

**SEIU Local 99
Unit B
COVID-19 Sideletter**

The Los Angeles Unified School District ("District") and Service Employees International Union ("SEIU"), Local 99 for employees in Unit B hereby agree to the terms of this sideletter regarding school closures during the 2020-2021 school year in response to the novel Coronavirus (COVID-19) pandemic.

The parties recognize there is a need to reduce occupancy at school sites and move to remote/distance learning program and distance learning/in-person learning program to allow for social distancing as recommended by public health officials in order to prevent the spread of illness arising from COVID-19 during the 2020-2021 school year.

In order to support student learning and to fully utilize all District resources, the parties are supportive of and will implement an all hands-on deck approach to support the virtual learning process. Therefore, the District and SEIU Local 99 for employees in Unit B agree as follows:

1. Special Duties and Assignments: Under these unprecedented circumstances the Union and the District agree that during the life of this sideletter, Unit B employees may be performing special duties and assignments that are not contained in their current job descriptions and that may be outside of the scope of work in their regular classification as permitted under Education Code 45110, while continuing to receive their regular pay. These special duties and assignments are temporary and shall only be effective until the expiration of this sideletter.

It is understood that any special duties and assignments to be performed by Unit B employees are the ones referenced in the attachments to this sideletter. The District will notify SEIU Local 99 if any additional classifications will perform these special duties and assignments.

- a. All Unit B employees must be available for their regular workday as previously assigned unless changed through the process outlined in the 2017-2020 Unit B Collective Bargaining Agreement.
- b. Employees will work remotely whenever possible. In the event work needs to be performed on site, Unit B employees need to report in person at their assigned location.
 1. Employees approved to work from home are expected to be available during their normal designated working hours. This includes being available to receive phone calls from the site supervisor, and regularly monitoring their LAUSD email.

- c. Employees with documented chronic health conditions as per COVID-19 public health guidelines, may request alternative shifts with minimal interaction with other employees. These requests shall not be unreasonably denied.

2. Professional Development and Technology: The District shall ensure all Unit B employees receive the training necessary to perform any special duties and assignments as stipulated in this sideletter and attachments. Any training or classes offered by the District to those performing work remotely shall be in a virtual platform.

Unit members who do not have personal equipment that can be used for Distance Learning or contacting parents and students shall make a request to their site administrator or supervisor.

3. Employee Safety and PPE: The District will follow safety guidelines as determined by the Los Angeles County Department of Public Health in order to prevent the spread of illness arising from COVID-19. The District believes in a best in class approach to ensure the health and safety of its employees and therefore commits to the following:

- Symptom checks and screening
- Modified classroom layouts
- Physically distancing of 6+ feet
- One direction traffic in hallway(s)
- Requiring of face coverings
- Hygiene training
- Hand washing signs/instructions at all sites
- Electrostatic cleaning
- Disinfecting of desks, tables, and chairs
- Upgrading air filtration systems to MERV 13 (equivalent of N-95)
- Disinfecting of high-touch surfaces
- Modifying of air circulation systems
- Disinfecting equipment
- Increasing of custodial staff
- Modifying room layouts
- Posting of required signage
- PPE kits that include face coverings for all staff at all school sites
- Provide appropriate PPE to staff as required by their class description and the Los Angeles County Department of Public Health
- Soap, paper towels, and hand sanitizer in every classroom
- Published health protocols

The District and SEIU shall participate in an ongoing Safety Collaborative Committee which shall meet every two weeks to ensure the safety of all employees. The Collaborative Committee shall include two representatives from SEIU to discuss:

- PPE availability at the sites
- Training needs at sites
- Physical distancing practices

4. **Compensation and Benefits:** The following shall apply:

- a. Differential - The District agrees to pay employees whose work cannot be completed remotely and are physically required to report to a work site by an administrator an additional \$3.50/hour for all hours worked at the site during their regular assignment. This differential shall end on December 31, 2020 or when students return on site for a hybrid or regular instruction format, whichever occurs first.
- b. Employees that have been exposed to and/or have tested positive for COVID 19 will be eligible for 100% pay for ten (10) work days under the Emergency Paid Sick Leave Act (EPSL). Other eligible benefits remain accessible to employees under the Families First Coronavirus Response Act (FFCRA) and/or the Family Medical Leave Act. Employees who have exhausted their FFCRA benefits shall utilize their benefit time for compensation.
- c. There shall be no layoffs, furloughs, or reduction in regularly assigned hours of regular employees.

