Distance Learning MOU Joint Clarifications

September 18, 2020

The Parties agree that the following clarification document provides the Parties' intent regarding the 2020-2021 Distance Learning Memoranda of Understanding (MOUs) negotiated between the District and EGEA. Any future MOUs specific to the 2020-2021 response to COVID-19 will delineate any changes to these clarifications and/or previously negotiated MOUs. In addition, this clarification document shall expire on June 30, 2021 and shall not be considered a past practice nor a precedent for any purpose.

GENERAL AREAS:

Staff Arrival/Departure
- All staff who are on campus must indicate arrival and departure using a site-developed process that can track possible exposure as well as inform custodial staff of which rooms need to be cleaned.
- This process should be done electronically.

PPE
- **Masks must be worn at all times in common areas and when moving around campus.**
  - You may have your mask off when working/instructing in your own classroom and other individuals are not present.
- Masks and hand sanitizers will be available at school sites upon request.
- Cleaning materials will be provided for all common areas and upon requests to the custodian, for classroom use at this time. Cleaning materials shall be replaced daily.
- Any requests for cleaning materials and/or PPE should be made to the site administrators.

Google Classroom Access
- Administration is to be given access to Google Classrooms as a student.
- The structure and organization of a Google Classroom(s) is up to the teacher; however, administrators have been encouraged to provide feedback to teachers in terms of accessibility, intuitiveness, and best practices.
- Other educators may request access either as a co-teacher or student to provide additional services to students, i.e. Special Education, Elementary Resource Teachers, paraprofessionals. This should be a conversation between individuals to determine the best way to meet the needs of the student(s). If there is a conflict, site administration may be needed to assist in coming to a resolution.

Live Virtual Platform Access/Walkthroughs
- Expectation is for notification to be sent the day before; however, in some cases, it may be the morning of by 7:45.
- Notification should be specific to individuals or small groups.

- There may be a designated day through a schedule that an administrator provides as notification; this schedule should be specific and not a range of days.
  - For example, "I will be visiting 1st grade classes, a track, or a subject area on Mondays," is acceptable.
  - However, informing a teacher that "I will be in sometime this week," is not acceptable.
  - If an administrator uses a schedule notification process, the schedule should be adhered to, and in case there is a change, the teacher(s) should be notified as a courtesy.

Zoom/Google Meet
- Zoom Platform will be available for the 2020-21 school year.
- No recordings of live sessions with students present. The District has worked with universities regarding the requirement for recorded lessons for student teachers. Please see the attached document entitled, "Protocols for Recording Requirement for Student Teachers." Recording of any individual without their permission is a misdemeanor.
- Promoting engagement and connections with students is a priority. An effective strategy to this end includes, but is not limited to, teachers and students having their video turned on (live streaming) for at least the majority of synchronous instruction in an effort to maximize engagement, social development, and emotional support. It is understood that there are circumstances when teachers and students will turn off their video, i.e. poor connectivity.
- We recommend that teachers ask students to turn their video on when checking into class and require the use of their full names. Requiring videos to stay on may be met with challenges that would need to be addressed.
- Teachers may require students to turn on their video in specific situations, i.e., attendance, check-in, testing, performance tasks; however, it is suggested that if a student is reluctant to turn on his/her video, the teacher speak to the student or parent/guardian 1:1 to determine if any extenuating circumstances need to be addressed or accommodated. If a parent/guardian or student refuses to comply with such a request, the matter can be referred to the site administration for further assistance and guidance.
- Teachers may ask students to record video or audio performance tasks and submit them electronically provided that files are transmitted to the teacher only, via District-approved platforms, and that the file is maintained confidentially as a student record and not shared with other individuals, unless permitted by parent/guardian consent.
- Breakout rooms are allowed: please see the attached document, "Breakout Room Guidance."
- Parent volunteers are not permitted at this time to monitor breakouts.
- Zoom security setting protocols: please see the attached document, "EGUSD Zoom Recommended Settings."

