

**MEMORANDUM OF UNDERSTANDING
BETWEEN
BURBANK UNIFIED SCHOOL DISTRICT
AND
BURBANK TEACHERS ASSOCIATION
REGARDING THE COVID-19 PANDEMIC AND SCHOOL OPENING: PHASE 1
DURING THE 2020-2021 SCHOOL YEAR**

JULY 24, 2020

The Burbank Unified School District (“District”) and the Burbank Teachers Association (“Association”), jointly known as the Parties (“Parties”) enter into this Memorandum of Understanding (“MOU”) regarding the issues related to the coronavirus COVID-19 and the opening of schools during the 2020-2021 school year.

As of the date of this MOU, the Parties recognize that the COVID-19 pandemic necessitates significant modifications to the operation of schools to minimize the health risks associated with COVID-19 infection for all students, staff, and their families while also providing equitable access to education for students.

The Parties agree that due to the increase in the number of cases of COVID-19, the safest way to begin the 2020/2021 school year is through full distance learning. Distance learning shall be in effect until the parties or a relevant government agency determines that it is safe to reopen school. The Parties shall negotiate a Phase 2 MOU before moving to a hybrid model or back to full traditional in-class instruction.

The provisions of this MOU shall supersede any provisions of the Collective Bargaining Agreement (“CBA”) between the Parties that are in conflict for the duration of this MOU, or until modified by mutual agreement of the Parties. This MOU shall be subject to Article 6: Grievance Procedures.

1. DEFINITIONS

- 1.1 “Live virtual whole class instruction” means teacher-directed lessons and discussion.
- 1.2 “Live virtual interaction” can include some whole class direct instruction and teacher monitoring and supporting of individual students or small groups with class work, homework, projects, and other activities.
- 1.3 “Live virtual instruction/interaction” includes platforms like Google Meet and Zoom.
- 1.4 “Extracurricular duties” include stipends for such duties listed in the bargaining agreement.
- 1.5 “Asynchronous instruction online” may include, but is not limited to, self-guided assignments and projects, APEX modules, streaming video content, virtual libraries, posted lecture notes, pre-recorded lessons and videos, and exchanges across educational discussion boards.

2. PAY AND BENEFITS

- 2.1 While working under this MOU, or during a period of total emergency school closure, bargaining unit members shall continue to receive their full compensation and benefits. If extracurricular duties can be and are performed, bargaining unit members shall continue to receive stipends and/or additional pay, as provided for under the CBA.
- 2.2 Teachers are encouraged to use District provided software and equipment. Unit members who wish to purchase additional software or resources may submit a request for purchase to their site administrator.

- 2.3 Any bargaining unit members that provide substitute coverage for a distance learning class as described in Sec. 9.11.8 shall be the class coverage rate of \$46.59 (Exhibit F of the Collective Bargaining Agreement) for their time worked.

3 GENERAL PROVISIONS OF DISTANCE LEARNING

- 3.1 The District shall provide all bargaining unit members the necessary equipment and supplies in order to provide distance learning, including but not limited to technology, Chromebooks, portable white boards, video cameras, headphones, and any other items normally provided during in-person learning. Bargaining unit members may take necessary equipment and supplies home in order to perform instruction.
- 3.2 The District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work.
- 3.3 The District shall provide academic and other supports in distance learning that are 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.
- 3.4 Bargaining unit members may work remotely or may access and work from their assigned classroom/office workspace during regular school hours as they deem necessary within the extent allowable per health guidelines and orders.
- 3.5 Members will not be required or directed to report to a District site while working under this MOU except for distribution of materials and resources for students during normal work hours. In these cases, the District will first seek volunteers to assist with any distributions deemed necessary. Employees who have a documented underlying medical condition covered by the CDC Profile for Increased Risk for Severe Illness will not be required to report for distribution. In addition, employees may be required to report to the school site for work which cannot be completed remotely if the work is deemed essential by the District, County or State.
- 3.6 The parties recognize that health and safety is a joint responsibility. In order to decrease potential exposure to COVID-19, the District shall develop and implement a plan to minimize access to school sites and limit non-essential visitors, facility use permits, and volunteers following public health guidelines and orders.
- 3.7 In the event that a bargaining unit member reports to a district worksite, they shall be responsible for following state, county, and local public health recommendations. Except when working independently in their classroom/office, while on district premises, bargaining unit members shall maintain six feet physical distance between themselves and other individuals and be required to wear a face mask. Unit members who cannot wear a mask because of a documented health issue shall be required to wear an appropriate or prescribed face covering.
- 3.8 District sites will have available face masks, hand sanitizer and cleaning supplies in rooms and offices.
- 3.9 Administrators may access Google Classroom and other virtual platforms used by a teacher to run a virtual classroom by joining as a student. Outside of the formal evaluation process as described in Section 10 of this MOU, Administrators' access to Google Classrooms and other virtual platforms used by a teacher will not be for the purpose of evaluation. The primary goal is for support of teachers and knowledge of the educational program, and administrators will not edit Google Classrooms in any way.

