets the Commission's identified criteria. (*CTC Guidelines 2014*)

- c. An Intern must be assigned to classroom or clinical service, on a daily basis, for a minimum of eighty percent (80%) of the school’s or clinic’s ordinary daily schedule, in the subject area of the Professional Clear credential being sought. For example, given a six (6)-period secondary school program, an Intern must be assigned to teach in the specified subject area for a minimum of five (5) periods.

In the event that District schools or other clinical sites are closed in full or in part due to public-health or public-safety emergency situation (including but not limited to the COVID-19 pandemic), Intern assignment may be remote and/or virtual to the extent possible.

- 5. Duration of Internship: Most internship programs are two (2) years in length; however, there is an early completion option. Both ACOE/IHE Intern and District Intern Single Subject and Multiple Subject credentials are issued for the two (2) years, as specified, but District Intern Education Specialist Instruction credentials are issued for three (3) years. Intern Credentials are thereby valid for two (2) or three (3) calendar years, as noted above for Single Subject, Multiple Subject, or Education Specialist Credentials. Employment is restricted to a specific school agency. A one-time, one-year extension by appeal is available at the request of the Commission-approved ACOE/IHE or District internship program when an Intern fails to complete the program in the time allotted due to a hardship.

Once a student has been employed as an Intern by the District, and if the Intern remains in good standing as a student in the Program at the ACOE/IHE and within the District’s policies and performance standards, the Intern will be allowed to finish the Internship with the District. However, an Intern who performs below acceptable District or ACOE/IHE standards, after appropriate support and advice efforts have been implemented, may be removed from the paid Internship position by the District and/or be removed from the Program by the ACOE/IHE. In the case of an Intern’s removal from the District assignment or the Program by either the District or the ACOE/IHE, respectively, either party will provide immediate written notification to the other. All services provided by the ACOE/IHE and the District pursuant to this Agreement will terminate upon an Intern’s removal from the District or termination of participation in the Program with respect to the Intern removed.

ARTICLE 6: INTERN EMPLOYMENT STATUS AND RESPONSIBILITY

- 6. Intern Employment Status: The Intern, if an employee of the District, will be considered a District employee for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers’ compensation contributions, medical leave, personal leave, retirement benefits, or any other payments or benefits for or on behalf of such Interns.
- 7. Teacher Intern Salary and Benefits: The Teacher Intern receives salary and benefits based on the District’s current policies and agreements with the Bargaining Agent for the Certificated Unit. The Intern’s salary will not be reduced to cover the cost of supervision by the ACOE/IHE or the cost of support by the District under the terms of this Agreement.
- 8. Teacher Intern Responsibility and Performance of Duties: The Intern is expected to fulfill responsibilities and perform duties under the collective bargaining contract for the unit

representing the covered category of employee for which the Intern is a practitioner-of-record. The Intern assumes full performance and legal responsibility for the classroom, other student constituency, school, or other District position or site assignment, as applicable, from the first day of the assignment as a paid employee of the District, for at least one academic year, given satisfactory performance according to relevant District certificated employee evaluation guidelines and employment protocols that apply to all certificated employees in the assignment category. In consideration of Internship status, the Intern should not be assigned extraordinary duties or committee responsibilities, but may be assigned to extracurricular activities and be expected to participate in department, faculty, or other relevant site meetings proportionate to the assignment load of a regular contracted employee in the covered category. For example: (1) the Intern will arrange and attend parent and/or teacher conferences as appropriate to any teaching, counseling, or administrative responsibility; (2) the Intern will participate in regular faculty, circuit, or department meetings; (3) the Intern should not sponsor or coach extra-curricular activities; (4) the Intern may request not to attend District, school, other site, or department meetings that conflict periodically with Internship Program responsibilities at the ACOE/IHE, with the understanding that certain ACOE/IHE classes or meetings require the Intern's participation at the ACOE/IHE.

ARTICLE 7: DISTRICT CURRICULA, PERFORMANCE STANDARDS, AND CERTIFICATED EMPLOYEE EVALUATION

9. District Curricula and Programs: The District establishes instructional programs and guidelines for curriculum design and implementation, pupil personnel services, and school design and administration, in cooperation with classroom teachers, school counselors, school psychologists, educational therapists, and site administrators who are expected to apply personal perspectives, intelligence, creativity, and knowledge of content and practice.
10. District Performance Standards: The District establishes performance standards for all certificated employees, including Interns, within the framework of the California Standards for the Teaching Profession, and other standards of the California Commission on Teacher Credentialing and the California Department of Education for teaching, pupil personnel services, and administrative service assignments. All certificated personnel will be evaluated by their supervising site and/or department administrators according to District procedures, with reference to those standards, for the purpose of continuing employment.

All teachers, following their completion of requirements for the Preliminary Credential within the University credential program, will be evaluated by professional staff within the District's Induction Program for purposes of formative assessment and recommendation for the Clear Credential.

ARTICLE 8: TEACHER INTERNSHIP PROGRAM SUPPORT

Given that CTC guidelines may vary for specific categories of credentials and University guidelines may vary for specific programs leading to those credentials, the following frameworks generally apply:

11. Teacher Intern Program Support and Supervision—University and District Agreement re: CTC Guidelines:

- a. In total, a minimum of one hundred forty-four (144) hours of support/mentoring and supervision will be provided to each Intern teacher per school year, including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum and development of effective teaching methodologies. The minimum support/mentoring and supervision provided to an Intern teacher who assumes daily teaching responsibilities after the beginning of the school year will be equal to four (4) hours times the number of instructional weeks remaining in the school year, this taking into account the requirement for a minimum of two (2) hours every five (5) instructional days of adequate supervision.
- b. The following additional support/mentoring and supervision will be provided to an Intern teacher who enters the program without a valid English Learner authorization listed on a previously issued Multiple Subjects, Single Subject, or Education Specialist Teaching Credential; a valid English Learner of Crosscultural, Language and Academic Development (CLAD) authorization:
 - i. An additional forty-five (45) hours of support/mentoring and supervision specific to meeting the needs of English Learners will be provided by the Commission-approved program (University) to an intern teacher who enters the program without a valid English Learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner authorization or Crosscultural, Language and Academic Development (CLAD) certificate. The minimum support/mentoring and supervision provided to an Intern teacher who assumes daily teaching responsibilities after the beginning of a school year will be equal to four (4) hours times the number of instructional weeks remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the Intern teacher's development of knowledge and skills in the instruction of English Learners.
 - ii. The California employing agency (District) will identify an individual who will be immediately available to assist the Intern Teacher with planning lessons that are appropriately designed and differentiated for English Learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor who is providing general support and supervision, provided that the individual possesses an English Learner authorization and will be available to assist the Intern Teacher in this regard.
 - iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the Intern Credential may be exempted from the additional forty-five (45) hours of support/mentoring and supervision specific to the needs of English Learners.

12. Teacher Intern Program Support in Covered Categories:

- a. Each Intern will be provided, according to current Support and Supervision guidelines set

forth by the California Commission on Teacher Credentialing, or, in the case of relevant placements in Pupil Personnel Services—specialists in categories of Mental Health & Wellness, and Counseling & Guidance (re: *Article 2/J*), guidelines set forth by the BBS—adequate supervision, advice, encouragement and support, as appropriate, by District personnel—as designated by the District office of Talent Development (TD), the department of New Teacher Support and Development (NTSD), other District departments implementing internships, or site administrators—including but not limited to the school site faculty and the District Support Provider. Each Support Provider (Mentor) will hold a valid Clear or Life Credential with EL Authorization and will have completed three (3) years of successful teaching experience. (*CTC Guidelines 2014*)

- b. The District and the University each will provide for qualified support of Interns. The University will provide for a qualified Academic Supervisor, and the District will provide for a qualified on-site Coach or Mentor (District-employed Supervisor), to assist each Intern in the Program in developing competencies with regard to design and delivery of curriculum and classroom management practices, pupil personnel services, or administrative services, as applicable to the credential program under consideration. District-employed Supervisors may participate in University training regarding University requirements.
- c. The District and the University will determine independently the qualifications of their respective Supervisors and Coaches. The University will be responsible for designating its own Academic Supervisors for its students employed as Interns by the District. The District will be responsible for designating its own Coaches for its Interns. The District Coach may be recommended by the professional field support staff of the District, including the Talent Division, the office of Talent Development (TD), and the department of New Teacher Support and Development (NTSD), according to division, office and department guidelines concerning recruitment, professional development, and service for the Coaches in its support programs.
- d. The University will provide program coordination as needed with the District to manage the intern application and training process to ensure timely completion of credential coursework and filing for Intern and Preliminary Credentials with the California Commission on Teacher Credentialing. (*CTC Guidelines 2014*)
- e. Each semester, each intern will be provided a minimum of three (3) hours per week of instruction, advising, encouragement and support, as appropriate, by University personnel, including but not limited to University faculty and ACOE/IHE Fieldwork Supervisors or Fieldwork Instructors. (*CTC Guidelines 2014*) These guidelines for overall ACOE/IHE Program support of interns notwithstanding, the standards for teacher credential programs issued by the Commission on Teacher Credentialing (*CTC Standards 2019*) require annually a minimum of twelve (12) sessions per intern of on-site-District supervision by ACOE/IHE Fieldwork Supervisors or Fieldwork Instructors.
- f. The ACOE/IHE will provide trained and qualified ACOE/IHE Academic Supervisors, who are familiar with and understand Oakland Public Schools, to support, observe and assess Interns in their assignments on a regular schedule appropriate to the needs of the Intern and the school. The ACOE/IHE will provide training for all ACOE/IHE Academic Supervisors. ACOE/IHE Academic Supervisors may consult regularly with on-site District Coaches (District-employed Supervisors) and administrators, and will inform District personnel of any changes in the Intern’s program, preparation schedule, or status within the ACOE/IHE.

- g. The supervision plan for Interns will be the ACOE/IHE supervision plan for its Internship credential program students, respective to the credential program under consideration, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.

13. Teacher Intern Program Support:

- a. The District will provide highly trained and qualified Teacher Coaches (District-employed), preferably on-site, who are recognized for successful classroom teaching experience, who have approval of site administrators, and who are recommended by the Talent Division, Talent Development, and New Teacher Support and Development (NTSD), according to division, and department guidelines concerning recruitment, professional development, and service for the Teacher Coaches in its support programs. The ACOE/IHE may provide training for all District Teacher Coaches working with the ACOE/IHE's Interns.
- b. The on-site support plan for Intern Teachers will be implemented according to the guidelines developed by TD or NTSD, or otherwise as provided for by District departments in conjunction with the Intern Partnership Program, which will consider the needs and assets of each Intern and of the individual school site to which each Intern is assigned.
- c. Under the District's plan for support of Interns, each Intern Teacher may be allowed release days with substitute-teacher coverage; this release time will be for the purpose of observing master teachers and for participating in other professional development activities approved by the District. Allowable release will depend upon funding, as may be covered under this Agreement (*Article 13, Program Sponsorship*). Regarding professional development release days for ACOE TIP participants, see *Appendix A—Scope of Service #2/g/iii*.
- d. Each Intern, at the discretion of the site administrator, may, on a limited basis, be released from other required District meetings or activities, as needed, to observe other credentialed teachers, to meet with the District Support Provider, or to attend classes at the ACOE/IHE. (*CTC Guidelines 2014*)
- e. The District site Teacher Coach and the ACOE/IHE Academic Supervisor assigned to an Intern Teacher may meet periodically with the Intern to discuss the Intern's classroom practices and professional development generally, and to ensure compliance with the California Standards for the Teaching Profession (CSTP) and the standards outlined in the State's Teacher Induction Program, including, but not limited to, Teaching Performance Expectations (TPE) in the Intern's classroom.
- f. The District site Teacher Coach and the ACOE/IHE Academic Supervisor may meet periodically without the Intern Teacher to discuss the Intern's progress, as needed. In no case, however, may the District Teacher Coach function in an evaluative capacity. Teacher evaluation for purposes of continuing employment or assignment is the responsibility of the site administrator and/or other personnel in the Talent Division, department of Talent Development (TD), and the department of New Teacher Support and Development (NTSD).

- g. The District will designate a coordinator to ensure supervisory and support assistance to District Intern Teachers.
- h. If required, the District will report numbers of Interns annually to the California Commission on Teacher Credentialing (CTC) during an annual Intern census. (*CTC Guidelines 2014*)

ARTICLE 9: INDIVIDUAL TEACHER PROVISIONAL INTERNSHIP PERMIT

- 14. ACOE/IHE and District Requirements and Services: Individual Provisional Teacher Internship Permit (PIP) candidates are subject to all fees, requirements and services provided by the ACOE/IHE in its credential programs. Additional support will be provided as may prescribed under CTC guidelines. Each candidate must discuss any additional services with the District Coordinator of Internship Programs or other supervisory personnel within the District Talent Division, department of Talent Development (TD), or NTS.
- 15. Supervision of Interns under the PIP: If at the ACOE/IHE’s prerogative it supports the PIP, ACOE/IHE Fieldwork Supervisors will be informed by the District Coordinator of Internship Programs regarding the development of the Individual Development Plan (IDP) for each intern authorized by a PIP. If required by CTC guidelines, authorized personnel of the ACOE/IHE and the District will approve each IDP, and supervision will be provided according to those guidelines.
- 16. Transition to ACOE/IHE Internship Credential: ACOE/IHE students authorized by Provisional Internship Permits for employment by the District, due to time constraints, specific cohort or program components, or other restrictions within the ACOE/IHE’s purview, will apply through the ACOE/IHE for a ACOE/IHE Internship Credential at the earliest possible date, given the ACOE/IHE’s admission policies. This provision will not apply to Interns who complete requirements for the Preliminary Credential before the beginning of the ACOE/IHE’s next admission cycle.

ARTICLE 10: TEACHER INTERN ORIENTATION AND PROFESSIONAL DEVELOPMENT

- 17. Program Orientation: Prior to the beginning of the Intern’s teaching experience at the District, the ACOE or IHEs operating under the Partnership Program will hold Program orientation meetings for Intern teachers.

The ACOE or IHEs operating under the Partnership Program also may offer training seminars that may be attended by District Teacher Coaches, TD or NTSD staff, or other District field support staff. ACOE/IHE representatives may review techniques of supervision, procedures for conducting observations and providing assistance, may introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to site Teacher Coaches. In addition, the contents of any ACOE or IHE *Program Handbook*—the parameters of Intern teaching, roles and responsibilities, special assistance procedures, and pertinent ACOE or IHE policies and procedures—may also be reviewed with Interns and District site Teacher Coaches.

Talent Division (TD) or department of Talent Development staff, or other District field support staff may also attend ACOE or IHE orientation meetings for the purpose of informing Interns about the role of the Talent Division, department of Talent Development, and NTSD primarily, in on-site support processes once a candidate is placed in the District.

18. District Professional Development Programs: The District will include Intern Teachers in appropriate District support programs and provide training in regularly scheduled staff development activities. Interns may elect to participate in any professional development opportunities within the District, including those programs managed by the Talent Division, department of Talent Development, and those programs managed specifically by the department of New Teacher Support and Development (NTSD), or other relevant District departments.

ARTICLE 11: RESPONSIBILITY FOR ACADEMIC PROGRAM AND ASSESSMENT OF TEACHER INTERNS

19. Academic Responsibility: The ACOE or Partnership IHEs will maintain exclusive control over all academic issues involving its credential and certificate programs, which will include, without limitation: selection of course content and required textbooks; delivery of instruction; selection and approval of faculty; admission, registration, and retention of District Interns as ACOE or IHE students; evaluation of the education and prior experience of Interns; evaluation of the academic progress of Interns; scheduling of courses; awarding of academic credit; and conferring of academic degrees.
20. Assessment: Academic assessment is a function of the ACOE/IHE program designed for the specific classroom teaching, pupil personnel services, education therapy services, or administrative services credential categories covered in this Agreement, and of any Fieldwork Experience course (Practica), or any other program component designed by the ACOE or IHEs. Students engaged in Fieldwork Experience will pre-assess their teaching, pupil personnel, educational therapy, or administrative skills, develop a plan for growth, and assess their growth at the close of the course with the ACOE/IHE Academic Supervisor. No evaluative assessment will be considered the responsibility, either in whole or in part, of the District site Coach, who works with the Intern on a collegial basis for the purpose of formative assessment only.
21. Summative Performance Evaluation: At the end of each semester, or otherwise according to the ACOE’s Program components or components of Partnership IHEs, the ACOE/IHE Academic Supervisor will complete a summative performance evaluation of the Intern and make a recommendation concerning the Intern’s readiness for independent teaching, pupil personnel services, educational therapy services, or administrative services, which will be given to the ACOE’s or IHE’s Department of Credentials. This performance evaluation will determine the Intern’s competence relative to the program standards of the California Commission on Teacher Credentialing or other relevant standards of the California Department of Education for the specific credential or certificate the Intern is seeking to obtain. The signed evaluation forms will belong to ACOE/IHE as part of the Intern’s student records and may be kept on file in the office of either the Department or of the Credential Analyst at the ACOE/IHE.