Staff Children on Campus

- As part of the agreement to allow staff to work from home, it was acknowledged that staff children would not be permitted to be at the school site during work hours.
  - There is a liability concern on multiple levels
  - The District is working with CDI, Champions, YMCA, CSD, and ASES to increase access to daycare options at schools.

Substitutes

- Under no circumstances should you share your personal login and password information.
- Individuals are to work with the site secretary to secure a "preferred/priority" sub. This could be a preferred/priority sub at the site or one that you have worked with and is part of the trained priority sub pool that HR has developed. **DO NOT USE *SMARTFIND EXPRESS* (SUBFINDER) TO REQUEST A SUB**. Please see the attached document, "Substitute Request Process for Certificated Non-Management Staff."

Distance Learning Technical Supports

- A pass-through phone app, Mitel, is available through tech services for making phone calls to parents using a district number. Please contact the Tech Services Help Desk for assistance.
- Some equipment is able to be checked out from school sites. Any individuals sharing a room must make sure equipment is there for others' use.
- If individuals are having long-term connectivity and technology issues, we encourage you to problem solve with your administrator.
- If platforms go down either site or district-wide, when possible, an alert will go out to all affected staff members, then an additional alert will inform staff that the problem has been resolved. This includes processes for communication with families.
- It is recommended that teachers develop plans with students for technology-related issues that may significantly impact the instructional day.

  Teachers must notify and work collaboratively with the site principal to determine the best option based on the specific situation. These options may include:
  - Switching to another platform;
  - Communicating plans for asynchronous work until connection occurs;
  - Working at an alternative location;
  - Adjusting classroom instruction if Google Classroom or Drive is down.

Sites are encouraged to develop plans to address situations when instruction is interrupted due to technological issues. These plans shall be developed collaboratively and focus on minimizing the impact on instruction. Plans should be applied in an equitable manner so that no one person is impacted on a regular basis. Consideration may be given to unit members who are not engaged directly with students at the time of need, i.e. Certificated Librarians, Activities Directors, Athletic Directors, TICs, Elementary PE teachers, CRTs, and AITs.

- Current contract language includes Article 8.303 Substitute Plans: *A plan suitable for the use of a substitute teacher shall be kept on file in the school office or in a specified place in the classroom.*
  - During Distance Learning, teachers will submit, at minimum, one lesson (per class in Secondary and per day in Elementary) to site administration to be used in the event that a substitute or colleague is unable to access the Google Classroom and a teacher is unable to communicate alternative plans to his/her class(es). Site administration will provide details as to how these materials will be submitted and maintained.

In-Person Mandated Assessments
- No in-person meetings shall occur that do not fall in the state and federal mandated assessments areas.
- District safety protocols will be followed in accordance with state and county guidelines. Site based plans will be developed in collaboration with the assessors and site administration in carrying out in-person assessments.
- Individuals whose job involves in-person mandated assessments should contact their program specialist, other coordinators and principal with any concerns in performing in-person assessments.
- Please see the attached document entitled, "Essential In-person Assessments."

Attendance
- Attendance must be recorded in Synergy daily for each class. If Synergy is inoperable, email the names and ID #s of absent students to the attendance clerk at your school site.
- Further guidance regarding attendance taking procedures is forthcoming. In the meantime, if a student is present for any portion of the synchronous learning period of the class schedule, please mark the student as present. If a student is consistently or repeatedly absent for a fraction of the synchronous learning period of the class schedule, teachers should inform parent/guardian and consider informing site administration for additional assistance or guidance.

Weekly Engagement and Participation Verification

The mandated "Verification of Instructional Minutes" forms shall be completed on a weekly basis. These forms shall be certified by the classroom teacher no later than 5 PM the Friday following the week to be reported.

- ○ The reported weekly engagement minutes shall be as follows:
    - ■ PreK/TK/K: 190 min/day for YR (950 min/week); 180 min/day for MT/T (900 min/week)
    - ■ Grades 1-6: 255 min/day for YR (1275 min/week); 240 min/day for MT and T (1200 min/week)
    - ■ Secondary 3 x 4: 80 min/day/per class (Mon-Fri), 400 min/week/class
    - ■ Secondary 4 x 4: 75 min/day/per class (Tues-Fri), 60 min/day/per class (Mon.) (360 min week/class)

ELEMENTARY SPECIFIC AREAS:

Schedules:

It is the expectation that class starts synchronously at 8 a.m. for all students. Small group instruction can commence following an all-class check-in or attendance.

The afternoon intervention block, Tuesday - Friday afternoons, is intended for synchronous small group intervention or enrichment. Twenty (20) minutes is required for all students, either synchronous or asynchronous, or a combination thereof. Whole class synchronous engagement during this block is permitted on occasion when necessary.

Minimum Days/Track Change

There are no minimum days during the Distance Learning model. The schedule remains the same on track change days and any Min. Days designated on the current calendar. If there are individuals sharing a classroom due to roving/rotations (YR), the administration is responsible for ensuring separate workspaces on that day. Work with the site administrator for a plan.

DL Days on Calendar (YR)

These days are **regular schedule days** following the Distance Learning schedule with synchronous and asynchronous time. These are make-up days for the year starting later. These are **NOT** asynchronous days, and they follow the same schedule as the other school days.

Elementary PE and CRT Resource

The Elementary PE and Computer Resource Teachers are to teach in the morning block 8:00 - 12:00, 8:00 -12:15. They are to schedule time to come into established classroom Zoom/Meet sessions.

PE
These scheduled times are not intended to be whole group sessions; however, if a scheduled session is 30 or fewer minutes, the session may be whole group, with the expectation that the teacher of record remains present and engaged. Any whole group sessions shall be jointly agreed upon by the classroom teacher and the PE teacher. If an agreement cannot be reached, the default is small groups.

CRT
These scheduled times are not intended to be whole group sessions; however, any whole group sessions shall be jointly agreed upon by the classroom teacher and the resource teacher. If an agreement cannot be reached, the default is small groups. If the CRT does conduct whole class instruction, there should be a direct connection between the class content and the technology application, standards, or skill; furthermore, the teacher of record must remain present and engaged.

No PE or CRT synchronous, whole class sessions are to be scheduled for the afternoon time. In general, it is during this time that CRTs and PE Teachers shall provide asynchronous instruction to students; however, small group synchronous instruction can occur in the afternoon blocks.

The classroom teacher may NOT opt out or deny the students access to PE /CRT instructional time. This is also not "prep" time. Both teachers are expected to be "live" with students.

It is also recognized that classes may not be seen on the same day each week based on the size of the school as it will be a ROTATION to ensure that grades 1-6 and SPED are being serviced (depending on the student capabilities, IEP requirements, and input by the classroom teacher). Schedules must have intermediate teachers receiving a greater number of PE instructional minutes per week or per rotation.

On the designated DL days due to the modification of the school year (marked with a D on the calendar), those classes only receive asynchronous PE/CRT lessons during that time period.

PE Minutes and Synergy
Even though the District is providing PE, PE minutes are **not** expected to be logged into Synergy. Reporting of PE minutes is not required by the State; however, asynchronous activities for PE will be used as part of certifying the delivery of the total instructional minutes for students (more to come as we get direction from the State).

$6,000 Stipends
Stipends for this year do not have to be focused on activities that directly service students. This must be collaboratively discussed and agreed to and signed off by the EGEA site rep and administration.

- EGEA site representatives cannot be paid using District funds. This would be considered using public funds for union business.

SECONDARY SPECIFIC AREAS:

The 20-minute Independent Practice and Support Time
- All students will not be required to be on Zoom/Google meets during this time, but individuals or small groups of students can be required to participate during this time. This time is meant for more independent practice and support.
- The teacher may still be on Zoom to help provide support as needed or needs to be available for questions through other means.

SPECIAL EDUCATION SPECIFIC AREAS:

IEP times: The afternoon Distance Learning block is structured so that IEPs, 504s and SSTs may be conducted during that time. A teacher can agree to give up his/her prep block of time in order to commence an IEP that may run into the Family Communication/ Distance Learning Management block of time. Meetings that go past the contract day may also use the 90-minutes of after contract time for group meetings.

Supplies (PPE, plexiglass dividers, cleaning, etc.) for legally required mandated assessments have been sent to school site psychologists. When additional supplies are needed, contact site administration and program specialist. There are a few supplies that are still on back order and will be shipped to sites once received.

Alternatives to assessments used for triennials and initials that can be administered virtually are being explored. This option is not available for all standardized measures used for assessments but is being researched and pursued when appropriate. User licenses and devices will need to be purchased and training will have to be conducted prior to initiating. More information to come on this.

Any concerns or questions regarding in-person mandated assessments should be directed to the program specialist, supervisor, or site/program administrator.

<p style="text-align:center">Protocols for Recording Requirement for Student Teachers</p>

Must have Parent/Guardian permission slips for all identified Student Participants. (See attached district approved permission slip to be completed by school principal.)

<u>**Verify Permission Slips using one or more methods below:**</u>

    A) Parent/Guardian may text or email a photo of signed permission slip to Master/Student teacher

    B) Parent/Guardians may send an email to Master/Student Teacher indicating form has been read and consent is given

    C) Parent/Guardian may send hard copy of permission slip to school attention Master/Student Teacher

    D) Parent/Guardian may be sent a Google form from the Master/Student Teacher and indicate consent via electronic signature or submission.

*Site is required to maintain copies of all authenticated permission slips.

<u>**Recording Guidelines:**</u>

Master Teacher and Student Teacher schedule a synchronous lesson during the afternoon small group/intervention/support time provided only for Students with Parent/Guardian permission. In Secondary, these lessons may occur in breakout rooms, during alternatively scheduled Zoom sessions, or during the Support time following whole class instruction. If an entire class provides consent, then whole class instruction may be recorded.   The lesson can be set up on a voluntary basis or a required basis, but parent/guardian consent is required for both situations. This lesson would be used to complete EdTPA requirements and students would voluntarily participate in the recording of the lesson/ session.

    A) Minimum of 4-6 Students with Permission on the screen in any of the following formats:

        i. Live person with first name, only

        ii. Live person with a virtual background (e.g., home not showing)

        iii. Live person with a pseudonym – teacher can change the name on the screen

        iv. Avatar (if using Avatar, video must be enabled at least once during videotaping to verify engagement)

    B) Student teacher square must be visible for part of the time

    C) Instruction must be synchronous

If you have any questions as to the facilitation of this process, please contact Shelly Clark, Director of Personnel Development in Human Resources at sjclark@egusd.net

2020-2021 Student Teacher Training Videotape Permission Form

Dear Parent/Guardian:

Your student's [insert grade/name of class] is currently taught by a district teacher, with the assistance of a student teacher. As part of student teacher training requirements set by EdTPA (Teacher Performance Assessment), the student teacher is required to record lessons and other aspects of classroom instruction. Such recording may capture video or photo images of your student. Recordings will remain only in the possession of the student teacher, and student teacher assessment authorities. They will be used to evaluate the student teacher, and will not be made available to the public. We hope you consider providing consent to such recording to support important teacher development efforts in the District.

Please return the completed form to your child's Teacher. Thank you for your cooperation in this matter.

Sincerely,

(NAME OF PRINCIPAL)
(POSITION)
(SITE)

2020-2021 Student Teacher Training Video-Recording Permission Form

I hereby grant [student teacher name] permission to video-record my child for training and/or assessment purposes, only as required by EdTPA. Recordings shall be carefully protected against unauthorized disclosure, and may only be shared with EdTPA as part of the student's teacher training and/or evaluation program.

I release the District and its employees and/or agents of any liability, claims, demands, damages, actions and causes of actions arising from or connected in any way with the use of the video-recordings for student teacher training and/or evaluation purposes, now or hereafter in perpetuity. I understand that I or my child will receive no compensation for participation.

I state that I am the parent or legal guardian of _____, and consent to all of the conditions listed above.

