

**SIDE LETTER OF AGREEMENT (SLA)  
BETWEEN  
SAN JUAN UNIFIED SCHOOL DISTRICT (District)  
and the  
SAN JUAN TEACHERS ASSOCIATION (Association)**

**Re: 2020-2021 TEMPORARY  
COLLECTIVE BARGAINING CONTRACT ADJUSTMENTS  
IN A COVID-19 DISTANCE LEARNING ENVIRONMENT**

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## **Side Letters of Agreement**

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**Distance Learning Elementary Instructional Model for 2020-2021 (7/22/20)**

**Distance Learning Secondary Instructional Model for 2020-2021 (7/22/20)**

**Background:** [\(back to table of contents\)](#)

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. Given the extraordinary situation facing the nation due to the outbreak of the COVID-19 (Coronavirus) the District closed all of its facilities on March 13, 2020.

**Statement of Intent** [\(back to table of contents\)](#)

The District and Association mutually agree that the health and safety of our staff, students and community is of the highest priority. Coupled with that is a shared interest in educating and supporting the ‘whole child’ in each of our students. This document represents the agreed upon planning assumptions between the District and Association at this time given the most current local health and safety guidance and is subject to change.

We have attempted to be thoughtful about how instruction and support services are rolled out to ensure we can answer questions of equity and meet legal requirements under federal and state law related to equal access for our diverse learners. While mindful of these parameters, it is our intent that all of our students can engage in meaningful learning. We are looking to deliver our existing curriculum and materials through new learning platforms while meeting the needs of our diverse learners.

**Agreement** [\(back to table of contents\)](#)

The District and Association mutually agree that the distance learning plans proposed below best addresses the Center for Disease Controls (CDC) Social Distancing Guidelines, the California Department of Education (CDE) Guidelines for Reopening, The Sacramento County Office of Education’s Schools to Return with Distance Learning Model Press Release, California Department of Public Health Guidelines, and our six District 2020-2021 Strategic Priorities:

1. Health and safety
2. Focused instruction
3. Community building and relationships
4. Support the whole child
5. Parent support and self-efficacy
6. Timely and transparent communication

***Article 1 - Contract Provisions*** [\(back to table of contents\)](#)

- This SLA is for time during the 2020-2021 school year when the district is in a distance learning instructional model.

***Article 3 - System of Professional Growth*** [\(back to table of contents\)](#)

- See SLA titled Changes in the System of Professional Growth (SPG) due to COVID-19 for the 2020-21 School Year

***Article 4 - Transfers*** [\(back to table of contents\)](#)

- See SLA titled Voluntary Transfers to Distance Learning/Virtual Home School/Independent Study/Teletherapy Positions

***Article 5 - Leaves*** [\(back to table of contents\)](#)

- In addition to current contract language, the parties agree to comply with all applicable enacted laws.
- Practitioners who opted for an unpaid leave of absence for 2020-2021 prior to July 14, 2020, but would like to return should contact the SJTA office. SJTA and the SJUSD Human Resource Department will work collaboratively to explore options.
- Practitioners who are on leave for medical, or other reasons, and are able to resume working under the conditions of the Elementary and Secondary Distance Learning SLA's (found at the bottom of this document) should contact the SJTA office. SJTA and the SJUSD Human Resource Department will work collaboratively to explore options.
- If practitioners are unavailable, or unable, to provide instructional or support services through distance learning opportunities they should notify the site administrator and use their Sick Leave/Personal Necessity as appropriate.
- Sick Leave and PN Usage:
  - In the event that a practitioner is not able to engage in synchronous learning and/or provide asynchronous learning for students, the member would notify the students and their administrator of the amount of time that needs to be missed. If possible, asynchronous plans would be left for students similar to an in-person model.
  - If an extended leave is needed, review article 5 (leaves) in the CBA and reach out to HR and the Association for support.

***Article 6 - Member Safety and Protection*** [\(back to table of contents\)](#)

- See SLAs for specific guidance.

***Article 8 - Hours*** [\(back to table of contents\)](#)

- Nothing in this agreement shall require a practitioner to be available beyond the hours of a normal work day.
  - Other than scheduled synchronous activities, practitioners have flexibility with their schedule and may choose to utilize hours outside of their traditional work hours.

- Staff will monitor their own schedules to ensure they receive contractual lunch and breaks.
- Practitioners shall attend additional virtual meetings as may be required by district, state, or federal programs (e.g. grant meetings, ELL, Special Education, etc.). If a practitioner is unable to attend they should notify their administrator.
- Certificated Support Staff will continue to receive equivalent prep time distributed throughout the week
- Practitioners will have the option to work from their rooms provided they follow all state, county and district safety guidelines
  - In the event a practitioner is unable to provide synchronous learning opportunities to their students (issues with wi-fi, rolling blackouts, etc) practitioners will work from their classrooms until the issue has been resolved.
- No Faculty Meeting will be scheduled on the August 12, 2020 Teacher Workday
- Professional Development:
  - For August 11th (PD: 6 hours)
    - 3 hours Distance Learning and Side Letter Agreements
      - Required:
        - Review SLA and other sites issues for planning for DL transition
      - Optional:
        - Scheduling (ie. RSP, Speech, ELD, Specialists...)
        - Discussions and agreements for PD and collaboration
        - Accessing resources provided by SJUSD (modules, lessons completed by SJUSD practitioners, etc.)
    - 3 hours of required social justice and anti-racism curriculum (being planned centrally)
  - Remaining 12 hours of PD:
    - 6 hours throughout the year: social justice and anti-racism curriculum (options being planned centrally, more details to follow)
    - 6 hours: SLT's, in consultation with the staff, have the option of planning six (6) hours of professional development time for the 2020-21 school year. (Could be held on Aug 10 if agreed upon by staff)
- Virtual Faculty Meetings
  - Monthly staff meetings, with faculty rep time, shall be held monthly and be implemented in a format that follows local health and safety guidelines and the CBA:
    - 17.05.2 The FR (the lead representative/designee at schools with more than one (1) FR) shall have five minutes during the general faculty meeting (8.10.12) for conducting Association business.

**Article 11 - Salary** [\(back to table of contents\)](#)

- If applicable, stipends in Exhibits D-7 and D-8 will be paid on a pro-rata share.

**Article 13 - Definitions** [\(back to table of contents\)](#)

- **Distance Learning (EC 43500):** means instruction when the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local education agency. Distance learning may include, but is not limited to, all of the following:
  - Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
  - Video or audio instruction in which the primary mode of communication between the pupil certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
  - The use of print materials incorporating assignments that are the subject of written or oral feedback.
- **Synchronous:** Is when instruction and learning occur at the same time. Synchronous activities may include: live class meetings, chats, student conferences, etc. and are structured, coordinated and implemented within the school site's master schedule/regular school day.
- **Asynchronous:** Is when instruction and learning do not occur at the same time. Asynchronous activities may include journal writes, assessments, collaborative student group work, etc.) may be scheduled within or outside of the school day.