The supervising site or department administrator of the District will complete a summative evaluation of the Intern’s performance according to District evaluation protocols for certificated employees in the applicable credential category, for purposes of continuing employment and assignment to a position in the District. District evaluation forms will belong to the District as part of the Intern’s personnel records. However, the supervising District administrator will make available to the ACOE/IHE Academic Supervisor any relevant information from this evaluation for assessment by the ACOE/IHE of the student, concerning the recommendation of the Intern for the Preliminary Credential and the appropriateness of the Intern’s continuing assignment at the District.

ARTICLE 12: TEACHER INTERN PARTNERSHIP PROGRAM STEERING COMMITTEE

- 22. Oakland Intern Partnership Program Steering Committee: The ACOE/IHE may designate a representative or representatives from its professional staff to participate in the District’s Teacher Intern Partnership Program Steering Committee (IPPSC), which may include NTSD staff, other OUSD Talent Division, department of Talent Development staff, and representatives of the colleges and universities with which the District maintains Teacher Intern Partnership Programs. The IPPSC may meet periodically to collaborate on matters concerning the education and support of Teacher Interns, and to develop functions of the Oakland Intern Partnership Program (OIPP).

ARTICLE 13: PROGRAM SPONSORSHIP—TEACHER INTERN PARTNERSHIP AND TEACHER RESIDENCY PROGRAMS

- 23. Teacher Intern Partnership Program Sponsorship and Fiscal Oversight: The District will serve as Lead Sponsor and, if funding is covered under this Agreement, as Fiscal Agent for the Partnership, with the ACOE/IHE as Co-Sponsor. Management of these functions will be the responsibility of the District Talent Division, department of Talent Development (TD) or other District department as may be designated by the District Administration or Board.

Funding by the District of the ACOE/IHE Program, derived from any categorical or non-categorical grants of the California Department of Education (CDE) or Commission on Teacher Credentialing (CTC) that do not regard scholarships or stipends awarded to District employees for teacher education, as in the Oakland Teacher Residency Program, is not covered as a guarantee under this Agreement.

If District categorical funds are determined available, by the Fiscal Agent, for the purpose of Intern Partnership Program support, the District may provide the ACOE/IHE with Program funding from a reallocation of those funds. Such program funding will follow guidelines of the Intern Partnership Program, as may be drafted by the ACOE/IHE and the District, and implemented by the Fiscal Agent, and may refer to and include guidelines issued by the CDE or the CCTC, given provisions of this Memorandum of Understanding. If funds are to be reallocated to the ACOE/IHE, a budget will be jointly developed, and reviewed annually, by the ACOE/IHE and the District, to utilize resources identified as available under the Agreement in accordance with Partnership Program funding guidelines. This budget will

focus on adequate support of Teacher Interns only—for increased supervision and coaching, coursework, or other professional development activities and resources. This budget may provide for support of the ACOE/IHE’s Teacher Internship Credential Program, concerning costs of on-site supervision or other professional resources, and for direct and indirect administrative costs of the District with regard to services provided to Teacher Interns by NTSD or other District departments in conjunction with the Intern Partnership Program. If categorical funds are determined available, the District will provide the ACOE/IHE with information regarding the possible funding of its program under District and Partnership Program budget guidelines.

The District, at its prerogative, may provide teacher-education scholarships or stipends to District employees if funding becomes available. Fiscal oversight will apply to funding of scholarship programs, if such funding is granted at the prerogative of the District.

ARTICLE 14: DISTRICT AND ACOE/IHE INSURANCE AND INDEMNIFICATION

24. Acknowledgment of Insurance Status: This Agreement acknowledges that the District is permissibly self-insured for all required coverages. In the case that the ACOE/IHE is self-insured for all required coverages, the ACOE/IHE will provide a legally authorized document so stating, or it will provide a Certificate of Insurance, issued by the Insurer—in either provision naming and endorsing the *District as an Additional Insured*—attached to this Agreement. The District and ACOE/IHE each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder. Upon request, each party will provide the other with evidence of such insurance.

Such insurance will include but not be limited to the following:

- a. *Commercial General Liability* in the amount of two million per occurrence (\$2,000,000) and four million aggregate (\$4,000,000);
- b. *Professional Liability* or *Corporal Punishment Liability* coverage, in the amount of one million dollars per occurrence (\$1,000,000) and two million dollars aggregate (\$2,000,000);
- c. Either of the following — *Improper Sexual Conduct and Sexual Abuse Liability*; or *Sexual Abuse and Molestation Liability* — in the amount of one million dollars per occurrence (\$1,000,000) and two million dollars aggregate (\$2,000,000);
- d. *Automobile Liability* for bodily injury, personal injury and property damage, considering only the District and the ACOE/IHE, each on its own account, or employees or agents of either engaged in official operations, under direction of either the District or the ACOE/IHE respectively, if determined liable by virtue of mediation, arbitration, or litigation, as may be applicable under terms of this Agreement;
- e. *Workers’ Compensation* coverage to statutory limits, as it applies to ACOE/IHE employees;
- f. *Employer’s Liability* coverage.

The District will defend, indemnify and hold the ACOE/IHE, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys’ fees), or claims for injury or damages arising out of the performance of this Agreement, only insofar as such claims may be made during the policy period, and only in

proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.

The ACOE/IHE will defend, indemnify and hold the District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, only insofar as such claims may be made during the policy period, and only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the ACOE/IHE, its officers, employees, or agents.

By virtue of this Agreement, the ACOE/IHE does not assume any liability under any law relating to workers compensation on account of any act of any ACOE/IHE student performing any activity related to or arising out of this Agreement. The ACOE/IHE's indemnification and insurance coverage herein will in no way be construed as to cover its students placed for practica or employed as Interns in the District, concerning their acts or omissions resulting in injury, damages or claims performed during the course and scope of their placement or employment with the District or arising out of the performance of this Agreement in that regard.

ARTICLE 15: DEVELOPMENT OF RESOURCES

25. Development of Resources and Joint Efforts: The ACOE/IHE and the District are committed to the joint development of future resources that benefit the Intern Partnership Program and ACOE/IHE Credential programs generally, including any components regarding the assignment of ACOE/IHE students to internships or practica in District schools, considering the provisions of this Agreement. This may involve joint participation in grant writing, joint sponsorship of teacher education events, and active participation in professional advisory or steering committees, given any institutional restrictions or prerogatives of either party.

These provisions also regard reciprocal permission for the use of facilities, consistent with standard policies and procedures governing the use of any such facilities and on the same terms and conditions as may apply generally to outside users: terms and conditions concerning rooms, outdoor venues, or other staging areas, insofar as they are approved through relevant guidelines and permitting processes of either the District or the ACOE/IHE, respectively, and which may include fees according to those guidelines, pertaining to facilities as may be secured through permitting processes, considering restrictions and responsibilities, given instructions for the use of furnishings and equipment, and given technological services, custodial services, and security services as may apply.

Teacher-preparation courses under the direction of the ACOE/IHE may be conducted at District sites, without cost to the ACOE/IHE, if a District custodian already assigned to the site remains on duty while such courses are in session, given that all other District policies and procedures apply, governing the use of such facilities.

ARTICLE 16: LABOR DISPUTES IN THE DISTRICT

26. Obligation of Neutrality: The ACOE/IHE is obligated to maintain neutrality in any labor disputes of the District, to ensure that all fieldwork experiences in such contexts will be educationally valid for students of the ACOE/IHE, to avoid placing ACOE/IHE students in situations in which there may be risk of personal injury, and to avoid interfering with students or employees of the District engaged in instructional or administrative programs of the District.

