

MEMORANDUM OF UNDERSTANDING BETWEEN  
THE WALNUT VALLEY EDUCATORS' ASSOCIATION  
AND THE WALNUT VALLEY UNIFIED SCHOOL  
DISTRICT  
07/27/2020

Coronavirus (COVID-19) Pandemic  
2020-2021 School Year

The Walnut Valley Unified School District ("District") and Walnut Valley Educators' Association ("WVEA") enter this Memorandum of Understanding ("MOU") regarding the 2020-21 school year related to **100% Distance Learning Model** (defined below) as a result of the Novel Coronavirus (COVID-19).

The District and WVEA recognize that schools are critical to daily life and collaboration between Los Angeles County Department of Public Health (Public Health) and education officials is the best means of determining and balancing concerns surrounding health and safety.

The District and WVEA agree as follows:

**Safety Guidelines**

*WVUSD Reopening of Schools: Safety Recommendations* document, which is continually updated in accordance with Public Health and California Department of Education (CDE) guidelines, will be utilized to support a safe work and learning environment. All WVEA bargaining unit members will receive training in the updated guidelines before the first day of student attendance, August 10, 2020.

**Personal Protective Equipment (PPE)**

Upon returning to the work site, each member will be provided with five cloth face masks and hand sanitizer. Additional PPE is available depending on your work environment and circumstances. Please refer to the *WVUSD Reopening of Schools: Safety Recommendations* document.

**Evaluations**

Current collectively bargained timelines for staff evaluations shall be in place for the 2020-2021 school year.

### **Stipend Compensation**

Due to the uncertainty of the ability for stipend positions to be partially or completely executed, the District will pay partial or full stipends based on work actually performed. If the service is not pre-approved by the site administrator, the stipend will not be paid.

### **Release Time**

If Report Cards are due during any period of the Distance Learning Model for the school year, bargaining unit members who teach grades 4 or 5 will be provided one release day per trimester to complete report cards. If a bargaining unit member who teaches grades 4 or 5 elects not to use a release day for purposes under this section, the member will be compensated \$110.

If Common Assessments are required by the District during the Distance Learning Model, bargaining unit members who teach grades TK, K, 1, 2, or 3 will be provided one release day per trimester to complete the aforementioned assessments. If a bargaining unit member elects not to use a release day for purposes under this section, the member will be compensated \$110.

### **Professional Development During Teacher Preparation Days**

During the week of August 4 members will be provided with the following information, training, and professional development virtually at home or on site:

- Receive training pertinent to Distance Learning in the *Reopening of Schools: Safety Recommendations* document, as scheduled by the site administrator
- Complete the ASCIP Online Safe School Training no later than August 31, 2020.
- Voluntary Online PD to support Distance Learning
- Staff Meetings and/or Professional Development led by the site administrator not to exceed 2 hours
- MOU will be presented during the staff meeting by the site administrator
- All other time will be used at the discretion of the bargaining unit member for planning, preparation, collaboration, etc.

### **Instruction Models**

The District and WVEA recognize the importance of maintaining safe learning environments for the benefit of the students and communities served by the District and its certificated staff. It is further recognized that the learning environment may fluctuate during the 2020-2021 school year based on CDE and Public Health guidance to include: Traditional Instruction (regular school), Split Schedule Instruction, and Distance Learning.

### **Back to School Night**

Site administrators will provide an orientation to all parents regarding Distance Learning, student expectations, and the student schedule. Teachers will provide Back to School information to be posted on the school website by the site administrator (examples may include PowerPoint presentations, recordings, videos, or other appropriate media). Back to School Night information will be made available to parents no later than August 28, 2020.

### **Distance Learning Model**

When implemented, the Distance Learning model allows students to learn from a remote location other than school. Bargaining unit members will have the option of working on campus or from home (remotely) each work day, during Distance Learning scheduled hours.

### **Grading**

Grades will be assigned using regular grading marks for elementary and secondary students. Current use of timelines for progress reports, in danger of failing notification, at-promise (at-risk) notification, and report cards will be required. Students will be held accountable for earning grades through the instruction, assignments, assessments/tests that are provided by their teachers.

### **Attendance**

Attendance will be documented under all instructional models. Elementary attendance will be taken and submitted on Aeries at the beginning of each instructional day. Secondary attendance will be taken and submitted on Aeries every period or block. A student who does not participate in Distance Learning on a school day or period shall be documented as absent for that school day or period. Schools will adhere to their current tardy policy.

