

## Expectations for General and Special Education Teachers

**Teachers at each site establish a common approach to communicating learning opportunities.**

TK-5      Every teacher will use Google Classroom

6-12      Every teacher will use Google Classroom, or School Loop Locker with students and connect Classroom (if applicable) to School Loop to help communicate assignments to parents and students

**Recognizing that schedules vary across levels, teachers provide 3-4 hours of daily learning opportunities via synchronous (students working or learning simultaneously) and/or asynchronous methods (students working or learning at different times, or at their own pace). Teachers are not required to record videos.**

TK-5      -One hour each day of students engaged in English Language Arts learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)  
 -One hour each day of students engaged in Math learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)  
 -One hour each day of other learning opportunities in Science, History, PE, Art, Music, etc. (30 minutes at TK/K)

6-12      -Approximately one hour of asynchronous and/or synchronous instruction per period, each day (Odd/Even Blocks, alternating days)  
 -Additional or supplemental lessons may be assigned during independent work time. The combination of instruction and independent work should not exceed approximately 2-3 hours per week per class.  
 -Identify and focus on the essential learning standards

**Teachers monitor student work and provide feedback to students at least weekly**

TK-5      -Student work will be required and submitted electronically.  
 -Teachers will provide written and/or oral feedback on students' progress with skills & standards  
 -For Reporting Period 2, the use of Achievement Reports, a reading profile and the district promotion/retention policy is suspended

6-8      Middle School Grading:  
 As we transition from *ungraded learning opportunities* to **graded home learning**, we have an opportunity to uplift students during a difficult time. The grading policy embraces a "do no harm" philosophy using Pass/Fail final grades, but also incentivizes the completion of the home learning assignments. The following tenets guide the policy:

- Provide formative feedback to students (qualitative, constructive, next steps).
- Post all assignments in School Loop. Students and parents need a central platform, across Google Classrooms, to view assignments given and assignments completed.
- Consider the student's Semester 2 work completed prior to March 13.
- Permit students to make up missing assignments that were given before March 13.
- Do not grade home learning opportunities assigned March 16-April 22.
- Evaluate student completion of assignments given April 23-June 11.

	<ul style="list-style-type: none"> <li>● No report cards will be issued for the Quarter 3 or Quarter 3 Progress terms.</li> <li>● Middle School Teachers will determine and issue Semester 2 Pass/Fail grades</li> </ul>
9-12	<p>HS Grading:</p> <p>As we transition from <i>ungraded learning opportunities</i> to <b>graded home learning</b>, we have an opportunity to uplift students during a difficult time. The grading policy embraces a “do no harm” philosophy using Credit/No Credit final grades, but also incentivizes the completion of the home learning assignments. The following tenets guide the policy:</p> <ul style="list-style-type: none"> <li>● Provide formative feedback to students (qualitative, constructive, next steps).</li> <li>● Post all assignments in School Loop. Students and parents need a central platform, across Google Classrooms, to view assignments given and assignments completed.</li> <li>● Consider the student’s Semester 2 work completed prior to March 13.</li> <li>● Permit students to make up missing assignments that were given before March 13.</li> <li>● Do not grade home learning opportunities assigned March 16-April 22.</li> <li>● Evaluate student completion of assignments given April 23-June 11.</li> <li>● No report cards will be issued for the Quarter 3 or Quarter 3 Progress terms.</li> <li>● High School Teachers will determine and issue Semester 2 Credit/No Credit grades</li> </ul>

Sample Elementary School Teacher Schedule	
Monday-Thursday	Friday
ELA or Math Instructional Block	Supplemental/ Independent Work Time for Students Grade Level or Staff Meeting Time
11:30-12:30 Lunch (Reserved time for student access to site lunch program)	
ELA or Math Instructional Block	Supplemental/ Independent Work Time for Students Grade Level or Staff Meeting Time
Additional Learning Opportunities (Science, History, PE, Art, Music)	
Teacher Office Hours*	
Professional Development: Grade Level or Staff Meeting	
<p>*Office Hours are separate from instructional time and are designated for students and parents to ask questions via email or Google Meet. Teachers are given the flexibility to establish these hours but need to inform parents and students.</p>	

<b>Sample Middle School Teacher Schedule</b>			
<b>Time</b>	<b>Monday/Wednesday</b>	<b>Tuesday/Thursday</b>	<b>Friday</b>
<b>11:30-12:30</b>	Lunch (Note: This time slot is essential to maintain district-wide access to lunch)		
<b>N/A</b>	Period 1	Period 2	Indep Work Time Staggered Department Meetings for Teachers
<b>N/A</b>	Period 3	Period 4	
<b>N/A</b>	Period 5	Period 6	
<b>N/A</b>	Independent Work Time Teacher Office Hours*	Independent Work Time Teacher Office Hours*	
*Office Hours are separate from instructional time and are designated for students and parents to ask questions via email or Google Meet. Teachers are given the flexibility to establish these hours but need to inform parents and students.			