27. ACOE/IHE Student Placements in the Event of a Labor Dispute: In the event of a labor dispute in the District, ACOE/IHE students involved in education Fieldwork Practice programs will report to the ACOE/IHE until the ACOE/IHE Fieldwork Coordinator or Director of Fieldwork Practice has assessed the situation and made a determination regarding the students' placements under the circumstances.

28. ACOE/IHE Supervision During a Labor Dispute: During a labor dispute in the District, ACOE/IHE faculty members who supervise ACOE/IHE students will visit relevant District sites on a regular basis to observe activities, to meet with District personnel, as permitted under District policies, and to determine whether, from the perspective of the ACOE/IHE, the situation remains educationally valid and physically safe for students of the ACOE/IHE engaged in Fieldwork Practice.

29. Continuation of Fieldwork Experience During a Labor Dispute: During a labor dispute at the District, if, in the determination of the ACOE/IHE Fieldwork Coordinator or Director of Fieldwork Practice and from the perspective of the ACOE/IHE, the situation is educationally valid and physically safe, and the District Fieldwork Supervisor is present in the District Fieldwork Supervisor's regular position, the ACOE/IHE Fieldwork Coordinator or Director of Fieldwork Practice will allow ACOE/IHE students the option of continuing the fieldwork experience at the assigned site or of suspending or terminating the assignment.

30. ACOE/IHE Students Employed as Interns: Provisions concerning assignment and supervision of ACOE/IHE students engaged in Fieldwork Practice, herein under *Article 23*, regarding labor disputes in the District, do not apply to ACOE/IHE students who, during the period of a dispute, are employed as Interns by the District, or are otherwise employed by the District, and are thereby placed in District positions, even though Interns may be enrolled in practica courses aligned with their credential or certificate programs, insofar as Interns are governed by the terms of their District employment, including provisions for the collective bargaining unit that represents them.

ARTICLE 17: GENERAL CONSIDERATIONS

31. Guidelines of Centers for Disease Control and Prevention: The District and the ACOE/IHE, as education entities, will remain informed concerning the hazards known to be associated with the novel coronavirus referred to as COVID-19, or concerning any public-health or public-safety emergency situation. The District and the ACOE/IHE agree that vaccination, testing, isolation, or other protective requirements, based on mandates, guidelines or

recommendations from the Centers for Disease Control and Prevention (CDC), in conjunction with frameworks implemented by other Federal or State agencies and adopted concomitantly by the District and the ACOE/IHE, will extend, beyond those specified below, to any public-health or public-safety emergency situation during the term of this Memorandum.

- a. The District is responsible for verifying vaccination and/or testing of its employees and students in accordance with CDC and State guidelines, recommendations and mandates, in conjunction with frameworks implemented by other Federal or State agencies and adopted concomitantly by the District, regarding any public-health circumstances.
- b. Each ACOE/IHE student (credential candidate) accepted for Practica and/or Internship in the District, to be placed at and/or entering an OUSD site, will be fully vaccinated for COVID-19 or receive a negative COVID-19 test within three days prior to initial entry to an OUSD site for each internship or practicum assignment, and, thereafter, at any time the ACOE/IHE student becomes aware of the ACOE/IHE student's close contact with another person who has tested positive for any of the variants of COVID-19, and will provide evidence of vaccination and testing to Talent Development assignment and placement personnel, appropriate site administrators, and ACOE/IHE supervisors. Vaccination and testing requirements may apply to any public-health circumstances, based on mandates, guidelines or recommendations from the Centers for Disease Control and Prevention (CDC), in conjunction with frameworks implemented by other Federal or State agencies and adopted concomitantly by the District and the ACOE/IHE.
- c. Each ACOE/IHE Supervisor or other agent of the ACOE/IHE, placed at and/or entering an OUSD site, will be fully vaccinated for COVID-19 or receive a negative COVID-19 test within three days prior to initial entry to an OUSD site for each internship or practicum supervisory assignment, and, thereafter, at any time the ACOE/IHE Supervisor becomes aware of the ACOE/IHE Supervisor's close contact with another person who has tested positive for any of the variants of COVID-19, and will provide evidence of vaccination and testing to District administrators at those sites. Vaccination and testing requirements may apply to any public-health circumstances, based on mandates, guidelines or recommendations from the Centers for Disease Control and Prevention (CDC), in conjunction with frameworks implemented by other Federal or State agencies and adopted concomitantly by the District and the ACOE/IHE.
- d. The ACOE/IHE is required to maintain written proof of the vaccination/testing status of each ACOE/IHE student (credential candidate) accepted for Practica and/or Internship programs in the District, and each ACOE/IHE Supervisor assigned to Practica students or Interns, to be placed at and/or entering an OUSD site. The District is required to maintain written proof of the vaccination/testing status, according to District policies, for its employees and students. The ACOE/IHE and the District will retain such proof for at least three (3) years following individual compliance. The District reserves the right to request, at its sole discretion, that each ACOE/IHE student provide such written proof of the vaccination/testing status for any or all of the above specified individuals. Failure to timely respond or to timely provide such proof may cause the District to refuse ACOE/IHE student from beginning and/or continuing their Practica and/or Internship placement at District.
- e. The District and the ACOE/IHE will remain informed, concerning guidelines of the Centers for Disease Control and Prevention (CDC) along with applicable federal, state, and local governmental directives and orders, regarding COVID-19 or other such situations, including but not limited to guidelines, directives and orders related to

sheltering-in-place, physical distancing, site maintenance for matters of hygiene, and personal hygiene (e.g. washing of hands, wearing of face coverings) of employees and program participants.

- f. The District and the ACOE/IHE, to the best of the knowledge and belief attributed to each entity, will remain in compliance with CDC guidelines and applicable governmental directives and orders. The District and the ACOE/IHE will act in accordance with, and will direct all agents, representatives, and employees to act in accordance with any federal, state, or local shelter-in-place (SIP) directives or orders in effect during the term of this Agreement. Nothing in this Agreement will be construed as to require any ACOE/IHE or District agent, representative, or employee to violate any such guideline, directive or order. If CDC guidelines or applicable government directives or orders are modified, updated, or otherwise changed, the District and the ACOE/IHE, each of its own accord, will implement actions to comply with the modified, updated, or changed guidelines, directives and orders.
- g. If, at any time, directors or managers of divisions or departments, or other officers of the entity as a whole, in either the District or the ACOE/IHE, become aware that the District or the ACOE/IHE is not in compliance with any CDC guidelines or applicable governmental directives or orders, they will notify their counterparts in the District or the ACOE/IHE, as the case may be.

32. Shelter-In-Place/Remote Participation: As noted above, without exception, concerning District and ACOE/IHE response to governmental guidelines, directives and orders, the District and the ACOE/IHE acknowledge that directives and orders for sheltering-in-place will affect their operations as provided under this Agreement. In the event that ACOE/IHE or District campuses, schools, or other education or administrative sites are closed in full or in part due to a public-health or public-safety emergency situation (including but not limited to the COVID-19 pandemic), all obligations or operations set forth in this Agreement may be fulfilled or may occur remotely and/or virtually to the extent possible.

33. Relationship of Parties: Nothing in this Agreement is intended nor will be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship, except as specified in the provisions, between the ACOE/IHE and the District.

34. Non-Discrimination: No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

35. Publicity: Neither the ACOE/IHE nor the District will cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

36. Reporting Obligations: The ACOE/IHE and the District acknowledge that when a ACOE/IHE student reports experience of sexual harassment or sexual or interpersonal

misconduct, the ACOE/IHE has responsibilities it must fulfill in order to comply, as the case may be, with Title IX, the Violence Against Women Act, the Clery Act, and other relevant federal, state, or local laws. The parties agree to the following procedures through which the District will transmit reports of sexual or interpersonal misconduct it receives from a ACOE/IHE student to the ACOE/IHE.

