



**Memorandum of Understanding Between West Contra Costa USD,
Teamsters Local 856, School Supervisors Association, United Teachers of Richmond, West
Contra Costa Administrators Association, and Adult School Teachers United**

**Spring In-Person Intervention
March 18, 2021**

Voluntary Spring In-Person Student Support (PK-12)

The intent of this Memorandum of Understanding between WCCUSD and its represented bargaining units is to provide in-person support for students in WCCUSD who are identified as needing additional academic and social-emotional support through the end of the 2020-2021 school year. Nothing in this MOU is intended to supersede any other currently existing MOUs.

The In-Person Support Program as detailed below is meant as supplemental instruction. Distance Learning will remain the baseline instruction for all students. Therefore, staff or students who choose not to participate in this Voluntary Spring In-Person Support program shall not suffer a loss in pay or benefits or be otherwise penalized. Staff and students shall not be pressured to participate by district or site administration.

This document is reflective of the Spring of 2021 only. This document is not designed to be representative of what models will be in place for the summer or in the fall when we open the next school year and conditions will most assuredly change between the design of this agreement and that time.

PREAMBLE - The Facts as of March 2021

The District supports and encourages the safety of all employees and supports all employees getting the COVID-19 Vaccinations as the County Public Health continues to prioritize this support. The District has created a Covid Prevention Program (CPP) and has reviewed this plan with all bargaining units.

The pandemic has created significant disruption to the learning environment for all students. The model of distance learning has been beneficial for some students, while others have struggled with lack of social interaction as well as the ability to learn without the interaction that comes from being within a physical classroom.

The underlying science of how the COVID-19, and new variants spread, can be contained, and what is necessary to maintain appropriate conditions has evolved through the past year to a point where several



elements are becoming more clear in methods of prevention. Prevention, however, does not eliminate risks and those risks must be acknowledged and addressed in all plans.

The following conditions are important in understanding the rationale for designing a cohesive reopening strategy and plan and have been defined clearly through the science and analysis of the district's facilities, budget, and staffing capabilities.

COVID-19 is spread from person-to-person contact, typically through respiratory droplets from coughing, sneezing, or talking. The best way to prevent illness is to avoid being exposed to the virus. The CDC recommends everyday preventive actions to help prevent the spread of respiratory diseases. They include:

- a. **Wash your hands** often with plain soap and water. The CDC recommends washing your hands often with soap and water for at least 20 seconds, especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. If soap and water are not available, the CDC recommends using an alcohol-based hand sanitizer that contains at least 60 percent alcohol.
- b. **Cover your mouth and nose** with a double-ply cloth face covering or non-surgical mask when around others.
- c. **Avoid crowds and practice social distancing** (stay at least 6 feet apart from others).
- d. **Get the COVID-19 vaccine**
- e. **Monitor indoor air flow and number of air replacement cycles with outdoor air** - SARS-CoV-2 viral particles spread between people more readily indoors than outdoors. When outdoors, the concentration of viral particles rapidly reduces with the wind, even a very light wind. When indoors, ventilation mitigation strategies help to offset the absence of natural wind and reduce the concentration of viral particles in the indoor air. The lower the concentration, the less likely some of those viral particles can be inhaled into your lungs; contact your eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. Protective ventilation practices and interventions can reduce the airborne concentration, which reduces the overall viral dose to occupants.

In preparation for reopening, the District has worked to mitigate the risks associated with transmission of COVID-19 based upon the above recommendations.

1. **Hand sanitizer and proper hand washing** - The District has purchased and installed hand sanitizing stations at the entrance of all classrooms and main entry points for campuses with the expectation that this is a main practice for all staff and students when on campus.
2. **Masks will be required of all students and staff** when on campus or during campus events. This will be mandatory, and non compliance with mask requirements will be subject to



disciplinary action for employees and dismissal from in-person attendance for students. While the District will supply masks as necessary, it is encouraged that staff and students wear their own cloth mask daily.

