

**MEMORANDUM OF UNDERSTANDING
BETWEEN TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
AND TEMECULA VALLEY EDUCATORS ASSOCIATION**

**2020-2021 ONLINE LEARNING, REOPENING AND SAFETY IMPACTS
AND EFFECTS**

The Temecula Valley Unified School District (“District”) and Temecula Valley Educators Association (“Association”) enter into this Memorandum of Understanding (“MOU”) regarding reopening schools for the 2020-2021 school year, during the ongoing COVID-19 pandemic. The District and Association are hereinafter collectively referred to as “the Parties.”

On Friday, July 17, 2020, the California Department of Public Health (CDPH) issued new guidance for Schools and School-Based Programs. In accordance with this guidance, school districts may only reopen for in-person instruction once the county in which the school district operates has been off the CDPH monitoring list for at least fourteen (14) consecutive days, and/or if other exceptions are granted by CDPH. As of the drafting of this MOU, Riverside County remains on the county monitoring list.

NOW THEREFORE, the Parties agree as follows:

1. Access to Worksites

- a. Unit members will have access to the worksite beginning Monday, August 3, 2020, at 2:00 PM. For the week of August 3 - August 7, 2020, and August 10, 2020 and August 11, 2020, unit members will have access to their individual classrooms/offices until 9:00 PM. During this time, individual classrooms will not be cleaned or disinfected. Access to common work spaces (e.g. lounge, copy rooms) will be limited and will require prior administrative approval.
- b. Commencing Wednesday, August 12, 2020, and running through the duration of this MOU, unit members will have access to their classrooms/office during the work week until at least 4:45 PM or 6:00 PM as determined by a weekly rotating schedule developed by the District.
- c. The TVEA President or Designee will have access to TVUSD school sites to visit members in their assigned workspace or to drop off items, etc.
- d. Unit members may not enter the site during evenings, weekends, or holidays, unless expressly permitted to do so from the site administrator.

2. Online Learning Start of 2020-2021 School Year

- a. Consistent with the July 17, 2020, guidance provided by the CDPH and Office of the Governor, the District will begin the 2020-2021 school year by offering online education instruction.

- b. TVUSD encourages unit members to fulfill their professional duties from their respective worksite, while using Personal Protective Equipment (PPE) and maintaining appropriate physical/social distancing, although they may elect to work from home.
- c. In an effort to minimize employee - employee contact and support an effective pattern of classroom use for cleaning and disinfecting of facilities, consistent with section 1 of this agreement, the following procedures and protocols shall be implemented:
 - i. A protocol shall be developed with site administration outlining access to classrooms and common areas that, to the extent practical, adheres to CDC and CDPH guidelines and recommendations, including but not limited to:
 - 1. Physical/social distancing
 - 2. Wearing of face coverings in accordance with CDPH guidelines. Face coverings may be removed during recording of live instruction or asynchronous instruction if other people are not present in the classroom
 - 3. Symptom self-assessment (protocol is attached as Appendix A)
 - 4. No in-person group meetings
- d. Unit members may fulfill their professional duties from their home provided the following conditions are met:
 - i. Adhere to the Teacher Responsibilities for online instruction outlined in Appendix B - Elementary, Appendix C - Secondary, Appendix D - Special Education (Elementary), Appendix E - Special Education Service Providers, Appendix F - Special Education (Mod-Severe), and Appendix G - Special Education (Secondary) of this agreement.
 - ii. Maintain appropriate equipment and internet access to support all the necessary functions of Online Learning and/or report to the site in the event of an outage after notifying their respective administrator.
 - iii. Maintain professional dress and grooming in accordance with BP 4119.22.
 - iv. Create and maintain a professional learning environment conducive to a teacher/student relationship.
 - v. Administration will have built in access to Canvas and SeeSaw classes. Teachers will provide administrator access to Google Classroom and synchronous meets for small and/or large group instruction.
 - vi. Communications from families will be returned in a timely manner.
 - vii. If applicable, maintain professional, consistent contact with support staff.
 - viii. Remain within the county of residence or county of employment during the workday.

If during a unit member's regularly scheduled work day, unforeseen circumstances limit their ability to fulfill the obligations outlined above, applicable leave time shall be utilized until the unit member reports to the site and resumes instruction.

In the event any one of the above is not maintained, Administration may direct the employee to fulfill their professional duties from their respective site.

- e. The Parties agree to reconvene six (6) weeks after the commencement of the 2020-2021 school year to determine the effectiveness of online instruction being delivered from home. The Parties reserve the right to negotiate changes to the MOU based upon effectiveness of the program.
- f. Appropriate instruction/guidance regarding online instruction will be provided within the employee's workday. Topics of professional development may include but are not limited to:
 - i. Learning Management Systems (LMS)
 - ii. Synchronous and asynchronous lesson design
 - iii. Digital citizenship
 - iv. Technology standards
- g. If approved extra-curricular/extra-duty/sixth-period assignments are actually performed, unit members shall receive the agreed upon stipend/payment. In the event extra-curricular/extra-duty/sixth-period assignments cannot be performed in their entirety or are removed, prorated pay shall be provided.
- h. The District retains the discretion, to the extent permitted by state and local mandates, to open the District to "in-person" and hybrid instruction models.

3. Intervention Models for the 2020-2021 School Year

- a. Secondary Intervention - Unit members will maintain a plan of intervention for all students. Intervention will be attached to each period to limit student interactions and contacts throughout the day.
- b. Elementary Intervention - While unit members will provide intervention to students, each unit member will have the discretion to implement intervention with their own students and/or share students with their grade level team.

4. Substitute Protocols

- a. Substitute usage shall be in accordance with the 2020-2021 Substitute Protocols for online teachers, a copy of which is attached as Appendix H.
 - i. Unit members will have the option to select a Partner Teacher to cover as a substitute teacher in the absence of the unit member.
 - 1. The first preference in selecting a Partner Teacher shall be from a pool of teachers at the unit member's site.
 - 2. Singleton teachers (e.g. ASL, CTE Pathways) may elect to use a Partner Teacher from a different site.
 - 3. In the absence of a teacher designated Partner Teacher, the site will search for a substitute from the certificated substitute interest list.
 - ii. Site administration needs to be made aware of the arranged plans for Partner Teacher or Long-Term Substitute coverage, in accordance with the Substitute Protocols.

- iii. Unit members will continue to utilize the Frontline Absence Management system to report absences. When recording absences, unit members shall designate whether the position has been filled by a Partner Teacher in the notes section and email their Partner Teacher. If a job is unfilled, the unit member shall email their site administrator or designated contact at the school site.
- iv. The role of the Partner Teacher involves the following:
 - 1. Unit Members Assigned to Student Daily or Section Rosters
 - a. Host a synchronous check-in directing students to complete the asynchronous assigned work and how to contact him/her for support.
 - b. Take attendance and provide this information to the appropriate staff member (e.g. attendance clerk) at the site.
 - c. Be available for student questions and briefly update their Partner Teacher upon their return on any pending student questions and or concerns.
 - d. Special Education Partner Teacher - In addition to expectations 1a-c, also check in with instructional assistants.

