

Health and Safety Overview

Know your Rights Session: Wednesday 9/2 @ 4:30-6:00pm

Q: If I am asked to be in my workspace but feel unsafe or unable to do my work in another space what protections do I have? Can I refuse to go in to work?

- In our remote model, all work that can be done remotely will be done remotely. If you are informed you have essential duties on-site, all Health and Safety requirements in the MOU must be met.
- You have the right to request an HVAC assessment of your workspace from SPS prior to any in-person work.
- You may also request remote work or an alternative assignment.
- You may access accommodations or leaves.
- Employees have the right to refuse unsafe work. See the L&I guidance here: <https://drive.google.com/file/d/1Cn-4cyj14BRbTGQg8m28K3Cr59HC14pY/view?usp=sharing>

Q: What is the grievance process when I am confronted with a work condition that I deem unsafe for me and get push back from an administrator? What process and records do I need?

- Our CBA is still in effect. You should access the grievance process outlined in the CBA.
- We should grieve health and safety violations of our MOU and CBA.
- If you are confronted with unsafe conditions in violation of the MOU, CBA, and/or policy, contact your AR immediately.

Q: How do I get leave accommodations?

- WEA has provided template letter for employees who may need accommodations or a 504 due to the COVID pandemic. Access the accommodation templates here: <https://drive.google.com/file/d/1UoxAsuCpdicV4OBs9ifksobFP2emt9Wm/view?usp=sharing>

Q: If some teachers choose/ are able to go into the building to deliver remote instruction, will those of us who cannot or choose not to do so be compared unfavorably?

- Any staff member who feels they are being targeted for exercising their right to work remotely under the MOU should contact their AR or SEA immediately.
- We are in a remote learning model due to safety needs. Everyone who can work remotely should.
- While we recognize that some staff want the flexibility to access their classrooms, it is important to minimize exposure to the maximum extent possible.

Q: What is the process to handle an in-person IEP request?

As IEPs are reviewed and/or amended, the IEP team will decide if in-person services are necessary. Those services will be provided in accordance with the health and safety protocols and health authorities recommendations.

Q: Who can call for and is required at IEP meetings remotely?

- IEP teams remain the same as required by SPED law. The case manager calls the meeting and sends invites.
- There is a requirement that a nurse (or health medical professional if a nurse is unavailable) be present at all IEPs to speak to the health and safety guidelines needed for in-person services.

Racial Equity Overview

Know your Rights Session: Thursday 9/3 @ 4:30-6:00pm

Q: What technology and hardware support are educators and families receiving?

- All educators will be provided a laptop
- Schools will ask families about technology needs (e.g. laptop, tablet, headphones, hotspot).
- SPS will provide a laptop or a tablet to each student dependent on family needs. SPS will provide other enabling devices (e.g. hotspots and headphones) as needed. Assistance with internet connectivity will be provided to qualifying families.
- Preschool- 12th grade students will be supported with materials and devices for remote learning
- Substitutes will have access to loaner laptops

Q: What are the community agreements?

The language and creation of the community agreements was to recognize our responsibilities to community and families in response to COVID-19. This is the first step in bargaining for the common good. Our MOU states:

“We as a community are facing the ever critical and longer-term pandemics of racism and inadequate mental health care. In this moment of reckoning, we agree that eliminating barriers means prioritizing the needs of People of Color and providing community support for social emotional learning... The following commitments, crafted by a diverse group of educators and school/district leaders advocating for staff, students, and families, reflect shared values and provide strategies in the new reality of remote learning.”

The work of strong start, family supports, and technology supplies/supports listed in the Community Agreement is an effort to make clear the responsibilities to families in this COVID-19 response.

Q: There are concerns over families' reactions to this schedule. How was family input taken into account? It's a lot of screen time and an intense commitment. It also does not allow for a ton of flexibility. Just wondering how families' concerns from the spring are taken into account here.

There appears to be lingering misunderstanding of what the schedule means. SEA took family input into account and heard loud and clear the need for flexibility as well as some level of consistency.

Educators are NOT doing live instruction all day. Kids should not be in front of a screen for 5-6 hours a day. This schedule would allow a teacher to connect, take attendance, start off a learning activity, and then allow students time away from the computer to continue doing work.

Students with parents who work during the day can access the same asynchronous learning materials as their peers without adhering to a rigid schedule that doesn't work for the families and students, without undue workload burden on the educator.