3. **The District highly recommends that all staff receive complete doses of the vaccine** prior to beginning any in-person service.

a. It is recognized that the risks of SARS-CoV-2 infection in fully vaccinated people cannot be completely eliminated as long as there is continued community transmission of the virus. Vaccinated people could potentially still get COVID-19 and spread it to others.

b. Because the access to vaccines has not reached all levels of the population there are staff members who still have family members within the household who have not been vaccinated and the risks of transmission from infected individuals could create a risk to their personal households which cannot be mitigated by the District.

4. **Social Distancing guidelines** - The District is following the guidelines of Social Distancing (CDPH) that strongly recommend a 6-foot radius between all individuals.

. Most classrooms have a maximum capacity of 14 students to 1 adult based upon this guidance

a. Common spaces such as multi-purpose rooms and communal rooms have limited capacity and spaces such as weight rooms, band and choir rooms, and other high-touch areas have significant barriers to utilization which limit the ability for the District to implement lunch, recess, or whole group activities until these guidelines are removed.

5. **Air flow monitoring** - The District has evaluated all spaces in regard to air flow and where necessary installed portable air filtration units to increase the amount of air filtration within an hour and replace unit air filters with more effective MERV 13 filters. These are temporary mitigation measures that will require long-term improvements.

Academic Considerations of the Spring Model - The Parties have researched all of the potential models of in-person instruction from hybrid, to cohort based models and have assessed the best opportunities based upon the following parameters:

- Return to in-person is a personal decision for both students/families and staff while there is still community transmission of the virus
- Social Distancing requirements limit the number of individuals inside any given space
- Facilities limitations (based on current CDPH requirements) do not allow for a safe implementation of lunch or full scale recess
- Academic needs of students require continuity of instruction and preclude the regrouping of classes at this juncture.
- The impact of Distance Learning and learning loss is real for some students and they need additional, not substituted supports
- Loss of Social Interaction is significant for some students who need to have the opportunity to learn in groups and reconnect with their peers



Our tenets for spring reopening are grounded in strong pedagogy aligned with the Multi Tiers of Student Supports (MTSS) model:

1. **Strengths Based Approach.** We have a unique opportunity to take a strengths based approach to understand individual student and community assets and needs, and to build in new and innovative ways to elevate strengths and address needs
2. **Targeted, high needs students first.** Wholesale return to in person instruction for the full day for all students is not possible within the county public health mandates at this time and the social distancing constraints
 - a. Maintaining stable cohorts with increased flexibility for “piercing the bubble” while in the Red Tier allows specialists and paraprofessionals to join stable cohorts safely
 - b. Contra Costa County is anticipated to remain within the Red Tier for at least the next 6 weeks, if not longer into the summer
3. **Hybrid Instruction does not meet all students’ needs.** “Room and Zoom” (concurrently teaching students live in the classroom and virtually) is a new way of teaching requiring different pedagogical techniques than either all in person or all virtual, and has been demonstrated to be difficult for teachers to adapt to and less effective for students
4. **Stability for students is important.** Routines are important for the stability and function of systems - to make wholesale changes to school schedules and teachers at this point in the year will disrupt teaching and learning for all.
 - a. Student’s families have established routines and childcare given the current instructional model
 - a. Changes to the schedule may reduce access to instruction for our most vulnerable learners
5. **Historically underserved students must be prioritized.** COVID-19 has altered the developmental trajectory of many children. COVID-19 has exposed and exacerbated previous inequities in educational access
6. **Addressing mental and social emotional health is essential.** The conditions of COVID-19 have resulted in an increase in mental health and social emotional needs for some students resulting from isolation and home/community conditions
7. **Special Education requirements must be met.** All requirements for Free and Appropriate Education (FAPE), including initial and triennial assessment timelines, are in place for special education
8. **SB 86 Funding is needed.** The district needs the funds tied to compliance with SB86 to maintain staff, programs and services

Based upon this knowledge of the facts and circumstances of COVID-19, along with an analysis of the best practices available, the **foundation for a Spring Intervention Plan** is the following:

- Distance Learning shall remain the primary mode of instruction within the current schedule through the end of the regular 2020-21 school year
- A focus on targeting high needs students who require in-person support to effectively access distance learning particularly:



- Those in the identified groups: Pupils with disabilities, youth in foster care, homeless youth, English language learners, pupils from low income families, pupils without access to a computing device, software, and high-speed internet necessary to participate in online instruction, "disengaged pupils," credit-deficient high school pupils, pupils at risk of dropping out, pupils with failing grades, and pupils identified as needing social and mental health supports. Some students now require additional support to close instructional gaps and/or address social emotional needs that have grown during the pandemic
- Some students require additional support to close instructional gaps prior to COVID, particularly African American students who have historically been the lowest performing student group in the district
- Students with severe to profound disabilities are particularly impacted by challenges to access associated with Distance Learning
- A focus on activities and programs to support social and emotional health will be prioritized and we aim to implement targeted research based interventions in both academic and mental health / social emotional learning, with data tracking, is a well-established and effective approach to closing student learning gaps and increasing meaningful access to school
- A focus on in-person Special Education assessments. Special education assessors have been unable to make eligibility determinations and thus meet IDEA requirements to identify students for special education and related services within required timelines. This is leading to legal liability for the district and may be leading to a delay in essential services to meet student learning needs



**Memorandum of Understanding Between West Contra Costa USD,
Teamsters Local 856, School Supervisors Association, United Teachers of Richmond, West
Contra Costa Administrators Association, and Adult School Teachers United**

**Spring In-Person Intervention
March 15, 2021**

1. Vaccinations are a foundational component of safe reopening

- a. Prior to participating in the Spring In-Person Support Program, all certificated educators volunteering must verify that they have had the opportunity to schedule and/or receive a vaccination.
- b. While Contra Costa County remains in Red or Purple Tier, those educators who have received their full vaccination (2 shots Pfizer/Moderna or 1 shot Johnson&Johnson) with a 2 week waiting period will be eligible to participate.
- c. If/when Contra Costa County moves to Orange Tier, educators who have been partially vaccinated(1 shot in 2 shot series) will be eligible to participate.
- d. As this is a voluntary option, Certificated educators who are unable or unwilling to be vaccinated will not be eligible to participate in the Spring In-Person Support Program.

2. Ongoing asymptomatic testing is critical to a safe return

- a. WCCUSD will follow all testing cadence requirements as defined by the California Department of Public Health (CDPH).
- b. In addition, in an abundance of caution, the District will provide mandatory no-cost every other week asymptomatic/surveillance testing to ALL staff and students who participate in the Spring In Person Support Program during the Red Tier (4-10/100k daily new cases)
 - i. Upon entry to the Orange Tier (1-3.9 daily new cases/100k) or lower, this testing cadence shall be reduced to a monthly scientifically based appropriate random sampling testing cadence. The percentage of students tested will be mutually determined by the District and associations.
 - ii. Random asymptomatic testing shall be discontinued upon entering the Yellow tier
- c. Additionally, WCCUSD will provide no-cost symptomatic testing to ANY staff or student who has been exposed or potentially exposed to COVID-19 before allowing their continued participation in the in-person program.



3. Health Screening is necessary for a safe reopening of the campuses

- a. All students, employees and essential_visitors will complete a screener questionnaire before returning to in-person instruction.-
- i. Students will be allowed access to campus upon submission, and verification of completed screener questionnaire that is submitted by the parent that attests that the parent will not send the student to school if they are displaying any symptoms.
 - b. The District shall provide digital thermometers to staff to utilize to provide additional screening upon the arrival of students to in-person instruction.
 - c. Staff and students who develop any symptom consistent with COVID-19 will be sent home or sent to an isolated sick room on site pending travel home. The sick room shall not be a public, shared workspace and shall be staffed by at least 1 district employee who is CPR/First Aid certified (or in the process of obtaining certification through Adult School, if possible) and does not have an additional daily role that would conflict with their ability to do full time sick room supervision. Supervising staff shall not be required to sit inside the Isolation Room in order to mitigate risk of spread. The District will prohibit access to non-essential visitors on its campus. Anyone with any symptoms consistent with COVID-19 shall not be allowed on campus.
 - d. Staff or students who have had documented close contact with a person with COVID-19, as defined by CDPH will not come to work or to class until cleared by health officials. Students or families will contact the Attendance Office to report a documented contact with a person with COVID-19. All OTS staff shall have a copy of the flow chart for Covid Reporting and Response in order to log any reported potential COVID exposures with the district Covid Team.
 - e. In the event that the certificated staff person responsible for a cohort is unable to be physically present, the cohort shall be cancelled for the day.