5. Transition to On Campus Learning

- a. The District shall immediately notify the Association as soon as is practicable after Riverside County is removed from the county monitoring list. It will be the decision of the District to transition schools from model to model as COVID-19 guidelines change. TVEA and the District will meet to negotiate any effects not covered by this MOU.
- b. In the event that the District introduces on campus learning, Cohort Model, or some other instructional model that requires teachers to report to the site, teachers will be given a minimum of seven (7) calendar days' notice. During this time, the District and TVEA agree to meet and negotiate any impacts and effects of the decision.
- c. In anticipation of an eventual transition, the District will post elementary positions and classes made up of students from multiple school sites, for internal candidates only, for Online assignments that are anticipated to continue for the duration of the 2020-2021 school year using EdJoin. At the secondary level, unit members shall be notified of Online assignments, at their own school sites and of classes made up of students from multiple school sites, that are anticipated to continue for the duration of the 2020-2021 school year so that consideration can be given to interested unit members before candidates from another school site are considered. Placement of staff from other sites shall not result in overstaffing.
- d. In making Online assignments for the duration of the 2020-2021 school year, the District shall consider, to the extent practicable and consistent with applicable law, unit members with diagnosed underlying health issues that make them particularly susceptible to COVID-19.
 - i. After the identified prioritized conditions have been accommodated, remaining positions will be available for unit member transfers following the contractual procedures (Article 12 – Assignments, Transfer and Filling of Vacancies).

- ii. Online assignments that are anticipated to last for the remainder of the 2020-2021 school year, may be located on region specific campuses under the supervision of the administration on each campus.
 - iii. Unit members who are assigned to these year-long positions, shall report to their assigned worksite once the District transitions instructional models, unless there are legal accommodations in place.
- e. Teachers who interview and are selected for Online assignments shall retain first right of refusal rights to return to their 2019-2020 school site for the 2021-2022 school year, provided that there is a vacancy.

6. Safety Conditions for On Campus Instruction

- a. District Provided Personal Protective Equipment (PPE): Subject to availability, the District will provide the following personal protective and safety equipment upon reopening:
 - i. Disposable Gloves
 - ii. Five (5) Cloth Face Coverings
 - iii. Face Shield
 - iv. Access to N95 masks for School Nurses to use when necessary
 - v. The District will provide a sneeze guard/plexiglass shield for certain non-classroom-based unit members where maintaining physical/social distancing practices is impossible. Upon request and subject to availability, the District will provide a sneeze guard/plexiglass shield for classroom-based unit members.
- b. Facial Coverings
 - i. If the July 17, 2020, guidance provided by the CDPH and Office of the Governor mandate is amended to permit greater discretion in the use of face coverings, the District and Association agree to conduct an emergency bargaining session to collaboratively address this specific matter.
- c. Classroom/Workspace Sanitation, Hygiene, and Health Protocols:
 - i. Subject to availability, all classrooms and common office spaces will have hand sanitizer stations installed.
 - ii. Classroom teachers will be provided with District approved, EPA and CDC compliant, cleaning and disinfectant materials for optional use by teachers at their discretion.
 - iii. The District will develop and publish sanitization schedules, including an overview of the disinfection process, for classrooms and unit member work stations. To facilitate sanitation, unit members shall:
 - 1. Clear student and unit member desks, countertops. Stationary equipment (e.g., computers, phones, etc.) may remain on the desks/countertops.
 - 2. Minimize the use of unlaminated paper or posters in the classroom, as these materials can be damaged in the sanitization process.

3. Remove personal items and/or furniture that may hold moisture and/or deteriorate with regular exposure to moisture.
- iv. District approved, EPA and CDC compliant, cleaning and disinfectant materials shall be provided for shared workspaces (e.g., conference rooms, staff workstations, etc.). Each staff will disinfect (e.g., wipe down) any surfaces used prior to exiting these shared workspaces.
- v. The District shall establish and publish COVID-19 guidelines, based on the July 17, 2020, CDPH Schools and School-Based Programs guidance, for unit members that outline District protocols related to:
 1. Identifying Illness at School
 2. Guidelines for Student Return to School After Exclusion
 3. Protocols for Potential Classroom Exposure
- d. The Parties will reconvene prior to the physical reopening of schools to discuss the impacts and effects of COVID-19 testing for certificated staff.
- e. Temporary Staff and Student Isolation:
 - i. In the event that an asymptomatic unit member and students are required to self-isolate at home due to potential or confirmed COVID-19 exposure while on the job in the Cohort Model, the unit member shall provide Online Instruction during the period of required isolation.
 - ii. If the District is in the on-campus instructional model, and in an effort to provide an opportunity to transition back to online instruction, impacted unit members will have twenty-four (24) hours to transition to Online Learning. Unit members impacted by TVUSD work related isolation orders will be able to virtually collaborate with the online teachers at the same grade level/course.
 - iii. Unit members who are subject to quarantine (either voluntarily or by directive), shall use those leaves available in the collective bargaining agreement and/or state/federal law, if applicable, including but not limited to leaves provided in the Families First Coronavirus Response Act and FMLA.
- f. Elementary Arrival, Recess, and Dismissal Procedures
 - i. If deemed necessary at the transition period, and based on the number of students at a given school site, students may be required to report directly to their classrooms as early as 8:40 AM each morning. During this time, classroom teachers shall be present to supervise students, however, instruction will not start until the official start of the instructional school day.
 1. If a Unit Member assigned to a PK-5 class is required to accept students in their classroom at 8:40, they shall be accorded an additional ½ day professional release to be used for purposes of planning and preparation. These days shall be scheduled by each unit member with the principal. Unit members shall coordinate the scheduling of this release time, to the extent possible, and ensure the use of a full day substitute shared between two teachers. The unit member shall submit to the principal a plan for the use of the professional release day.

2. If there is still a need for this MOU during the second semester of the 2020-2021 school year, unit members in grades PK-5 serving assigned additional supervisory duties before and after school each day of the first semester shall be accorded an additional ½ day professional release to be used in accordance with this subsection.
 - ii. Unit members who are not assigned to a set class roster of students and those that do not have students physically reporting to school may be assigned supervision duty for arrival, dismissal, and recess.
 - iii. The Parties recognize that the unique layout and student population at each site will necessitate individual plans regarding safe student release. All plans must have the following components:
 1. Plans should account for and minimize cross-grade level cohort interactions, to the extent practicable.
 2. Plans should minimize interactions with non-students, to the extent practicable.
 3. Plans will have a designated location to drop off remaining students before the end of the teacher workday.
- g. Instructional Materials
 - i. Efforts shall be made by staff to ensure use of manipulatives and other instructional materials by students meet health and safety guidelines (e.g., unifix cubes made into individual student sets).
 - ii. Lab classes and other classes that require the use of shared materials may consider having students use gloves, or to the extent possible, limiting the number of students handling materials.
- h. Non-Instructional Duties
 - i. Visitor access to each school campus will be restricted to those having legitimate business at the site. The preferred method for parent-teacher conferencing and other related meetings (e.g., IEPs, SSTs, 504s, etc.) will be virtual. However, in the event a virtual meeting is not possible, unit members may be expected to safely conduct in-person parent meetings in consultation with their site supervisors.
 - ii. Back to School Night will take place virtually. A decision regarding the format of Open House will be dependent on the CDPH guidelines during the second semester.
 - iii. Staff meetings and staff development sessions will occur virtually, unless conditions permit the meeting to be held safely in person per state and county guidelines.
- i. Physical/Social Distancing
 - i. The District will adhere to any current and future mandates associated with the July 17, 2020, COVID-19 Industry Guidance for Schools and School-Based Programs. Examples from the guidelines include, but are not limited to:

1. Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
 2. Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
 3. Maximize space between seating and desks.
 4. Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
 5. Implement procedures for turning in assignments to minimize contact.
- ii. Large gatherings, assemblies, and field trips will be postponed or virtual until further notice.
- j. Elementary Weekly Preparation Time
- i. Depending on program needs and/or sanitation needs, and/or availability of physical space, and/or inclement weather, etc., Library, PE, and VAPA lessons may need to be conducted in each teacher's classroom.
 - ii. The District will endeavor to provide private workstations for teachers to prepare, subject to facility availability.
 - iii. If a site's enrollment provides for an open classroom(s), these rooms will be utilized by Library, PE, and VAPA teachers before the teacher's classroom is used.
- k. Substitute usage shall be in accordance with the 2020-2021 Substitute Protocols for online teachers, a copy of which is attached as Appendix H.

7. Special Services During Online Instruction

- a. General Considerations
- i. If required by state and federal Special Education law, and if permitted by the CDPH or Riverside County Public Health (RCPH) some classifications of certificated employees (e.g. SLPs, APE Teachers, School Psychologists, Behavioral Health Counselors, School Nurses, Special Education Teachers) will be required to conduct on campus assessments with students. The District will adhere to all local health order mandates related to on campus assessments.
 - ii. Initially, small group instruction and/or 1:1 instruction sessions for moderate/severe student populations will take place online. After appropriate protocols are developed by RCPH and PPE and safety equipment is in place, and if permitted by local health orders, unit members may be required to provide on campus instruction to these students. The District will adhere to all local health order mandates related to instruction.
 - iii. In the event that the District introduces site-based small group instruction and/or 1:1 instruction sessions for moderate/severe student populations that requires teachers to report to the site, teachers will be given a minimum of seven (7)

calendar days' notice. During this time, the District and TVEA agree to meet and negotiate any impacts and effects of the decision.

Nothing in this agreement limits the initiative on the part of the unit member to voluntarily work with students on campus, as long as administrative approval is provided in advance and doing so does not violate State and or local health orders.

8. Evaluations

The District and Association understand that the 2020-2021 school year is both unique and unprecedented. A certain degree of flexibility will be necessary as both teachers and students adjust to new instructional models.

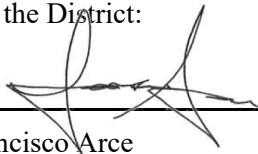
- a. Accordingly, for the 2020-2021 school year, the District shall not conduct and issue formal evaluations to permanent bargaining unit members, though the District reserves the right to engage in informal observations and to provide direction, feedback and support based upon those informal observations. Unit members shall be made aware of the District and Site level instructional goals. Although the District will not require goal setting forms to be submitted during the 2020-2021 school year, the District and Association recognize the importance of professional growth.
 - i. This section shall not apply to unit members who were on an Assistance Plan for the 2019-2020 school year and will be subject to an Assistance Plan as a result of their 2020-2021 evaluation in accordance with Article 13.2.2(b).

9. Unless modified by this MOU, the provisions of the existing collective bargaining agreement remain in effect.

10. This MOU is a non-precedent setting and may not be cited to support any particular interpretation of the collective bargaining agreement.

11. This MOU will expire June 30, 2021, unless extended in writing by the Parties.

For the District:



Francisco Arce
Assistant Superintendent
Human Resources Development

7/27/2020

Date

For the Association:



Brian Balaris
Bargaining Chair
Temecula Valley Educators Association

7/27/2020

Date

Human Resources Development COVID-19 Employee Self-Screening Assessment

The completion of this assessment is required daily at the start of the work day.

Required

Please answer Yes or No

Since your last day of work, or since your last visit to this facility, have you had any of the following:

1. A new fever (100.4° or higher) or sense of having a fever?

- Yes
 No

2. A new cough that you cannot attribute to another health condition?

- Yes
 No

3. New shortness of breath that you cannot attribute to another health condition?

- Yes
 No

4. A new sore throat that you cannot attribute to another health condition?

- Yes
 No

5. New muscle aches that you cannot attribute to another health condition or that may have been caused by a specific activity (such as physical exercise)?

- Yes
 No

If the answer to any of these questions is Yes, the unit member shall notify site administration, may not be present at any district facility, and shall use any applicable available leave time.

Appendix B

Teacher Responsibilities: Elementary Online Learning Model

Providing a rigorous and supportive online learning opportunity for TK – 5 families



Teacher Responsibilities

- **Morning “Instruct”:** Teachers will provide core instruction from 9:00 – 2:15 on Monday – Friday. This will consist of:
 - Screencasts and videos used to deliver teacher pre-recorded (asynchronous) instruction.
 - Virtual morning meetings 2 – 3 times a week to develop a sense of community and update the class regarding current assignments and expectations.
 - Regular live (synchronous) instruction on a virtual platform for whole group and small group instruction throughout the morning, determined by the teacher’s schedule. The emphasis will be on live small group instruction for each student three to four times a week to allow for teacher feedback and clarification, as well as peer collaboration.
 - Teacher developed and assigned independent work to include instructional technology programs, project-based learning, inquiry, and application of skills which may be extended into the afternoon hours.

- **Afternoons: “Apply, Extend, Support”** Teachers will provide guidance to students for one to two hours each afternoon which will be reserved for student application of skills, intervention, and extension. Teachers will use their afternoons to plan, record virtual content, grade student work, and provide feedback to students and families. Teachers should also schedule office hours during this time and communicate with families via email and phone. Record daily attendance of students.

- **Google Classroom and SeeSaw Management Systems:** Teachers will use the Google Classroom and SeeSaw Learning Management Systems to provide families with lessons, materials and directions.

- **Additional Student Support Services:** Teachers will collaborate with support providers such as Title I/LCAP intervention, counseling, and special education so that services can be integrated throughout the instructional day based on individual student needs. Teachers will provide integrated and designated support for English Language learners.
- **Assessment and Feedback:** Teachers will emphasize consistent feedback to students on classwork and progress on standards. Teachers will complete all required district assessments and will make arrangements for students to take specific grade level assessments. They will provide families with information regarding student progress on district progress reports and report cards.
- **Partnerships:** Teachers will build partnerships with parents/guardians, with consistent communication on student progress and office hours to support the learning process. Teachers may meet with students and/or families in person, when mutually agreed upon, or virtually through scheduled office hours.
- **Schedules:** Teachers will communicate detailed daily and weekly schedules to students, families, administrators, and related service providers to best support students and staff.
- **Training for Families:** Teachers will participate in developing the following training opportunities for parents to promote student success:
 - Families will be provided detailed information about the model and expectations at the Back to School Night presentation.
 - Onboarding for parents and students will include training them in digital readiness, instructional programs, and best practices for participation in the program.
 - Families will be provided with video-based training in supporting student learning in this model
- **Collaboration:**
 - Teachers will collaborate in PLC with online peers and grade level peers to support student learning through the four essential questions.
 - What do we want students to learn?
 - How will we know when they have learned it?
 - What will we do for those who do not?
 - What will we do for those who already know it?

- **Materials:** A process will be organized in which families will be given individual appointments in August to come to a school location to pick up required learning materials including technology, student curricular materials, and learning manipulatives.
- **Staff Readiness and Development:** Teachers will participate in the following readiness and staff development activities:
 - Ongoing District training for Google Classroom and SeeSaw to support virtual instruction
 - Ongoing training to support teachers in implementing this model, including professional collaboration amongst virtual teachers.
 - Onboarding for parents and students will include training them in an online format in digital readiness, instructional programs, and best practices for participation in the program.
- **Additional Teacher Commitments**
 - Online teachers will participate in site-based grade level PLC's and staff meetings weekly, as scheduled.
 - Teachers will post instructional recordings and assignments in SeeSaw and/or Google Classroom with due dates.
 - SeeSaw/ Google Classroom postings will be in a timely fashion for all lessons.
 - Teachers will implement an appropriate blend of asynchronous, synchronous, and independent practice content on a weekly basis throughout the school year.
 - Teachers will record and post lessons, interactions, and activities for their students related to the current curriculum.
 - A minimum time of asynchronous content consisting of content such as self-guided lesson modules, video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or school appropriate social media platforms will be provided each week. This asynchronous content should be broken up into segments of no more than 15 minutes at a time.
 - ELA - 2 hours
 - Math - 2 ½ hours
 - Science - 45 minutes
 - Social Science - 45 minutes

	<ul style="list-style-type: none">▪ Intervention - 30 minutes▪ Independent practice and/or small group synchronous collaboration should be assigned with every instructional video.• A minimum time of synchronous content will be scheduled each week. These synchronous video conferencing sessions should occur most often with small groups of students organized into homogeneous or heterogeneous groups. These sessions provide an opportunity for differentiated instruction, teacher monitored guided practice, intervention, enrichment, small and whole group class discussion, and assessments. These sessions also allow for feedback and clarification as well as peer collaboration.<ul style="list-style-type: none">▪ ELA - 3 hours▪ Math - 2 ½ hours▪ Science - 1 hour▪ Social Science - 45 minutes▪ Intervention - 60 minutes• Independent practice and/or small group synchronous collaboration should be assigned with every instructional video.• Teachers will document grades and feedback for students who complete the work in a timely manner.• Each day, teachers will take attendance and submit attendance via Infinite Campus. Attendance may be collected through the use of student attendance in a synchronous session or completion of asynchronous/Independent work.
--	---

Appendix C

Teacher Responsibilities: Secondary Online Learning Model

Providing a rigorous and supportive online learning opportunity for 6-12 families



Teacher Responsibilities

- “Instruct”: Teachers will deliver instruction by blending the asynchronous, synchronous, & independent practice models.
 - Screencasts, videos of teacher pre-recorded instruction, or other applicable videos are used to deliver (asynchronous) instruction.
 - First-instruction should occur primarily in the asynchronous environment
 - Regular, live (synchronous) online instruction will occur in small & whole group environments according to the period bell schedule. The emphasis will be on live small group instruction for each student organized in homogeneous or heterogeneous groups two times a week to allow for teacher feedback and clarification, as well as peer collaboration and class discussion.
 - These virtual meetings develop a sense of community and update the class regarding current assignments and expectations, as well as provide an opportunity for teachers to monitor student learning and adjust instruction and implement intervention as appropriate.
 - Teacher-developed, and assigned, independent work to include instructional technology programs, project-based learning, inquiry, and application of skills which may occur outside the period bell schedule.
 - See the attached documents entitled “Online Course Format”.

- “Apply, Extend, Support”: Teachers will provide guidance to students during the periods where there is not synchronous instruction. These times can also be reserved for student application of skills, intervention, and extension. Teachers will prepare course material, record virtual content, grade student work, and provide feedback to students and families.

- Canvas Learning Management System (LMS): Think of Canvas as your online classroom. Online teachers will use the Canvas Learning Management System to provide families with lessons, instruction, materials, and direction, and support. There is a phase-in support plan for the incremental transition into the Canvas LMS from Google Classroom.
- Additional Student Support Services: Teachers will collaborate with support providers such as special education, Instructional Assistants (IAs) and Educational Assistants (EAs), counselors, etc. so that services can be integrated throughout the instructional day based on individual student needs. Teachers will provide integrated and designated support for English Language learners.
- Assessment and Feedback: Teachers will administer all required district assessments. They will provide families with information regarding student progress on district progress reports and report cards. Teachers will emphasize consistent feedback to students on assessments and overall progress on standards.
- Schedules: Teachers will communicate weekly schedules to students, families, administrators, and related service providers.
- Parent and Student Training: Teachers will participate in developing the following training opportunities for parents to promote student success:
 - Families will be provided detailed information about the model and expectations at the Back to School Night presentation.
 - The district and site will provide families with online video-based training in supporting student learning in the online model. Teachers may be asked to make these videos accessible to their students and families and to respond to questions about the learning management system as it relates to their course(s).
- Staff Readiness and Development: Teachers will participate in the following readiness and staff development activities:
 - District training on using the Canvas LMS to provide online instruction.
 - Ongoing training to support teachers in implementing this model, including professional collaboration among teachers.

- Best Practices for Online Instruction
 - A minimum of one hour of asynchronous content consisting of content such as self-guided lesson modules, video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or school appropriate social media platforms will be provided each week. This asynchronous content should be broken up into segments of no more than 15 minutes at a time.
 - A minimum of two hours of synchronous content will be scheduled each week. These synchronous video conferencing sessions should occur most often with small groups of students organized into homogeneous or heterogeneous groups. These sessions provide an opportunity for differentiated instruction, teacher monitored guided practice, intervention, enrichment, small and whole group class discussion, and proctored assessment.
 - Independent practice and/or small group synchronous collaboration should be assigned with every instructional video.