### **The following applies to instruction that is either conducted on school property or remotely:**

Teachers will actively engage students in daily live synchronous instruction and interaction. Per Assembly Bill (AB) 77, daily live synchronous instruction will include delivering content-based curriculum, progress monitoring, and maintaining school connectedness Monday through Friday. Daily live interaction will include, but not be limited to, connecting with students, taking attendance, and providing instruction at the beginning of each instructional period/block.

## **Learning Management System**

Google Classroom will be utilized as a common Learning Management System across the school district, for both asynchronous and synchronous instruction. Bargaining unit members may employ other software and web applications that support curriculum and instruction. Employees will provide site administrators access to their educational platforms.

## **Professional Obligations During Distance Learning**

- Work the Distance Learning contracted day, 8:00 a.m. - 2:30 p.m.
- All bargaining unit members have preparation time from 7:30 a.m.- 8:00 a.m. in accordance with Article 4.1: Bargaining Unit Members will arrive thirty (30) minutes prior to their scheduled class/assignment or preparation period, whichever is first and will be teacher-directed time.
- Minimum days will remain as scheduled. Dismissal time will be 12:30 p.m. for grades 1-12 and 11:30 a.m. for grades TK/K. (No Student Support/Tutorial Time on Minimum Days)
- Ensure internet access to deliver daily live instruction, if in a remote location. In the event that remote access to the internet becomes unavailable, bargaining unit members will contact their site administrator to make alternate access arrangements.
- All other contract language applies in regards to professional obligations (i.e. attend IEPs, SSTs, 504s, parent conferences, staff meetings, etc.) virtually, in-person or by phone.

## **Elementary Schedule**

- A bell schedule that adheres to state-mandated instructional minutes for Distance Learning will be used.
- Late Starts and Early Outs will not be applicable
- Teachers, grade level teams, and principal will collaborate to determine the content area for each block of time to ensure school-wide program consistency
- The teacher's Distance Learning schedule will be shared with the principal
- Teachers implement a classroom schedule that includes daily live, synchronous whole group and daily, live, synchronous small group instruction for each instructional content block.
- Principals will work with staff to schedule Music/PE/itinerant "teacher time"
- Itinerant teacher time may be scheduled during the instructional block or during Student Support/Tutorial Block

**TK/K** Instructional time will begin at 8:00 a.m. and end at 11:30 a.m.

- Instructional time will include blocks to teach daily, live, synchronous whole group instruction and daily, live synchronous small group instruction for each content area.
- Lunch - TK/K: 11:30 a.m. - 12:10 p.m. (including minimum days)
- Student Support/Tutorial time: 12:10 p.m. - 2:30 p.m.
- Student Support/Tutorial time may include whole group, small group, or individual instruction, intervention, enrichment, or remediation, Social and Emotional Learning (SEL) by the Elementary Learning Specialist, services by Speech Language Pathologist, Adapted PE teachers, and other support staff. This may also include time for teacher preparation, IEP's, Student Study Team meetings, 504 meetings, teacher collaboration and staff meetings.

**1st-5th** Instructional time will begin at 8:00 a.m. and end at 12:30 p.m.

- Instructional time will include blocks to teach daily, live, synchronous whole group instruction and daily, live synchronous small group instruction for each content area.
- Lunch - 1st - 5th grade: 12:30 p.m. - 1:10 p.m. (including minimum days)
- Student Support/Tutorial time: 1:10 p.m. - 2:30 p.m.
- Student Support/Tutorial time may include whole group, small group, or individual instruction, intervention, enrichment, or remediation, Social and Emotional Learning (SEL) by the Elementary Learning Specialist, services by Speech Language Pathologist, Adapted PE teachers, and other support staff. This may also include time for teacher preparation, IEP's, Student Study Team meetings, 504 meetings, teacher collaboration and staff meetings.
- Site administration may use up to 180 minutes per month of the Student Support/Tutorial time for the purpose of collaboration, professional development related to Distance Learning, and/or staff meeting.

\*Staff meetings will not exceed one hour per month unless directed by the district.

