

MEMORANDUM OF UNDERSTANDING  
BETWEEN WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
AND  
UNITED TEACHERS OF RICHMOND (CTA/NEA)

**Distance Online Learning for the Fall of the 2020-2021 School Year**

July 31st, 2020

This MOU is framed with a focused vision. Areas that were important to maintain within the components of this document include: Equity; Consistency of schedule; Collaboration; Professional Development; Social and Emotional Learning support; Student Interaction; Common Prep and support for teachers; opportunities for 1:1 and small group student-teacher interaction; parent-teacher communication; site flexibilities; student focused.

The District’s vision for the instructional blocks is that during this time the **students will be under the care and direction of the teacher for the duration of the teaching/learning blocks using a combination of synchronous and asynchronous teaching/learning**. This is the framework for this entire proposal and the foundation of necessary flexibility for our classroom teachers as professional educators.

The West Contra Costa Unified School District ("District", "WCCUSD") and United Teachers of Richmond ("Association", "UTR") enter this Memorandum of Understanding ("MOU") regarding the 2020-2021 School Year and transition to Distance Learning this Fall due to the COVID-19 pandemic.

The Parties recognize there is a need to close schools (“emergency school closure”) and move to an online distance learning program to allow for social distancing as recommended by public health officials in order to prevent the spread of illness arising from the coronavirus during the 2020-21 school year. Parties also recognize that they’ll have to have a second MOU which will take into consideration the return to school when it’s safe and that will detail how staff and students will return to school in person.

1. Unit members will be working from home until further notice and will begin the 2020-2021 school year in an online distance learning framework. Staff shall communicate using District email during our online distance learning implementation.
2. Unit members may have the option to work from their classroom or office space in order to provide distance learning to students. The bargaining unit member shall make a request in writing (including email) to their site/department administrator and shall not work on campus until their request has been approved and safety protocols have been ensured. Approval or denial of a request shall not be for arbitrary and capricious reasons.
  - a. A schedule shall be in place for each site/department to ensure that six feet of physical distancing can be maintained in common areas.

- b. Only the unit member shall be allowed into the classroom/office where the member is working unless express prior approval of the unit member has been granted. No non-district employees shall be allowed in the classroom/office.
  - c. The conditions of the employee working on the campus have been approved by any other bargaining units that may have working conditions impacted by the decision to work on campus.
  - d. Classrooms shall be sanitized prior to a unit member arriving.
  - e. Unit members who choose to work from their classroom/office shall wear PPE when outside of their classroom/office, maintain six feet of physical distance, and wash/sanitize hands frequently while on campus.
  - f. No unit member shall be disciplined, retaliated against, or in any way penalized for their choice of work location if approved to be on campus.
3. The District shall allow all appropriate equipment to deliver distance learning to be checked out by a Bargaining Unit Member from their classroom if the unit member deems it is necessary for instruction (e.g. technology, monitors, chairs, etc.). The unit member is responsible to move or return items unless a request is made for assistance. No reasonable request shall be denied. The unit member shall not be liable for damage to District equipment incurred through normal work activities.
4. Unit members' compensation and benefits shall not be reduced as a result of the emergency school closure for the full duration so long as they are available to work.
5. The HR 6201/Family First Coronavirus Response Act provides for qualifying leaves in addition to those leaves already provided pursuant to Federal and State statutes and the collective bargaining agreement. These leaves can be used in addition to an employee's regular leave options or in lieu of, depending on whether certain criteria are met as described in the FFCRA Employee Rights document regarding paid sick leave and expanded Family and Medical Leave under FFCRA.
6. The parties recognize that distance learning as a model will require flexibility in scheduling and for educators. In particular, recognizing that a "one-size-fits-all" approach will not work best for students, families, or educators. Site administrators will work collaboratively with Bargaining Unit Members to develop a schedule for their site that meets the following conditions:
  - a. The student instructional day shall begin at 10:00 a.m. daily, must include a 40-minute lunch and end by 3:00 PM. Sites shall utilize the following framework to create their schedules:
    - i. Elementary
      - (a) 25-minute Homeroom/Advisory/Circle Time/Morning Meeting period.
      - (b) Three (3) 45-minute Instructional Blocks + 10 total minutes passing (blocks may be combined to provide for a deeper unit of study)
      - (c) 30-minute dedicated ELD instructional period. Other students will get 30 additional minutes of instruction based on need "What I Need" (WIN)
    - ii. Secondary 3x3 block schedule
      - (a) 25-minute Homeroom/Advisory.
      - (b) Three (3) 55-minute Instructional Blocks + 10 total minutes passing
    - iii. Secondary 4x4 block

