

**SACRAMENTO CITY TEACHERS ASSOCIATION
PROPOSED MEMORANDUM OF UNDERSTANDING
Between
Sacramento City Unified School District (SCUSD)
&
Sacramento City Teachers Association (SCTA)**

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

August 24, 2020

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District regarding the distance learning instructional program that will be implemented as the Sacramento City schools start school for the 2020-2021 School Year.

At any time when the District is in the full distance learning model the following will apply.

A. Distance Learning Defined

Consistent with SB 98, Distance Learning means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of the District. Distance learning may include, but is not limited to:

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 instructor is on-line 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:

1. Adherence to the requirements of Senate Bill 98 (SB 98).
2. Daily attendance taken for each period/class session.
3. A combination of synchronous and asynchronous instruction.
4. Recognition and time investment in Social and Emotional Learning (SEL)



[The District has made no specific proposal related to Child Development. SCTA is in the process of developing a proposal.]

2. The instructional minutes may be either synchronous, asynchronous or independent work, according the table below:

Grade Level	State Minimum for Daily Instruction	Minimum of Synchronous Minutes Student Receives	Approximate Number of Asynchronous Minutes for Students
TK/K	180	90	90
1-3	230	110	120
4-6	240	120	120
Secondary	240	120	120

3. Special Education schedules shall follow the daily schedule for general education

Consistent with the Testing MOU signed between the parties on November 30, 2016, the parties will jointly develop the district initiated/district wide student assessments for 2020-21 to identify specific areas where instruction or intervention may be needed to improve student learning.

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.

Unit members will develop formative and progress monitoring assessments through relative to the desired lesson goal. Staff will use data from assessment to adjust their instruction, identify those in need of further intervention and enrichment and ensure student progress toward learning goals.

Unit members may use the resources and tools outlined in the [California Department of Education](#) when developing policies and procedures for implementing diagnostic assessments, formative assessments, and summative assessments.

F. Student Interventions:

The District will provide interventions [MTSS proposal, and the Referral process in a distance learning environment] for students as necessary, and such interventions may include sessions with an intervention provider or specialist through video conferencing, scaffolding for specific task assignments, pre-highlighted texts, more frequent feed-back and check-ins, time-management supports, or maintaining a daily agenda.

[SCTA MTSS proposal, Referral Process]

G. Serving Students with Special Needs During Distance Learning

1. In addition to the other requirements outlined throughout this agreement, the [Local Education Agency District](#) is required to provide a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act, and therefore agrees to do the following:
 - a. Provide required instructional minutes as set forth above and
 - b. 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.

- c. duration and overarching changes to education delivery and contingency plan for pivoting in and out of distance learning.
- d. establishing FAPE.
- e. 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.
- f. 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.

2. Students with disabilities will be offered 12 792 re 006 (e0 6Q792 re WBF 28 SBFIF121211 0 0287.33

There shall be no split classes.

I. Collaboration to Improve Student Outcomes

1. Unit members will collaborate while they are engaged in distance learning using virtual meetings.
2. Consistent with section 5.11 of the Collective Bargaining Agreement (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.
3. 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.

J. Professional Development

[SCTA proposes to discuss the Professional Development needs of staff, including but not limited to:

1. Mandatory implicit bias training (as previously proposed).
2. Extra paid days at the beginning of the year versus multiple partial days commencing on September 3.
3. Training on Anti-Racist Curriculum
4. The science behind COVID and its social and emotional impacts.
5. Educating through Zoom and other online platforms
6. Special Education IEP distance learning procedures and service training
7. Google Classrooms
8. Access and use of expanded educational toolbox.
9. Providing professional development with captioning and ASL interpretation embedded in the training videos.]

9. In conjunction with the SCTA SmartStart proposal, SCTA will consider including two additional days of paid professional development on September 1

may include participation in online activities, completion of regular assignments, completion of assessments, and contacts

1. The District will provide computers and work with unit members, including Child Development, who have internet connectivity issues so that they deliver distance learning. 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 u control. [Need to discuss District cell phones, with District identified number.]
2. Unit members who incur additional personal expenses due to distance learning and cannot use existing District technology and equipment at a school site specified by the District shall be reimbursed, subject to principal approval which will not be reasonably withheld.
3. 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. The District will not threaten or otherwise discipline any staff member who provides technical support to another staff member, parent or student who voluntarily requests it.
4. Bargaining unit employees who create their own lesson plans, presentations, and other instructional materials shall retain the intellectual property rights of those products.
5. District Acceptable Use Policy. [Need to discuss].
6. Recorded Zoom or video lessons may not be required by the District. During live instruction, educators are not required to present a live image of themselves during the instruction and instead may use a screen share of the lesson or materials. The District will be responsible for securing the permission for students to be part of any recording of live instruction.
7. Unit members shall be able to coordinate with their site administrator to access their classroom and/or workspace during the summer break, while the administrator is on calendar.
8. [Administrator access to online class requires prior notice.\]

P. Employee Work Hours

1. While engaged in distance learning, unit members are expected to continue to work their regular work hours (6.5 hours for bargaining unit members, with the limited exception of those 8.0 hour-job classifications specifically set forth in the collective bargaining agreement, and pro-rated for part-time employees² Tf1 0 0 1 460.

responding to student and parent emails, phone calls, and questions, and participating in faculty meetings and professional development.

2. The schedule of part-time bargaining unit members will be proportionately
3. 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.
4. Unit members choosing to access and work from their classroom/workspace shall complete a District provided training on health and safety requirements; unit members shall sign an agreement certifying they understand and will follow the requirements set forth.

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Additional items to be addressed, include but are not limited to:

1. Daily schedules
2. Prep Time, Prep teacher schedules
3. Professional Development/Beginning of school including substitutes
4. Special Education
5. Nurses
6. Child Development
7. Clubs, Sports, Other Student Activities
8. Student Attendance Follow-up
9. Substitute use processes

Class Meetings	Discussion boards
Instant Messaging	On-line courses
Scheduled tests/assessments	
Breakout rooms-come back in for check-in.	Videos-watching at home
Live streamed lectures/demos	
Scavenger hunts with teacher online with them	
Commenting on google classroom as they are on the project	
After watching a video coming back and discussing	
Standards chat and goal setting	
Independent Journal write/lab ..writing/book review, writers workshop, etc	
Partner HW review with checklist	
Ticket out the chat room door or review	
Small group intervention/instruction	
Parent/student hours with teacher	
Peer Editing	
Independent Rubric review/scoring	

Small group zoom breakouts	
Group Kahoot/Quizizz	
Independent practice from choice menu	
Assessment review	

[Redacted]