

**MEMORANDUM OF UNDERSTANDING/SIDE LETTER  
BETWEEN  
PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT  
AND  
PASO ROBLES PUBLIC EDUCATORS**

**2020-2021 6-12 Secondary Cohorts and Voluntary In-Person Instruction**

The Paso Robles Joint Unified School District (“District”) and Paso Robles Public Educators (“Association”) enter into this Memorandum of Understanding (“MOU”) in response to struggling students MOU, distance learning MOU, hybrid MOU, and the movement of Tier status related to COVID 19 in San Luis Obispo County. This MOU is dated January 8, 2021, for reference purposes.

As a reference to the Hybrid MOU, September 23, 2020, (in red):

*A. During the remainder of this semester, we will form a small 6-12 committee ( 10 teachers, 4 counselors, and 5 administrators) to develop strategic support for struggling students. This committee will meet prior to November 1, 2020, and develop a plan for the remainder of the semester, prior to hybrid implementation. This plan will include an altered schedule for support for students, the possibility of small group in-person (voluntary) or remote support, and parent contact for struggling students by both counselors and teachers. This committee will produce a side letter to this MOU clarifying next steps and processes.*

B. As a reference to the Struggling student MOU, October 22, 2020, (in red):

Struggling students identified for potential intervention pending in-person learning commencing in January will be defined as:

- Students with 1 or more F’s
- Students with attendance of less than 80%
- Students with a 1.0-grade point average drop, or more from the last reported transcript grade
- Students who have indicated social-emotional needs through the following measures:
  - Teacher/Counselor contact
  - Social-Emotional screener
  - Parent/Guardian referral
  - Also, students who have demonstrated a 1.0-grade point average drop from cumulative gpa.

*A plan for developing strategic supports and methods for accessing and assisting struggling students as well as for targeting the most at-risk students will be developed at each 6-12 site with teacher/counselor input and collaboration with site administration. The plan will be developed and begin implementation by November 12, 2020. The plan will address tiered support for struggling students. Each site’s plan will consider strategies for addressing barriers to the interventions that might affect the identified students to receive services.*

As a part of site-developed plans, subject matter teachers will provide and document in Aeries when applicable, any of the following actions, if implemented as a part of a plan for a student to support the students: parent/student contact via email or phone call, attend intervention/SST meetings, work with departmental PLC's for support services for students, and when needed (student is receiving an F), a student plan for grade recovery.

If a teacher decides to voluntarily do in-person services, the following protocols must be followed:

- Groups will not be larger than 15 students at a time, **with one adult. (Total of 16)**
- Groups may be indoor or outdoor, as approved by the site administrator.
- Students will maintain 6 ft distancing and wear a mask on campus.
- Students will have temperature checks upon entering the classroom facility.
- All students will have parental permission to attend. For students who elect not to participate, their grades will not be impacted.
- Teachers will be compensated for the additional time and paid at the curriculum rate, if the session is outside of their duty day, and payment has been approved by the site administrator.

**January 2021: During Voluntary In-Person Cohort** instruction the teacher remains responsible for their online/distance learning responsibilities as articulated in the distance learning MOU. The District will provide technical support to assist the teacher in successfully completing this task and serving both in-person and remote learners. Teachers will request through their site administration technology supports and additional technology. The site administrator will respond within 2 working days and meet with the teacher to discuss the request. A decision for the request will be made by 5 days from the request.

Any teacher that volunteers has the ability to choose to opt out of in-person cohorting, with a 5 work day notice.

Teachers, in collaboration with site administration, will be responsible for the design and implementation of their in-person student groups. Any teacher that needs to modify the structure of their in-person cohort will do so in conjunction with administration.

- Unduplicated and at-risk students will have priority when the teacher and administration is developing their voluntary in-person cohort for second semester for the 2020- 2021 school year. A priority needs to be addressing learning loss among students, with emphasis on low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,
- Times and locations will be selected by teacher, with approval of administration.
- The design and plan will be presented to the site administration prior to implementation, as the site administrator will balance student in-person requests and teacher selection.

Teachers will check-in students upon arrival by conducting a health screening and taking attendance.

These records will be turned in weekly. Teachers will be trained and utilize aeries digital health screening.

Teachers and administration together will select no more than 15 students, from their current rosters or current cohorts (struggling students, CTE or athletics) for their in-person student group.

Teachers, in collaboration with site administration, will be responsible for the design and implementation of their in-person student groups.

- Unduplicated and at-risk students will have priority when the teacher is developing their voluntary in-person groups. A priority needs to be addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,
- Times and locations will be selected by teacher, with approval of administration.
- The design and plan will be presented to the site administration prior to implementation, as the site administrator will balance student in-person requests and teacher selection.

Teachers and administration together will select 15 students, from their current rosters or current cohorts (struggling students, CTE or athletics) for their in-person student group.

Cohort Guidance will be as follows, and will be adjusted if guidance from the state or local government alters. This changes will be negotiated by the District and PRPE as stated through CDHP document in blue:

Cohort: a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

Supervising adult: an adult assigned to one cohort of children or youth, who does not physically interact with any other cohorts. This includes child care staff, certificated or classified school staff, volunteers, participating parent or caregiver, or other designated supervising adult(s).

#### Cohort Size

Cohorts must be limited to no more than 14 children and youth and no more than two supervising adults, or a configuration of no more than 16 individuals total (children and youth or adults) in the cohort.

Requirements for adult to child ratios continue to apply for licensed child care programs.

Cohorts can be divided, as needed, into subgroups of children and youth from the same cohort, as long as the 14-to-2 ratio is not exceeded.

Supervising adults should be assigned to one cohort and must work solely with that cohort, unless serving children five years of age and younger in which case an adult may be assigned to no more than 2 cohorts. Avoid changing staff assignments to the extent practicable. Substitute providers who are covering for short-term staff absences are allowed but must only work with one cohort of children per day.

Meetings among the staff from different cohorts must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face coverings and maintain at least 6 feet distance from other providers.

Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.

Physical distancing, in combination with the use of face coverings, decreases the risk of COVID-19 from respiratory droplets. Physical distancing between adults must be maintained as much as possible, and adults and students must use face coverings at all times, pursuant to the CDPH Schools Guidance regarding face coverings.

(NOTE: In PRJUSD, a supervising adult for cohort supervision will be district personnel)

**Not Precedent Setting.** The Parties agree that this MOU is not precedent setting, does not constitute a past practice, and does not constitute a waiver of the District's right to refuse to negotiate matters that are not mandatory subjects of bargaining.

**Term.** The Parties agree that this MOU shall expire on the earlier to occur of: return to hybrid in person instruction or June 30, 2021, unless extended or modified by mutual written agreement.

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James Lynett, PRPE

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Jen Gaviola, Deputy Superintendent

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Ken Stevens, CTA

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Curt Dubost, Superintendent