- (a) 25-minute Homeroom/Advisory.
  - (b) Three (3) or four (4) 55-minute Instruction Blocks + 10-15 total minutes passing time
- b. All schools will choose their schedule from the framework above and below. Each site ILT team will meet two weeks prior to school starting or as soon as this MOU is accepted by both parties and, in consultation with all site staff, will choose their configuration of schedule. The schedule shall be communicated as soon as possible with staff and families afterwards. Sites/ILT Teams may look at the end of this document on the appendix for samples of schedules.
- c. Each student instructional day will include a 25-minute Homeroom/Advisory/Circle Time/Morning Meeting period.
  - i. These sessions will be synchronous (“live”), meaning that students and educators will interact at the same time.
  - ii. The District will provide classroom teachers with resources for Social-Emotional Learning (SEL) lessons. These resources can include, but are not limited to optional training, sample lesson-plans, video lessons, etc. Classroom teachers will not be responsible for developing SEL curriculum on their own. Teachers shall be allowed to supplement with their own SEL curriculum.
  - iii. Educators shall take attendance in PowerSchool daily for these sessions.
  - iv. The Teacher shall provide instructional plans for students and communicate with their site administrator and parents (e.g., through the learning platform) should they need to be absent.
- d. Teachers will provide the above number of minutes of instruction daily. This instruction shall follow best practices and include multiple modalities of synchronous, small group and asynchronous (e.g., through instructional websites, recorded video/audio, written assignments or paper assignments) at the teacher’s discretion based upon the weekly posted schedule.
  - i. Preschool teachers will provide 60 minutes of content instruction per group (120 total) daily including Homeroom.
    - (a) Daily instruction includes both academic content and socialization opportunities
    - (b) 55 minutes 4 days per week for 1:1 and small group interaction
    - (c) 60 minutes weekly for parent outreach
    - (d) 3 hours weekly for staff development
    - (e) Monthly staff meetings, collaboration, and adjunct duties
  - ii. Elementary teachers (TK-6) will provide 200 minutes of content instruction daily.
    - (a) Forty-five (45) minutes blocks for instruction in mathematics, reading and writing.
    - (b) Thirty (30) minutes of designated instruction shall be provided to ELD students. Other students will get 30 minutes of asynchronous instruction based on their needs (WIN).
    - (c) Teachers may choose to integrate art, social studies and science instruction into the times stated above.
  - iii. Secondary teachers on a standard 3x3 schedule will provide either 200 or 145 minutes of content instruction daily depending upon their scheduled planning period.

- (a) Students will take 6 classes per year. During distance learning, these classes will be taught as 55-minute blocks, three blocks per day.
    - (b) Teachers will teach 5 classes per year, with one block of preparation.
    - (c) The standard schedule will be an alternating block, where students take three classes one day and three different classes the next day. All classes continue over the course of the year.
  - iv. Secondary teachers on an alternate schedule (as established by a site MOU) where students may take more than 6 classes and teachers teach 5 or 6 classes per year, depending on the MOU, will provide 145 or 200 165 minutes of instruction daily.
    - (a) Classes will be taught in four (4) 55-minute blocks.
    - (b) The standard schedule will be an alternating block, where students take three or four classes one day and three or four different classes the next day. All classes continue over the course of the year.
    - (c) Sites may elect to adopt a standard 4x4 block schedule if they can meet the requirements listed below. Students take three/four classes every day for a semester and then switch to three/four different classes for the next semester. In order to adopt such a schedule, sites must ensure that the following requirements are met:
      - 1. Students with an IEP requiring a tutorial will have a tutorial both semesters and will be required to take 4 classes.
      - 2. ELD students will have an ELD class both semesters and will be required to take 4 classes.
      - 3. Students and families will choose how many classes to take (3 or 4) each semester depending on their needs.
        - a. Students with IEPs or ELD students will have at least 2 core classes along with Special Ed and ELD support.
- 7. Teacher workdays will consist of the following components:
  - a. A minimum of one hundred (100) minutes of preparation time daily Monday - Thursday and a minimum of 75 minutes of prep time on Fridays.
    - i. In a 4x4 schedule, teachers shall utilize their free period for part of their total preparation time.
    - ii. In a 3x3 schedule, teachers will receive an additional 55 minutes of preparation time on the days when they teach two classes.
  - b. Fifty-five (55) minutes of office hours Monday-Thursday. Teachers shall have the sole discretion to use “Office Hours” for small group learning, teacher-assigned 1:1 intervention, or drop-in student support as needed to achieve learning goals.
  - c. Instructional time as described above in paragraph 6.
  - d. Lunch and breaks will be provided as required by the collective bargaining agreement.
  - e. No bargaining unit member shall be required to start their work day prior to 8:00 a.m. or finish their work day after 4 p.m. or include more minutes than required in the current UTR CBA. In the event that a unit member is required by administration to work outside these parameters, the work shall be time carded.
  - f. The Teacher Work day will also include
    - i. Sixty (60) minutes of Parent/Family Outreach once a week
    - ii. A forty-five (45) minute staff meeting once a month

- iii. A forty-five (45) minute ILT meeting monthly (ILT members only)
  - iv. Forty-five (45) minutes of site-based collaboration twice a month.
  - v. Three (3) hours of professional development, three (3) weeks per month.
  - g. Each day, teachers will post a daily agenda in their classroom management platform by 10:00 am with daily learning objectives and tasks for the day.
  - h. Every Monday, educators shall post the schedule of instruction for the week to students and families by 10:00 am (e.g., what subject, when and whether it is synchronous or asynchronous). Educators may update the schedule during the week as required.
8. A grading policy for the 2020-2021 School year will be developed in collaboration between WCCUSD and UTR and agreed upon in a separate MOU in consultation with students and administrators. The standard grading policy shall be in place until such time as a proposal has been collaboratively developed and adopted by the WCCUSD school board.
9. If a bargaining unit member chooses to provide printed materials, manipulatives, and supplies to students, the Unit Member will work collaboratively with the site administrator to develop a plan to print and distribute such materials to students. Teachers will not be required to physically distribute or collect non-electronic materials.
10. Distance learning shall include video and/or audio instruction in which the primary modes of communication between the student and instructor are on-line interaction, instructional television, video, telecourses, software/apps 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. The use of these resources will be at the discretion of the bargaining unit members/educator. The district will provide students and teachers the necessary manipulatives and supplies, as available in collaboration with site administration to support the digital instruction delivered through learning management systems and to address the varied modalities of learning. Some students require tactile materials, manipulatives and sensory support supplies so that teachers can effectively support varied learning needs and implement instruction needing hands on materials.
11. Consistent with Education Code section 51512, the parties agree that the unauthorized use of listening or recording devices in any classroom and/or office, which shall include online classrooms/offices, without the prior consent of the educator and the principal of the school is prohibited. The District is required to communicate and secure agreement from all students and parents that they will not attempt to record live/synchronous virtual instruction as a requirement of participation, prior to the start of instruction.
12. Recording of synchronous lessons is the best practice and synchronous sessions may be recorded by the bargaining unit member and made available to students as needed. It will be at the member's discretion to edit the video for length and/or privacy concerns. Educators shall have several additional options to provide instruction for students who miss a synchronous session:
- a. Provide students with a pre-recorded video that provides instruction equivalent to what was provided in the synchronous session.
    - i. Teachers with students who have IEP's or 504 plans will get additional support and training on "closed captions" if necessary or required.