3.10 Sites will establish a protocol for families and students to pick up teacher materials throughout distance learning.

4. HOURS OF EMPLOYMENT

- 4.1 Bargaining unit members (Teachers, Counselors, Nurses, Speech and Language Pathologists) are expected to work and be available during their normal contractual work hours and workdays. Bargaining unit members are not expected to be electronically available beyond their normal work hours.
- 4.2 Two days of the preschool work week will be reserved for teacher planning and preparation of distance learning and professional development in distance learning, such as technology, if needed.

5. GENERAL PROVISIONS FOR SPECIAL EDUCATION

- 5.1 All IEPs and special education services shall be held remotely.
- 5.2 IEPs shall be held during non-instructional time and during normal contractual work hours to the extent possible.
- 5.3 All IEPs that must be rescheduled from the Spring 2020 semester shall be scheduled after the 2020/2021 school year begins, with the exception of those teachers opting to hold re-scheduled spring IEPs after contractual hours or before the start of the school year for extra hourly compensation up to 10 hours at the other hourly rate. If more hours are needed, SPED educators will contact the Director of Special Education. For those teachers who do not opt to reschedule their IEPs from the Spring, the itinerant teacher will reschedule the Spring IEPs. All hours completed in the Fall to make up for the Spring must be logged and accounted for in accordance with the procedures set forth by the Special Education Department.
- 5.4 SPED students shall follow the District schedule. (This includes RSP and SDC schedules). Schedules for students who work on a modified or functional curriculum may be modified to meet their needs.
- 5.5 The Parties agree that related services (SLP, APE) shall be scheduled during times when live instruction is not scheduled to the extent possible.
- 5.6 Students on alternative curriculum may be provided alternative online platforms and paper packets.
- 5.7 FACTS students shall receive a minimum of 60 minutes daily live instruction from their teacher and an additional 1:1 60-minute individual session weekly from their teacher.
- 5.8 SEED students shall receive a minimum of 60 minutes daily live instruction from their teacher (two thirty-minute sessions for the AM group and two thirty-minute sessions for the PM group).
- 5.9 Assessments: Assessments will be completed remotely. When county health guidelines change, the parties agree to negotiate in-person assessments and safety protocols for initial and triennial assessments for Special Education.

6. INSTRUCTION AND SCHEDULES

- 6.1 All content shall be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction to the extent possible.
- 6.2 Teachers shall use Google Classroom as the primary platform for Distance Learning but may supplement it with other digital and online platforms and resources.

6.3 Curriculum Development:

- 6.3.1 For elementary: Teachers will generate their own curriculum based on state standards. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher and may include teacher generated lessons, recorded video, samples, embedded videos, and lessons found online, provided by the District, or contained in textbooks and can be either digital or paper packets.
- 6.3.2 For secondary: teachers will generate their own curriculum based on state standards. Teachers may supplement their curriculum with APEX for some of their units or standards. Curriculum can be either digital or paper packets.
- 6.3.3 Live virtual instruction of whole classes shall be recorded and posted upon request by a student or parent on Google Classroom for at least seventy-two (72) hours. Other student interaction, such as small groups or individual guidance shall not be recorded.
- 6.3.4 Teacher have the right to class suspend from a virtual classroom as per the Collective Bargaining Agreement Article 15.
- 6.3.5 If the State waives any State or District requirements for testing, the parties agree to negotiate those effects.

6.4 Guidance for Elementary Instruction in Distance Learning

6.4.1 Required Minutes of Instruction per Day

The instructional minutes are the State minimum required. Teachers can exceed the minimum required minutes. The instructional minutes are comprised of live virtual instruction, asynchronous instruction, and assigned work per day.

