

First Addendum
to
Memorandum of Understanding, dated July 25, 2020
Regarding Secondary Positions and Mandated Assessments

2020-2021 School Year
Full Distance Learning
August 7, 2020

This is an Addendum Agreement (Addendum) regarding secondary positions and mandated assessments to supplement the July 25, 2020 Memorandum of Understanding (MOU or Agreement) between the Elk Grove Unified School District (District) and the Elk Grove Education Association (EGEA), collectively referred to hereinafter “the Parties” concerning the reopening of schools for the 2020-2021 school year and the implementation of full distance learning pursuant to State and Local County Public Health Orders.

Negotiations regarding transitions to the Transitional Learning Model and transitions to a Full Reopen to In-Person Learning Model shall be addressed in subsequent negotiated MOUs and/or Addenda.

Addendum Agreement

In the interest of complying with California Department of Public Health Guidance and the Governor’s Orders regarding the implementation of full Distance Learning during the 2020-2021 school year and in order to address the working conditions of Secondary EGEA unit members providing full distance learning and related to mandated assessments, the Parties agree to all of the following:

A. Clarification of Secondary Positions

During the 2020-2021 school year and during the period of implementation of Full Distance Learning Instructional Model, the parties agree to the following:

Activities Directors, Athletic Directors, Teachers-in-Charge, Librarians, and Counselors will fulfill their normal responsibilities to the extent possible in a full distance learning model. They will also be expected to support to the extent possible the implementation of high quality district learning at their sites during the regularly scheduled work day. All efforts to support Distance Learning logistics, shall be undertaken within the guidance of the site administration, based on site needs, and following State and County health guidelines. Sites will be expected to draw upon the individual strengths of these professionals to provide the greatest positive impact for students and staff during the COVID-19 Pandemic.

1. Activities Directors

Primary Responsibilities:

- Closely work with administration to monitor official COVID-19 guidance from district, county, and state authorities in order to plan and orchestrate extra-curricular/co-curricular activities.
- Effectively communicate with all staff and students in a timely manner regarding any changes to protocols and, ensuring that all guidelines are followed.
- Monitor extracurricular activities and student participation.
- Supporting Student Connectedness through activities, outreach, etc.
- Activities - orientation events, plan spirit weeks, virtual rallies-competitions, virtual lunch weeks, support with acclimating new students, link crew, etc.
- Monitor extracurricular/co-curricular activities, participation, and clubs
- Awards/recognition ceremonies/events.
- Attend monthly meetings with other activities directors.

In collaboration with administration and the Activities Director, other options and areas of support may be:

- Distribution/collection of textbooks and other materials and supplies
- Assisting staff with Synergy and other technology
- Supporting programmatic needs (such as CTE)
- Support SEL in distance learning environment
- Develop Advocacy/SEL lessons
- Supporting attendance intervention
- Student progress monitoring/family communication
- Support teachers
- Additional support for English Learners
- Student Equity Council (high school only)
- Work with outside organizations like Improve Your Tomorrow (IYT)
- Other actions that may draw upon the unique strengths of each individual Activities Director.

2. Athletic Directors

Primary Responsibilities:

- Closely monitor official COVID-19 guidance from district, county, and state authorities in order to plan and orchestrate athletic activities (practices or competitions).
- Effectively communicate with community/parents/students about athletic participation and timelines.
- Effectively communicate with all coaches in a timely manner regarding any changes to protocols and, ensuring that all guidelines are followed.

- Supporting attendance intervention and monitoring and supporting athletic teams, programs, and athletes.
- Maintain records of academic progress of athletes.

In collaboration with administration and the Athletic Director, other options and areas of support may be:

- Distribution/collection of textbooks and other materials and supplies
- Supporting programmatic needs (such as CTE)
- Develop Advocacy/SEL lessons
- Supporting attendance intervention and student connectedness
- Student progress monitoring/family communication
- Support teachers
- Additional support for English Learners
- Other supports for students who are struggling
- Support IYT (Improve Your Tomorrow)
- Other actions that may draw upon the unique strengths of each individual Athletic Director.

3. Teachers-in-Charge

Primary Responsibilities:

- Support the distribution and collection of materials
- Assist staff with Synergy and other technology needs
- Support programmatic needs (such as CTE) as needed
- Support the development of Advocacy/SEL lessons
- PBIS Support
- Attendance intervention support and monitoring
- Mentor struggling students and assist with student progress monitoring
- Family communication and outreach
- English Learner support
- Assist teachers with classroom support and discipline.