**Article 21 - Early Childhood Education** [\(back to table of contents\)](#)

- See SLA titled Discovery Club and Early Learning Academy (ELA) : Working Conditions and Program Changes

**Article 24 - Creating and Sustaining a Collaborative Culture** [\(back to table of contents\)](#)

- **Site Collaboration Time:**
  - Utilizing the intent of Article 24 within the CBA, site leadership teams may utilize up to one hour each Wednesday for collaboration and/or professional development. Site leadership teams should be coordinating with the staff to ensure that synchronous activities with students are not also occurring at this time

The parties agree that a separate side letter related to the district's distance learning model is being developed for Special Education service providers, ECE, Nurses, and Teacher Librarians.

The parties agree that a separate side letter is being developed for a continuum of learning that includes a return to school via a Modified In-Person model.

*Jim Shoemake*

*Dr. Edward F. Burgess IX*

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Jim Shoemake

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7/22/2020

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Dr. Edward F. Burgess IX

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7/22/2020

Assistant Superintendent  
Schools and Labor Relations  
San Juan Unified School District

Associate Executive Director  
San Juan Teachers Association

**Homeroom and Advisory Decisions for 2020-2021 (5/6/20) ([back to table of contents](#))**

## **SIDE LETTER OF AGREEMENT**

**Between**

**SAN JUAN UNIFIED SCHOOL DISTRICT (District)**

**and the**

**SAN JUAN TEACHERS ASSOCIATION (Association)**

**Homeroom and Advisory Decisions for 2020-2021**

### **Background:**

The District and the Association hold a shared belief in the importance of the democratic process in determining site level supports and teaching structures. The parties also recognize that during this time, practitioners are doing their best to adapt to distance learning and meeting the needs of students virtually.

### **Intent:**

- To retain the integrity of democratic process during school site closures.
- Honor that practitioners are currently focused on distance learning and virtual services.
- Recognize that the contractual processes related to 2020-2021 Homeroom and Advisory decisions may need to be temporarily modified in order to ensure each staff member has the opportunity to vote.

### **Agreement:**

- Suspend the spring election timeline for 2020-2021 Homeroom and Advisory decisions as articulated in Article 8.03 of the Collective Bargaining Contract.
- All current Homeroom and Advisory programs that needed a vote to continue for the 2020-21 school year shall remain in place.
- No new Homeroom and Advisory programs shall be implemented for the 2020-21 school year.

In the event that schools do not physically reopen in the fall of 2020, or that there is a modification to the schedule to reduce teacher/student contacts all Homeroom/Advisory programs will be canceled until traditional school schedules resume.

*Jim Shoemake*

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Jim Shoemake 5/6/2020  
Assistant Superintendent  
Schools and Labor Relations, SJUSD

*Edward Burgess IX*

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Dr. Edward F. Burgess IX 5/6/2020  
Associate Executive Director  
San Juan Teachers Association



## One Year Extension on CEUs (5/11/20) ([back to table of contents](#))

### SIDE LETTER OF AGREEMENT

Between

SAN JUAN UNIFIED SCHOOL DISTRICT (District)

and the

SAN JUAN TEACHERS ASSOCIATION (Association)

#### One Year Extension for CEU

#### Background:

Due to COVID 19 school closures and the disruption to planned class offerings, SJUSD and SJTA have agreed to extend the submission of continuing education hours.

#### Intent:

To ensure that practitioners' salaries are not negatively impacted due to the current COVID 19 pandemic.

#### Agreement:

##### For TK-12 Practitioners:

- The 5 year cycle for CEU accumulation will be extended for all members by one year for all members currently scheduled to submit CEU hours in 2020-2025.
  - All practitioners currently in Column V of the SJTA Salary Schedule that have not yet reached 150 hours will receive a one-year extension to complete those hours. The completed 150 hours will continue to be due to HR by the first working day of September.
    - Examples: Practitioner in Column V who currently must complete 150 hours of CEU by September of 2023, would now have until September of 2024.

##### ECE practitioners:

- The 5 year cycle for CEU accumulation will be extended for all members by one year for all members currently scheduled to submit CEU hours in 2020-2025.
  - All practitioners currently in Column VI of the SJTA Salary Schedule that have not yet reached 105 hours will receive a one-year extension to complete those hours. The completed 105 hours will continue to be due to HR by the first working day of September.
    - Example: Practitioner in Column V who currently must complete 150 hours of CEU by September of 2023, would now have until September of 2024.

*Jim Shoemake*

Jim Shoemake                      5/11/2020  
Assistant Superintendent  
Schools and Labor Relations, SJUSD

*Edward Burgess IX*

Dr. Edward F. Burgess IX    5/11/2020  
Associate Executive Director  
San Juan Teachers Association

## **Involuntary Transfer During COVID-19 Pandemic (6/10/20) ([back to table of contents](#))**

**SIDE LETTER OF AGREEMENT  
BETWEEN  
SAN JUAN UNIFIED SCHOOL DISTRICT (District)  
AND  
SAN JUAN TEACHERS' ASSOCIATION (Association)  
Regarding  
INVOLUNTARY TRANSFERS DURING COVID-19 PANDEMIC**

**Background:**

Due to the COVID-19 Pandemic, staffing needs for the 2020-21 school year remains unclear. Additionally, many families may utilize optional educational models in SJUSD to varying degrees from site to site in the coming school year. As a result of this uncertainty, it may become necessary to invoke Article 4.03.3 and 4.03.5 to address staffing needs at schools.

**Intent:**

It is the intent of the District and the Association to create an agreement which provides the greatest flexibility to the district in meeting the needs of student enrollment, while ensuring that all bargaining unit members' rights, salary, and benefits are protected during the 2020-21 school year.

**Agreement:**

In accordance with Article 4.03.3 (August 1-First Teacher Workday)

- a. Any member selected for involuntary transfer during this period shall appear at a meeting with the Assistant Superintendent of Human Resources or designee prior to the first teacher workday.*
- b. These involuntary transferees shall be listed in district-wide seniority order and shall be assigned by the Assistant Superintendent of Human Resources, or designee, who shall make a reasonable effort to match the qualifications of each member to the available positions.*

And in accordance with Article 4.03.5:

*Members who are involuntarily transferred after the beginning of the school year, upon request, shall be granted custodial assistance for the move as well as two (2) working days to prepare for the assignment, including any on-site orientation with administration.*

The District and Association agree to the following:

1. All probationary and permanent bargaining unit members that are currently contracted for the 2020-21 year shall retain their current full or part time status for the 2020-21 school year regardless of the State Budget Adoption and any

- potential District budget revisions. This provision in no way limits the ability of the district to adopt resolution for a reduction in particular kinds of service in February/March 2021 that would be effective in the 2021-22 school year.
2. Involuntary Transfers may only occur after any member that is deemed medically compromised has had the opportunity to recuse themselves for the school year, either by:
    - a. Teaching in a distance learning/virtual home school/independent study model
    - b. Taking a leave of absence for the 2020-21 school year
  3. Involuntary Transfers may occur for the following reasons:
    - a. Drop in enrollment at a school site causing an excess staff as determined by the district's site staffing ratio.
    - b. A vacancy created by a voluntary transfer of a medically compromised practitioner.
    - c. *Involuntary transfers shall be made by reverse district-wide seniority of members employed in elementary schools; by reverse district-wide seniority by department in middle schools; and by reverse district-wide seniority by department in high schools. The determination by seniority shall be subject to program needs of the school. (Article 4.03.1 [ff])*
  4. There will be three potential windows for Involuntary Transfers:
    - a. July 1 – July 24: Should HR demonstrate a need, based on 3a above, to transfer a practitioner, the Assistant Superintendent or designee shall provide the FTE being reduced to the site principal. Identifying the practitioner(s) being transferred shall be consistent with 3c above.
      - i. Members within the department/grade level team will be allowed a one-week window to volunteer for transfer.
      - ii. If no member volunteers to transfer all transfers shall be made based on districtwide seniority within a department (secondary) or site (elementary).
    - b. July 27 – August 7: Any member selected for involuntary transfer during this period shall appear at a meeting with the Assistant Superintendent of Human Resources or designee prior to the first teacher workday. Members within the department/grade level will be allowed a one-day window to volunteer for transfer.
      - i. If no member volunteers to transfer, all selections shall be made based on districtwide seniority within a department (secondary) or site (elementary).
      - ii. Members transferred after July 24 will receive two (2) additional paid days, submitted via timecard and paid at their daily rate, to prepare curriculum for their new assignment.

- c. After August 10: Members within the department/grade level will be allowed a one-day window to volunteer for transfer.
  - i. If no member volunteers to transfer, all selections shall be made based on districtwide seniority within a department (secondary) or site (elementary).
  - ii. Members transferred after August 10 will receive two (2) additional paid days, submitted via timecard and paid at their daily rate, to prepare curriculum for their new assignment.
  - iii. Additionally, members transferred after August 10 shall be released at full daily-rate pay for two (2) days to fully check-out from their current site, transition to their new site, and prepare curriculum for their new assignment.
- 5. All transfers under this agreement will be compensated in accordance with Article 4.09 and treated as a “required” movement, even if the practitioner volunteered to take the position.
- 6. At the end of the 2020-21 school year, all involuntary transfers shall have the right to return to their original site prior to the surplus process should an opening be projected.

This Side Letter of Agreement is non-precedential, shall cover the entire school year of 2020-2021, and will sunset on June 30, 2021.

*Jim Shoemake*

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Jim Shoemake                      6/10/2020  
Assistant Superintendent  
Schools and Labor Relations  
San Juan Unified School District

*Dr. Edward F. Burgess IX*

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Dr. Edward F. Burgess IX      6/10/2020  
Associate Executive Director  
San Juan Teachers Association

**Voluntary Transfers to Distance Learning/Virtual Home School/Independent Study/Teletherapy Positions (6/10/20 and updated 7/7/20) ([back to table of contents](#))**

**SIDE LETTER OF AGREEMENT**

**Between**

**SAN JUAN UNIFIED SCHOOL DISTRICT (District)**

**and the**

**SAN JUAN TEACHERS ASSOCIATION (Association)**

**Voluntary Transfers to**

**Distance Learning/Virtual Home School/Independent Study/Teletherapy Positions**

**Updated July 7, 2020**

**Background:**

The District and the Association hold the shared belief that student and staff safety is a priority. The parties recognize that some staff may not be able or comfortable to physically return to school in August of 2020. Further, the parties recognize that some families may choose to enroll their students in an alternative educational setting next year even if school sites physically reopen in any way.

**Intent:**

- To create options for Association practitioners in the District who do not feel safe to physically return to school in the fall of 2020-21.
- To create an option for Association unit members to receive full salary and benefits without needing to utilize medical or other extended leave by temporarily transferring to a distance learning, virtual home school, independent study position:
  - who are medically compromised or are in the high risk group for adverse effects from COVID-19
  - who are primary care providers for a medically compromised person and at risk for adverse effects of COVID-19
  - staff feeling unsafe to physically return to a school site in the fall of 2020-21

**Agreement:**

- **For the 2020-21 school year, the parties agree to:**
  - Notify Association members of a potential opportunity to provide distance learning/virtual home school/independent study/teletherapy for families that choose not to physically return to school in the fall.
    - First priority will be given to staff that submit a doctor's note stating that they are in the high risk group and may suffer adverse effects of COVID-19 should they be required to physically return to a school site.
    - Second priority will be given to staff that submit a doctor's note for the medically compromised person that they provide care to along with legal documentation of the relationship (insurance documents identifying the person as a dependent, marriage certificate, etc.).
    - Third priority will be given to those that feel unsafe to return to a school site but do not have documented health concerns.

- Practitioners would need to notify the district of their priority level with appropriate documentation by Friday July 24, 2020.
- Jointly review voluntary transfer requests for distance learning options, to determine the number of members interested and prioritize the list according to the criteria above.
- Identify potential SJUSD staffing needs for distance learning options for the 2020-21 school year.
- Pair staff with distance learning positions
  - In the event that the requests for transfer into distance learning exceed the need, the member may consider taking a leave stipulated in Article 5
  - If two or more practitioners meet the criteria and are in the same priority level, district-wide seniority would serve as the tie breaker.
- At the end of the 2020-21 school year, all voluntary transfers shall have the right to return to their original site prior to the surplus process.

This Side Letter of Agreement is non-precedential, shall cover the entire school year of 2020-2021, and will sunset on June 30, 2021.

*Jim Shoemake*

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Jim Shoemake                      7/7/2020  
 Assistant Superintendent  
 Schools and Labor Relations  
 San Juan Unified School District

*Shannan Brown*

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Shannan Brown                      7/7/2020  
 Executive Director  
 San Juan Teachers Association



## **Discovery Club and Early Learning Academy (ELA) : Working Conditions and Program Changes (6/18/20) ([back to table of contents](#))**

### **SIDE LETTER OF AGREEMENT Between SAN JUAN UNIFIED SCHOOL DISTRICT (District) and the SAN JUAN TEACHERS ASSOCIATION (Association) Discovery Club: Working Conditions and Program Changes**

#### **Background:**

The District and the Association ("Parties") hold the shared belief that student and staff safety is a priority. The parties agree to follow local, state, and federal agencies guidelines for the reopening of Discovery Club classrooms.

