

ARTICLE XXII
ALTERNATIVE LEARNING

I. Definitions

- A. **Real-time Instruction:** Occurs at scheduled times determined by instructor in alignment with a defined schedule developed in collaboration with site admin. Concurrent instruction shall not be mandated. Real-time instruction may include virtual or in-person instruction that is 1:1 or small group. Full class instruction shall typically be virtual, but there may be targeted opportunities for field trips, lab work, or other instructional activities where a full class may be together in person. This shall be coordinated with site administration and staff to ensure adequate facilities are available. Instruction examples include but are not limited to: lectures, discussions, presentations, scheduled quizzes and tests, scheduled chat room time for students to share ideas, scheduled video conferences or group phone calls, live streamed lectures, and podcasts or demonstrations.

- B. **Flexible Instruction:** Flexible instruction shall provide students the opportunity to engage with content and contribute to classes at times that meet their scheduling needs. Instructors shall provide materials and assignments that can be accessed at any time and at any location. Examples of flexible instruction may include but are not limited to: email, virtual libraries, slide shows, videos, pre-recorded teacher videos, discussion boards, social networks, collaborative working documents, and virtual platforms (ie google classroom, Schoology, etc). When students are completing work independently during flexible time and teachers are not supporting other students, teachers will be able to use this time to plan activities and instruction as well as collaborate with other teachers for program planning purposes.

- C. **Instructional Check-ins:** The purpose of a check-in is to offer the opportunity for individualized attention to students and shall be scheduled and determined by the instructor on a weekly basis. A check-in can include but is not limited to in-person instruction, SEL, 1:1/small group supports, assessments, differentiated small group support, (i.e. ELD instruction) etc.

- D. **Class Management Activities:** The purpose of dedicated time for class management activities is to ensure that certificated instructors have time to provide support to their roster of students including but not limited to: monitoring student progress, setting goals for students, providing updates to families on progress, contacting families as needed, consulting with academic counselors as needed, etc.

II. Workday / Hours of Employment

- A. A Meeks teacher shall only engage in NIDS and duty directly related to Meeks program needs.

- B. Self-Contained Instructional Time

Weekly Minutes				
Teachers shall include the following into their schedule of weekly work time, organized based on student need.	K	1-3	4-6	7-8
Daily Meeting (i.e. 15 minutes per day)	75	75	75	75
Real-Time Core Class/Flexible Scheduled Instruction and student activity breaks (up to 150 minutes/week) (*Core includes ELA, Math, Social Studies and Science)	830	850	900	900 (cored model)
Electives*	150	150	150	200 (cored model)
PE (Real time or Flexible for K-8)	100	100	100	200 (cored model)
Instructional Check In (e.g. in-person instruction** SEL, 1:1/small group supports, differentiated small group support time [including ELD instruction], assessments, etc.)	240	305	330	180 (cored model)
Weekly Collaboration/Staff Meeting Time	45	45	45	45
Total Weekly Instructional Minutes (aligned with CBA)	1440	1525	1600	1600 (cored model)
Before School Arrival (15 minutes per day/no student supervision)	75	75	75	75
Lunch	175	175	175	175
Prep Time (i.e. developing lessons, recording instructional videos, downloading/uploading content, grading, peer consultation, etc.)	275	275	275	275
Class Management Activities (progress monitoring, goal setting, family updates of progress and contact, consultation with academic counselors or other teachers as needed)	195	110	35	35

TOTAL WEEKLY TEACHER WORK DAY MINUTES

2,160 (assumes 5-day week)^{^^}

^{^^}For any day that school is not in session (i.e Monday holiday), the weekly minutes in each category would be proportionally reduced

*For Electives (K-8), teachers may collaborate with each other to provide the electives instructional minutes to meet program needs in a variety of ways. For example, teachers may develop elective options that would allow students in evenly distributed groups (as reasonably as possible) from different classes and/or grade spans (K-3,4-6, or 7-8) to participate.

**There may be individual student needs that limit check-ins to a virtual setting, which shall be determined between the family, site administrator and teacher.

C. Single Subject (or Cored Multiple Subject) Teacher Workday for Grades 7 and 8

Meeks teachers shall teach a maximum of five (5) rosters of students in classes per grading period (trimester or semester), with class size goals aligned with CBA (32 per class of a single subject).

Total instruction time shall be 1375 minutes per week, including a transition of no less than 3 minutes between subject or classes. Real/Flex Instructional time will be divided equally between all classes.

There shall be no morning meetings in addition to the classes outlined above. Lunch shall be 35 min per day (175 min a week).

Consistent with the self-contained chart above: Preparation time shall be 275 min per week; Class Management Activities shall be 35 min per week; and Instructional check ins shall be 180 min per week.

Per the CBA, teachers shall arrive 15 minutes each day before the school day starts (75 min per week).

The total week time shall be 2160 for a 5 day week and adjusted proportionally on shorter weeks. Daily workday minutes shall total 432 per day (sequential start to finish).

D. Due to the scheduled minutes for prep time, PE minutes are provided by self-contained instructor (see weekly minutes chart above).

E. Any adjustments to the start of the workday greater than one hour (earlier than the start time of the earliest starting school in the district) must be mutually agreed upon by the teacher and administration.

F. Staff shall have a workday equal in length to that of a high school teacher. Prep time shall also be equal to a high school teacher (see weekly minutes chart above). Start and end times shall be adjusted to meet program needs. Adjustments to start and end times shall be communicated six weeks prior to the implementation of the change and only at the start of a new academic term.

G. Daily Schedule

In meeting the various needs of the students and the individual classroom, it is expected that teachers shall develop a calendar outlining the daily schedule in alignment with the weekly minutes chart above to address those needs. This schedule shall be shared with site administrators and approved based on factors, including, but not limited to facility and student needs. Upon approval, the schedule shall be shared with families. Educators may make necessary changes to the schedule as needed with approval by site administrators. This calendar shall be provided in consideration of the parent/student/teacher orientation prior to the start of school, understanding that some adjustments may be necessary based on feedback received during orientation meeting(s).

H. An additional week of minimum days shall be scheduled at the end of the second trimester for parent conferences. For the purposes of this agreement only, minimum

days mean a removal of class management activities and morning meeting as well as a reduction of the instructional check-in minutes to 100 minutes per week for both trimesters that minimum days are scheduled (Trimester 1 and Trimester 2). In addition, the five (5) early release days outlined in Article V, Section Y will also follow this minimum day schedule.

III. Class Size

Larry G. Meeks Academy (K-8)

- A. As per ARTICLE X CLASS SIZE, section A , Meeks K-8 academy shall use the District's goal for grades TK-8 schools
 1. While combination classes may be necessary, the district shall make every effort to not exceed more than two grade levels in the K-8 program. In the event classes must be combined beyond two grade levels, the site administrator shall meet with the teacher to redistribute the instructional minutes as needed on a case-by-case basis prior to implementation with approval from NTA President or designee and Chief Academic Officer or designee. If more than two grade levels are combined, the class size goal shall be reduced by an additional five students.
 2. There shall be support services offered to Meeks students including but not limited to a social worker, counselor, and/or a school psychologist. If Meeks Academy enrollment reaches 300 students, a support staff member (i.e. social worker, counselor, school psychologist) may be added to support the unique range of student needs represented at Meeks Academy, and will not be considered as a representation of district ratios for such positions that may be considered for traditional K-8/elementary school sites in the District.

IV. Other Considerations

- A. Teachers shall enter into an Alternative Learning Master Agreement that shall outline school, teacher, parent and student responsibilities for each term of attendance (as relevant) that it is deemed appropriate for the student to participate in Meeks Academy. This Master Agreement shall be mutually agreed upon by NTA and NUSD, (to be completed by June 15th, 2021). In the event the Master Agreement changes the working conditions of Meeks teachers, both NTA and NUSD agree to negotiate.
- B. Teachers shall be required to use district approved Learning Management Systems / Virtual Learning Platforms – appropriate training shall be provided during the workday. Teachers may pilot other digital platforms with approval from the Executive Director, prior to the platform being officially “district approved”.
- C. Teachers shall be responsible for using the student information system / learning management system to maintain student assignments and grades weekly as well as completing the report card for each student that concludes a trimester/semester (as relevant) in their class – appropriate training shall be provided during the workday.
- D. Teachers shall be provided an adequate workspace and necessary materials, technology, and telecommunications access. Teachers may be required to share classrooms. In the event classrooms are shared, room dividers shall be provided.

