

**Addendum to the
Memo of Understanding**

**RE: Working Conditions During Phases of Instruction
For the 2020-21 School Year
between
Claremont Faculty Association
and
Claremont Unified School District**

On August 6, 2020, Claremont Unified School District (hereinafter referred to as "CUSD" or "District") and the Claremont Faculty Association (hereinafter referred to as "CFA" or "bargaining unit") entered into a Memo of Understanding (MOU) based on the unprecedented circumstances caused by the novel coronavirus (COVID-19) pandemic. The MOU conveyed the parties' agreement to Phases of Instruction for the 2020-21 school year, constructs and working conditions for Phase 1, including working conditions for Distance Learning/Digital Remote Learning, school schedules, class sizes, member support and other pertinent agreements to ensure the continued service of students and the safety and health of members.

Special Education Assessment

Based on the County of Los Angeles Department of Public Health, Order of the Health Officer's Reopening protocol for K-12 Schools, released on 8/28/20 and revised on 9/2/2020, the District shall implement the assessment of Special Education and English Learner students in person beginning October 5, 2020. In order to ensure the health and safety of students and staff, the following members shall begin to schedule testing of students for IEPs:

- School Psychologists
- Education Specialists
- Speech Language Pathologists
- School Nurses
- Adaptive PE Teacher
- BLAST Lead Teachers (if needed for Childcare for above members while conducting SPED testing)

Assessment of Special Education Students

Initial and Triennials assessments, per parent agreement, can be conducted, at the discretion of the assessment team, to minimize contact with students, which includes utilizing alternative forms of assessment, such as a Review of Records (for Triennial Assessments). Clarification of the requirements for an alternative form of assessment will be provided by the District.

To the greatest extent possible, student assessment shall be completed using a virtual tool. It may be optimal to divide up the assessment and conduct portions of it virtually and portions of it in-person.

For the month of October, 2020, in-person student assessment may be conducted by an outside party, or members who are available and willing. Members who assist in performing assessment of students not on their caseload shall be compensated at the certificated hourly rate (\$36) for work that occurs outside of their workday. CFA and the District agree that beginning in-person assessments of SPED students is vital to the health, wellbeing and services of SPED students and needs to commence when safe to do so. CFA and the District further agree to evaluate conditions toward the end of October to consider moving from members conducting voluntary assessment to all members conducting in-person assessments beginning in November.

In-Person Assessment

Procedures for the in-person testing of students shall be followed:

Prior to Testing

- Prior to the first day of a student's assessment, the assessor shall contact the family via phone/email to schedule the assessment. Upon confirmation from the parent/guardian of the testing time, the assessor shall send the family the Assessment Prior Written Notice Letter with the attached acknowledgement and copy of the Assessment Protocol.
- The assessor must ensure they receive a newly signed acknowledgement sheet for each day of testing.

Location and Environment for Testing

- Testing must be administered in a well ventilated room, with at least one exterior door, of sufficient size to allow the evaluator and student to remain no less than 6' apart from each other. A 6' table shall be provided so that participants can be seated at table ends along with a Plexiglas partition with either a low pass-through or no pass-through (at the member's discretion).
- An exception to 6' separation may be necessary for a specific test instrument.
- Testing outdoors on a school campus may occur at the assessor's discretion.
- Only one student shall be tested in an individual room per day.
- Rooms used for assessment shall have disinfectant spray, paper towels and hand sanitizer, as well as bins for testing materials and pencils for students to keep.
- The following personal protective equipment shall be available to the evaluator:
 - Disposable gloves
 - N95 masks
 - Face shields or protective eyewear
 - Surgical gown/hair covering (must be requested ahead of need)
- Students shall be required to wear a mask or face covering for the duration of their time on the campus for assessment. The assessor may determine if the student needs to pull down their mask for a portion of the assessment or use a clear mask. If the student must pull down their mask for part of the assessment, the assessor must be more than 6' away from the student during that period..
- Assessor and Student shall be the only two individuals permitted in the testing room.
- Antibacterial wipes shall also be available to sanitize testing materials that the student may need to touch. If antibacterial wipes are not available, disinfectant spray and hand towels shall be provided.