4. Training for all staff is essential for safety and effective program delivery.

- a. To help prevent the spread of COVID-19, prior to any school or central office reopening, the District will train its employees in appropriate measures (public health measures, hygiene, sanitation, etc.) to prevent the spread of the virus and will ensure its facilities (school site or central office) have the necessary District-funded supplies for preventative sanitation measures.
- b. This training shall be provided virtually, when possible, the day prior to the beginning of in-person instruction.

5. Contact Tracing is essential for slowing the spread of COVID-19

- a. The district will continue to update its dashboard showing all COVID-19 cases by school site/building, regardless of whether it has been determined that the case was transmitted “on campus” or due to “community spread”.
- b. Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing, in conjunction with local health department officials. The District shall



inform all bargaining unit members who were on the premises at the same worksite as the individual during the infectious period of their potential exposure in writing within one (1) workday. This notice shall also include a description of the COVID-19 related benefits available to unit members and the district's disinfection plan that will be implemented. A copy of such notice shall be provided to UTR, ASTU, SSA, Teamsters and WCCAA at the same time it is provided to the affected unit members. The District shall create and maintain a Public Dashboard that reports all instances of positive cases at all schools and worksites. The Dashboard shall be updated within 24 hours of the District receiving confirmation of a positive test.

c. In the event that one member of a household is reported as potentially being exposed to COVID, the entire household, regardless of which sites they attend, shall follow Covid isolation procedures.

6. Identified High Needs Students are the first focus

a. Definitions

i. For the purposes of identification for this program, "high need students" are defined by the district, based upon the roster of students on March 15th, 2021 as Preschool through 12th grade students who fall into one or more of the following categories:

- Homeless
- Foster Youth
- English Language Learner
- African American students
- Students unable to access online learning due to lack of internet or connected device
- Students with IEPs in Self Contained Classes (ESN and MMSN) or Full Inclusion
- Students who are chronically absent/disengaged
- Students at risk for abuse, neglect, or exploitation
- Students needing in-person special education eligibility testing
- Students identified as having severe social emotional needs, as determined by CARE / COST / SST / IEP, history of Risk Assessment and/or hospitalizations.

b. Placement Criteria -

.Students shall be placed into stable cohorts for small-group support and/or scheduled for 1:1 support based on the following criteria:

- Intensity of need as determined by IEP team or in consultation between site administrator and classroom educator
- Existing educator/provider relationship to student
- Geography



- Other factors as determined by the IEP team or in consultation between site administrator and classroom educator

7. **The District's main in-person program will be to offer in person targeted tier 2 and tier 3 instruction** to identified prioritized Preschool - Grade 12 students and the following services may be offered to students participating in the Spring In-Person Support Program, depending on availability and need