#### **Intent:**

- To keep students and staff safe when opening Discovery Club (DC) classrooms
- To follow guidelines put forward by the California Department of Social Services, California Department of Education / Early Learning and Care Division, Department of Health Services, Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), School Insurance Authority (SIA), Department of Health Services (DOHS), California Department of Education (CDE), and Sacramento County Office of Education (SCOE)
- To reopen Discovery Club classrooms for students and families in phases to ensure a smooth and safe process

#### **Agreement:**

**From June 22, 2020, through August 11, 2020, the Parties agree to the following:**

- Practitioners will continue to earn full salary and benefits
- The practitioners work day will be 8:00AM -5:00PM with 1-hour lunch and 1-hour papertime
  - A Child Development Associate (CDA) or other staff member will provide the necessary student supervision during these breaks
    - CDA hours are from 10AM -3PM
    - Other staff (ie. TOSA's, Content Specialists and ECE administration) may be deployed to allow for DC practitioners' breaks
- Discovery Club classrooms will be reopened in phases
  - Phase 1 (Beginning June 22):
    - Phase 1 practitioners will reopen their classrooms (see guidelines for reopening)
    - Phase 2 practitioners will join their colleagues in the Phase 1 classrooms from 8:00-12:00 and will return to their own classrooms from 1:30-5:00 to prepare for students to return
    - During Phase 1, Phase 3-5 practitioners will be in their classrooms from 8:00-12:00 & 1:30-5:00 to prepare for students to return
  - Phase 2 ( Beginning July 1):
    - Phase 2 practitioners will reopen their classrooms
    - Phase 3 practitioners will join their colleagues in Phase 2 classrooms from 8:00-12:00 and will be in their own classrooms from 1:30-5:00

- During Phase 2, Phase 4-5 practitioners will be in their classrooms from 8:00-12:00 & 1:30-5:00 to prepare for students to return
- Phase 3 (Beginning July 13):
  - Phase 3 practitioners will reopen their classrooms
  - Phase 4 practitioners will join their colleagues in Phase 3 classrooms from 8:00-12:00 and will be in their own classrooms from 1:30-5:00
  - During Phase 3, Phase 5 practitioners will be in their classrooms from 8:00-12:00 & 1:30-5:00 to prepare for students to return
- Phase 4 (Beginning July 20):
  - Phase 4 practitioners will reopen their classrooms
  - Phase 5 practitioners will join their colleagues in Phase 3 classrooms from 8:00-12:00 and will be in their own classrooms from 1:30-5:00
  - During Phase 4, Phase 5 practitioners will be in their classrooms from 8:00-12:00 & 1:30-5:00 to prepare for students to return
- Phase 5 (Beginning July 27):
  - Phase 5 practitioners will reopen their classrooms
- No more than 10 school age children will be assigned per classroom to allow for social distancing. Should guidelines change to allow for an increased number of students, staff will be notified prior to students being added to the classroom.
- Masks will be provided for staff. If staff prefer to wear cloth face masks or other face coverings, that is permissible. While it is recommended that staff wear face covering, it is not required.
- Training for staff on enhanced sanitation practices, physical distancing guidelines, screening practices, and use of face coverings pursuant to OSHA regulations is required for all staff for all staff prior to reopening and returning to work. All Practitioners and staff must take the Cal OSHA COVID-19 training as has been offered by Human Resources.
- Protocols for confirmed / suspected cases of COVID-19 within the classroom community will be made available to all staff (*see the SJUSD Discovery Club Guidelines for Reopening*).

● **COVID-19 related classroom closure:**

If there is a classroom closure due to a COVID illness, the sick leave balance, salary and benefits of affected staff shall not be impacted during the closure period. The affected classroom staff would not need to utilize their sick leave during the COVID-19 closure. Once the closure period is complete, the employee shall return to work. If the affected staff is unable to return to work after the closure period is complete, the employee may access any appropriate leave as identified in Article 5 of the collective bargaining agreement.

*Amberlee Townsend*

*Shannan Brown*

Amberlee Townsend                      6/18/2020  
 Senior Director  
 Elementary & K-8 Schools  
 San Juan Unified School District

Shannan Brown                      6/18/2020  
 Executive Director  
 San Juan Teachers Association



**Changes in the System of Professional Growth (SPG) due to COVID-19 for the 2020-21 School Year (7/13/20) ([back to table of contents](#))**

**SIDE LETTER OF AGREEMENT**

**Between  
SAN JUAN UNIFIED SCHOOL DISTRICT (District)  
and the  
SAN JUAN TEACHERS ASSOCIATION (Association)**

**Changes in the System of Professional Growth (SPG) due to COVID-19  
for the 2020-21 School Year  
July 13, 2020**

**Background:**

The District and the Association hold the shared belief that practitioners are continuously working to improve and deepen their craft. SPG is designed to support reflection on evidence to support that growth. The parties also recognize that during this time, there are many factors that are requiring more time, energy and is leading to an increase in stress for many.

**Intent:**

- To honor the integrity of the SPG system built on the belief that all practitioners are meeting standards.
- To identify ways to provide support and opportunities to reflect in a rapidly changing educational environment due to COVID-19
- To reduce the stress on practitioners while adhering to Ed Code requirements

**Agreement:**

- Due to the current health crisis, the following changes shall be made for SPG cycles:
  - Beginning in 2020-21, practitioners that are in their first year of permanent status (or otherwise meet the criteria: i.e. CTE practitioners) shall not be required to go through SPG in their 3<sup>rd</sup> year in SJUSD
    - The cycles shall become years in San Juan: 4, 6, 8 (for members in the 12, 15, 20, etc. cycles, the cycle shall remain the same)
  - For the 2020-21 school year:
    - Practitioners that are new hires, temp or prob 0-1 status, may be assigned to peer facilitators and shall have a full SPG cycle
    - Year 2 probs shall continue to be placed with an administrator facilitator and shall have a full SPG cycle
    - Practitioners in year 5, 7, 9, 12, 15, 20 and beyond shall only have: an initial meeting, 2 reflective conversations and an end of year wrap up meeting.
- For practitioners requiring a full SPG cycle:
  - If schools are physically in session (traditional or hybrid):
    - All aspects of observations shall be conducted according to the contract
    - Evidence collection and use of the rubrics shall consider social distancing and other guidelines in place during this time

- o If schools are in 'distance learning':
  - Observations shall be done during synchronous learning time. The practitioner shall give the facilitator access to at least two synchronous learning activities.
  - Pre and post may be conducted via Zoom or another platform
  - A practitioner may choose to submit a recorded video for one of the observations
- o Distance learning may make it more challenging to collect evidence for Elements 2.3 and 6.3. Facilitators shall work with practitioners to support them in gathering evidence
- Advisory
  - o For practitioners that were recommended to Advisory prior to the school site closures in March 2020, the recommendation process shall continue. The Professional Growth Team (PGT) shall review the evidence submitted by the facilitator and the practitioner (if submitted).
    - If the evidence does not support the recommendation, the practitioner shall be considered to have successfully completed the process and will return to the contractual SPG cycle.
    - If the evidence does support the recommendation, the practitioner shall enter Advisory and the process shall immediately be put on pause until the parties determine working conditions would result in an effective, supportive and fair process or when schools physically reopen in a traditional school model.
    - The practitioner will be offered support from a Consulting Teacher (CT), in the role of Advisor, during this period of pause, but the support will not be required. Any support given during this time would not be counted toward the time or the evidence collection for an advisory process.
  - o For practitioners already in Advisory, the practitioner will be offered support during this period of pause, but the support will not be required. Any support given during this time would not be counted toward the time or the evidence collection for an advisory process.
- Peer Assistance and Review (PAR)
  - o For practitioners that were recommended to PAR prior to the school site closures in March 2020, the recommendation process shall continue. The Center for Teacher Support (CTS) panel shall review the evidence submitted by the Advisor and the practitioner (if submitted).
    - If the evidence does not support the recommendation, the practitioner shall be considered to have successfully completed the process and will return to the contractual SPG cycle.
    - If the evidence does support the recommendation, the practitioner shall officially enter PAR and the process shall immediately be put on pause until the parties determine working conditions would result in an effective,

supportive and fair process or when schools physically reopen in a traditional school model.

