

Summary of the Memorandum of Understanding (MOU) Tentative Agreement

Overall	<ul style="list-style-type: none"> We are starting in a remote model. Staff and students will not return to buildings until a joint SEA and SPS workgroup monitoring the public health conditions make recommendations for gradual in-person schooling, which will begin with only our most impacted students who are unable to access learning remotely. ALL staff have the choice of remote work, with rare exception of clear duties that are essential. Every educator has a right to virtually meet with their supervisor to discuss how and when these essential duties will be completed. Employees who have split FTE, or less than 1.0, will collaborate with their administrators to ensure employee work responsibilities, including meetings, will reflect the proportion of FTE allocated to that building or worksite
Health and Safety	<ul style="list-style-type: none"> A joint SPS/SEA work group to analyze and monitor public health data to determine/recommend to the Superintendent whether opening to more in-person services is safe. Administrators have the responsibility of COVID Site Supervisor. SEA members should not be volunteering or compelled into these responsibilities. Very detailed health and safety protocols that every work site must follow which includes SPS must share results of all indoor air quality analysis with SEA. Employees have the option of requesting an HVAC assessment of their workspace prior to any in-person work. SPS is required to provide protocols and PPE for both close proximity, and deemed essential in-person work, including clear protective barriers Vision and hearing screenings will only be conducted in-person on students requiring special education evaluation.
Professional Development	<ul style="list-style-type: none"> PD rolled out as a district to help prepare educators including PD for many substitutes. PD covers a range of topics such as Liberation through Anti-Racist practices, Targeted Universalism, Inclusionary practices for students with special needs, and Family engagement strategies Paraprofessionals who have already completed their 14 hours required for the Fundamental Course of Study will be able to access up to 8 additional hours of District directed professional development to be used for technology training on District supported tools and platforms. Building-based SAEOPs will be able to access up to 8 additional hours of District directed professional development to be used for technology training on District supported tools and platform.
SEL/Online Safety	<ul style="list-style-type: none"> The district will provide culturally responsive/antiracist SEL training, materials, and supports to enable all SEA represented employees to create welcoming, safe digital environments
Tech and Family Engagement	<ul style="list-style-type: none"> Knowing this is a continuous and expansive conversation for the common good of educators, students, and families, we have established a Community Agreement that addresses the many social, racial, and ongoing conditions that require our attention throughout this crisis. All educators will be provided a laptop Preschool- 12th grade students will be supported with materials and devices for remote learning
Evaluation	<ul style="list-style-type: none"> Almost every certificated employee will have an evaluation that is called a modified comprehensive (more like a focused eval than comprehensive) with a few exceptions for those new to our system this year and those who were off the performance scale last year. Most classified employees will be on a focused evaluation. For both certificate and classified members, online performance is deemed proficient unless and until the evaluator produces a preponderance of evidence to lower the rating. The MOU language clearly states the steep learning curve of online instruction all staff are facing. Work expectations are written specifically to ALL staff roles in a remote learning setting.

Schedules	<ul style="list-style-type: none"> • Buildings will have a strong start to allow time to connect with families and determine what best meets their students’ needs. • Instructional periods and the schedule are inclusive of both synchronous and asynchronous instruction. • Parameters for schedules at the building level support continuity and predictability but allows flexibility for all individual educators. • School Buildings can decide on their remote based school office hours.
Attendance and Grading	<ul style="list-style-type: none"> • Connecting with families is the priority in remote learning conditions and attendance will include a variety of ways to be present on any given day such as students working asynchronously or educators connecting with a student outside of class time. • Suspensions and expulsions for non-attendance or truancy are not appropriate interventions and shall not be used. • Grading will include an A through C- or Incomplete system for middle and high school students. We are in agreement with the SPS School Board’s adopt this policy, eliminating a systemic barrier of giving failing D and E grades that impact the opportunity to graduate.
Leaves and Accommodations	<ul style="list-style-type: none"> • Alternative job assignments will be an option for members unable to do their current role remotely or due to the health impacts of COVID-19; no layoffs. • The District has agreed that work that can be done remotely may be done remotely. • Employees who have health conditions, as defined by CDC, that lead to increased risk for severe illness from COVID-19 and have documentation from a medical professional advising the individual to quarantine or self-isolate, will have the opportunity to request remote accommodations or an alternative assignment.
Special Education	<ul style="list-style-type: none"> • SPED-Services are remote with the rare exceptions of essential in-person services only when remote service is not available or IEP team decides it meets the students’ needs and is safe. • IEP teams will meet remotely to determine if and when any in-person services are required. A school nurse will attend IEP meetings to inform the team of health and safety guidelines. • The IEP stipend will increase due to COVID related paperwork to be done this fall. • Compensation at per diem rate for hours worked beyond workday will be provided for assessments and evaluations not completed in fall. • SLP compensation includes a per diem rate for hours worked outside the workday, with mitigation for workload in remote learning and time communicating with families about services • Again, SPS is required to provide protocols and PPE for both close proximity and deemed essential in-person work, including clear protective barriers. • A plan for provisions, protocols, and training will be provided for any in-person special education services when made available
Substitutes	<ul style="list-style-type: none"> • Buildings will receive a range between 30 to 80 hours per work site to hire subs to help support the remote model at the start of the school year. • In addition to long-term subs, substitutes that worked at least 400 hours last year or 200 hours this year, you will be paid for the Aug 31st TRI-day and 6 additional hours of PD. • Loaner laptops will be available • Timekeeping will be an electronic process • Job-shadowing opportunities will be available
SAEOPs	<ul style="list-style-type: none"> • Duties not workers are defined as essential, meaning you have the right to do your work remotely unless a task is deemed essential and you are unable to complete it remotely. • SAEOPs rotate through the building only for essential duties and with social distancing protocols in place. Where multiple SAEOPs share office space, the SAEOP team, in collaboration with the

	<p>principal/supervisor, will develop a rotation schedule to ensure only one (1) SAEOP is working in the office at any time.</p> <ul style="list-style-type: none"> • When onsite, the main office can be closed/lock
Para-professionals	<ul style="list-style-type: none"> • Paraeducators (PK-21) will support student/parent engagement by working with school staff to determine which families will be on their point of contact list. Work schedules will contain designated time for contact, in agreement with families' needs.
Certificated-Elementary	<ul style="list-style-type: none"> • Teachers will meet with their class for morning check-in and three (3) synchronous instructional periods Monday/Tuesday/Thursday/Friday. The rest of the day is determined by teachers to provide Tier 2 & Tier 3 supports to students. • Wednesday's teachers will meet with their class for morning check-in and then provide a Language Arts lesson for the day. Some students will stay to work in small groups for Language Arts and some students will sign off and complete their work independently. • Elementary specialist teachers are not required to teach more than three (3) synchronous classes on Monday/Tuesday/Thursday/Friday and no more than two (2) synchronous classes on Wednesday • Elementary specialist should complete morning check-ins and small group instruction following the same guidelines of a classroom teacher at their elementary school
Certificated-Secondary	<ul style="list-style-type: none"> • Teachers teach 3 or 4 synchronous periods/classes on Monday/Tuesday/Thursday/Friday following an A/B schedule • Wednesday's teachers will have a scheduled time (minimum 35 minutes) for students to check-in with their teacher during their class period and spend the rest of the day working with students in small groups/checking in with students as needed