In collaboration with administration and the Teachers-in-Charge, other options and areas of support may be:

- Support Student Equity Council (high school only)
- Support orientation events, student awards and recognition ceremonies, and rallies
- Work with outside organizations such as IYT (Improve Your Tomorrow)
- Co-Teach
- Other actions that may draw upon the unique strengths of each individual TIC.

4. Librarians (Library Media Teachers)

Primary Responsibilities:

- Distribution/collection of textbooks and other materials and supplies
- Inventory and update library collection
- Check books in and out to students in support of Distance Learning instruction
- Assist with the curation of online resources, research tools, and other Distance Learning-aligned support for staff, students, and families
- Support teachers with virtual platforms, teach lessons on citing sources, provide support with research platforms and techniques, find support for quality distance learning
- Create virtual space for
 - Reading lists by grade level
 - Online books that are free
 - Collaborate w/ teachers to teach how to conduct research online
 - Support teachers with online resources to support instruction.

In collaboration with administration and the Librarian (Library Media Teachers), other options and areas of support may be:

- Academic support and intervention by mentoring struggling students
- Assisting staff with technology
- Support SEL in distance learning environment
- Develop Advocacy/SEL lessons
- Supporting attendance intervention and student connectedness
- Co-Teach
- Additional support for English Learners
- Other supports for students who are struggling
- Other actions that may draw upon the unique strengths of each individual Librarian (Library Media Teachers).

5. Counselors

Elementary and Secondary Counselors may provide distance appointments to students as needed. These appointments or conversations may be conducted via e-mail, phone conversations, or identified distance learning platforms.

At the time of this agreement, in-person meetings between counselors and students are not permitted. If State and County Health Guidelines permit, in-person meetings between counselors and students may be allowed per future guidance and directives. The District and EGEA will meet and confer regarding this matter.

B. Mandated Assessments

1. There are legally mandated student assessments that must be conducted in-person by EGEA unit members. The Parties agree to comply with the “Guidelines for Essential In-Person Assessments,” as these Guidelines may be revised consistent with State and County local health orders and guidance. (See Attached)

The Parties agree to meet and confer if the above Guidelines are revised.

2. In the event that a unit member is unable to perform in-person assessment(s), the site/district administration with all of the unit members involved shall conduct an analysis of site, regional, and/or job-alike unit member supports. Depending on the results of that analysis the following options or a combination thereof may be considered:

a. Redistribute assessments and/or caseload assignments in order to meet the needs of students.

b. Unit members will be offered the \$40 an hour voluntary rate in order to conduct assessments. These assessments may take place after contract hours, and if this additional work takes place during contract hours, it will not interfere with direct service delivery.

c. Program Specialists as well as other qualified unit members may perform assessments.

d. An assessment team which may include new hires and/or retirees can assist with the facilitation of assessments.

e. Additional options identified by the District and EGEA.

3. Once a plan for coverage of assessments has been developed, it shall be submitted to the Associate Superintendent, Human Resources and to EGEA for review. The District and EGEA will continue to meet and confer to monitor the coverage of assessments.

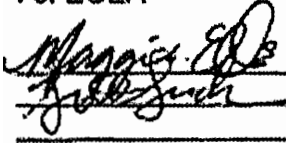
C. General Terms

1. First Addendum to MOU. The Parties’ July 25, 2020 MOU is supplemented by this First Addendum Agreement, and together, (a) the July 25, 2020 MOU, as amended by this First Addendum, constitute the entire understanding and agreement between the Parties, and no addition to or modification of, any term or provision of these Agreements shall be effective unless it is set forth in writing, signed by the Parties.

2. Alternative School Requirements. Relative to this Addendum, in the event that the State of California mandates alternative requirements for schools in response to COVID-19, the Parties agree to immediately initiate negotiations on the impacts.

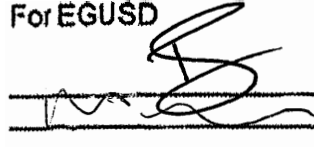
3. Expiration. The Parties agree that this Agreement shall expire on June 30, 2021, but may be extended by mutual agreement.

For EGEA



Dated: 8/7/20

For EGUSD



Dated: 8/10/20



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-foot 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: _____



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)	No	Yes
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:
