

**MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS CALIFORNIA
&
ASOCIACIÓN DE MAESTROS UNIDOS

REGARDING NECESSARY CHANGES TO
NEGOTIABLE WORKING CONDITIONS
FOR UNIT MEMBERS
DURING A COVID-19 IMPACTED
WORKING/EDUCATIONAL ENVIRONMENT**

July 30, 2020

This Memorandum of Understanding (“MOU”) between Green Dot Public Schools California (“GDPSCA”) and Association de Maestros Unidos (“AMU”) is to memorialize the parties’ agreement regarding necessary changes to negotiable working conditions for unit members for the 2020-2021 school year in order to ensure that GDPSCA achieves of its core mission and continues to meet related critical imperatives despite any changes to the regular manner of instruction during a COVID-19 impacted working/educational environment.

R E C I T A L S

WHEREAS, in the re-opening of the public schools that comprise GDPSCA, the safety, health and well-being of all students, families, employees and other stakeholders remains of paramount importance, with special consideration given to the fact that Black and Latinx populations have been disproportionately impacted by COVID-19; and

WHEREAS, the parties will steadfastly endeavor to take actions to protect essential connections of all stakeholders across the organization by maintaining accurate and timely communications supporting such vital connections; and

WHEREAS, while safely moving forward under modified educational delivery methods, such as deploying distance learning strategies, now more than ever, the parties must boldly commit to a thoughtful and effective educational plan of action to ensure full and complete delivery on the collective organizational promise to make certain every GDPSCA student will graduate prepared for college, leadership and life; and

WHEREAS, previous abrupt school closures due to COVID-19 have seriously threatened the GDPSCA mission, causing unprecedented and alarming levels of student learning loss which has exacerbated already unacceptable opportunity gaps for students, especially in a disproportionate manner for large numbers of low-income, Black and Latinx students; and

WHEREAS, the greatest chance for success by the parties in reversing such severe harms lies in their concerted efforts to enact changes to instructional delivery that are based upon research and tailored to ensure realization of the core principles of continuous student engagement in a rigorous academic setting for all; and

WHEREAS, distance learning, by definition, can make such real student and family engagement more difficult as it cannot fully replace the inherent power and effect of physical presence in classrooms where students learn best when seeing and hearing their instructors; and

WHEREAS, in order to maximize this necessary engagement, the parties must also provide a tailored teaching and counselor performance evaluation system that includes continuous feedback to enable impactful adaptation, support and accountability- those tenants which are inexorably linked to providing high-quality education and supports or all students; and

WHEREAS, the parties hereby thus commit to an MOU that seeks to define each of the material changes to working conditions required to execute the GDPSCA mission effectively and efficiently, in a manner that preserves the safety of all stakeholders but also minimizes disruption to the educational program of every GDPSCA student.

NOW THEREFORE, GDPSCA and AMU agree as follows:

AGREEMENT

I. CONTINUED APPLICABILITY OF COLLECTIVE BARGAINING AGREEMENT

The Collective Bargaining Agreement, effective through June 30,2022, (“CBA”) between the parties continues to apply in full force and effect, except as modified by this MOU for the temporary period of time any applicable COVID-19 related orders impact the regular workday or working environment during the 2020-2021 school year.

II. TEMPORARY MODIFIED WORKING CONDITIONS FOR UNIT MEMBERS

At the discretion of GDPSCA, each school may adopt and/or modify the enumerated frameworks based upon current applicable government health and safety orders, as well as community needs and demands and/or district facility issues and limitations.

A. Distance Learning Framework & Working Conditions

The parties agree that any distance learning framework must include meaningful student engagement as a touchstone for the provision of a superior educational program that will continue to support the GDPSCA mission of all students graduating, prepared for college, leadership and life.

1. Compliance with Telework Policy

When engaged in work remotely, unit members shall continue to comply with those obligations enumerated in the GDPSCA “Telework Policy to Address COVID-19 Remote Working Conditions”, as outlined in Appendix “A,” which is attached hereto and incorporated herein.

2. Daily Teaching Schedules & Work Duties For Distance Learning

Unit members serving as distance learning instructors shall work pursuant to the attached work schedules, as outlined in Appendix “B,” which are attached hereto and incorporated herein. Such schedules establish the start and end time for each school day, length of instructional periods and breaks/passing periods, and other professional duties/obligations (e.g., advisory, office hours, preparation time, professional development and collaboration/ meeting time, etc.).

Unit members shall comply with legal and regulatory requirements for certification of instruction. This includes the requirement that teachers must assign students a minimum of thirty (30) minutes of academic preparation work for each class period. This work is for students to complete during their Academic Preparation Period, and for teachers to certify accordingly.

Additionally, when instructing using distance learning, each unit member shall continue to engage in ongoing professional duties, which include, but are not limited to:

- a. completing lesson planning;
- b. implementing the educational program;
- c. providing content delivery;
- d. creating and grading student assessments;
- e. maintaining regular contact with supervisors;
- f. meeting all distance learning instructional time requirements;
- g. carrying out all other related professional obligations to effectively engage students and parents as a distance learning instructor;
- h. attending professional development; and
- i. timely returning of parent emails and telephone calls preferably within one (1) business day but no later than two (2) business days after receipt of such communication.

3. Requirements For Synchronous & Asynchronous Instruction

Synchronous Instruction is an instructional design and delivery methodology that is performed when a unit member provides instruction by utilizing live video and live audio in real-time through a video conferencing platform. For live instruction through distance learning, it is expected that instructors will utilize video camera and voice-on features during instructional delivery. However, instructors are not expected to be on screen at all times. When pedagogically appropriate, as part of a specific lesson, instructors may use technology tools, such as screen-sharing or a document camera, which allow instructors to share class materials through the screen. Further, cameras may be turned off by the instructor briefly when the need arises to address an urgent personal matter which may disrupt instruction. In such cases, when the instructor is off screen or the camera is turned off, instructors should continue to be available to respond and to

Speak with students via voice.

Asynchronous Instruction is an instructional design and delivery methodology that allows students to access a pre-recorded lesson that includes either the teacher's pre-recorded voice guiding students through the lesson or a pre-recorded video of the teacher teaching the lesson. Asynchronous Instruction is most effective when delivered in conjunction with Synchronous Support.

Synchronous Support is performed when a unit member provides support for instruction by utilizing live video or live voice or live chat in real-time.

Asynchronous Instruction and Synchronous Support are not currently included in the Distance Learning Schedule, but are here in the event that GDPSCA deems it necessary to utilize them at some point.

See Appendix B for a detailed description of the daily schedule.

4. Tardiness and Absences

Unless specified below, all language in the CBA related to tardiness and absences remains in effect.