- The practitioner will be offered support during this period of pause, but the support will not be required. Any support given during this time would not be counted toward the time or the evidence collection for an advisory process.
- o For practitioners already in PAR, the practitioner will be offered support during this period of pause, but the support will not be required. Any support given during this time would not be counted toward the time or the evidence collection for an advisory process.

*Jim Shoemake*

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Jim Shoemake  
Assistant Superintendent  
Schools and Labor Relations  
San Juan Unified School District

*Shannan Brown*

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Shannan Brown  
Executive Director  
San Juan Teachers Association

**SIDE LETTER OF AGREEMENT BETWEEN  
SAN JUAN UNIFIED SCHOOL DISTRICT (District)  
and the  
SAN JUAN TEACHERS ASSOCIATION (Association)**

**Distance Learning Elementary Instructional Model for 2020-2021**

**July 22, 2020**

The District and Association mutually agree that the health and safety of our staff, students and community is of the highest priority. Coupled with that is a shared interest in educating and supporting the ‘whole child’ in each of our students. This document represents the agreed upon planning assumptions between the District and Association at this time given the most current local health and safety guidance and is subject to change.

Students will start the 2020-21 school year in a Distance Learning model and will be assigned to a virtual class schedule by grade level with a distance learning teacher. This instructional program is full-time, five days a week and will include synchronous (real-time, online instruction with teachers) and asynchronous (independent learning activities) instruction and the provision of instructional materials and technology. This program is intended to provide students, to the extent possible in a virtual environment, the benefit of being part of a classroom community, while being able to learn. Another instructional option for families is to enroll their student in the district’s TK-8 Homeschool Program.

The District and Association mutually agree that the Distance Learning model below best addresses the Center for Disease Controls (CDC) Social Distancing Guidelines, the California Department of Education (CDE) Guidelines for Reopening, The Sacramento County Office of Education’s Schools to Return with Distance Learning Model Press Release, California Department of Public Health Guidelines, and our six District 2020-2021 Strategic Priorities:

1. Health and safety
2. Focused instruction
3. Community building and relationships
4. Support the whole child
5. Parent support and self-efficacy
6. Timely and transparent communication

**Common Terms:**

- ***Distance Learning:*** means instruction when the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local education agency. It includes daily live interaction with certificated employees and

peers for the purposes of instruction, progress monitoring, and maintaining school connectedness.

- Distance learning may also include, but is not limited to, all of the following:
  - Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
  - Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
  - The use of printed materials incorporating assignments that are the subject of written or oral feedback.
- **Synchronous:** Is when instruction and learning occur at the same time. Synchronous activities may include: live class meetings, chats, student conferences, etc. and are structured, coordinated and implemented within the school site's master schedule/regular school day.
- **Asynchronous:** Is when instruction and learning do not occur at the same time. Asynchronous activities may include journal writes, assessments, collaborative student group work, etc. and may be scheduled within or outside of the school day.
- **TK-8 Homeschool Program:** This well-established program offers a partnership between a credentialed teacher, parent/guardian and student so that families are empowered to support and educate their child utilizing provided curriculum, pacing guides and teacher support. Parents/guardians meet regularly with the teacher to review progress and get guidance in providing students with four to six hours of daily instruction.
  - Program Information:
    - <https://drive.google.com/file/d/1XzCnGHae1gDHHH92x5UzEvml2OwjFAGD/view?usp=sharing>

### **Full Distance Learning Model:**

Provide a combination of daily synchronous and asynchronous learning activities to a virtual class. Synchronous interactions should be during school hours. Minimum daily instructional minutes are as follows:

- TK/Kindergarten: students receive a total of 180 daily minutes of instruction (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined).
  - Students receive a minimum of 45 minutes per day of synchronous instruction from their classroom teacher of record.
    - The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate).
      - Weekly schedule would include:
        - Speciality Areas
        - Designated ELD
        - Intervention/Differentiation
  - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch).

- Practitioners will need to collaborate to determine how to avoid exceeding the total time value minutes each day.
- 1-3 grades students receive a total of 230 daily minutes of instruction (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined.)
  - Students receive a minimum of 55 minutes per day of synchronous instruction from their classroom teacher of record.
    - The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate).
      - Weekly schedule would include:
        - Speciality Area
        - Designated ELD
        - Intervention/Differentiation
  - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch).
  - Practitioners will need to collaborate to determine how to avoid exceeding the total time value minutes each day.
- 4-6 grades (self-contained) students receive a total of 240 daily minutes of instruction (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined).
  - Students receive a minimum of 65 minutes per day of synchronous instruction from their classroom teacher of record.
    - The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate)
      - Weekly schedule would include:
        - Speciality Area
        - Designated ELD
        - Intervention/Differentiation
  - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch).
  - Practitioners will need to collaborate to determine how to avoid exceeding the total time value minutes each day.
- 6-8 grades (departmentalized) students receive a total of 240 daily minutes of instruction. Practitioners provide a pro rata share of the 240 daily minutes (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined).
  - Students receive a minimum of 15 minutes per day of synchronous instruction for each course.
    - If a practitioner of cored classes chooses to combine synchronous minutes, students receive a minimum of 30 minutes of instruction delivered synchronously in the two classes.

- The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate)
    - Weekly schedule would include:
      - Speciality Area
      - Designated ELD
      - Intervention/Differentiation
    - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch).
    - Practitioners will need to collaborate with each other to coordinate schedules and to determine how to avoid exceeding the total time value minutes each day.
- Included in the Distance Learning Model:
  - Google Classroom serves as a single entry point (other learning platforms may be used at the discretion of the practitioner through Google Classroom).
  - Prioritizing relationship building with each student and between students to facilitate a safe and inclusive learning environment.
  - Integrated instruction for English Language Learners in the class.
  - 30 minutes of designated ELD time. Collaborate with colleagues to determine the best method to meet these minutes.
  - Special Education services per each student's IEP. Collaborate with special education service providers to determine the best way to meet the IEP requirements.
  - 504 accommodations as determined by the student's 504 plan.
  - Speciality areas (music, art, physical education, etc.): Classroom teachers collaborate with specialists to provide services to students.
    - Note: Physical Education is an important part of a comprehensive educational experience and should be provided. *The required number of PE minutes per week has been waived by the state for 2020-21.*
  - Social, emotional and mental health services. Classroom teachers collaborate with social, emotional, and mental health staff to provide services to students.
  - Attendance
    - Track/monitor each student's daily synchronous participation and asynchronous assignment completion.
    - Maintain a weekly engagement record for each student verifying daily participation and tracking assignments.
    - ***The recording mechanisms for tracking attendance and engagement will be forthcoming as guidance is provided by the state (Senate Bill 98).***
    - Notify administration in the event that a student absence is unexpected or unexcused for three days.
  - Regularly communicate with parents and guardians regarding a student's academic progress.
  - Principals/administrators may attend synchronous sessions by coordinating pre-arranged times with a practitioner.