### **Middle School Schedule**

- A bell schedule that adheres to state-mandated instructional minutes for Distance Learning will be used.
- Middle School schedules will be developed using teacher input
- Late Starts and Early Outs will not be applicable

- Instructional time will begin at 8:00 a.m. and end at 12:30 p.m.; zero (0) period, if utilized by a site, will be held from 7:15 a.m - 7:55 a.m. daily on a block or 6 period schedule
  - Provide daily synchronous, live, content-based instruction for every period/block
  - Lunch: 12:30 p.m. - 1:10 p.m.
  - Tutorial time: 1:10 p.m. - 2:30 p.m.
- Tutorial time may include whole group, small group, or individual instruction, intervention, enrichment, or remediation, Social and Emotional Learning (SEL) provided by SSRAs, services by Speech Language Pathologist, Adapted PE teachers, counselors and other support staff. This may also include time for office hours, teacher preparation time, IEP's, Student Study team meetings, 504 meetings, teacher collaboration and staff meetings.
- Site administration may use up to 180 minutes per month of the Student Support/Tutorial time for the purpose of collaboration, professional development related to Distance Learning, and/or staff meeting.
  - \*Staff meetings will not exceed one hour per month unless directed by the district.

### **High School Schedule**

- A bell schedule that adheres to state-mandated instructional minutes for Distance Learning will be used.
- High School schedules will be developed using teacher input
- Late Starts and Early Outs will not be applicable
- Instructional time will begin at 8:00 a.m. and end at 12:30 p.m.; zero (0) period, if utilized by a site, will be held from 7:15 a.m - 7:55 a.m. daily on a block or 6 period schedule
  - Provide daily synchronous, live, content-based instruction for every period/block
  - Lunch: 12:30 p.m. - 1:10 p.m.
  - Tutorial time: 1:10 p.m. - 2:30 p.m.
- Tutorial time may include whole group, small group, or individual instruction, intervention, enrichment, or remediation, Social and Emotional Learning (SEL) provided by GLCs, services by Speech Language Pathologist, Adapted PE teachers, counselors and other support staff. This may also include time for office hours, teacher preparation time, IEP's, Student Study team meetings, 504 meetings, teacher collaboration and staff meetings.

- Site administration may use up to 180 minutes per month of the Student Support/Tutorial time for the purpose of collaboration, professional development related to Distance Learning, and/or staff meeting.

\*Staff meetings will not exceed one hour per month unless directed by the district.

Grade	Minimum Instructional Minutes - Daily Live Instruction + Independent Work/Assignments		
TK-K	<p><b>180 Instructional minutes: Each Instructional Block</b> includes a combination of daily, live, synchronous and asynchronous whole group instruction and daily, live synchronous and asynchronous small group instruction for each content area.</p> <p>Block 1: Opening, Welcome, and Whole Group instruction            Block 2: Whole group lesson and small group lesson on a content area(s)            Block 3: Whole group lesson and small group lesson on a content area(s)            Block 4: Whole group lesson and small group lesson on a content area(s)            Block 5: Whole Group closure</p> <p>*Breaks between the blocks are determined by the teacher/grade level/principal (not to exceed 30 minutes total)            Lunch 11:30 a.m.- 12:10 p.m.            Student Support/Tutorial 12:10 p.m.- 2:30 p.m.</p>		
1-5	<p><b>240 Instructional minutes: Each Instructional Block</b> includes a combination of daily, live, synchronous and asynchronous whole group instruction and daily, live synchronous and asynchronous small group instruction for each content area.</p> <p>Block 1: Opening, Welcome, and Whole Group instruction            Block 2: Whole group lesson and small group lesson on a content area(s)            Block 3: Whole group lesson and small group lesson on a content area(s)            Block 4: Whole group lesson and small group lesson on a content area(s)            Block 5: Whole Group closure</p> <p>*Breaks between the blocks are determined by the teacher/grade level/principal (not to exceed 30 minutes total)            Lunch 12:30 p.m.- 1:10 p.m.            Student Support/Tutorial 1:10 p.m.- 2:30 p.m.</p>		
6-8	<p><b>240 instructional minutes</b></p>	<p><b>3-Period Block: 80 minute block</b>            Each Block includes taking attendance, interaction for school connectedness, and a combination of live,</p>	<p><b>6-Period Day: 40 minutes</b>            Each Period includes taking attendance, interaction for school connectedness, and a combination of live,</p>