_____   _____
Parent or Guardian Signature   Child's Name

_____
Date

OR

If you are 18 or older, please sign below on your own behalf:

_____   _____
Name   Date

Permiso de la Grabación/Video -- Capacitación del Practicante de Maestro 2020-2021
Student Teacher Training Videotape Permission Form

Estimado Padre/Tutor:

Su estudiante [insert grade/name of class] se encuentra una clase que es enseñada por un maestro del distrito, con la ayuda de un estudiante practicante de maestro. Se requiere que el estudiante practicante de maestro grabe las lecciones u otros aspectos de la instrucción de la clase como parte de los requisitos establecidos por EdTPA* (Teacher Performance Assessment-*Evaluación del Desarrollo de Practicantes de Maestros*) en la capacitación de un practicante de maestro. Tales grabaciones puedan capturar imágenes de video o fotografías de su estudiante. Las grabaciones permanecerán en la posesión del estudiante practicante de maestro y de las autoridades de la evaluación de los estudiantes practicantes de maestros. Ellos evaluarán al estudiante practicante de maestro y las grabaciones no estarán disponibles al público. Esperamos que usted considere dar su permiso a tal grabación para apoyar los esfuerzos del desarrollo importante de los maestros en el distrito.

Por favor regrese esta hoja completa al maestro de su hijo. Gracias por su cooperación en esta cuestión.

Respetuosamente,

(NAME OF PRINCIPAL)
(POSITION)
(SITE)

- -

Permiso de la Grabación/Video -- Capacitación del Practicante de Maestro 2020-2021

Por la presente, yo doy mi permiso a [student teacher name] para que se emitan las grabaciones-videos de mi hijo para los propósitos de capacitación y/o evaluación solamente como es requerido por EdTPA*. Las grabaciones serán cuidadosamente protegidas en contra de alguna publicación no autorizada, y solamente puede compartirse con EdTPA* como parte del programa de capacitación o evaluación del estudiante practicante de maestro.

Yo no hago al Distrito ni a sus empleados y/o agentes responsables de ninguna obligación, reclamos, demandas, daños, acciones y consecuencias de acciones que surjan o estén relacionadas de alguna manera con el uso de las grabaciones del video para fines de la capacitación y/o evaluación de estudiantes practicantes de maestro, ni ahora ni en el futuro infinito. Yo entiendo que mi hijo o yo no recibiremos compensación por participar.

Yo declaro que soy el padre o tutor legal de _____, y doy mi permiso a todas las condiciones enumeradas anteriormente.

_____   _____
Firma del Padre/Tutor   Nombre del Niño

_____
Fecha

O

Por favor firma enseguida representándote a ti mismo si tú tienes 18 años o eres mayor.

_____   _____
Nombre   Fecha

Breakout Room Guidance Document

Rationale

The use of breakout rooms promotes high-quality instruction by implementing active participation, student discourse and providing a method for formative assessment and feedback. Additionally, this aligns with Social Emotional Learning (SEL) competencies of self-management, relationship skills, social awareness, and responsible decision making. The use of breakout rooms also provides a community-building aspect.

See [Principles for High-Quality Instruction in Transitional Learning](#) and [Core SEL Competencies](#).

Teacher Expectations

As part of highly effective teaching practices, teachers will use breakout rooms with strategy and purpose. When deciding to use and preparing for breakout sessions, teachers should consider:

- Ability to use the technology required for tasks assigned
- Ability to work independently or in small groups
- Proficiency of communication skills and potential language scaffolding required
- Amount of time necessary for task completion and maintaining student engagement
- Evidence of student work/learning as a result of breakout group (e.g., interactive slides, report share out)

Teachers will provide training to students on the use of breakout rooms:

- How to join assigned breakout rooms
- How to ask for help when needed
- how to return to the main zoom meeting.

Teachers will establish norms and expectations for students during breakout sessions including (but not limited to):

- Appropriate and respectful student behavior
- How to speak and listen in an online environment
- Staying on task / completing assignments
- How to report inappropriate behavior, problems, or asking for help

Also, see *Video Conferencing Guidelines* in the [Innovating Education Handbook](#).

