Exec Board Meeting Agenda

Date: 9-21-20
Time: 4:05 PM
Place: Wherever you want to be via Zoom

Attendance: ==Present/==Absent

==Mary Jo McLaughlin, Miriam Hogley, Bradley Clark, Alex Castro-Wilson==, ==Susan DuFresne==, ==Julianna Dauble, Margaret Saelens, Susan Hoover, Maria Hernandez (Excused), Bridgett Kawachi, Yusuf Saadat==

AGENDA

I. **CALL TO ORDER**
   a. **Meeting called to order at 4:08 PM.**
II. **ADOPTION OF THE AGENDA**
   a. **Alex moved; Susan Hoover seconded to accept agenda as written with flexibility.**
   b. **Motion passes.**
III. **Adoption of 8/6/20 Exec Board Meeting minutes**
   a. **Miriam moved; Susan Hoover seconded to accept the minutes as written.**
   b. **Motion passed.**
IV. **Budget Report (Bradley Clark)**
   a. **Presented Report**
V. **Labor Management Report (Mary Jo)**
   a. **50 items are that about it.**
   b. **Meeting on Thursday 9/24 about Shindig between REA & RSD**
      i. **Specialist and doubled-up classes.**
         1. **9 buildings are doubled up in classes and are now doing "open" sessions.**
      ii. **Librarians doing curbside**
      iii. **Teacher Retirement**
      iv. **Evaluations**
         1. **Building principals are asking them to up there minutes for observations**
VI. **Bargaining update Issues still in discussion and FAQ additions if any. (Miriam)**
   a. **Gather dates for bargaining to discuss misconception in MOU/TA**
   b. **State Change to Evaluation**
      i. **How student Growth is measured**
         1. **Students reflect on how they grow. Process of student growth versus the percentage. What is the teaching to show progress? Done within a period of a unit.**
         2. **Requirement for setting Student Growth Goals won't need to be set until December. Doesn't need to be a part of the initial for the year but your mid-year.**
   c.
VII. **Governing Documents Updates**
   a. **Nominations and Elections**
      i. **Updates were sent out to members on Monday 9/21 in the afternoon.**
      ii. **Meadow Crest is the only school that needs to run a full election as there were two more members wanting to be building reps.**
   b. **Constitution and Bylaws**

  i. C&B worked throughout the summer to wordsmith the documents and trying to align with WEA.

  ii. They have finished the passthrough of the bylaws for the first round.

   1. Equity, Houghstad, inconsistencies between Constitution & Bylaws passthroughs

  iii. Once the C&B has been finalized by the committee, it will be presented to the Executive Board and then moved forward to Rep. Council.

VIII. Old Business

  a.

IX. New Business

  a. **Movement to Hybrid Model (District letter – discuss direction for bargaining team- prioritize based on summer survey concerns.)**

   i. **If staying in remote, one survey**

   ii. **What are your concerns going into Hybrid, one survey?**

    1. **Current reality**

    2. **What happens when a case does arise in a building? Do we close or what happens for that closure?**

   iii. **Purpose of Survey**

    1. **What teachers were comfortable going back and not**

    2. **What must be done in your building before it's safe for you and students to come back?**

   iv. **Is there going to be an all-year online model? What is the plan on the district-level about students who opt to teach online?**

   v. **Interested in helping create survey**

    1. **Susan DuFresne**

    2. **Susan Hoover**

    3. **Julianna Dauble**

  b. **Listening sessions and board participation (sign-up sheet)**

  c. **Building Rep Training Discussion**

   i. **Chad is doing a series of 4-30 min short trainings about training building reps on how to do the ask, listen, educate and invite them to become members.**

   ii. **First session during the October 5th Rep Council Meeting (5:00-5:30).**

   iii. **We are going to the four trainings during the Rep Council minutes.**

  d. **Membership Chair Candidate Suggestions**

   i. **Susan Hoover volunteer to chair Membership Chair.**

   ii. **Create a form that can be sent out to membership via R.O.C. and create the hustle message to identified R.O.C. groups.**

  e. **Agenda Items for 10-5-20 rep council meeting (MLK Labor Council- 30-minute rep training by chad.)**

   i. **MLK Council- Asks we've made (4:30ish)**

    1. **Monthly costs, online sources, etc.**

   ii. **30-minute training from Chad (5:30-6:00)**

   iii. **Committee Reports**

   iv. **Breakout Rooms**

    1. **Timing-out Topics**

     a. **5 minute or 30-minute time block**

   v. **Talking Points to go back to reps for their meetings**

   vi. **Suggestions**

    1. **Lani, Gwen**

    2. **Brain Breaks**

3. **Google Slides with links embedded**
4. **Creating music and such**
5. **Pre-Made Breakout Rooms**
   a. **Julianna will help do breakout rooms to get people where they need to go.**
6. **Note-taking**
   a. **Alex will send out document to Exec. Board**
7. **BIO-Break Dance Party**
   a. **Music**
   b. **Dance Party?**

f. **Climate Survey (When, small group to create- add a section for remote, focus on communication, remove building climate portion???**
   i. **Didn't do one in the Spring 2020**
   ii. **Some buildings chose to do their own.**
   iii. **Spring 2021 is when the climate survey will be sent out to members.**

g. **Break-out session information review and possible topic for the 5th**

X. **Future Business**
   a. **Exec board involvement in upcoming membership campaign (10-19*20)**

XI. **Other**
   a. **_____**
   b. **_____**

XII. **ADJOURNMENT**
   a. **Alex moved; Bridgett seconded to adjourn meeting at 6:29 PM.**

REA Executive Board Meeting Agenda

Good morning Union Leaders,

By way of update, I want to share some general information with you that to date has been shared with Cabinet and Principals. As our district partners, you are receiving this ahead of communication to staff and families. We plan to distribute info to staff and families next Wednesday.

Public Health - Seattle & King County has confirmed they are now seeing numbers of COVID-19 cases that are shifting into the moderate range (25-75 COVID-19 cases/100,000 residents over a 14 day period) where, per the DOH decision tree, schools can begin to consider gradual re-opening for some in-person services. Like Public Health, districts want students back in school, while mitigating the risks for all as much as possible. Given we anticipate shifting to hybrid for some as numbers continue downward, we want to let you know we are ready to return to the bargaining table with those units we haven't yet scheduled, to discuss any related staff impacts for the best possible transition to hybrid learning.

Here's some more info from Public Health:

As of September 9, the King County COVID-19 case rate was 65 cases/100,000 residents over the past 14 days (note - I believe they've fallen closer to 55 now).

Public Health—Seattle & King County (PHSKC) recommended monitoring this indicator for two more weeks to be sure that this trend is stable or continuing to decrease before implementing hybrid or in-person instruction; especially since there were some upswings after Memorial Day and July 4th making it important to watch the Labor Day holiday data.

In King County, positivity rates are under 5%, and hospitalizations are stabilized and decreasing – they're seeing that our hospitals are in good shape. They've indicated these metrics have been stable for a good period of time and will continue to be monitored.

As more hybrid and in-person services are considered, schools must have plans to manage safer transportation and pick up, grouping students, the ability to maintain a six-foot distance, the ability to promote frequent hand hygiene, face covering usage, increased cleaning and disinfection, and improve ventilation, along with contact tracing and other requirements under the decision tree and supported through the King County Schools COVID-19 Response Toolkit.

Recommendations and support from Public Health - Seattle & King County

DOH guidance recommends our younger students be the first to gradually come back to in-person learning if schools can implement the recommended COVID 19 health and safety measures in the decision tree.

We recommend a phased approach to hybrid and in-person services for this age group during this period so that we don't quickly overwhelm schools', districts', and PHSKC's response to cases and potential outbreaks.

If we stay in the moderate level, schools can begin in person or hybrid learning in early October, as long as schools can meet the requirements from the state.

Over time, hybrid learning can be considered for middle/high school students, if there is continued reduced transmission in the school and community.

For schools to re-open with minimal COVID-19 transmission, transmission in the community needs to be as low as possible. All of us can help by continuing to double down on these safe health practices including practicing social distancing, wearing masks, and keeping gatherings small.

I hope you find this information helpful. Please let me know if you have any questions. I look forward to meeting with you in the near future, knowing my Assistant Shelly can assist us in scheduling some days/times to meet.

Sincerely,

Debi L. Christensen, SPHR, SHRM-SCP

Digital Classrooms in the time of COVID – Records, Recordings, and Privacy
Best Practices to protect educators and students

The COVID crisis has caused a shift to online and remote learning. The platforms and systems used to deliver instruction provide solutions to bringing learning to students but, also bring with them challenges and possible risks (privacy, security, and legal). Many of these risks and challenges are complex and will require understanding of rights provided by both by privacy laws (federal and state) and collective bargaining agreements.

This document primarily focuses on suggested best practices for implementing digital remote learning models to protect both students and staff in the virtual classroom.

Best Practices for Educators Using "Ed Tech" and Digital Communication

1. Know What Protections and Rights Exist under the Collective Bargaining Agreement
   - Many CBA include some privacy protections for educators, such as prohibiting the use of video recordings for evaluative or disciplinary purposes. Determine whether these protections would also apply to a virtual learning model.

2. Know and Follow District Policies Related to Use Technology
   - District email policies may require educators to use encryption software or other technology to safely transmit education records electronically.
   - Districts are best positioned to vet security and privacy features, check for a pre-approved list of technology providers and applications before using.
     - If the district does not have approved list, educators should seek district assistance before using products.
   - Be aware of district policies around student and staff use of technology and how it may relate to the current remote learning model.

3. Use District-Provided Technology and District-Approved Platforms Whenever Possible
   - The use of personal cell phones, computers or other electronic devices could subject those devices to search by the District in response to a request under the state's Public Records Act.
   - If a district will not provide educators with district-owned cell phones, there are apps and other products available to allow an educator to text or communicate with students and families without divulging the educator's personal cell phone number.
   - Applications or products specifically created for educational purposes are more likely to account for student privacy laws.

4. Employ Reasonable Safeguards to Prevent Unauthorized Disclosure of Student Records
   - If possible, student education records should be kept in a secure, locked cabinet.
   - Strong passwords should be used to protect work accounts and should not be shared with anyone, including members of the educator's household.
   - To the extent possible, live interactions with students that could result in the disclosure of PII should be conducted in private areas where members of the educator's household cannot overhear. If it is not possible to conduct such interactions in private, obtain proper parental consent for any inadvertent disclosures.

5. Learn About Technology Features and Privacy Settings
   - Even district-approved or district-provided products could create privacy issues depending on how they are used, so understanding the product and its settings can help prevent inadvertent disclosure.

6. Supervision of student to student interactions: Virtual breakout rooms – Private chats
   - Just like in a brick and mortar classroom, there may be times when students engage with each other without direct supervision of the teacher for group work or discussions.
     - Virtual breakout rooms - The use of these rooms does not place a legal liability onto the teacher. However, best practice would be to provide some form of adult supervision to the group by visiting each breakout room or assigning a paraeducator to supervise.
     - Private Chat – Consider changing the settings to limit private interactions between students. In addition, saving a record of the chat to a district cloud may be advised to document any interaction that may have taken place.
   - Know how the security features work in the platform you are using in these situations.

7. Meeting with student one on one.
   - It is not advised to meet one on one as a regular occurrence.
   - When it is necessary to meet with an individual student due to the conversation being protected by FERPA, it is advised that the educator consider requesting support of another adult in the meeting.
     - This might be a paraeducator, administrator, student's parent, or another educator.
   - When having another adult present is not an option, the educator should consider notifying the building administer that the meeting is taking place and then taking steps to record the meeting following district policies and procedures.

8. When in Doubt, Obtain (and Document) Parental Consent
   - The potential for different laws to apply in different context makes it wise to err on the side of obtaining consent even where doing so is not clearly required.
   - Note: Consent usually must meet certain requirements such as specifying the information to be collected/disclosed. The Department of Education has provided sample consent forms for districts to use and/or adapt.

Links and Resources:
USDOE: https://studentprivacy.ed.gov

- UDOE FERPA & COVID-19 FAQs:
  https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions.pdf
- UDOE FERPA & Virtual Learning Resource List
  https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20%20Virtual%20Learning%20032020_FINAL.pdf

- UDOE FAQs on Photos and Videos under FERPA
  https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa