

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
BOARD OF EDUCATION**
“Building a Bright Future for All Learners”

**Special Board Meeting
Friday, July 31, 2020**

6:00 p.m. Open Session

ZOOM Teleconference
Meeting ID
Phone Participation

Link: <https://zoom.us/j/87498073276>
874 9807 3276
408-638-0968

AGENDA

The teleconference meeting is being recorded and is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020. The open and closed session is being held by phone or video conference.

The public may observe the open session meeting by using the zoom link or phone number on the agenda.

Public Comment will be accepted by teleconference or phone following the teleconference protocol included in the board packet.

- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to avillano@galt.k12.ca.us by 12:00 p.m. on Friday, July 31, 2020 and is limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations in order to observe or participate in the Board meeting are invited to contact Alicia Villano at 209-744-4545 or at avillano@galt.k12.ca.us by 12:00 p.m. on Friday, July 31, 2020.

A. Call Meeting to Order, Flag Salute

B. Teleconference Board Meeting Protocol

C. New Business

- | | | |
|---------|---|--------|
| 202.101 | Board consideration of approval of GJUESD and GEFA Memorandum of Understanding (MOU) approving the MOU regarding the issues related to the coronavirus COVID-19 and Reopening Schools through Distance Learning | MOTION |
| 202.102 | Board consideration of approval of GJUESD and GEFA Memorandum of Understanding (MOU) approving 2020-2021 Teacher Staffing Procedures for the GLEE Home Learning Academy | MOTION |
| 202.103 | Board consideration of approval of GOORU Contract to support reopening school models through acceleration, intervention, tracking and supporting growth and achievement. | MOTION |

D. Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics
3. CSBA Social Media & Training for School Boards

E. Adjournment

The next regular meeting of the GJUESD Board of Education: August 26, 2020

Board agenda materials are available for review at the address below.

Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
(209) 744-4545



Galt Joint Union Elementary School District

TELECONFERENCE BOARD MEETING PROTOCOL

I. SESSION INTRODUCTION

1. **Everyone, please Mute Device:** Phone or Computer Device
2. **Session is being recorded**
3. **Chat box is for public comment only when prompt is given.**

II. MAKING PUBLIC COMMENT PER ACTION ITEM

OVERVIEW OF INDICATING PUBLIC COMMENT PER DEVICE OR METHOD

A. COMPUTER DEVICE

1. Please type into chat box
2. Type **name** and **agenda item** topic
3. You will be called to comment
4. Public comment is three minutes.

B. PHONE

1. Share **name** and **topic** when asked by the meeting facilitator
2. Mute phone
3. You will be called to comment
4. Public comment is three minutes.

C. EMAIL

1. E-mail public comments sent to avillano@galt.k12.ca.us by **12:00 p.m. on the Friday prior to the Board meeting** will be read aloud when asked by the meeting facilitator. Email public comment is limited to 450 words.

III. BOARD VOTE AND CONNECTIVITY

A. ACTION ITEMS

1. For action items, the motion will be followed by a roll call vote.

B. CONNECTIVITY INTERRUPTION

1. For action items, the motion will be followed by a roll call vote.
2. Should a board member lose connectivity by teleconference or phone, the meeting will be delayed five minutes before reconvening.



Board Meeting Agenda Item Information

Meeting Date: July 31, 2020	Agenda Item: 202.101 Board consideration of approval of GJUESD and GEFA Memorandum of Understanding (MOU) approving the MOU regarding the issues related to the coronavirus COVID-19 and Reopening Schools through Distance Learning
Presenter: Karen Schauer	Action Item: XX Information Item: Public Hearing:

GEFA and GJUESD have developed an agreement for reopening schools initially with Distance Learning throughout the first trimester with alignment to the GJUESD Initial Transitional Reopening Schools Model. The MOU includes:

1. Distance Learning Schedules and Accountability
2. Health and Safety on Campus
3. Leaves

Fiscal Impact:

Federal one-time Coronavirus Aid, Relief, and Economic Security (CARES) Act emergency funding will cover the three additional days for educator professional development \$300,000 and can be used to offset leave costs beyond the Families First Coronavirus Relief Act (FFCRA).

Attachments:

1. MOU for COVID-19 Issues and Initial Reopening of Schools through Distance Learning
2. GJUESD Initial Transitional Reopening Schools Model

MEMORANDUM OF UNDERSTANDING BETWEEN
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
AND
GALT ELEMENTARY FACULTY ASSOCIATION

July 30, 2020

The Galt Joint Union School District (“District”) and the Galt Elementary Faculty Association (“Association”), jointly known as the Parties (“Parties”) enter into this Memorandum of Understanding (“MOU”) regarding the issues related to the coronavirus COVID-19 and the physical opening of schools and the provision of distance learning during the 2020-2021 school year.

As of the date of this MOU, the Parties recognize that the COVID-19 pandemic necessitates significant modifications to the operation of schools to minimize the health risks associated with COVID-19 infection for all students, staff, and their families while also providing equitable access to education for students. The mutual goal is to do no harm to students and staff while providing the best possible learning opportunities for students. This agreement only applies to the temporary effects due to COVID-19 in 2020-2021 and shall not be precedent setting for future contract negotiations.

GJUESD and GEFA acknowledge the local health orders must be followed per the law. GJUESD will utilize local health recommendations and the Governor’s metrics to determine the safe reopening of schools. The District will assess the ability to commence the hybrid model at the beginning of the grading period (e.g., November 17, 2020). The parties acknowledge it could take approximately four to six weeks to transition to a hybrid model. The parties will continue to meet and negotiate safety measures and how to safely reopen our schools under the guidance parameters outlined above, with negotiated safety measures in place before the reopening of schools.

The Parties affirm the obligation to comply with all provisions of the Collective Bargaining Agreement (“CBA”) except as otherwise agreed to in this MOU. Further, the Parties affirm that all provisions of the Educational Employment Relations Act (“EERA”) California Government Codes 3540 et seq. apply and remain in effect.

Given the current situation throughout the county of Sacramento, and the desire to provide consistent quality education to the students in the district, the parties agree to open the 2020-2021 School Year in a Distance Learning model. The School Board approved Initial Transitional Reopening Schools Model included in this agreement as Addendum “A” provides

conditions under which students and staff can return to in-person learning. Level 1 Distance Learning shall be in effect for the entire first trimester. District and GEFA will work together to ensure that equitable services to high needs learners are provided.

Change in work year: (changes Article VI for this year only)

For the 2020-2021 school year, the parties agree to a 189 contract day year for teachers (191 for new teachers). The modified year allows for 8 Professional Development Days prior to instruction starting. These days will be used for teachers to prepare and train for Distance Learning. Schedules and activities will be chosen by the teacher or PLC. The district and/or site administration may determine the use of up to 10 scheduled hours virtually. Teachers will not be required to meet with students face to face. Bargaining Unit members shall not be directed or required to report to the district in person while working under the current Distance learning model.

The Parties agree to the following:

ARTICLE 1: DEFINITIONS

- 1.1 “Classroom” – Any academic, learning, assessment, or instructional space used by students, certificated, classified, parents, administrators, or other adults on a school campus. This applies to both indoor and outdoor learning spaces, and includes libraries, computer or scientific laboratories, study halls, or any other common space on a school campus.
- 1.2 “Cohort” – A group of students that maintains social isolation and physical distancing. Cohorts are designed to remain stable and intact to prevent the spread of infection and illness arising from COVID-19.
- 1.3 “Common Equipment” – Any school equipment or structures that are designed to be used or shared by more than one individual. This includes, but is not limited to, technology, books, computers, recess/playground equipment, physical education equipment, pens, pencils, etc.
- 1.4 “Common Space” – Any indoor or outdoor space on a school campus designed or commonly used by more than one group of individuals. This includes, but is not limited to, school offices, nurse stations, playgrounds, blacktops, quads or outdoor gathering spaces, hallways, bathrooms, etc.

- 1.5 “Face Coverings” – Cloth face coverings or masks as recommended by federal, state, and local public health guidance.
- 1.6 “Hand Sanitizer” – Product must contain at least 60% alcohol. Ethyl alcohol is preferred and should be used when there is the potential of unsupervised use by children. Isopropyl alcohol hand sanitizers are more toxic and can be absorbed through the skin. Hand sanitizers containing methanol are toxic and shall not be used. (See CDC and FDA Advisories.)
- 1.7 “Personal Protective Equipment” – Equipment that is used to limit or prohibit the transmission or infection of COVID-19 from person to person. It is also commonly referred to as Essential Protective Equipment or Essential Protective Gear and includes face coverings, masks, N95 respirators, face shields, neck guards, barriers, gloves, goggles, etc.
- 1.8 “Physical Distancing” – Social distancing to help decrease the spread of the virus by increasing the space between people to at least six (6) feet and reducing the number of different people with whom a person interacts.
- 1.9 “Synchronous Learning” - Refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, whereas “Asynchronous Learning” will happen independently without place or time constraints.

ARTICLE 2: DISTANCE LEARNING

Consistent with *Education Code Section 43503* as amended by SB98, if as a result of the orders and guidelines issued by federal, state, or local public health officers, the District is unable to provide a safe and healthy in-person learning environment for all students as required in Sections 2.0 and 3.0, distance learning shall be offered for students.

- 2.1 All students will receive both synchronous and asynchronous instruction five days per week through distance learning. The lesson design and type of instruction provided shall be at the discretion of the teacher.
- 2.2 The minimum daily instructional minutes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), and 4-8 (240 daily minutes), are in effect for the 2020-2021 school year. (Ed Code 43501) The minimum number of minutes can include a combination of both synchronous (live) and asynchronous (independent) learning.

- Kindergarten 180 minutes
- Full Day K- Grade 3 230 minutes
- Grade 4 - 8 240 minutes

2.3 Synchronous minimum instructional time expectation for distance learning.

2.3.1 Daily live interaction with all students is expected in grades TK-8.

2.3.2 Preschool: a minimum of 20 minutes, twice a week, must be completed through instruction; on a biweekly basis, 5 minutes will be added (may be amended if this is not in line with CDE State Preschool Guidelines).