Students will be provided with appropriate guidance and activities for their grade level such as collaborative documents, interactive slides, topics for discussion, etc.

Teachers will actively monitor breakrooms through joining rooms, watching collaborative assignments, and watching for help requests.

Student Expectations

Students are expected to show respect to all members of the school community in-person and online, ensuring all rules and expectations are followed. Students must behave in an ethical manner while using video conferencing tools for learning. Students will be kind and considerate, supporting classmates in their learning. Students will keep comments appropriate to the conversation and assigned tasks.

[EGUSD Parent and Student Handbook](#)(will be updated)   [EGUSD Digital Citizenship Website](#)

EGUSD Zoom Recommended Settings

This document provides district recommendations on how to adjust your settings in Zoom <u>when meeting with students</u>. We recognize that these recommendations, which provide the tightest security and oversight of student activity possible, also limit the use of many features in Zoom. Settings not listed in this document can be configured at teachers' discretion. These settings are recommendations for teachers doing Zoom meetings with students. There may be differences in appropriate settings or other uses.

<u>Main Settings</u>

You may access these by opening Zoom in your EGUSD Portal and selecting "Settings" on the left side.

Setting	Rationale
Participant video - OFF	Students may turn them on in the meeting
Join before host - OFF	Prevents Students from being together without a host
Only authenticated users can join meetings - OFF	This setting allows students to join without having to create an account which is not permissible for anyone under 16
Mute Participants upon entry - ON	should be on by default.
Chat - Teacher discretion	Check the box to prevent participants from saving chat.
Private Chat - OFF	Prevents side discussions that aren't recorded
Screen sharing with HOST ONLY - ON	Prevents students from sharing their screens
Nonverbal Feedback & Meeting Reactions - ON	Chromebooks have limited functionality with this so it cannot be expected that students will use these feedback tools
Allow removed participants to rejoin - OFF	Students can rejoin future sessions but cannot rejoin one that is in progress
Hide participant profile pictures - teacher discretion	Can be switched off if students are not using appropriate images as their profile
Virtual Background - teacher discretion	Note that not all computers allow for this to be used.
Video Filters - teacher's discretion	This feature allows students to use filters and may become a distraction for your teaching,
Identify guest participants - ON	Adds "(guest)" after anyone not authenticating on the server.
Waiting room - ON for All participants	You can also customize your waiting messages here by clicking the pencil at the bottom

Substitute Request Process for Certificated Non-Management Staff

2020-2021 Distance Learning Model

REMINDER: At this time, Certificated staff will <u>NOT</u> have access to SmartFind Express to report absences.

EGUSD Substitute Protocols for Distance Learning 2020-2021
Please adhere to the following procedures when planning a leave/requesting a substitute.

Step 1: The certificated employee should communicate to the school secretary, site admin, TIC, or site management designee (cannot be a certificated non-management member) that they need a substitute.
- SmartFind Express will not be available during the duration of distance learning.
- To the greatest extent possible please report your absence in advanc**e** in order for the employee, substitute, and site to make appropriate arrangements for the absence.
- Each site has a list of "Preferred Substitutes" which can be accessed via your school secretaries. If time permits, the classroom teacher may choose from this list. If a teacher has a Preferred Sub, they must check with the secretary to ensure they are on the approved district Preferred Sub list and available.
- Some programs may have a district-wide Preferred Substitute list based on the need for specialized credentials.

