

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

MEMORANDUM OF UNDERSTANDING

BETWEEN
CAPISTRANO UNIFIED SCHOOL DISTRICT
AND
CAPISTRANO UNIFIED EDUCATION ASSOCIATION

April 21, 2020 - June 4, 2020

Distance Learning

Teachers and Other Certificated Staff

This Memorandum of Understanding (MOU) is intended to clarify work expectations during the school closures due to COVID-19. All provisions of the current Collective Bargaining Agreement are in force except for the temporary modifications as outlined in this MOU. If schools reopen prior to June 4, 2020, this MOU will expire.

3 Characteristics of Distance Learning:

1. Recorded, live, or teacher managed lessons
2. Office hours
3. 1:1 or small group support provided for students

Lessons:

Teaching and learning will occur daily in one or more of the following delivery modalities:

- Asynchronous lessons: recorded or teacher managed (including teacher-student engagement) lessons based on a specific content objective.
- Synchronous lessons: live lesson based on a specific content objective.

Daily Instruction shall include the following:

- Elementary: at least 2 assigned lessons daily. Weekly communication about office hours/small group support hours via Virtual Classroom Platforms (including, but not limited to, School Loop or Google Classroom) shall be made available. Meeting times, classroom times, and office hours are included in the weekly plan.
- Secondary: Clearly defined plan of lesson(s) to be implemented by teachers and completed by students on at least a weekly basis. Communication of such plans and office hours/small group support hours via Virtual Classroom Platforms (including, but not limited to, School Loop or Google Classroom). Meeting times, classroom times, and office hours are included in the weekly plan. Suggested daily activities or learning objectives will be stated in the weekly plan.

Office Hours: (live interaction with students):

- **Elementary:** create a schedule of daily “office hours” for students to receive assistance, interact with peers, and discuss weekly learning objectives. This shall be a minimum of 90 minutes total per day. This can be through audio or video, but will not be limited to email interaction. These minutes are cumulative (do not need to be continuous), and will be communicated in the weekly schedule.
- **Secondary:** create a schedule of daily “office hours” for each prep where students can get help with assignments, ask questions, etc. This shall be a minimum of 90 minutes total per day. This can be through audio or video, but will not be limited to email interaction. These minutes are cumulative (do not need to be continuous), and will be communicated in the weekly schedule.

1:1 or Small Group Support:

- Provide support to students who are struggling or unable to connect during scheduled office hours, which can include 1:1 virtual appointments or small group hangouts.

Additional Expectations:

- Work the contractual number of hours per Article 5.2. These hours may be completed on a flexible schedule.
- Communicate a daily/weekly lesson plan with expectations for students using district approved platforms with all stakeholder groups.
- Share/Invite your site administrator, upon request, to provide the same access as students to your CUSD approved virtual platform. Site administrators are expected to “visit” your online classroom to monitor and provide support weekly.
- Be available via email/technology during the regularly scheduled school day.
- Respond to parent/student emails within 24 hours during regularly scheduled school days, when practicable.
- If problems arise with students/parents due to distance learning and other aspects of implementing this MOU, teachers should use the current procedures in place to address concerns with students and parents, and engage their administration when appropriate.

Total student workload:

- Focus on the core subject areas for elementary (ELA, Math, Science, Social Studies).
- Includes time for reading/watching/listening, engaging with peers via discussion boards and/or Google docs, attending class virtually, assignments/learning tasks, independent work, projects, etc.
- Elementary:
 - TK: Suggested maximum of 5 hours class work per week.
 - K: Suggested maximum of 8 hours class work per week with a primary focus on foundational literacy skills and math.
 - Grades 1-3: Suggested maximum of 12 hours class work per week with a primary focus on math and literacy.
 - Grades 4-5: Suggested maximum of 14 hours class work per week in the core subject areas.
 - K-5: Provide students with suggestions for physical activity (PE) in lesson plans.
- Secondary:
 - Suggested maximum of 3 hours of class work per subject area per week.

Grading Responsibilities:

- Grading should be used to inform instructional practice and be reflective of instruction taking place.
 - Grading student work, providing feedback, monitoring student participation, and completing assignments for accountability and motivation for student learning.
 - Responsibilities also include contacting parents/guardians whose children are not completing work.
 - If a student has issues with access to distance learning resources and accessing content, provide flexibility for completing assignments.
 - CUEA and Education Services will continue to collaborate on language specific to grading practices and expectations at the elementary and secondary level.
- Ensure that students are regularly checking-in to receive assignments and are completing assignments. If a student is not participating in the learning content, please reach out to them. Multiple attempts must be made. If you need assistance, work with your site administration.
- Attendance: While we are not required to record regular daily attendance on school closure days for apportionment purposes, teachers will track engagement in distance learning.
- Classroom teachers and Ed. Specialists collaborate to ensure lessons are accessible to all students.
- Teachers will be provided, voluntary, on-going professional learning opportunities.
- Staff meetings will occur every other week.
 - Meetings may be virtual, through email, survey based, etc.
- The opposite weeks will be used as grade level/department/content team collaboration time.
 - Teams will have discretion to decide the content and vehicle of their meetings. Topics may be, but are not limited to, establishing a consistent experience for students, determining priority or essential learning, time expectations for students, accessing curriculum and content.