		<p>synchronous and asynchronous content-based instruction on a daily basis</p> <p>Lunch 12:30 p.m.-1:10 p.m.</p> <p>Tutorial 1:10 p.m.-2:30 p.m.</p>	<p>synchronous and asynchronous content-based instruction on a daily basis</p> <p>Lunch 12:30 p.m.-1:10 p.m.</p> <p>Tutorial 1:10 p.m.-2:30 p.m.</p>
<b>9-12</b>	<b>240 instructional minutes</b>	<p><b>3-Period Block: 80 minute block</b></p> <p>Each Block includes taking attendance, interaction for school connectedness, and a combination of live, synchronous and asynchronous content-based instruction on a daily basis</p> <p>Lunch 12:30 p.m.-1:10 p.m.</p> <p>Tutorial 1:10 p.m.-2:30 p.m.</p>	<p><b>6-Period Day: 40 minutes</b></p> <p>Each Period includes taking attendance, interaction for school connectedness, and a combination of live, synchronous and asynchronous content-based instruction on a daily basis</p> <p>Lunch 12:30 p.m.-1:10 p.m.</p> <p>Tutorial 1:10 p.m.-2:30 p.m.</p>

### **Elementary: Daily Live Instruction**

Based on the new state guidelines for Distance Learning and in accordance with the Governor’s orders and budgetary mandates, all teachers will be required to perform the following:

- Provide a live “welcome address” daily
- Take attendance every school day
- Provide daily live interaction: teachers will connect with their students each school day through online instruction, including, but not limited to, checking for understanding and providing timely feedback
- Provide a combination of live, synchronous and asynchronous content-based instruction on a daily basis
- Provide live small group instruction



- Provide class assignments and lessons that are challenging and equivalent to in-person instruction
- Provide targeted supports and interventions for English learners and special education students

### **Secondary: Daily Live Instruction**

Based on the new state guidelines for Distance Learning and in accordance with the Governor's orders and budgetary mandates, all teachers will be required to perform the following:

- Provide a live "welcome address" daily for every period/block
- Take attendance every school day per period/block
- Provide daily live interaction: teachers will connect with their students each school day for every period/block through online instruction; including but not limited to checking for understanding and providing timely feedback.
- Provide a combination of live, synchronous and asynchronous content-based instruction on a daily basis for every period/block
- Provide class assignments and lessons that are challenging and equivalent to in-person instruction
- Provide targeted supports and interventions for English learners and special education students

### **Roles and Responsibilities of Certificated Staff (non-teaching)**

- Engage in proactive parent communication
- Provide accommodations necessary to serve students with special needs
- Check emails and phone calls on a daily basis and reply within a timely manner

The following are services and duties that may be assigned during the work day, but are not limited to those listed below:

### **Role of Grade Level Coordinators (GLCs) and Student Staff Resource Advisors (SSRAs)**

- Support students during Tutorial time
- Provide daily support to students, staff and families to proactively address barriers to learning
- Provide Social and Emotional Learning (SEL), either through whole group or targeted support/instruction
- Provide grade-level updates and recognize student achievement
- Work directly with teachers to ensure all students are working effectively in the distance learning environment

- Work directly with teachers to ensure unduplicated student groups (Low-Income, Foster Youth, English Learners) are working effectively in the distance learning environment
- Coordinate and implement schedule changes and register new students
- Coordinate SSTs and 504s (SSRAs)
- In accordance with Assembly Bill 77, re-engage students who are absent from distance learning for more than three school days a week

### **Role of High School Intervention Counselors**

- Support students during Tutorial time
- Provide daily support to students, staff and families to proactively address barriers to learning
- Provide SEL, either through whole group or targeted support/instruction
- Provide grade-level updates and recognize student achievement
- Conduct and monitor 504 plans
- Work directly with teachers to ensure unduplicated student groups (Low-Income, Foster Youth, English Learners) are working effectively in the distance learning environment
- In accordance with Assembly Bill 77, re-engage students who are absent from distance learning for more than three school days a week

### **Role of Elementary Learning Specialists (ELS)**

- Support students during Student Support/Tutorial time
- Ensure students, parents and staff are provided support necessary to be successful in distance learning
- Support unduplicated student groups (low-income, Foster Youth, and English Learners) with distance learning
- In accordance with Assembly Bill 77, re-engage students who are absent from distance learning for more than three school days a week

### **Role of Elementary IB Coordinator**

- Support students during Student Support/Tutorial time
- Ensure students, parents and staff are provided support with Primary Years Programme (PYP) to be successful in distance learning
- Provide social and emotional learning support for students