- b. Provide alternate instructional content curated from other sources (such as a video or presentation) to provide the instruction equivalent to that which was missed by the student.
  - c. Schedule the student to come to office hours to receive the instruction missed.
13. As is standard practice during the regular school year site administration may “join” a virtual class. Administrators shall join classes for the purpose of supporting educators and better understanding student and class needs.
14. Classroom teachers will be required to turn in attendance through PowerSchool for Homeroom/Advisory by 3pm daily. A student can be considered present if they meet one of two requirements:
  - a. They attend a synchronous instruction session for the day.
  - b. They complete a simple asynchronous “attendance task” designed for this purpose by 2:30 pm. (e.g., Answer a simple question on their classroom management platform.)
15. Teachers shall, within 5 days, mark in PowerSchool a code to indicate whether each student was engaged in learning for that day. This code is for engagement documentation and does not impact attendance.
16. The parties agree to meet regularly and monthly to address implementing guidance from the California Department of Education as well as the Federal Department of Education in order to provide equitable and appropriate education for our students with special needs.
17. Self-contained special education teachers shall have the flexibility to schedule their learning time to meet the needs of their class.
18. Evaluations will continue for probationary teachers. The evaluation schedule for all permanent employees shall be extended by 1 year unless a unit member and site administrator agree to proceed with an evaluation this year.
19. WCCUSD shall coordinate cross-district collaboration sessions twice a month on Fridays based on subject/grade/position (ie. Counselors, Dance, DLI, RSP, Preschool, 8th grade, etc)
20. The district shall provide training on digital learning through online platforms as availability allows on a weekly basis. The district will also provide training around restorative justice practices, implicit bias, culturally responsive teaching, and other racial justice training on this same schedule. All PD will happen online. On a weekly basis, unit members shall attend up to 180 minutes of PD for three weeks of each month. The District and/or Site shall provide up to 180 minutes of PD each week. Of that time, educators may select 90 minutes of PD to replace the tech PD provided by the District or site, with site administrator approval. Approval or denial of a request shall not be for arbitrary and capricious reasons. One Friday each month shall not contain PD and shall be utilized for staff meetings, collaboration, IEPs, adjunct duties and teacher planning time. In a five-week month, sites will get an additional Friday for preparation or grading. On other Fridays where PD is not offered by the district or the site, unit members shall be able to utilize this time for preparation and grading. Please refer to appendix B for Friday Schedules. School staff together shall determine the content of the site-based PD time. WCCUSD and UTR will convene a joint PD Planning and Implementation Committee to determine the appropriate PD offerings, monitor efficacy, and redesign the PD schedule and content as necessary to support teaching and learning. For the 2020-

2021 school year the 12-hour Self Directed PD requirement and 12/10-hour Student Assessment requirement shall be considered met.

21. Each site will develop and adapt their schedule for collaboration in accordance with Article 46.2.
22. Site administrators shall offer support to permanent teachers that need additional support in distance learning, are in the PAR program, or were scheduled to have a second-year evaluation with the necessary coaching and support as needed.
23. Monday, August 17th 2020 - Friday August 21 will be modified with no office hours or parent outreach scheduled to allow for educator-driven online preparation. Back to School Nights shall be August 18th for Elementary, August 19th for Middle School, and August 20th for High School for a parent/student orientation to what the classroom will look like for them this Fall. This will all be done online and from home. Educators shall prepare a Back to School Night presentation, including (at minimum) a video and/or still image and voice of the educator. This presentation shall be shared with families that were not able to attend the synchronous session. During the first two weeks of school, school staff including teachers will have a primary focus on community building, relationship development and assessment of students. There will not be an expectation of delivering only core content every minute of the instructional day for the first two weeks as we build community, meet families, learn the tech tools and prepare content. Teachers will have flexibility to use their instructional time during these first two weeks to build classroom community through a variety of different models-small group activities, one to one time and other classroom activities.
24. Adjunct Duties shall not be scheduled for at least one month from the beginning of the school year, with the exception of site SSC and site ILT teams. After the first month of school, committees may resume and meet once a month through an online process.
25. The parties agree to meet at the request of either party to address implementing guidance from the CDE and/or Federal Department of Education in order to provide equitable and appropriate education for students with special needs. Special education teachers will work collaboratively with core content teachers via a virtual platform to ensure that adapted lessons and activities meet the needs of student's IEPs in a digital learning environment. General education core content teachers will be provided a student's IEP at a glance or 504 plan in order to provide mandated accommodations and adapt lessons as appropriate.
26. Students with moderate to severe disabilities will be provided continuity of learning through a variety of distance learning resources, as appropriate. This enables all students access to the same learning opportunities.
27. Related Service Providers (Adapted PE, etc.), will prepare appropriate distance learning activities that can be performed at home.
28. Virtual tools shall be used to hold any necessary IEP meetings and to meet and collaborate on a student's IEP.

