

**MEMORANDUM OF UNDERSTANDING**  
between the **NEWARK UNIFIED SCHOOL DISTRICT**  
and the **NEWARK TEACHER ASSOCIATION**  
June 22, 2021

This Memorandum of Understanding is agreed between Newark Unified School District ("District") and the Newark Teachers' Association ("NTA"), collectively referred to hereinafter as "the parties", concerning the preschool program for Special Education students for the 2021-2022 school year.

The parties agree to the terms and conditions outlined in the current collective bargaining agreement unless otherwise noted herein.

**1. Term of the MOU**

Duration of this Memorandum of Understanding will be for the 2021-2022 school year, and may be extended one year upon written mutual agreement by/before June 30, 2022.

**2. Purpose**

The purpose of this MOU is to record the mutual agreement that articulates and clarifies the structuring of the Special Education Preschool Program.

**3. Background**

During the 2020-2021 school year, members of the District and NTA met and collaborated to determine a structure that would best benefit our youngest students in preschool. Components considered included classroom configuration, service providers, assessment processes, staffing considerations, and cost efficiency.

**4. Vision**

The vision for the special education preschool program is to ensure all students with disabilities receive individualized services and resources in preparation for kindergarten. Students will acquire the necessary competencies and support to access and participate in the general program to the maximum extent possible. The preschool program will provide students with disabilities with the utmost opportunities to develop as a whole child, academically, socially, emotionally, and physically.

Classes are designed as non-categorical due to our belief that diversity is a powerful thing. Each of the students brings a broad spectrum of strengths and challenges to the classroom and by allowing a wide variety of each into each class, students have a chance to tackle similar challenges together and to use their individual strengths to serve as models for students who are struggling in those areas.

Four days per week of instruction with two cohorts of students will allow for smaller individual class sizes, more meaningful instruction, consistent staffing, more 1:1 time, and flexible scheduling for service providers.

**5. Specific Terms of Agreement**

**a. Classroom Configuration**

- i. There will be three (3) non-categorical classrooms. Non-categorical is understood to describe serving students with a wide variety of special needs and challenges.
- ii. Each classroom will have two, 3 hour, class sessions per day, Monday-Thursday for a total of twelve (12) hours per week of specialized academic instruction.
  1. AM Class: 8:30-11:30 am
  2. PM Class: 12:15-3:15 pm

**b. Schedule**

- i. Monday-Thursday will include a total of twelve (12) hours per week of student instructional time.

- ii. Fridays are reserved for IEPs, assessment, preparation/planning, training, and Parent Information and Education (PIE) opportunities.
- iii. **Sample Weekly Schedule**  
The weekly schedule here is intended to provide an example of a typical week's schedule. It may be adjusted to meet with the needs of the program, with collaboration between the parties.

	Mon	Tues	Wed	Thurs	Fri
8:00-8:30	Classroom specific meeting IA & teacher: student review	Behavior Meeting: whole PK staff with behavior	All staff morning meeting	Service Provider Training/Class Mtg	<b>-RSP Support</b> -Weekly Assessment Team meeting -Prep (increase in caseload meaning more Prep time needed). No prep throughout the week. <b>-Parent Training</b> -Site Meetings -Annual/ Transition IEPs -Parent Questionnaires
8:30-11:30	AM class	AM class	AM class	AM class	
11:30-11:45	AM Pick-Up/ Re-set class/ Disinfect	AM Pick-Up/ Re-set class/ Disinfect	AM Pick-Up/ Re-set class/ Disinfect	AM Pick-Up/ Re-set class/ Disinfect	
11:45-12:15	Lunch	Lunch	Lunch	Lunch	
12:15-3:15	PM class	PM class	PM class	PM class	
3:15-3:30	PM Pick-Up/ Re-set class/ Disinfect	PM Pick-Up/ Re-set class/ Disinfect	PM Pick-Up/ Re-set class/ Disinfect	PM Pick-Up/ Re-set class/ Disinfect	

**c. Staffing**

- i. Three (3) classroom teachers
- ii. Assessment Team:
  1. Evaluator for Special Education Pre-School Assessments (TOSA) 1.0 FTE (See *Appendix A for Essential Functions of the Job*)
  2. Psychologist: Psycho-educational assessments for initial Special Education eligibility, triennial assessment of continued eligibility & transition assessments. .6 FTE
  3. Speech Language Pathologist: To complete speech Initial assessments assessment services to students to determine eligibility for special education related services for preschool students triennial assessment of continued eligibility & transition assessments. .6 FTE

This MOU shall not be precedent setting nor form any basis for a past practice. This MOU shall expire on June 30, 2022, unless there is mutual agreement to extend by one year.