2.3.3 Grades TK-K: a minimum of 30 daily minutes must be completed through synchronous instruction and up to an additional 1 hour of targeted small group instructional support based on student needs.

2.3.4 Grades Full Day K-1: a minimum of 40 daily minutes must be completed through synchronous instruction and up to an additional 1.5 hours of targeted small group instructional support based on student needs.

2.3.5 Grades 2-3: a minimum of 60 daily minutes must be completed through synchronous instruction and up to an additional 2 hours of targeted small group instructional support based on student needs.

2.3.6 Grades 4-6: a minimum of 90 daily minutes must be completed through synchronous instruction and up to an additional 1.5 hours of targeted small group instructional support based on student needs.

2.3.7 Grades 7-8: a minimum of 180 daily minutes must be completed through synchronous instruction and up to an additional 1 hour of targeted small group instructional support based on student needs.

2.3.8 The certification of daily instructional time will need to be certified by each sped, gen-ed, or both teachers.

2.4 Content shall be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2.5 All TK-8 students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school

connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders and consistent with this MOU.

- 2.5.1 Daily live interaction shall be designed to meet the needs of students at the discretion of the teacher following State guidelines.
- 2.5.2 If daily live interaction is not feasible as part of regular instruction, the District shall develop an alternative plan in consultation with and based on meaningful input from students, parents, and the Association.
- 2.6 Special Education and all Related Service Providers shall provide live virtual interaction sessions in accordance with the IEP. Live interaction minutes can be adjusted if the service provider assigns a work task that, in addition to the live interaction, meets or exceeds the session duration listed on the student's IEP.
 - 2.6.1 Although federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective access to the curriculum or services provided to other students.
 - 2.6.2 Special Education Unit Members shall work collaboratively with core-content Unit Members to adapt lessons to meet the needs of students in a digital learning environment and ensure that lessons and activities are appropriate, as documented in the student's IEP.
 - 2.6.3 RSP and SDC service providers shall select their own platform and/or be assigned as a co-teacher to support collaboration with the general education teacher and related service providers. (A list of tech supported classroom platforms will be provided by the district)
 - 2.6.4 RSP and SDC service providers shall provide modifications, accommodations, and/or specialized instruction as documented in the student's IEP.
- 2.7 General Education Bargaining Unit Members will participate in IEP meetings via virtual platform during asynchronous teacher time. If an IEP meeting is held after regular work hours, all attending bargaining unit members will be paid adjunct duty pay.
- 2.8 District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and

technological devices to participate in the educational program and complete assigned work.

- 2.8.1 Site Administrator shall be responsible for contacting parents to ensure that students have Chromebooks and internet access and to inform them of their student's classroom placement.
- 2.9 District shall provide academic and other supports in distance learning that are designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- 2.10 When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the teacher.
- 2.11 Bargaining unit members shall determine the means and methods for providing distance learning based on appropriate standards-based instruction, their resources, and their students' abilities to access the curriculum. Bargaining unit members shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback, and reporting non-participation to the site administrator for additional outreach and follow up.
- 2.12 Except for office hours and/or interactive instruction, bargaining unit members shall set their schedule and submit to site administration. Bargaining unit members are expected to work and be available during their normal contractual work hours and workdays. To provide students and parents with consistency and to avoid conflicts, office hours/interactive instruction shall be scheduled during the same times each week. Bargaining unit members shall have time each week designated to provide student support, feedback, and clarification and may be conducted via phone, email, and/or other virtual platforms.
- 2.13 Interactive instruction should include content that requires student interaction with their teacher/classmates, content that engages a student in making a response, content that engages students in a visual way, and provides the bargaining unit member opportunities to provide the student encouragement and feedback.

- 2.14 District shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning when assigned to do so shall be documented as absent by the distance learning Teacher. Teachers will take roll and lunch count on Illuminate daily by 9:00 am in elementary school and TBA at MMS.
- 2.14.1 Evidence of daily student participation in distance learning shall be obtained using:
- 2.14.1.1 evidence of participation in online activities;
 - 2.14.1.2 completion of regular assignments and/or assessments; and
 - 2.14.1.3 contacts between employees of the District and pupils or parents or guardians.
- 2.15 District shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.
- 2.16 The District shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrators or classified staff to contact the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f).
- 2.17 Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.
- 2.18 Bargaining unit members providing service in a full (non-hybrid) distance learning model may work remotely or may access and work from their assigned classroom/office workspace during regular school hours as they deem necessary. In the event a bargaining unit member reports to a district worksite, they shall be responsible for following all safety and health requirements in Article 4.0 of this MOU.
- 2.19 Any recording of live/synchronous virtual instruction is required to have the consent of the teacher and the principal pursuant to Education Code 51512.

- 2.20 District shall provide all bargaining unit members the necessary equipment and supplies in order to provide distance learning, including but not limited to technology, laptop computers, display boards, video cameras, headphones, and any other items normally provided during in-person learning.
- 2.20.1 Bargaining Unit members will be issued hotspots and ethernet cords upon request which will be returned to the District. Google Voice will be available upon request.
- 2.21 Administrators may visit Google Classrooms and Meets with a minimum of one-day prior notice if possible to the Bargaining Unit member.
- 2.22 Adjunct Duties, Committee Assignments, or Extra Duty Work
- 2.22.1 All adjunct duties, committee assignments, or extra-duty positions shall be cancelled unless such duties, assignments, or positions can be reasonably performed in a virtual setting at no more than 2 hours per month. Bargaining unit members shall continue to receive stipends and/or additional pay as provided for under the CBA.
- 2.22.2 Bargaining Unit Members shall not be required to make up adjunct duty or committee assignments missed because of distance learning.

ARTICLE 3: LACK OF SUBSTITUTE COVERAGE

- 3.1 Bargaining unit members who provide substitute coverage for a distance learning class shall be paid their adjunct rate of pay for time worked beyond the regular workload.
- 3.2 If no certificated bargaining unit member is available to provide substitute teaching coverage, the distance learning class may be instructed by an administrator or designee until such time as a bargaining unit member or certificated substitute teacher becomes available.
- 3.3 Classified employees shall not provide substitute teaching coverage but may be used to assist students already assigned work by their regular classroom teacher.

ARTICLE 4: HEALTH AND SAFETY

- 4.1 Physical distancing of six (6) feet shall be maintained between all staff while on site and be required to wear a face covering.
- 4.2 Staff lounge capacity while maintaining physical distancing requirements shall be determined and posted on all entrances to the staff lounge.
- 4.3 Under the current distance learning model, Bargaining Unit members may access and work from their classroom/office worksite during school hours as they deem necessary. In the event a Bargaining Unit member enters a district worksite, they will notify administration or office staff when on campus. The Bargaining Unit member shall be responsible for following State, County, and local Public Health recommendations.
- 4.4 Meetings and Gatherings
 - 4.4.1 In-person meetings shall be eliminated during the pandemic when in-person instruction is not being offered (including but not limited to, staff meetings, 504s, IEPs, SSTs, Professional Development, committee meetings, district meetings, staff gatherings, parent meetings, and parent-teacher conferences). All meetings shall be held virtually and shall be scheduled outside of synchronous instruction.
 - 4.4.2 Large in-person gatherings (i.e. school assemblies) are prohibited.
 - 4.4.3 Back-To-School Night, Open House, and in-person Promotion/Graduation meetings or ceremonies shall be cancelled for the 2020-2021 school year unless mutually agreed upon by the Parties.
- 4.5 Other Health and Safety Issues Daily Cleaning and Disinfecting
 - 4.5.1 The District shall ensure that all classroom spaces, restrooms, common spaces, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, copy machines and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials.
 - 4.5.2 Daily cleaning and disinfecting as described in Section 3.30 shall be done by trained custodial personnel. Certificated unit members shall not be required to perform daily cleaning and disinfecting that falls outside the scope of the normal duties in our bargaining unit.

4.6 Air Ventilation and Filtration

- 4.6.1 The Parties affirm that public health officials indicate that proper ventilation is necessary to minimize the transmission and infection from COVID-19 especially for individuals in a closed space for extended periods of time by reducing the airborne concentration of the virus and thus the risk of transmission and infection of COVID-19 through the air. All locations with functioning windows shall be encouraged to keep them open depending on weather, temperature, or air quality conditions.
- 4.6.2 The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to 100% as indoor and outdoor conditions safely permit.
- 4.6.3 HVAC air filters shall be equipped with HEPA/MERV13 filters and changed at the recommended intervals.
- 4.6.4 Portable classrooms and/or other classroom spaces or workspaces without adequate central HVAC shall be equipped with low noise HEPA/MERV13 air filters with a large enough capacity and flow rate for the square footage of the room. Classrooms with non-functioning windows will be equipped with HEPA filtered air purifiers.

4.7 Health Screening, Testing, Notification, and Contact Tracing

- 4.7.1 Each school site shall have a health assistant and access to a District credentialed registered Nurse for the safety and health of all students on campus each day. The District Nurse shall:
 - 4.7.1.1 Oversee the health screening, testing, and notification of all students on the school campus;
 - 4.7.1.2 Coordinate with the District and interface with the Sacramento County Public Health Department;
 - 4.7.1.3 Primarily care for any students that manifest symptoms associated with COVID-19;

- 4.7.1.4 Implement quarantine protocols; and
- 4.7.1.5 Will provide resources for all students, staff, parents, and visitors on effective hygiene practices including but not limited to hand washing, physical distancing, and PPE usage.
- 4.7.2 The District shall ensure that all students, employees, and visitors are checked daily for symptoms associated with COVID-19 infection prior to entering school following county guidelines.
- 4.7.3 Health screening, testing, notification, and quarantine protocols and procedures will be created prior to in-person learning occurring.
- 4.7.4 All students and staff will be trained on these protocols and procedures.
- 4.7.5 Staff and students with any symptoms consistent with COVID-19 or who have had close contact with a person with COVID-19 shall be sent home or sent to an isolation room on site pending travel home or to a medical facility.
- 4.8 Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing procedures in conjunction with the Sacramento County Public Health Department. All persons who may have come in contact with the infected individual shall be notified. District shall notify the Association President of the location(s) where the infected individual was present on the school campus during the suspected incubation/active infection period.

ARTICLE 5: LEAVES

- 5.0 The District will continue to implement the collective bargaining agreement Article XII Leaves and agrees to abide by the Families First Coronavirus Response Act (“FFCRA”) as outlined in Addendum “B”
- 5.1 Families First Coronavirus Relief Act (FFCRA expires December 31, 2020.)
 - 5.1.1 For bargaining unit member self-care: Bargaining unit members (1) unable to work due to government issued quarantine or isolation order related to COVID-19, (2) advised to self-quarantine by a healthcare provider related to COVID-19 and is unable to work, (3) or experiencing symptoms of COVID-19 and is seeking diagnosis and is unable to work, a unit member shall use up to 10 days of

available federal paid sick leave under the FFCRA. The District may request verification prior to placing a unit member on paid leave. District will pay a unit member's full salary regardless of per diem pay limits in the FFCRA.

5.1.2 A unit member may use up to 19 days of available federal paid sick leave under the FFCRA if the member is unable to work due to the need to care for a household member. The district shall pay the per diem difference for 5 days.

5.3 Industrial Accident Leave/Workers Compensation

5.3.1 All provisions of the Education Code and CBA pertaining to Industrial Accident Leave and/or Worker's Compensation remain in effect.

5.3.2 If a bargaining unit member is diagnosed with COVID-19, the District will support the unit bargaining member with the application process and advocate on behalf of the member to help ensure a positive outcome.

5.4 If a bargaining unit member presents with symptoms of COVID-19 and is sent home by District Office administration to obtain medical clearance to return to work, the district will place said bargaining unit member on paid leave until COVID-19 clearance is obtained or 5.1.1 or 5.3.2 is implemented.

ARTICLE 6: PAY AND BENEFITS

6.1 While working under an in-person learning model, a hybrid model, or a total distance learning model, or during a period of total emergency school closure, bargaining unit members shall continue to receive their full compensation and benefits. If extracurricular duties can and are performed, bargaining unit members shall continue to receive stipends and/or additional pay, as provided for under the CBA.

6.2 Any bargaining unit members that provide substitute coverage for an in-person class cohort, distance learning class, or hybrid class shall be paid the adjunct duty rate.

ARTICLE 7: EVALUATION

- 7.1 Non-probationary bargaining unit members shall not be evaluated or subjected to any disciplinary action on any lesson planning, implementation, delivery, and/or student assessment associated with distance learning due to the unique circumstances surrounding this crisis as long as they attempt in good faith to provide alternative learning activities to their students.
- 7.2 The evaluation process shall begin on October 1, 2020, for all probationary bargaining unit members with all observations and final evaluations concluded by the designated end date in the CBA. The Parties agree to meet and discuss the evaluation process for the 2020-2021 school year as needed.

ARTICLE 8: CONSULTATION RIGHTS AND RESERVE RIGHT TO FURTHER NEGOTIATE

- 8.1 The District and Association agree to meet and confer monthly during the pandemic to discuss textbooks, curricula, educational methods, standards, assessments, with the goal of evaluating the instructional models being used and to improve student learning outcomes.
- 8.2 The Parties shall meet to consult to provide meaningful input into the “School Site-Specific Protection Plan” before the District submits this to the Sacramento County Office of Education, the local public health department, posts it at all District sites, and shares it with all stakeholder. All “School Site-Specific Protection Plans” shall be provided to the Association President or designee at least 24 hours prior to being posted at work sites.
- 8.3 The District shall prepare a “Learning Continuity and Attendance Plan” for the 2020-2021 school year in consultation with and reflecting meaningful input from students, the Association, and parents. The District shall provide a copy of the “Learning Continuity and Attendance Plan” in draft format at least 24 hours prior to adoption of the plan by the Board of Trustees.
- 8.4 The District shall provide all bargaining unit members at a school site with the individual’s Name, cell phone number, and work email address designated as the single point of contact from each school site and/or District work location to the Sacramento County Public Health Department.
- 8.5 Due to the evolving nature of the pandemic, the Association reserves the right to negotiate safety and/or any impacts and effects related to the COVID-19 pandemic as needed.

ARTICLE 9: DURATION

- 9.1 The Parties share joint interests in keeping communications open and working collaboratively for the benefit of students, staff, parents, and the District community as events continue to unfold during the pandemic.
- 9.2 This MOU shall expire in full without precedent on June 30, 2021, unless extended by mutual written agreement of the Parties.

Tentative agreement has been reached 7/30/2020 at 3:00pm.

Date:

Date:

On behalf of the District

On behalf of GEFA

Name _____

Name _____

Title _____

Title _____



GJUESD *Initial*/Transitional Reopening Schools Model

The transition levels are fluid and dependent on status of health pandemic and future Stay At Home Orders.

	DISTANCE LEARNING Level 1	BLENDED Level 2	MODIFIED TRADITIONAL Level 3	TRADITIONAL Level 4
PROGRAM	SAFETY AND PREPAREDNESS Start Date August 20, 2020	PHASE-IN REOPENING <i>(% of students on campus at one time)</i>	EXPANDED REOPENING <i>(all students on campus at one time)</i>	FULL REOPENING <i>(all students on campus at one time)</i>
LEARNING LOCATION(S) & SCHEDULE	HOME 5 DAYS PER WEEK	SCHOOL/HOME 2 DAYS ON CAMPUS 3 DAYS DISTANCE LEARNING	SCHOOL 5 DAYS PER WEEK	SCHOOL 5 DAYS PER WEEK
TRANSITION FACTORS	Stay At Home Order or County Public Health Monitor List No on-campus learning or support services due to CA health conditions. Or CA Stay At Home order in place. Daily live virtual learning sessions and online/electronic assignments.	Public Health recommendation with Board direction (Decreasing infection rate) On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Direct Instruction takes place at school and Extended Learning at home.	Public Health recommendation with Board direction (Decreasing infection rate) On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment. Core instruction and Extended Learning takes place at school. OPTION: Extended Learning takes place at home.	Public Health Recommendation with Board direction No restrictions or requirements for social distancing, gatherings and personal protective equipment use. Learning takes place at school with homework as an extension of learning.





GJUESD *Initial* Transitional Reopening Schools Model

The transition levels are fluid and dependent on status of health pandemic and future Stay At Home Orders.

PROGRAM	<div style="border: 2px solid red; border-radius: 50%; padding: 5px; display: inline-block;"> DISTANCE LEARNING Level 1 </div> <p>SAFETY AND PREPAREDNESS</p> <div style="background-color: yellow; padding: 2px; display: inline-block;"> Start Date August 20, 2020 </div>	<div style="border: 2px solid orange; border-radius: 50%; padding: 5px; display: inline-block;"> BLENDED Level 2 </div> <p>PHASE-IN REOPENING</p> <p><i>(½ of students on campus at one time)</i></p>	<div style="border: 2px solid blue; border-radius: 50%; padding: 5px; display: inline-block;"> MODIFIED TRADITIONAL Level 3 </div> <p>EXPANDED REOPENING</p> <p><i>(all students on campus at one time)</i></p>	<div style="border: 2px solid green; border-radius: 50%; padding: 5px; display: inline-block;"> TRADITIONAL Level 4 </div> <p>FULL REOPENING</p> <p><i>(all students on campus at one time)</i></p>
LEARNING LOCATION(S) & SCHEDULE	<p>HOME</p> <p>5 DAYS PER WEEK</p>	<p>SCHOOL/HOME</p> <p>2 DAYS ON CAMPUS</p> <p>3 DAYS DISTANCE LEARNING</p>	<p>SCHOOL</p> <p>5 DAYS PER WEEK</p>	<p>SCHOOL</p> <p>5 DAYS PER WEEK</p>
TRANSITION FACTORS	<p>Stay At Home Order or County Public Health Monitor List</p> <p>No on-campus learning or support services due to CA health conditions. Or CA Stay At Home order in place.</p> <p>Daily live virtual learning sessions and online/electronic assignments.</p>	<p>Public Health recommendation with Board direction</p> <p>(Decreasing infection rate)</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment.</p> <p>Direct Instruction takes place at school and Extended Learning at home.</p>	<p>Public Health recommendation with Board direction</p> <p>(Decreasing infection rate)</p> <p>On-campus health and safety protocols in place including social distancing, student cohorts and the use of personal protective equipment.</p> <p>Core instruction and Extended Learning takes place at school.</p> <p>OPTION: Extended Learning takes place at home.</p>	<p>Public Health Recommendation with Board direction</p> <p>No restrictions or requirements for social distancing, gatherings and personal protective equipment use.</p> <p>Learning takes place at school with homework as an extension of learning.</p>



ADDENDUM "B"

Wage and Hour Division

Families First Coronavirus Response Act: Employee Paid Leave Rights

The **Families First Coronavirus Response Act (FFCRA or Act)** requires certain employers to provide employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19. The Department of Labor's (Department) Wage and Hour Division (WHD) administers and enforces the new law's paid leave requirements. These provisions will apply from the effective date through December 31, 2020.

Generally, the Act provides that employees of covered employers are eligible for:

- *Two weeks (up to 80 hours) of **paid sick leave** at the employee's regular rate of pay* where the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of a health care provider), and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; or
- *Two weeks (up to 80 hours) of **paid sick leave** at two-thirds the employee's regular rate of pay* because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a health care provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor; and
- *Up to an additional 10 weeks of **paid expanded family and medical leave** at two-thirds the employee's regular rate of pay* where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.

