

**Memorandum of Understanding
Between
The San Diego Unified School District
&
The San Diego Education Association**

Regarding the Early Childhood Special Education Program

September 1, 2022

The San Diego Unified School District (“District”) and the San Diego Education Association (“SDEA”), collectively referred to as the “Parties,” have reached this Memorandum of Understanding (“MOU”) regarding the Early Childhood Special Education Program for the 2020-2022 school years.

WHEREAS, the District has informed SDEA of its intent to modify the work of some Early Childhood Education Teachers through a pilot program starting in the 2020-2021 school year; and,

WHEREAS, the Parties have reached this impacts and effects agreement to apply to the ECSE unit members of SDEA who will be impacted by the plan presented to the District Board on June 22, 2020;

NOW, THEREFORE, the Parties agree to the following:

1. Separate Setting ECSE Full Day Classroom Caseload. For the 2020-21, 2021-22, and 2022-23 school years the District will be piloting full day settings at identified sites.
 - 1.1. The caseload for these sites will be no more than 12 students. However, the District shall make effort to maintain these classes at no more than 10 students.
 - 1.2. This caseload will be reviewed during the study year with considerations for safety, and IEP implementation, for the number of students assigned to the class.
2. 2020-21, 2021-22, and 2022-23 School Years ECSE Teacher Preparation Time:
 - 2.1. ECSE Classroom teachers:
 - 2.1.1. The preparation/conference period for full-time ECSE teachers shall be one (1) regular workday of a teacher's workweek, which is not devoted to the instruction of pupils, and which shall be used for the preparation of instructional materials, other instructional-related activities, and may be used for conferences and a reasonable number of meetings. Preparation time for Medically and Physically Challenged ECSE Classrooms will be provided by a teacher who is qualified to teach in the MPC setting.
 - 2.1.2. This preparation time for a classroom teacher shall be provided by Itinerant ECSE teachers who are assigned in an itinerant position.
 - 2.2. ECSE Itinerant teachers:
 - 2.2.1. Shall be considered itinerant assignment positions as defined in Article 12, Section 12.1.9 of the current collective bargaining agreement; Itinerant ECSE teachers shall be assigned to the Early Learning Program Department for the 2020-21, 2021-22, and 2022-23 school years.
 - 2.2.2. Shall be entitled to the same amount of preparation time as defined in 2.1.1 above.
 - 2.3. Employees who work part-time will have their preparation hours reduced proportionately.
 - 2.4. The Parties agree to meet and review itinerant pairings on an annual basis.

3. Itinerant ECSE teachers providing preparation time shall not be assigned to more than 4 school sites.
4. Itinerant ECSE teachers will only be used for preparation time and not asked to cover other classes that may be experiencing a vacancy.
5. The Itinerant ECSE Teacher shall be required to request a visiting teacher to work in their absence.
 - 5.1. The classroom teacher shall be given one release day if the Itinerant ECSE Teacher's visiting teacher assignment is not filled.
6. Beginning with the 2021-22 school year, the procedures outlined for Itinerant Unit Member Preference (currently Section 12.16 of the Collective Bargaining Agreement) shall be applied for future placement of said Itinerant ECSE Teachers.
7. During periods of Online Instruction, Itinerant ECSE Teachers, instead of providing preparation time, shall collaborate with their assigned ECSE classroom teachers to provide SAI support and services including:
 - 7.1. Developing, adapting and supporting online learning in alignment with the student's stated goals.
 - 7.2. Serving as ECSE inclusion consultants for general education teachers at their assigned sites.
 - 7.3. Support the centralized Early Learning Department and the enrollment process by reading student IEPs to facilitate enrollment.
 - 7.4. Support in the transition of IFSPs to IEPs.
 - 7.5. IMTSS Support.
8. Early Childhood Special Education Workgroup
 - 8.1. Per the Board approved plan, the Parties agree to convene an Early Childhood Special Education Workgroup to review the topics identified for the Study Years; 2020-21, 2021-22, and 2022-23. The following topics will be studied:
 - 8.1.1. Examine the special education inclusion grant parameters.
 - 8.1.2. Review data and research best practices to make recommendations for ECSE classroom locations, length of the school day and instructional minutes within the Early Learning Continuum.
 - 8.1.3. Review data from the ECSE classrooms to make recommendations related to professional development, caseload, case management and options for four year old students.
 - 8.1.4. The Workgroup will meet monthly and will make recommendations to the Board of Education annually in December of each year of the pilot; the Parties may adjust these dates with mutual agreement.
 - 8.1.5. The Parties will then engage in impacts and effects bargaining as necessary beginning in January following each recommendation approved by the Board. Any decisional changes may not be implemented until the conclusion of the bargaining process outlined by EERA.
9. All components of the current Collective Bargaining Agreement between the SDEA and District not addressed by the terms of this agreement shall remain in full effect. This agreement is non-precedent setting.

- 10. The Parties may amend, delete, or add to this agreement with mutual consent.
- 11. This MOU resolves the negotiable and grievable effects of the excess and itinerant unit member preference process outlined in Article 12 of the current collective bargaining agreement.
- 12. This MOU shall expire in full without precedent on June 30, 2023, unless extended by mutual written agreement.

FOR THE DISTRICT:

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Jessica Falk Michelli Date
Executive Director, Labor Relations
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FOR SDEA:

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