

**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 <sup>2</sup> Distance Learning  
2020-2021 School Year

August 6, 2020

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District and the Sacramento City Teachers Association. This MOU is intended to provide a framework for the implementation of distance learning instructional programs that will be implemented as the Sacramento City schools start school for the 2020-2021 School Year.

At any time when the Sacramento City Unified School District is in a 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.

Pursuant to Senate Bill 98, online learning may include the use of print materials incorporating assignments that are the subject of written or oral feedback. School site administration shall ensure that copies of printed materials are made for students to support the online instructional program of unit members, when necessary.

**B. Instruction Defined:**

1. **Synchronous 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:
  - a. Timely actionable feedback to students
  - b. Direct instruction to students through video conferencing
  - c. Teacher guided peer-to-

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

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

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

- Special Education schedules shall follow the daily schedule for general education classroom teachers at their grade band. Teachers will provide special education sW\*ñBT/F1 12 Tf1 0ollo

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 the U OHVVRQV DQG ZLOO SURYLGH DFWLRQDEOH LQIRU 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's Five Assessment Tools](#) when developing policies and procedures for implementing diagnostic assessments, formative assessments, and summative assessments.

F.

- c. 0DNH UHTXLUHG FKDQJHV WR HDFK VWXG duration and overarching changes to education delivery and contingency plan for pivoting in and out of distance learning.
- d. 8VH WKH 'LVWULFW ¶V a PRGHG IRU DOO V 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 continuity of learning through a variety of distance learning resources, as appropriate.

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. The science behind COVID and its social and emotional impacts.
4. Educating through Zoom and other online platforms
5. Special Education IEP distance learning procedures and service training
6. Google Classrooms
7. Access and use of expanded educational toolbox.
8. Providing professional development with captioning and ASL interpretation embedded in the training videos.]

### **K. Monitoring Student Engagement and Attendance**

1. Consistent with [Education Code section 43504](#), unit members will monitor student engagement and attendance as follows:
  - a. [need clarification] Track daily participation for each student on each school day 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**. This daily tracking shall be integrated into the daily instruction, and shall not require a separate entry.

- b. For students who are not engaged in distance learning, unit members notify their principal for appropriate follow-up.
- 2. Unit members will regularly communicate with parents/guardians

**L. Communication**

- 1. Unit members will check their District email daily during the regular work week and respond in a timely manner to parents and students during the regular work week and during contracted work hours. District administrators will respond to staff in a timely manner.
- 2. Unit members will not be required to provide personal cell phone numbers or email addresses in communications with parents or students.
- 3. Unit members will participate in a virtual back to school event (synchronous or asynchronous) for parents and guardians to share important updates about their class, expectations for students, critical dates, and student activities.

**M. Grading and Feedback to Students During Distance Learning**

Grades will be assigned based on teacher discretion pursuant to Ed Code and SCUSD board policy [This item needs further discussion and clarification. The 'LVWULFW ¶ V FXUHQWO\ JUDG the Outcomes for Students LV QRW F of who are unable or do not participate in distance learning.]

**N. Evaluation, Support, and Feedback to Employees During Distance Learning**

For the 2020-2021 school year, evaluation of unit members shall be limited to non-permanent employees (provisional and probationary). 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. In the alternative, an employee being evaluated may submit a video of their lesson in lieu of a formal evaluation observation while assigned to do full remote instruction.

**O. Equipment, Training, and Technical Support for Distance Learning**

- 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 'LVWULFW HTXLSPHQW WKDW RFFXUV IRU UHDFV

control. [Need to discuss District cell phones, with District identified number.]

2. Unit members who



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.
  - a. Unit members shall develop a schedule and partner to conduct educator health screenings upon arrival and prior to entering campus. Screening information will be logged and held at the site and shared with the administrator. The district will provide all necessary materials to safely conduct health screenings.
  - b. Administrators shall assist unit members in coordinating the site access schedule and the partnering of educators for temperature taking.
  - c. Unit members shall not be compelled to work from their classrooms during district-wide online learning.
  - d. Face masks shall be worn in all public areas and may be removed only when the unit member is alone in their classroom/workspace. Concerns relating to individuals who may be unable to wear a face mask will be addressed on a case-by-case basis.
  - e. Only one person can be in the designated classroom/workspace (i.e. single classroom) per day. Unit members whose workspace is not self-contained and/or who share a classroom/workspace shall coordinate and share the schedule with their administrator. When possible, unassigned classrooms/workspaces will be made available to members who share a workspace.
  - f. In-person meetings shall not be scheduled with other individuals while accessing the worksite.
  - g. No congregation shall take place in any spaces.
  - h. 8 Q L W P H P E H U V ¶ D F F H V V V K D O O E H O L P L W H G classroom/workspace, copy machines and restroom facilities.
  - i. Upon exiting their classroom/workspace, unit members shall conduct closing procedures including securing windows and doors, turning off lights, and emptying trash into designated receptacles.
  
5. 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.

6. Unit members shall continue to receive their pay and benefits during the period of distance learning. In accordance with Article 11.4 of the CBA, teachers shall not be required to work under unsafe or hazardous conditions, or to perform any task which endanger their health, safety and well-being. In addition, according to the provisions of Article 9.3.11, a member of the bargaining unit who is absent from work due to quarantine shall be granted leave with full pay and such absence shall not be charged against accumulated or current sick leave credit.
7. Substitute teachers shall be surveyed to determine days available for work per week and shall be assigned that number of days to a school, based on student needs.
8. All substitute unit members shall be provided with access to technology and technology support.
9. Non-classroom educators, upon approval of their supervisor, may develop a flexible work schedule for their contractual hours.

[SCTA also proposes to discuss assignment of training specialists and school nurses.]

**Q. Distance Learning Work Group:**

The parties agree to maintain a Distance Learning Workgroup to coordinate and consult on matters related to dist

- 8. Student Attendance Follow-up
- 9. Substitute use processes

*SCTA reserves the right to modify, amend, add to or delete from any aspect of this proposal at any time during negotiations.*

### Appendix A

The following list are examples of items that could be considered either synchronous and asynchronous learning, including but not limited to:

<p><b>Synchronous learning</b> is any type of learning that takes place in <u>real-time</u>, where a group of people are engaging in learning simultaneously. Although learning occurs at the same time, <b>OH DUQHUV GRQ ¶ Wpekd, YHveW</b> in the same location. Synchronous learning enables learners to ask questions and receive answers, while also collaborating freely with their co-learners.</p>	<p><b>Asynchronous learning</b> is more learner-centered. It enables your learners to complete courses without the constraints of having to be in a certain place at a certain time. In essence, asynchronous <b>OH DUQLQJ GRHVQ ¶ W KLQGH</b> As long as they have access to the internet, asynchronous learners have the freedom to complete course materials whenever they choose, and from any location.</p>
Live Webinar/Virtual Classroom	Projects-working at home
Video Conferencing	Commenting on google classroom assignments after the student is off the doc.
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 \HVWHUGD\¶V WLFNHW	
Small group intervention/instruction	
Parent/student hours with teacher	
Peer Editing	
\$XWKRU¶V FKDLU	
Independent Rubric review/scoring	
Small group zoom breakouts	
Group Kahoot/Quizizz	

Independent practice from choice menu	
Assessment review	
Project/poster presentations	
Pre-recorded instruction	
ELD groups	

Skype a scientist, etc

