

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S
PROPOSED MEMORANDUM OF UNDERSTANDING**

**Between
Sacramento City Unified School District
&
Sacramento City Teachers Association**

MOU- COVID-19 Instructional Programs—Distance Learning
2020-2021 School Year

August 30, 2020 at 7:22 p.m.

Proposal

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District (District) and the Sacramento City Teachers Association (SCTA), collectively “the Parties,” regarding the distance learning instructional program that will be implemented as the Sac City schools start school for the 2020-2021 School Year.

At any time when the District’s schools are in the distance learning model, the following will apply.

A. Distance Learning Defined

~~As defined by the California Department of Education, “distance learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.~~

Consistent with Education Code section 43500(a) “distance learning” means instruction in which the student and instructor are in different locations and student are under the general supervision of a certificated employee of the District. Distance learning may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- (2) Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

Components of Distance Learning shall include:

- a. Adherence to the requirements of Senate Bill 98 (SB 98).
- b. Daily attendance taken for each period/class session.
- c. A combination of synchronous and asynchronous instruction.
- d. Recognition and time investment in Social and Emotional Learning (SEL)

1. Curriculum Content and Evaluation to Address and Mitigate Learning Loss

- a. While engaged in distance learning/teaching, unit members will plan their courses and plan for modifications to ensure the best possible continuity of instruction taking into account the changed access for students and teachers. During distance learning, classroom teachers will emphasize the essential standards typically taught in that time period. Unit members will use the Universal Design for Learning and develop innovative activities to support teaching modalities that meet student needs.
- b. Consistent with Education Code section 43503(b), distance learning will include all of the following:
 - (1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
 - (2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
 - (3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - (4) Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
 - (5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
 - (6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board

or body of the local educational agency will develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

- c. During periods of distance learning, unit members assigned to a classroom teaching position will provide the specified minimum instructional minutes set forth below ~~a minimum of 240 minutes of instruction and student support to students per day~~, which will include both scheduled synchronous and asynchronous instruction, and targeted structured support to students:

Grade level	Total minimum minutes of learning each day	<u>Minimum synchronous minutes of learning each day</u>	<u>Minimum asynchronous minutes of learning each day</u>
<u>TK-K</u>	<u>200-180</u>	<u>140</u>	<u>40</u>
<u>1-3</u>	<u>252 245-230</u>	<u>185</u>	<u>45</u>
<u>4-6</u>	<u>272 265 240</u>	<u>190</u>	<u>50</u>
<u>7-8</u>	<u>278 265 240</u>	<u>180</u>	<u>60</u>
<u>7-8 Monday</u>	<u>Up to 240</u>		
<u>9-12</u>	<u>295 285-240</u>	<u>180</u>	<u>60</u>
<u>9-12 Monday</u>	<u>Up to 240</u>		
<u>Continuation School</u>	<u>180</u>	<u>TBD</u>	<u>TBD</u>

These 240-minutes will be exclusive of planning; office hours; required-professional development; and faculty, department, and grade level meetings. ~~In providing daily instruction to students, unit members will ensure that they provide synchronous and asynchronous instruction and targeted structured support consistent with the following schedules:~~

2020-2021 School Schedules for Distance Learning

Grade level	Minimum minutes of SYNCHRONOUS instruction for all students	Maximum minutes of synchronous TARGETED STRUCTURED SUPPORT based on student need	Minimum minutes of ASYNCHRONOUS learning	Total minimum minutes of learning each day
	- - A	B	C	A + B + C
TK-3	132	Up to 165	120 subtract B	252
4-6	152	Up to 165	120 subtract B	272

7-8	158	Up to 156	120 subtract B	278
7-8 Thurs	Some for all students	Up to 254	240 subtract B	240
9-12	175	Up to 171	120 subtract B	295
9-12 Thurs	Some for all students	Up to 286	240 subtract B	240