In the event that a unit member has a home emergency during synchronous instruction and they are no longer able to keep their camera and voice features on, the unit member may seek coverage as follows. Contact the designated school administrator for classroom coverage via text or email per individual school policy. Depending upon the school context, a credentialed administrator may cover the class, or a unit member may cover the class.

For unit member absences of one-half a work day or less, GDPSCA will deduct from a unit member's accumulated illness leave, in quarterly hour increments for every fraction of an hour the employee is tardy/absent from work, with the exception of the first fifteen minutes; and absences of more than one-half a work day shall continue to be deducted as a full day of leave. Absences of more than one-half a work day shall be deducted as a full day of leave.

Unit members who cover classes during the preparation period(s) shall receive compensation at pro rata of the daily substitute rate (\$35.00 per hour) for each period covered, with the exception of the first fifteen minutes of coverage. Members shall record the coverage hours on the appropriate form and submit the form no less frequently than once a month.

If a unit member develops a pattern of using period coverage the administrator will have a non-disciplinary check-in with the unit member to discuss member options, with AMU representation upon request.

5. Teaching Preps

GDPSCA shall take all reasonable measures to ensure no unit member is assigned more than two (2) course preparations, but if a teacher is assigned more than two (2) preparations, non-monetary based amelioratory measures shall be discussed with the unit member's immediate supervisor.

A data driven master schedule for both distance and hybrid instructional models will be developed by administration, taking into consideration and making the best possible effort to retain the teaching assignments that were agreed upon in the spring.

Under a hybrid model, due to a number of necessary adaptations to effectively provide the academic program, GDPSCA expects that unit members of one grade level may be required to teach a second prep for a different grade level, and some unit members may need to teach classes that include students enrolled at other GDPSCA schools.

In anticipation of the transition from distance learning to hybrid learning, GDPSCA will review and analyze school site specific hybrid school schedules. During this schedule development process, GDPSCA will seek input from unit members (through their site representatives), the Instructional Leadership Team, the Advisory/Culture Team, and potentially impacted unit members. GDPSCA reserves the right to make all final decisions regarding scheduling.

6. Class Size

Section 15.2 of Article XV of the CBA, "Class Size" shall be waived for distance learning and hybrid learning classes during the term of this Agreement. Class size in the distance learning model will typically range from 30-45 students. Class size in the hybrid model will typically range from 12-15 students, depending in part on the physical size of the classroom.

If a unit member's total caseload exceeds 180 students as a result of distance learning OR more than 30 students are added to a unit member's caseload in the transition to Hybrid Learning, non-monetary amelioratory measures will be provided.

7. Performance Evaluation Process

The performance evaluation process for the 2020-2021 school year shall be as enumerated in the document entitled "2020-2021 Evaluation

Procedures,” which is attached hereto and incorporated by reference herein as reflected in Appendix “C.” For any provisions not addressed in Appendix C, all other existing language in the CBA regarding performance evaluations governs and will be utilized.

8. Counseling Schedules/Duties

Counselor duties shall continue consistent with those obligations as enumerated in the document entitled “Counselor Unit Member Schedule/Engagement Requirements,” which is attached here to and incorporated by reference herein as reflected in Appendix “D.”

Counselors shall continue to carry out all regular duties attendant to their position as described in the CBA and applicable job description.

9. Academic Student Outreach Responsibilities

Unit members shall engage in academic outreach which requires personalized contact with students on the unit member’s Advisory caseload and students identified as needing additional support in their content classes. Every unit member assigned Advisory shall make at least two (2) individualized contacts with each student or student’s parent/guardian on their Advisory roster each month. Teachers should use academic data to determine students to be contacted from their content classes.

Such contacts should primarily be via phone or virtual meeting with parents/guardians and via phone with the student. Ideally, meetings/calls are set up with parent/guardian and student together. Email and text can be used in the event that phone or virtual meeting are not possible or a language barrier exists. Any such contacts shall be logged in Power School. The most important goal is to strengthen connections between the school and family. If attempts are made but there is no contact, unit members shall document and continue attempts to contact and/or seek guidance from an administrator.

10. Adjusted Department Budgets

No later than September 30, 2020, each department at a school will meet to make any necessary adjustments to the department budget to better align with needs in a Distance Learning or Hybrid Learning model. Such adjustments should be made based on the most updated school budget.

11. PD Week

During PD week one (1) hour shall be devoted to training unit members on Zoom functionality. This time can occur in whole school PD, department time or grade level time. There will additionally be pre-recorded trainings for teachers and counselors to view asynchronously during their

planning/prep time for Zoom, Nearpod and other platforms supported by GDPSCA.

B. Hybrid Framework & Working Conditions

1. Daily Teaching Schedules & Work Duties For Hybrid Instruction

Unit members providing hybrid instruction shall work pursuant to the attached work schedules, as enumerated in the document entitled “2020-2021 Hybrid Instruction Work Day Schedules,” which is attached hereto and incorporated by reference herein as reflected in Appendix “E.” Such schedules establish the start and end time for each school day as well as enumerate other professional duties/obligations (e.g., advisory, office hours, professional development time, preparation time, etc.).

Based upon applicable governmental health and safety orders, including Los Angeles County Department of Public Health (“LACDPH”), California Department of Public Health (“CDPH”), and other state or federal directives, as well as the advice of counsel, GDPSCA shall determine whether to serve students in full distance learning mode or in a hybrid-site mode, as enumerated in Appendix E herein. Beginning the 2020-2021 school year and pending further developments, GDPSCA will specifically comply with Governor Newsom’s Plan¹, announced July 17, 2020, calling for public school sites to remain physically closed for at least fourteen (14) days following removal of County wherein the school resides from the State’s COVID-19 Monitoring List. Thereafter, GDPSCA shall provide notice of GDPSCA’s planned physical school re-opening at least fourteen (14) calendar days in advance. GDPSCA shall also invite the AMU Executive Board to a meeting to jointly review and verify that all reopening criteria have been met per existing health and safety orders. (The current orders are linked below.) The re-opening of GDPSCA schools co-located on LAUSD campuses is contingent on LAUSD authorizing re-opening of any such campus. All other GDPSCA schools will open once the reopening criteria have been satisfied. GDPSCA shall retain the right to make the final decision regarding reopening.

A half-day and a full-day hybrid model are included in Appendix E. At the time of execution of this MOU, it is anticipated that GDPSCA would utilize the half-day schedule in the first phase of implementing the hybrid model.

2. Other Hybrid Specific Working Conditions

¹ The Governor’s Plan can be found here: <https://www.gov.ca.gov/2020/07/17/governor-gavin-newsom-lays-out-pandemic-plan-for-learning-and-safe-schools/>. Related CDPH guidance, “Covid-19 Industry Guidance: Schools and School-based Programs,” released July 17, 2020, can be found here: <https://files.covid19.ca.gov/pdf/guidance-schools.pdf> and related LACDPH “Reopening Protocols for K-12 Schools,” dated July 10, 2020, can be found here:

http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/Reopening_K12Schools.pdf.

In addition to each and all of those working conditions specified in Section II(A) above for distance learning, unit members providing hybrid instruction shall:

- Report to campus for in-person instruction;
- Rotate classes to provide instruction to different groups of students;
- Wear provided personal protective equipment (face masks, face shields, gloves) at all times;
- Supervise students during breakfast, in the setting most appropriate for the individual school site per county health orders during homeroom;
- In a half-day hybrid model, unit members shall assist with the distribution of grab and go lunches in their classrooms at the end of the school day. and
- Ensure student safety by greeting students in the hallway and inviting them into their classrooms, starting fifteen (15) minutes before the first class of the day, and unit members shall escort all students out of their classrooms and through the halls to their designated exit area after the last class of the day. Unit members are also expected to reinforce expectations that all students abide by proper safety precautions (social distancing, masks, etc.).

Collaborate virtually or in person with colleagues providing distance learning instruction to students in the same content area and grade level. Any in-person collaboration will follow health and safety guidelines (6 feet of distance, masks, etc.).

a. Ongoing Discussions Regarding the Hybrid Model

The Hybrid Framework outlined in this MOU, including Appendix E, provides the foundation of the Hybrid Model to be implemented upon return to in-person schooling. The elements of this foundation will not be altered as a result of ongoing discussions, unless verifiable research or health orders require it. The parties agree to continue meeting after the ratification of this MOU in order to provide further details regarding expectations for teachers under the Hybrid Model. Such meetings are to be completed by September 15, 2020. After September 15, 2020, if research or health orders change and require modification of the Hybrid Model, the parties may agree to reconvene and amend the terms of the Hybrid Model consistent with Section II of this MOU.

C. Evaluations

During the term of this MOU, evaluations shall occur as provided in Appendix C.

III. OTHER CONDITIONS OF EMPLOYMENT

A. Leaves of Absence

In addition to all rights to leaves of absence as enumerated in the CBA, any applicable COVID-19 related leaves shall be provided in accordance with legal requirements, including the Families First Coronavirus Response Act (“Act”).

B. Parent Notifications Concerning Appropriate Use of Technology

GDPSCA shall notify all parents/guardians concerning the rules for appropriate use of video-conferencing platforms (Zoom, Skype, WebEx, etc.) which shall include notice to parents/guardians to monitor the appropriate use of this medium by their student(s) consistent with the GDPSCA Acceptable Use of Technology policy, which will be distributed to parents/guardians at the start of the school year.

C. Continued Applicability of Schools’ Student Discipline Policies

All GDPSCA student discipline policy requirements continue to apply.

D. Continued Applicability of Child Protective Services (CPS) Legal & Reporting Requirements

All CPS legal and GDPSCA reporting requirements continue to apply.

E. Continued Applicability of Professional Boundaries: Staff/Student Interaction Policy

All requirements as stated in the GDPSCA Employee Handbook and Student Policy Manual as they pertain to staff/student interaction policies continue to apply.

F. Safety Protocols

GDPSCA shall comply with all applicable safety orders/directives as well as all applicable provisions of the CBA concerning safety.

G. Future Impacts Negotiations

The parties understand that the COVID-19 pandemic is fluid and may agree to review the provisions of the MOU if anything arises as a result of the pandemic that would change working conditions for unit members.

IV. NO PRECEDENT

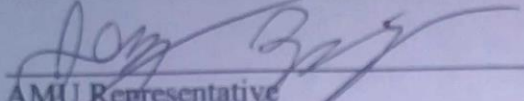
This MOU shall not serve as a precedent in any manner, and shall lapse unless extended in writing by the parties.

SIGNATURES:

The parties acknowledge and agree to the above terms including that it does not and will not serve as precedent in any manner.

AGREED:

SUBJECT TO FINAL RATIFICATION OF THE PARTIES:



AMU Representative

Cristina de Jesus

GDPSCA Representative

Date: 7/30/2020

Date: 7/31/2020

APPENDIX A

Telework Policy To Address Covid-19 Remote Working Conditions

Purpose

Green Dot Public Schools California (“GDPSCA” or the “School”) recognizes approved teleworking as a necessary work arrangement while either (1) working under the MOU entered into between the parties to address re-opening schools under government ordered COVID-19 restrictions or (2) when any GDPSCA school is closed during government ordered COVID-19 restrictions. This policy details conditions and requirements which apply to all temporary telework assignments during such COVID-19 related remote working conditions.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their duties while teleworking; assistance from third parties is strictly prohibited.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee’s telework assignment. Employees must be accessible by phone and email during their regularly scheduled work time to their supervisor, co-workers, and school stakeholders. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by during

the professional workday.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for maintaining a safe and professional work environment when virtually interacting with others.

Supplies Related to Work

GDPSCA will provide a computer for use for remote work for all employees who require a computer to complete their work. All technology supplied by the employer shall be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. In the event an employee does not possess a cell phone or internet access, he or she shall immediately contact the immediate supervisor to discuss available options.

Reimbursement

The School shall reimburse employees for actual and necessary expenses incurred in the employee carrying out School business when such expenses are expressly authorized and preapproved by the School.

To address reasonable and necessary costs for unit members performing distance learning instruction, GDPSCA shall reimburse a unit members' cell phone expenses for overages above the regular expense for up to \$25 per month and for upgrades in internet expenses for up to \$35 per month. Unit members may combine the expense reimbursement limits noted above to address internet only expenses. Unit members must provide a copy of their cell phone and internet bills to show proof of these costs caused by work for GDPSCA within timelines outlined by finance policies.

GDPSCA shall also reimburse unit members performing distance learning instruction for up to \$25 per month for necessary materials and other office supplies (e.g., pens, paper, etc.), as long as the purchase is preapproved by their administrator. Each semester unit members can aggregate their materials allocations to make purchases valued at up to \$125.00. Unit members must provide an itemized receipt showing proof of purchase within timelines outlined by finance policies. All items purchased with materials funds are the property of GDPSCA and must be returned to GDPSCA upon request or at the end of the unit member's employment.

Information Security & Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework

location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use regular password maintenance and any other actions appropriate for the position and the telework location.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members, including as detailed in the School's Employee handbook and Student Policy Manual. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Regular Communication with Employees

During distance learning, employees should expect daily interactions via phone, video conferencing and email.

Appendix B

Distance Learning Schedule & Related Requirements

The Distance Learning schedule maximizes student instructional time with teachers in a synchronous model.

- Over the course of a two (2)-week period students will have five (5) synchronous lessons per course (ex: three (3) synchronous lessons in one (1) week and two (2) synchronous lessons the following week)
- There will be a rotating block schedule to allow for consistency in teacher planning. Days will alternate between a 1-4period schedule and a 5-8 period schedule.
- All classes will be live synchronous instruction as defined as follows:

For live instruction through distance learning, it is expected that instructors will utilize video camera and voice-on features during instructional delivery. However, instructors are not expected to be on screen at all times. When pedagogically appropriate, as part of a specific lesson, instructors may use technology tools, such as screen-sharing or a document camera, which allow instructors to share class materials through the screen. Further, cameras may be turned off by the instructor briefly when the need arises to address an urgent personal matter which may disrupt instruction. In such cases, when the instructor is off screen or the camera is turned off, instructors should continue to be available to respond and to speak with students via voice.

- Students will be assigned eight (8) “courses” in PowerSchool:
 - Six (6) courses will be core content classes and enrichment/intervention.
 - Two (2) courses will be academic prep (asynchronous time to complete coursework).
 - Asynchronous work will be assigned from each course and will need to be “verified” with a grade in PS.

General education teachers will teach six (6) of eight (8) classes.

- The “7th class” and “8th class” for teachers will be either prep time or Academic Outreach.

Special education teachers will teach five (5) of eight (8) classes.

- The “6th class” will be their compliance period as outlined in the CBA.
- The “7th class” and “8th class” for teachers will be either prep time or Academic Outreach.
- Special education teachers may co-teach with general education teachers, push in for support, or teach classes independently.
- To the extent possible, Academic Success will be one of the six classes that students take, separate from their advisory period.
- Consistent with section II.A.4 of this MOU, GDPSCA will take into consideration and making the best possible effort to retain the teaching assignments that were agreed upon in the spring.

Professional Development for teachers includes the following schedule:

Tuesday 2:30 - 3:30 Collaboration Time

- The 2nd Tuesday of each month is reserved for AMU time.
- The 1st, 3rd and 4th Tuesdays of each month should be used for department and/or Grade Level time.

Friday 2:00 - 3:30 Professional Development

- In a week with five (5) days, teachers will have preparation/planning time 3x/week (twice between Monday-Thursday and once on Fridays).

There will be no minimum days in the Distance Learning model.

The duties of a secondary support teacher shall include:

- Assist with lesson preparation and development with the primary teacher
- Be online and available for an assigned block of instruction to support students with questions via video and voice
- Be online and available for office hours to support students with questions via video and voice
- Support with grading and assessment as needed

Secondary support teachers are not currently included in the Distance Learning Model, but are here in the event that GDPSCA deems it necessary to utilize them at some point.

Support services for students with disabilities and English Learners will be embedded within the daily schedule in a variety of ways that include but are not limited to the following:

- Academic Success classes
- SDP courses
- RSP push-in
- Office hours
- Designated Supports

FINAL: SAMPLE Teacher Schedule for Distance Learning

	Monday	Tuesday	Wednesday	Thursday
8:00- 8:30 (30)	Advisory			
8:30 - 8:40 (10)	Break & Movement			
8:40- 9:50 (70)	Academic Outreach	Period 5	Academic Outreach	Period 5
9:50- 10:00 (10)	Break & Movement			
10:00 – 11: 10 (70)	Period 2	Prep Period	Period 2	Prep Period
11:10 - 11:20 (10)	Break & Movement			
11:20 - 12:30 (70)	Period 3	Period 7	Period 3	Period 7
12:30- 1:15 (45)	LUNCH			
1:15- 2:25(70)	Period 4	Period 8	Period 4	Period 8
2:30- 3:00	Office Hours/ Advisory	Collaboration Time (AMU Time 1 X per month)	Office Hours/Advisory	Office Hours/ Advisory
3:00-3:30	Prep Time		Prep Time	Prep Time

	Friday
8:00- 8:30 (30)	Advisory
8:30 - 8:40 (10)	Break & Movement
8:40- 9:40 (60)	A: Period 1 B: Period 5
9:40 - 9:50 (10)	Break & Movement
9:50 - 10:50 (60)	A: Period 2 B: Period 6
10:50 -11:-00 (10)	Break & Movement
11:00- 12:00 (60)	A: Period 3 B: Period 7
12:00- 12:30(30)	LUNCH
12:30- 1:30 (60)	A: Period 4 B: Period 8
1:30- 2:00 (30)	Teacher Prep
2:00- 3:30 (90)	Professional Development

FINAL: SAMPLE Teacher Schedule for Distance Learning

(Week A)	Monday	Tuesday	Wednesday	Thursday
8:00- 8:30 (30)	Advisory			
8:30 - 8:40 (10)	Break & Movement			
8:40- 9:50 (70)	Academic Outreach	Period 5	Academic Outreach	Period 5
9:50- 10:00 (10)	Break & Movement			
10:00 – 11: 10 (70)	Period 2	Prep Period	Period 2	Prep Period
11:10 - 11:20 (10)	Break & Movement			
11:20 - 12:30 (70)	Period 3	Period 7	Period 3	Period 7
12:30- 1:15 (45)	LUNCH			
1:15- 2:25(70)	Period 4	Period 8	Period 4	Period 8
2:30- 3:00	Office Hours/ Advisory	Collaboration Time (AMU Time 1 X per month)	Office Hours/Advisory	Office Hours/ Advisory
3:00-3:30	Prep Time		Prep Time	Prep Time

	Friday
8:00- 8:30 (30)	Advisory
8:30 - 8:40 (10)	Break & Movement
8:40- 9:40 (60)	Academic Outreach
9:40 - 9:50 (10)	Break & Movement
9:50 - 10:50 (60)	Period 2
10:50 -11:00 (10)	Break & Movement
11:00- 12:00 (60)	Period 3
12:00- 12:30(30)	LUNCH
12:30- 1:30 (60)	Period 4
1:30- 2:00 (30)	Teacher Prep
2:00- 3:30 (90)	Professional Development

FINAL: SAMPLE Teacher Schedule for Distance Learning

(Week B)	Monday	Tuesday	Wednesday	Thursday
8:00- 8:30 (30)	Advisory			
8:30 - 8:40 (10)	Break & Movement			
8:40- 9:50 (70)	Period 5	Academic Outreach	Period 5	Academic Outreach
9:50- 10:00 (10)	Break & Movement			
10:00 – 11: 10 (70)	Prep Period	Period 2	Prep Period	Period 2
11:10 - 11:20 (10)	Break & Movement			
11:20 - 12:30 (70)	Period 7	Period 3	Period 7	Period 3
12:30- 1:15 (45)	LUNCH			
1:15- 2:25(70)	Period 8	Period 4	Period 8	Period 4
2:30- 3:00	Office Hours/ Advisory	Collaboration Time (AMU Time 1 X per month)	Office Hours/Advisory	Office Hours/ Advisory
3:00-3:30	Prep Time		Prep Time	Prep Time

