

**2020-2021 Reopening of School Under the COVID-19 Pandemic**  
PAT Response - District Section 2 Proposal - August 27, 2020

**II. In order to provide for educator retention and success, the workload under Comprehensive Distance Learning or Hybrid models shall include that:**

1. Professional educators have access to classrooms for conducting online instruction/student support for any educator who chooses to work on-site, in accordance with District **COVID-related** guidelines and protocols. This shall not prevent the District from closing worksites if deemed necessary in response to health and safety or building maintenance concerns. **In the event that a building or classroom/workspace must close for maintenance the professional educator shall be given a week of advance notice of the temporary closure, and be provided an alternative workspace if requested by the educator. The temporary workspace will be made available to the professional educator prior to the first day the educator must access it.**
2. For the duration of CDL, no educator shall be required to work in classrooms/offices.
3. The District will make reasonable efforts to provide curriculum and supplemental resources for professional educators.
4. The District shall provide Professional Development through embedded noneducator-directed time for differentiated learning opportunities for staff. The topics may include but are not limited to the following:
  - a. On video/distance best practices for instruction
  - b. On how to address students in crisis-situations
  - c. On how to identify abuse circumstances in virtual setting
  - d. On how to center virtual education for all students regardless of privilege
  - e. On assessment and grading/credit expectations under Comprehensive Distance Learning model
  - f. On supporting students with special education needs in a virtual setting
  - g. On how to complete Child Find evaluations remotely
  - h. On how to provide mental health support remotely
5. Student instruction shall include a combination of synchronous and asynchronous lessons as well as applied learning activities, in compliance with the building schedule and ODE guidance.
6. The District ~~in partnership with PAT, has shall~~ developed parameters **shall follow schedules and workday concepts as presented in the August 21, 2020 negotiations session. Those schedules shall** apply to all building schedules for all **professional educators. The schedule** parameters shall include the following:
  - a. Sufficient student instruction time to meet statutory requirements.
  - b. Sufficient ~~teacher-directed~~ **educator-facilitated** instructional time in compliance with the ODE's guidance set forth in Ready Schools, Safe Learners of **August, 2020.**
  - c. **Educator-directed time of an average of 3 hours and 15 minutes per day over the course of each full week. Shortened weeks shall have prorated amounts of educator-directed time.**

- ~~d.~~ ~~Time allocated during the teacher workday for educators~~ **Educator-directed** time shall include time to communicate with students and families and provide actionable feedback to students.
- ~~e.~~ Time allocated during the teacher-educator workday for educators to prepare and plan digital lessons and activities; assess student performance, and gather, track, and enter data.
- ~~f.~~ Individual planning time and 30-minute duty free lunch as set forth in the 2019-2020 Collective Bargaining Agreement (CBA).
- g.** **Time for individual educator planning as set forth in the proposed schedules**
- ~~f.~~ Designated PLC time that shall adhere to guidelines **spelled out in the PLC document attached to this MOA.**
- ~~g.~~ Seventeen hours of teacher-educator-directed planning time during the time period beginning September 2, 2020 and ending September 11, 2020.
- ~~h.~~ Seventeen hours of professional development related to the delivery of distance learning during the time period beginning September 2, 2020 and September 11, 2020.
- 7. Educator-directed time shall be able to be flexibly utilized by professional educators so that individual educator family/home needs may be met.**
- 8. Professional educators who are less than 1.0 FTE and who are not eligible for planning under the CBA, shall have educator-directed time proportional to that of a 1.0 educator.**
9. Educators who are part of Dual Language instruction shall be supplied with District-provided materials in the five partner languages of instruction. The District shall also provide a clarification of the emphasized/required core curriculum standards that are adjusted to the reality of either CDL or Hybrid models of instruction.
- 10. Professional educators in the DLI program shall receive their hourly rate for translating core materials when the materials are not provided to the educator.**
11. To address the backlog of evaluations and need for in-person complex evaluation support, an additional resource of itinerant evaluation teams will be formed. These teams will conduct complex evaluations and support school teams with completing evaluations/re-evaluations. Evaluation team guidelines are being created collaboratively between SPED administrators and bargaining unit members.
12. The new itinerant evaluation teams will conduct assessments at pre-identified assessment centers when in-person testing is required to complete evaluations. The District will provide PPE in accordance with guidelines set forth by the Governor, ODE, and local health authorities for in-person testing.
13. Professional educators who choose to complete IEP paperwork, IEP meetings or evaluation components during their planning time will be compensated according to the CBA. With advance approval from their program administrator, special education professional educators required to conference with parents and write IEPs may access additional release time for that purpose in excess of the four days per year provided in Section 6.5.4. With advance approval from their program administrator, a special educator may elect to use this additional time to perform conference or write IEPs outside of their workday and be compensated at their per diem hourly rate. Should a special education professional educator require hours in excess of section 6.5.4 to address

**the backlog of paperwork and meetings, they shall not be required to obtain advance approval to address the backlog.** *NOTE - #13 will be altered in the next round of language changes.*

14. The parties will meet approximately one month after student instruction begins to evaluate progress on the backlog of evaluations.
15. The District and the Association agree to meet at the request of either party to address methods and strategies for providing equitable and appropriate education for English Language Learners (ELL) and Deaf and Hard of Hearing students.