5. **CPR Certification:** Unit B employees will have up to the 30th calendar day after school operations/hybrid resume in order to update or renew their CPR certificates.

6. **Childcare:** The District will provide student supervision services to TK-8 students at no cost to Unit B employees at designated worksites.

7. **Term of Agreement:** This non-precedent setting sideletter shall be valid from the date it is executed until December 31, 2020 or when students return on site for a hybrid or regular instruction format, whichever occurs first. Upon request, by either the District or SEIU Local 99, the parties agree to meet to review progress. The terms of this sideletter will be extended on a month to month basis while in a distance learning setting unless a party requests to end it ten (10) days prior to the end of the month. Except as modified herein, the parties' 2017-2020 Unit B Collective Bargaining Agreement shall remain in full force and effect pursuant to its terms.

If any other LAUSD bargaining unit agrees to a differential higher than \$3.50/hour, such terms shall be offered to SEIU, and shall be implemented upon agreement by SEIU to such terms.

Date of agreement: _____

Los Angeles Unified School District

SEIU, Local 99

By: _____

By: _____



L.A. UNIFIED SCHOOL DISTRICT

PARAPROFESSIONALS

Goals: The purpose of this document is to provide an overview of expectations for L.A. Unified paraprofessionals (i.e. Special Education Paraprofessionals, Teacher Assistants, Instructional Aides, Educational Aides, Early Education Aides) during the interim period until we return to educating all students in brick and mortar public schools.

GUIDING PRINCIPLES

- Focus on equity and access - Support those in need the most
- Strive for excellence and high expectations - Find the balance between high expectations and recognizing the wide variations in the circumstances of students, families, and staff
- Model mutual respect - Value the input from all stakeholders and assume the best intentions for everyone involved in supporting our students
- Practice collaboration - Accomplish more by working with and caring for one another during these times

DEFINITION

The District is providing high-quality educational opportunities to students to the extent feasible through, among other options, distance learning and/or independent study. There are many resources for teachers, parents, and students. L.A. Unified offers a wide range of subscription-based, paid online resources to continue learning, workbooks and other materials, as well as a historic partnership with PBS SoCal, KCET, and KLCS to bring over the air television programming aligned to K-12 standards directly into the homes of students without devices.

GUIDELINES AND EXPECTATIONS FOR PARAPROFESSIONALS

Paraprofessionals should be assigned work during their regularly scheduled work hours. In accordance with collective bargaining agreements and L.A. Unified class descriptions, paraprofessionals will be assigned to provide instructional support to students remotely and participate in professional development to enhance their skills as instructional support providers. Administrators should communicate with paraprofessionals and the teacher they support about what each of their roles are within the distance learning environment.

Please see the following suggested activities that fit within current class description guidelines.

- Attend virtual staff meetings.
- Check in with teachers and school administrators via email.
- Make calls home on behalf of teachers/schools, particularly for students who have not checked in electronically or for whom there has been no contact in the last five days.

- Participate in and support the delivery of instruction through virtual class lessons.
- Under the direction of the teacher, grade objective test materials, assist with progress monitoring, and record scores.
- Provide translation/interpretation for teacher/parent virtual meetings and instructional sessions and instructional materials (staff with bilingual differential or Sign Language Interpreter or related classification, only).
- Attend MyPLN virtual courses as professional development.
- Attend Virtual PD as instructed by supervisor, school administrators, or District staff.
- Participate in L.A. Unified online learning forums (i.e. Schoology groups) with students and teachers as directed.
- Assist students with accessing District-approved technology using available job aids.
- Paraprofessionals who do not have access to technology should coordinate with their school site administrator for support.