29. School Psychologists may provide appointments for students for social emotional and/or behavioral needs as deemed necessary by the psychologists and IEP, as well as communicate with families to provide support. Any appointments scheduled may be conducted by telephone or virtual tools.
30. Counselors may provide individual and/or group tele-counseling as deemed feasible by the counselor for academic counseling and/or social/emotional/mental health counseling. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate, pending guidance around the FERPA guidelines regarding privacy and confidentiality especially with regard to social/emotional/mental health counselor/student meetings.
  - a. The District will provide Counselors with training on all the online platforms that teachers will be using for Distance Learning (i.e. Google Classroom, etc.)
  - b. The District will provide each counselor a licensed Zoom account that will be used for virtual counseling. District will also ensure that each counselor is provided with a working laptop.
  - c. The District will provide training to address tele-therapy and other legal issues that pertain to online learning including FERPA compliance.
  - d. Middle school and high school counselors will follow the “*Monthly Duties for Middle/High School Counselors*” shared district document as well as the ASCA Virtual School Counseling guidelines, including the recommendation for 80% direct/indirect services to students.
  - e. Across-district collaboration time will be built into the weekly/monthly schedule so that counselors may share best practices with each other.
  - f. Counselors shall schedule synchronous interactions with students as needed.
  - g. Per the WCCUSD Certificated Start/Stop calendar 2020-2021, counselors officially start the year August 13th. Counselors may opt to work up to 5 days prior, as agreed upon with site admin, in order to work on master schedule.
31. The IEP is written for in-person instruction, and as such, implementation may need to be adjusted during Distance Learning. However, in accordance with AB77 and SB98, special education teachers and support providers (speech, psychologists, APE, VI, DHH, O&M, etc.) must determine how to provide services for each individual student on their caseload in a manner that:
  - a) fulfills the last agreed upon IEP to maximum extent possible, given the limitations and differences in Distance Learning
  - b) is designed to allow meaningful progress on goals
  - c) provides students with daily live interaction with certificated staff and peers
  - d) mirrors the district's plan for Distance Learning for all students
  - e) is clearly communicated to parents in writing, allows parents to disagree with the district's proposal, and provides a process to resolve disagreements to ensure parent participation and continued access to services and supports
  - f) is explicitly reviewed no less frequently than during the student's annual IEP
1. No federal waivers have been provided for any requirements of FAPE, including timelines for annual and transition IEPs, parent requests for IEPs, and initial and triennial IEPs.



- a. The district will work with local county schools and the health department to determine when and how in-person assessment may be conducted in a manner that is safe and yields valid results, and will work with membership and district leadership to create the conditions under which in-person assessment can resume.
    - b. Separate guidance will be provided, updated, and regularly communicated to unit members within the special education department regarding procedures for addressing initial and triennial timelines. In the interim, case managers will adhere to annual, transition, 30 Day Review of Placement, and parent requested IEP meeting timelines, holding IEPs via video conference format (Zoom or Google Meet).
    - c. The district will support case managers to obtain translation / interpreting support for families for both written and oral content, and will provide case managers access and training in obtaining electronic signatures on documents. Copies of documents will be provided electronically for parents. If a parent requests hard copies, the Special Education Department Office will generate and send these, per written case manager request to the appropriate program Director.
  2. Case managers will work with site administrators to ensure legally required member participation in IEP meetings to include administrator and general education teachers.
  3. The Special Education Department will work with special education providers to ensure that providers and families have access to appropriate instructional and support materials to support meaningful access to learning and progress in a distance learning environment, and to fulfill student IEPs. Providers will be given training on any platforms (Seesaw, Google Classroom, etc.) used to support students with IEPs.
  4. Special education teachers and service providers will be provided training in the use of:
    - a. SEIS Service Tracker (teachers and non Medi-Cal providers), or
    - b. SBR (Medi-Cal providers) to log services provided per the Individual Student Learning Plan for Distance Learning.
    - c. Service logs will be maintained on a weekly basis.
  5. Designated services will begin on September 1, 2020 after an Individualized Student Learning Plan (ISLP) is sent home. Services will be provided on a regularly scheduled basis to support student engagement. Service delivery model should, to the extent feasible, reflect the IEP.
    - a. This schedule will be made in consultation with the case manager and parent, making an effort to avoid pulling students out of core instructional blocks.
    - b. Students will be marked as absent if they do not join the session within 15 minutes.
    - c. Missed sessions due to student absence do not need to be made up, but the Service Tracking Log or SBR must be completed to reflect the attempt to provide service.
32. Recognizing that providing quality distance learning to a combination class is especially challenging, given that teaching two separate grade levels and curricula limits synchronous instruction for students, the district shall
- a. make every effort to reduce the number of combination classes, including displacing students into other schools within the same family, as needed and,

- b. provide a \$1000 stipend to every teacher who is assigned a combination class.
  - c. be given access to all Teacher Manuals for curriculum in both grade levels they teach, as well as student books in both grade levels, in addition to any online curriculum resources available.
33. Prep Teachers will teach the same amount as a classroom teacher of 200 minutes a day as a combination of synchronous and asynchronous teaching. Prep teachers will provide their normally assigned enrichment education (e.g. Computer, Physical Education) to students. In the event that a prep teacher’s normal weekly schedule does not equal the same amount as a classroom teacher, the prep teacher shall work with administration to provide ELD/WIN support at the site, or work with small groups of students on targeted needs. In lieu of the sixty (60) minutes of Parent/Outreach that classroom teachers are required to do weekly, the Prep Teacher shall provide one hour a week of Professional Development for families on platforms/apps used in the classrooms. If a prep teacher supports multiple sites, this requirement may be met by a single session, provided it is available to all sites within the prep teachers assignment. Prep teachers shall be supported by the EDTechTeam in WCCUSD.
34. Librarians will be working in collaboration to develop programs for students at the sites such as “book clubs” on a monthly basis. Librarians shall also work with the site administrators and central office on a book check out program for students to check out and pick up. Librarians should be able to present these plans to WCCUSD by early September. WCCUSD shall provide any PPE equipment needed, as determined by the joint labor-management health and safety implementation committee, and shall support any precautions to not expose our staff members. Librarians shall also support the sites with the passing out of technology and textbooks if required and exchange of computers for students. Librarians shall work with the site admin, office staff and technology department on this issue. Librarians shall be available to support classroom teachers within their given learning platform as requested by the teacher and in consultation with the Librarian.
35. VAPA (Visual and Performing Arts) educators shall have access to their classrooms/work areas (ie: dance studio, theater) for the purposes of recording demos/instruction for students as outlined in Section 2 of this agreement. Administrators shall support VAPA educators by communicating to families that VAPA electives are essential and graded components of the distance learning program.
- a. Elementary VAPA educators who support multiple sites shall have the ability to host cross-site synchronous instruction (ie: beginning band, intermediate band) in order to ensure that students have the most access to synchronous group instruction possible. Elementary VAPA educators shall work with their assigned sites to schedule synchronous learning opportunities that do not conflict with classroom teachers’ synchronous schedules at the site(s) they serve.
  - b. Recognizing the financial, logistical, and health/safety challenge of students sharing instruments and supplies, the district and UTR shall convene a working group of VAPA educators to provide guidance as to how necessary materials that cannot be readily purchased 1:1 for students (ie: piano, guitar, Adobe Photoshop capable technology) can be safely checked in/out by students throughout the year in order to facilitate more hands-on practice within the distance learning environment.

36. Recognizing the unique position Preschool teachers are in, WCCUSD Preschool department shall follow all guidance from the California Dept of Education for early-childhood education. Preschool teachers shall take attendance twice daily (once for each group of students served) during “Circle Time/Morning Meeting”. The regularly scheduled time for Circle/Morning Meeting shall be determined by the Preschool teacher regarding when it best fits with each student group’s routine. Once scheduled, Circle/Morning Meeting time shall be consistent and communicated to parents.

Recognizing the specific challenge of technology for young learners, site administrators and the Preschool Department shall support Preschool teachers by communicating to parents regarding technology training prior to the beginning of school and throughout the year as needed. In accordance with Section 7b of this agreement, Preschool teachers shall have the sole discretion in using Office Hours to provide 1:1, small group, or drop-in instruction and intervention with students and/or families.

37. Recognizing that providing quality distance learning to a DLI class is especially challenging, given that teaching two separate languages and curriculum limits synchronous instruction for students, the district shall
- a. provide a \$1000 stipend to every teacher who is assigned a DLI class.
  - b. be given access to all Teacher Manuals for curriculum in both languages they teach, as well as student books in both languages, in addition to any online curriculum resources available.
  - c. Provide DLI teachers with access to TCWP Spanish-language materials. Ed Services will work with a team of teachers (UTR) to review and purchase additional English language learner adaptive online software.

Furthermore, site administrators and teachers shall,

- d. support DLI class teachers by communicating to families that students in DLI classes may receive less learning opportunities in Spanish based on the availability of materials and curriculum
38. Educators will use the district-supported Learning Management systems (LMS) to track and assign work during Distance Learning. For students in grades PK-2, the district-supported LMS is Seesaw. For students in grades 3-12, the district-supported LMS is Google Classroom. Sites that have invested in other LMS tools may work with the District to adopt (through a site-based MOU) an alternative LMS that is universally utilized by all educators at that site. Teachers of 2nd/3rd combination classes and self-contained classrooms will be able to choose the LMS that works best for their students and families. School sites may also use additional communication tools to communicate with families and students which include but are not limited to Remind, Class Dojo, etc at their discretion. Special Education providers (RSP, Speech, APE, etc.) will be given co-teacher access as needed to serve their students. Access to a unit member’s platform (Seesaw, Google classroom, etc.) shall be limited to the educator, their direct administrator, and the specific RSP or related services provider(s) who supports the students in their classroom. No other individuals shall be given access to the educator’s platform without express consent from the educator.

39. Alternative education structure and schedule will be developed in collaboration between WCCUSD and UTR and agreed upon in a separate site MOU with consultation of students and administrators.
40. Teachers will be required to administer student assessments for math, reading, and writing as defined by the Teaching and Learning Department. The site ILT will coordinate with district staff the types of assessments that are appropriate for these content areas. The assessment policy will be developed in conjunction with the grading policy.
41. The Furlough Day on August 12 shall be restored for site-driven activities under the direction of site administration in collaboration with the site ILT until 1 p.m. The rest of the workday is given for unit members to initiate an introductory phone call to the parents and students in their home room or caseload. These calls may be made at a different time before the first day of school. Specialists will work to prepare for the provisions and services necessary for distance learning based upon their job classification.
42. A second Back to School Night shall be added to the calendar on January 19th (Elementary), 20th (Middle), and 21st (High School). These school days shall be minimum days.
43. In the event the State of California deems alternative requirements for schools in response to COVID-19, the parties agree to immediately initiate negotiations on the impacts.
44. The Parties understand the coronavirus (COVID-19) pandemic situation is very fluid and mutually agree to review the provisions of the MOU, as necessary if changes come from county, state, or federal offices.
45. This MOU resolves the negotiable effects of school opening in an online digital learning model due to the coronavirus (COVID-19). The District and/or Association reserve the right to negotiate any additional impacts in the 2020-2021 school year.

