

MEMORANDUM OF UNDERSTANDING
BETWEEN ANTIOCH UNIFIED SCHOOL DISTRICT
AND
ANTIOCH EDUCATION ASSOCIATION
School Closure Related to Coronavirus-19/COVID-19 (COVID-19)

The Antioch Unified School District ("District") and Antioch Education Association ("Association") amend the Memorandum of Understanding ("MOU") regarding the school closures related to COVID-19 as follows:

1. Grading

Students shall be "held harmless" and standard grading practices are suspended for the final grading period of 2019-2020. In order to avoid students being penalized for school closures and distance learning, the District will use the students' second trimester/third quarter grade as the key indicator of progress towards meeting subject and/or grade level standards.

The distance learning plan agreement is focused on enrichment, engagement and review. The following grading practices will be utilized for the third trimester/fourth quarter as described below:

1. For 3rd trimester and 4th quarter grading purposes, teachers will issue feedback to students on work submitted and keep track of completed assignments.
2. Grading practices will not apply at the K-8 level, only documentation of work completed. 3rd trimester report cards and 4th quarter grades for K-8 will not be generated or issued, with the exception of 8th grade Algebra 1. The District will develop and disseminate a communication tool for parents regarding the temporary suspension of K-8 grading practices. Teachers are encouraged to communicate student progress in distance learning programs to students and parents.
3. Any assessment done during the school closure through distance learning shall be formative in nature and no summative assessments shall be given. The purpose of formative assessments utilized during the school closure is to inform teachers of students' areas of mastery or continued areas of need to support students. School administrators will not require any assessments to be generated or administered by teachers during the school closure.
4. 9th-12th grade teachers and 8th grade teachers teaching Algebra 1, will issue either a Pass or Credit for 4th quarter/2nd semester grades based on work completed. Teachers will track work

completion and will be mindful of students' lack of consistent access to technology and lack of in-person instruction.

5. 9th-12th grade students who had a passing grade in the 3rd quarter (A, B, C, or D) will receive a Pass grade for the semester. Students who had a failing grade for the 3rd quarter and do not engage in distance learning despite teachers' efforts to make contact will be issued Credit only for the 4th quarter/2nd semester grade.

6. Make up work or specific assignment creation for "no-shows" will not be required or expected.

2. Home & Hospital

Home & Hospital teachers assigned to students will continue to provide services to their student(s) though distance learning. These teachers will be working a maximum of five hours per week to provide direction, guidance, and service to their assigned student(s). As the teachers track progress, they will use their best judgement to not adversely impact the student, given the lack of in-person instruction and potential lack of access to technology. Home & Hospital teachers will continue to be paid for hours work at their per diem rate.

Home & Hospital teachers assigned to students will continue to service their student(s) though distance learning. These teachers will be working a maximum of five hours per week to provide direction, guidance, and service to their assigned student(s). As the teachers track progress, they will use their best judgement to not adversely impact the student, given the lack of in-person instruction and potential lack of access to technology.

3. Adult Education

Prospects Adult School offers various programs to meet the educational needs of adult learners. The school provides General Education Diploma (GED), High School Diploma, High School Equivalency Exam (HSEE), English as a Second Language (ESL) for Adults, and Career Technical Education (CTE) programs. The campus also serves as a preparatory and testing center for adults seeking a GED diploma. The Adult Education mostly operates on funding provided by the State and by the WIOA federal grant. No employees are paid out of district funds.

As a result of the COVID-19 pandemic, the school has initiated a distance learning plan that incorporates different instructional strategies per teacher choice. Teachers who are assigned to general education courses, including the ESL for Adults program, use textbooks, projects and other printed materials for instruction. Teachers who teach GED and HSEE classes use the Odysseyware/Edgenuity online platform, while CTE teachers have explored using other online platforms to deliver lessons.

The principal is currently assessing teachers and students about their technology needs. Based on survey results, laptops will be provided to teachers and students as needed. To support distance learning implementation, teachers who do not have internet access will be informed about available services at the Black Diamond Middle School Internet Center. The school will

develop a pick up and drop off schedule of printed instructional materials for students and families.

Recommendations

It is recommended that the different instructional methodologies be approved at Prospects Adult School. Teachers have been given the autonomy to plan lessons using their desired instructional delivery system. As distance learning continues to evolve at Prospects High School, it is recommended that all teachers explore and incorporate online learning as part of their practice.

It is also recommended that teachers meet the roles and responsibilities outlined in the MOU. This includes scheduling office hours at least one hour per week for student consultation and conferencing.

If a teacher seeks extra hours to work on tasks regarding fulfilling state and grant requirements, it is recommended that he/she presents a rationale to the principal. Administrative approval will be granted on a case by case basis.

4. Alternative Education

General Description

The following chart highlights the similarities and differences between the Continuation High School Model and the Independent Study Model:

Program Type	Purpose	Targeted Students	Grading
Continuation High School Model	To help credit deficient students earn credits and meet their graduation requirements	Age 16 or older	<i>Pass/Credit Only</i>
<i>Independent Study Model</i>	To provide students an alternative opportunity to earn credits to meet their graduation requirements	<i>Grades 9-14 Ages 14-21</i>	<i>Pass/Credit Only</i>

For distance learning, the alternative and continuation sites have developed the following program modifications:

Prospects Independent Study

Teachers will meet remotely with their assigned students and provide assignments on a weekly basis. Teachers will check in with their students either virtually or through phone calls during regularly scheduled appointments. Students will participate in the credit recovery online platform as needed.

For Independent Study, the recommendation is to continue with current practice with the following modifications:

- Independent Study students require “new learning” to remain on track to graduate;
- Credits for Independent Study are “earn as you go” and variable;
- Course credits will be given upon 60% completion of course work assigned.

Continuation High School Model-Live Oak High School and Bidwell High School

Teachers have developed distance learning using different platforms. Printed assignments, which encompass a two-week teaching period, are available for students who are unable to access the internet.

For credit recovery, the recommendation is to continue with the current practice with the following modifications:

- Credit deficient students will require “new learning” to remain on track to graduate;
- Students will be assigned another module upon course completion;
- Course credits will be given upon 60% completion of a module.

Recommendation

The independent study and continuation school principals have sought teacher feedback and input in developing their distance learning plans. School sites have created a program that gives teachers some autonomy, yet honors the guidelines identified in the current MOU.

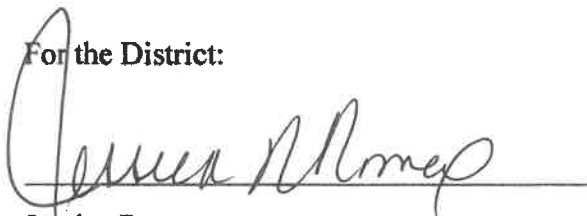
Proposed changes to the credit recovery program merits some consideration. It is recommended that students who have completed 60% of their module be given a “Pass” mark and the appropriate credits earned. This modification will allow credit deficient seniors and juniors to progress towards meeting graduation requirements.

The Association and the District reserve the right to negotiate any additional impacts of all school closures in the 2019-20 school year.

This MOU shall expire in full without precedent on June 30, 2020, unless extended by mutual written agreement.

The undersigned represent that they are authorized to execute this MOU. Signed this 30th day of April, 2020.

For the District:



Jessica Romeo

For the Association:



Valorie Luke