<p><u>SYNCHRONOUS</u> instruction shall be defined as a student or group of students engaged in learning at the same time using technology that allows the teacher and the student to connect in real-time to deliver:</p> <p>a. <u>Timely actionable feedback to students</u> b. <u>Direct instruction to students through video</u> c. <u>Teacher guided peer-to-peer learning</u> d. <u>Whole-group or small group instruction.</u></p>	<p><u>TARGETED STRUCTURED SUPPORT</u> time is <u>synchronous instruction</u> that includes:</p> <ul style="list-style-type: none"> • Small group instruction/intervention • Individual check ins • Designated ELD • Student supports, and social emotional check ins 	<p><u>ASYNCHRONOUS</u> instruction shall be defined as learning done on students' own time, at their own pace, and based on student need or after the student demonstrates ability to or mastery of the learning intention to work independently.</p>
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- d. Unit members who provide services to students with disabilities will follow the above instructional minute requirements to the extent such requirements do not conflict with a student's individualized education plan ("IEP"). In the event there is a conflict with the above instructional minute requirements and a student's IEP, the unit member will follow the IEP. Special Education schedules shall follow the attached daily schedule for general education classroom teachers at their grade band. Teachers will provide special education services and consultation with parents and collaborate with related service providers as needed. Preparation time for unit members who provide services to students with disabilities will be no less than the general educator's preparation time.
- e. Unit members will be responsible for certifying that they provided daily instructional time described above based on the time value of assignments as determined by the employee using the District's designated form and/or process for certification. The form developed by the California Department of Education will be used for purpose of certifying the time

value of assignments. In the event this certification can be done through the Infinite Campus, the District will notify SCTA and the certification will then occur through the Infinite Campus.

- f. Unit members will utilize Google Classroom as their learning management system. Unit members will utilize other virtual tools or platforms to provide daily synchronous learning to their students consistent with ~~the requirements outlined above~~ this agreement.
- g. Classroom teachers continue to be responsible for lesson designing/planning that includes the following components:
 - Learning target/objective
 - Student engagement
 - Direct instruction
 - Student practice and peer to peer learning
 - Demonstration of student learning
 - Use of formative assessment and feedback
- h. In planning and delivering direct instruction, unit members will access and utilize scope and sequence strategies contained in the District's scope and sequence guidelines attached as Attachment A. These guidelines are intended to incorporate Math and ELA essential standards while addressing the social and emotional and English Learner needs of students.
- i. Consistent with Education Code section 43500, unit members will provide video or audio instruction in which the primary mode of communication between the student and employee is online interaction, instructional television, video telecourses, or other instruction that relies on computer or communications technology. Such instruction will be recorded, unless other prerecorded instruction of equal time and quality is used (i.e. NearPod), to allow students and families to access the instruction based on family and student need. A District administrator shall not video or audio record live instruction by unit members without prior notice and consent.

The parties share a goal of providing equitable access to instruction for students who are not able to regularly participate in distance learning during the regular daily distance learning schedules at their respective school sites.

2. Assessing Student Learning to Ensure Robust Distance Learning and Mitigate Learning Loss

To implement a meaningful, consistent, and robust assessment process to address student learning loss, the Parties agree to the following:

- a. ~~The District will develop and schedule assessments to identify specific areas where instruction or intervention may be needed to improve student learning. The parties acknowledge that there is currently a dispute between them regarding student assessments this is being arbitrated. Without impacting either parties' respective position in that arbitration, the parties agree that the District may proceed with its proposed assessments as provided by the District on August 29, 2020 (Appendix C) while in a distance learning model.~~

This agreement does not prohibit any individual student assessment requested by a parent or an assessment specifically and unambiguously mandated by state or federal law.