The District will transmit immediately, or as soon as possible under practical circumstances, to the ACOE/IHE all reports of sexual or interpersonal misconduct received by an employee or agent of the District alleging that a ACOE/IHE student experienced sexual harassment, sexual or interpersonal misconduct—regardless of whether or not the ACOE/IHE student was a ACOE/IHE student of record at the time the alleged sexual harassment, sexual or interpersonal misconduct was reported or occurred. The District will report such information to the ACOE/IHE’s Title IX Coordinator, or, if after regular business hours, Monday-Friday, 8:00 AM-5:00 PM, to the California Department of Public Safety, 310-338-2893. Reports will include:

- a. Name, telephone number, e-mail address, and residence address of the ACOE/IHE student who is reported to have experienced sexual or interpersonal misconduct.
- b. Name and contact information, if known, of the individual who allegedly engaged in the sexual or interpersonal misconduct, as reported, if known.
- c. Description of the incident of sexual or interpersonal misconduct, as alleged, including location, date and time, if known.

37. Records: It is understood and agreed that all employment records will remain the property of the District; and all student Candidate records, including Candidate portfolio assessments, will remain the property of ACOE/IHE. The District acknowledges that the education records of ACOE/IHE students assigned to the District are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. The parties agree to comply with the requirements of FERPA and its implementing regulations at 34 C.F.R. Part 99 and to protect the privacy of education records concerning any ACOE/IHE student assigned to the District under this Agreement. With regard to this provision, if the District receives from the ACOE/IHE or contributes to any education records containing personally identifiable information of ACOE/IHE students pursuant to this Agreement, the District may transmit, share or disclose such education records, only with the written consent of the ACOE/IHE students affected, or to other school officials of the ACOE/IHE who have a legitimate interest in those education records. In addition, the District may use such personally identifiable information only for purposes of performance of this Agreement. Any disclosure of ACOE/IHE student education records to parties other than the ACOE/IHE will require the written consent of any affected ACOE/IHE student and the ACOE/IHE. Disclosures regarding the employment or employee-performance records of any ACOE/IHE student in the ACOE/IHE student’s capacity as a District employee will require the written consent of the ACOE/IHE student who is in service as a District employee.

- a. Records maintained by the District of ACOE/IHE students paid by the District may also constitute employment records protected from disclosure absent consent under applicable state and federal laws and regulations.
- b. In order for the ACOE/IHE and the District to jointly monitor a ACOE/IHE student’s performance in the Program, all ACOE/IHE students shall, as a condition to their assignment or placement, execute a “Release of Records,” if not already released, which allows the District and the ACOE/IHE to share information that may otherwise be

protected from disclosure as an educational record (and/or an employment record) to the extent the information relates to the performance of the ACOE/IHE student in the Program. Failure to execute the “Release of Records” will make the Student ineligible for assignment or placement with the District.

- c. Each party to this Agreement, ACOE/IHE and District, will immediately notify the other in the event it becomes aware of violations of the other party’s rules, regulations, policies or procedures by a ACOE/IHE student placed in the District, and/or any negligent or intentional conduct when the conduct of the ACOE/IHE student jeopardizes the health and/or safety of the District’s students or staff. The parties agree to cooperate in the investigation of any such conduct so long as an appropriate “Release of Records” has been obtained.

Academic artifacts created by an Intern Teacher during practicum for purposes of ACOE/IHE coursework remain the property of the Intern Teacher or the ACOE/IHE, depending upon policies of the ACOE/IHE to which the Intern Teacher has agreed through program-admission processes.

- 38. Entire Agreement and Severability: This Agreement contains the entire agreement between the District and the ACOE/IHE, and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement will be valid unless provided in writing and signed by authorized representatives of both parties, as described in *Article 3, Term of Agreement*. If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected.
- 39. Dispute Resolution: In the event of any dispute, controversy, claim or disagreement arising out of or related to this Agreement, or the acts or omissions of the parties with respect to this Agreement (each, a *Dispute*), the parties shall, as soon as reasonably practicable after one party gives written notice of a Dispute to the other party (*Dispute Notice*), meet and confer in good faith regarding such Dispute at such time and place as mutually agreed upon by the parties. If any Dispute is not resolved to the mutual satisfaction of the parties within ten (10) business days after delivery of the Dispute Notice (or such other period as may be mutually agreed upon by the parties in writing), the parties will settle such Dispute as otherwise set forth in this Section. In the event a Dispute is not resolved by the meet and confer provisions under this Section above, the parties may choose any other available legal means to settle the Dispute. Each party agrees that a violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all legal remedies.
- 40. Legal Fees and Costs: In the matter of dispute resolution, the prevailing party is entitled to recover the cost of enforcing the understanding and agreements as reflected herein, including, without limitation, any attorneys’ fees and costs incurred.
- 41. Cooperation in Disposition of Claims: District and ACOE/IHE agree to cooperate in the timely investigation and disposition of audits, peer review matters, disciplinary actions and third-party liability claims arising out of this Agreement. The parties will notify one another as soon as possible of any adverse event that may result in liability to the other party. It is

the intention of the parties to fully cooperate in the disposition of all such audits, actions or claims. Such cooperation may include, but is not limited to, timely notice, joint investigation, and making witnesses available.

42. Force Majeure: Obligations of either party under this Agreement will be excused if and to the extent that any delay or failure to perform such obligations is due to fire or other casualty, product or material shortages, strikes or labor disputes, transportation delays, changes in business conditions (other than insignificant changes), acts of God, or other causes beyond the reasonable control of such party (each a *Force Majeure Event*). Notwithstanding the Force Majeure Event, each party will make a good faith effort to resume performance as soon as the excusable delay is mitigated.
43. Governing Law: This Agreement will be interpreted in accordance with the laws of the State of California. Venue for any action to enforce or interpret the provisions of this Agreement will be determined mutually by the parties to this Agreement.
44. Assignment: Neither the ACOE/IHE nor the District will assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
45. Notices: All notices, demands, or other communications given under this Agreement will be in writing and sent to the addresses listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered by personal or overnight mail or facsimile, or effective three (3) days after mailing if by United States certified mail, return receipt requested. Electronic mail and telephone contact, given that e-mail or voicemail messages are acknowledged as received, are considered acceptable for ordinary communications concerning the daily execution of the terms of this agreement.

ALAMEDA COUNTY OFFICE OF EDUCATION

Professional Advancement & Training Hub

Channon Jackson, Director

313 West Winton Avenue

Hayward, CA 94544

Telephone: 510.670.4122

E-mail: cjackson@acoe.org

Kate Graham Devine, EdM, Project Specialist

Telephone: 510.670.1804

E-mail: kgrahamdevine@acoe.org

Sarah Glasband, MA, MEd

Executive Director, Educator Development

Telephone: 510.997.0512

Mobile: 510.517.7414

E-mail: sglasband@acoe.org

DISTRICT

Talent Division — Talent Development
Tara Gard, Deputy Chief, Talent Division
Oakland Unified School District
1011 Union Street
Oakland, CA 94607
Telephone: 510.879.0202
E-mail: tara.gard@ousd.org

Soo Hyun Han-Harris, Talent Development Associate
Recruitment & Retention
Talent Development
Telephone: 510.879.1221
Mobile: 510.761.7725
E-mail: soohyun.han@ousd.org

Lisa Rothbard, Director
New Teacher Support & Development
Telephone: 510.879.1188
Mobile: 415.515.1737
E-mail: lisa.rothbard@ousd.org / newteachersupport@ousd.org

Victoria Folks, Manager
New Teacher Support & Development
Mobile: 510.435.1314
E-mail: victoria.folks@ousd.org / newteachersupport@ousd.org

William L. Winston, Education Consulting LLC, Management and Operations
Talent Division / New Teacher Support & Development
Mobile Telephone: 510.406.5668
E-mail: william.winston@ousd.org / wwinston@pacbell.net

Special Education

Stacey Lindsay, Coordinator
Special Education Services and Mental Health
Telephone: 510.879.8665
Mobile: 415.312.1735
E-mail: stacey.lindsay@ousd.org

Special Education Related Services

Anne Zarnowiecki, Director
Speech, OT, PT, APE, DHH, AT/AAC, VI, O&M
Telephone: 510.879.5003
Mobile: 415.810.5758
E-mail: anne.zarnowiecki@ousd.org

Department of Behavioral Health
Heather Graham, LCSW, Coordinator
Counseling Internship Program
Mobile: 510.507.2261
E-mail: heather.graham@ousd.org