- Additional Teacher Commitments:
 - Teachers will assign 6 hours of content to students per course per week. This content is a blend of asynchronous, synchronous, and independent practice assignments.
 - It is understood that there will be variations to these hours in high school courses of rigor.
 - Teachers will participate in site-based grade level PLC's and staff meetings weekly, as scheduled.
 - Teachers will post instructional recordings and assignments in Canvas with due dates.
 - Teachers will document grades and feedback for students.
 - Attendance will be taken and recorded.
 - Our ability to communicate regularly with students differs in an online model, it is recommended that teachers post office hours when they are available by Canvas, Google Meet, and/or email for clarifications and instructions.
 - Office hours are designated times a teacher is at a computer and available electronically for all.
 - A teacher's workday consists of instructional preparation (asynchronous & synchronous), instructional delivery, office hours, grading, recording, and giving feedback on evaluated work.

Online Course Format

Direct Instruction through asynchronous methods	Students access 1 to 2 hours of teacher created/curated content per week to receive first instruction. Students can access this content at any time during the week as long as they meet the scheduled assignment deadlines for the week. Asynchronous content includes self-guided lesson modules, video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. We recommend that videos are kept between 7 and 15 minutes in duration each and followed by a student expectation of evidence of learning.
Supporting learning through synchronous methods	<p>Each student must attend at least 2 hours of scheduled video conferencing with the teacher each week. These live experiences arrange students into homogeneous or heterogeneous groups containing 8 to half of the class of students at a time. Video conferences are scheduled during the arranged class time for the course.</p> <p>Activities during these live sessions include discussions, teacher monitored guided practice, small group instruction, and assessment.</p> <p>The office hour/intervention sessions can be scheduled in up to 1-hour durations.</p>
Independent practice by students for work completion	Each student should complete between 2 to 4 hours of independent practice each week. The number of hours depends on how much time a student is assigned asynchronous and synchronous content from the teacher.
Total	All three of these course components should not go beyond a total of 6 hours per week for each student. There may be variations on this number in courses of rigor.

Appendix D

Special Education Teacher Responsibilities: Elementary Online Learning Model

Providing a rigorous and supportive online learning opportunity for PK – 5 families



Special Education Teacher Responsibilities

- **Morning “Instruct”:**
 - RSP Teachers: Teachers will record virtual content, grade student work, and provide feedback to students and families. Teachers will schedule office hours during this time and communicate with families via email and phone. This allows the students to get first instruction from their general education teacher. Log participation of students in small groups. Teachers will work with students for one to two hours providing direct instruction and groups each day based upon student IEP goals. It could be push in or pull out based on the IEP. Teachers can also push in to the gen ed sessions to support co-teaching.
 - IA’s will support general education teachers by working online to support learning new skills/ provide small group instruction/gather data on IEP goals and skills
 - Teachers will meet with IA’s to guide them in ways to support students, answer questions, discuss data keeping/logs, support skill building
 - SDC Teachers: Teachers will provide core instruction from 9:00 – 1:00 on Monday – Friday (or four hours daily for preschool teachers) This will consist of:
 - Screencasts and videos used to deliver teacher pre-recorded or other applicable videos (asynchronous) instruction.
 - Virtual morning meetings 2 – 3 times a week to develop a sense of community and update the class regarding current assignments and expectations.
 - Regular live (synchronous) instruction on a virtual platform for whole group and small group instruction throughout the morning, determined by the teacher’s schedule. The emphasis

	<p>will be on live small group instruction for each student three to four times a week to allow for teacher feedback and clarification, as well as peer collaboration.</p> <ul style="list-style-type: none">▪ Teacher developed and assigned independent work to include instructional technology programs, project-based learning, inquiry, and application of skills which may be extended into the afternoon hours. <p>○ Afternoons: “Apply, Extend, Support”</p> <ul style="list-style-type: none">• <u>RSP Teachers:</u> Work with their small groups for at least one to two hours each afternoon to support student IEP goals and reinforce new skills taught in the gen ed setting.<ul style="list-style-type: none">▪ Screencasts and videos used to deliver teacher pre-recorded (asynchronous) instruction or other applicable videos.▪ Virtual meetings 2 – 3 times a week to develop a sense of community and update the students regarding current assignments and expectations.▪ Regular live (synchronous) instruction on a virtual platform for whole group and small group instruction throughout the day, determined by the teacher’s schedule. The emphasis will be on live small group instruction per their IEP to allow for teacher feedback and clarification, as well as peer collaboration.▪ Teacher developed and assigned independent work to include instructional technology programs, project-based learning, inquiry, and application of skills which may be extended into the afternoon hours.• <u>SDC Teachers:</u> Teachers will provide guidance to students for one to two hours each afternoon which will be reserved for student application of skills, intervention, and extension. Teachers will use their afternoons to plan, record virtual content, grade student work, and provide feedback to students and families. Teachers should also schedule office hours during this time and communicate with families via email and phone. Record daily attendance of students. <p>○ Google Classroom and SeeSaw Management Systems: Teachers will use the Google Classroom and SeeSaw Learning Management Systems to provide families with lessons, materials and directions.</p> <ul style="list-style-type: none">• Provide live instruction and activities related to students’ IEP goals• Provide activities for reinforcing new skills <p>○ Additional Student Support Services: Teachers will collaborate with support providers such as Title I/LCAP intervention, counseling, and special education so that services can be integrated throughout the</p>
--	--

instructional day based on individual student needs. Teachers will provide integrated and designated support for English Language learners.

○ **Assessment and Feedback:**

- Teachers will emphasize consistent feedback to students on classwork and progress on standards. Teachers will complete all required district assessments and will make arrangements for students to take specific grade level assessments in-person if possible. They will provide families with information regarding student progress on district progress reports and report cards.
- Plan to collect data on IEP goals (Google form so that IA's can support data collection. This can also be shared with support providers if appropriate.)
- Plan for assessing students for annual IEP's and for Tri's/initials and schedule appointments with parents

○ **Partnerships:**

- Teachers will build partnerships with parents/guardians, with consistent communication on student progress and office hours to support the learning process. Teachers may meet with students and/or families in person, when mutually agreed upon, or virtually through scheduled office hours.

○ **Schedules:** Teachers will communicate detailed daily and weekly schedules to students, families, administrators, and related service providers to best support students and staff.

- Organize a plan for learners - weekly plan
 - activities scheduled with specific day/times for synchronous activities and non-synchronous activities
 - scheduled times to review skills taught and IEP goals
 - provide choice activities for students to do that reinforce IEP goals
- Set expectations over the course of the learning week

○ **Training for Families:** Teachers will participate in developing the following training opportunities for parents to promote student success:

- Families will be provided detailed information about the model and expectations at the Back to School Night presentation.