Level	Minimum minutes required by state per day
TK/Kindergarten	180
1 to 3	230
4 – 5	240

6.4.2 Monday to Thursday Minimum Minutes per Day of Live Virtual Interaction

Live virtual instruction and interaction includes platforms like Google Meet and Zoom in which teachers are interacting live with their students. Live instruction and interaction will include some whole class direct instruction but could also be teacher monitoring and supporting individual students or small groups.

TK/Kindergarten:

- Live Student Instruction and Interaction: 80 minutes within a 180-minute day.
- 45-minute live virtual interaction after lunch: Activities may include, but are not limited to, conferring with students, providing support to individuals and small groups, responding to assignment questions, responding to emails, and assessments etc.
- 100 minutes per day of at-home assignments/asynchronous learning.

Grades 1 – 3

- Live Student Instruction and Interaction: 120 minutes within a 230-minute day.
- 45-minute live virtual interaction hour after lunch: Activities may include, but are not limited to, conferring with students, providing support to individuals and small groups, responding to assignment questions, responding to emails, and assessments etc.
- 110 minutes per day of at-home assignments/asynchronous learning.

Grades 4 – 5

- Live Student Instruction and Interaction: 120 minutes within a 240-minute day.
- 45-minute live virtual interaction hour after lunch: Activities may include, but are not limited to, conferring with students, providing support to individuals and small groups, responding to assignment questions, responding to emails, assessments etc.
- 120 minutes per day of at-home assignments/asynchronous learning.

6.4.3 Daily Schedules

- Teachers will provide live instruction and interaction and at home assignments Monday to Thursday. Friday will be a pupil-free workday for teachers, with at least an hour of student-teacher interaction. Students will receive assignments and asynchronous instruction equivalent to at least the minimum minutes required by the state.
- Assignments can be virtual or paper.
- Teachers will establish a daily routine with students that is subject to change with advance notice by the teacher.
- Grade levels at the sites should try to coordinate daily routines so students in a grade level within a school site will have similar daily or weekly schedules, if possible. Grade level chairs will organize the schedule.
- Within the minimum required minutes of live instruction and interaction, teachers have the discretion to decide when to do live instruction within their grade level and how much time to devote to math, language arts, and small groups throughout the day and the week.
- ELD instruction and interaction is to be included in the daily live instruction and interaction.
 - Designated ELD will include 15 minutes of live interaction Monday to Thursday within the lived interaction/instruction in each grade level. ELD Instructional Assistants can help with instruction using teacher planned lessons and materials. ELD instruction on Friday can be an assignment or recorded.

6.4.4 Refer to Appendix A for Elementary Specific Schedule.

6.5 Guidance for Secondary Instruction in Distance Learning

6.5.1 Required Minutes of Instruction per Day

The instructional minutes are the State minimum required. Teachers can exceed the minimum required minutes. The instructional minutes are comprised of live virtual instruction, asynchronous instruction, and assigned work per day.

Level	Minimum minutes required by state per day
All Grades, CDS	240
Monterey	180

6.5.2 Monday to Thursday Minimum Minutes per Day of Live Virtual Interaction

Live virtual instruction and interaction includes platforms like Google Meet and Zoom in which teachers are interacting live with their students. Live instruction and interaction will include some whole class direct instruction but could also be teacher monitoring and supporting individual students or small groups.

High School

JBHS, BHS, CDS Grades: 9 – 12	<ul style="list-style-type: none"> 150 minutes per day of live virtual instruction (Mon – Thurs) 	<ul style="list-style-type: none"> 50 minutes per class per day for 3 classes
	<ul style="list-style-type: none"> 90 minutes per day of at-home assignments with live teacher monitoring and support 	<ul style="list-style-type: none"> 30 minutes per class at home (minimum) for 3 classes with live teacher monitoring and support
Monterey/Magnolia Park (CDS) Grades: 9 – 12 ***Class schedule may vary as long as minute requirements are met, and a majority of the teachers are in agreement.	<ul style="list-style-type: none"> 150 minutes per day of live virtual instruction (Mon – Thurs) 	<ul style="list-style-type: none"> 50 minutes per class per day for 3 classes
	<ul style="list-style-type: none"> 30 minutes per day of at-home assignments with live teacher monitoring and support 	<ul style="list-style-type: none"> 10 minutes per class per day (minimum) for 3 classes with live teacher monitoring and support