Each Day of Testing

- Parent/guardian is to call the office of the school/DO where the assessment is to take place upon arrival. Parent/guardian and student are to remain in the car.
- The assessor is joined by the school Health Services Assistant or designated check-in staff to meet the family in the parking lot.
- While maintaining social distance, the Health Services Assistant/designated check-in staff reviews the parent/guardian checklist to assess for risk factors. The student's temperature shall be taken and must be below 100.4 degrees. If the student meets the risk assessment criteria and the temperature criteria, the Health Assistant/designated check-in staff approves the student's entrance to the campus. If the student fails any of the criteria, the family returns home and the assessment is rescheduled by the assessor. The student must wear a mask to enter campus. If necessary, the student shall be provided a disposable mask by the Health Services Assistant before the student exits the car.

- Upon exit of the car, the student is provided hand sanitizer and the student and assessor walk to testing room.
- To the greatest extent possible, the assessor shall use digital assessment tools, minimizing the need to exchange materials. All materials shall be disinfected prior to and after the assessment.
- At the student's last break in assessment, the assessor or site office staff shall notify the parent of the anticipated end time of the assessment.
- Parent/guardian shall remain in the car. If parent/guardian leaves campus during the assessment, they shall call the school office/DO when they arrive in the parking lot for pick up.
- Assessor shall walk the student to car and confirm the next appointment, if needed.

Post Testing Cleaning

Site custodial staff shall conduct surface cleaning of the testing room prior to the assessor or any other staff re-entering the room. This cleaning shall include the disinfecting of the table and Plexiglas partition, chairs and any other furniture/materials in proximity to the testing table.

Child Care

On-site child care shall be provided to members conducting Special Education assessments during Phase one. Child care must be scheduled in advance using a process determined by the District. If scheduled, a Child Development Teacher shall supervise the assessor's children in a nearby classroom. Children should arrive with any materials/technology/supplies/water/snacks needed for the duration of the assessment and no classroom materials/technology may be utilized.

Additions or Revisions to August 6th MOU

Other Conditions

During the month of October 2020, while members volunteer to conduct assessments, a unit member who tests positive for COVID-19 after working with a student, and is required to be quarantined, "sheltered in place," or self-quarantine based on medical advice or governmental recommendations/directives, and is not able to perform work duties while in quarantine, shall first utilize any leave provided in the Family First Coronavirus Response Act (FFCRA). If not cleared to return to work upon expiration of FFCR Leave, the member shall remain in paid status, without deductions from any District leave, for up to 10 additional days if the District is notified by County Public Health that the student the member was assessing is positive for COVID-19 or if the CUSD Health Service Coordinator determines, through contract tracing, the student was the person who infected the staff member. Should a member file for a Workers Compensation claim due to contracting COVID-19 from a student, the FFCRA and additional 10 days shall run concurrently with any Workers Compensation allocation.

CORE

The following-procedures shall apply to the teachers who are teaching in the CORE program:

All students will be assigned to courses and receive instruction via a Canvas distance learning program, either using CUSD teacher-designed Canvas courses or Edgenuity integrated Canvas courses.

Elementary

Students participate in daily synchronous instruction for 50% of their daily instructional minutes. The remaining 50% of students' instructional minutes being asynchronous/independent work with support.

Teachers shall conduct office hours, individual 1:1 sessions, small groups, social interaction, study sessions, SEL check-ins, ELD instruction, etc. at teacher's determination.

Secondary

El Roble:

- Teachers who are assigned a Canvas Course as part of their regular instructional sections shall provide synchronous instruction for 50% of their designated period instructional minutes with the remaining 50% of students' instructional minutes being asynchronous/independent work with support.
- Teachers who are assigned an Edgenuity section shall meet with students as needed.
- Teachers shall conduct office hours, individual 1:1 sessions, small groups, social interaction, study sessions, SEL check-ins, ELD instruction, etc. at teacher's determination.

Claremont High School:

- Teachers who are assigned a Canvas Course as an overage/6th section shall provide daily synchronous instruction for 30 instructional minutes of their designated period with the remaining instructional minutes being asynchronous.
- Teachers who are assigned an Edgenuity section shall meet with students as needed.
- Teachers shall conduct office hours, individual 1:1 sessions, small groups, social interaction, study sessions, SEL check-ins, ELD instruction, etc. at teacher's determination.

CHAMP

The following-procedures shall apply to the teachers who are teaching in the CHAMP program:

Elementary

- Teachers shall meet with each student for a minimum of 1 hour/week.

Secondary

- Teachers shall meet with each student for a minimum of 1 hour/week.

First Day of School Schedule

- Elementary – Teachers shall meet synchronously with their class for a length of time agreed upon through the a Shared Decision Making process.
- Secondary – Each period shall meet either synchronously or asynchronously (with a pre-recorded video from the teacher) for a time agreed upon through the a Shared Decision Making process.

Daily Schedules

Members are required to create a general daily schedule that details times when synchronous and asynchronous instruction occurs. The schedule shall be submitted and approved by the principal, distributed to parents and abided by for each school day. Should the schedule need to be changed, the teacher will submit the changed schedule to their principal before implementation. The parties agree to review site schedules at the end of September 2020 to evaluate implementation.

Working Conditions for all Members

The contractual meetings will continue as currently enumerated in the certificated CBA. Administration and site leadership may agree to schedule meetings at a different time during the day to best fit with other work to be completed. Attendance is mandatory. Flexibility as to the configuration of collaborative data and student achievement meetings shall be allowed.

Teachers may require students to use their device's camera and/or microphone for live, synchronous participation. Students and/or parents may not record or photograph a member or another student without consent. Parents who are present during class synchronous meetings must notify the teacher in advance that they will be present.

Elementary Schedule for Phase 1 Distance Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45	Teacher Prep and Planning	Teacher Prep and Planning	Teacher Prep and Planning	Teacher Prep and Planning	Teacher Prep and Planning
8:45-9:50	Synchronous and Asynchronous Activity	Synchronous and Asynchronous Activity	Wednesday Check In * Asynchronous Activity	Synchronous and Asynchronous Activity	Synchronous and Asynchronous Activity
9:50-10:00	BREAK	BREAK		BREAK	BREAK
10:00-12:00	Synchronous and Asynchronous Activity	Synchronous and Asynchronous Activity		Synchronous and Asynchronous Activity	Synchronous and Asynchronous Activity
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-2:30	Office Hours, Student Support and Asynchronous Activity	Office Hours, Student Support and Asynchronous Activity	Asynchronous Activity	Office Hours, Student Support and Asynchronous Activity	Office Hours, Student Support and Asynchronous Activity

Instructional Block Construct: Morning Meeting, Social Emotional Learning Activities, PBIS Expectations, Live whole class instruction, live small group instruction, independent work with live guided support

Instructional Minutes:

Monday, Tuesday, Thursday and Friday:

- TK-K: 180 Instructional Minutes each day
90 minutes synchronous/90 minutes independent work with support
- 1-3: 230 Instructional Minutes each day,
115 minutes synchronous/115 minutes independent work with support/asynchronous work
- 4-6: 240 Instructional Minutes each day,
120 minutes synchronous/120 minutes independent work with support/asynchronous work

Wednesday:

- 180, 230 or 240 Instructional Minutes – 20-30 Social Emotional Learning activities + remaining instructional minutes as asynchronous work

* Wednesday Schedule: Check In - Teacher live with class for 20-30 minute Social Emotional Learning activity. The remainder of the day is asynchronous instruction for students, 1 hour targeted student support (teachers reaching out to students who need support), staff contractual meetings, staff collaboration, and teacher planning and prep.