#### Academic Intervention Providers at a Site:

- Collaborate with classroom teachers and other school staff:
  - to identify students in need of support
  - to determine the best time to deliver intervention for students in need of supports
  - Provide both synchronous and asynchronous learning to students daily
  - The intervention teacher will communicate the consistent weekly schedule for the daily synchronous instruction with students (and families as appropriate).

#### Elementary Specialists:

- Collaborate with classroom teachers to determine the best time to schedule synchronous learning and the best methods for sharing asynchronous learning activities.
- A minimum of 3-4 classes per day receive synchronous lessons for a minimum of 20 minutes per class, and 3 classes per day receive asynchronous learning (with a maximum of 33 synchronous and asynchronous lessons for the week).

#### ELD Providers:

- Collaborate with classroom teachers to determine the best time to provide 30 minutes of required designated ELD time to students on their caseloads (may include total time value of asynchronous and synchronous time).
- The ELD teacher will communicate the consistent weekly schedule for the daily synchronous instruction with students (and families as appropriate).

#### Nurses:

- *A separate SLA will be developed for Nurses*

#### Social Emotional Staff at a Site:

- Collaborate with classroom teachers and other school staff:
  - to identify students in need of support
  - to determine the best time to deliver teletherapy for students in need of supports
- Collaborate with classroom teachers to support and/or provide both synchronous and asynchronous SEL lessons.
- Provide both synchronous and asynchronous teletherapy to students daily.
- Duties may also include outreach to students and families where limited engagement or non-engagement is a concern.
- The social emotional staff will communicate the consistent weekly schedule for the daily synchronous instruction with students (and families as appropriate).

#### Special Education Service Providers:

- *A separate SLA will be developed for special education service providers.*



Support Center Staff:

- Collaborate with classroom teachers and school site staff:
    - to identify students in need of support
    - to determine the best time to deliver teletherapy for students in need of supports
  - Collaborate with classroom teachers to support and/or provide both synchronous and asynchronous SEL lessons.
  - Support center staff will communicate the consistent weekly schedule for the daily synchronous instruction with students (and families as appropriate).
  - Duties may include outreach to students and families where limited engagement or non-engagement is a concern.
- 
- **Site Access**
    - Members may choose to access their classrooms to either gather materials or conduct their distance learning instruction.
- 
- **Grades and Marks**
    - Academic numeric grades and Successful Practices will be issued at each trimester and will be based on evidence from a combination of synchronous and asynchronous learning.
- 
- **Site Collaboration Time:**
    - Utilizing the intent of Article 24 within the CBA, site leadership teams may utilize up to one hour each **Wednesday** for collaboration and/or professional development. Site leadership teams should be coordinating with the staff to ensure that synchronous activities with students are not also occurring at this time.

*Amberlee Townsend*

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Amberlee Townsend  
Senior Director, Elementary  
San Juan Unified School District

*Shannan Brown*

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Shannan Brown  
Executive Director  
San Juan Teachers Association

**SIDE LETTER OF AGREEMENT BETWEEN  
SAN JUAN UNIFIED SCHOOL DISTRICT (District)  
and the  
SAN JUAN TEACHERS ASSOCIATION (Association)**

**Distance Learning Secondary Instructional Model for 2020-2021**

The District and Association mutually agree that the health and safety of our staff, students and community is of the highest priority. Coupled with that is a shared interest in educating and supporting the ‘whole child’ in each of our students. This document represents the agreed upon planning assumptions between the District and Association at this time given the most current local health and safety guidance and is subject to change.

Students will start the 2020-21 school year in a Distance Learning model and will be assigned to a virtual class schedule by grade level with a distance learning teacher. This instructional program is full-time, five days a week and will include synchronous (real-time, online instruction with teachers) and asynchronous (independent learning activities) instruction and the provision of instructional materials and technology. This program is intended to provide students, to the extent possible in a virtual environment, the benefit of being part of a classroom community, while being able to learn. In addition to the Distance Learning model, families may choose to enroll their student in the district’s TK-8 Homeschool Program.

The District and Association mutually agree that the Distance Learning model below best addresses the Center for Disease Controls (CDC) Social Distancing Guidelines, the California Department of Education (CDE) Guidelines for Reopening, The Sacramento County Office of Education’s Schools to Return with Distance Learning Model Press Release, California Department of Public Health Guidelines, and our six District 2020-2021 Strategic Priorities:

1. Health and safety
2. Focused instruction
3. Community building and relationships
4. Support for the whole child
5. Parent support and self-efficacy
6. Timely and transparent communication

**Common Terms:**

- ***Distance Learning (EC 43500):*** means instruction when the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local education agency. It includes daily live interaction with certificated

employees and peers for the purposes of instruction, progress monitoring, and maintaining school connectedness.

- *Distance learning may also include, but is not limited to, all of the following:*
  - *Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.*
  - *Video or audio instruction in which the primary mode of communication between the pupil certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.*
  - *The use of print materials incorporating assignments that are the subject of written or oral feedback.*
- ***Synchronous:*** *Is when instruction and learning occur at the same time. Synchronous activities may include: live class meetings, chats, student conferences, etc. and are structured, coordinated and implemented within the school site's master schedule/regular school day.*
- ***Asynchronous:*** *Is when instruction and learning do not occur at the same time. Asynchronous activities may include journal writes, assessments, collaborative student group work, etc.) may be scheduled within or outside of the school day.*
- ***The TK-8 homeschool:*** *This program offers a partnership between a credentialed teacher, parent/guardian and student so that families are empowered to support and educate their child utilizing provided curriculum, pacing guides and teacher support. Parents/guardians meet regularly with the teacher to review progress and get guidance in providing students with four to six hours of daily instruction.*
  - *Program Information:*
    - <https://drive.google.com/file/d/1XzCnGHae1gDHHH92x5UzEvml2OwjFAGD/view?usp=sharing>
- ***9-12 Independent Study:*** *For students in grades 9-12, each high school will offer an independent learner program modeled after the district's existing program that has provided service to students for decades at El Sereno High School. Under this format, students are assigned a master teacher who helps guide their work delivered primarily through online learning platforms. Because students remain enrolled in their high school, they will be able to participate in athletics and extracurricular activities on campus.*
  - *F.A.Q.'s About Independent Study*
    - <https://docs.google.com/document/d/1uCYtnKT6yp3i3fulmLCz48tfrgWNgXQtSAWYkPLUls/edit?usp=sharing>