Middle School

Grades: 6 – 8	<ul style="list-style-type: none"> 135 minutes per day of live virtual instruction (Mon – Thurs) 	<ul style="list-style-type: none"> 45 minutes per class per day for 3 classes with live teacher monitoring and support
	<ul style="list-style-type: none"> 105 minutes per day of at-home assignments with teacher monitoring and support 	<ul style="list-style-type: none"> 35 minutes per class at home (minimum) for 3 classes with live teacher monitoring and support

Friday High School and Middle School – 100% Distance Learning

Level	Minimum minutes required by state per day
All Grades, CDS 6 - 12	240: 40 minutes of at home assignments per class (6 classes) <ul style="list-style-type: none"> Students should be assigned work for each class. Students will receive assignments and asynchronous instruction equivalent to at least the minimum minutes required by the state. Assignments can be virtual or paper packets. Teachers will offer one-hour total of live virtual interaction with students. This could be in the form of an office hour that students voluntarily attend. School sites can schedule office hours at different times by subject to avoid multiple meetings at the same time for students. Department Chairs will generate the schedule.
Monterey/Magnolia Park 9 - 12	180: 30 minutes of at home assignments per class (6 classes) <ul style="list-style-type: none"> See above bullet points

6.5.3 Daily Schedules

- Teachers will provide live instruction and interaction and at home assignments Monday to Thursday. Friday will be a pupil free workday for teachers, with at least an hour of student-teacher interaction.
- Assignments can be virtual or paper.
- High school teachers will provide a minimum of 50 minutes of live virtual interaction and instruction with and additional 30 minutes of live virtual monitoring, and support of students as needed twice a week per class.
- Middle school teachers will provide a minimum of 45 minutes of live virtual interaction and instruction and additional 35 minutes of live virtual monitoring and support of students as needed twice a week per class.

6.5.4 Refer to Appendix A for Secondary Specific Schedule

6.6 If additional teachers are needed to staff ILA, the District will fly the positions internally. If a teacher accepts a position and that position is no longer needed at the ILA after the 2020-2021 school year, that employee will have return rights back to his/her school of origin. If this is not possible, the District will follow the transfer procedures outlined in the Collective Bargaining Agreement.

6.6.1 ILA will have a class size equivalent to the current agreed upon district average (30.5).

6.7 Virtual faculty meetings shall be held no more than once per month, shall be held on Friday, and may be held in person depending on current health guidelines and orders.

6.8 Subject and Grade Level meetings shall be held on Fridays, although sites have the discretion to hold meetings on a different day within the normal contractual work hours.

7. ATTENDANCE

7.1 Teachers shall be responsible to record daily attendance for the classes they see virtually Monday to Thursday through AERIES. A pupil who does not participate in distance learning when assigned to do so shall be documented as absent by the distance learning teacher. On Friday, teachers will take attendance in accordance with State guidance and requirements. Attendance procedures are subject to change when the guidance is released.

7.2 Teachers shall mark students tardy if they do not arrive to a virtual classroom at the stated start time. Site and District tardy procedures will be enforced. Teachers are encouraged to be flexible with students who are experiencing a technical issue or an issue outside of the students' control.

7.3 The District shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week. These procedures shall require school site administrators or classified staff to make contact with the pupil's parents or guardians.

8. GRADING

8.1 Elementary

8.1.2 Elementary teachers shall return to pre-pandemic trimester, standards-based grading. As such, comments are optional.

8.1.3 Interim progress reports shall be completed four (4) weeks before the trimester report card.

8.1.4 The parties recognize the challenges inherent in this model for TK-1 and may renegotiate this provision.

8.2 Secondary

8.2.1 Secondary teachers shall return to pre-pandemic, standard letter grading.

8.2.2 Secondary teachers shall complete 10 and 20-week report cards. 5 and 15-week report cards shall be eliminated.

8.2.3 All teachers will enter grades into Aeries. Grades will be recorded at least every other week.

9. LEAVES

Unit members shall be entitled to the following leaves for the duration of this MOU, regardless of any rights that may expire under existing law. If changes to the law are made, the parties agree to negotiate new terms under the Leaves section of this MOU.

9.1 Families First Coronavirus Relief Act

9.1.1 A unit member shall use up to ten (10) days of available federal paid sick leave under the FFCRA if the member (1) is unable to work due to government issued quarantine or isolation order related to COVID-19, (2) has been advised to self-quarantine by a healthcare provider related to COVID-19 and is unable to work, (3) is experiencing symptoms of COVID-19 and is seeking diagnosis and is unable to work. The District may request verification prior to placing a unit member on paid leave. The District shall pay a unit member's full salary regardless of per diem pay limits in the FFCRA.

9.1.2 A unit member may use up to ten (10) days of available federal paid sick leave under the FFCRA if the member is unable to work due to the need to care for (1) an individual who is subject to a federal, state, or local government quarantine or isolation order, or who has been directed by a health care provider to self-quarantine due to reasons related to COVID-19. ("Individual" means the employee's immediate family member, a person who regularly resides in the employee's home, or a similar person with whom the employee has a relationship that creates an expectation that the employee would care for the person if he or she were quarantined or self-quarantined.), (2) a child (under 18 years of age, or 18 years of age and older and incapable of self-care because of a mental or physical disability) whose school or place of care has been closed or whose childcare provider is unavailable for reasons related to COVID-19, (3) experiencing another substantially-similar condition as specified by the U.S. Department of Health and Human Services. The District may request verification prior to placing a unit member on paid leave. Employees are paid at two-thirds the employee's regular rate. Employees will be allowed to use available existing paid time off, including sick leave, if applicable, to supplement pay received for leave under EPSLA, up to the amount of the employee's normal pay.

9.2 Paid Leave of Absence for Unit Members At-Risk of COVID-19 Exposure

9.2.1 In the event a bargaining unit member is unable to work because of illness or infection associated with COVID-19 and has exhausted the ten (10) days available in 10.1, they shall be placed on paid administrative leave and continue to receive full salary and benefits without any deduction from the bargaining unit member's accumulated sick leave.

9.3 Industrial Accident Leave/Worker's Compensation

9.3.1 All provisions of the CBA pertaining to Industrial Accident Leave and/or Worker's Compensation remains in effect.

10. EVALUATIONS

10.1 The parties agree to modify the evaluation process for the 2020-2021 school year and to indicate the modification with a cover letter attached to each evaluation. The cover letter will specifically acknowledge the challenges of COVID-19 on the learning environment and the modifications to the evaluation form for the 2020-2021 school year. Unit members will not be evaluated on all six standards; the evaluation will be limited to three standards. The unit member will select a standard of focus, the evaluator will select a standard and the two parties will mutually agree upon the third standard for evaluation. In the event that the parties cannot mutually agree on the third standard, the immediate supervisor of the evaluator would help to mediate the selection of the third standard.

10.2 If an administrator needs to access Google Classroom or other live virtual platforms for evaluation purposes, they will work with the teacher to review the Google Classroom together.

11. SUBSTITUTE TEACHERS

11.1 Teachers will report their absences as they would in a normal school year so that a substitute can be secured.

11.2 In the event that a substitute cannot be assigned for an absent teacher, the school site administrator shall seek volunteers (at the class coverage rate per CBA) from the bargaining unit to provide any necessary instructional minutes to students, to provide daily live interaction, or to assist students as needed, so long as the work can still be provided within their regular workday described in the CBA.

11.3 If no certificated bargaining unit member is available to provide substitute teaching coverage, an administrator may cover until such time as a bargaining unit member or certificated substitute teacher becomes available. Classified employees shall not provide coverage but may be used to assist students already assigned work by their regular teacher. Administrators will be given access to Google Classroom as a co-teacher in the event they have to cover a classroom.

12. CHILDCARE

Teachers will have priority for placement in District Child Care.

13. HORACE MANN AND AROUND THE BELL

District Child Care Centers will follow the safety protocols required by State Licensing and will communicate those protocols with staff and parents.

14. CONCLUSION OF MOU

14.1 The Parties agree to meet and confer upon the request of either of the Parties, during the term of this MOU, to discuss matters related to the District's instructional programs, with the goal of evaluating the instructional models being used and to improve student learning outcomes.

14.2 Due to the evolving nature of the pandemic, this MOU may be reopened to negotiate decisions and effects at the request of either of the Parties.

