

MEMORANDUM OF UNDERSTANDING
Between the
RIVERVIEW EDUCATION ASSOCIATION
and the
RIVERVIEW SCHOOL DISTRICT NO.407

**Agreement Regarding Terms of Employment and
Delivery of District Services Impacted by the COVID-19 Crisis**

The District and Association agree upon this Memorandum amidst the COVID-19 pandemic in order to resolve questions regarding employment and District services in this unprecedented time.

For the 2020-21 school year, the Riverview School District is planning a sustainable and flexible online/remote-only instructional model for most students starting the 2020-2021 school year. There are also potential stages for in-person/online hybrid models that would allow education to pivot between remote, hybrid and in-person learning. These stages will be determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Department(s). As the public health situation continues to evolve, the District and the Riverview Education Association will continue to work together to renegotiate these models. Our model of reopening schools, including all potential hybrid learning models, will prioritize the health and safety of our students, staff and entire district-community, positive and justice-driven educational outcomes, the social-emotional needs of students and staff, and thoughtful financial stewardship.

1. **Health and Safety:** District wide health and safety protocols will be designed to comply with guidance of all applicable public health agencies. Strict compliance with all relevant District safety and health rules will be an essential function of each employee's job. Effective on the date of this MOU, the Riverview School District Safety and Health Protocols are described in Appendix B.
2. **Compensation:** Employees on continuing and leave replacement contracts will continue to be compensated under the terms of the Collective Bargaining Agreement as a result of the school closure(s) related to Coronavirus/COVID-19. There shall be no reduction of compensation for any supplemental contract already in place, as a result of the school closure(s) related to Coronavirus/COVID-19 so long as the work related to the contract is appropriately adapted to the learning platform or assignment.
3. **Leaves:** COVID-19 presents unique health, family, disability and staffing challenges for the District and its employees. The following provisions are included to provide clear, objective, and practical options for the District and the employees facing those challenges. In all cases, strict compliance with all relevant District safety and health rules will be an essential function of each employee's job. While the District and the Association agree that remote learning is best supported by employees working on site, and is the preference, the parties understand that some employees may need to access alternative work sites, including working from home. Additionally, employees who are

unable to affirm the daily health attestation to work onsite, or has other extenuating circumstances as outlined in MOU leave language, and the district determines that the employee can perform their responsibilities off-site, may coordinate a change in work site with their building administrator or supervisor.

- a. **Employees with COVID-19/Suspected COVID-19:** Employees who have been diagnosed with COVID-19, or are experiencing symptoms of COVID-19 and are seeking a medical diagnosis, may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
- i. Emergency Paid Sick Leave (EPSL) under the federal Families First Coronavirus Response Act (FFCRA), with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) by (a) paid administrative leave if the quarantine was due to reported exposure at a District work site; or (b) other paid leaves identified below if the quarantine was due to reported exposure elsewhere;
 - ii. other paid leaves identified below;
 - iii. Leave for illness, injury or emergency;
 - iv. Shared leave consistent with Chapter 392-136A WAC;
 - v. Personal leave;
 - vi. Washington Paid Family Medical Leave (PFML);
 - vii. Worker's compensation (Under certain circumstances, claims from health care providers and first responders involving COVID-19 may be allowed. Other claims that meet certain criteria for exposure will be considered on a case-by-case basis.)
 - viii. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
 - ix. Unpaid leave of absence for the period of the temporary disabling condition;
 - x. long-term disability benefits; and
 - xi. Unemployment benefits.

If after accessing all of these benefits an employee has no option other than an unpaid leave, the District and Association shall meet to discuss other paid leave options.