Covered Employers: The paid sick leave and expanded family and medical leave provisions of the FFCRA apply to certain public employers, and private employers with fewer than 500 employees.[1] Most employees of the federal government are covered by Title II of the Family and Medical Leave Act, which was not amended by this Act, and are therefore not covered by the expanded family and medical leave provisions of the FFCRA. However, federal employees covered by Title II of the Family and Medical Leave Act are covered by the paid sick leave provision.

Small businesses with fewer than 50 employees may qualify for exemption from the requirement to provide leave due to school closings or child care unavailability if the leave requirements would jeopardize the viability of the business as a going concern.

Eligible Employees: *All employees of covered employers are eligible for two weeks of paid sick time for specified reasons related to COVID-19. Employees employed for at least 30 days are eligible for up to an additional 10 weeks of paid family leave to care for a child under certain circumstances related to COVID-19.*[2]

Notice: Where leave is foreseeable, an employee should provide notice of leave to the employer as is practicable. After the first workday of paid sick time, an employer may require employees to follow reasonable notice procedures in order to continue receiving paid sick time.

Qualifying Reasons for Leave:

Under the FFCRA, an employee qualifies for paid sick time if the employee is unable to work (**or unable to telework**) due to a need for leave because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
6. is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

Under the FFCRA, an employee qualifies for expanded family leave if the employee is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19.

Duration of Leave:

For reasons (1)-(4) and (6): A full-time employee is eligible for 80 hours of leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.

For reason (5): A full-time employee is eligible for up to 12 weeks of leave (two weeks of paid sick leave followed by up to 10 weeks of paid expanded family & medical leave) at 40 hours a week, and a part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

Calculation of Pay:^[3]

For leave reasons (1), (2), or (3): employees taking leave are entitled to pay at either their regular rate or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 in the aggregate (over a 2-week period).

For leave reasons (4) or (6): employees taking leave are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).

For leave reason (5): employees taking leave are entitled to pay at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period). ^[4]

[1] Certain provisions may not apply to certain employers with fewer than 50 employees. See Department FFCRA regulations (expected April 2020).

[2] Under the Act, special rules apply for Health Care Providers and Emergency Responders.

[3] Paid sick time provided under this Act does not carryover from one year to the next. Employees are not entitled to reimbursement for unused leave upon termination, resignation, retirement, or other separation from employment.

[4] An employee may elect to substitute any accrued vacation leave, personal leave, or medical or sick leave for the first two weeks of partial paid leave under this section.

Topics **For Workers** **For Employers** **Resources** **Interpretive Guidance**
State Laws **News**



Wage and Hour Division

An agency within the U.S.
Department of Labor

200 Constitution Ave NW
Washington, DC 20210
1-866-4-US-WAGE
1-866-487-9243
www.dol.gov

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Board Meeting Agenda Item Information

Meeting Date: July 31, 2020	Agenda Item: 202.102 Board consideration of approval of GJUESD and GEFA Memorandum of Understanding (MOU) approving 2020-2021 Teacher Staffing Procedures for the GLEE Home Learning Academy
Presenter: Karen Schauer	Action Item: XX Information Item: Public Hearing:

While the GJUESD Initial Transitional Reopening Schools model progresses from distance learning toward on campus learning when transition factors improve, parents indicate their preference to keep 300 children in distance learning throughout the 2020-21 school year.

The GEFA and GJUESD MOU supports the need to promptly post teacher vacancies, accept transfers and assign teachers associated with the 2020-2021 long-term distance learning program: GLEE Home Learning Academy.

Fiscal Impact:

Depending on the teacher posting response and final enrollment in the program with school enrollment, additional positions may be needed. Federal emergency funding combined with Title 1 funding will be used, as needed.

Attachments:

1. MOU GLEE Long Term Distance Learning Program Teachers
2. GLEE Program Brochure
3. GLEE FAQ

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
AND
GALT ELEMENTARY FACULTY ASSOCIATION

July 30, 2020

This Agreement is by and between the Galt Joint Union Elementary School District (“District”) and the Galt Elementary Faculty Association (“GEFA”). The District will be offering a year long distance learning program (GLEE Academy) for the 2020-21 school year and needs to promptly post vacancies, accept transfer requests, and assign teachers to this program.

Due to the above, the District and GEFA agree to the following:

1. For the 2020-2021 school year, Article IX Reassignments and Article X Transfers shall not apply to assignments in the GLEE Academy.
2. Instead, the District may promptly post and fill positions in the GLEE Academy with a 3 day posting period, using the following criterion for selection:
 - A. Self (Medical Provider Note for preexisting conditions increasing sensitivity to COVID)
 - B. Live with someone (Medical Provider Note for preexisting conditions increasing sensitivity to COVID)
 - C. Credential by need
 - D. Seniority will be the tiebreaker
3. GLEE Academy Grade Spans and Class Sizes:
 - A. GLEE Academy teachers may teach a combination class (two grade levels).
 - i. Combo class stipends apply.
 - B. In the event that GLEE Academy teachers have more than one grade level, synchronous minimum instructional time expectation for distance learning may apply as a class (not per grade level).
 - C. TK-3 class size shall not exceed 21 students: 4-6 shall not exceed 30 students: 7-8 shall not exceed 32 students.
 - i. Compensation for overage TK-8 (per GEFA contract) applies to GLEE Academy teachers.
4. Students with Special Education services may be served in the GLEE Academy.

- A. During the Transitional Distance Learning Model: The GLEE Academy students' assigned (SDC) SpEd teacher will provide instruction for their students as part of their regular assignment. RSP students will be served by their case manager.
- B. Upon the District's return to in-person instruction on-campus:
 - i. Parents who elect to have their child continue to receive instruction through distance learning shall transfer their child to the GLEE Academy.
 - ii. The student's (SDC/RSP) SpEd teacher may voluntarily provide distance learning Specialized Academic Instruction (SAI) minutes (per IEP Distance Learning Plan) at the adjunct duty rate, not to exceed 2 hours per week, per student)
 - iii. If the (SDC/RSP) SpEd teacher elects to not continue, another appropriately credentialed SpEd teacher may voluntarily provide the distance learning SAI minutes (per IEP Distance Learning Plan) at the adjunct duty rate, not to exceed 2 hours per week, per student.
- 5. The District shall not involuntarily transfer probationary or permanent bargaining unit members to the GLEE Academy.
- 6. GLEE Academy Teachers will be reassigned to their original school site (if possible) for the 2021-2022 school year.
- 7. If enrollment drops for the GLEE Academy School Program during the 2020-2021 school year, teachers may be reassigned to a position that meets the teacher's and the District's mutual needs.

This MOU is one time only and not precedential. The MOU expires on June 30, 2021, unless terminated earlier, or extended beyond that date by mutual agreement of the parties.

Date: _____

Date: _____

***Tentative Agreement Reached July 30, 2020 at 11:40 a.m.**

On behalf of the District

On behalf of GEFA

Name: _____

Name: _____

Title: _____

Title: _____

Home-Based Learning...

A personalized blended learning program for families who opt for at-home instruction

- Individualized Instruction
- Personalized Learning Plans
- Credentialed Instructors
- Materials Provided at No Cost
- On-campus Opportunities
- Afterschool Clubs & Summer Learning Academies
- Enrichment Activities
- Virtual Learning & Online Course Work (tech provided)
- Special Needs Support
- Classes for Parents

For more information, please contact:
Galt Joint Union Elementary School District
209-744-4545 ext. 304

The GLEE Home Learning Academy

The GJUESD home learning program is a partnership between the school district and parents. As a learning coach, the parent supports their child's learning in a home-based setting in partnership with a teacher. The responsibility for supporting daily learning belongs to the parents. The school district provides direction, guidance, technology and materials, with the credentialed teacher developing lesson plans and monitoring progress. Teacher, parent and learner communicate regularly to review coursework and prepare new assignments.

The home learning program offers a personalized blended learning experience. Along with accessing the curriculum through the district adopted materials, on-line virtual learning opportunities are available as well. Programs offered at school sites such as music, PE, Library and other electives are made available to home learning students. Attendance at school assemblies, field trips and other special events can also be arranged.



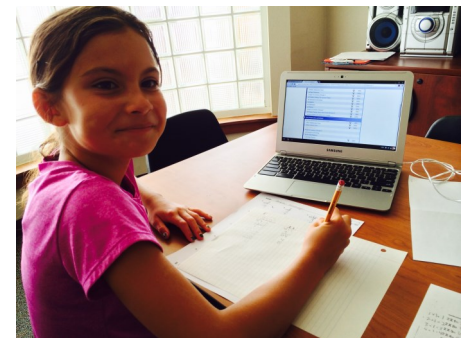
Galt Joint Union Elementary School District

**Galt Learning,
Equity & Excellence**

GLEE

Home Learning

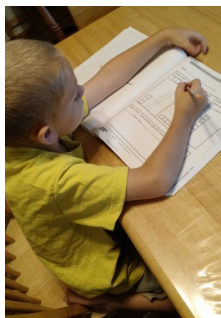
*Personalized for Learners
and their Families...*



**Galt Joint Union
Elementary School District
1018 C Street, Suite 210
Galt, California 95632**

What is Home Learning?

Home Learning is an opportunity for you to partner with a credentialed teacher to support your child's learning at home.



You and your child make a commitment to pursue learning at home under the supervision of the Galt Elementary School District.

What are the benefits of learning at home?

- ◆ Individual attention for your learner.
- ◆ Flexibility of time and pace of learning.
- ◆ Individualized student assignments.
- ◆ Being able to take an active role in the education of your learner.

How does the program work?

- ◆ The student and parent communicate regularly with a credentialed teacher.
- ◆ Lesson plans are collaboratively developed with learner and parent/guardian.
- ◆ The Home Learning teacher monitors student success, administers tests, keeps records of student work, maintains, and refers learners to other programs.

What is the role of the Parent/guardian in home learning?