- E. Teachers shall be required to attend a one hour student/parent orientation, which shall be scheduled outside of the hours on one of the days of the professional development day schedule prior to the start of the school year. Professional development and collaboration time may also occur that week. Teachers shall be paid .5 of one day per diem to include the preparation and the meeting time.
- F. Technology: Teachers shall be provided: a second monitor, a separate webcam from their laptop hardware, a professional microphone, headphones, wireless keyboard and mouse. There shall be a collaborative effort among the District and Site Admin to ensure that any other technological devices or hardware that appear to be necessary for teachers' instructional use is reasonably obtained.
- G. Teachers must give consent for students/parents/guardians to record them at any time, including during instructional time. Nothing in this section is meant to interfere or waive certificated employees' rights under Education Code. In addition, it is understood that if a teacher's recorded content is planned to be used to support training for other teachers or any other purpose, the teacher will be informed prior to its use and have the opportunity to request that it not be utilized. Any such request shall be honored.

V. Transfer and Reassignments

- A. If additional FTE are identified as being needed after the start of the school year, the parties shall meet to discuss the impact to teachers involved prior to the district taking any action.
- B. Meeks Academy Teachers shall be selected on a voluntary basis, per Education Code section 58503.

VI. 9-12 Alternative Learning Program

A. Definition

9-12 Alternative Learning Program (currently referred to as Virtual Instructional Program (ViP)) refers to the District's programs of choice for NUSD students at their home high school (creating a school within a school) utilizing primarily virtual instructional platforms. These alternative programs of choice are not intended for a short absence (usually defined as less than 20 days) and typically would last the duration of the school year.

B. Daily Schedule

In meeting the various needs of the students and the individual classroom, it is expected that teachers shall develop a calendar outlining the daily schedule in alignment with the information below to address those needs. This schedule shall be shared with site administrators. Educators may make necessary changes to the schedule as needed with approval by site administrators.

1. In order to provide students with course offerings and support equivalent to in-class instruction, staffing may be accomplished in one, or a combination of, the following:

- a. A teacher in a credentialed subject area at any other school in the district that provides course-based instruction may provide the equivalent of increments of .2 FTE (determined based on enrollment needs and included into the Master Schedule) to facilitate the virtual delivery of subjects under their credential, which shall be included in the teacher's count of rostered students utilizing the collectively bargained class sizes for 9-12.
 - i. Instructors who are supporting independent study-like courses (such as through the use of APEX studies), may also support students in the alternative learning program based on their credential, also utilizing the collectively bargained class sizes for 9-12.
 - ii. When .2 positions for the ViP open, the district shall notify all secondary credentialed members of the opening. Selection will be based on district seniority, appropriate credential, and applicable experience, consistent with the T&R process.
 - iii. Whenever possible, no more than two elective classes will be taught during one .2 section.
2. In any case mentioned above, the teacher will be provided with coursework using the district-adopted curriculum (including but not limited to platforms like APEX and UCScout) to help facilitate the course.
3. The work day minutes will be as follows for each .2 FTE:
 - a. Three of five days per week would be dedicated to: Real-Time Core Class/Flexible Scheduled Instruction
 - b. One of five days per week would be dedicated to: Class Management Activities/Instructional Check-In
 - c. One of five days per week would be dedicated to: Prep Time (in addition to their existing daily prep time).
4. Some form of daily live interaction would need to be documented for each day. For example, exchanges via email or Google classroom, a Zoom check-in, or submission of assignments are acceptable forms of daily live interaction for attendance purposes.
 - a. In the event a student's file is audited, the assigned teacher can submit timesheets for up to 1 hour per student, to compile all necessary documentation for the first annual audit completed for this program. The parties agree to revisit the number of hours permitted on a timesheet for auditing purposes after the first annual audit.

C. Class Size

1. In order to meet the individualized needs of students, the class size goals and total contacts shall be in alignment with Article X.C of the Collective Bargaining Agreement for 9-12 grades.
 - i. Contacts means the number of rostered students and not necessarily the number of students seen in a given day (i.e. teachers may not see students each day, but may see 162 students over the course of several days).

D. Other Considerations

1. One dedicated high school counselor from each site will be trained as a transition counselor and will serve as the transition counselor for the 9-12 Alternative Learning Program students, since these students will still be enrolled in their high school of attendance (utilizing the “school within a school” model) rather than a separate school.
2. As per the Collective Bargaining Agreement, overages to class size goals apply to the TK-12 Alternative Learning Programs, which include Meeks Academy and the 9-12 alternative learning programs.
3. 9-12 grade educators shall only be formally observed in the instructional modality where they spend the majority of their instructional day. It is acknowledged that informal observations may be completed at any time.
4. Transfer and Reassignment into the Virtual Instructional Program (ViP) will be posted as available when a 1.0 FTE position is open.
5. When members are fully collapsed due to a decrease in enrollment the member will return to just one high school.