	Friday
8:00- 8:30 (30)	Advisory
8:30 - 8:40 (10)	Break & Movement
8:40- 9:40 (60)	Period 5
9:40 - 9:50 (10)	Break & Movement
9:50 - 10:50 (60)	Prep Period
10:50 -11:00 (10)	Break & Movement
11:00- 12:00 (60)	Period 7
12:00- 12:30(30)	LUNCH
12:30- 1:30 (60)	Period 8
1:30- 2:00 (30)	Teacher Prep
2:00- 3:30 (90)	Professional Development

Sample for August & September



Week/Dates	Schedule to Follow
Aug. 4-11	School Site PD
Aug. 12-14	Fall Bridge <ul style="list-style-type: none"> • 3 days of summer bridge-like onboarding and community building • Mix of home office and school created materials
Aug. 17-21	Week A Schedule
Aug. 24-28	Week B Schedule
Aug. 31-Sept. 4	Week A Schedule
Sept. 7-11	Week A Schedule (with no Monday) <ul style="list-style-type: none"> • Because of Labor Day Holiday, the week would look like this: <ul style="list-style-type: none"> ○ 5-8 ○ 1-4 ○ 5-8 ○ 1-4
Sept. 14-18	Week B Schedule
Sept. 21-25	Week A Schedule
Sept. 28-Oct. 2	Week B Schedule

FULL DAY Teacher Schedule for Hybrid Learning					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:15 (HR) 8:15-9:25 (70) (1st period of the day)	Academic Outreach	Period 5	Academic Outreach	Period 5	Academic Outreach
9:25- 9:35 (10)	Break & Movement				
9:35- 10:45 (70)	Period 2	Prep Period	Period 2	Prep Period	Period 2
10:45- 10:55(10)	Break & Movement				
10:55 - 12:05(70)	Period 3	Period 7	Period 3	Period 7	Period 3
12: 05 - 12:50 (45)	LUNCH				
12:50 - 2:00 (70)	Period 4	Period 8	Period 4	Period 8	Period 4
2:00 - 2:05 (5)	Break & Movement				
2:05- 2:35 (30)	Advisory	Advisory	Advisory	Advisory	Professional Development (90) minutes
2:35- 2:55 (20)	Office Hours/Advisory	Collaboration Time (AMU Time 1 X per month)	Office Hours/Advisory	Office Hours/Advisory	
2:55-3:25 (30)-	Prep Time		Prep Time	Prep Time	

APPENDIX C
2020-2021 Evaluation Procedures

Teacher Evaluation

Observation Cycle

- Teachers are on in the Fall, Winter or Spring
 - Fall: October 12th - December 18th
 - Winter: January 4th - March 12th
 - Spring: March 15th - June 10th
- No teachers will be on cycle during quarter 1. All teachers will receive an informal observation in quarter 1 and will receive a minimum of 2 other informal observations throughout the year when they are not on cycle.

On Cycle:

- 1 **Unscheduled Observation** (as defined in the CBA): evidence is aggregated, scores given at the end
 - School administrators will provide teachers with a one-week window (5 school days) during which the unscheduled observation will occur. In the event that the administrator is not able to complete the observation in that five day window, the administrator will identify another five day window.
- **Debrief of Unscheduled Observation + Domain 1 Meeting** (with materials for a future lesson and lesson materials uploaded in EdReflect 48 hours prior to meeting)
- 1 **Scheduled Observation** (as defined in the CBA): evidence is aggregated, scores given at the end
 - Elements of scheduled observation include:
 - 1 Pre Conference
 - Scheduled Observation
 - Observation Debrief and Domain 4 Reflection
- **Summative Conference** - A Summative Conference is a meeting between the teacher and his/her evaluating administrator that occurs near the end of an On Cycle. 1. During the Summative Conference, the teacher and his/her evaluating administrator shall review the teacher's Summative Scores for CRTF Domains 1, 2, 3 and indicators 4.1a and 4.1b. 2. A Summative Conference can be scheduled concurrently with a Post Observation Conference or an Unscheduled Observation Debrief.
 - Unit members will be able to remove their lowest scoring indicator from the calculation of the summative score, with the exception of 2.2a, 2.3a, 3.2b and 3.4a.
- **Off Cycle: 3 Informal Observations:** evidence is collected but not scored

Additional information regarding the On Cycle process:

- The language in the CBA regarding deadlines for the unscheduled observation, pre-conference and scheduled observation continue to apply.
- Domains 4 and 5 will be scored using the guidelines in the CBA.
- Steps in the process will not necessarily happen in the same order for every teacher. For example, a teacher may have their pre-conference and scheduled observation prior to having their unscheduled observations and planning meeting.
- The lessons used in the planning meeting after the unscheduled observation and the lesson plan used in the pre-conference for the scheduled observation must be two different lessons.
- The planning meeting after the unscheduled observation is for a future lesson to be taught after the meeting. The teacher must share the same materials (lesson, assignments, written answers for Domain 1.1a) that would be shared during a pre-conference, as evidence for Domain 1 will be bucketed and aggregated for a summative score at the end of the cycle.
- Teachers must upload the following to EdReflect prior to their planning meeting and pre-conference:
 - Lesson (PowerPoint or other format)
 - All resources to be utilized during the lesson - student activities, exit slip, etc.
 - BELLS - see format below
 - Answers to reflection questions for 1.1a
 - Scope and Sequence (1.1a):
 - Describe the content/skills assessed in the summative assessment.
 - Where does this lesson fall in the scope and sequence of your current unit/curriculum?
 - How does this lesson build upon previous and towards future lessons?
 - How do the skills and content of this lesson prepare students for the summative assessment of this unit?
 - Evidence for Domain 1 will be collected from the following:
 - 1.1a will be scored using the answers to questions above
 - 1.2a will be scored using the BELLS for the lesson
 - 1.2b will be scored using the materials submitted for the lesson
 - 1.3a - b will be scored using the materials submitted for the lesson
- The parties agree that all sections of Article 21.1 Multiple Measures of Effectiveness related to “Development Plans” and “Improvement Plans” CBA shall continue in effect except for the following provision:
 - “At the discretion of the administrator, a unit member with two (2) or more years of service with GDPS may be placed on a development plan if: the unit member receives less than 2.0 on his or her Summative Score;
OR
in the last two years of receiving an overall, On Semester (if applicable) average score between 2.0-2.3, exclusive of receiving a 3.0 or higher because the observation timelines were not met.”

- The parties also agree that the transition to a Distance Learning or Hybrid model will require an understanding and appreciation by the evaluator that the teacher is providing instruction in a different context.
- For a unit member who has been placed on a Development/ Improvement plan prior to school closure in Spring 2020, beginning the 2020-21 school year, a conference will be scheduled no later than August 31, 2020 to discuss additional supports needed in a Distance Learning / Hybrid Learning context and a restart date.

Differentiation

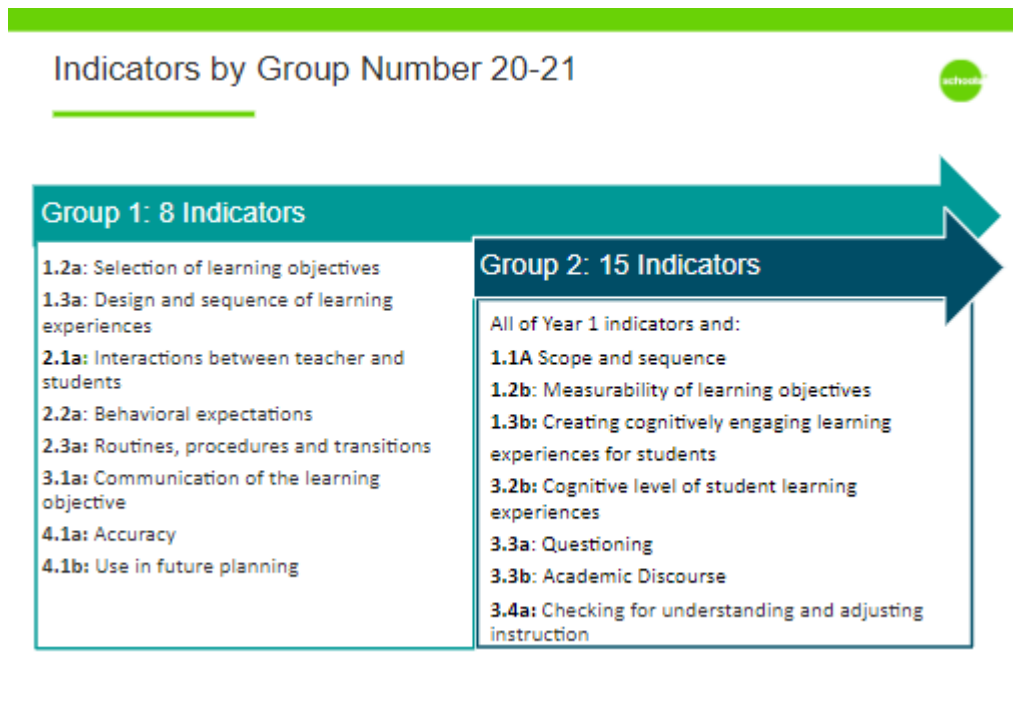
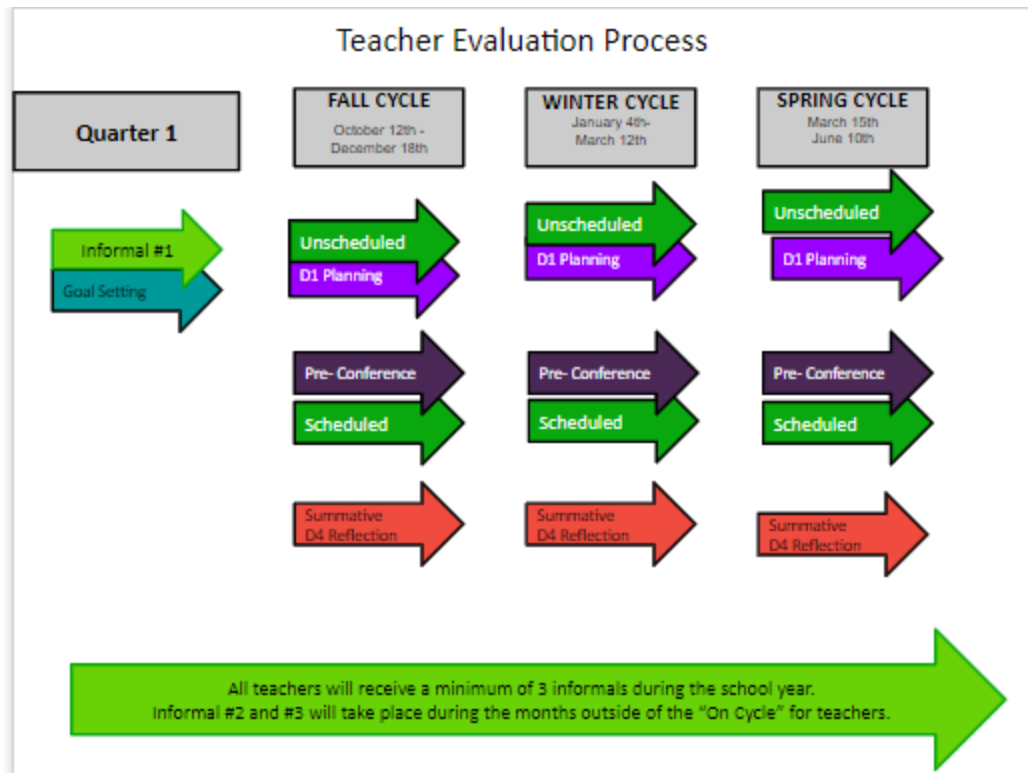
- First year teachers are evaluated on the Group 1 indicators
- All other teachers are evaluated on the Group 2 indicators

Scheduling

- Teachers will be assigned an observation window based on years of experience.
 - When possible, first year teachers will be given preference for a winter or spring evaluation

Pathway from 19-20

Only teachers with complete observation scores from 19-20 move onto the next group for 20-21



***Level 3 Best Practices documents will be created for all indicators being evaluated and become available to members during Quarter 1. These documents will outline best practices for a Distance Learning and a Hybrid Learning model.**

Distance Learning and Hybrid Learning Considerations for Indicators:

<p>2.2 Manage Student Behavior</p>	<p>2.2A Behavioral expectations</p>	<p>The teacher communicates limited to no standards for student behavior. OR Student behavior does not contribute to an academic environment.</p>	<p>The teacher inconsistently communicates standards for student behavior. OR Verbal and non-verbal responses to behavior are inconsistent, reactive, or inappropriate per IEP, BIP, or other subgroup needs. OR Student behavior inconsistently contributes to an academic environment.</p>	<p>The teacher consistently clear, high standards for student behavior. Verbal and non-verbal responses to behavior are consistent, proactive, respectful, and appropriate per IEP, BIP or other subgroup needs. AND Student behavior consistently contributes to an academic environment.</p>	<p>The teacher has established high standards for student behavior and students demonstrate high standards for behavior with minimal prompting OR <i>All of level 3 and . . .</i> In response to misbehavior, the teacher engages in practices that attempt to reintegrate students back into the classroom.</p>
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<p>2.3 Use smooth and efficient transitions, routines, and procedures</p>	<p>2.3A Routines, procedures, and transitions</p>	<p>The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.</p>	<p>The teacher has established some routines, procedures, and transitions, but some may be missing or inconsistently implemented, resulting in the loss of instructional time.</p>	<p>With teacher prompting, students efficiently engage in routines, procedures, and transitions that maximize instructional time.</p>	<p>With minimal prompting, students efficiently engage in all routines, procedures, and transitions that maximize instructional time. OR Students effectively facilitate some routines, procedures, and transitions. Distance Learning/Hybrid Consideration: If transitions are affected due to technological difficulties for students, a teacher's score in this indicator will not be impacted.</p>
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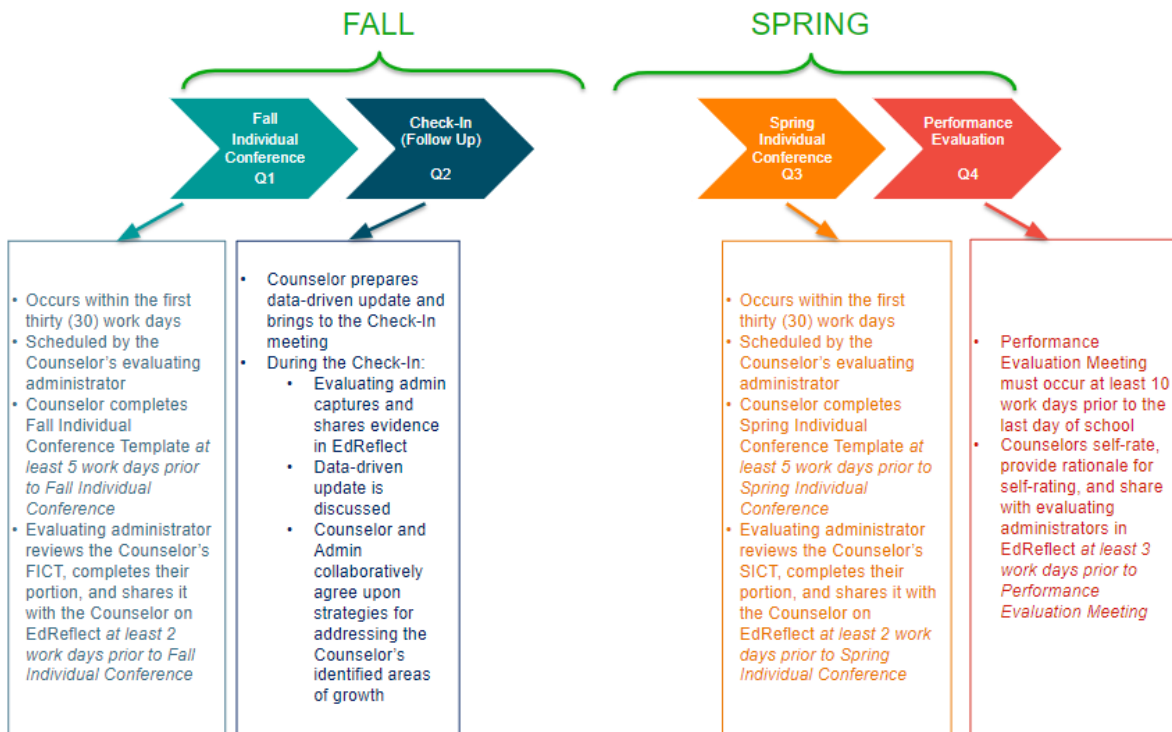
<p>3.2B</p> <p>Cognitive level of student learning experiences and rigor of tasks</p>	<p>Learning experiences are not cognitively engaging</p> <p>OR</p> <p>The rigor of the learning tasks do not enable students to progress toward mastery of grade-level standards.</p>	<p>Some learning experiences are cognitively engaging for all students</p> <p>OR</p> <p>Learning experiences are cognitively engaging for some but not all students due to inappropriate scaffolding.</p> <p>OR</p> <p>Teacher inconsistently designs rigorous learning tasks that enable students to progress toward mastery of grade-level standards.</p>	<p>Learning experiences throughout the lesson are cognitively engaging for all students and include scaffolds to provide access for all students (including IEP or other subgroup needs.)</p> <p>AND</p> <p>Level of rigor of learning tasks and materials enable students to progress toward mastery of grade-level standards (content, CCSS, ELD).</p>	<p><i>All of level 3 and...</i></p> <p>Students self-monitor using specific criteria aligned to skills or content of the lesson objective to inform choice of learning experience or level of difficulty within learning experience.</p> <p>OR</p> <p>Teacher assigns subgroups or individual students to their appropriate level of difficulty within a learning experience based on data</p> <p>Distance Learning/Hybrid Consideration: A teacher is eligible for Level 4 practice if the differentiation of learning experiences for students is introduced during the lesson, but is completed during academic preparation.</p>
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Electronic BELLS Sample

Welcome, Scholars! Today is: [Date]	standard(s):
Objective:	Agenda:
Language Criteria:	
Academic Preparation::	

Counselor Evaluation

20-21 Counselor Evaluation



***Level 3 Best Practices documents will be created for all indicators being evaluated and become available to members during Quarter 1. These documents will outline best practices for a Distance Learning and a Hybrid Learning model.**

Appendix D

Counselor Unit Member Schedule/ Engagement Requirements

The schedule below is a sample schedule for counselor. Counselors will collaborate with administrators to set a schedule that allows for student/ parent check -in meetings which will be scheduled using an online appointment tool (ex. “Calendly”) and will be available during office hours.

Counselors will push into Advisory courses as needed to facilitate instruction and assist with the development of Advisory lessons in collaboration with teachers.

Sample Schedule

- Start of day 8 a.m.
- During blocks of instruction, Academic Prep and Advisory on Monday - Friday conduct the following:
 - Student/ Parent Check-ins/Meetings
 - Counselor Planning Time to be able to support the following:

· Master Scheduling	Social Emotional Groups
· Tier 1 Systems of Support	Credit deficiency
· Students with multiple Ds and Fs	Homeless/ foster youth support
· Graduation check	Caseload support
· Chronic Absenteeism	Parent Engagement

Counselors will be expected to be on campus in a hybrid model.

- If there is only one counselor at the school, that counselor should be on campus at least 2 days a week.
- If there is more than one counselor at a school, there should be at least one counselor on campus every day during instruction.
- If a counselor needs to meet with a student, an outdoor meeting space should be provided if possible.
- If a counselor needs to meet with a student and an outdoor meeting space is not available, an indoor meeting space with a minimum of six-feet between the counselor and the student shall be provided.