### **Role of Title 1 Specialists**

- Support students during Student Support/Tutorial time

- Ensure Title 1 students, parents and staff are provided the support necessary to be successful in distance learning.
- Provide intervention support to Title 1 students via distance learning

#### **Role of Intervention Teachers**

- Support students during Tutorial time
- Ensure struggling students, parents and staff are provided the support necessary to be successful in distance learning
- Provide intervention support to struggling students via distance learning

#### **Role of Speech Language Pathologists**

- Assess and provide services to students
- Write reports and attend IEP meetings
- May use virtual means for communication and providing services to students

#### **Role of Nurses**

- Respond promptly during the work day to parents/students/staff related to health inquiries, via their district-issued phones
- Report to assigned school sites or district office, as directed by a supervisor, to provide assistance
- Serve on the District's COVID-19 Compliance Team
- Conduct symptom checks, engage in tracing, monitor public health information, and communicate public health guidelines and updates to staff, students and parents
- Attend IEP meetings and maintain student health care plans

#### **Role of Elementary Music, Elementary PE Teachers, and Adapted PE (Itinerant) Teachers**

- Follow assigned schedules to provide learning objectives, assignments, lessons, activities, enrichment, resources, etc. to students via live virtual instruction
- Adapted PE teachers will provide support via live virtual instruction

#### **Role of ELD Specialist**

- Ensure students, parents and staff are provided the necessary support for English Learners in distance learning
- Work on tasks that can be completed at home to fulfill state and federal requirements for English Learners

### **Role of District Educational Specialist TOSA**

- Ensure students, parents and staff are provided support necessary for students with an Individualized Education Plan (IEP)
- Provide additional support to Special Education teachers as needed
- Provide virtual appointments/group sessions to student(s) in need of services based on their IEP; these appointments or conversations may be conducted via phone, email and/or virtual meeting sessions

### **Role of High School Activities Directors**

- Provide social and emotional support and motivating experiences for students via virtual means
- Teach an assigned section

### **Role of High School Athletics Directors**

- Monitor CIF recommendations and communicate with staff, athletes and parents
- Prepare for reopening of sports seasons
- Teach two assigned sections

### **Role of Instructional Technology Coaches**

- Ensure students and staff are provided support necessary to be successful via distance learning
- Provide demo lessons
- Develop instructional technology, PD videos, and other resources to support teachers and parents
- Be available by email or phone to support classroom teachers

### **Leaves**

Normal contractual leave procedures will apply. The District will comply with the Families First Coronavirus Response Act. Other local, state or federal government guidelines or laws addressing leaves based on COVID-19 may apply. Unit members should contact Kina Mattoon, Risk Management and Employee Benefits Specialist in Human Resources, for support: [kmattoon@wvusd.k12.ca.us](mailto:kmattoon@wvusd.k12.ca.us).

For all absences not related to COVID-19, substitute request protocols will be followed as normal. Teachers will be required to provide lesson plans, consistent with site protocol established during the Week of August 4.

### Other Provisions

- The District shall notify WVEA, as soon as practical, and in compliance with applicable law and direction from Public Health, should it learn of a confirmed, or likely, COVID-19 infection of District employees or students.
- Employees are encouraged to inform the District when they have been exposed to an individual who has tested positive for COVID-19 and shall follow the Public Health guidelines to self-quarantine and to self-monitor for any potential symptoms such as fever, cough, and difficulty breathing.
- The District shall provide up to date, and thorough communication, to all employees regarding COVID-19.
- All components of the current Collective Bargaining Agreement between WVEA and Walnut Valley Unified School District not addressed by the terms of this agreement shall remain in full effect. This agreement is non-precedent setting.
- This MOU resolves the negotiable effects of reopening school due to the Novel Coronavirus (COVID-19). The District and/or WVEA reserve the right to reopen any items of the MOU or to negotiate additional impacts due to the COVID-19 crisis.
- This MOU will be subject to Article 6 Grievance procedures. Meetings will be conducted at the request of either the District or WVEA.

It is understood this agreement is subject to WVEA review and the approval of the Board of Trustees.

**This MOU shall be in effect for the 2020-21 school year whenever the district is in 100% Distance Learning Model, as determined by the Superintendent, in accordance with Public Health recommendations that safety protocols cannot be reasonably assured for in-person instruction.**



Lisa Peterson  
WVEA President



Dr. Matthew L. Witmer  
Deputy Superintendent, Ed. Services