

**MEMORANDUM OF UNDERSTANDING BETWEEN
PALO ALTO UNIFIED SCHOOL DISTRICT AND
PALO ALTO EDUCATION ASSOCIATION**

**2020-2021 SECONDARY SCHOOLS INSTRUCTIONAL SCHEDULES
IN A COVID-19 ENVIRONMENT**

This Memorandum of Understanding (MOU) between the Palo Alto unified School District and the Palo Alto Education Association sets forth the parties' agreed upon negotiated effects of District decisions regarding the establishment of 2020-2021 secondary schools instructional schedules in a COVID-19 environment.

- I. Shared Interests:** This MOU is based on the following shared interests of the parties:
- A. Meet the diverse educational, social emotional needs of all students.
 - B. Protect the safety of all students and staff.
 - C. Acknowledge the professional expertise of educators on how to innovate to meet student needs through individual and collaborative creativity and ingenuity.
 - D. Provide as much flexibility as possible to allow for adjustments in the delivery of education to students based on mandates or recommendations from governmental entities.
 - E. Provide as much consistency as possible in the instructional schedules regardless of the degree to which education and learning occur remotely or in person.
 - F. Allow for candid and constructive conversations among all educators so that "course corrections" can occur quickly and with the least amount of disruption to teaching and learning.

II. 2020-2021 Secondary Schools Instructional Schedule ("Bell Schedule"): The Bell Schedule is attached to and incorporated into this MOU. This schedule shall apply if schools reopen for or during the 2020-2021 school year under a so-called "blended learning model" which includes direct (physically present) and remote instruction, and includes the following major elements and characteristics:

- A. Students at each school shall be divided into two groups of roughly equivalent numbers ("Group A" and "Group B") according to a method to be established by the District.
- B. Each student group will physically attend school on alternating days (one group on Monday and Thursday and the other on Tuesday and Friday). On days of non-attendance, students will engage in distance learning, including on Blended Teacher Wednesdays when most students will not attend school.
- C. Teachers are expected to deliver content to students through a variety of methods during distance learning days to extend learning beyond face-to-face interactions. Recognizing the range of students in grades 6-12 and the diversity of content areas, teachers will make a reasonable effort to replicate the amount of time allocated to lessons in a way that covers essential content during non-traditional bell schedules.
- D. In order to meet the special and different needs of all student populations, some students may physically attend school and receive direct instruction five days per week.

III. Blended Teacher Day: Each Wednesday shall be a Blended Teacher Day ("Day") subject to the following terms and conditions:

- A. The primary purpose of the Day is to afford educators time needed to prepare for and successfully implement the blended learning model in furtherance of the Shared Interests first stated above.
- B. Accordingly, the Day will be used for educators to continue to engage in the following activities:
 - i. Collaboration with course-alike colleagues and teams
 - ii. Connection and communication with students and parents
 - iii. Updating the learning management system
 - iv. Providing online tutorials, including in real time
 - v. Office hours
 - vi. Attending IEPs/504s
 - vii. Professional development
 - viii. Lesson planning
 - ix. Examining student data
 - x. Preparation time
- C. In order to preserve sufficient time for educators to engage in the foregoing, activities directed by the principal or site administration shall not exceed 2 hours on the Day or 8 hours over a one-month period.
- D. In any four-day week in which there is not a student attendance day on Monday or Friday (due to e.g., holidays, District-wide professional development days), Wednesday of that week shall not be a blended teacher day. By way of example, if Monday is a non-student attendance day, Group A will attend class on Tuesday and Thursday and Group B will attend class on Wednesday and Friday. To further clarify, in any four-day school week, there will not be a blended teacher day.

IV. Miscellaneous Provisions

- A. The parties intend that this Bell Schedule should remain in effect as much as possible if the exclusive method for delivery of education remains or returns to distance learning for the 2020-2021 school year.
- B. If student attendance is allowed to return to pre-COVID-19 conditions in the 2020-2021 school year (i.e., all students physically attend school five days per week), the bell schedules for secondary schools shall automatically revert to the schedules that were in effect at the commencement of the 2019-2020 school year. In addition, the parties agree to meet and confer in sufficient time to develop and implement (if permitted by law/regulations) a common secondary bell schedule for the 2021-2022 school year.
- C. The parties acknowledge the need to undertake the same efforts leading to this MOU for the elementary schools of the District.
- D. The parties acknowledge that more issues, known and unknown at this time, remain to be addressed regarding the safety of students and staff as schools reopen. Some of these include:
 - i. Class size and configuration with social distancing in effect.
 - ii. Which students do/do not attend school every day?
 - iii. Enhanced Health and Hygiene: Taking employee and student temperatures (and any other "clearance" measures before returning to school). Cleaning and sanitizing of facilities and equipment.
 - iv. Enhanced protection materials, e.g., smocks, face shields, masks, space dividers.
 - v. Protocols for safe interaction outside of the classroom, e.g. restrooms, lunch rooms, play grounds, employee break areas,

- vi. Attendance/Communications: Actions that may be needed for students who do not return. Communication with parents (e.g., conferences).
 - vii. Leaves of Absence: Coordination of state and new federal laws (including available support for childcare) as well as existing sick leave banks.
 - viii. Personnel Who are Ill with COVID-19 or are in High Risk Groups: Clarify leave policies for those actually ill and address possible arrangements (e.g. remote work) for those in high risk groups who have requisite verification that they should not to return to work sites.
- E. The foregoing list of potential areas/issues is not intended to be exhaustive; additional subjects may arise as events unfold and governmental entities issue more guidance.
- F. The District and the Association are jointly committed to maintaining open lines of communication to facilitate prompt discussion and resolution of issues (including during days of school recess as necessary) that may arise as schools reopen for the 2020-2021 school year to best serve their Shared Interests first stated above.

[End]