This MOU shall expire on June 30, 2021 or at the conclusion of this coronavirus crisis or conclusion of online learning but may be extended by mutual written agreement or superseded by a subsequent MOU.

The undersigned represent that they are authorized to execute this MOU on \_\_\_\_\_, 2020.

For the District:

For the Association:

\_\_\_\_\_  
Tony Wold, WCCUSD

\_\_\_\_\_  
Marissa Glidden, UTR

**Appendix A - Site Sample Schedules**

**TEACHER - ELEMENTARY SCHEDULES**

TEACHER - ELEMENTARY SCHEDULE - Sample Option A					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20-10:00	PREP	PREP	PREP	PREP	Prep (8:20 - 9:00)
					Family Outreach (9:00 - 10:00)
10:00 -10:25	Homeroom /advisory	Homeroom /advisory	Homeroom /advisory	Homeroom /advisory	Homeroom /advisory
Block 1 10:30-11:15	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Prep (10:25 - 11:00)
Block 2 11:20 -12:05	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
Lunch 12:05 -12:45	Lunch	Lunch	Lunch	Lunch	
ELD Block 12:45 - 1:15	ELD / WIN	ELD / WIN	ELD / WIN	ELD / WIN	Lunch (12:30 - 1:30)
Block 3 1:20-2:05	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05-3:00	Office Hours	Office Hours	Office Hours	Office Hours	

TEACHER - ELEMENTARY SCHEDULE - Sample Option B					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20-10:00	PREP	PREP	PREP	PREP	Prep (8:20 - 9:00)
					HR/Adv (9:00 - 9:25)
					Family Outreach (9:25 - 10:25)
Block 1 10:00-10:45	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Prep (10:25 - 11:00)
Block 2 10:50 -11:35	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
11:40 -12:05	Homeroom /advisory	Homeroom /advisory	Homeroom /advisory	Homeroom /advisory	
12:05 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch (12:30 - 1:30)
ELD Block 12:45 - 1:15	ELD / WIN	ELD / WIN	ELD / WIN	ELD / WIN	
Block 3 1:20 -2:05	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05-3:00	Office Hours	Office Hours	Office Hours	Office Hours	

TEACHER - ELEMENTARY SCHEDULE - Sample Option C					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20-10:00	PREP	PREP	PREP	PREP	Prep (8:20 - 9:35)
					Homeroom /advisory (9:35-10:00)
Block 1 10:00-10:45	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Family Outreach (10:00 - 11:00)
Block 2 10:50 -11:35	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	
11:35-12:15	Lunch	Lunch	Lunch	Lunch	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
12:15 - 12:40	Homeroom /advisory	Homeroom /advisory	Homeroom /advisory	Homeroom /advisory	
Block 3 12:45 - 1:30	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	Lunch (12:30 - 1:30)
ELD Block 1:35 - 2:05	ELD / WIN	ELD / WIN	ELD / WIN	ELD / WIN	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05-3:00	Office Hours	Office Hours	Office Hours	Office Hours	

**TEACHER SECONDARY SCHOOL SCHEDULE 3x3<sup>1</sup>**

Proposed Schedule 3x3 - Sample Option A					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-10:00	PREP	PREP	PREP	PREP	PREP (8:15 - 9:00)
					Family Outreach (9:00 - 10:00)
10:00 - 10:55	Block 1	Block 4	Block 1	Block 4	Homeroom / Advisory (10:00-10:25)
					Prep (10:25 - 11:00)
11:00 - 11:55	Block 2	Block 5	Block 2	Block 5	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
12:00 - 12:25	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	
12:25 - 1:05	LUNCH	LUNCH	LUNCH	LUNCH	Lunch (12:30 - 1:30)
1:05 - 2:00	Block 3	Block 6	Block 3	Block 6	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05-3:00	Office Hours	Office Hours	Office Hours	Office Hours	
3:00-5:00	clubs/after school	clubs/after school	clubs/after school	clubs/after school	clubs/after school

Proposed Schedule 3x3 - Sample Option B					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-10:00	PREP	PREP	PREP	PREP	PREP (8:15 - 9:00)
					Homeroom / Advisory (9:00 - 9:25)
10:00 - 10:25	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Family Outreach (9:25 - 10:25)
10:30 - 11:25	Block 1	Block 4	Block 1	Block 4	PREP (10:25 - 11:00)
11:30 - 12:25	Block 2	Block 5	Block 2	Block 5	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
12:25 - 1:05	LUNCH	LUNCH	LUNCH	LUNCH	Lunch (12:30 - 1:30)
1:05 - 2:00	Block 3	Block 6	Block 3	Block 6	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05-3:00	Office Hours	Office Hours	Office Hours	Office Hours	
3:00-5:00	clubs/after school	clubs/after school	clubs/after school	clubs/after school	clubs/after school

<sup>1</sup> In each 3x3 schedule, teachers will teach only 5 of the 6 blocks. The 6th block will give them additional preparation time two days a week.