<b>Sample High School Teacher Schedule</b>			
<b>Time</b>	<b>Monday/Wednesday</b>	<b>Tuesday/Thursday</b>	<b>Friday</b>
<b>11:30-12:30</b>	Lunch (Note: This time slot is essential to maintain district-wide access to lunch)		
<b>N/A</b>	Period 1	Period 2	Indep Work Time Staggered Department/Pathway Meetings for Teachers
<b>N/A</b>	Period 3	Period 4	
<b>N/A</b>	Period 5	Period 6	
<b>N/A</b>	Period 7	Period 8	
<b>N/A</b>	Independent Work Time Teacher Office Hours*	Independent Work Time Teacher Office Hours*	
*Office Hours are separate from instructional time and are designated for students and parents to ask questions via email or Google Meet. Teachers are given the flexibility to establish these hours but need to inform parents and students.			

## Expectations for Students

### Students will access online platforms to participate in home learning opportunities

TK-5	Every student will access learning opportunities through Google Classroom; students without access to Google Classroom may pick up a hard copy packet at a meal distribution site
6-12	Every teacher will use Google Classroom, and connect Classroom to School Loop to help communicate assignments to parents

### Recognizing that schedules vary across levels, teachers provide 3-4 hours of daily learning opportunities via synchronous (students working or learning simultaneously) and/or asynchronous methods (students working or learning at different times, or at their own pace)

TK-5	<ul style="list-style-type: none"> <li>-One hour each day of students engaged in English Language Arts learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)</li> <li>-One hour each day of students engaged in Math learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)</li> <li>-One hour each day of other learning opportunities in Science, History, PE, Art, and/or Music (30 minutes at TK/K)</li> </ul>
6-12	<ul style="list-style-type: none"> <li>-Approximately one hour of asynchronous and/or synchronous learning per period each day (Odd/Even Blocks, alternating days)</li> <li>-Additional or supplemental lessons may be assigned during independent work time</li> </ul>

### Students will receive teacher feedback

TK-5	<ul style="list-style-type: none"> <li>-Student work will be required</li> <li>-Teachers will provide written and/or oral feedback on students' progress with skills &amp; standards</li> <li>-For Reporting Period 2, the use of Achievement Reports (report cards) and the district promotion/retention policy is suspended</li> </ul>
6-8	<ul style="list-style-type: none"> <li>-Student work will be required</li> <li>-Teachers will provide written and/or oral feedback on students' progress with skills &amp; standards</li> <li>-No grades will be issued for the Quarter 3 or Quarter Progress terms.</li> <li>-A Semester 2 report card will be issued to students</li> <li>-The grading policy embraces a "do no harm" philosophy using Pass/Fail final grades, but also incentivizes the completion of the home learning assignments.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>-Student work will be required</li> <li>-Teachers will provide written and/or oral feedback on students' progress with skills &amp; standards</li> <li>-No grades will be issued for the Quarter 3 or Quarter Progress terms.</li> <li>-A Semester 2 report card will be issued to students</li> <li>-The grading policy embraces a "do no harm" philosophy using Credit/No Credit final grades, but also incentivizes the completion of the home learning assignments.</li> </ul>

## MEMORANDUM OF UNDERSTANDING

BETWEEN LONG BEACH UNIFIED SCHOOL DISTRICT (LBUSD) AND

TEACHERS ASSOCIATION OF LONG BEACH (TALB)

School Closure Related to Coronavirus-19/COVID-19 (COVID - 19)

April 9, 2020

The Long Beach Unified School District ("District") and the Teachers Association of Long Beach (TALB) enter this Memorandum of Understanding ("MOU") regarding the school closure related to COVID-19.

The Parties recognize there is a need to close schools ("emergency school closure") and move to an alternative learning plan to allow for social distancing as recommended by public health officials in order to prevent the spread of illness arising from the coronavirus during the 2019- 2020 school year.

1. Working Remotely - Unit members shall work remotely for the duration of the emergency school closure and shall not be required to do otherwise. Unit members shall be available via email and respond to parents and students accordingly. Unit members working remotely shall perform professional duties equivalent to their assignment which was assigned prior to the COVID-19 school closures
2. Compensation - Unit members' compensation and benefits shall not be reduced as a result of the emergency school closure. As long as full funding remains available to the district under executive order N-26-20. Unit members who are department heads, coaches or receive other stipends, shall be paid their full stipends in accordance with the collective bargaining agreement. Working remotely does not affect a unit member's status as a District Employee.
3. Distance Learning – The District and TALB agree that unit members will adhere to the **Distance Learning Classroom Guidelines** provided to all teachers. These guidelines will be in effect for the remainder of the school year (April 23 – June 11). As outlined in the document, learning can take place through **synchronous (students working or learning simultaneously)** or **asynchronous (students working or learning at different times, or at their own pace)** delivery as long as it adheres to the parameters set forth in the guideline.
4. Special Education - The parties agree to meet remotely as needed to address implementing guidance from the California Department of Education as well as the Federal Department of Education in order to provide equitable and appropriate education for students with special needs.

## 5. Certificated Evaluations

- a. Unit members who have received Effective ratings in all CSTP areas and have completed at one lesson analysis may receive a final evaluation. The administrator and teacher will have a digital conference to review the final evaluation and documents will be shared digitally.
  - b. Unit members who have received at least one Developing and/or Unsatisfactory rating and completed three lesson analyses may receive a final evaluation. The administrator and teacher will have a digital conference to review the final evaluation and documents will be shared digitally.
  - c. Unit members who have received at least one Developing and/or one Unsatisfactory rating and were not given a Developing or Unsatisfactory final rating in the previous year may have their evaluation rolled over to 2020-2021 school year. Those who have received an Unsatisfactory rating or multiple Developing ratings will be referred to PAR for the 2020-2021 school year.
  - d. Unit members who have received multiple Developings and/or multiple Unsatisfactory ratings and were given Developings or Unsatisfactory final ratings in the previous year may receive a final evaluation. The administrator and teacher will have a digital conference to review the final evaluation and documents will be shared digitally.
6. Discipline - Unit members will be subject to disciplinary action in the event they do not meet the minimum standards for distance learning as outlined in the **Distance Learning Classroom Guidelines** and are not showing an effort to improve lesson delivery.
  7. The District shall submit a "J-13A waiver material decrease request", and/or any other waiver for which the District may be eligible, to the California Department of Education (CDE) in order to mitigate the loss of ADA funding.
  8. The District shall comply with required COVID-19 safety guidelines laid out by the Long Beach Department of Health and Human Services.
  9. Adjunct Duty - Unit members shall not be required to make up adjunct duty or committee assignments missed as a result of the emergency school closure.
  10. The Parties understand the coronavirus (COVID-19) pandemic situation is very fluid In the event the State of California deems the need for alternative requirements for schools in response to COVID-19, the parties agree mutually agree to review the provisions of the MOU, as necessary.
  11. Leaves – During school closure unit members shall be entitled to use the applicable leave provisions in the TALB Collective Bargaining Agreement and any additional leaves mandated by the state or federal government, including HR 6201 contained in the Families First Corona Virus Response Act. The leave benefits provided in HR 6201

maybe drawn prior to any other form of paid or unpaid leave available to the unit member under the collective bargaining agreement.

12. Meetings—Except for extenuating circumstances, meetings will be announced with 48 hours-notice. Meetings will be limited to absolute necessity. Announcements and updates will be sent via district email and work groups will collaborate in online forums.

13. This MOU shall not be precedent setting nor form any basis for past practice.

14. This MOU resolves the negotiable effects of school closures due to the coronavirus (COVID- 19). The District and/or Association reserve the right to negotiate any additional impacts and/or additional school closures in the 2019-2020 school year.

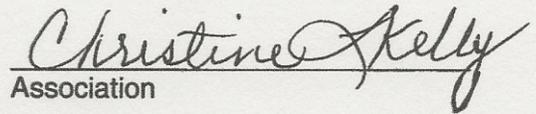
This MOU shall expire on June 30, 2020, but may be extended by mutual written agreement.



District

4/10/2020

Date



Association

4/10/2020

Date