- Onboarding for parents and students will include training them in digital readiness, instructional programs, and best practices for participation in the program.
- Families will be provided with video-based training in supporting student learning in this model
- **Collaboration:**
 - SpEd Teachers will collaborate in PLC with online peers and grade level peers to support student learning through the four essential questions.
 - What do we want students to learn?
 - How will we know when they have learned it?
 - What will we do for those who do not?
 - What will we do for those who already know it?
 - SpEd Teachers will collaborate in PLC's with LCAP SSS to be able to support students academically, share strategies to support on-line learning, assessments, and IEP compliance.
- **Materials:**
 - A process will be organized in which families will be given individual appointments in August to come to a school location to pick up required learning materials including technology, student curricular materials, and learning manipulatives. Teachers will be present for these appointments to meet students and families and provide any in-person directions or support.
 - Provide supplemental support materials to students based on IEP goals and student needs.
- **Staff Readiness and Development:** Teachers will participate in the following readiness and staff development activities:
 - Teachers may achieve certifications (i.e. Apple Teacher, Google Teacher, and SeeSaw)
 - Ongoing District training for Google Classroom and SeeSaw to support virtual instruction
 - Ongoing training to support teachers in implementing this model, including professional collaboration amongst virtual teachers, IEP compliance (data-keeping, writing goals, assessments, etc.), and being able to support supplemental supports.
 - Staff to keep support logs to document steps taken to support student learning/document student work, and notes from on-line interactions

Appendix E

Service Provider Teacher Responsibilities: Online Learning Model

Providing a rigorous and supportive online learning opportunity for PK – 12 families



<p>Special Education Service Providers</p> <p>School Psychologists</p> <p>Speech & Language Pathologists</p> <p>APE Teachers</p> <p>Occupational Therapists</p> <p>Physical Therapists</p>	<ul style="list-style-type: none">○ Assessments: Service providers/assessors will conduct testing sessions for Initial and Triennial assessments with specific safety protocols. Virtual assessments will be done, only in specific cases, following test publisher guidelines. Assessors will schedule appointments by contacting parents. When multiple assessors are involved, they should communicate and coordinate with parents about testing sessions. TVUSD assessment protocol and forms to use during COVID outbreak should be followed. The following are general steps. Safety steps are included in the TVUSD Assessment Protocol.<ul style="list-style-type: none">● 24 hours prior to the assessment the assessor sends the family the waiver. The Assessment Protocol Waiver must be received by the assessor prior to moving on to the next step.● The day of testing, parent is to text or call the assessor at the arrival of their assessment window. Parent and student are to remain in the car.● Assessor exits the testing center to meet the family in the parking lot.● While maintaining social distancing, the assessor uses the checklist to assess for risk factors.● Once the checklist is completed, including the student’s temperature, the student is provided hand sanitizer.● Student and staff walk to testing room.● Assessor reviews the assessment process with the student and completes the assessment.
---	---

<p>Behavioral Health Therapists</p> <p>Behavioral Health Counselors</p> <p>Autism Specialists</p> <p>Behavior Analysts</p> <p>Special Education Teachers</p>	<ul style="list-style-type: none"> ● At the student’s last break in assessment, the assessor notifies the parent of the anticipated end time of the assessment. ● Parent is to text or call the assessor when they arrive in the parking lot. Parent is to stay in the car. ● Assessor will walk student to car and confirm next appointment and review process. ● After the testing, the assessor will re-enter testing room and begin by wiping down all mobile equipment/devices used during assessment. ● Assessor will then wipe/sanitize the divider, tables, chairs and any other furniture. ● Assessor will notify Site Administrator after last appointment to schedule night custodian for deep cleaning. <p>Student observations should be conducted during testing sessions and during Distance Learning group instruction.</p> <p>Interviews, report writing, and review of records will be completed in a timely manner.</p> <ul style="list-style-type: none"> ○ IEPs: Service providers will be prepared to participate in IEP meetings conducted virtually. ○ Office Hours: Service Providers will maintain and communicate office hours. ○ Direct Services: Service providers will provide (virtual/in-person) services to students as specified in the student’s IEP (stated frequency and duration). ○ Consultation: Service providers will provide consultation to teachers, parents, students, and staff. ○ Lessons: Service providers will complete (virtual/in-person) individual or group lessons as specified in the student’s IEP (i.e. BLOOM-weekly social skills and executive functioning lessons, SEAL-social emotional lessons).
--	--

- **Classroom Support:** Service providers will provide support (virtual/physical classroom) on areas of expertise (i.e. social emotional, behavioral, academic, social emotional learning).
- **Collaboration:** Service providers will collaborate with teachers and other service providers so that services can be integrated throughout the instructional day based on individual student needs.
- **Staff Readiness and Development:** Service Providers will participate in the following readiness and staff development activities:
 - Ongoing District training for Google Classroom and/or SeeSaw (Elementary) and/or Canvas (Secondary) to support virtual instruction.
 - Ongoing training to support teachers in implementing this model, including professional collaboration amongst virtual teachers, IEP compliance (data-keeping, writing goals, assessments, etc.), and being able to support supplemental supports.
 - Training on how to administer virtual tests if applicable.
 - Training on tele-practice.
 - Staff to keep support logs to document steps taken to support student learning
 - Service Providers will continue to provide staff development opportunities in their area of expertise: ProACT, ABA, BSP, etc.

Appendix F

Special Education Teacher Responsibilities: Specialized Programs Online Learning Model

Providing a rigorous and supportive online learning opportunity for PK – 12 families



Special Education SDC (Mod-Severe) Teacher Responsibilities

- **Morning “Instruct”:**
 - SDC (Mod-Severe) Teachers will provide core instruction from 9:00 – 1:00 on Monday – Friday (or four hours daily for preschool teachers). This will consist of:
 - Screencasts and videos used to deliver teacher pre-recorded or other applicable videos (asynchronous) instruction.
 - Virtual morning meetings 2 – 3 times a week to develop a sense of community and update the class regarding current assignments and expectations.
 - Regular live (synchronous) instruction on a virtual platform for whole group and small group instruction throughout the morning, determined by the teacher’s schedule. The emphasis will be on live small group instruction for each student three to four times a week to allow for teacher feedback and clarification, as well as peer collaboration.
 - SDC (mod-severe) teachers will work with students for one to two hours each day providing direct instruction based upon student IEP goals.
 - Teacher developed and assigned independent work to include instructional technology programs, project-based learning, inquiry, and application of skills which may be extended into the afternoon hours.
 - Record daily attendance of students.
 - Teachers will have office hours and consult with parents and service providers.
 - Teachers will plan and prepare with aides, grading, collecting data, and analyzing data according to individual student goals.