Proposed Schedule 3x3 - Sample Option C					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-10:00	PREP	PREP	PREP	PREP	PREP (8:15 - 9:35) Homeroom / Advisory (9:35-10:00)
10:00 - 10:25	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Family Outreach (10:00 - 11:00)
10:30 - 11:25	Block 1	Block 4	Block 1	Block 4	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
11:30 - 12:25	Block 2	Block 5	Block 2	Block 5	
12:25 - 1:05	LUNCH	LUNCH	LUNCH	LUNCH	Lunch (12:30 - 1:30)
1:05 - 2:00	Office Hours	Office Hours	Office Hours	Office Hours	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05 -3:00	Block 3	Block 6	Block 3	Block 6	
3:00-5:00	clubs/after school	clubs/after school	clubs/after school	clubs/after school	clubs/after school

**TEACHER SECONDARY SCHOOL SCHEDULE 4x4<sup>2</sup>**

SCHEDULE 4x4 - Sample Option A					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-9:05	PREP	PREP	PREP	PREP	PREP (8:15 - 9:00)
9:05-10:00	Office Hours	Office Hours	Office Hours	Office Hours	Family Outreach (9:00 - 10:00)
10:00 -10:55	Block 1	Block 5 (or 1)	Block 1	Block 5 (or 1)	Homeroom / Advisory (10:00-10:25)
11:00- 11:55	Block 2	Block 6 (or 2)	Block 2	Block 6 (or 2)	Prep (10:25 - 11:00)
12:00 - 12:25	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
12:25- 1:05	LUNCH	LUNCH	LUNCH	LUNCH	Lunch (12:30 - 1:30)
1:05 - 2:00	Block 3	Block 7 (or 3)	Block 3	Block 7 (or 3)	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05-3:00	Block 4	Block 8 (or 4)	Block 4	Block 8 (or 4)	
3:00-5:00	clubs/after school	clubs/after school	clubs/after school	clubs/after school	clubs/after school

<sup>2</sup> In each 4x4 schedule, teachers will teach only 3 blocks per day. The fourth block will be their additional preparation time.



SCHEDULE 4X4 - Sample Option B					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-9:05	PREP	PREP	PREP	PREP	PREP(8:15 - 9:00)
9:05-10:00	Office Hours	Office Hours	Office Hours	Office Hours	Family Outreach (9:00 - 10:00)
10:00 -10:25	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory (10:00-10:25)
10:30- 11:25	Block 1	Block 5 (or 1)	Block 1	Block 5 (or 1)	Prep (10:25 - 11:00)
11:30 - 12:25	Block 2	Block 6 (or 2)	Block 2	Block 6 (or 2)	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
12:25- 1:05	LUNCH	LUNCH	LUNCH	LUNCH	Lunch (12:30 - 1:30)
1:05 - 2:00	Block 3	Block 7 (or 3)	Block 3	Block 7 (or 3)	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05 - 3:00	Block 4	Block 8 (or 4)	Block 4	Block 8 (or 4)	
3:00-5:00	clubs/after school	clubs/after school	clubs/after school	clubs/after school	clubs/after school

SCHEDULE 4X4 - Sample Option C					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-9:05	PREP	PREP	PREP	PREP	PREP (8:15 - 9:35)
9:05-10:00	Office Hours	Office Hours	Office Hours	Office Hours	
10:00 -10:25	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Homeroom / Advisory	Family Outreach (10:00 - 11:00)
10:30- 11:25	Block 1	Block 5 (or 1)	Block 1	Block 5 (or 1)	Race, Equity and Inclusion Professional Learning and Outreach (11:00 - 12:30 PM) Site / District
11:30 - 12:25	Block 2	Block 6 (or 2)	Block 2	Block 6 (or 2)	
12:25- 1:05	LUNCH	LUNCH	LUNCH	LUNCH	Lunch (12:30 - 1:30)
1:05 - 2:00	Block 3	Block 7 (or 3)	Block 3	Block 7 (or 3)	Staff Development (Tech Tools, Job Alike, Content) (1:30-3:00 PM) Site / District
2:05-3:00	Block 4	Block 8 (or 4)	Block 4	Block 8 (or 4)	
3:00-5:00	clubs/after school	clubs/after school	clubs/after school	clubs/after school	clubs/after school

**Appendix B - Friday PD schedule**

	Week 1	Week 2	Week 3	Week 4	Week 5
11-12:30	Race/Equity (central)	Race/Equity (site)	Race/Equity (central/site)	Site Time (Adjunct Duties, Staff Meeting, Collaboration, etc)	<a href="#"><u>Prep/Grading</u></a>
1:30-3	Staff Dev (tech tools, job alike, etc) – Site/Central	Staff Dev (tech tools, job alike, etc) – Site/Central	Staff Dev (tech tools, job alike, etc) - Central	Site Time (Adjunct Duties, Staff Meeting, Collaboration, etc)	<a href="#"><u>Prep/Grading</u></a>

**Appendix C - Student Sample Schedules**

**EXPLANATION:** In an effort to bring more clarity to what the teaching/learning blocks could look like during Distance Learning, below is an attempt to clarify what it could look like for **students to be under the care and direction of the teacher for the duration of the teaching/learning blocks using a combination of synchronous and asynchronous teaching/learning. This is only a sample for illustrative purposes only.**

**ELEMENTARY EXAMPLE:**

25 min	Homeroom/advisory	Homeroom/advisory	Homeroom/advisory	Homeroom/advisory
<b>Block 1 45 min</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning
<b>Block 2 45 min</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning
<b>Block 3 45 min</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning
<b>ELD 30 min</b>	ELD / WIN (Small Group)	ELD / WIN (Small Group)	ELD / WIN (Small Group)	ELD / WIN (Small Group)

Examples of how the Teaching Blocks might look both daily and weekly: Example A--Elementary

