

MEMORANDUM OF AGREEMENT

The University of the Pacific acting through its Gladys Benerd School of Education and **Mt. Diablo Unified School District** have entered into this memorandum of agreement ("MOA") pertaining to the supervision of those fieldwork students who are identified on Exhibit A attached hereto ("Students") for the [2017 – 2018] academic year beginning August 22, 2017 to June 7, 2018.

The District appoints the site supervisor for each Student that is listed next to the Student's name as set forth on Exhibit A ("Site Supervisor"). The Site Supervisor who has a valid credential or license for the area he/she is supervising (School Psychology or School Counseling Credential or licensed psychologist), and is employed by the District, to serve as that Student's supervisor for the purpose of supporting, guiding, and evaluating the fieldwork students, in collaboration with Dr. Linda Webster, Department Chair of the University's Educational and School Psychology program, or any other person she designates in writing) ("**Department Chair**").

The specific responsibilities of the University, District and Students with respect to this fieldwork placement are below:

ARTICLE 1 RESPONSIBILITIES OF THE UNIVERSITY

1. The University is responsible for ensuring that the fieldwork site is in compliance with the policies, regulations, and standards of the Commission on Teacher Credentialing, the National Association of School Psychologists, and the American Psychological Association.
2. The University has admitted the Students to its Ed.S. or Ed.D. graduate program in Educational and School Psychology. The University is responsible for ensuring that the each Student is eligible for fieldwork, and agrees to enroll each Student for 1-4 units of EPSY 294b: School Psychology Fieldwork for each of the two semesters of fieldwork placement provided by the Student during the Academic Year.
3. The Department Chair will serve as liaison between the University and the District with respect to the Students and their fieldwork placement at the District.

ARTICLE 2 RESPONSIBILITIES OF THE DISTRICT

1. The District will provide the Students with the opportunity to transfer methodology and theories into applied situations via their participation in the fieldwork experience and is responsible for providing the students with diverse experience in preparation for their future careers as school psychologists, in accordance with the students' knowledge and level of training, in the form of some to all the activities normally expected of a district-employed school psychologist. These experiences should depend on the level of the student and



may include, but are not limited to, the experiences and activities set forth in Exhibit B attached hereto.

2. The District will provide the Students with experiences that will allow them to complete between 75 and 400 clock hours of work during their fieldwork experience, depending on the level of each Student. The specific hourly requirement (“**Hourly Requirement**”) for each Student is set forth next to that Student’s name on Exhibit A.

3. Each Site Supervisor will have the following responsibilities as part of his or her supervision of the Students:

a. The Site Supervisor will cooperatively plan and schedule the Students’ activities and experiences during the fieldwork experience.

b. The Site Supervisor will schedule and provide a minimum of 1 hour of direct face-to-face supervision each week.

c. The Site Supervisor will review and sign each entry from the Students’ log and progress notes to verify content.

d. The Site Supervisor will complete and submit end-of-semester evaluation forms, which will be provided by the University.

e. The Site Supervisor will release the Student, as needed, to attend fieldwork supervision and classes. (It is understood that the Student will need to be released with sufficient time to travel between the fieldwork site and the University.)

f. The Site Supervisor will hold a valid Pupil Personnel Services credential appropriate to the role and function of the duties being performed by the Student.

g. The Site Supervisor will participate in University-sponsored supervisor meetings held 2-3 times per year.

h. The Site Supervisor will ensure that the Student meets, at a minimum, the Hourly Requirement of fieldwork in a preschool-grade 12 setting in which he or she is qualified to supervise.

4. Consistent with the availability of resources to employed staff, the Students are provided adequate supplies and materials to carry out the functions of the fieldwork experience. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines.

5. Ongoing professional development is a significant aspect of the fieldwork experience. Conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to the Students. The Students are encouraged to participate in state, regional, and national level meetings for school psychologists. Release time is granted by the University and is expected to be granted by the District.

**ARTICLE 3
RESPONSIBILITIES OF STUDENTS**

1. Prior to beginning the work with the District, each Student will execute a Student Responsibility Agreement a copy of which is attached hereto as Exhibit C ("Student Agreement").

2. The responsibilities of the Students as set forth in the Student Agreement include:

a. Each Student is responsible for all transportation related to the fieldwork experience, including transportation between multiple fieldwork sites;

b. Each Student will participate fully, positively, and professionally in all fieldwork experiences;

c. Each Student will function within the policies of both the University and the District;

d. Each Student will keep a weekly log and progress notes of fieldwork experiences and meet all other course requirements as described in the syllabi for their course work; and

e. Each Student will attend all required weekly fieldwork supervision seminars at the University.

**ARTICLE 4
SHARED RESPONSIBILITIES OF THE UNIVERSITY AND DISTRICT**

1. Both the University and the District are committed to ensuring that the Students receive a diverse fieldwork training experience.

2. Neither the University nor the District will discriminate on the basis of race, color, creed, age, national origin, or sex, nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

3. The District may terminate an unsatisfactory Student for cause. The University may refuse academic credit for unsatisfactory performance. Any such actions by either party should be coordinated and the student must be granted due process under District and University policies and procedures.

The parties hereto have caused this MOA to be executed by their officials thereunto duly authorized. The faculty of the Educational and School Psychology Program is grateful for your assistance in preparing students for entry into the profession.

[Name of District]: Mt DIABLO USD; 1936 CARLOTTA DRIVE, CONCORD, CA 94519
PHONE (925) 682-8000

X Carolyn Saklis 8/7/17
Signature Date
X Carolyn Saklis Lead Psychologist
Print Out Full Name Title

Signature Date

Print Out Full Name Title

University of the Pacific
Linda Webster 7/6/17
Signature Date
Dr. Linda Webster, Chair,
Educational and School Psychology Program

EXHIBIT A

LIST OF STUDENTS

Name of Student	Site	Site Supervisor	Hourly Requirement
TAEKO COLBERT	MT. DIABLO USD		APRX 75 HRS PER SEMESTER
TATIANA LOMBANA	MT. DIABLO USD		APRX 75 HRS PER SEMESTER

EXHIBIT B

STUDENT EXPERIENCES

1. **Role and Function:** Develop a knowledge base and understanding of the various roles and functions of the school psychologist, and be able to selectively deliver services utilizing a variety of alternative models.
2. **Legal/Ethical:** Develop a knowledge base of federal and state laws, professional ethics, and professional standards as well as the skills to apply them in public and private educational agencies. Develop the skills to adhere to due process guidelines in major decisions affecting all students and to accepted standards in the practice of school psychology.
3. **Organization and Operation of Schools:** Develop an understanding of the organization and administration of public schools and the cultural, ethnic, religious, and geographic diversity of the students, parents, and staff served by school psychologists. Develop an awareness of community resources and the roles of other professionals in helping children, parents, and school personnel. Develop the skills to foster and facilitate interagency partnerships among family, school, health care, and community agencies to create healthy school environments.
4. **Assessment:** Develop the skills to select, administer, score, and interpret psychoeducational tests for individuals of different ages, exceptionalities, and cultural backgrounds. Develop competence in the use of interviewing, functional behavioral assessment, and curriculum-based methods. Develop the skills to integrate psychological and educational data into a psychological report and be able to link assessment results to educationally relevant interventions.
5. **Counseling:** Develop a counseling and mental health knowledge base and the skills to work with students who have educational, emotional, and/or behavioral problems to mitigate the emergence of enduring, unhealthy patterns of behavior. Develop a knowledge base and skills to help students, families, and schools deal with crises, such as school violence, suicide, and loss.
6. **Intervention:** Develop a knowledge base and the skills to identify controllable, causal aspects of social, emotional, and academic difficulties and be able to consult and collaborate in the design, implementation, and evaluation of interventions based on these aspects.
7. **Communication Skills:** Develop the interpersonal skills and both oral and written communication skills necessary to communicate effectively with children, parents, and school personnel from varied cultural, ethnic, religious, and geographic backgrounds. Develop the interpersonal skills to function as team leaders in school-based multidisciplinary teams.
8. **Research:** Become educated consumers of research relating to school psychology and be able to apply these research findings to the development of solutions for educational and psychological problems. Be able to disseminate information from the school psychology knowledge base to promote healthy school environments.

EXHIBIT C

STUDENT AGREEMENT
MT. DIABLO USD, CONCORD, CA

Fieldwork Student(s):

Taeke Colbert 6/28/17
Signature Date

TAEKO COLBERT
Print Out Full Name

TK 7/5/17
Signature Date

TATIANA LOMBANA
Print Out Full Name

ADDITIONAL INSURED ENDORSEMENT

In consideration of the premium charged, we agree with the **Educational Organization** that, subject always to all other provisions of this Policy,

Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, CA 94519-1397

is an additional **Insured** but only with respect to **Occurrences** arising out of operations and functions for or on behalf of an **Included Entity**.

All other Policy provisions remain the same.

Endorsement Number:	CGL502I
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