Q: *What is the grievance process when I am confronted with a work condition that I deem unsafe for me and get push back from an administrator? What process and records do I need?*

- Our CBA is still in effect. You should access the grievance process outlined in the CBA.
- We should grieve health and safety violations of our MOU and CBA.
- If you are confronted with unsafe conditions in violation of the MOU, CBA, and/or policy, contact your association rep immediately.

Work Expectations and Accommodations

Know your Rights Session: Friday 9/4 @ 4:30-6:00pm

Q: *If staff would prefer to work from home, is that an option?*

- In our remote model, all work that can be done remotely will be done remotely. That is the norm. If you are informed you have essential duties on-site, all Health and Safety requirements in the MOU must be met.
- If you have been informed some of your duties are essential and must be performed on-site, then you can request a meeting with your supervisor to request coverage, request accommodations, request an alternate assignment, or utilize leave.
- If you have concerns about any on-site work, contact your AR immediately.

Q: How do I get leave accommodations?

- WEA has provided template letter for employees who may need accommodations or a 504 due to the COVID pandemic. Access the accommodation templates here: <https://drive.google.com/file/d/1UoxAsuCpdicV4OBs9ifksobFP2emt9Wm/view?usp=sharing>

Q: Teachers are wondering about when they are expected to prepare asynchronous materials, with the amount of synchronous teaching time expected.

- There is still a lot of misunderstanding of what the schedule means. Educators are NOT doing live instruction all day. There is no minimum of minutes "live".
- The general expectation is to go "live" to start each instructional period. After attendance and the launch of the lesson, educators can implement asynchronous learning. At that point, educators decide what is needed to best meet the needs of the student.
- That might mean calling a student, working with small groups, or creating an asynchronous lesson. No one wants kids in front of a screen for 5-6 hours a day. This schedule would allow a teacher to connect, take attendance, start off a learning activity, and then allow students time away from the computer to continue doing work. Just like you might structure a lesson in real life-it's not all lecture or the teacher talking.

Q: Please clarify about schedules SPED, ELL, Specialist?

- Specialists have the same workload expectations as general education classroom teachers and must be included in scheduling discussions as per contract.
- SPED and ELL will have access to students and will determine when and how to provide services to their students per contract provisions and past practice.
- ELL educators have the same expectations as general education classroom teachers.

Q: For Wednesdays: Is the expectation that teachers are doing 35 minutes of interaction with students total? Or 35 minutes PER period? If it's 35 minutes per period, that does not leave a lot of time for small group support and family outreach which is also part of the stated goal for Wednesdays.

- It should be 35 minutes max synchronous instruction. The rest is determined by the building.

Q: It looks like it requires teachers to create and present asynchronous lessons (videos) every time new content is covered. This is undoable if we are also going to provide live instruction 4.5 hours a day.

- It is NOT the expectation that teacher record all live lessons. The language in the MOU gives options to allow students to access learning activities if they can't be there during the scheduled time during the school day for any reason. Teachers can upload the same asynchronous learning materials they might be using with students that day for students to access on their own time. It could include screen shots of the class activity, etc.

Q: How have SPED caseloads changed in remote learning? What is the additional compensation? Will I have to give up my caseload or pathway?

- The SPed CBA stipend increased from \$2500 to \$3000. Case managers with caseloads of 18 or more will be given an additional \$500 as part of their stipend.
- No Sped stipend will be reduced for compliance issues.
- Psychs and ESAs will be paid per diem for evaluations and assessment revisions outside of their workday.
- SPS will provide additional SLP staffing to meet caseload, and SLPs will be compensated per diem for up to 24 hours for hours worked outside of their workday.

Q: Who can call for and is required at IEP meetings remotely?

- IEP teams remain the same as required by SPED law. The case manager calls the meeting and sends invites.
- There is a requirement that a nurse (or health medical professional if a nurse is unavailable) be present at all IEPs to speak to the health and safety guidelines needed for in-person services.

Q: What modifications to SPED IEPs are needed for the remote setting?

- SPS SPED will provide guidance on this. The goal is to provide as much service as possible remotely.

Q: Please clarify the classified process for evaluation.

- Classified staff will be evaluated according to the CBA, with the focus on professional growth and support. A work group will develop a set of "look for's" for evaluators in the remote model, and evaluators will be trained by the end of December 2020.
- More staff have the option of requesting a Focused evaluation, and those who were rated Unsatisfactory are entitled to extended probation. SPS must ensure staff understand the changes to the system.

Q: What happens for members whose evaluation was not completed in the spring?

- Staff who did not receive an evaluation. They will be on the 8 criteria comprehensive but will only be rated on the criteria not rated last year.