- ◆ Parents team with the supervising teacher to develop the learners educational plan.
- ◆ Parents assume a significant role in supporting the learners completion of assigned work.

How much does it cost?

- ◆ The GLEE Home Learning Academy is free.
- ◆ Teacher manuals, textbooks, Chrome Books and materials are loaned to you for the school year.
- ◆ No cost for virtual learning courses or on-line courseware.
- ◆ The only charge is for lost or damaged items.

How many hours per day must my child work?

One of the benefits of the GLEE Academy is flexibility. A credentialed teacher will work with you to establish a realistic schedule your family can keep.

The number of hours depends upon successful completion of all weekly assignments. An estimate for grades K-8 is 2 to 5 hours a day of school work.



Who can enroll?

- ◆ Learners must be in grades TK-8.
- ◆ Parents/Guardians complete the district registration packet available on the district website or at any school office.
- ◆ Families residing outside the GJUESD boundaries must first obtain an inter-district transfer from their home district.



How can I enroll?

- ◆ Any family who would like to enroll in the GLEE Academy should complete the online Request. There will also be an informational meeting and an orientation.
- ◆ Call the District office at 209-744-4545, extension 304, for more information.





Galt Joint Union Elementary School District

Galt Learning Equity & Excellence (GLEE) Home Learning Academy

Frequently Asked Questions (FAQ)

1. What is “GLEE Academy”?

This home-based learning academy is through distance learning, meaning the student and teacher are in different locations. This includes interacting through the use of a computer, communications technology and print materials, as well as delivering instruction and check-in time with the teacher.

2. What is the difference between the “GLEE Home Learning Academy” and the Covid-19 “Transitional Distance Learning”?

- The *Glee Academy* is an alternative education program and asks for a long-term commitment from parents.
- *Transitional Distance Learning* is Level 1 on the continuum of the District’s reopening schools model with the goal of transitioning instruction through the other levels as health and safety conditions improve

3. What will the GLEE Home Learning Academy look like for my child?

Your child will have:

- A highly qualified certificated teacher
- Standards-based daily instruction
- Daily live interaction with teacher, instructional assistant and peers
- Large and small group instruction
- Recorded and live learning
- Personalized instruction
- Goal setting and progress monitoring meetings
- Parent meeting and technology support
- Physical education embedded in the program
- Enrichment and electives embedded in the program
- Ongoing feedback, progress reporting, assessments, and trimester grades
- Learning management platform to support communication

4. What materials will the district provide?

- Student Chromebook
- WiFi Hotspot (If family does not have internet access)
- District-adopted Textbooks and workbooks
- Needed school supplies
- Access to online learning programs

- Supplementary instructional materials

5. What will be expected of parents/guardians?

- To consider this option carefully before making a final decision
- Sign the Academy-Family- Student Agreement
- Follow the outlined daily schedule for recorded and live learning
- Attend all parent-teacher meetings (virtual or in-person)
- Regularly communicate with the teacher
- Set-up a space for optimal learning
- Support student completing assignments and independent work
- Reinforce behavior expectations for the online whole group, small group, and individual meetings with the teacher

6. What will be the modes of lesson delivery for the home learning program?

- Synchronous and Asynchronous learning
- Daily instruction via live virtual learning (group and/or individual)
- Daily online/electronic assignments
- Videos
- Recorded virtual learning sessions and posts online
- *Google Classroom* as the learning platform for assigning work
- Textbooks and consumable materials
- Pencil and paper assignments

7. What is Synchronous and Asynchronous learning?

- Synchronous learning is online or distance education that happens in real time, whereas Asynchronous learning occurs through online channels without real-time interaction

8. What percentage is online- live “in class” teaching versus recorded lessons or work that would be done off-line with the help/direction of a parent?

- Approximately 20-35% of combined synchronous instruction and targeted instructional support based on student needs (may vary by grade level and individual need)

9. Will the GLEE Academy be site-based or at the district level?

- This is a district program. Students from the 5 elementary schools are grouped in a “class” by grade level(s) with their certificated district teacher. Students will have daily opportunities to interact with each other virtually.

10. Who can enroll in the GLEE Academy?

- Any TK-8 student residing in GJUESD or on a 2020-21 approved Interdistrict Transfer
- Students must have an up-to-date enrollment filled out to their resident school

11. How will attendance be monitored?

- Students must participate daily in distance learning
- A student who does not participate in distance learning on a schoolday will be marked absent for that day
- Daily participation may include: live virtual meetings, evidence of online activities, completion of regular assignments, and contact between teacher-student-parent
- A weekly engagement record will be completed for each student
- Parents of students who are absent for more than 3 school days will participate in tiered re-engagement strategies. **When feasible**, students who are not participating will be transitioned to full-time in-person instruction.

12. What if daily “live” interaction via virtual classroom meetings or instructional lessons is not feasible (example: no/limited internet connectivity)?

- Teacher shall develop an alternative plan with the parent that provides a comparable level of service and school connectedness
- Alternate communications technology will be implemented

13. What is the GLEE instructional year and instructional day?

- Instructional Year: 180 days
- Daily Instructional Minutes:
 - TK/Kindergarten 200 minutes
 - Grades 1-3 280 minutes
 - Grade 4-8 300 minutes
- Instructional time will be based on the time value of assignments as determined by the teacher.

14. How will students with IEPs be served in the GLEE Academy?

- In collaboration with the family-the IEP team will create a Learning Plan that shall comply with the requirements of the IEP, taking into consideration for how the student learns best
- Home-based learning services will include: Special education, related services, and any other services required by a pupil's individualized education program and accommodations necessary to ensure that the individualized education program can be executed in a distance learning environment.
- The case manager for the student with an IEP will provide the Specialized Academic Instruction (SAI) minutes

15. How will the needs of English Learners be addressed in the GLEE Academy?

- While instruction will be delivered in English, a bilingual instructional assistant will assist students who need Spanish language support
- Daily integrated and designated English Language Development (ELD) will be part of the core instruction

16. What other academic, social or emotional supports will be available to my child?

- Instructional assistants will be available for for re-teaching, remediation, small group individualized instruction
- Strengths/well being coach
- School Social Worker or Counselor
- Behavioral services/mental health supports
- Student Study Team meetings

17. What core curriculum will be used?

- **District-adopted ELA/ELD:** Benchmark, Amplify (Integrated and Designated ELD required for English Learners)
- **District-adopted Math:** Eureka, CPM,
- **Science:** Integrated projects
- **Social Studies:** Integrated projects

18. What supplemental resources will be used?

- **ELA/ELD & Reading fluency:** Lexia, A.R., Reading Plus, Edgenuity, etc.
- **Math:** My Math, Illustrative Math, Khan Academy, Zearn, Edgenuity, etc.
- **Science/Social Studies:** Starfall, Discovery Education, National Geographic, Brain Pop, Youtube, Vimeo, etc.

19. Will my child be able to participate in the school lunch program?

- Yes, sack lunches can be picked up at students' assigned school site
- Regular lunch fees apply unless the student qualifies for the Federal Free/Reduced Lunch Program

20. Will my child have opportunities to participate in on-campus courses, academic supports and enrichment such as P.E., Music, after school clubs, intervention, assemblies, field trips, ect.?

- Yes, depending on current health and safety protocols in place (social distancing, cohort sizes, etc.)
- On-campus activities and services may take place at each student's school of attendance



Board Meeting Agenda Item Information

Meeting Date: July 31, 2020	Agenda Item: 202.103 Board consideration of approval of GOORU Contract to support reopening school models through acceleration, intervention, tracking and supporting growth and achievement.
Presenter: Karen Schauer	Action Item: XX Information Item: Public Hearing:

As a follow-up to board direction to reopen GJUESD schools with attention to equity and excellence, GJUESD has developed a contract with GOORU to support personalized acceleration or intervention, real-time data, and coordination of open source and contracted on-line resources into one system to track and support student growth and achievement.

The work builds from current mathematics efforts involving GJUESD teachers and administrators who co-created efforts to develop, innovate and strengthen the system for broader GJUESD use.

Fiscal Impact:

The total project cost is \$75,000 and will be covered through federal one-time CARES Act funding.

Attachments:

1. GOORU GLEE Project Statement of Work
2. GOORU Presentation Packet

Statement of Work 3 (SOW 3)

GLEE Project

This Statement of Work (“SOW”) is executed by and between Gooru Inc (“Gooru”), a nonprofit corporation located at 350, Twin Dolphin Drive, Redwood City, CA 94065 and Galt Joint Union Elementary School District (“Partner”), a public school district located at 1018 C St. Suite 210, Galt, CA 95632” on July 21, 2020 (“Effective Date”) and is governed by the terms and conditions of, and shall be attached to the Memorandum of Understanding between Gooru and Galt Joint Union Elementary School District dated August 28, 2018 (“Agreement or MOU”). Capitalized terms used but not otherwise defined herein shall have the meanings ascribed to such terms in the Agreement.

This document does not supersede the MOU which defines the terms and conditions of the relationship between Gooru and The Partner. The SOW is simply an appendix to the MOU specifying deliverables for the particular engagement.

This Statement of Work sets out a description of the services that Gooru has agreed to render to The Partner, the deliverables, relevant timelines, milestones and location of delivery of such services as well as the amount of fees payable by the Partner and other related details.

The Project

Learning is complex, learners are diverse, and ecosystems are intricate. Partner is committed to equity - as equal access to results. Together with Gooru, Partner has put together Project GALT Learning Equity and Excellence (GLEE) to achieve excellence for all learners, regardless of their proficiency, learning abilities, and cultural backgrounds. One of the biggest challenges facing Partner is the lack of transparency into their students' learning proficiency, portfolio of learning activities, and learning preferences. As a result, all stakeholders in the learning ecosystem are not able to make in the moment, data informed decisions. The current interventions are uninformed; it is not known where the learners are in terms of their knowledge, skills, and mindsets. Therefore it is challenging to meet the needs of each individual learner.