High School Linked Learning Office
Elizabeth Paniagua, MS, PPS, Post-Secondary Readiness Coordinator
Telephone: 510.863.0599
E-mail: elizabeth.paniagua@ousd.org

Newcomer Wellness Initiative — ELLMA
Julie Kessler, MA, Director of Newcomer Programs
Telephone: 415.269.2027
E-mail: julie.kessler@ousd.org

Stephanie Noriega, LCSW, Program Manager
Telephone: 510.879.8000
E-mail: stephanie.noriega@ousd.org

Maryam Toloui, MSW, Program Manager
Telephone: 510.499.7870
E-mail: maryam.toloui@ousd.org

46. Representations: Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue with respect to this Agreement, as long as the Agreement remains in force.
47. General Provisions: The Agreement: (a) will be binding and enforceable by the parties and their respective legal representatives, successors, or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures, but which together will constitute one instrument; (c) will be governed by applicable law of the State of California; and (d) has been executed as indicated below.
48. Third Party Rights. This Agreement is not intended to create any rights or interests for any other person or entity other than the District or the ACOE/IHE.
49. Limitation of Liability. Notwithstanding anything to the contrary contained herein, to the maximum extent permitted by law, in no event will either party be responsible for any incidental, consequential, indirect, special, punitive, or exemplary damages of any kind, including damages for lost goodwill, lost profits, lost business or other indirect economic damages, whether such claim is based on contract, negligence, tort (including strict liability) or other legal theory, as a result of a breach of any warranty or any other term of this Agreement, and regardless of whether a party was advised or had reason to know of the possibility of such damages in advance.

MEMORANDUM of UNDERSTANDING

**Oakland Unified School District
and
Alameda County Office of Education**

This Memorandum of Understanding and Interagency Agreement (MOU or Agreement) for a Teacher Intern Partnership Program—applying to credentials in PK-12 Teaching, including Multiple Subjects, Single Subjects, Designated Subjects, and Special Education Categories, including Added or Supplementary Authorizations and Early Completion Option—is entered into by and between OAKLAND UNIFIED SCHOOL DISTRICT (District or OUSD), a public school district in the State of California, County of Alameda, and ALAMEDA COUNTY OFFICE OF EDUCATION (County Office or ACOE), a California County Office of Public Education in Hayward, California.

Teacher Education, PK-12 Credentials

**Multiple Subjects — Single Subjects — Designated Subjects
and Special Education Categories**

**Alternative Certification Teaching Internship Program
Including Added or Supplementary Authorizations and
Early Completion Option**

Term of Agreement — Amendment, Renewal, Termination: The term of this Agreement will be one (1) year, from July 1, 2025 through June 30, 2026, effective upon execution by the authorized representatives of both parties. This Agreement will be reviewed annually, and may be amended and renewed by mutual written consent. This Agreement will continue in force until June 30, 2026, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party.

Alameda County Office of Education

Signed by:

6DZA8B0F75DE42C...
Alysse Castro, MEd
Superintendent

2/2/2026

Date

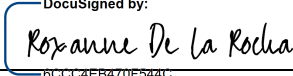
Oakland Unified School District

Jennifer Brouhard, President
Board of Education

Date

Denise G. Saddler, EdD, Interim Superintendent
Secretary, Board of Education

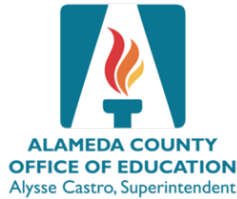
Date

DocuSigned by:

6CC4EB470F542C...
Roxanne De La Rocha
Staff Attorney, OUSD

2/2/2026

Date

Appendix A



Alameda County Office of Education

Teacher Intern Partnership Program

In the event of a conflict in or inconsistency between the provisions of this Memorandum of Understanding (Articles 1-17) and this Appendix A, provisions established in the aforementioned articles shall prevail.

PARTIES: This Agreement is entered into between the Alameda County Office of Education (County Office, or ACOE) and Oakland Unified School District (District, or OUSD).

PURPOSE: The purpose of this Agreement is to enable ACOE and OUSD to enter into an educator preparation partnership referenced as the Teacher Intern Partnership Program. The Teacher Intern Partnership Program is a collaboration between eighteen school districts, ACOE, Reach University, Santa Clara County Office of Education and San Diego County Office of Education. The Teacher Intern Partnership Program supports prospective teachers with high-quality, intensive coursework, field supervision, and follows a cohort model with ongoing participation in reciprocal cohort sessions. In alignment with both the Teacher Credentialing Common Standards and specialized standards, the Teacher Intern Partnership Program supports efforts to increase access to high-quality resources for obtaining a teacher credential. Additionally, the Teacher Intern Partnership Program assists districts in workforce development and retention.

TERM: This Agreement, established for a term of one (1) year, July 1, 2025 – June 30, 2026, shall become effective upon the date of execution by both parties and shall continue in force during the term indicated, provided that either party may terminate this Agreement, with or without cause, at any time, upon thirty (30) days prior written notice to the other party. Funding of this agreement is contingent upon appropriation and availability of funds.

SCOPE OF SERVICES:

1) The ACOE shall provide teacher internship support to participants:

- a) Developing, piloting, and facilitating the ACOE Teacher Intern Partnership within the county. This program will engage Reach University, Santa Clara County of Education, San Diego County Office of Education, the school and district administrators, ACOE leadership, field supervisors, and program participants:
 - i) The ACOE Teacher Intern Partnership will implement CTC policies and procedures collaboratively with our credentialing partners.
 - ii) ACOE will be in communication with our credentialing partners who are responsible for all accountability and reporting to the CTC.
 - iii) The ACOE Teacher Intern Partnership will consist of coursework that satisfies the teacher credentialing common standards, specialized standards, and Teacher Performance Assessment (TPA).
 - iv) The ACOE Teacher Intern Partnership will consist of field supervision that will promote a deeper understanding of the Teacher Performance Assessment (TPA) as it relates to the participant’s developing abilities. This includes:
 - (1) Regularly scheduled field supervision sessions, either virtual or in-person.
 - v) The ACOE Teacher Intern Partnership Program will include the use of a cohort model that will promote community among the participants. This includes:
 - (1) Monthly in-person cohort sessions.
 - vi) ACOE will communicate participants’ progress and provide written notification as soon as possible under practical circumstances concerning a student of the Teacher Intern Partnerships Program for purposes that may have bearing upon the student’s participation in the specific teacher credentialing program, particularly in the case that an intern credential is in jeopardy.
- b) Hiring, training, and supervising field supervisors:
 - i) Field supervisors shall possess a Clear or Life Credential and at least 3 years of teaching experience and will be knowledgeable in supporting classroom instruction and building relationships between field supervisors and teachers.
 - ii) Field supervisors are provided appropriate training.
 - iii) Field supervisors will be provided necessary materials.
 - iv) Field supervisors will have a caseload of no more than 16 participants.
 - v) Field supervisors will collaboratively ensure that interns receive 45 hours of EL support.
 - vi) Field supervisors will have met onboarding requirements (i.e. fingerprinting, Keenan training, etc.) through ACOE and will be ready to be in classrooms with students.
- c) Notifying OUSD of the assigned Field Supervisors.
- d) Covering the cost of participant’s tuition either through grants or ACOE funding.
- e) Covering the cost of substitutes for intern teachers’ participation in monthly cohort sessions.
- f) Staying in contact with the district and school administrator as it pertains to the interns’ participation.

2) The employing agency shall support all elements of the ACOE Teacher Intern Partnership Program.