### **Secondary Distance Learning Model:**

- Class size and contact maximums shall not exceed current contractual limits.
- Provide a combination of daily synchronous and asynchronous learning activities to a virtual class. Minimum daily instructional minutes are as follows:

- 6-12 grades (departmentalized) provide a pro rata share of 260-270 daily minutes (4x4 block, 7 period day and 6 period day) daily minutes. Total value of daily minutes to be determined by time value of asynchronous assignments and time of synchronous instruction.
  - Students receive a minimum of 30 min per period per day of instruction delivered synchronously (Excluding: Wednesdays, 0 period classes, and 1st Period classes on a 7-Period schedule).
    - See schedules below for specific minimum synchronous requirements.
    - Practitioners will collaborate to determine how to meet the minimum each day.
- Track/monitor student's daily attendance in distance learning.
  - If concerns related to student attendance arise notify site administration and certificated and classified support staff.
- Track/monitor student's engagement in distance learning.
  - Regularly communicate with parents and guardians regarding a student's engagement.
- Provide integrated instruction for English Language Learners in all classes.
- Collaborate with other certificated staff to provide needed supports including: academic intervention, ELD designated instruction, RSP support, mental health and social emotional supports.

### **Support staff roles:**

Social Workers and Counselors roles may include:

- Collaborate with classroom teachers and other school staff:
  - to identify students in need of support
  - to determine the best time to deliver teletherapy for students in need of supports.
- Collaborate with classroom teachers to support and/or provide both synchronous and asynchronous SEL lessons.
- Provide both synchronous and asynchronous teletherapy to students daily.
- Duties may also include outreach to students and families where limited engagement or non-engagement is a concern.
- Contact individual students regarding four year plans, schedules, SAT waivers, etc...

The parties agree that a separate side letter related to the district's distance learning model is being developed for Special Education service providers, ECE, Nurses, and Teacher Librarians.

### **Required Components of Distance Learning:**

- **Supporting the whole child**
  - Consider ways to build relationships and create safe class culture.
  - Creating welcoming environments for all students.

- Consider ways to meet the needs of all students including culturally responsive practices, language support for English learners and support for students with disabilities.
- Consider ways to build time within the day to support students' social and emotional development (responsive classrooms, class meetings, second step, etc.)
- **Prep**
  - Certificated: Classroom Teachers will continue to receive daily prep. Additionally, time on Wednesdays will be provided for planning and preparation of classes, holding conferences with parents or students, or other related activities
  - Certificated: Support Staff will continue to receive equivalent prep time distributed throughout the week.
- **Grades and Marks**
  - Academic letter grades will be issued at the quarter and semester.
  - Citizenship, Effort, and IB marks will be issued at the quarter and semester.
- **Scheduling**
  - Schedules are provided below
  - Thursday schedules will reflect a full school day (no early release). The District and Association are in discussion regarding planning and collaboration time to be used by classroom practitioners on Wednesdays, other solutions will be identified for non-classroom practitioners.

**Common Elements within the Secondary Distance Learning Model:**

- Structured start and end times that provides students scheduled synchronous engagement with practitioners.
  - The first 15 minutes of each period will be synchronous.
- Students receive a minimum of 30 min per period per day (excluding Wednesdays) of instruction delivered synchronously.
  - 0 period students will receive their minimum 30 minutes of instruction delivered synchronously over the course of two days. (Excluding Wednesdays)
  - On 7-Period schedules, first period students will receive their minimum 30 minutes of instruction delivered synchronously over the course of two days. (Excluding Wednesdays)
- Attendance
  - Track/monitor each student's daily synchronous participation and asynchronous assignment completion.
  - Maintain a weekly engagement record for each student verifying daily participation and tracking assignments.
  - The recording mechanisms for tracking attendance and engagement will be forthcoming as guidance is provided by the state (Senate Bill 98).

- Google Classroom serves as a single entry point for other learning platforms to be assigned to students at the discretion of the practitioner.
- Practitioner will be available to students in real time for the duration of each class period
  - Zoom, email, phone, text, etc
- 6-12 grades (departmentalized) provide a pro rata share of 260-270 daily minutes (4x4 block, 7 period day and 6 period day). Total value of daily minutes to be determined by time value of asynchronous assignments and time of synchronous instruction.
  - Practitioners will collaborate to determine how to meet the minimum each day.
- Prioritizing relationship building with each student and between students to facilitate a safe and inclusive learning environment Integrated instruction for English Language Learners in the class
- Special Education services per each student's IEP.
  - Practitioners to collaborate with special education service providers to determine the best way to meet the IEP requirements
- 504 accommodations as determined by the student's 504 plan.
- Embedded ELD instruction.
- IEP services based on goals.
- Support center services.
- Social, emotional and mental health services. Collaborate with social, emotional, and mental health staff to provide services to students .
- Regular communication with parents and guardians regarding a student's academic progress.
  - Members may use MiCollab app (provided for use by the district) to mask their personal phone number if working from home.
- Principals/Administrators may attend synchronous sessions by coordinating pre-arranged times with a practitioner.
- Site Access: Members may choose to access their classrooms to either gather materials or conduct their distance learning instruction.
- Additional Distance Learning Resources can be found at the Districts Distance Learning HUB.
  - Go to <https://portal.sanjuan.edu/> then search keyword HUB

## **DISTANCE LEARNING WEEKLY SCHEDULE\*:**

	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday*</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
<b><u>6-Period</u></b>	<b><u>1, 2, 3 periods</u></b>  <b><u>90 minutes per period</u></b>	<b><u>4, 5, 6 periods</u></b>  <b><u>90 minutes per period</u></b>	<b><u>1, 2, 3, 4, 5, 6 periods</u></b>  <b><u>15 synchronous minutes per period</u></b>	<b><u>1, 2, 3 periods</u></b>  <b><u>90 minutes per period</u></b>	<b><u>4, 5, 6 periods</u></b>  <b><u>90 minutes per period</u></b>
<b><u>4x4 Block</u></b>	<b><u>1, 2, 3, 4 periods</u></b>  <b><u>65 minutes per period</u></b>	<b><u>1, 2, 3, 4 periods</u></b>  <b><u>65 minutes per period</u></b>	<b><u>1, 2, 3, 4 periods</u></b>  <b><u>20 synchronous minutes per period</u></b>	<b><u>1, 2, 3, 4 periods</u></b>  <b><u>65 minutes per period</u></b>	<b><u>1, 2, 3, 4 periods</u></b>  <b><u>65 minutes per period</u></b>
<b><u>7 Period</u></b>	<b><u>1, 2, 3, 4 periods</u></b>  <b><u>75 minutes per period (period 1 - 40 minutes)</u></b>	<b><u>1, 5, 6, 7 periods</u></b>  <b><u>75 minutes per period (period 1 - 40 minutes)</u></b>	<b><u>1, 2, 3, 4, 5, 6, 7 periods</u></b>  <b><u>15 synchronous minutes per period</u></b>	<b><u>1, 2, 3, 4 periods</u></b>  <b><u>75 minutes per period (period 1 - 40 minutes)</u></b>	<b><u>1, 5, 6, 7 periods</u></b>  <b><u>75 minutes per period (period 1 - 40 minutes)</u></b>

\*These schedules will allow the District to pivot to a Modified In-Person learning model, or fully return to school, when local health and safety guidelines allow us to do so.