In the current environment of a pandemic, the situation is exacerbated as teachers are limited to only having virtual contact with their learners. Partner wants all stakeholders to have real-time data about their students' efforts and outcomes, so that everyone in the learning community can best support efforts for strong learning outcomes for all learners. Parents can monitor student activity and progress and seek appropriate help. Teachers can monitor and personalize interventions. Curriculum specialists can see the coverage, use, and efficacy of the different curriculum and continue to modify activities and approaches. Administrators can see bright spots and scale successes.

Gooru has developed Navigated Learning technology that assures learning with a competency-based approach. Gooru with inputs from researchers, content providers, implementers, funders, and educators with strong foundations in learning sciences, artificial intelligence and education practices has created the Learning Navigator. Navigator is not another online learning solution, it is an equity enabler that brings transparency into the learner's proficiencies, activities, and preferences. Navigator is a GPS for learners ([Navigator Overview](#)) and provides real-time actionable reports to all other stakeholders in the ecosystem ([Mission Control](#)). Navigator works on the principle that to navigate a learner, we have to first locate them in terms of their current knowledge, skills and mindsets, present them with a personalized route using a full variety of distributed resources to their learning destination and recommend reroutes based on their performance data from the learning activities. Navigator is designed to be inclusive and designed for scale.

Navigator includes two primary tools - Navigator for Learners provides a GPS-like experience. Navigator for Instructors enables instructors to track student progress and provide personalized interventions. Gooru has initiated the development of Navigator Mission Control that provides real-time data to administrators and all stakeholders, so they can see what's working, make real-time, data informed decisions, and scale success. Gooru also is working on Navigator Library that supports content providers to develop competency frameworks and migrate their curriculum into Navigator courses. Navigator Library will include an open curated catalog of open resources. With these tools all stakeholders in the school ecosystem can track student activities and growth and coordinate their support of the students as appropriate.

Scope of Work, Deliverables, and Responsibilities

Categories	Deliverables	Partner Tasks	Gooru Tasks
Data-informed Partner Supports Learners	Rostered district and setup Roles - Permission for Admin access	<ul style="list-style-type: none"> Send Gooru the roster spreadsheet Review roles-permissions for Mission Control to access reports on Math learning 	<ul style="list-style-type: none"> Roster all students Training for Partner Student onboarding instructions in Spanish Validate role based access control (RBAC) with Partner
Math	Access to Math Navigator throughout the district	<ul style="list-style-type: none"> Sign up all teachers to use Navigator Allocate time for trainings 	<ul style="list-style-type: none"> Provide trainings Support users
Teacher PD	Teachers as learners course on using data and enhanced with Soft Skills from existing content	<ul style="list-style-type: none"> Provide feedback on Teacher PD course Provide feedback on Soft Skills course that attaches to Teacher PD course 	<ul style="list-style-type: none"> Enhance Teacher PD with Soft Skills content that exists in Navigator Library Provide training to all teachers at Partner to implement Math Navigator
Mobile Experience	Mobile App used by Teachers for PD and Students for Math	<ul style="list-style-type: none"> Validate the use of the mobile app Provide feedback on mobile responsive experience for teacher 	<ul style="list-style-type: none"> Gooru will release an early version of the mobile app

Student Privacy

Gooru will focus on implementing Navigator and coordinating additional Navigator course development. The District will dedicate staff to practice navigated learning with the courses provided, provide feedback,

and encourage teachers to participate in weekly webinars/support calls to improve effectiveness. District leadership will prioritize growing users and usage with district newsletters and periodic meetings.

Student Privacy is central to implementing Navigator to enable all stakeholders with real-time data about the student learning, so they can support their learning gains. Gooru adheres to all requirements of California's Student Online Personal Information Protection Act (SOPIPA) and has a signed California Student Data Privacy Agreement (CSDPA). Further, Learning Navigator's terms of use on Gooru's website reiterates and refers to these data privacy requirements. Gooru will support Partner to fulfil the requirements of Student Data Privacy Consortium (SDPC).

Outreach

1. District will announce to all of their stakeholders including but not limited to educators, boards, funders, and community, the strategic alliance with Gooru and the implementation of Project GLEE. Gooru will provide a note that will be used to develop the messaging for the different audiences.
2. District and Gooru will have joint presentations at industry events to emphasize focus on learning outcomes with integrated research and practice

Milestones and Timeline

Milestones	Content	Implementation	Technology	Timeline
1	<ul style="list-style-type: none"> • Math Navigator 2-High School 	<ul style="list-style-type: none"> • District-wide use of Math Navigator 	<ul style="list-style-type: none"> • Roster the entire school district 	August 15, 2020
2	<ul style="list-style-type: none"> • Configuration settings for Mission Control to access Math reports • Define the scope and sequence for GALT mathematics • Increase Math Navigator teaching and learning content 	<ul style="list-style-type: none"> • District-wide use of Math Navigator based on GALT scope and sequence • Teacher training on implementing Math Navigator (minimum 2, 2 hour each trainings are required) <ul style="list-style-type: none"> ○ 1st training before implementation ○ 2nd training one week into implementation • Weekly support check ins • Biweekly leadership meetings • Support team available via email/phone • Admin training for MC • Additional teacher training as needed 	<ul style="list-style-type: none"> • Initial access to Mission Control for Math Reports with limited access to superintendent 	August 31, 2020
3	<ul style="list-style-type: none"> • Teacher PD to effectively use data and technology • Math worked 	<ul style="list-style-type: none"> • Train teachers on Teacher PD Navigator to use data and technology • District-wide use of Teacher PD Navigator to 	<ul style="list-style-type: none"> • Mobile application for students on Math Navigator 	September 15, 2020

	examples Grade 2-High School	<ul style="list-style-type: none"> Use Data and Technology Teacher training on implementing Navigator courses Continued Math Navigator Support 		
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Term

This SOW-3 is valid for a year until the end of school year 2020-21 from the Effective Date of this Agreement.

Costs of the Project

The total Project cost will be \$75K payable as follows:

- 25% on signing of the agreement - \$18,750
- 25% on completion of Milestone 1 - \$18,750
- 40% on completion of Milestone 2 - \$30,000
- 10% on completion of Milestone 3 - \$7,500

All invoices are payable in 10 working days from the date of invoicing.

Effective Date and Signatures

This SOW shall be effective on the executed date. It is mutually understood and agreed by and between the parties that this SOW may be renegotiated, amended, or modified at any time by mutual agreement.

IN WITNESS WHEREOF, the Parties hereto have caused this SOW to be executed by their duly authorized representatives.

By Gooru

By Galt Joint Union Elementary School District

Prasad Ram
CEO, Founder

Karen Schauer
Superintendent

Date:

Date:



GALT Learning Equity and Excellence (GLEE)

GALT & GOORU

Karen, Cleo & [michelle, pram}@gooru.org](mailto:{michelle, pram}@gooru.org)

www.gooru.org

gooru

Education is a Human Right

Learning Research & Technology Nonprofit

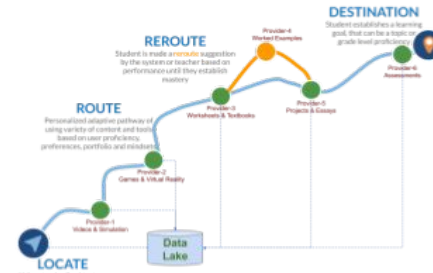
honor the human right to education

3 Challenges to Assure Learning Outcomes

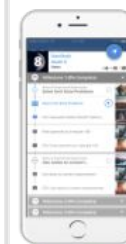
LOCATE THE LEARNER: Real-time understanding of learner's Knowledge, Skills, Mindsets

RESEARCH-2-PRACTICE: Evolve the science of learning and enable educators to practice it

EMERGENCE: Systemic change by enabling local environments to manifest the solution for their environment



Granular data enables accelerated learning, research backed practice and local solutions



Students - GPS



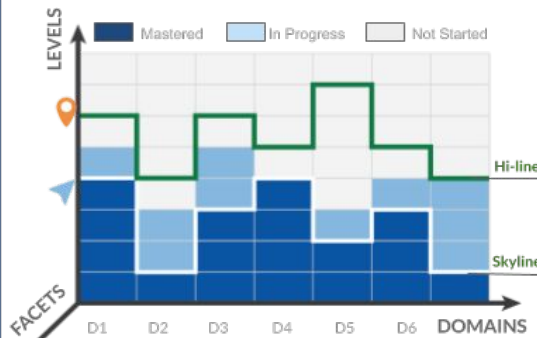
Instructors support learners



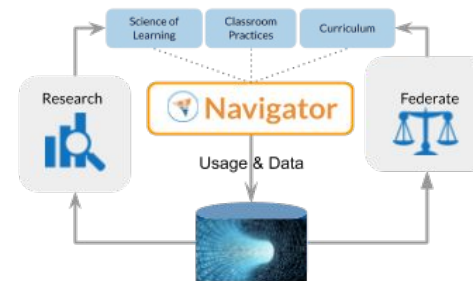
Library for Competency and Navigator Courses

Four Applications, Research portal and Developer site enables all stakeholders with real-time data