- a) Certification of compliance:
 - i) Upon request, the employing agency shall provide written certification to the ACOE intern program confirming that no intern has displaced a certificated district employee.
 - ii) This certification enables the intern partners to verify to the CTC that all statutory and program requirements are met.
- b) Intern Teacher Employment:
 - i) Intern Teachers are employed as the teacher of record in an assignment that aligns with the credential being pursued, such as:

- (1) Single Subject Credential, including in Mathematics, Sciences, Social Science, English, Social Science, World Languages.
 - (2) Multiple Subject Credential.
 - (3) Education Specialist (PK-3 Services Credential, Mild to Moderate Support Needs, Extensive Support Needs, or ECSE).
- ii) The assignment must be a minimum of 0.5 FTE in an instructional setting with the same group of students on a regular basis, within the credential area they are seeking.
- c) Compliance with Credential Requirements:
 - i) Intern Teachers must assume responsibilities authorized by their credential program, as outlined in Education Code Section 44454.
 - ii) The district must ensure the interns' services meet the instructional or service needs of the district, as per Education Code Section 44458 (CTC Precondition 6).
 - d) Encourage the participation of intern teachers in the ACOE Teacher Intern Partnership Program.
 - e) The employing agency will provide evaluation data as requested by the CTC and the ACOE District Intern program, including survey compilation, demographic and/or retention information.
 - f) Permit participating intern teachers to attend and participate in all coursework, field supervision, and cohort events and activities, which include:
 - i) Either not allowing intern teachers to participate in school committees or having them choose from committees that have a minimal load.
 - ii) Allowing intern teachers to participate in the program's monthly cohort sessions at ACOE one Friday per month.
 - g) Provide support related to coursework, field supervision, and cohort activities:
 - i) Permit ACOE and external partner field supervisors on-site access to participate in classroom observations.
 - ii) Permit ACOE and external partner field supervisors to provide co-teaching support during the debriefing of field supervision observations, which may require on-site access.
 - iii) The employing agency may release ACOE TIP intern teachers to participate in professional development opportunities—to be scheduled on various dates, as may be mutually agreed by the employing agency and the ACOE—to fulfill program standards related to experiencing diverse settings and a variety of service models. These will be taken as professional development release days. The employing agency or the ACOE may provide substitute-teacher support for these professional development opportunities. Should the employing agency provide the substitute-teacher coverage for ACOE TIP intern teachers, the cost of that coverage will be paid directly to the employing agency by the ACOE.
 - iv) Permit the collection of interview and survey data from teachers, administrators, and other district (adult) participants attending any professional development event related to the Teacher Intern Partnership Program.
 - v) Permit videotaping and other media collection from teachers, administrators, and other district participants attending any professional development event related to the Teacher Intern Partnership Program, both in person and virtual professional development. Data will be kept in a secure password-protected location and only ACOE and/or the partnering IHE will have access to the data. Anonymized student work samples (e.g., notebooks, worksheets) may be requested.
 - h) The employing agency will provide ACOE TIP PK-3 interns (ONLY) an additional placement, in partnership with the program, to provide the intern with a thorough experience in the grade level that is different from their classroom of record while creating the least disruption in both settings. The time in the additional placement must be a minimum of 200 hours, over the course of the 2 year intern program. A preschool or TK teacher of record is required to spend 200 hours in a K, 1, 2, or 3rd grade classroom. A teacher of record in a K, 1, 2, or 3rd grade classroom is required to spend 200 hours in a preschool or TK classroom.
 - i) Provide the name of a partner teacher, who will sign off as a mentor.
 - j) Allow ACOE's field supervisors to be on-site to provide support for intern teachers.

- k) Commitment to Best Practices:
 - i) Sites employing Intern Teachers must demonstrate:
 - (1) Developmentally and culturally appropriate practices.
 - (2) Collaborative relationships with families.
 - (3) Placement of students with disabilities in the Least Restrictive Environment.
 - (4) Support for dual language learners with disabilities.
 - (5) Opportunities for Intern Teachers to work with diverse age groups in both general and special education settings, reflecting the continuum of placement options.
- l) Qualified Site Administration
 - i) Ensure that the site where the Intern Teacher is employed has a fully qualified site administrator.
- m) Access, Representation, and Opportunity
 - i) Sites should reflect, to the extent possible:
 - (1) Socioeconomic, linguistic, and cultural diversity.
 - (2) Opportunities for candidates to observe and practice concepts from the California Dyslexia Guidelines (SB488 5.3d) in clinical practice settings.
- n) Data and Program Coordination
 - i) Respond to requests for evaluation data from the CTC and ACOE, including:
 - (1) Survey completion.
 - (2) Demographic and retention data.
- o) Eligibility Recognition:
 - i) Recognize that Intern Teachers can only be enrolled in the program once all eligibility requirements, including passing exams (or equivalent), are met.
- p) Credit Recognition:
 - i) Recognize credits earned by Intern Teachers in ACOE'S TIP Program as equivalent to credits earned at a college or university for salary and/or employment benefits.
- q) Intern Credential Validity:
 - i) Recognize that an Intern credential ceases to be valid if:
 - (1) The Intern Teacher fails to meet ACOE's TIP program requirements.
 - (2) The ACOE TIP program terminates the Intern Teacher for non-compliance
 - (a) Take appropriate action regarding the intern's position as a teacher of record in such cases.
- r) Notification of Changes:
 - i) Notify ACOE TIP as soon as possible if:
 - (1) An Intern Teacher's placement is terminated or modified.
 - (2) An Intern Teacher's employment status changes.
- s) Program Updates:
 - i) a. Ensure all site administrators with DSPs and/or Intern Teachers on staff:
 - (1) Are informed about ACOE TIP processes and materials.
 - (2) Stay current with changing program requirements, including alignment to Literacy Standards and TPEs.

3) Site Administrator Responsibilities:

- a) Recommend, select and assign a district support provider (DSP) to each Intern Teacher within 30 days of the intern's employment as an intern, according to Intern Program Standards, which requires each DSP to:
 - i) Hold a valid corresponding Clear or Life credential in the content area they are supporting.
 - ii) Possess EL authorization if responsible for providing EL support.
 - iii) Have at least 3 years of successful teaching experience.
 - iv) Demonstrate exemplary teaching practices as determined by the employer and the program.
- b) Submit recommended DSP information via ACOE's TIP Program provided format.

- i) Provide DSP release time from adjunct duties to attend 10 hours of DSP training as required by the Intern program (for the DSP's first and second years) if necessary.
- c) Provide time and resources for candidates, DSPs, and field supervisors to meet CTC program requirements.
- d) Permit video capture for the Intern teacher's reflection, and for preparing and passing the TPA to include the Literacy TPA (CTC Program Standard 3C.3).
- e) Allow the Intern teacher to provide effective literacy instruction for all students. Specifically, the Intern teacher shall be at a site that allows for instructing students in the literacy areas of meaning making, language development, and effective expression. (CTC Program Standard 7 & TPEs 7.6, 7.7, 7.8)
- f) Ensure Intern Teachers can practice and implement screening and diagnostic techniques that inform teaching and assessment and early intervention techniques. (CTC Program Standard 7 and TPE 7.10 and 7.11)
- g) Ensure Intern Teachers can practice teaching performance expectations (TPE) related to oral and written language, as applicable to the credential program (CTC Program Standard 7, TPE 7.6, TPE 7.7 and 7.8)
- h) Allow the Intern teacher to acquire hours toward the required 200 hours of early field experiences that include guided observations and initial teaching (e.g., co-planning, and co-teaching, or guided teaching) in the general education and special education settings.
- i) Ensure interns experience a diversity of age ranges and placements as applicable to the credential.
- j) Enable the Intern Teacher to attend the classes on time and complete the requirements of the Intern Program.
- k) To the extent possible, and in accordance with the educational agency bargaining unit guidelines, the educational agency agrees to assign minimal extra/co-curricular activities and/or provide early release to the Intern Teacher.

4) District Support Provider (DSP) Responsibilities:

- a) Training and Orientation:
 - i) Attend mandatory virtual orientation and convenings.
 - ii) Complete 10 hours of required training.
 - iii) Participate in optional ongoing training sessions as appropriate.
- b) English Learner (EL) Support:
 - i) Collaboratively ensure interns receive 45 hours of EL support and supervision.
- c) Weekly Support:
 - i) Provide an average of five hours of support and guidance weekly.
- d) Just-in-Time Support Areas:
 - i) Offer regular guidance in the following areas:
 - (1) Orientation to school policies and initiatives.
 - (2) Assisting interns in developing goals for their Individual Development Plan (IDP) and induction at the end of the year.
 - (3) Meeting the needs of English Language Learners.
 - (4) Referrals to training and resources related to the intern's Individual Learning Plan.
 - (5) Lesson planning.
 - (6) Building positive relationships with parents and peers.
 - (7) Classroom management.
 - (8) Addressing other needs specific to new teachers.
 - ii) Triad Meetings:
 - (1) Attend two triad meetings with the assigned intern and their ACOE TIP field supervisor.