- IA's will support gen ed teachers by working online to support learning new skills/ provide small group instruction/gather data on IEP goals and skills
 - Teachers will meet with IA's to guide them in ways to support students, answer questions, discuss data keeping/logs, support skill building
- **Afternoons: "Apply, Extend, Support"**
 - SDC (Mod-Severe) Teachers: Teachers provide guidance to students for one to two hours each afternoon which will be reserved for student application of skills, intervention, and extension. Teachers will use their afternoons to plan, record virtual content, grade student work, and provide feedback to students and families. Teachers should also schedule office hours during this time and communicate with families via email and phone. Log student participation. Log participation of students.
 - **Google Classroom and SeeSaw Management Systems**: Teachers will use the Google Classroom and SeeSaw Learning Management Systems to provide families with lessons, materials and directions.
 - Provide live instruction and activities related to student's IEP goals
 - Provide activities for reinforcing new skills
 - Guide IA's to support small group/1:1 instruction,
 - Guide IA's to support data keeping, observation records and communication logs
 - **Unique Learning System and News2You**: Teachers will use this curriculum to develop teaching materials based on IEP goals.
 - **Visuals**: Teachers will develop and help parents develop visual supports and schedules to use with students based on their IEP.
 - **Additional Student Support Services**: Teachers will collaborate with support providers such as OT, APE, SLP, psychs, LCAP intervention, ATP staff, autism team staff, counseling, and special education so that services can be integrated throughout the instructional day based on individual student needs. Teachers will provide integrated and designated support for English Language learners. Teachers will review and adapt IEP supplementary aids and supports to be provided during DL.

- **Assessment and Feedback:**
 - Teachers will emphasize consistent feedback to students on classwork and progress on IEP goals.
 - Plan to collect data on IEP goals and behavior (Google form so that IA's can support data collection. This can also be shared with support providers if appropriate)
 - Plan for assessing students for annual IEPs and for Tris/initials and schedule appointments with parents (following Service Provider / Teacher assessment protocol in Appendix E).

- **Partnerships:**
 - Teachers will build partnerships with parents/guardians, with consistent communication on student progress, and office hours to support the learning process. Teachers may meet with students and/or families in person, when mutually agreed upon, or virtually through scheduled office hours.

- **Schedules:** Teachers will communicate detailed daily and weekly schedules to students, families, administrators, and related service providers to best support students and staff.
 - Organize a plan for learners - weekly plan
 - activities scheduled with specific day/times for synchronous activities and non-synchronous activities
 - scheduled times to review skills taught and IEP goals
 - provide choice activities for students to do that reinforce IEP goals
 - Set times to collaborate with IA's to review learning expectations of the students, strategies to support learning, and data collection
 - Ensure data on progress toward IEP goals/objectives and/or areas of potential need is being collected and documented
 - Include consultation and direct services in the student's schedule and communicate with service providers.

- **Training for Families:** Teachers will participate in developing the following training opportunities for parents to promote student success:
 - Families will be provided detailed information about the model and expectations at the Back to School Night presentation.

- Onboarding for parents and students will include training them in digital readiness, instructional programs, and best practices for participation in the program.
 - Families will be provided with video-based training in supporting student learning in this model
 - Families will be trained on how to develop and use visual supports and schedules with their kids.
 - Families will be trained on how to use reinforcement procedures when working with their kids.
- **Collaboration:**
- SpEd Teachers will collaborate in PLC with online peers and grade level peers to support student learning through the four essential questions.
 - What do we want students to learn?
 - How will we know when they have learned it?
 - What will we do for those who do not?
 - What will we do for those who already know it?
 - SpEd Teachers will collaborate in PLC's with LCAP SSS to be able to support students academically, share strategies to support on-line learning, assessments, and IEP compliance.
 - Collaboration with IA's and related service providers
 - Collaborate with service providers according to student's IEP
- **Materials:**
- A process will be organized in which families will be given individual appointments in August to come to a school location to pick up required learning materials including technology, student curricular materials, and learning manipulatives, based on IEP goals and student needs.
- **Staff Readiness and Development:** Teachers will participate in the following readiness and staff development activities:
- Teachers may achieve certifications (i.e. Apple Teacher, Google Teacher, and SeeSaw)
 - Ongoing District training for Google Classroom and SeeSaw to support virtual instruction
 - Ongoing training to support teachers in implementing this model, including professional collaboration amongst virtual teachers, IEP compliance (data-keeping, writing goals, assessments, etc.), and being able to support supplemental supports.
 - Staff to keep support logs to document steps taken to support student learning/document student work, and notes from on-line interactions.

Appendix G

Special Education Teacher Responsibilities: Secondary Online Learning Model

Providing a rigorous and supportive online learning opportunity for 6-12 families



Special Education Teacher Responsibilities

- **“Instruct”**: Teachers will deliver instruction by blending the asynchronous, synchronous, & independent practice models.
 - Screencasts and videos are used to deliver teacher pre-recorded or other applicable videos (**asynchronous**) instruction.
 - First-instruction should occur primarily in the asynchronous environment
 - Regular, live (**synchronous**) online instruction will occur in small & whole group environments according to the period bell schedule. The emphasis will be on live small group instruction for each student organized in homogeneous or heterogeneous groups two times a week to allow for teacher feedback and clarification, as well as peer collaboration and class discussion.
 - These virtual meetings develop a sense of community and update the class regarding current assignments and expectations.
 - Teacher-developed and assigned **independent** work to include instructional technology programs, project-based learning, inquiry, and application of skills which may occur outside the period bell schedule.
 - See the attached documents entitled “Online Course Format”
 - Implement services/support to students in alignment with their IEP goals
 - Provide small group sessions as applicable.
 - Direct and support IAs who may hold “tutoring” sessions/reteaching opportunities and be responsible for collecting information and data on IEP goals.
- **“Apply, Extend, Support”**: Teachers will provide guidance to students during the periods where there is not synchronous instruction. These times can also be reserved for student application of skills, intervention, and extension. Teachers will make recommendations for this time but will also work with parents to develop

plans to meet individual needs and interests. Teachers will use their planning period to prepare course material, record virtual content, grade student work, and provide feedback to students and families.

- Work with students on IEP goals/data collection
- **Canvas Learning Management System:** Think of Canvas as your online classroom. Online teachers will use the Canvas Learning Management System to provide families with lessons, instruction, materials, and direction, and support.
 - Provide activities for IEP goals/reinforcing new skills
- **Additional Student Support Services:** Teachers will collaborate with support providers such as special education, Instructional Assistants (IAs), Educational Interpreter Aides (EIAs), and Educational Assistants (EAs), counselors, etc. so that services can be integrated throughout the instructional day based on individual student needs. Teachers will provide integrated and designated support for English Language learners.
- **Assessment and Feedback:**
 - Teachers will administer all required district assessments. They will provide families with information regarding student progress on district progress reports and report cards. Teachers will emphasize consistent feedback to students on assessments and overall progress on standards.
 - Plan to collect data on IEP goals (google form so that IAs can support data collection. This can also be shared with support providers if appropriate.)
 - Plan for assessing students for annual IEPs and for Tris/Initials and schedule appointments with parents
- **Partnerships:**
 - Teachers will build partnerships with parents, with consistent communication on student progress using Canvas, Google Classroom, Infinite Campus, and G-mail in addition to office hours to support the learning process. Teachers may meet with students and/or families via video conferencing.
 - What does 'distance learning' look like? How is the team going to coordinate and work together to build meaningful collaboration, communication, and learning opportunities for students?
 - Clear communication with parents.