Innovate with Navigator
4 Applications,
1 Developer Site,
1 Research Portal



Competency framework aligns learning content and locates learners



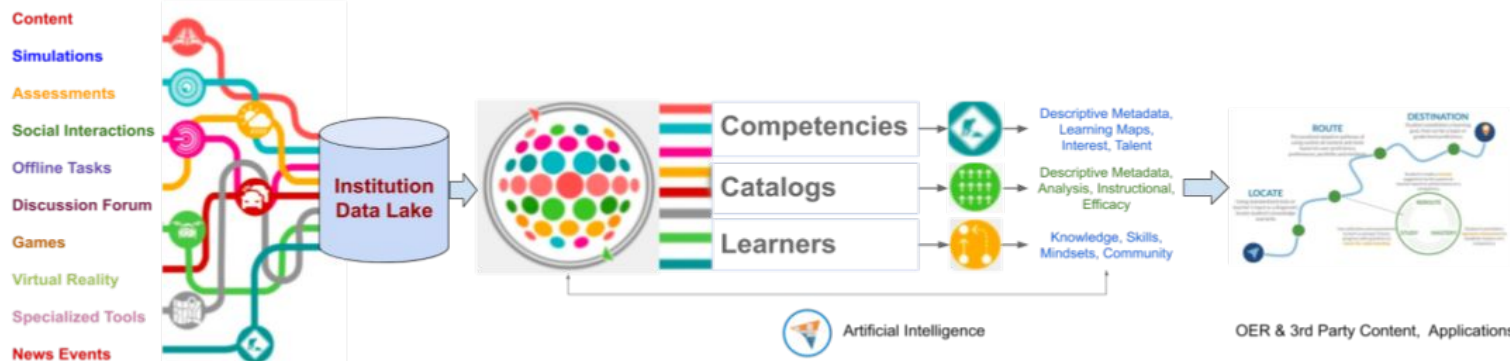
Operationalize learning science with big-data with a closed-loop from research-to-practice



Navigated Learning Collaborative (NLC) leverage the Navigator for their cohorts

Scale Impact
62 Collaborators
7M+ users in US
and India

Navigator is open-source on Github



Navigator for Lifelong Learning Worldwide

Check out the videos on the Navigator, Impact and worldwide use

Navigator Applications Overview



Impact with 7 Million Users



Navigator for Mission Control



Galt 5th Grade Teacher

"I am beyond grateful for GOORU!!! With the remote learning we are asked to do during this difficult time, I am not worried about my students. They have been using Gooru at school and at home all year long. Staying home and being able to provide lessons has been a blessing! I tried my first "class activity" today and pushed out my next standard, coordinate grids, I was going to teach in class and I am able to watch them "live" as their scores come in! Right now my class is averaging an 83% on NEW material!

Again, I am so grateful for Gooru and all of the hard work the developers have done to make it such a success! It put my teacher heart at ease at this scary time where there is so much change and unknown. Thank you all so much for this wonderful opportunity!"

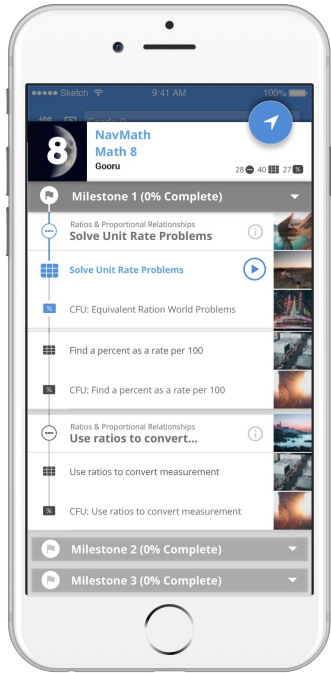
Other 5th grade teacher

"It is amazing to be in contact with the team(s) and to have them visit our school and classrooms. I feel a sense of belonging to this process."

I enjoy using Gooru as a supplemental math mechanism for my students. I also enjoy the data it provides that can fuel my instruction/reteaching, etc.

Free and Open Navigator

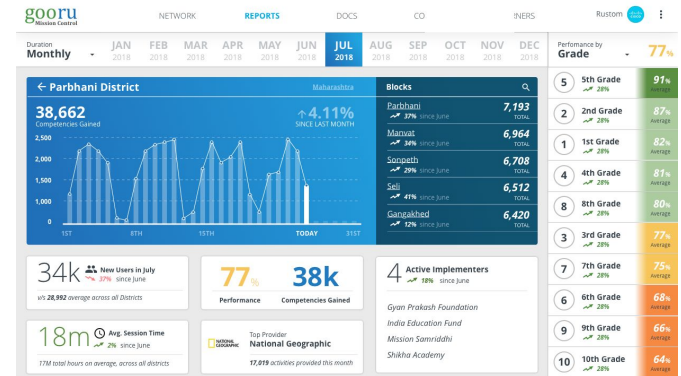
Learners, Instructors, Mission Control, Library Tools



Students have simplicity of use and assured learning with the Navigator



Instructors use to monitor student progress and personalize intervention



Administrators have dashboards about cohorts & content



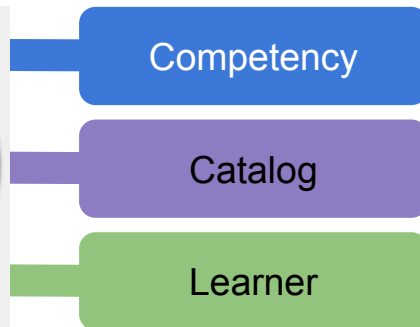
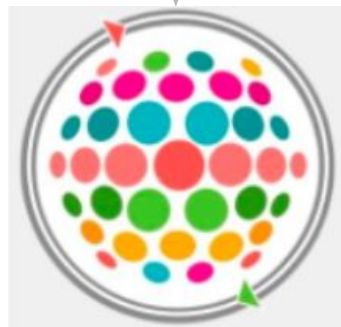
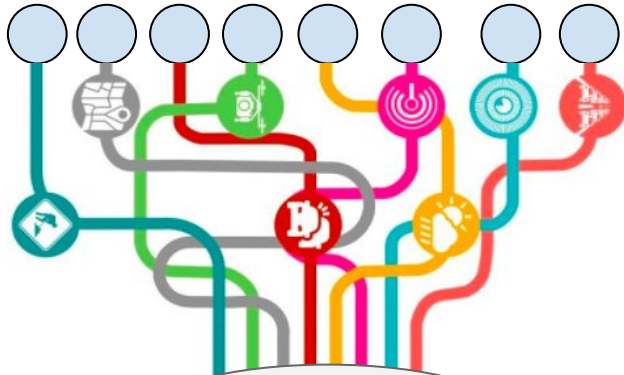
Curriculum designers develop competency frameworks and align courses

Navigator is a learning data backbone that optimizes for outcomes, by **locating the learner's** knowledge, skills and mindsets against a competency framework and provides real-time data to all stakeholders to navigate learners with the help of educators and principles of learning

CONSOLIDATE DATA FROM ALL APPLICATIONS

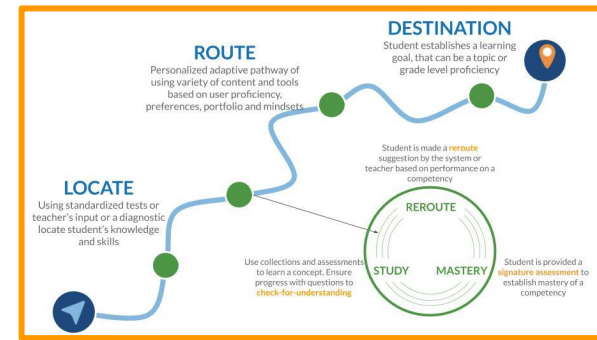
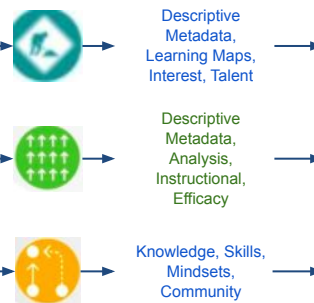
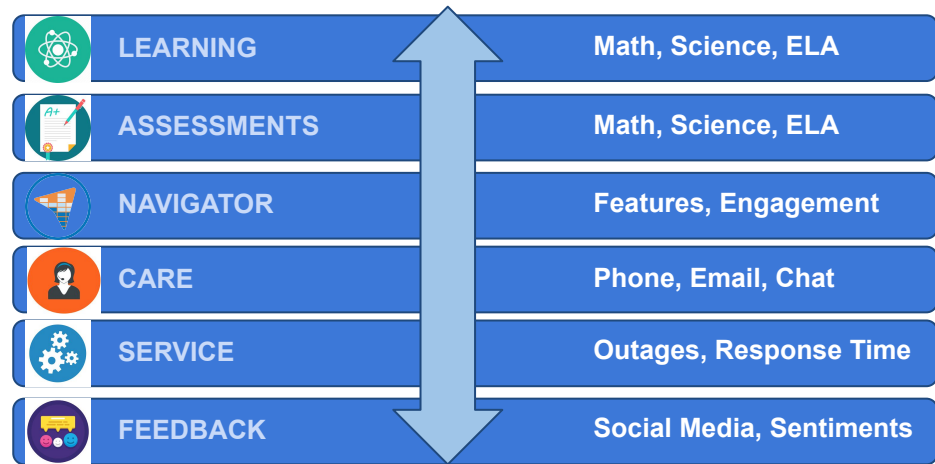
Use Big-Data to Operationalize Science of Learning

