

**Memorandum of Understanding between the
Davis Joint Unified School District (DJUSD)
and the Davis Teachers Association (DTA)**

**JOB DESCRIPTION AND DUTIES PERTAINING TO THE ELEMENTARY SCHOOL
TOSA (TEACHER ON SPECIAL ASSIGNMENT) POSITION**

This Memorandum of Understanding (MOU) sets forth terms and conditions agreed to by the District and Association ("the parties") for work day, duties, and responsibilities of the Elementary School TOSA funded in part or wholly by Early Learning Opportunity Program (ELOP) State Funding.

Purpose

In order to support the DJUSD Early Learning Opportunity Program and Elementary sites, the Teacher on Special Assignment - Elementary Site Support (hereafter referred to as "Elementary TOSA") staff require standardized professional expectations. Elementary TOSAs provide valuable support to student programs, classroom conditions, and site functions, and their roles should be accurately represented by both their job description and professional expectations.

1.0 Job Description

The Elementary TOSA job description is attached as Exhibit 1.

2.0 Duty Day

- 2.1 The workday of Elementary TOSAs shall consist of an uninterrupted 7.5 hours inclusive of a 30-minute duty-free lunch.
 - 2.1.1 The Elementary TOSA workday as defined in this MOU is 10:00 am - 5:30 pm. Any changes to this schedule must be agreed to in writing by both the TOSA and site administrator.
- 2.2 TOSAs will be assigned adjunct duties in alignment with Article 5.5 and 5.8.
- 2.3 Any hours outside the 7.5 workday shall be voluntary and may be accounted for using flex time in an agreement between the unit member and the site principal and documented in writing.
- 2.4 Any duties assigned outside the 7.5 hour workday, in excess of assigned adjunct and certificated duties, shall be voluntary and arranged using the existing extra-duty procedures and rate.

3.0 Administrative Designee

- 3.1 Members shall act as the administrative designee only in instances where the site principal is not on campus.
- 3.2 The Elementary TOSA is the primary administrative designee.
- 3.3 For their work as the administrative designee when the site principal is away from campus for reasons other than sick leave or personal necessity, the TOSA will receive a one-time annual stipend –equivalent to 3.38% of column III, step 10 to be paid in ten (10) equal monthly installments.
- 3.4 When the site principal is away from campus for sick leave or personal necessity, the TOSA will timecard in order to receive differential pay.

4.0 Student Fellow Supervision

When an Elementary TOSA is charged with supervising UC Davis College Corps Student Fellows, they shall receive a stipend of \$500 per each school year, to be paid no later than January 10th.

5.0 Duration

The Memorandum of Understanding will sunset June 30, 2027, unless subsequently agreed upon by both parties.



Jean-Paul Whittall,
DTA Lead Negotiator

4-22-25

Date



Laura Juanitas,
Associate Superintendent

4-22-25

Date

DAVIS JOINT UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

Position Title: Teacher on Special Assignment (TOSA)-Elementary Site Support

Strategic Function:

Under the direction and supervision of the school site Principal, the Elementary Site Support TOSA will support the daily operations of the school site. As the designee of the Principal, this individual can work in a similar function as the principal and has the authority to make decisions related to the operation of the school. Functions that are reserved for individuals with an Administrative Services Credential (evaluations and hiring, ~~student suspensions~~) will not be a responsibility of this position.

Duties and Responsibilities: Duties include, but are not limited to the following:

- Assist the principal in overall operations of the school, including, and developing and maintaining an effective educational program.
- Assist the principal in the design and implementation of Multi-Tiered System of Supports (MTSS) and/or Positive Behavior Interventions and Supports (PBIS).
- Help coordinate and implement state and district initiatives including, but not limited to, after school Expanded Learning Opportunities (ELO) and the implementation of Universal Transitional Kindergarten (UTK).
- ~~Oversee~~ Assist in the coordination of the Expanded Learning Opportunities Programs (ELOP) hosted on school site during the school day and after school hours. Including:
 - ~~Recruitment, placement, and oversight of ELOP staff~~
 - ~~Oversight of a~~ Academic support, recreation, and enrichment programming
 - ~~ELOP~~ Staff training on school policies, behavior protocols, safety and crisis response, and instructional resources.
 - Monitoring student enrollment and attendance.
 - Work ~~hours~~ day may fluctuate in order to ~~oversee~~ support after school programs
- Coordinate and implement academic, social-emotional, and behavioral interventions.
- Assist the ~~P~~principal in coordinating campus supervision.
- Support the principal in the development, implementation, and ongoing refinement of the school's Single Plan for Student Achievement (SPSA)
- ~~Support in facilitating school committees such as Site Council, Climate, ELAC, etc.~~
- Assist the principal in monitoring compliance with federal, state, and local mandates and guidelines related to local and state assessment programs (CAASPP, i-Ready, CA Healthy Kids, YouthTruth, etc.)
- Assist the principal in planning and implementing a professional development/growth program for teachers and staff.
- Assist in coordinating safety drills and outdoor activities (recess and lunch). ~~and custodial, cafeteria, and other school support services.~~
- Assist in the reporting and monitoring of student attendance.
- Support with analysis of data; prepare periodic and special reports as required.
- Serve as administrative designee in the absence of the principal.

New Language

Exhibit 1

Deleted Language

- **In partnership with the classroom teacher and case manager (where applicable),** Communicate, as needed, with parents/guardians and families about student behavior, attendance, academics, social-emotional well being, recognition, and general support.
- ~~Perform related work as required.~~

Demonstrated Knowledge to:

Must have the skills to communicate with individuals from diverse educational and cultural backgrounds; to direct and support administrative, instructional and support personnel; embrace an instructional philosophy that is student centered that is in concert with the district core academic instructional program; demonstrated understanding of currently accepted and research-based pedagogy in instructional strategies; a practical knowledge of a variety of assessment and evaluation instruments and their appropriate implementation; and, the plan and implement programming in collaboration with other educators.

Knowledge of best practices in coaching and teaching adult learners. Demonstrated skills in effective use of standards-based curriculum, instruction, and assessment.

Demonstrated Ability to:

- Strong understanding of instructional coaching
- Experience with collaborative working relationships, to include students and staff
- Commitment to follow through and implementation of program in collaboration with diverse groups to include teachers, families, and leaders.
- Ability to lead and model with empathy and inclusion
- Ability to communicate clearly and decisively

Education/Experience and License and/or Certificate:

- Successful experience as a classroom teacher
- Must hold a teaching credential

Physical Abilities

- Sit for extended periods at a desk, conference table or in meeting rooms.
- Frequently stand and walk, bend, stoop, and reach overhead.
- Normal manual dexterity and eye-hand coordination.
- Physical ~~ag~~bility to lift and/or move up to 25 pounds.
- Repetitive hand activities within close reach within close reach, such as keyboard, mouse, handwriting, files, phone, and printed matter with or without visual aids.
- Verbal communications including the ability to speak and hear at normal room levels.
- ~~Ag~~bility to use office equipment including computer terminals, telephones, calculators, copiers and faxes.

Working Conditions:

- Indoor working environment
- School environment
- Subject to many demands on time and constant interruptions
- Employee is occasionally exposed to outside weather conditions
- Employee will occasionally use personal vehicle