

MEMORANDUM OF UNDERSTANDING
BETWEEN FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
FOLSOM CORDOVA EDUCATION ASSOCIATION
(Common Planning Time During Distance Learning 2020-2021)

SEPTEMBER 2, 2020

The Folsom Cordova Unified School District (FCUSD or District) and the Folsom Cordova Education Association (FCEA or Association) are committed to creating a working environment that will result in effective teaching and learning and where students have the greatest opportunity to be successful. To that end, FCEA and FCUSD enter this Memorandum of Understanding (“MOU”) regarding Common Planning Time (“CPT”) during the 2020-2021 school year in a Distance Learning Model.

The Collective Bargaining Agreement (CBA) between the District and FCEA remains in full force and effect except as otherwise agreed to in this MOU. If a conflict occurs between the CBA and this MOU, this MOU supersedes. The Parties agree to the following:

1. Mondays shall be reserved for CPT. Staff will be provided CPT for the balance of the school day after providing a synchronous morning meeting with students up to 20 minutes as agreed to by site.
2. The focus of Monday CPT days will be to provide all bargaining unit members with work time that may include, but not be limited to, the following as determined by the bargaining unit member.

2.1 Elementary school CPT may include, but not be limited to:

- Individual teacher preparation
- Grade level and/or department meetings
- Student check-in
- Responding to student inquiries
- Responding to parent inquiries
- Student intervention
- Collaboration time
- Small groups
- Plan instructional strategies
- Evaluating online instruction
- Differentiating instruction according to student’s ability
- Adapting classroom management techniques to an online platform
- Preparing Instructional Videos
- Asynchronous instructional content development
- Synchronous instructional content development
- Student packet preparation
- Self-initiated technology training and collaboration, support (students and colleagues),

- and professional development for new district-required learning platforms
- Research and curriculum development on technology use for students
- Finding a balance between online and offline materials.
- Learning new technology tools to engage students.
- IEPs
- SSTs
- 504s
- Parent coaching and translation
- Creating assessments/tests
- District purchase orders for teaching and student supplies
- District purchase orders for supplies and equipment to prepare instructional materials needed by the staff
- Social emotional support in building relationships with students in an online learning environment
- Instructional support
- Rehearsals or practices (music students)
- Purchasing teaching and student supplies and equipment to prepare instructional materials needed by the staff

2.2 Middle school CPT may include, but not be limited to:

- Individual teacher preparation
- Grade level and/or department meetings
- Student check-in
- Responding to student inquiries
- Responding to parent inquiries
- Student intervention
- Collaboration time
- Small groups
- Plan instructional strategies
- Evaluating online instruction
- Differentiating instruction according to student's ability
- Adapting classroom management techniques to an online platform
- Preparing Instructional Videos
- Asynchronous Instructional Content Development
- Synchronous Instructional Content Development
- Student packet preparation
- Self-initiated technology training and collaboration, support (students and colleagues), and professional development for new district-required learning platforms
- Research and curriculum development on technology use for students
- Using materials and technology appropriately
- Learning new technology tools to engage students
- IEPs
- SSTs
- 504s

- Parent coaching and translation
- Creating assessments/tests
- District purchase orders for teaching and student supplies
- District purchase orders for supplies and equipment to prepare instructional materials needed by the staff
- Social emotional support in building relationships with students in an online learning environment
- Instructional support
- Weekly letters home

2.3 High school CPT may include, but not be limited to:

- Individual teacher preparation
- Grade level and/or department meetings
- Student check-in
- Responding to student inquiries
- Responding to parent inquiries
- Student intervention
- Collaboration time
- Small groups
- Plan instructional strategies
- Evaluating online instruction
- Differentiating instruction according to student's ability
- Adapting classroom management techniques to an online platform
- Preparing Instructional Videos
- Asynchronous instructional content development
- Synchronous instructional content development
- Student packet preparation
- Self-initiated technology training and collaboration, support (students and colleagues), and professional development for new district-required learning platforms
- Research and curriculum development on technology use for students
- Using materials and technology appropriately
- Online Community of Inquiry to engage students utilizing District-required learning platforms.
- SSTs
- IEPs
- 504s
- Parent coaching and translation
- Creating assessments/tests
- District purchase orders for teaching and student supplies
- District purchase orders for supplies and equipment to prepare instructional materials needed by the staff
- Social emotional support in building relationships with students in an online learning environment
- Instructional support

2.4 Special Education CPT may include, but not be limited to:

- Development of Distance Learning Plans for a student's next regularly scheduled IEP meeting
- Individual teacher preparation
- Grade level and/or department meetings
- Student check-in
- Responding to student inquiries
- Responding to parent inquiries
- Student assessment
- Collaboration time with gen ed teachers
- Collaboration time with special education teacher
- Planning with instructional aides
- Plan instructional strategies for virtual platform
- Evaluating online instruction
- Differentiating instruction according to student's ability
- Adapting classroom management techniques to an online platform
- Preparing instructional videos
- Asynchronous instructional content development
- Synchronous instructional content development
- Student packet preparation
- Self-initiated technology training and collaboration, support (students and colleagues), and professional development for new district-required learning platforms
- Research and curriculum development on technology use for students
- Using materials and technology appropriately
- Online Community of Inquiry to engage students utilizing District-required learning platforms.
- SSTs
- IEPs and miscellaneous case management tasks
- 504s
- Parent coaching
- Creating assessments/tests
- District purchase orders for teaching and student supplies
- District purchase orders for supplies and equipment to prepare instructional materials needed by the staff
- Social emotional support in building relationships with students in an online learning environment
- Instructional support

3. Staff will be required to provide asynchronous instruction to students during CPT.
4. The length of the CPT day shall not exceed the number of minutes in a contractual work day.
5. The parties agree that a total of 75 minutes each Monday will be reserved for PLCs and staff

meetings. PLC weekly topics/agendas shall be scheduled in advance and at a time mutually agreed upon by administration, site leadership, and staff.

This MOU shall expire in full without precedent on December 31, 2020, unless extended by mutual written agreement.

Debra Krikourian

For the Association

Donald Ogden

For the District

9/3/2020

Date

9-3-2020

Date