Step 2: Ensure students have access to the Zoom/Google Meet information - Classroom teachers can do any of the following:
- **Best/Preferred Scenario**: Have the substitute provide a meeting code/password for the day/s they will be covering the classes.
    - The classroom teacher will post the meeting code/pw in the Google Classroom as well as email parents/students via Synergy.
    - If teachers employ other methods of communications with students/families (ex: Remind) they can use those as well.
    - Announce directly to students that there will be an alternate Zoom/Meet code during the absence if possible.
- Should the substitute not be able to start a meeting, the site administrator will be responsible for starting the class or taking over the class until a substitute arrives.
    - The admin would notify families and students of the alternate meeting code via all methods possible.
    - At the point a substitute is secured, that sub may provide a meeting code to the administrator for a transition of the classroom, OR
    - The administrator may choose to transfer the zoom/meets meeting to the sub by making the substitute the host, and then leave the meeting.
        - Note that the admin (or whomever starts the meeting) cannot be in another meeting while this meeting is in session.
        - Note the substitute may have trouble getting hosting rights back should they be knocked off the Zoom/Meet.

Step 3: Provide lesson plans - The classroom teacher should do the following:
- The classroom teacher provides lesson plan instructions for the substitute, CC'ing them to the school secretary, admin, and/or site designee.
- The classroom teacher posts or schedules the work in the Google Classroom for the days/class period to be missed.
- The teacher may choose to add the substitute teacher as a "student" in the Google Classroom so they can see what the students should be doing and can share their screen to help students and give instruction.
  - Classroom teachers, admin, or other employees should never share their login credentials with substitutes.
  - Adding substitutes as a co-teacher to the Google Classroom is at the sole discretion of the classroom teacher.

Guidelines for Essential In-Person Assessments

Essential assessments include, but may not be limited to:
SpEd IEP assessments (initial, triennials, and other mandated assessments), Vision & Hearing screens

General Guidelines:
- Perform all tasks virtually that can be done so effectively.
- Keep face-to-face time as brief as possible.

Appointments:
- Have designated staff organizing and coordinating appointments, if possible.
- Schedule appointment with parent/guardian keeping the following in mind:
    - Avoid distance learning times whenever possible.
    - Schedule as close to student meal distribution times as possible.
    - Stagger appointments to facilitate physical distancing.

Outside Space Use:
- Provide essential services outdoors if possible, taking into consideration weather and privacy.

Room Use:
- Use a larger room whenever possible, preferably with windows that open (this may entail changing rooms from the regular assigned room).
- Keep doors and windows open when possible.
- Set up the essential service space with physical distancing parameters in place.
- Use plexiglass shields as appropriate, especially for essential tasks that require contact< 6 ft.

Face Coverings & Gloves
- Face coverings are required for all staff, student and family members following county health guidelines*.
- Stay six feet apart unless an essential activity requires closer contact for a brief time.
- Staff may use a face shield, but they are not to use in replacement of face coverings. If face shields are used, face coverings/mask must also be worn unless the face shield has a drape.
- Extra face coverings for students and staff should be made available.
- If direct contact is needed to be made with student, use of latex-free gloves is recommended for staff.
    - After direct contact, dispose of gloves properly and wash hands/use hand sanitizer.
    - If used, gloves must be switched between each appointment.

Exceptions for face coverings:
- *Face coverings are required for students 3rd grade and older, 2nd grade and younger is highly encouraged.*
- *Children younger than 2 years old.*
- *Anyone who has trouble breathing or is unconscious.*
- *Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.*
- *Students, teachers, and staff with special educational or healthcare needs, which may include intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity where wearing a face covering may be difficult.*
- *Students, teachers, and staff who have a hearing impairment or need to communicate to someone with a hearing impairment and seeing the mouth is essential for communication or assessment with individuals with hearing impairments or speech needs. A clear face covering or face shield with a drape is recommended at this time.*

Assessment Tools:
- Employ alternative tools or technologies to facilitate social distancing as appropriate to the discipline. Some examples:
    - Alternative testing modalities that are quicker or do not require close contact;
    - Smartboard to present computer-based testing instead of laptop if appropriate

Cleaning and Disinfecting:
- Stagger appointments to ensure physical distancing, and allow time to clean between students
- Clean and disinfect testing material between students, and stagger use of materials as possible
- Clean and disinfect tables, desks, and plexiglass between each appointment
- Refer student or parent to designated public restroom as needed

Day Before Appointment:
- Call parent/guardian the day before to review the following (this could be done by the designated staff organizing and coordinating appointments):
    - Ask parent/guardian if anyone in their household has COVID-like symptoms, if yes, appointment must be rescheduled;
    - Ask parent/guardian if they have been in close contact with anyone who has tested positive for COVID in the last 14 days, if yes appointment must be rescheduled;
    - Review "Symptoms Check Screening Document" below to inform parents/guardian what questions will be asked. If student or family member who will be bringing student currently has these symptoms, reschedule the appointment;
    - Ask families to not bring other people with them to the appointment, if possible;
    - Playgrounds are not open;
    - Parents/guardians may not remain on site without prior consent from administration in special circumstances;
    - Parents/ guardians will be provided with an estimated time of completion for assessment;
    - Student and parent must always wear a face covering when on site;
    - Families coming for an appointment will meet designated staff at a predetermined location to undergo health screening.

Upon Arrival for Appointment:
- Staff should meet family in the main office or a predetermined location and sign in
    - All members present must sign in for contact tracing if necessary
- Staff, student, and family must be wearing a face covering
- Ask family to wash their hands or use hand sanitizer when entering the office
- Symptom screening must be conducted, use screening worksheet below
- Procedure for symptom screen:
    - Take temperature and complete the form below to ensure there are no COVID-like symptoms before being cleared to remain on site for essential service;
    - Keep a record of screening.

During Appointment:
- Keep 6-feet distance as much as possible
- Face coverings/appropriate face shields must be worn at all times
- Minimize sharing of materials
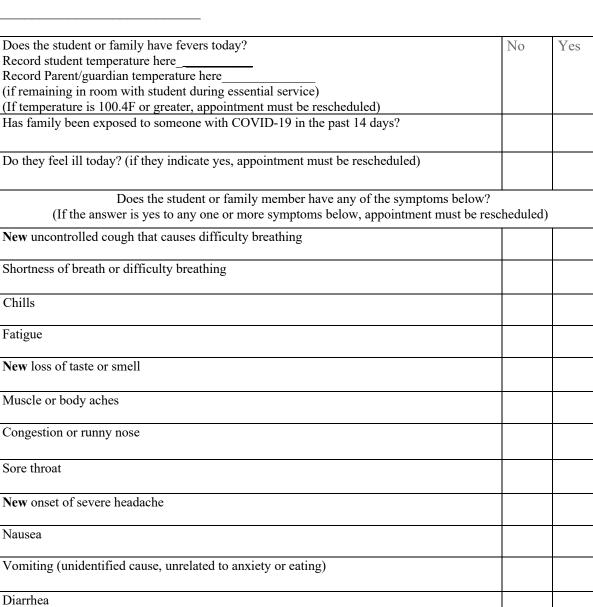- Use hand sanitizer as needed

After Appointment:
- Staff must clean and disinfect surfaces, materials, and high touch point areas
- If gloves were worn, properly dispose
- Staff must wash their hands between each appointment

Symptom Check Screening Document

Student Name:

_____

Parent/Guardian

_____

Date:

_____

HEALTH SERVICES
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	No	Yes
Does the student or family have fevers today? Record student temperature here _____ Record Parent/guardian temperature here_____ (if remaining in room with student during essential service) (If temperature is 100.4F or greater, appointment must be rescheduled)		
Has family been exposed to someone with COVID-19 in the past 14 days?		
Do they feel ill today? (if they indicate yes, appointment must be rescheduled)		
Does the student or family member have any of the symptoms below? (If the answer is yes to any one or more symptoms below, appointment must be rescheduled)		
New uncontrolled cough that causes difficulty breathing		
Shortness of breath or difficulty breathing		
Chills		
Fatigue		
New loss of taste or smell		
Muscle or body aches		
Congestion or runny nose		
Sore throat		
New onset of severe headache		
Nausea		
Vomiting (unidentified cause, unrelated to anxiety or eating)		
Diarrhea		

Parent/Guardian of the above-named student
confirms that the answers above are accurate to the best of their knowledge

Printed Name of Parent: Current Phone Number:

Signature of staff member completing screening:

_____