Synchronous Supports

- schedule using Calendly tool
- use virtual platforms to meet with students individually or in small groups with audio and video. Cameras may be turned off by the counselor briefly when the need arises to address an urgent personal matter which may disrupt instruction. In such cases, when the counselor is off screen or the camera is turned off, the counselor should continue to be available to respond and to speak with students via voice.

Engagement Logs

- All contacts should be logged in PowerSchool

Paragraph					Drawing	
FINAL: SAMPLE Counselor Schedule for Distance Learning						
	Monday	Tuesday	Wednesday	Thursday		Friday
8:00- 8:30 (30)	Advisory (Push in as needed)					8:00- 8:30 (30) Advisory (Push in as needed)
8:30 - 8:40 (10)	Break & Movement					8:30 - 8:40 (10) Break & Movement
8:40- 9:50 (70)	Student/Parent Check Ins/Meetings	Student/Parent Check Ins/Meetings	Student/Parent Check Ins/Meetings	Student/Parent Check Ins/Meetings		8:40- 9:40 (60) Student/ Parent Check Ins/Meetings
9:50- 10:00 (10)	Break & Movement					9:40 - 9:50 (10) Break & Movement
10:00 – 11: 10 (70)	Student/Parent Check Ins/Meetings	Counselor Planning Time	Student/Parent Check Ins/Meetings	Counselor Planning Time		9:50 - 10:50 (60) Student/ Parent Check Ins/Meetings
11:10 - 11:20 (10)	Break & Movement					10:50 -11:-00 (10) Break & Movement
11:20 - 12:30 (70)	Student/Parent Check Ins/Meetings	Student/Parent Check Ins/Meetings	Student/Parent Check Ins/Meetings	Student/Parent Check Ins/Meetings		11:00- 12:00 (60) Student/ Parent Check Ins/Meetings
12:30- 1:15 (45)	LUNCH					12:00- 12:30(30) LUNCH
1:15- 2:25(70)	Group Meetings/Webinars for Students	Group Meetings/Webinars for Students	Group Meetings/Webinars for Students	Group Meetings/Webinars for Students		12:30- 1:30 (60) Student/ Parent Check Ins/Meetings
2:30- 3:00	Office Hours/ Advisory	Collaboration Time (AMU Time 1 X per month)	Office Hours/Advisory	Office Hours/ Advisory		1:30- 2:00 (30) Counselor Planning Time
3:00-3:30	Counselor Planning Time		Counselor Planning Time	Counselor Planning Time		2:00- 3:30 (90) Professional Development

Appendix E

Hybrid Schedule

The Hybrid Schedule follows a similar approach to the Distance Learning Schedule with student instructional time with unit members in the building.

- Over the course of a two (2)-week period students will come to school for a total of five (5) in-person lessons (ex: three (3) lessons in one (1) week and two (2) lessons in the following week)
-
- When not in building, students will experience live synchronous instruction through distance learning.
- In a half-day hybrid schedule, members may leave campus after escorting students off campus to complete the rest of their professional workday from home.

Similar to distance learning, there will be a rotating block schedule for consistency in teacher planning.

- A/ B Cohort - up to sixty (60) students per day based on classroom size
- In-building days - (ELA, Math and History) – seventy (70) minute periods
 - For students who are not on campus - Electives, Interventions and Science

The Hybrid Schedule will prioritize entry grade levels (6th and 9th) and special populations (SpEd, ELD) to start. It will also require English, Math and History teachers to come to campus each day to teach students in person. Special Education teachers and teachers who support English Language Learners may come to campus for individualized or small group support of students. More teachers may be added during different phases of the Hybrid Schedule. All other teachers will remain on a Distance Learning Schedule.

The Hybrid Schedule will begin in Phases and may expand after a five (5) week period.

- **Phase 1:** 6th/ 9th
- **Phase 2:** TBD
 - *Add additional grade levels/ students*
 - *Add PM session*
 - *Full day model*
- **Phase 3:** Stay in phase 2 or make adjustments based on public health orders and student engagement data
- **Phase 4:** Full re-entry

In the Hybrid Schedule the following conditions apply:

- Class sizes on campus will be no larger than twelve (12) - fifteen (15) students.
- Teachers will rotate classes and students stay in the same room all day
- The schedule while on campus is from 8 a.m. to 12:35 p.m. each day.
- Students receive a grab-and-go lunch on their way home.
- PPE, temperature checks and all other health guidelines will be in place.

HYBRID Learning Schedule (Cohort A, B: CORE) *Teacher*



	Monday Cohort A Cohort B	Tuesday Cohort B Cohort A	Wednesday Cohort A Cohort B	Thursday Cohort B Cohort A	Friday Cohort A Cohort B
8:00- 8:15 (Homeroom) 8:15-9:25 (70) (1st period of the day)	Period 1	Period 5	Period 1	Period 5	Period 1
9:25- 9:35 (10)	Break & Movement				
9:35- 10:45 (70)	Period 2	Period 6	Period 2	Period 6	Period 2
10:45- 10:55(10)	Break & Movement				
10:55 - 12:05(70)	Period 3	Period 7	Period 3	Period 7	Period 3
12: 05 - 12:50 (45)	GRAB and GO LUNCH (plus travel home time)				
12:50 - 2:00 (70)	Prep Period	Academic Outreach	Prep Period	Prep Period	Academic Outreach
2:00 - 2:05 (5)	Break & Movement				
2:05- 2:35 (30)	Advisory	Advisory	Advisory	Advisory	Advisory
2:35- 2:55 (20)	Office Hours/ Advisory	Collaboration Time AMU Time 1 X per month	Office Hours/ Advisory	Office Hours/Advisory	Professional development
2:55-3:25 (30)	Teacher Prep		Teacher Prep	Teacher Prep	

FULL DAY Teacher Schedule for Hybrid Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:15 (HR) 8:15-9:25 (70) (1st period of the day)	Academic Outreach	Period 5	Academic Outreach	Period 5	Academic Outreach
9:25- 9:35 (10)	Break & Movement				
9:35- 10:45 (70)	Period 2	Prep Period	Period 2	Prep Period	Period 2
10:45- 10:55(10)	Break & Movement				
10:55 - 12:05(70)	Period 3	Period 7	Period 3	Period 7	Period 3
12: 05 - 12:50 (45)	LUNCH				
12:50 - 2:00 (70)	Period 4	Period 8	Period 4	Period 8	Period 4
2:00 - 2:05 (5)	Break & Movement				Professional Development (85) minutes
2:05- 2:35 (30)	Advisory	Advisory	Advisory	Advisory	
2:35- 2:55 (20)	Office Hours/Advisory	Collaboration Time (AMU Time 1 X per month)	Office Hours/Advisory	Office Hours/Advisory	
2:55-3:25 (30)	Prep Time		Prep Time	Prep Time	