- b. ~~Certificated unit members will develop and implement a plan to meet the social-emotional needs of their student prior to administering an assessment. Examples include greetings and a warm-up game (with physical distancing) to ease anxiety, prior to asking students to demonstrate learning.~~
- c. The District will provide interventions for students as necessary, and such interventions may include sessions with an intervention provider or specialist through video conference, scaffolding for specific task assignments, pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda.
- d. ~~Certificated unit members will develop formative and progress monitoring assessments throughout their lessons and will provide actionable information about student's learning status relative to the desired lesson goal. Certificated staff will use data from assessments to adjust their instruction, identify those in need of further intervention and enrichment, and ensure student progress towards learning goals. Formative assessment examples may include collecting exit tickets through Google Classroom at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions.~~
- e. The District will provide and teachers will engage in professional learning for teachers on assessments.
- f. ~~Unit members will clearly establish learning goals and will explicitly communicate such goals to students. This may include providing students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal. In the distance learning context, this can include prominently posting the~~

~~learning goal or essential question on a teacher's web page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week's lessons and activities.~~

- g. ~~Unit members will utilize Google Classroom and provide students with quiz-style assessments that they can complete synchronously or asynchronously.~~
- h. The Parties will utilize the resources and tools outlined in the California Department of Education's ("CDE") Guidance of Diagnostic and Formative Assessments when developing policies and procedures for implementing diagnostic assessments, formative assessments, and summative assessments.

Nothing in this Section 2 is intended to waive or impact the arguments being made by the District or SCTA in AAA Case No. 01-20-0000-2531 related to assessments or the 2016 assessments MOU.

3. Student Interventions

~~Student interventions will take place with their classroom teacher during the targeted support times in the attached schedules.~~

3. Collaboration to Improve Student Outcomes

- a. Unit members will collaborate while they are engaged in distance learning using ~~either in-person or virtual meetings to the extent allowed under the applicable health orders.~~
- b. Consistent with section 5.11 of the CBA, unit members will collaborate while engaged in the distance learning plan. It is expected any collaboration meetings will be conducted via electronic platforms or in a manner consistent with the then-current directives and our guidance from city, county, or state officials.
- c. Consistent with section 5.10 of the CBA, Directors, principals, or designees will schedule virtual staff meetings for purposes, of including, but not limited to, facilitating and implementing distance learning. The day and time for the staff meeting will ~~remain as stated in the CBA~~ be on the day designated on the schedules attached at Attachment B.

4. Professional Development to Enhance Instruction

- a. ~~All unit members will complete the three self-paced modules for Universal Design for Learning (a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn), including: (a) Mindset, (b) Frame, and (c) Lesson Delivery, in Spring 2020, will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor on or August 31, 2020/September 15, 2020. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours. [This would not be needed if the professional development in paragraph d below is conducted]~~
- b. ~~All unit members will complete the a District-provided self-paced online professional development related to the use of Google Classroom to provide support for ongoing distance learning instruction in Spring 2020, will complete this online professional development and certify completion to their principal on or before August 31, 2020/September 15, 2020. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. [This would not be needed if the professional development in paragraph d below is conducted]~~
- c. ~~The one professional development day provided for in section 5.2.1 of the CBA will be moved to September 2, 2020 to allow for a full day of professional development on distance learning. In addition, ~~f~~For the 2020-2021 school year only, an additional two days with pay will be added to the work year calendar for professional development focused on the delivery of robust instruction to students via distance learning and will be added on scheduled for September 1 and 2, 2020, to allow for additional professional development prior to reopening District schools based on the Professional Learning schedule prepared by the District. The traditional work calendar will be increased from 181 to 183 work days for the 2020-2021 school year. In addition, September 3 and 4, 2020, will be considered “smart start” dates with students receiving the required instructional minutes and direct live instruction as set forth below:~~

	<p><u>Sample Smart Start Schedule</u></p> <p><u>Elementary</u></p> <p><u>Thursday, September 3 and Friday, September 4, 2020</u></p>
<u>9:00-10:00</u>	<p><u>Synchronous Learning to Include</u></p> <ul style="list-style-type: none"> • <u>Establishing routines and procedures</u> • <u>Setting norms for whole group, small group, and break out rooms</u> • <u>Daily check in and attendance</u>