Elementary Music

- Collaborate with the Elementary Music Team to develop lessons and provide resources to classroom teachers.
 - For block music teachers - create 2 lessons each week for 4th and 5th grade (approx. 40 minutes per lesson).
 - For primary music teachers - create 1 lesson each week for each grades tk-3 (approx. 40 minutes per lesson).

Education Specialists:

- Will follow general expectations of “classroom teachers” in addition to case carrier responsibilities as listed in this section.
- Provide virtual academic support sessions with students via CUSD approved virtual platforms.
- Hold IEPs as necessary as advised by the April 13 IEP guidelines document.
- Special education teachers without a class roster should provide consultation services to parents and students with IEPs on their caseloads.
- Use a Google Classroom to organize lessons and instructional content.
- Collaborate with general education teachers when appropriate.
- Provide paraeducators with direction and assign work as needed, which may include guidance and monitoring communication with students.
- Collect data for progress on IEP goals.
- Manage service level data sheets.
- Remotely attend special education staffings for respective school sites as required.

Non-classroom Teachers (Curriculum Specialists/Instructional Coaches):

- Will follow general expectations of “classroom teachers” in addition to responsibilities as listed in this section.
- Develop templates and resources to support distance learning.
- Consult with classroom teachers and provide support developing lessons when requested.
- Develop and provide professional learning to staff regarding best practices to support online/distance learning.

Counselors:

- Will follow general expectations of “classroom teachers” in addition to case carrier responsibilities as listed in this section.
- Utilize Google Classroom to house grade level lessons and resources.
- Initiate phone check-ins with high-risk students and families in need.
- Log contacts in AERIES.
- Complete monthly counseling services report.
- Attend virtual meetings with administrators to review school counseling site plan as needed.
- Staff and parent tele-consultations via phone or CUSD approved virtual platforms.
- Respond to parent, student, and staff emails.
- Host webinars.
- Complete community referrals via phone and CUSD approved virtual platforms.
- High school counselors: 504 assessments will be put on hold during school closures. Participate in 504 annual meetings & SST meetings (as needed) starting March 30, 2020.

Psychologists:

- Will follow general expectations of “classroom teachers” in addition to case carrier responsibilities as listed in this section.
- Provide ERMHS and virtual consultations with students via CUSD approved virtual platforms.
- Respond to parent, student, and staff emails.
- Log sessions in AERIES for general education students on their caseload.
- Hold annual and transition IEPs virtually, when practicable.
- Development of and daily maintaining of relevant Google Classrooms/resources for school site staff.
- Remotely attend district psychologist staff meetings as required.
- Remotely attend special education staffings for respective school sites as required.
- Ongoing report writing.

Speech & Language Pathologists:

- Will follow general expectations of “classroom teachers” in addition to case carrier responsibilities as listed in this section.
- Provide virtual therapy sessions with students via CUSD approved virtual platforms.
- Provide packets for those students who need articulation support with necessary supplies provided by the District or work site (paper, envelopes, ink, etc.).
- Hold annual and transition IEPs virtually, when practicable.
- Collect data for progress on goals.
- Manage service level data sheets, via Paradigm.
- Receive specific and appropriate training required for providing teletherapy as needed.
- Remotely attend SLP staff meetings as required.

Nurses:

- Be available via email/technology during regular work hours.
- Be available during the contractual workday to the parents with students with any medical concerns.
- Provide health care and referral information to parents.
- Continue to work with site administrators in assisting them with LVN/HA's work delegation.
- Maintain professional competency through participation in in-service education activities provided by the District and/or the County as well as participation in self-selected professional growth activities as needed.
- Assist in the selection, training, and supervision of health staff.
- Supervise and train staff in specialized health care procedures.
- Act as liaison with County agencies, community services, and other health care providers to improve the health status of students.
- Provide health-related training to District staff members.
- Serve as a resource for a program directed toward the control of communicable diseases in the District and the community.
- Participate in Google Hangouts with team members including department, supervisor, and site teams.
- Participate in Section 504 Plans, IEPs, Student Success Teams, and Home Hospital Instruction Program planning for individual students as appropriate.
- Communicate with physicians as appropriate.

Intervention Specialists:

- Will follow general expectations of "classroom teachers" in addition to case carrier responsibilities as listed in this section.
- Participate in Google Hangouts with team members including department, supervisor, and site teams.
- Provide ERMHS and virtual consultations with students via CUSD approved virtual platforms.
- Provide individual and/or group counseling as described in student's IEP via CUSD approved virtual platforms.
- Provide parent counseling and training to assist parents in understanding the special needs of their child.
- Provide information about child development and assist parents in the acquisition of necessary skills to support implementation of the IEP.
- Report on student progress for IEP counseling goals as requested by IEP team.
- Develop and provide ongoing professional training, consultation and assistance to staff.

Nothing in this MOU supersedes federal and state law, directives from local and state agencies, or Board Policy.



Tim Brooks
Associate Superintendent
Human Resource Services



Joy Schnapper
President
Capistrano Unified Education Association

Capistrano Unified School District

4/21/2020
Date

4/21/2020
Date