14.3 The Parties agree to meet and negotiate a Phase 2 MOU in order to address transitioning to a hybrid model or to return to traditional instruction. Distance learning shall remain in effect until the Los Angeles County Department of Health, the Los Angeles County Office of Education, or a higher governing board, recommends re-opening based on current health standards and local data.

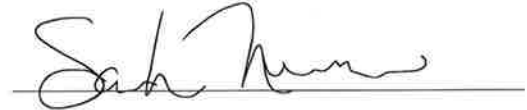
15. DURATION OF MOU

This MOU shall expire in full without precedent on June 30, 2021 unless extended by mutual written agreement of the Parties.

FOR THE ASSOCIATION:

A handwritten signature in cursive script, appearing to read "Susan Coy", written over a horizontal line.

FOR THE DISTRICT:

A handwritten signature in cursive script, appearing to read "Sah Kumar", written over a horizontal line.

APPENDIX A.1

Elementary Generic Schedule, Grades K

Monday to Thursday

- Subjects can be scheduled with flexibility according to teacher discretion.
- Minimal minutes required – teachers can do more

Time	Subject	Example of Activities, Assignment
40 minutes of live interaction with students (Example: Start your lesson with direct instruction and allow time for students to practice while monitoring and offering support)	ELA or Math	This may include whole group small groups (including ELD if needed) direct instruction or teacher support as students work on independent assignments.
Break		
40 minutes of live interaction with students (Example: Start your lesson with direct instruction and allow time for students to practice while monitoring and offering support)	ELA or Math	This may include whole group small groups (including ELD if needed) direct instruction or teacher support as students work on independent assignments.
LUNCH		
45 Minute Live Virtual Interaction (this takes place during the 100 minutes of asynchronous instruction and independent assignments).	Activities may include, but are not limited to, conferring with students, providing support to individuals and small groups, responding to assignment questions, responding to emails, and assessments etc.	
100 minutes of asynchronous or at home assignments for students Teachers answering emails, making phone calls, lesson planning, grading, collaboration with colleagues, IEPs, subject/grade level meetings	Review and enrichment if needed in <ul style="list-style-type: none"> • Math • ELA Or teacher choice for lessons in one or any combination of the listed subjects: <ul style="list-style-type: none"> • PE • Reading • Social Studies • Science • Art • Music 	

APPENDIX A.2

Elementary Generic Schedule, Grades 1 - 5

Monday to Thursday

- Subjects can be scheduled with flexibility according to teacher discretion.
- Minimal minutes required – teachers can do more

Time	Subject	Example of Activities, Assignment
60 minutes of live interaction with students (Example: Start your lesson with direct instruction and allow time for students to practice while monitoring and offering support)	ELA or Math	This may include whole group small groups (including ELD if needed) direct instruction or teacher support as students work on independent assignments.
Break		
60 minutes of live interaction with students (Example: Start your lesson with direct instruction and allow time for students to practice while monitoring and offering support)	ELA or Math	This may include whole group small groups (including ELD if needed) direct instruction or teacher support as students work on independent assignments.
LUNCH		
45 Minute Live Virtual Interaction (this takes place during the 110-120 minutes of asynchronous instruction and independent assignments).	Activities may include, but are not limited to, conferring with students, providing support to individuals and small groups, responding to assignment questions, responding to emails, and assessments etc.	
110 – 120 minutes of asynchronous or at home assignments for students Teachers answering emails, making phone calls, lesson planning, grading, collaboration with colleagues, IEPs, subject/grade level meetings	Review and enrichment if needed in <ul style="list-style-type: none"> • Math • ELA Or teacher choice for lessons in one or any combination of the listed subjects: <ul style="list-style-type: none"> • PE • Reading • Social Studies • Science • Art • Music 	

Friday K - 5

Pupil free workday for teachers (and all members) with at least one hour of live virtual interaction with students. This could be an office hour in Google Meets or Zoom. Friday will include one faculty meeting a month.

APPENDIX A.3

Sample: At home assignments Friday (Guidelines – adjust as needed)

- This is only a sample. Teachers have the discretion to organize instruction.