INSURANCE:

During the term of this Agreement, ACOE shall provide to OUSD, and OUSD shall provide to ACOE, a current certificate of policy evidencing its comprehensive and general liability insurance coverage in a sum not less than \$2,000,000 aggregate and \$1,000,000 per occurrence. ACOE shall also provide OUSD, and OUSD shall also provide ACOE, with a written endorsement naming the other party as an additional insured, and such endorsement shall also state “Such insurance as afforded by this policy shall be primary, and any insurance carried by ACOE OR OUSD shall be excess and noncontributory.” Any and all insurance coverage may be provided by a Joint Powers Authority or other Self-Insurance program. Coverage shall provide notice to the additional insured of any change in or limitation of coverage or cancellation of the policy no less than thirty (30) days prior to the effective date of the change, limitation, or cancellation.

INDEMNIFICATION:

- A. Insofar as permitted by law, ACOE shall assume the defense and hold harmless OUSD and/or any of its officers, agents, or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys’ fees, which may arise by reason of the sole fault or negligence of ACOE, its officers, agents or employees.
- B. Insofar as permitted by law, OUSD shall assume the defense and hold harmless ACOE and/or any of its officers, agents, or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys’ fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of OUSD, its officers, agents or employees.
- C. It is the intent of the ACOE and OUSD that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.
- D. ACOE and OUSD agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this Agreement within ten (10) calendar days of such determination. ACOE and OUSD further agree to cooperate in the defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this Agreement.

COMPENSATION:

ACOE will reimburse OUSD for the actual cost of substitute coverage for the seven (7) cohort days, not exceeding three hundred ninety dollars (\$390) per substitute per day. This fee is intended to cover costs related to covering each intern teacher’s class, so they can attend ACOE’s Cohort Sessions. OUSD shall invoice ACOE annually for associated costs.

TERMINATION/SUSPENSION:

This Agreement may be terminated with or without cause by either party upon thirty (30) days prior written notice to the other party. When required by law, this Agreement may be immediately suspended by either party upon notice to the other party; any such suspension shall not extend the term of this Agreement

NON-DISCRIMINATION:

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

NOTICES:

Any notice required to be given by the terms of this Agreement shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

ALAMEDA COUNTY OFFICE OF EDUCATION

Professional Advancement & Training Hub

Channon Jackson, Director

313 West Winton Avenue

Hayward, CA 94544

Telephone: 510.670.4122

E-mail: cjackson@acoe.org

DISTRICT

Talent Division — Talent Development

Tara Gard, Deputy Chief, Talent Division

Oakland Unified School District

1011 Union Street

Oakland, CA 94607

Telephone: 510.879.0202

E-mail: tara.gard@ousd.org

Lisa Rothbard, Director

New Teacher Support & Development

Telephone: 510.879.1188

Mobile: 415.515.1737

E-mail: lisa.rothbard@ousd.org / newteachersupport@ousd.org

INTEGRATION:

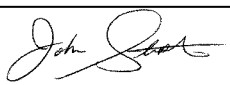
This Agreement represents the entire and integrated agreement between ACOE and OUSD, and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may be amended only by a written instrument signed by the duly authorized representatives of ACOE and OUSD.

ADMINISTRATOR: Keenan & Associates 1111 Broadway, Suite 2000 Oakland, CA 94607 Robyn Tryon License No. 0H17655 rtryon@keenana.com	LICENSE # 0451271 510-986-6761 x8177	THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE COVERAGE DOCUMENTS BELOW. ENTITIES AFFORDING COVERAGE: ENTITY A: Northern California ReLiEF ENTITY B: Protected Insurance Program for Schools ENTITY C: ENTITY D: ENTITY E:
COVERED PARTY: Alameda County Office of Education Alameda County Schools Insurance Group 313 West Winton Avenue Hayward CA 94544		

THIS IS TO CERTIFY THAT THE COVERAGES LISTED BELOW HAVE BEEN ISSUED TO THE COVERED PARTY NAMED ABOVE FOR THE PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED HEREIN IS SUBJECT TO ALL THE TERMS AND CONDITIONS OF SUCH COVERAGE DOCUMENTS.

ENT LTR	TYPE OF COVERAGE	COVERAGE DOCUMENTS	EFFECTIVE/ EXPIRATION DATE	MEMBER RETAINED LIMIT / DEDUCTIBLE	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCURRENCE <input checked="" type="checkbox"/> GOVERNMENT CODES <input checked="" type="checkbox"/> ERRORS & OMISSIONS <input checked="" type="checkbox"/> SEXUAL ABUSE AND MOLESTATION <input type="checkbox"/>	NCR 01710-17	7/1/2025 7/1/2026	\$ 25,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 2,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> HIRED AUTO <input checked="" type="checkbox"/> NON-OWNED AUTO <input checked="" type="checkbox"/> GARAGE LIABILITY <input checked="" type="checkbox"/> AUTO PHYSICAL DAMAGE	NCR 01710-17	7/1/2025 7/1/2026	\$ 25,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 1,000,000
A	PROPERTY <input checked="" type="checkbox"/> ALL RISK <input checked="" type="checkbox"/> EXCLUDES EARTHQUAKE & FLOOD <input type="checkbox"/> BUILDER'S RISK	NCR 01710-17	7/1/2025 7/1/2026	\$ 25,000	\$ 500,250,000 EACH OCCURRENCE
A	STUDENT PROFESSIONAL LIABILITY	NCR 01710-17	7/1/2025 7/1/2026	\$ 25,000	\$ Included EACH OCCURRENCE
B	WORKERS COMPENSATION <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY	PIPS 00217-21	7/1/2025 7/1/2026	\$	<input type="checkbox"/> WC STATUTORY LIMITS <input checked="" type="checkbox"/> OTHER \$ 1,000,000 E.L. EACH ACCIDENT
	EXCESS WORKERS COMPENSATION <input type="checkbox"/> EMPLOYERS' LIABILITY			\$	\$ 1,000,000 E.L. DISEASE - EACH EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMITS
	OTHER			\$ \$	

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/RESTRICTIONS/SPECIAL PROVISIONS:
 As respects to the MOU between Oakland Unified School District and Alameda County Office of Education for the Teacher Intern Partnership Program starting on the date of agreement execution through the coverage expiration date.
 \$1,000,000 per occurrence/\$2,000,000 annual aggregate as required by contract under Professional Liability.
 \$1,000,000 per occurrence/\$2,000,000 annual aggregate as required by contract under Sexual Abuse/Molestation.
 \$4,000,000 annual aggregate as required by contract under General Liability.

CERTIFICATE HOLDER: Oakland Unified School District Attn: Tara Gard 1011 Union Street Oakland CA 94607	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS <div style="text-align: right;">  John Stephens AUTHORIZED REPRESENTATIVE </div>
---	--

DISCLAIMER

The Certificate of Coverage on the reverse side of this form does not constitute a contract between the issuing entity(ies), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the coverage documents listed thereon.

ENDORSEMENT

ADDITIONAL COVERED PARTY

COVERED PARTY	COVERAGE DOCUMENT	ADMINISTRATOR
Alameda County Office of Education Alameda County Schools Insurance Group	NCR 01710-17	Keenan & Associates

Subject to all its terms, conditions, exclusions, and endorsements, such additional covered party as is afforded by the coverage document shall also apply to the following entity but only as respects to liability arising directly from the actions and activities of the covered party described under “as respects” below.

Additional Covered Party:

Oakland Unified School District
Attn: Tara Gard
1011 Union Street
Oakland CA 94607

As Respects:

As respects to the MOU between Oakland Unified School District and Alameda County Office of Education for the Teacher Intern Partnership Program starting on the date of agreement execution through the coverage expiration date. \$1,000,000 per occurrence/\$2,000,000 annual aggregate as required by contract under Professional Liability. \$1,000,000 per occurrence/\$2,000,000 annual aggregate as required by contract under Sexual Abuse/Molestation. \$4,000,000 annual aggregate as required by contract under General Liability.

Oakland Unified School District is included as an Additional Covered Party.



Authorized Representative