

Agreed Upon Expectations
Sharon Teachers Association and the Sharon Public Schools
April 6, 2020

Goal: In an effort to keep learning alive for Sharon Public School students during the COVID-19 pandemic, our goal is to provide ongoing learning for students through a shared collaborative process with educators.

Educators will introduce new learning, advance course curriculum, and provide learning engagement opportunities for students anticipated to take the equivalent of approximately 50% of a normal school day during the school closure period.

The term “Educator” used throughout this document will refer to all Unit A and Unit B STA represented members.

1. Faculty and staff are allowed to enter the building only if absolutely necessary for a limited amount of time as designated and facilitated through the school principal. Building principals will work with Educators who need to enter their building in order to develop a schedule of times for Educators and staff to enter the building to retrieve any needed materials or possessions. Educators and staff who enter the building should follow social distancing rules by going directly to their classrooms/offices and only enter other areas of the building as necessary and required. Family members are not allowed to accompany Educators and staff into the building during the cancellation period. This restriction to enter buildings will ensure the custodians can thoroughly clean and disinfect all rooms and surfaces before school resumes.
2. Expectations for Educators will be as outlined in Attachment A of this Agreement.
3. Unit B members will collaborate with teachers to develop and maintain learning schedules to help ensure consistency across the grade and between schools as well as supporting educators in Remote Learning. Meetings for Unit B members will be scheduled so as to ensure they can provide adequate support to educators.
4. It is expected that Unit A and B members will follow communication guidelines set forth in Attachment A. These frequent check-ins will allow Educators (Unit A and B members) the vehicle to support students socially, emotionally, and academically. Teachers are encouraged to utilize synchronous methods of communication to the extent that reasonable personal/professional discretion and circumstances permit.
5. As during normal school operation, Educators will collaborate with Instructional Assistants to the extent feasible to meet student needs within the District but should not delegate responsibility for remote learning obligations, as articulated herein, to the Instructional Assistant.
6. At this time, Progress Reports and Report Cards will be pushed back until a time that is mutually agreed upon by the Administration and the Association.

7. The District will provide a laptop to all Unit A and B members during the period of the school closure and will provide technology support and tutorials for all such staff who need it. The technology staff will be available to support all such staff during the school cancellation period. The District is also providing laptops for students who have a need for one to access materials and communications.
8. The District and the Association will make good faith efforts to employ flexibility and appropriate lead time for any remote meetings that need to occur during the School Closure period, understanding that Educators will not be required to work more hours than during normal school operation, nor to respond or otherwise be available outside of contractual hours.
9. Except as provided for in Paragraph #10 of this Agreement, FMLA and sick days will not be utilized during the school closure period. Any staff member who is unable to perform duties outlined in this Agreement during the School Closure will communicate as much to their building principal as soon as practicable. Educators will not be required to support classes other than theirs as a result of another Educator's absence.
10. Those employees currently on an unpaid portion of leave that was approved prior to the school closure will remain on leave status until such time of their originally scheduled return. Any employee that has an approved leave of absence scheduled during the closure will go on leave and return as scheduled. All other employees, including salaried and hourly employees, will be paid their regular salary or wages during the closure.
11. The Parent-Teacher Conferences scheduled for April will be postponed indefinitely.
12. All decisions regarding the Evaluation Cycle are on hold, awaiting guidance from the Department of Elementary and Secondary Education (DESE).
13. If an Educator feels that there is a student in distress, the Educator should contact their building principal. Please remember that we are all mandated reporters and should continue to follow mandated reporting laws and guidelines.
14. The District agrees to communicate the remote learning expectations for the School Closure period to parents, staff, and community prior to sharing the remote learning resources developed for the extended school closure.
15. Prior to the reopening of school, the Administration and the Association will meet to discuss reentry policies for STA members.
16. As you all know, Federal and State guidance on the situation at hand continues to be forthcoming. However, be aware that should Federal or State authorities issue directives or legal interpretations that conflict with specific items in this Agreement, such directive or guidance will supersede the specific conflicting provision of this Agreement while the

remainder will continue in full force. This Agreement will terminate upon the re-opening of schools or the end of the school year, whichever is sooner. Upon request of either party, the Parties will confer as to the means of updating this Agreement to incorporate new guidance or directives.