<b>25 Min</b>	<b>Homeroom/Advisory/Class Meeting</b>	
<b>Block 1</b>	<b>Reading, Writing, &amp; Phonics Workshop</b>	
	Mini Lesson videos	No longer than 10 min total. For Reading and Writing
	Most students Independent Reading/Writing/Phonics work/Some with teacher as needed for Small groups/conferencing	30 min: Teacher teaches small groups/conferences while kids read, write, complete word study
	Closing	5 min
<b>Block 2</b>	<b>Math</b>	
	Number Talks ( <a href="#">SFUSD</a> , <a href="#">K-5</a> , <a href="#">WODB</a> , <a href="#">Visual Patterns</a> , <a href="#">Would you Rather</a> )	10 min
	<ul style="list-style-type: none"> <li>● Interactive teacher-supported lesson that includes multiple opportunities for small group discussion and formative assessment.                             <ul style="list-style-type: none"> <li>○ Textbook problems</li> <li>○ Math tasks from <a href="#">Illustrative Math Three-Act Tasks</a> <a href="#">youcubed</a></li> </ul> </li> <li>● Online math programs (Zearn, Khan Academy, My Math, Big Ideas, IXL, etc.) as assigned by teacher.</li> </ul>	30 min
	Wrap Up (reflection, exit ticket) as additional formative assessment	5 min
<b>Block 3</b>	<b>Reading/ Writing {Integrated Science/Social Studies}</b>	
	<i>Taught through blended learning apps and inquiry-based instruction. Teacher supports small groups during this time, based upon needs.</i>	
	Phenomena-based Intro / 5E “Engage”	5 - 10 min
	Video (Mystery Science?) or Demo (optional w/discussion)	10 - 15 min
	Activity / Check for understanding - Diagram or art w/vocab, home project, submit photo/video with text or voice explanation, etc.	20 - 25 min
<b>Closing Meeting</b>	Whole class meeting - questions and clarifications.	
<b>ELD</b>	ELD / WIN (30 Minutes - Small Group) <b>Designated ELD:</b> Teacher Made targeted lessons tied to content area lessons <a href="https://readingandwritingproject.org/news/english-language-development-toolkit-for-units-of-study">https://readingandwritingproject.org/news/english-language-development-toolkit-for-units-of-study</a> (specific resources are available through login that our teachers have).	

**SECONDARY EXAMPLE:**

25 Min	<b>Homeroom/Advisory</b>	
<b>Math Example</b>	Number Talks ( <a href="#">SFUSD, 6-8</a> , <a href="#">WODB</a> , <a href="#">Visual Patterns</a> , <a href="#">Would you Rather</a> )	10 min
	<ul style="list-style-type: none"> <li>● Interactive teacher-supported lesson that includes multiple opportunities for small group discussion and formative assessment.                             <ul style="list-style-type: none"> <li>○ Textbook problems</li> <li>○ Math tasks from <a href="#">Illustrative Math Three-Act Tasks youcubed</a></li> </ul> </li> <li>● Online math programs (Pearson, Khan Academy, Big Ideas, IXL, etc.) as assigned by teacher.</li> </ul>	30 min
	Wrap Up (reflection, exit ticket) as additional formative assessment.	5 min
<b>Science Example</b>	Phenomena-based intro / 5E “Engage” / whole or small group Discussion	10 min
	Lesson - Google Slide deck, video/demo, reading, home or outdoor activity, model/diagram, etc.	30 min
	Wrap Up (reflection, exit ticket) as additional formative assessment.	5 min

## SAMPLE K-12 Speech Language Pathologist (SLP) SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:30-10:00</b>	PREP	PREP	PREP	PREP	<b>IEP Development (240 minutes/month)</b>
<b>10:00-10:30</b>	Teaching/Learning <sup>3</sup>	Teaching/Learning	Teaching/Learning	Teaching/Learning	
<b>10:45 - 11:15</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	
<b>11:30 - 12:00</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	<b>Evaluations (660 minutes/month)</b>
<b>12:00 - 12:30</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	
<b>12:30 - 1:00</b>	Lunch	Lunch	Lunch	Lunch	Lunch (30 minutes/day)
<b>1:00-1:30</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	<b>Professional Development (180 minutes/weekly) *Three times a month</b>
<b>1:45-2:15</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	
<b>2:30-3:00</b>	Teaching/Learning	Teaching/Learning	Teaching/Learning	Teaching/Learning	<b>Collaboration with IEP Team or with other SLPs (60 minutes) *Once a month for each group</b>
<b>3:15-3:45</b>	Documentation of services provided	Documentation of services provided	Documentation of services provided	Documentation of services provided	<b>Once a month department meeting (60 minutes) 3:00-4:00</b>
<b>3:45-4:00</b>	Family Outreach	Family Outreach	Family Outreach	Family Outreach	<b>Once a month site meeting (60 minutes/schedule will be site based)</b>

**\*\*\*Sample for 1:00-4:00 Block (on Fridays)**

- Weeks 1/2 /3 District or Department led PDs (1:00-4:00)
- Week 4 Collaboration with IEP Team (1:00-2:00)
- Week 4 Collaboration with other SLPs across the District (2:00-3:00)
- Week 4 Department meeting (3:00-4:00)
- Week 4 Site staff meeting (time and will depend on site schedule)

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<sup>3</sup> As Per Article 52.2.5: “Special Education-related activities such as IEP meetings shall be conducted during the normal workday, whenever feasible.”

**CAMERON SPEECH-LANGUAGE PATHOLOGIST  
SAMPLE SCHEDULE**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:30-10:00	PREP	PREP	PREP	PREP	PREP
10:15-12:30	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Cameron All-Staff meeting  *Once/month  Cameron SLP meeting  *Twice/month
12:30-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-3:15	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Service delivery, IEP development  /meetings, assessments, report writing,  case management, and/or family contact	Collaboration with IEP teams or other SLPs  (1:30-2:30)  *Once/ month for each group  Professional development
3:30-4:00	Documentation	Documentation	Documentation	Documentation	(1:00-4:00)  *Three times/month