	<ul style="list-style-type: none"> • <u>SEL/community building</u> • <u>Log into and practice using technology</u> • <u>Review syllabus, course content</u>
<u>10:00-10:15</u>	<u>Teacher: Break</u> <u>Students and families: asynchronous learning, complete paperwork, prepare workspace, set up practice technology</u>
<u>10:15-12:15</u>	<u>Professional Development</u>
<u>12:15-1:00</u>	<u>Lunch</u>
<u>1:00-3:00</u>	<u>Professional Development</u>

<h2><u>Sample Smart Start Schedule</u></h2> <h3><u>Secondary</u></h3> <p><u>Thursday, September 3 and Friday, September 4, 2020</u></p>	
	<p><u>Synchronous Learning to Include</u></p> <ul style="list-style-type: none"> • <u>Establishing routines and procedures</u> • <u>Setting norms for whole group, small group, and break out rooms</u> • <u>Daily check in and attendance</u> • <u>SEL/community building</u> • <u>Log into and practice using technology</u> • <u>Review syllabus, course content</u>
<u>8:00-10:00</u>	<u>Professional Development</u>
<u>10:00-10:15</u>	<u>Break/transition</u>
<u>10:15-10:45</u>	<u>Period ½</u>
<u>10:45-10:55</u>	<u>Break/transition</u>
<u>10:55-11:25</u>	<u>Period ¾</u>
<u>11:25-11:35</u>	<u>Break/transition</u>
<u>11:35-12:05</u>	<u>Period 5/6</u>
<u>12:05-1:00</u>	<u>Teacher: Lunch</u> <u>Students and Families: asynchronous learning, complete paperwork, prepare workspace, set up practice technology</u>

<u>1:00-3:00</u>	<u>Professional Learning</u>

- d. The District’s professional development on delivering instruction in a distance learning environment will focus on the following:
- i. Providing planning time and infrastructure that will allow unit members to discuss real-time feedback from students.
 - ii. Providing planning resources to work together to design and lead changes in the classrooms.
 - iii. Development of a framework for what data will be collected as a feedback loop on student’s experience to inform planning and how such data will be collected.
 - iv. Development of framework for how the District will ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation of the instruction model.
 - v. Utilization of Universal Design for Learning (UDL) during instructional planning time.
 - vi. Discussion on how certificated unit members will engage with the students to determine learning barriers and develop innovative ways to meet their needs.
 - vii. Development and provision academic and social-emotional supports or interventions to be provided to students who are struggling with the instructional model, including training on the SEL mini-lesson.
 - viii. Strategies on how to ensure the needs of all students are addressed.
 - ix. Use and support for Google Classroom.

The District and SCTA agree on the importance of conducting a meaningful and system-wide implicit bias training, including training on strategies for combatting institutional racism. To that end, the District proposes that Dr. Nancy Dome, who is currently retained by the District through an agreement with the Black Parallel School Board to provide expert recommendations for our District on combatting implicit biases, to conduct this training for SCTA unit members during the 2020-2021 school year in a format recommended by Dr. Dome.

5. Ensuring the Social Emotional Learning of our Students

- a. As students are adapting to the new instructional models, unit members will work to address their social and emotional well-being by:
- i. Providing students with non-academic focused check-ins.
 - ii. ~~Providing students with age appropriate lessons on the science behind infection.~~

- iii. Continue to address social emotional learning even when students are engaged in distance learning and utilize the list of resources provided by the CDE for supporting students during distance learning found here: <https://www.cde.ca.gov/ci/se/seldistance.asp>.