K - 5

Level	Required Minutes	Suggested at Home Assignments
Kindergarten	180 minutes <ul style="list-style-type: none"> • At Home Assignments <ul style="list-style-type: none"> • Include student-teacher interaction at least to an hour. • Interaction could be a Google Meet or Zoom that students can attend voluntarily. 	Review and enrichment if needed in <ul style="list-style-type: none"> • Math • ELA • ELD Or teacher choice for lessons in one or any combination of the listed subjects: <ul style="list-style-type: none"> • PE • Social Studies • Science • Art • Music
Grades 1 – 3	230 minutes <ul style="list-style-type: none"> • Include student-teacher interaction of at least an hour. • Interaction could be a Google Meet or Zoom that students can attend voluntarily. 	Review and enrichment if needed in <ul style="list-style-type: none"> • Math • ELA • ELD Or teacher choice for lessons in one or any combination of the listed subjects: <ul style="list-style-type: none"> • PE • Social Studies • Science • Art • Music
Grades 4 – 5	240 minutes <ul style="list-style-type: none"> • Include student-teacher interaction of at least an hour. • Interaction could be a Google Meet or Zoom that students can attend voluntarily. 	Review and enrichment if needed in <ul style="list-style-type: none"> • Math • ELA • ELD Or teacher choice for lessons in one or any combination of the listed subjects: <ul style="list-style-type: none"> • PE • Social Studies • Science • Art • Music

APPENDIX A.4

Middle School Schedule

<u>TBD - 0 Period Starts at 7:10-7:50 M-TH</u>		
<u>Live Virtual Instruction: 45 minutes per class</u>		
<u>Monday/Wednesday</u>	<u>Tuesday/Thursday</u>	<u>Friday</u>
Per 1: 8 – 8:45	Per 4: 8 – 8:45	<p>Students: 40 minutes of distance learning assignments in each class for students.</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Pupil Free workday for Teachers with at least one hour of live interaction (voluntary office hour for students). • Faculty meetings - 1 a month • Attendance to be determined
8:45 – 9:20: Teachers available to monitor and support during student worktime		
Per 2: 9:30 – 10:15	Per 5: 9:30 – 10:15	
10:15 – 10:50: Teachers available to monitor and support during student worktime		
Per 3: 11:00 – 11:45	Per 6: 11:00 – 11:45	
11:45 – 12:20: Teachers available to monitor and support during student worktime		
Lunch	12:30 – 1:30	
<u>At Home Assignments: 105 minutes per day</u>		
<u>Monday to Thursday 1:30 – 3:00</u>		
<p>Students:</p> <ul style="list-style-type: none"> • 35 minutes per class at home assignments for students if the assignment was not completed in student worktime between periods. <p>Teachers:</p> <ul style="list-style-type: none"> • Answering emails, making phone calls, lesson planning, grading, recording/creating lessons, collaboration with colleagues, IEPs, subject/grade level meetings 		

APPENDIX A.5

100% Distance Learning Model Interaction Minutes - Secondary

High School Schedule:

<u>TBD - 0 Period 7:10 – 7:50 M-TH</u>		
<u>Live Virtual Instruction: 50 minutes per class</u>		
<u>Monday/Wednesday</u>	<u>Tuesday/Thursday</u>	<u>Friday</u>
Per 1: 8 – 8:50	Per 4: 8 – 8:50	Students: 40 minutes of distance learning assignments in each class for students. Teachers: <ul style="list-style-type: none"> • Pupil Free workday for Teachers with at least one hour of live virtual interaction (voluntary office hour for students). • Faculty meetings - 1 a month • Attendance to be determined
8:50 – 9:20: Teachers available to monitor and support during student worktime		
Per 2: 9:30 – 10:20	Per 5: 9:30 – 10:20	
10:20 – 10:50: Teachers available to monitor and support during student worktime		
Per 3: 11:00 – 11:50	Per 6: 11:00 – 11:50	
11:50 – 12:20 Teachers available to monitor and support during student worktime		
Lunch	12:30 – 1:30	
<u>At Home Assignments: 90 minutes per day</u>		
<u>Monday to Thursday 1:30 – 3:00</u>		
Students: <ul style="list-style-type: none"> • JBHS, BHS, CDS: 30 minutes per class at home assignments for students if the assignment was not completed in student worktime between periods. • Monterey/Magnolia Park: 10 minutes per class at home assignments for students if the assignment was not completed in student worktime between periods. Teachers: <ul style="list-style-type: none"> • Answering emails, making phone calls, lesson planning, grading, recording/creating lessons, collaboration with colleagues, IEPs, subject/grade level meetings 		