- **Schedules:** Teachers will communicate detailed daily and weekly classroom schedules to students, families, administrators, and related service providers.
 - Organize a plan for learners - weekly plan
 - activities scheduled with specific day/times for synchronous activities and non-synchronous activities
 - scheduled times to review skills taught and IEP goals
 - provide choice activities for students to do that reinforce IEP goals
 - Set expectations over the course of the learning week

- **Parent and Student Training: Teachers will participate in developing the following training opportunities for parents to promote student success:**
 - Families will be provided detailed information about the model and expectations at the Back to School Night presentation.
 - The district and site will provide families with online video-based training in supporting student learning in the online model. Teachers may be asked to make these videos accessible to their students and families and to respond to questions about the learning management system as it relates to their course(s).
 - Work with IAs to help them understand strategies to support student learning
 - Work with IAs to help them understand use of the Canvas LMS platform to support special education students they work with in the general education setting.
 - SpEd Teachers will collaborate in PLCs with LCAP SSS to be able to support students academically, share strategies to support on-line learning, assessments, and IEP compliance.

- **Materials:** A process will be organized in which families will be given individual appointments in August to come to a school location to pick up required learning materials including technology, student curricular materials, and learning manipulatives.
 - Provide supplemental support materials to students based on IEP goals and student needs.

- **Staff Readiness and Development:** Teachers will participate in the following readiness and staff development activities:
 - District training on using the Canvas LMS to provide online instruction.
 - Ongoing training to support teachers in implementing this model, including professional collaboration among virtual teachers.

	<ul style="list-style-type: none">● IEP compliance (data-keeping, writing goals, assessments, etc.), and being able to support supplemental supports.● Staff to keep support logs to document steps taken to support student learning/document student work, and notes from on-line interactions <p>○ Best Practices for Online Instruction</p> <ul style="list-style-type: none">● A minimum of one hour of asynchronous content consisting of content such as self-guided lesson modules, video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or school appropriate social media platforms will be provided each week. This asynchronous content should be broken up into segments of no more than 15 minutes at a time.● A minimum of two hours of synchronous content will be scheduled each week. These synchronous video conferencing sessions should occur most often with small groups of students organized into homogeneous or heterogeneous groups. These sessions provide an opportunity for differentiated instruction, teacher monitored guided practice, intervention, enrichment, small and whole group class discussion, and proctored assessment.● Independent practice and/or small group synchronous collaboration should be assigned with every instructional video. <p>○ Additional Teacher Commitments</p> <ul style="list-style-type: none">● Teachers will assign 6 hours of content to students per course per week. This content is a blend of asynchronous, synchronous, and independent practice assignments.<ul style="list-style-type: none">▪ It is understood that there will be variations to these hours in high school courses of rigor.● Teachers will participate in site-based grade level PLC's and staff meetings weekly, as scheduled.● Teachers will post instructional recordings and assignments in Canvas with due dates.● Teachers will document grades and feedback for students.● Attendance will be taken and recorded.● Our ability to communicate regularly with students differs in an online model, it is recommended that teachers post office hours when they are available by Canvas, Google Meet, and/or email for clarifications and instructions.<ul style="list-style-type: none">▪ Office hours are designated times a teacher is at a computer and available electronically for all.
--	--

- | | |
|--|--|
| | <ul style="list-style-type: none">● Electronic classroom activities are expected to align with the essential standards/targets for each course. Online teachers are expected to use the established Canvas Course Shell to organize adapted course curriculum. Teachers will do this by making a copy of the Canvas Course Shell and publishing the components of the course as appropriate. They will reference the established pacing calendars, UPOs, and benchmark assessments within their respective courses. Teachers who are teaching a course without an established Canvas Course Shell are expected to implement a pacing calendar, units, and assessments through the Canvas LMS.● Teachers will review and adapt IEP supplementary aids and supports to be provided during DL. |
|--|--|

Online Course Format

Direct Instruction through asynchronous methods	Students access 1 to 2 hours of teacher created/curated content per week to receive first instruction. Students can access this content at any time during the week as long as they meet the scheduled assignment deadlines for the week. Asynchronous content includes self-guided lesson modules, video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. We recommend that videos are kept between 7 and 15 minutes in duration each and followed by a student expectation of evidence of learning.
Supporting learning through synchronous methods	<p>Each student must attend at least 2 hours of scheduled video conferencing with the teacher each week. These live experiences arrange students into homogeneous or heterogeneous groups containing 8 to 12 students at a time. Video conferences are scheduled during the arranged class time for the course.</p> <p>Activities during these live sessions include discussions, teacher monitored guided practice, small group instruction, and assessment.</p> <p>The office hour sessions are scheduled in up to 1-hour durations.</p>
Independent practice by students for work completion	Each student should complete between 2 to 4 hours of independent practice each week. The number of hours depends on how much time a student is assigned asynchronous and synchronous content from the teacher.
Total	All three of these course components should not go beyond a total of 6 hours per week for each student. There may be variations on this number in courses of rigor.

APPENDIX H

2020-2021 Substitute Protocols for Online Teachers	
Reporting Procedure	<p>Use of Frontline Whenever possible, a unit member must contact the substitute caller as soon as the need to be absent is known, but in no event less than one (1) hour prior to the start of the work day.</p> <p>Email notification to designated site administrator and their established partner teacher as soon as possible, but in no event less than one (1) hour prior to the start of the work day.</p>
First 5 Days of Absence (Day to Day)	<p>At a minimum, the teacher shall post asynchronous lesson activities for students to complete during the absence and provide contact information for the partner teacher.</p> <p>GenEd Partner Teacher - *compensated at the daily substitute rate to check in with students, take attendance and be available for student/parent questions during the workday.</p> <p>SpEd Partner Teacher/Case Carrier - *compensated at the daily substitute rate to check in with students and assigned IAs throughout the day, take attendance for any classes with a roster, and be available for student/parent questions during the workday.</p> <p>*Daily rate of \$127 or prorated based on sections covered.</p>
Extended Day to Day Absence (6 + Days)	<p>Continued posting asynchronous lesson activities for students to complete during the absence.</p> <p>Trained Long Term Substitute carry out teacher provided lesson plans.</p> <ul style="list-style-type: none"> ● Substitutes report to campus to provide instruction <ul style="list-style-type: none"> ○ Access to Technology ○ Instructional Support from Admin
Planned Long Term Absences	<p>GenEd - Placement of tech trained fully credentialed substitute.</p> <p>SpEd - Placement of tech trained fully credentialed substitute or TPSL.</p>
Emergency Long Term Absences	<p>Use of Partner Teacher(s) until a qualified long-term substitute can be secured.</p>