- b. **Employees Quarantined Due to Possible Exposure to COVID-19:** Employees who have been advised by a public health agency to quarantine at home due to possible exposure to COVID-19 may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
- i. Alternative assignment for work/services which may be provided from home, if available (see paragraph j below);
 - ii. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) ; or by (a) paid administrative leave if the quarantine was due to reported exposure at

- a District work site; or (b) other paid leaves identified below if the quarantine was due to reported exposure elsewhere;
 - iii. Paid administrative leave if the employee has exhausted all available leaves options, an alternative work assignment for work/services provided at home is unavailable, and the quarantine was due to reported exposure at a District work site;
 - iv. Leave for illness, injury or emergency;
 - v. Personal leave;
 - vi. Worker's compensation (Under certain circumstances, claims from health care providers and first responders involving COVID-19 may be allowed. Other claims that meet certain criteria for exposure will be considered on a case-by-case basis.)
 - vii. Unpaid leave of absence for the period of the quarantine; and
 - viii. Unemployment benefits.
- c. **Employees Caring for Someone with COVID-19/Suspected COVID-19:** Employees who are caring for an individual who is subject to quarantine because that individual has been diagnosed with COVID-19, or is experiencing symptoms of COVID-19 and is seeking a medical diagnosis, may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
 - i. Alternative assignment for work/services which may be provided from home, if available (see paragraph j below);
 - ii. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;
 - iii. Leave for illness, injury or emergency;
 - iv. Shared leave consistent with Chapter 392-136A WAC;
 - v. Personal leave;
 - vi. Washington Paid Family Medical Leave (PFML);
 - vii. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
 - viii. Unpaid leave of absence for the period of time the employee is unable to come to work at a District work site; and
 - ix. Unemployment benefits.
- d. **Higher Risk Employees:** Employees who are at higher risk of severe illness or death from COVID-19 as that term is defined by the Governor's proclamation may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
 - i. Alternative assignment for work/services which may be provided from home, if available (see paragraph j below);
 - ii. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) by other paid leaves identified below;
 - iii. Leave for illness, injury or emergency;
 - iv. Personal leave;

- v. Unpaid leave of absence for the 2020-21 school year; and
 - vi. Unemployment benefits.
- e. **Higher Risk Individual in the Employee's Household:** Employees who themselves are not at higher risk but have someone in the household who is at higher risk of severe illness or death from COVID-19 as that term is defined by the Governor's proclamation may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
- i. Alternative assignment for work/services which may be provided from home, if available (see paragraph j below);
 - ii. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;
 - iii. Leave for illness, injury or emergency;
 - iv. Personal leave; and
 - v. leave of absence for the 2020-21 school year.
- f. **Employees with Children Impacted by School Closure:** An employee who must care for the employee's child because of a school closure or unavailability of the care provider due to COVID-19 precautions may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
- i. Alternative assignment for work/services which may be provided from home, if available (see paragraph j below);
 - ii. EPSL with possible supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;
 - iii. Emergency Family and Medical Leave (EFML) under the FFCRA (partially unpaid, and partially paid at 2/3 regular wages up to a maximum of \$200/day) with possible supplementation up to the employee's regular daily salary by other paid leaves identified below;
 - iv. Leave for illness, injury or emergency;
 - v. Personal leave; and
 - vi. Unpaid leave of absence for the 2020-21 school year.

The District will offer childcare options or seek community partners to provide child care to employees.

- g. **Employees Who Cannot Wear a Face Covering or Other Required PPE:** An employee whose assignment requires work at a District work site and who cannot wear personal protective equipment (PPE) required for the employee's assignment, including but not limited to a face covering, may choose to access any or all of the following benefits upon presentation of appropriate documentation from the employee's health care provider and under the terms of the applicable collective bargaining agreement (CBA) or law:
- i. Alternative assignment for work/services which may be provided from home, if available (see paragraph j below);
 - ii. Leave for illness, injury or emergency;

- iii. Personal leave;
 - iv. Unpaid leave of absence for the 2020-21 school year; and
 - v. Other accommodations identified through the interactive process of the Americans with Disabilities Act (ADA) and the Washington Law Against Discrimination (WLAD).
- h. **Employees Who Choose to Not Wear a Face Covering or Other Required PPE:** An employee whose assignment requires work at a District work site and who does not have a documented inability to wear PPE required for the employee's assignment, including but not limited to a face covering, but nevertheless does not wish to do so, may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
- i. Alternative assignment for work/services which may be provided from home, if available (see paragraph 10 below);
 - ii. Personal leave; and
 - iii. Unpaid leave of absence for the 2020-21 school year.
- i. **Employees Who Otherwise Choose to Not Work at a District Work Site Due to Concern for Safety:** An employee whose assignment requires work at a District work site and who does not fit within the conditions of paragraphs 1-8 above, may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
- i. Alternative assignment for work/services which may be provided from home, if available (see paragraph j below);
 - ii. Personal leave; and
 - iii. Unpaid leave of absence for the 2020-21 school year.

Employees who allege their workplace is unsafe are encouraged to immediately report their concerns to their supervisor and/or the workplace safety committee or Human Resources. Such employees may in limited circumstances also have recourse through the Department of Labor & Industries under WAC 296-360-150.

- j. **Alternative Work Assignments Provision One:** When an employee's assignment requires work/services at a District work site and the employee cannot, or chooses to not, work at a District work site, or employees who are unable to affirm the daily health attestation to work onsite, or has other extenuating circumstances as outlined in MOU leave language, and the district determines that the employee can perform their responsibilities off-site, may coordinate a change in work site with their building administrator or supervisor. When choosing from among multiple employees for the same available assignment, the District will prioritize employees in the following order:
- i. Employees who hold the appropriate training, licensing, endorsement or other qualifications for the position;
 - ii. Employees quarantined due to possible exposure to COVID-19;
 - iii. Higher risk employees or employees with a higher risk individual in the employee's household;
 - iv. Employees caring for someone with COVID-19/suspected COVID-19;
 - v. Employees with children impacted by school closure;
 - vi. Employees who cannot wear a mask or other required PPE;

- vii. Employees who choose to not work at a district work site due to concern for safety; and
- viii. Employees who choose to not wear a mask or other required PPE.

If two or more employees have equal priority under the conditions above, the District will use District seniority to make the assignment, when possible. If a remote assignment is created and assigned to an employee, the District will not be required to reassign employees previously awarded such assignments in order to accommodate assignments for other employees whose need for an alternative assignment arises later in the school year.

k. **Alternative Work Assignments Provision Two:** To maximize the District's options for meeting the educational, social and emotional needs of students in the unusual circumstances of the 2020-21 school year, the Association and District agree to the following limited opportunity for temporary reassignment of employees:

- i. An employee may be temporarily assigned to provide services outside the employee's normal job description if work within the employee's job description is unavailable due to the temporary closure of school facilities;
- ii. Such employee may only be assigned to perform work for which the employee is appropriately trained, licensed (if applicable) and prepared to perform;
- iii. Such assignment shall not, without the employee's agreement, exceed the hours normally assigned to such employee;
- iv. Such employee shall be paid the regular salary, wages and benefits the employee would receive from the employee's normal assignment;
- v. Such employee's temporary assignment may not result in displacing any other employee performing services within their regular job description;
- vi. Such employees shall not be assigned job duties associated with job classifications with a higher rate of pay than the employee's rate of pay;
- vii. Such temporary assignments may, with advance notice to the Association, include a reassignment of employees (a) to work within the jurisdiction of another bargaining unit, or (b) from other bargaining units to work residing within the jurisdiction of this bargaining unit; provided, the other bargaining unit agrees to similar provisions, and further provided that union dues, if any, paid by the employee will continue to be paid to the representative of the employee's original bargaining unit;
- viii. The temporarily reassigned employee retains a right to return to the employee's original assignment upon resumption of normal school operations, subject to existing contract rights of the District to reduce the workforce and/or reassign employees within the same bargaining unit; and

i. **Possible Limitations:** All the contractual, insurance and statutory leave benefits referenced above have specific rules or external agencies that govern their application, and the terms of this agreement will be interpreted consistent with those rules and agencies. Some of the leave entitlements may require documentation from a health care provider. The leave entitlements within the FFCRA (both EPSLA and EFMLA) currently expire December 31, 2020, and the parties agree to meet prior to that date to reconsider whether the leave entitlements above will be amended. When the governor's order regarding

“higher risk employees” expires, the parties agree to meet prior to that date to address future guidance for such employees based on the actions or inactions of the governor.