When conducting online conferencing with students, paraprofessionals should maintain the same dress code as if they were physically going to work.

Mandated child abuse and neglect reporting requirements remain in effect.

The following District policies and guidelines regarding the appropriate interaction with all stakeholders remain in effect and should be observed virtually as they would be in a physical setting:

- The LAUSD Code of Conduct with Students
- The LAUSD Code of Ethics
- The LAUSD Responsible Use Policy (RUP)
- The LAUSD Social Media Policy for Employees and Associated Persons

Action Steps for Administrators to Assign Paraprofessionals to

Support Preparatory Activities

- Create a Global Outlook Contact List for all paraprofessionals assigned to your school site.
- Survey paraprofessionals to determine their access to technology, internet connection and equipment.
- Allow access to the District's learning platforms (i.e. Schoology, Unique/N2Y, etc.).

- Provide staff with job aides, resources, and guidance for accessing and utilizing instructional technology.
- Meet remotely with certificated staff to review guidelines for assigning appropriate instructional duties to paraprofessionals.
- Work with your other school administrators and/or Supervising Special Education Assistant (if available) to evaluate staffing needs, develop student instructional support plans, and plan virtual meetings.

Implementation

- Set up a remote staff meeting with paraprofessionals, to assess the student(s) needs and how paraprofessionals can support instruction remotely.
- Ask teachers to schedule regular meetings with paraprofessionals to review instructional plans and collaborate on strategies for supporting remote learning.
- Provide staff training to support utilizing Zoom, Schoology, or other online platforms to provide whole class instruction.
- Provide a memo to paraprofessionals that includes expectations for supporting students' instructional needs remotely, reminders about District policies (Responsible Use Policy, Code of Conduct with Students, etc.)
- See list of suggested activities for paraprofessionals and reference links

Resources

- Login to [MyPLN](#) to complete District mandated trainings, which may be found in an employee's Transcript.
 - Special Education assistants may use the keyword "Paraprofessional" to search and enroll in required courses within MyPLN.
- Access to District Email Accounts [Login in to LAUSD email account](#)
- L.A. Unified LMS Online Meeting/Conferencing Options [Download Flyer](#)
- LAUSD/UNIT B Collective Bargaining Agreement [2017-2020 Unit B Agreement](#)

Guidelines and Expectations for Speech-Language Pathology Assistants (SLPA)

Work Hours

- SLPAs will continue to work a 6-hour workday, 8:00am – 2:30pm

Training and Professional Development

Ongoing professional development, beginning August 2020, and peer collaboration opportunities will be provided to SLPAs throughout the school year.

Communication with Supervising SLP and Professional Responsibilities

- SLPs and SLPAs should always be mindful of Activities, Duties, and Functions outside the scope of responsibilities of a Speech-Language Pathology Assistant (e.g., Only supervising SLP may report out student progress to the parent).
 - SLPA and supervising SLP are encouraged to engage in a discussion regarding the SLPA's scope of practice and consider the support and service options the SLPA may engage in.
 - As a reminder, SLPAs may not participate in parent conferences, case conferences, or inter-disciplinary team conferences without the supervising SLP being present.
- SLPA and supervising SLP(s) should connect to discuss the variety of virtual support options and determine how the SLPA may best support the supervising SLP with their caseload. **SLPA's may also utilize this time to discuss scheduling concerns with documenting work completed that day, case load discussions, concerns with parents, etc.**
- SLP(s) may provide additional training and support for a SLPA as feasible (or necessary) to ensure successful service delivery to students through the methods outlined below, in the 'Guidelines for Distance Learning' section. This may be done on an individual basis at the discretion of the supervising SLP(s) and SLPA.
 - To facilitate this, supervising SLPs may provide direct supervision using appropriate electronic means (e.g., videoconferencing) to train SLPAs on tasks they are not yet comfortable with. This is individualized between each SLPA and their supervising SLP.
- SLPA should establish one office hour session during their work week to support SLP (in separate 1-hr blocks).
 - SLPA may use this time to debrief with supervising SLP(s) on assignments and data collected during support sessions and collaborate with supervising SLP(s) on notes and observations. The intent is for the SLPA to have defined time(s) during the week where they are available to support the SLPs who supervise them and check in regarding student progress and updates.

Guidelines for Distance Learning

SLPAs will be providing services to the extent feasible. Services will be delivered synchronously (live video platform), unless mitigating circumstances apply (e.g., parent refused service, student has medical restrictions, etc.). SLPAs will provide synchronous and/or asynchronous services and supports at the direction of their supervising SLP.

After collaboration with and under the direction of the supervising SLP, SLPAs **will**:

- Contact parents for service delivery scheduling.
- Conduct live videoconferencing/synchronous services to students:
 - Implement supports and services to students in alignment with their IEP goals to the extent feasible through face-to-face support using Zoom or another videoconferencing platform.
 - Sessions should be held in groups of two or more students or may be held with one student if a caregiver is present. The intent is for no provider to ever be alone with a student during a virtual session.
 - SLPAs may not participate in parent conferences, case conferences, or inter-disciplinary team conferences without the supervising SLP being present.
 - SLPAs and supervising SLPs will need to be mindful of the SLPA scope of practice and should work together to ensure that supervision requirements are met. As always, the amount and type of supervision required should be consistent with the skills and experience of the SLPA.
- Demonstrate techniques and share resources with students, families, and staff as directed by the SLP.
- Curate student-specific electronic resources and packets containing handouts/activities/strategies to support students at home as necessary.
 - e.g., SLPA creates (or uses materials student is already familiar with) /s/ and /r/ sentence-level articulation resource packet and prepares individualized email for the student.

SLPAs **may also**:

- Support with Interpretation and Translation
 - Bilingual SLPAs may join the SLP during parent contacts (e.g., three-way call or videoconferencing) and virtual support sessions to support with interpretation.
 - If a bilingual SLPA has the written competence and comfort level to translate materials or emails for the SLP, they may do so.
- Pre-record a lesson for students (e.g., language, articulation, communication, fluency)
 - Must be vetted by supervising SLP, then Specialist prior to sending to the family.
 - The supervising SLP may offer guidance and training as feasible.

Documentation:

Within five days of completing a service, document the service that was completed in each student's Service Record and an Event with Notes on the Welligent system.

District Policy and Professional Responsibilities

When conducting online distance learning with students, SLPAs should maintain the same dress code as if they were physically at work having face-to-face contact with students. The District's Code of Conduct with Students should be observed in virtual settings in the same manner as is required in a physical setting. The District's Responsible Use Policy should be adhered to. Mandated child abuse reporting requirements remain in full effect.

Campus Aides

(during the interim period until we return to educating all students in brick and mortar public schools)

Campus Aides: regular duties in a remote environment without students, as assigned. These employees should be asked to check in on a regular basis with their supervisors for work assignments and to ensure they are being utilized to assist with the continued operation of the school program. Some potential duties could include assisting with the dissemination and collection of devices and the collection of other school materials. Assist with ensuring safe school environment by monitoring the observance of safety protocols on campus.

Health Care Assistant Guidelines 2020-2021

GUIDELINES FOR HEALTH CARE ASSISTANTS

SPECIAL DUTIES AND ASSIGNMENTS

The HCAs will do one of the following duties:

1. register and scan bar code
 2. label testing sample
 3. place sample in the transport rack
 4. support and supervise sample collection
- Teams will consist of 4 members with one of those members being a nurse or LVN.
 - All HCAs will have training prior to any tests being conducted.
 - HCA have the option of wearing scrubs (Employee will provide).
 - All Unit B Side letter language (08/14/2020) will apply to all HCAs under these Guidelines.
 - PPE will be provided in accordance to Los Angeles County Dept of Public Health (LACDPH) guidelines and could include items such as masks, gloves, shields, and gowns based on the role performed.