6. Serving Students with Disabilities During Distance Learning

- a. In addition to the other requirements outlined throughout this agreement, and to meet the needs of students with disabilities during distance learning, the parties agree to ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act, and therefore agree to do the following:
 - i. Provide required instructional minutes as set forth above and consistent with each student's IEP.
 - ii. Work with each family and student through the IEP process to determine what FAPE looks like for each student and family during COVID-19, which may require changes to the IEP developed pre- COVID-19.
 - iii. Make required changes to each student's IEP to address the duration and overarching changes to education delivery and contingency plan for pivoting in and out of distance learning.
 - iv. Use the District's models for all students as the basis for establishing FAPE.
 - v. Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
 - vi. Use annual IEP to plan for traditional school year and while not required, include distance learning plans or addendums, where necessary, to address distance learning needs during immediate or future school site closures.
- b. The parties agree that service logs will be maintained as necessary to comply with the applicable law. Special education teachers and case managers will maintain service logs documenting all instruction and upload to SEIS ~~not less than weekly~~ as necessary to demonstrate compliance with student IEPs. The District and SCTA will meet on September 8, 2020 to discuss compliance requirements and how to meet those requirements.
- c. Special education teachers/case managers and service providers will work collaboratively with core content teachers to accommodate or adapt lessons to meet the needs of students in a distance learning environment and ensure that lessons and activities are appropriate, as documented in the

student's IEP and the recommendations identified by the ~~administration~~ IEP team.

- d. Students with disabilities will be offered continuity of learning through a variety of distance learning resources, ~~and in-person learning options~~, as appropriate.
- e. ~~For students who are placed in a Special Day Class (SDC), the District will provide both a blended learning and a distance learning option. This is due to the small number of students in these classes, which allows for students to maintain safe physical distancing, while still being at a physical school site for instruction. Parents of students enrolled in the District's SDC programs will also have the option to enroll their child in the District's distance learning option. However, should they choose to enroll in the distance learning options, there will be changes to the manner and delivery of special education services, as necessary, in an online environment.~~
- f. ~~Related Service Providers (Adapted PE, etc.), will prepare appropriate distance learning activities that can be performed by students at home, as appropriate, to provide students with the opportunity to work on specific skill areas to provide educational benefit, maintain current progress, and prevent regression towards identified goals. All Related Service Providers will maintain service logs and upload them to SEIS no less than weekly.~~
- gf. Virtual tools (compliant with the Americans with Disabilities Act as required) will be used to hold any necessary IEP meetings and to meet and collaborate on a student's IEP, to the extent allowed by law.
- hg. School Psychologists ~~and mental health counseling staff~~ and social workers will provide virtual or telephone appointments to students for social, emotional and/or behavioral needs as deemed necessary ~~by the District in consultation with the psychologists~~, as well as communicate with families to provide support. Any appointments scheduled may be conducted by telephone or virtual tools, to the extent allowed by law and as appropriate given the student's needs. Service logs will be maintained and uploaded to SEIS not less than weekly.
- ih. Counselors will provide virtual or telephone appointments to students for academic counseling, monitoring, and guidance as well as college/career questions. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as deemed appropriate, to the extent allowed by law and as appropriate given the student's needs. Service logs will be maintained and upload as required.

- ji. Speech and Language Pathologist will provide individual and/or group virtual lessons. These lessons may be conducted via email, by telephone, or other virtual tools, as deemed appropriate, to the extent allowed by law.
- kj. The Parties agree to meet at the request of either party to discuss implementing guidance from the California Department of Education and/or United States Department of Education in order to ensure that the District provides equitable and appropriate education for students with special needs.

7. Monitoring Student Engagement and Attendance

- a. Consistent with Education Code section 43504, unit members will monitor student engagement and attendance as follows:
 - i. Track daily participation for each student on each schoolday for which distance learning is provided using the tracking system determined by the District. Daily participation may include participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents or guardians.
 - ii. Maintain a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participating, and tracking assignments in a manner that seeks to minimize the loss of instructional time provided to students.
 - iii. For students who are not engaged in distance learning, unit members will follow the District's written procedures for tiered reengagement strategies, including but not limited to verification of current contact information, daily notification to parents/guardians of absences, plan for outreach with the student, and, when feasible, transitioning the student to full time in person instruction.
- b. Unit members will regularly communicate with parents/guardians regarding students' academic progress.