El Roble Schedule for Phase 1 Distance Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Office Hours and Intervention	Office Hours and Intervention	Office Hours and Intervention	Office Hours and Intervention	Office Hours and Intervention
8:30-9:50	Period 1	Period 4	Wednesday Check In *	Period 1	Period 4
9:50-10:00	BREAK	BREAK		BREAK	BREAK
10:00-11:20	Period 2	Period 5	Asynchronous Activity	Period 2	Period 5
11:20-12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:20-1:40	Period 3	Period 6		Period 3	Period 6
1:40-2:30	Office Hours and Intervention	Office Hours and Intervention	Asynchronous Activity	Office Hours and Intervention	Office Hours and Intervention

Instructional Minutes

- Monday/Tuesday/Thursday/Friday : 240 per day = 3 periods x 80 minutes each
- Wednesday: 240 per day – 20-30 Social Emotional Learning activities + 210 – 220 minutes asynchronous work

Class period construct: At least 40 minutes live instruction/40 minutes independent work with support

* Wednesday Schedule: Teacher live with Grade Level assigned students for 20-30 minutes of Social Emotional Learning activities. The remainder of the day is asynchronous instruction for students, 1 hour targeted student support (teachers reaching out to students who need support), staff contractual meetings, staff collaboration, and teacher planning and prep.

All teachers must provide asynchronous activities for students on Wednesdays.

CHS Schedule for Phase 1 Distance Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Period 1	Period 2	Asynchronous Activity	Period 1	Period 2
9:00-9:10	BREAK	BREAK		BREAK	BREAK
9:10-10:15	Period 3 (Wolfcast)	Period 4 (Wolfcast)	Wolf Den Asynchronous Activity	Period 3 (Wolfcast)	Period 4 (Wolfcast)
10:15-10:25	BREAK	BREAK		BREAK	BREAK
10:25-11:25	Period 5	Period 6		Period 5	Period 6
11:25-11:35	BREAK	BREAK		BREAK	BREAK
11:35-12:35	Period 7	Period 8	LUNCH	Period 7	Period 8
12:35-1:05	LUNCH	LUNCH		LUNCH	LUNCH
1:40-2:30	Office Hours and Intervention	Office Hours and Intervention	Asynchronous Activity	Office Hours and Intervention	Office Hours and Intervention

Instructional Minutes:

- Monday/Tuesday/Thursday/Friday: 240 per day = 3 periods x 60 minutes each + 20 minutes per period asynchronous work in afternoons
- Wednesday: 240 per day – 20-30 Social Emotional Learning activities + 220 – 230 minutes asynchronous work

Class period construct: At least 40 minutes live instruction/20 minutes independent work with support, plus student completing remaining 20 minutes per period asynchronous work during afternoons.

* Wednesday Schedule: Teacher/Administrator/Counselor Live with Wolf Den students for 20-30 minutes of Social Emotional Learning activities. Students will be grouped by grade level for Wolf Den classes. Wolf Den classes will be led by all administrators, counselors and teachers.

The remainder of the day is asynchronous instruction for students, 1 hour targeted student support (teachers reaching out to students who need support), staff contractual meetings, staff collaboration, and teacher planning and prep. All teachers must provide asynchronous activities for students on Wednesdays.

Student Support

Level 1

If a student has been participating in class activities, but does not participate in synchronous or asynchronous activities for three (3) consecutive school days or seven (7) total days in one grading period, and the lack of participation is not excused by the parent via excused absence, the classroom teacher will reach out to the student and/or parent via phone call and email or other means of digital communication (Canvas message, Remind, Class Dojo). If efforts to reengage student in class activities are not successful, teacher will refer student to Level 2 support.

Substitutes

Should a member need to take 1-3 consecutive days of Illness or Injury Leave, the member shall provide content in their Canvas course for students to complete for those days. Directions for synchronous instruction shall be provided for the substitute. The member shall select the substitute from the "Canvas Subs list" and add the substitute in the "substitute" role to their course for the duration of the time that substitute covers their course.

Should a member need 4 or more consecutive days, they shall notify their supervisor.

Health Guidelines

Daily cleaning and Disinfecting

For elementary cohorts, disinfection cleaning shall be conducted between cohorts occupancy of the classroom and be in full compliance with State/LA County Department of Health guidelines. Members and students shall not be required to clean or disinfect rooms between cohorts.

Term

This addendum to the MOU shall expire in full without precedent on the same date as the MOU, unless extended by mutual written agreement. Either party may request negotiation of any component of this MOU or additional concerns not enumerated in this MOU at any time.

Kara Evans
President
Claremont Faculty Association

Date: _____

Kevin Ward
Assistant Superintendent, Human Resources
Claremont Unified School District

Date: _____