4. **Evaluation:** The District shall engage in certificated educator evaluations for the 2020-21 school year. Any observations completed prior to October 15 will not be included in the year end evaluation. The parties agree to amend the evaluation process described in the REA collective bargaining agreement, as follows:
 - a. All classroom teachers that received a score of “Proficient” or “Distinguished” during the 2019-20 school year shall be on a Focused evaluation for the 2020-21 school year, unless covered under subsection (b) below, or unless the employee has been evaluated on a Focused evaluation for the preceding 5 years.
 - b. Classroom teachers with zero to three years of experience teaching in Washington State, or in their first year of teaching in Riverview and with prior experience in a Washington school district shall be on a Comprehensive evaluation for the 2020-21 school year.
 - c. All Counselors, ESAs, Teacher Librarians, and PLL’s that received a “Meets Standards” summative score during the 2019-20 school year shall be on a formative evaluation strand for the 2020-21 school year.
 - d. Counselors, ESAs, Teacher Librarians, and PLL’s with zero to three years of educator experience in Washington State, or in their first year of professional practice in Riverview and with prior experience in a Washington school district shall be on a Summative evaluation (Form B) for the 2020-21 school year.
 - e. Educators on a Focused or Formative evaluation shall have two observations of their educational practice conducted. One observation shall be planned for a time when the educator is engaged in synchronous learning (classroom teachers) or other role-specific learning experience (Counselors, ESAs, Teacher Librarians) with students. A second observation will be a drop-in. Observations shall be followed by a post-observation conference and documented in Homeroom.
 - f. Educators on a Comprehensive or Summative evaluation shall have two observations of their educational practice conducted. One observation shall be planned for a time when the educator is engaged in synchronous learning (classroom teachers) or other role-specific learning experience (Counselors, ESAs, Teacher Librarians) with students. A second observation will be a drop-in. Both observations shall include both pre-observation and post-observation conferences and be documented in Homeroom.
 - g. Educators on a Plan of Improvement may be observed more than two times for the purpose of providing additional feedback and support as needed and as documented in the educator’s Plan.
 - h. Any educator may request additional informal observations for the purpose of receiving feedback about and engaging in professional conversations about their practice. These observations will be documented in Homeroom only if requested by the educator.

The District and the Riverview Education Association shall develop a set of “look fors” related to the components of the Danielson Framework for Teaching to be used by evaluators who observe online instruction.

The District will train all evaluators in the added “look fors” before any educator is engaged in an observation.

The District will provide information to all educators in a variety of modalities to ensure educators learn about and understand the “look fors” to be used during an observation.

Should any guidance from OSPI regarding the impacts of school closures on evaluations conflict with the agreements above, the parties will reconvene to reconcile the conflicts.