Date: 6/24/21

*Cynthia Watte*  
For Newark Unified School District

Date: 6/28/2021

*Sean Abuzzi*  
For Newark Teachers Association

Appendix A: Essential Functions of the Position, TOSA Preschool Evaluator

# APPENDIX A

## Newark Unified School District

**Title:** Evaluator for Special Education Pre-School Assessments

**Classification:** Teacher on Special Assignment

**Department:** Special Education

**Supervisor:** Direct Supervisor = Site Administrator, Indirect Supervisor = Director of Special Education

*The mission of the Evaluator for Special Education Pre-School Assessments is to provide robust assessments that will support a high quality education and long term educational benefits to NUSD students.*

**Definition:**

**Under the direction of the Site Administrator and/or Director of Special Education, the TOSA provides:**

- The coordination of assessments for Pre-School students' i.e. initial eligibility for special education and related services and transitional assessments.
- The TOSA will communicate and collaborate with families, teachers, related service providers and assess each child's progress and development.
- The TOSA will interface with outside agencies and provide consultation services to students as required in preschool general education programs.

**Tasks include but are not limited to:**

**Intake Meeting Facilitation:**

- Coordinate Intake meeting with parents/RCEB/etc., within required timeline.
- Facilitate Intake meeting with family and RCEB, as needed
- Enrollment paperwork facilitation with office staff
- Review of past records.
- Determine type of assessment
- Coordinate assessment schedule with family and assessment team
- Coordinate assessment with speech only assessor
- Coordinate with 2-week diagnostic placement teacher
- Complete Intake questionnaire with family
- Complete appropriate IEP assessment paperwork with family (release of information, assessment plan, meeting notice, appropriate excusals, etc.)
- Arrange vision screenings with district nurse

### **Assessment Team Teacher:**

#### Initial IEPs:

- Parent Interview (including DP-4, DAYC-2, and/or TBPA-2)
- Complete appropriate protocols
- Play observation at home (video conferencing)
- Virtual Classroom observation
- Consult with classroom teacher
- In-person direct assessment (as needed)
- Interview previous teachers/daycare providers.
- Schedule initial IEP with families and all district/private team members
- Complete initial IEP report
- Complete initial IEP paperwork
- Case Manage/Facilitate Initial IEP
- Triennials/Transition IEPs:
- Collaborate with classroom teacher
- Virtual classroom observations
- Virtual observation of assessments, when occurring
- Complete appropriate protocols
- In-person direct assessment (as needed)
- VB-Mapp observations and completion
- Parent Interview
- Outside provider interviews as needed
- Schedule tri/transition IEP with families and all district/private team members
- Facilitate GE teacher participation
- Complete tri/transition IEP report
- Complete tri/transition IEP paperwork
- Case Manage/Facilitate tri/transition IEP
- Notify office staff when tri/transition IEP is completed and where student will attend to ensure enrollment is arranged with incoming school
- Return all completed protocols to SPED office

#### General SPED Support:

- Itinerant private preschool consultation
- Support Preschool RSP model by meeting Preschool RSP minute requirements, as

appropriate.

- Admin speech only IEPs, as needed
- Admin Preschool annual IEPs, as needed
- Admin elementary SPED IEPs, as needed.
- Support new teachers/field questions.
- Provide preschool projections
- Attend Lead Teacher meetings and distribute information to Preschool team, as needed
- Attend regular meetings with preschool staff and assessment team
- Ensure Preschool SEIS is up-to-date
- Weekly data check with Director of Special Education

In Person Testing Schedule:

- November (approx. 2<sup>nd</sup> week)
- January (approx. last week)
- April (approx. 2<sup>nd</sup> week)

Dates subject to change based on need and SPED Director approval.

**Major Responsibilities and Duties:**

Basic Functions and Purpose:

- Intake and coordination of all new students to the district
- Assessment of preschool students
- Interface with general education preschool consultation to support Least Restrictive Environment

**Knowledge/Skills:**

- Best practices as it relates to preschool program assessments for students with disabilities
- Interfacing with outside agencies as it relates to the preschool program

**Qualifications:**

- Early Childhood Special Education Credential
- Demonstrated ability to work effectively with professional personnel, community and parents.
- Ability to coordinate and collaborate with preschool assessment team members i.e., teachers related service providers and administration.
- At least five years of successful teaching experience.
- Experience working with diverse groups of stakeholders including certificated and classified staff, site administrators, parents, students, business partners and community members.

- Experience in analyzing data and using results to determine a student's present level of performance.
- Experience in site/teacher leadership roles preferred.
- Research and development strategies, processes, and techniques.
- Strong organizational skills.
- Evidence based assessments for preschool students.

6/2021