- a. This intervention is taught and physically supervised by credentialed teachers and/or credentialed or classified staff which may, or may not, be the assigned staff of the student
- i. It is the understanding of all parties that the supports provided during the In Person Support Program are not a full substitute for Virtual Learning and are supplemental to support student progress in key learning outcomes and that all students who participate in the program will continue to receive Virtual Learning as their primary mode of instruction
- b. Content will be focused on core academic areas, language development and social-emotional learning.
- c. Other in-person supports in this model include:
 - .1:1 Social-emotional counseling
 - i.1:1 College/career counseling
 - ii.1:1 academic intervention and support
 - iii.Small Group academic intervention and support
 - iv.Small group college/career counseling
 - v.Small group social-emotional support
 - vi.Special education students identified as not benefitting from teletherapy or virtual Specialized Academic Instruction (SAI) may be invited to receive in person services in order to make meaningful progress toward goals.
 - The district shall recall any laid off paraprofessionals, increase part-time paraprofessionals to full time, and hire additional paraprofessionals as needed as described in AB86 Section 43522 (a) 1 in order to meet this need.
- vii.Direct Services (SLP, Psychologist, OT, etc.) may be offered during the normal workday for the duration of this MOU.
- viii.1:1 special education initial and triennial evaluations by a Service Provider may be offered. Assessors will be provided all appropriate PPE as per Section 13.d of this agreement
- ix.Initial assessments shall be prioritized, beginning with closing all open assessments, per CDE requirements

8. **Additional support for non-high need students**



- a. In the event that there are additional cohort spaces above and beyond what is needed to support district-identified high need students, sites shall assess the remaining available space and staffing capacity and invite students in PS-12 to participate in the additional support program.
- b. Pre-school- 12th grade students shall be invited into in-person learning cohorts, arranged by subject matter(at the secondary level only), beginning 3 days after high-needs students have returned
- c. Students at Title I schools shall be prioritized for any available cohort spaces within their grade span.
- d. Outdoor afterschool programming and other site based programs run by currently contracted community partners will be allowed, provided they follow all safety and sanitation measures as described in this document. Community partners shall be responsible for cleaning any outdoor structures they choose to use with approved district cleaning supplies.
- e. Programs will be accessible to all students as described above, and students with disabilities will be invited to accommodations meetings to determine how needs related to their disability can be accommodated.

9. The In-person support schedule for certificated staff supporting student needs will utilize the following parameters

- a. Cohorts will meet Monday-Wednesday and Fridays from 2pm to 4pm, and:
- b. Social Emotional/Small Group in-person activities may be scheduled on Fridays between 11am and 2pm and on Thursdays between 2pm and 4pm, provided that the activities do not conflict with Food Service Community Distribution
- c. Other services scheduled depending on assessed need and provider availability.
- d. UTR Service Providers and other non-classroom teachers electing to provide in person support may choose from the following options:
 - i. Mandated IEP Testing
 - ii. Academic/social emotional support (including IEP services)
 - e. Service Providers have the option to schedule Mandated IEP Testing and IEP Service Provision during the scheduled workday.
 - f. Employees will be notified of their site and cohort list at least 3 days prior to the program start date.
 - g. Employees who choose to participate in this program shall be considered to have met their Office Hour and Professional Development requirements.
 - h. 1 hour every Friday shall continue to be utilized for the purpose of a Monthly Staff Meeting or Staff Collaboration.
 - i. OTS staff will be allowed to rotate in-person work days so as to minimize the amount of people in shared work spaces. Schedules to be agreed upon with site administrators.

10. Small Cohort/Class Sizes are a critical component to support student learning



- a. Students shall be placed into cohorts of no more than 10 students/educator
- b. MMSN cohorts shall be no more than 8 and shall have 1 classroom support aide per cohort in addition to any 1:1 aides needed by students within cohorts
- c. ESN cohorts shall be no more than 6 and shall have 1 classroom support aide per cohort in addition to any 1:1 aides needed by students within cohorts
- d. When creating cohorts, the number of adults, including support personnel, in the room will be calculated to ensure that at no time are there more than 11 individuals interacting as a stable cohort.
- e. Music, VAPA, PE and other electives may have up to 30 students outdoors upon mutual agreement with the educator
- f. Students may not be at their home site or with their teacher depending on facilities and availability of resources.

11. Location/Building Safety and Ventilation is essential for a successful program.

- a. Employees shall have the opportunity to inspect classrooms, work areas, and other spaces and verify all physical distancing and cleaning safety protocols have been met at least two days- prior to students' return to campus.
- b. Every effort shall be made for employees to provide in-person support from their home campus/classroom unless their campus/classroom is unable to meet physical distancing and ventilation criteria and/or the need to balance the number of students receiving in person support. In that event, employees shall be provided an alternative classroom from which to work which meets safety criteria.
- c. The District has analyzed all classrooms and made appropriate adjustments to enhance air flow to the requirements as defined by the forensic facility audit. Ideally Classrooms shall have
 - i. Windows that can open more than 3" OR, where operable windows are not available, HEPA air purifiers have been installed in classrooms that are mechanically able to bring in outside air.
 - ii. MERV 13 filters installed at school sites that have mechanical ventilation.
 - In addition, to support ongoing monitoring the District will provide an Awair Air Monitoring Device for any teacher that wishes to have such a supplemental monitoring device installed in their classroom due to concerns about air quality.
 - Rooms shall have no more than 800PPM of CO2 when tested, and any room that consistently tests above 800PPM of CO2 shall receive additional ventilation mitigation strategies.
- iii. Maintain 6 feet distance between student desks, teacher desk and teaching area
 - d. The use of outdoor space for student support is highly encouraged. The district shall notify employees as to which common areas at each site can be used for outdoor learning. The site administrator shall create and update an outdoor learning space schedule to ensure that cohorts are not mixing or doubling-up in outdoor spaces and that cohorts have equal access to outdoor learning time/space. The district shall place clear markers on pathways and in outdoor areas to help students and staff maintain social distancing during outdoor activities.



12. The District will ensure that appropriate PPE is provided

- a. Masks - All adults and students, including those in PreK-2, must wear face coverings over both their nose and mouth at all times on campus. The District shall supply and require the use of 2-ply masks (bandanas or gaiters are not acceptable), in accordance with the strictest federal, state, and local guidelines currently in effect, for all staff and students. Every employee who requests, shall receive an N95 or KN95 mask and replacements as needed.
- b. For individuals who cannot wear a mask because of a documented health issue schools will follow the interactive process to identify possible accommodations for those students with a medical condition, mental health condition, or disability which is a barrier to wearing a mask. Mask exemptions and accommodations for students who cannot wear face masks will be determined through the IEP or 504 process.
- c. The District will provide employees who request a Plexiglas/plastic shield for their work station.
- d. Face shields will be provided to all employees upon request. The District will replace damaged or severely worn masks.
- e. For staff working with students with identified medical procedures, toileting or behavior needs, staff will be provided additional / specialized PPE to include: bite guards / sleeves, surgical gloves, gowns, surgical masks, plexiglass barriers KN95 masks, N95 respirators, and face shields/goggles as needed.

13. Appropriate Sanitation and Cleaning Procedures will be implemented

- a. Employees will be provided with disinfectant wipes and/or microfiber cloths and disinfectant spray in order to wipe down surface areas between cohorts to be completed in the 15 minute transition period
- b. Hand Sanitizer & Soap - The District shall comply with the following hand washing logistical requirements:
 - i. Every room with a sink shall be stocked with soap, hand sanitizer, paper towel dispensers.
 - ii. Every classroom shall be provided with a hand sanitizing dispenser.
 - iii. Non-classroom workspaces shall be provided hand sanitizer.
 - iv. Hand sanitizer shall be provided at designated ingress and egress point.
 - v. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked immediately as needed and prior to the beginning of each day.
- c. Handwashing - Students, employees, and visitors shall be required to wash their hands or use hand sanitizer upon entering district sites and every time a classroom is entered.
- d. The classroom will be thoroughly cleaned each day by the Custodial Staff once the classroom is empty.



- e. Classroom educators shall be responsible for using district-provided dual language door signage to identify if their room is In Use or Needs Cleaning so that custodial staff is able to clean without interruption.
- f. The district will hire custodians as needed in consideration of COVID19 cleaning protocols. The district shall recall any laid off paraprofessionals, increase part-time paraprofessionals to full time, and hire additional paraprofessionals as needed as described in AB86 Section 43522 (a) 1 in order to meet this need.
- i. The District shall hire a consultant affiliated with the Coalition of Adequate School Housing to conduct a review of the District's custodial services staffing, work assignments, and protocols. Both the consultant and the scope shall be mutually determined by labor and management and presented to the board for approval.
- This review shall include interviews with Labor partners, District staff, and site level staff
 - The consultant shall complete a report and provide a summary presentation of the findings and recommendations to the board of education in a committee meeting for review and determination of next steps.
 - The review shall be completed by June 8th, 2021 and labor partners shall have the opportunity to review and provide additional recommendations prior to the review being forwarded to the board of education committee.