5. **Instructional and Service Delivery Model:** Effective on the date of this MOU, the instructional and service delivery model is described in Appendix A. Timelines of transitions to models with more in-person instruction will be communicated to the Association 7 – 14 days before transition occurs.
6. **Joint Committees:** The District and the Association will review the status of and contractual deadlines in the REA/ Superintendent Meetings, and revise as appropriate.
7. **Communication:** The District will continue to provide updates regarding recommendations and requirements from appropriate public health authorities at the state and county level and the Office of the Superintendent of Public Instruction related to school operations and appropriate measures under way to minimize the spread of the virus. The parties shall meet to discuss working conditions prior to schools reopening.
8. **Technology Stipend:** The District and the Association agree that for the 2020-2021 academic year, the Compensation for Technology Integration activities will be through the annual technology stipend of \$1625 per FTE by completing two self-paced asynchronous professional development Loops on the current district initiative surrounding the Core-4 . Each Loop will need to be completed during a district designated two-week window. Employees do not need to complete any other verification or documentation, outside of completing both professional development Loops.
9. **Effective Dates:** This MOU shall be in effect for the 2020-21 school year and shall sunset on the last instructional day of the school year, or earlier if it is determined to be safe to bring all students and staff back for in-person instruction. All other provisions of the collective bargaining agreement shall remain in full effect. This MOU is not precedent-setting and is intended to address the specific and unprecedented health emergency presented by COVID-19.

Dated this _____ day of _____, 2020.

FOR THE DISTRICT:

FOR THE ASSOCIATION:

Dr. Anthony L. Smith
RSD Superintendent

Missy Harvold
REA President

APPROVED BY THE RSD BOARD OF DIRECTORS:

Board President

Date

APPENDIX A

Tolt Middle School and Cedarcrest High School COVID-19 Schedules

CHS and TMS		
M and Th	T and Fri	Weds
Office Hours, Advisory, SEL, etc (30)	Office Hours, Advisory, SEL, etc (30)	Office Hours, Advisory, SEL, etc (30)
Period 1 (60 min)	Period 4 (60 min)	Period 1 (20 min)
<i>Transition (10)</i>	<i>Transition (10)</i>	<i>Transition (5)</i>
Period 2 (60 min)	Period 5 (60 min)	Period 2 (20 min)
<i>Transition (10)</i>	<i>Transition (10)</i>	<i>Transition (5)</i>
Period 3 (60 min)	Period 6 (60 min)	Period 3 (20 min)
LUNCH (30)	LUNCH (30)	<i>Transition (5)</i>
Targeted Reach Out (60 Min)	Targeted Reach Out (60 Min)	Period 4 (20 min)
Office Hours (35 min)	Office Hours (35 min)	<i>Transition (5)</i>
Independent Student Work / Planning (35)	Independent Student Work / Planning (35)	Period 5 (20 min)
-students involved in teacher designed asynchronous learning, practice and application	-students involved in teacher designed asynchronous learning, practice and application	<i>Transition (5)</i>
		Period 6 (20 min)
		End of Student Day / Lunch (30)
		<i>Staff Transition (5)</i>
		Afternoon -professional development (90) Staff Early Release Calendar (90)
<p>-T&L will work with RLC programs to support their students and staff. -Instructional Periods include short, synchronous direct/live instruction, conferring and small group work, asynchronous student work. - Targeted Reach Out is defined as teacher seeking student engagement and staff scheduling small groups. - Office Hours are for the purpose of students seeking teacher assistance. - Independent Student Work is still designed by the instructor and includes practicing skills and concepts from the day's learning. Independent Student Work Time can include labs, projects, viewing video, etc. as extended work to develop learning concepts. -Intervention for students identified for categorical program supports happens within the Instructional Periods, during the student work time. -Staff members working with students receiving interventions will require access to synchronous learning. -Part of Wednesday afternoon will include professional learning.</p>		