8. Communication with Parents/Guardians and Students

- a. Unit members will check their District email daily during the regular work week and respond to emails from parents and students that require a response during the regular work week and during contracted work hours within 24 hours.
- b. Unit members will not be required to provide personal cell phone numbers or email addresses in communications with parents or students.

- c. Every Monday, or the first workday after if Monday is a holiday, unit members will inform parents/students on a form provided by the District of their instruction schedule, their learning intentions for each day of the week, the unit member’s availability to provide support through Targeted Structured Support or other means, and dates on which assignments and curriculum will be disseminated and due to be returned during the week. The teacher’s individual schedule and availability will align with the instructional schedule established by the District to meet health and safety protocols as State and county officials.
- d. Unit members will hold a virtual back to school night for parents and guardians to share important updates about their class, expectations for students, critical dates, and student activities.

9. Grading and Feedback to Students During Distance Learning

Unit members will grade students consistent with the District’s grading processes as set forth in Education Code and District policies and regulations [5121](#).

10. Evaluation, Support, and Feedback to Employees During Distance Learning

~~All of the provisions of the CBA regarding evaluations will continue to apply to certificated bargaining unit members during the 2020-2021 school year and any evaluation-related meetings or observations that are typically conducted in person will be held virtually while the District is engaged in a full distance learning model.~~

Temporary and Probationary employees, and employees who received a “does not meet performance standards” evaluation and/or was placed on an improvement plan in either the 2018-2019 and/or 2019-2020 school years, will be evaluated during the 2020-2021 school year and any evaluation-related meetings or observations that are typically conducted in person will be held virtually while the District is engaged in a full distance learning model. The evaluation will take into account the changed working conditions as a result of distance learning and its impact on the employee per Article 6.1.9 of the Collective Bargaining Agreement.

The District recognizes that many bargaining unit members have children and family circumstances that may result in occasional unexpected interruptions to instruction. Unit members shall not be subject to discipline if and when instruction is occasionally interrupted by such circumstances.

11. Equipment, Training, and Technical Support for Distance Learning

- a. The District will ~~continue to~~ provide computers and work with unit members, including child development, who have internet connectivity

issues so that they can continue to deliver distance learning ~~as was done in Spring 2020~~. Unit members will maintain District equipment in good repair and order but will not be liable for damage to District equipment that occurs for reasons beyond the unit member's control.

- b. Unit members ~~are not authorized to~~ who incur additional personal expenses due to distance learning and ~~should~~ who cannot use existing District technology and equipment at a school site specified by the District, may submit a request for reimbursement consistent with the District's Board Policy 3350 up to a total of \$100 for the 2020-2021 school year.
- c. The District will provide unit members with online access to District provided technical support. This may include access to technical support personnel, helplines, and other technical support from District vendors and/or staff, as well as instruction on distance learning platforms and instructional materials. Technology/instructional on call support will be available to staff during their regular work hours for any distance learning support needed.
- d. District employees using district-provided technology, whether hardware or software, including district networks, emails, and applications, are included within the parameters of the District's Acceptable Use Policy, previously signed by all unit members; thus, unit members acknowledge that, using their own personal devices (e.g., mobile phone, laptop, etc.) and internet, but using District-provided applications, makes the District's Acceptable Use Policy applicable. Unit members agree to comply with the District's Acceptable Use Policy when working remotely (e.g. using District provided e-mail, logging into district resources (e.g., Google Drive) etc.).
- e. District Board Policy 4132 and applicable laws will govern ownership of works created by employees during distance learning.

12. Employee Work Hours

- a. While engaged in distance learning, unit members are expected to continue to work their regular work hours (~~6.5 hours for classroom teachers unless otherwise as stated in the CBA and 8.0 hours for nonclassroom educators or prorated portion thereof for part time employees~~) in which they will provide the required daily instructional minutes to students, and ~~to~~ engage in planning and preparation time, participate in IEP meetings, and collaboration time with their colleagues, in addition to responding to student and parent emails, phone calls, and questions, and participating in faculty meetings and professional development.

The schedule of part-time bargaining unit members will be proportionately reduced in accordance with the staff member's full time equivalency.

The daily start times for instruction with students shall commence at the same time as the bell schedule start time that was in effect at the beginning of the 2019-20 school year.

- b. Unit members will have the ability to access their school site and classroom while the District is using the distance learning model for purposes of facilitating distance learning and teaching from their classroom, provided they follow any state and federal orders regarding physical distancing and health and safety measures.
- c. All necessary adults who supervise and support, teach, or assist in the classroom such as administrators, prep teachers, RSP teachers, and paraprofessionals should be given access as a student in to the Google Classroom to allow them to perform their duties and support the classroom teacher. Administrators shall be provided with access to observe live virtual platforms. In the interest of mitigating any potential interruptions/disruptions to the instruction, the administrator will notify the unit member prior to the start of school on the day of the visit.

- 13. Health and Safety. [See District's July 2 proposal as revised on July 10, 2020]**
- 14. Distance Learning Workgroup. The Chief Academic Officer or designee will meet with SCTA leaders twice monthly to discuss curriculum and instructional matters related to distance learning.**
- 15. Limited Agreement. This MOU addresses only the distance learning aspects of reopening schools for the 2020-2021 school year and does not preclude continued discussions between the District and SCTA on other working conditions related to the reopening of schools.**
- 16. Term of Agreement. This MOU expires on June 30, 2021, unless the Parties mutually agree to extend it.**

Attachment A

The updated scope and sequences in math and ELA are as follows:

- [20-21 Scope and Sequence for ELA](#)
- [20-21 Scope and Sequence for Math](#)

Attachment B

PRIMARY ELEMENTARY (TK—3)

Time	Mon	Tues	Wed	Thurs-	Fri
66 minutes	Synchronous whole-group learning:- ELA / ELD	Synchronous whole-group learning:- ELA / ELD	Synchronous whole-group learning:- ELA / ELD	Synchronous whole-group learning:- ELA / ELD	Synchronous whole-group learning:- ELA / ELD
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support
45 minutes	Targeted structured support	Prep Period	Targeted structured support	Prep Period	Targeted structured support
40 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
66 minutes	Synchronous whole-group learning:- Math / Science / Social Science	Synchronous whole-group learning:- Math / Science / Social Science	Synchronous whole-group learning:- Math / Science / Social Science	Synchronous whole-group learning:- Math / Science / Social Science	Synchronous whole-group learning:- Math / Science / Social Science
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Collaborative Time	Targeted structured support

Each day includes a minimum of:

- 132 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support)

Whole-group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

INTERMEDIATE ELEMENTARY (4—6)

Time	Mon	Tues	Wed	Thurs	Fri
76 minutes	Synchronous whole group learning: ELA /ELD	Synchronous whole group learning: ELA /ELD	Synchronous whole group learning: ELA /ELD	Synchronous whole group learning: ELA /ELD	Synchronous whole group learning: ELA /ELD
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support
45 minutes	Targeted structured support	Prep Period	Targeted structured support	Prep Period	Targeted structured support
40 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
76 minutes	Synchronous whole group learning: Math /Science/ Social Science	Synchronous whole group learning: Math /Science/ Social Science	Synchronous whole group learning: Math /Science/ Social Science	Synchronous whole group learning: Math /Science/ Social Science	Synchronous whole group learning: Math /Science/ Social Science
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Collaborative Time	Targeted structured support

During distance learning, each day includes a minimum of:

- 152 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support)

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

MIDDLE SCHOOL

Depending on prep period, teachers would have 2 preps on the same day, twice a week (4 preps) and one prep on CT Thursday. This is a total of 5 preps every week.

Time	Mon	Tues	Wed	Thurs (Times adjusted for CT)	Fri
54 minutes	Period 1 Synchronous whole group learning:	Period 4 Synchronous whole group learning:	Period 1 Synchronous whole group learning:	Period 1:- 44 minutes Synchronous whole group or targeted structured support	Period 4 Synchronous whole group learning:
52 minutes	Period 2 synchronous whole group learning	Period 5 synchronous whole group learning	Period 2 synchronous whole group learning	Period 2:- 42 minutes Synchronous whole group or targeted structured support	Period 5 Synchronous whole group learning
52 minutes	Period 3 Synchronous whole group learning	Period 6 Synchronous whole group learning	Period 3 Synchronous whole group learning	Period 3:- 42 minutes Synchronous whole group or targeted structured support	Period 6 Synchronous whole group learning
40 minutes	Lunch	Lunch	Lunch	Lunch:- 40 minutes	
52 minutes	Period 1 Targeted structured support	Period 4 Targeted structured support	Period 1 Targeted structured support	Period 4:- 42 minutes Synchronous whole group or targeted structured support	Period 4 Targeted structured support
52 minutes	Period 2 Targeted	Period 5 Targeted	Period 2 Targeted	Period 5:- 42 minutes	Period 5 Targeted

	structured support	structured support	structured support	Synchronous whole-group or targeted structured support	structured support
52 minutes	Period 3 Targeted structured support	Period 6 Targeted structured support	Period 3 Targeted structured support	Period 6:- 42 minutes Synchronous whole-group or targeted structured support	Period 6 Targeted structured support
				Collaborative Time: 60 minutes	

10 minute passing periods to allow for tech access

Mon, Tues, Wed and Fri include a minimum of:

- 158 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support) – 40 minutes each for 3 subjects

Thursday includes:

- Some synchronous learning for all students in either whole group or targeted structured support sessions
- A minimum of 240 minutes of assignments to be completed asynchronously, subtract the time students have engaged synchronously – 40 minutes each for 6 subjects

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

HIGH SCHOOL

Time	Mon	Tues	Wed	Thurs (Times adjusted for CT)	Fri
61 minutes	Period 1 Synchronous whole group learning:	Period 4 Synchronous whole group learning:	Period 1 Synchronous whole group learning:	Period 1:- 51 minutes Targeted structured support:	Period 4 Synchronous whole group learning:
57 minutes	Period 2 synchronous whole group learning	Period 5 synchronous whole group learning	Period 2 synchronous whole group learning	Period 2:- 47 minutes Targeted structured support:	Period 5 Synchronous whole group learning
57 minutes	Period 3 Synchronous whole group learning	Period 6 Synchronous whole group learning	Period 3 Synchronous whole group learning	Period 3:- 47 minutes Targeted structured support:	Period 6 Synchronous whole group learning
40 minutes	Lunch	Lunch	Lunch	Lunch:- 40 minutes	Lunch
57 minutes	Period 1 Targeted structured support	Period 4 Targeted structured support	Period 1 Targeted structured support	Period 4:- 47 minutes Targeted structured support:	Period 4 Targeted structured support
57 minutes	Period 2 Targeted structured support	Period 5 Targeted structured support	Period 2 Targeted structured support	Period 5:- 47 minutes Targeted structured support:	Period 5 Targeted structured support
57 minutes	Period 3 Targeted	Period 6 Targeted	Period 3 Targeted	Period 6:- 47 minutes	Period 6 Targeted

	structured support	structured support	structured support	Targeted structured support:	structured support
				Collaborative Time: 60 minutes	

Depending on prep period, teachers would have 2 preps on the same day, twice a week (4 preps) and one prep on CT Thursday. This is a total of 5 preps every week.

Mon, Tues, Wed and Fri include a minimum of:

- ~~175 minutes of synchronous instruction for all students~~
- ~~120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support) – 40 minutes each for 3 subjects~~

Thursday includes:

- ~~Some synchronous learning for all students in either whole group or targeted structured support sessions~~
- ~~A minimum of 240 minutes of assignments to be completed asynchronously, subtract the time students have engaged synchronously – 40 minutes each for 6 subjects~~

~~Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.~~

ATTACHMENT C