14. The District model will increase support for learners which shall be compensated from AB86 funding that is necessary to implement this model.

- a. All employees who elect to participate in this program shall receive additional compensation, paid-with a COVID Service Stipend in recognition for work done above and beyond normal contract hours and the additional preparation and planning that will be needed in order to provide additional in-person instruction.
- b. The In-person model will require staff to be on campus to support student needs. Even staff that are not providing direct in-person instruction will have additional duties due to the additive nature of our model. Based upon this the following stipends will be offered for those employees that fully participate within the model. All employees participating in this program or who are required to render in person services shall receive a 1-time stipend of \$2500 based upon a start date of April 21, 2021 and prorated thereafter
- c. Upon qualification for AB86 funding, the District shall increase the COVID Service Stipend to all participating in the program by an additional \$750 which shall be determined and certified by the District by June 1, 2021.
- d. Total Payment for both shall be made on the June 2021 pay warrant



15. Distance Learning impacts the ability of our staff to supervise their own children

- a. Employees participating in this program, who do not have other childcare options, may bring their school age child/children to work with them. Prior to beginning in-person support, the employee shall notify their administrator how many children they plan to bring with them.
 - i. The size of their cohort will be adjusted to ensure that cohorts remain small and stable in accordance with this agreement.
 - ii. When possible, the district shall utilize District Babysitters to supervise the children of staff on site. In the event that a babysitter is not available at a given site, employees shall remain responsible for their own children at all times.
 - iii. Employee’s children must follow all safety and screening measures as listed above.

16. Timeline

- a. March 24-April 1st: Students meeting the criteria for additional support are determined in collaboration with teacher/case manager and administration.
- i. Eligible families are contacted by site administration and/or a School Community Outreach Worker.
- b. April 2nd deadline for Staff to return Interest Forms.
- c. By April 12th: Site Administration places students and staff at sites and into cohorts.
- d. April 12-15 teachers will be expected to personally contact all students within their cohort, with support from Admin as needed to reach all families
- e. April 16th shall be designated as a Training Day for all staff. Teachers shall still be responsible for providing Homeroom in the morning.
- f. Students shall begin in-person services on April 19th for identified high need students and April 21st for others students based upon availability of staffing
- g. Surveys for families interested in participating in in-person models that are not identified as high need will be distributed after high needs students have been identified and assigned to cohorts and will be placed in cohorts will be designed based upon staff available.
- .Some staff/students may need to attend a site different from their home site due to availability/ site specific safety issues.
- h. This timeline is subject to change, depending on the ability of the parties to meet all timelines and complete safety procedures as planned.

SAMPLE SCHEDULE FOR IN-PERSON INTERVENTION PROGRAM

Virtual/ In-Person additional services/ In-Person Academic Cohort

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9	Prep	Prep	Prep	Prep	Prep



9-10	Prep	Prep	Prep	Prep	Prep
10-10:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
10:30-12	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) Social Emotional Group activities (in-person) Friday Staff Meeting/ Collab
12-1	Virtual Learning/ Lunch (all)	Virtual Learning/ Lunch (all)			
1-2	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) *Service for SpED students identified for in person support with distance learning	Virtual Learning (all) Social/ Emotional Groups (In Person)
2-3	Academic Cohort (In person)	Academic Cohort (In Person)	Academic Cohort (In Person)	Social/ Emotional Groups (In Person)	Academic Cohort (In-Person)
3-4	Academic Cohort (In person)	Academic Cohort (In person)	Academic Cohort (In person)	Social/ Emotional Groups (In Person)	Academic Cohort (In person)