All Elementary Schools COVID-19 Schedules

Kindergarten-Grade 5					
	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:30-10:30	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
10:30-10:45	Break	Break	Break	Break	Break
10:45-11:45	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
11:45-12:30	Lunch	Lunch	Reading	Lunch	Lunch
12:30-1:30	Family Connections Outreach	Family Connections Outreach	Lunch (30)(end of student day)	Family Connections Outreach	Family Connections Outreach
1:30-2:15	Instructional Block	Instructional Block	Afternoon -professional development (90) Staff Early Release Calendar (90)	Instructional Block	Instructional Block
2:15-3:00	Independent Work	Independent Work		Independent Work	Independent Work
<p>-Instructional Blocks will primarily be composed of Reading, Writing and Math. -Specialists, Social Studies and Science will need to be scheduled into the Instructional Blocks under the direction of Teaching & Learning. -CE, CV, ERMA, and SW will have the same number of Reading, Writing, Math, Specialist, Social Studies, and Science Blocks as determined by Teaching & Learning. -T&L will work with RLC programs to support their students and staff. -Instructional Blocks include short, synchronous direct/live instruction, and some combination of conferring, small group work, and / or asynchronous student work. -Family Connections Outreach will be a time for students and parents/guardians to “meet” and discuss learning. During this time students engage in “unplugged” learning activities. -Independent Work includes practicing skills and concepts from the day’s learning. -Intervention for students identified for categorical program supports happens within the Instructional Block, during the student work time. -Staff planning will occur during independent work time and part of Wednesday afternoon. -Part of Wednesday afternoon will include professional learning.</p>					

APPENDIX B: Safety and Health Protocols

Safety & Health Plan

1. **Priority Commitments:** Staff and student safety is the top priority for REA, PSE and RSD in the reopening of schools for the 2020-21 academic year, whether we are inviting staff and students back into school buildings for an in-person educational model or inviting only staff back into school buildings to teach students remotely. District-wide health and safety protocols will be designed to comply with requirements and guidance from all applicable public health agencies. Strict compliance with all relevant District safety and health rules will be an essential function of each employee's job.

2. **Safety and Health Plan Development:** Each school building will have a worksite-specific Safety and Health reopening plan (SHP) which describes the modifications and protocols being adopted to limit, control and mitigate COVID-19 exposure for a safe and healthy work environment at that building. The SHP will be developed by the District in conjunction with building administration and, based on current knowledge and public health guidance, will include, but not be limited to, modifications or protocols for the following topics:
 - a. Building access points, walking patterns and signage;
 - b. Use of shared spaces (e.g., offices, bathrooms, staff rooms), shared equipment (e.g., copy machines, refrigerators), and shared teaching materials (e.g., manipulatives, textbooks, technological devices);
 - c. Building access to volunteers, visitors and other guests determined by the District;
 - d. Staff and student screening and exclusion, and student isolation and supervision if symptomatic at the school site determined by the District;
 - e. Communication regarding staff or student exposure events determined by the District;
 - f. Responses to staff or student breaches of safety protocols determined by the District;
 - g. Availability and access to all personal protective equipment (PPE) required for an employee's assignment, including alternative equipment necessary to accommodate student or staff disabilities determined, by the District in compliance with regulations (i.e. ADA);
 - h. Cleaning schedules and access to sanitizing supplies; and
 - i. Maximum occupancy and air quality standards for rooms in which staff and/or students are expected to work determined by the District;

3. **SHP Communication:** The SHP will be communicated to employees and the families of students assigned to a District work site at least one week before such staff or students are expected to report to that site. Updates or amendments to the SHP may be important as scientific knowledge about the coronavirus grows and guidance from public health authorities is modified. Such changes to the site-specific SHP will be communicated to staff and students as soon as they are adopted and effective. They will be available on campus and placed on the Staff Resources section of our district website.

4. **SHP Training:** All staff, including substitutes, will be required to complete training on each of the elements in the SHP relevant to the employee's assignment. All students,

including those who enroll after the first day of returning to school, will be taught to comply with each element of the SHP relevant to students. Such instruction shall include, but not be limited to, opportunities to increase and assess student understanding of the protocols before and upon return to school buildings.

5. **SHP Responsibility:** Each work site shall have an administrator, nurse, REA and PSE appointed COVID Safety Representatives (CSR) who will share responsibility for monitoring, adjusting, and training on the Plan implemented at each site. Additional members with expertise may join each team as needed. Drafts of the SHP shall be shared with each site's CSR representatives prior to publication to staff and students in order to solicit feedback, improvements, and ideas for successful implementation.

APPENDIX C: Updated Calendar for COVID-MOU