**\*On Wednesdays practitioners should engage in the following types of activities once their synchronous schedule is completed:** targeted support, check-in, small group instruction, ELD instruction, IEP services based on goals, support center services, plan, collaborate, connect with families, and participate in professional development.

**\*Wednesday Professional Collaboration:** Four hours total per month on Wednesdays for professional collaboration time to be determined by SLT based on consultation with the staff. A priority should be given to professional learning that supports the implementation of distance learning teaching as presented in this agreement. SLT's, in consultation with the staff, are responsible for planning six (6) hours of professional development time for the 2020-21 school year. Sites will have the option of participating in professional development produced centrally.

## **Professional Development 2020-21**

For August 11th (PD: 6 hours)

- 3 hours Distance Learning and Side Letter Agreements
  - Required:
    - Review SLA and other sites issues for planning for DL transition
  - Optional:
    - Scheduling (ie. RSP, Speech, ELD, Specialists...)
    - Discussions and agreements for PD and collaboration
    - Accessing resources provided by SJUSD (modules, lessons completed by SJUSD practitioners, etc.)
- 3 hours of required social justice and anti-racism curriculum (being planned centrally)

Remaining 12 hours:

- 6 hours throughout the year: social justice and anti-racism curriculum (options being planned centrally)
- 6 hours: SLT's, in consultation with the staff, have the option of planning six (6) hours of professional development time for the 2020-21 school year. (Could be Aug 10 if agreed upon by staff)



## **DISTANCE LEARNING BELL SCHEDULES\*\*:**

### **Traditional 6 Period Schedule**

#### **Monday/Thursday (270 minutes a day/ 0 period kids 315 minutes a day)**

*0 Period - 8:00- 8:45 (45 minutes) (180 minutes a week)*

1<sup>st</sup> Period – 9:00 – 10:30 (90 minutes) (180 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

2<sup>nd</sup> Period – 10:45 – 12:15 (90 minutes) (180 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

Lunch 1 hr

3<sup>rd</sup> Period – 1:15 – 2:45 (90 minutes) (180 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

#### **Tuesday/Friday (270 minutes a day/ 0 period kids 315 minutes a day)**

*0 Period - 8:00- 8:45 (45 minutes) (180 minutes a week)*

4<sup>th</sup> Period – 9:00 – 10:30 (90 minutes) (180 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

5<sup>th</sup> Period – 10:45 – 12:15 (90 minutes) (180 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

Lunch 1 hr

6<sup>th</sup> Period – 1:15 – 2:45 (90 minutes) (180 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

#### **Wednesday Traditional School (6 Period)**

Each period will consist of 15 minutes of synchronous activity. The remaining 30 minutes per period will consist of asynchronous activities beginning after 10:55am.

Period 0 - 8:40-8:55

Period 1 - 9:00-9:15

Period 2 - 9:20-9:35

Period 3 - 9:40-9:55

Period 4 - 10:00-10:15

Period 5 - 10:20-10:35

Period 6 - 10:40-10:55

## **7 Period Schedule**

### **Monday/Thursday (265 minutes a day)**

*0 Period - 8:00- 8:45 (45 minutes) (180 minutes a week)*

1<sup>st</sup> Period - 9:00 – 9:40 (40 minutes) (160 minutes a week) (First 10 minutes will be synchronous with a minimum of 30 synchronous minutes of time per two class periods)

2<sup>nd</sup> Period – 9:50 – 11:05 (75 minutes) (150 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

3<sup>rd</sup> Period – 11:15 – 12:30 (75 minutes) (150 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

Lunch 1 hr (In this model)

4<sup>th</sup> Period – 1:30 – 2:45 (75 minutes) (150 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

### **Tuesday/Friday (265 minutes a day)**

*0 Period - 8:00- 8:45 (45 minutes) (180 minutes a week)*

1<sup>st</sup> Period - 9:00 – 9:40 (40 minutes) (160 minutes a week) (First 10 minutes will be synchronous with a minimum of 30 synchronous minutes of time per two class periods)

5<sup>th</sup> Period – 9:50 – 11:05 (75 minutes) (150 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

6<sup>th</sup> Period – 11:15 – 12:30 (75 minutes) (150 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

Lunch 1 hr (In this model)

7<sup>th</sup> Period – 1:30 – 2:45 (75 minutes) (150 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

### **Wednesday School Synchronous Time (7 Period)**

Each period will consist of 15 minutes of synchronous activity. The remaining 25 minutes per period will consist of asynchronous activities beginning after 10:55am.

Period 0 - 8:40-8:55

Period 1 - 9:00-9:15

Period 2 - 9:20-9:35

Period 3 - 9:40-9:55

Period 4 - 10:00-10:15

Period 5 - 10:20-10:35

Period 6 - 10:40-10:55

Period 7 - 11:00-11:15

## **4X4 Block Schedule**

### **Monday/Tuesday/Thursday/Friday (260 minutes a day)**

1<sup>st</sup> Period - 9:00 – 10:05 (65 minutes) (260 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

2<sup>nd</sup> Period – 10:15 – 11:20 (65 minutes) (260 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

Lunch 1 hr

3<sup>rd</sup> Period – 12:20 – 1:25 (65 minutes) (260 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

4<sup>th</sup> Period – 1:35 – 2:40 (65 minutes) (260 minutes a week) (First 15 minutes will be synchronous with a minimum of 30 synchronous minutes of time per period)

### **Wednesday School Synchronous Time (4 Period)**

Each period will consist of 20 minutes of synchronous activity. The remaining 45 minutes per period will consist of asynchronous activities beginning after 10:35am.

Period 1 - 9-9:20

Period 2 - 9:25-9:45

Period 3 - 9:50-10:10

Period 4 - 10:15-10:35

\*\* Student breakfast and lunches will be distributed from 7:00-8:30am daily at identified sites.

\*\* When the district transitions to a Modified In-Person Model or full return to school, our intention is to have start and end times return to their sites 2019-2020 start and end times

*Jim Shoemake*

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Jim Shoemake                      7/22/2020  
Assistant Superintendent  
Schools and Labor Relations  
San Juan Unified School District

*Dr. Edward F. Burgess IX*

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Dr. Edward F. Burgess IX      7/22/2020  
Associate Executive Director  
San Juan Teachers Association