Variety of 3rd Party Apps across grades and subjects

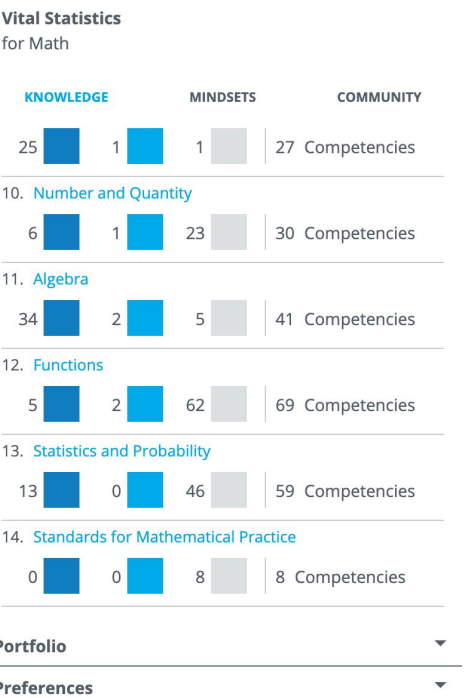
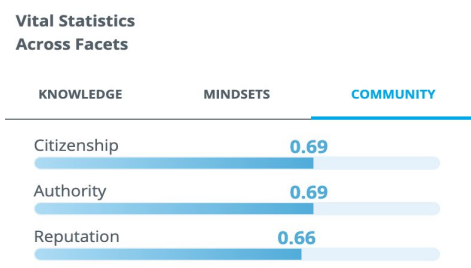
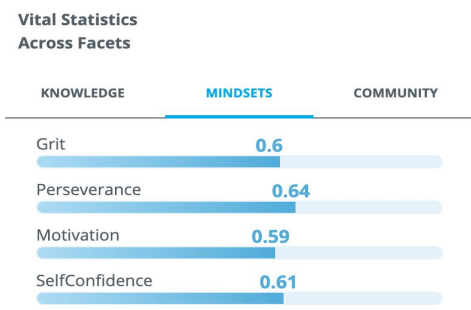
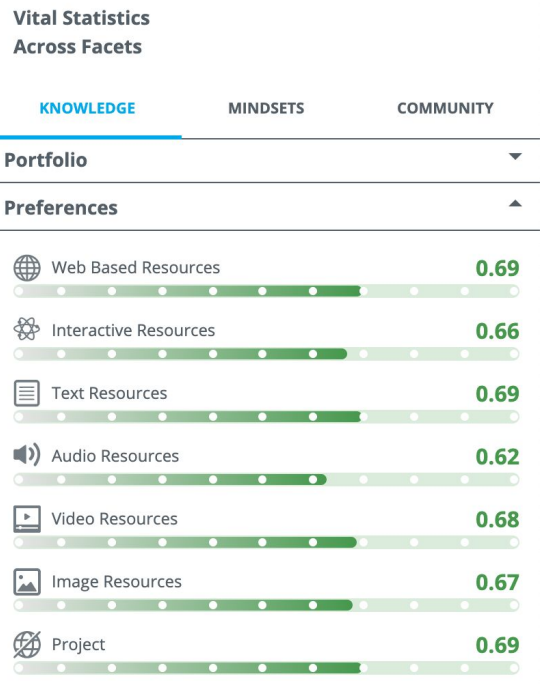
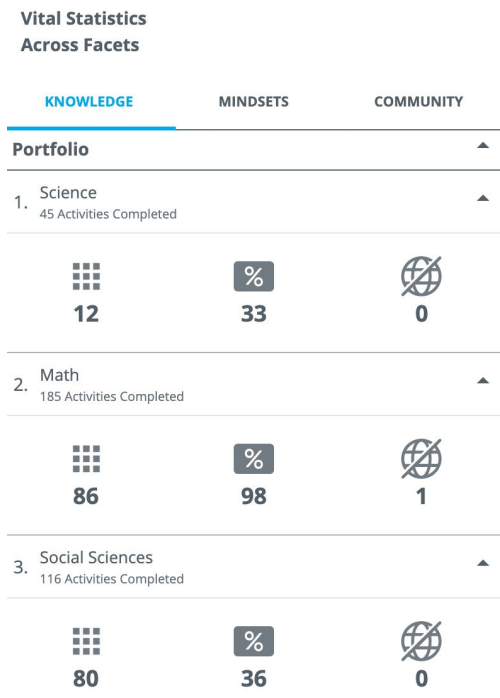
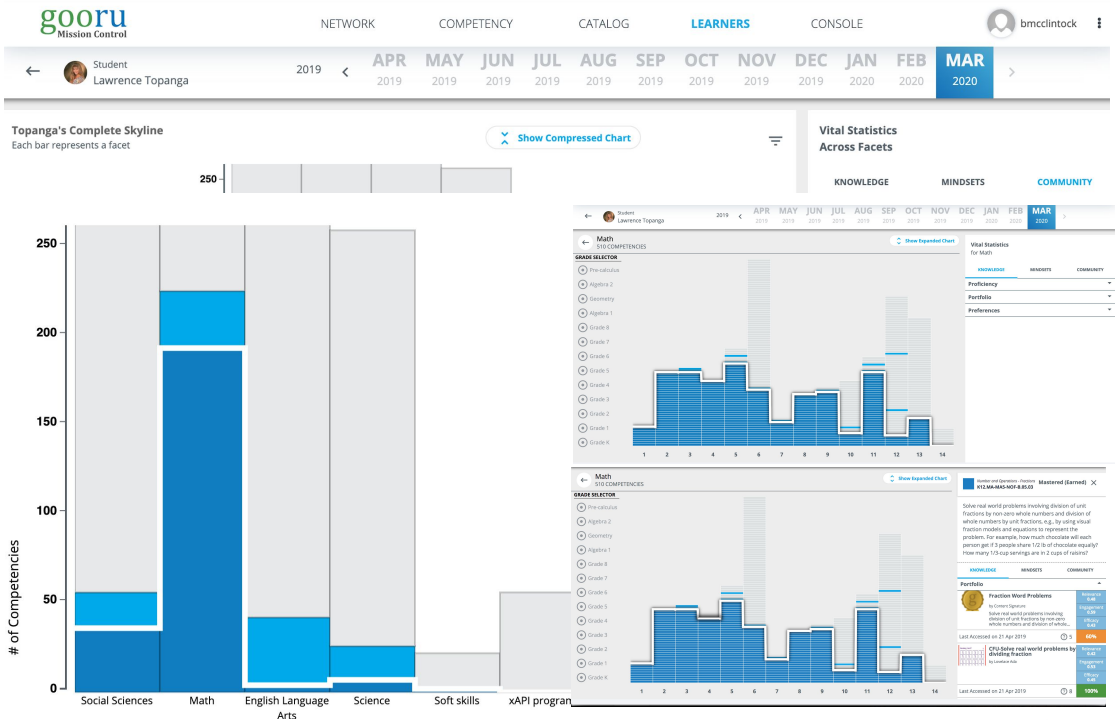


Integrates multi-dimensional data from tools, content providers. Institution stakeholders coordinate and accelerate outcomes

Khan Academy	Vocabulary.com	Spelling City	Reading Plus
Prodigy	Lexia	Dreamscape	Freckle
Xtra Math	Zearn	STMath	Think Central



COMPREHENSIVE LEARNER IDENTITY

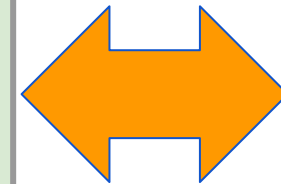


LEARNING IS ALWAYS OPEN AT GALT

Equity in Outcomes with Learning Data Backbone

Students, Teachers and All Stakeholders in the District have actionable insights about learner's progress, proficiency and portfolio. Take agency and personalize intervention

- All Grades - PreK, Primary, Middle
- All Subjects - Math, ELA, Science, SEL
- All Learners - Students and Teacher PD
- All Learning Facets - Curricular Knowledge, Affective Skills and Mindsets
- All Stakeholders - Student Agency, Teacher Intervention, Admin Support
- All Experts - Involving Research, Technology, Practice



DATA
BACKBONE

Implementation at District

Learning Equity and Excellence Starting Immediately

Complete support of Math Learning

1. Roster district data via OneRoster or Google Classroom or ClassLink/Clever
2. Online training and support of teachers to use Navigator
3. Teachers begin to track student activity on Math across grades 2-12
4. Provide teachers with PD on facilitating learning with data and suggestions
5. Configure to provide real-time actionable insights to every stakeholder in the district

Expand to ELA, Science, PreK & Teacher PD

1. Begin to track student learning in ELA, Science and PreK
2. Enable curriculum specialists to create more Navigator courses

Tools and Training for Teachers and Admins

- Actionable Insights
- Reports
- Suggestions

Co-create the Navigator

- Admins, teachers and students will continue to co-create the Navigator
- All practices are backed by research

All Learner Abilities

- Curate learning resources students with special needs

Equity is Equal Access to Results - not resources

Equity and Excellence is central to District's Mission

- **Optimal Use of Tools:** District uses a number of digital and offline support and interventions to help students be grade-level proficient and develop necessary non-cognitive skills
- **Stakeholders support learners:** All stakeholders have real-time data about the learner's progress, proficiency, activities and preferences, so they can support the learner
- **Inclusive of Diverse Learners:** District wants to support all learners regardless of their abilities, special needs, cultural backgrounds, EL-status, and school performance to have access to personalized support, so they reach their learning goals efficiently

District Implements Navigated Learning

- Understand the learner longitudinally across subjects and affective skills
- Track the use and efficacy of the learning content and tools
- Personalize pathways to support every learner
- Reduce teacher workload by at least 20% while increasing learning outcomes 2X
- Support all stakeholders with actionable insights
- Support students with special needs and different learner abilities

Our journey began in 2011 with a dream to create “Google Maps” for Learning

BOARD



Dr. Prasad Ram
Founder, CEO Gooru,
Previously at Google,
Yahoo! and Xerox
PARC



Prof. Nancy Songer
Dean of the College of
Education, The
University of Utah



Prof. Kenji Hakuta
Professor, School of
Education, Stanford
University



Prof. Gerry Hanley
Professor, Psychology
California State
University, Long Beach



**Dr. Michelle
Rodriguez**
Superintendent, Pajaro
Valley Unified School
District

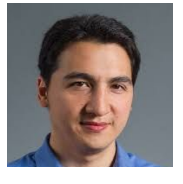


Mr. Daljit Mirchandani
Chairman of GIF, CEO
Gyan Prakash; Former
CEO of Ingersoll-Rand

ADVISORS



**Prof. Srinath
Srinivasa**
Data Scientist,
Professor & Dean of
Research, IIIT-B



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Professor, Computer
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Former head of Xerox
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Mr. Sharath Krishnan
Director of Partner
Solutions, 15+ years in
development sector



**Ms. Priti Agarwal,
CPA**
Director, Business
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Chief Architect, Gooru,
Former Architect at
Persistent Systems



Mr. Mukul Markande
Data Architect, Gooru,
Former Architect
Consultant at IBM



LET'S GO!