17. For grades K-5, a single weekly rating will be recorded by the classroom teacher based on a student's participation in their remote learning activities as well as on feedback from specialists. The rating will be either "Participated" or "Did not Participate" to reflect a student's activity during the School Closure period. A response to at least 50% of teacher communications/assignments requiring response will be required to earn a rating of "Participated." A teacher may differentiate the participation rating based on student need and/or individual circumstances.
18. For grades 6-12, each teacher will enter a rating of either "Credit" or "No Credit" for each communication/assignment requiring a response. A teacher may differentiate the participation rating based on student need and/or individual circumstances
19. The District will adopt directives and incorporate guidance given by DESE as to the impact of the Remote Learning Period on final grades and term grades. The District and Association will meet when such guidance or directive is given to determine the means of complying with it.
20. Educators will refer parent/guardian inquiries regarding matters such as the structure or implementation of remote learning, technology, regulatory guidance and other matters not directly related to remote learning material to their building principal.
21. The parties agree to reconvene at a later date to discuss stipendiary compensation. The Association currently has a pending grievance regarding stipends and does not waive such grievance.

Agreed April 6, 2020.

Sharon School Committee, by:

Sharon Teachers Association, by:

Jonathan Hitter, Chair

Bernadette Murphy, President

ATTACHMENT A

Educators	Best Practices
PK-5 Classroom Teacher	<ul style="list-style-type: none"> • Communication with students three days per week (<i>i.e.</i> “Morning Message”) • Monitor and respond to emails within 24 hours during the school week • Availability for remote meetings with District staff within reason (<i>i.e.</i> IEP) • Support students to engage in meaningful and productive learning for approximately half the length of a regular school day. Learning to take place via a combination of educator-directed learning and student self-directed learning. • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e.</i> large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator)
K-5 Specialist Teacher	<ul style="list-style-type: none"> • Communication with students three days per week • Monitor and respond to emails within 24 hours during the school week • Availability for remote meetings with District staff within reason (<i>i.e.</i> IEP) • Support students to engage in meaningful and productive learning for approximately half the length of a regular school day. Learning to take place via a combination of educator-directed learning and student self-directed learning. • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e.</i> large/small group conference calls/video calls, projects, student work packets, reading list, online learning platforms, and other resources as chosen by the educator)

<p>PK-5 Special Education and EL Teacher</p>	<ul style="list-style-type: none"> • Communication with students three days per week • Collaborate with general ed teachers to provide accommodations and modifications for the suggested learning activities that have been developed for their students' classes • Provide suggested learning activities/resources for students and families • Ongoing case management per supervisor discretion • Availability for remote meetings with District staff within reason (<i>i.e. IEP</i>) • Monitor and respond to emails within 24 hours during the school week • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator</i>) • Special education liaison should work with the AP/ETL in their building for setting up and facilitating IEP team meetings
<p>PK-5 Related Service Provider</p>	<ul style="list-style-type: none"> • Availability for remote meetings with District staff within reason (<i>i.e. IEP</i>) • Monitor and respond to emails within 24 hours during the school week • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator</i>) • Participation in IEP meetings as necessary
<p>K-5 Math and Literacy Specialist</p>	<ul style="list-style-type: none"> • Availability for remote meetings with District staff within reason (<i>i.e. IEP</i>) • Ongoing projects related to math/literacy support per building principal and curriculum coordinator direction • Support educators in planning for and utilizing varied tools and modalities to engage learners including the planning of curriculum delivery • Monitor and respond to emails within 24 hours during the school week

<p>Grades 6-12 Classroom Teacher</p>	<ul style="list-style-type: none"> • Communication with students three days per week related to remote learning for students via Schoology, Google Classroom, email or other available communication tools at the discretion of the educator. • Monitor and respond to student emails within 24 hours and parent emails promptly and in any event within 48 hours during the school week • Availability for remote meetings with District staff within reason (<i>i.e. IEP</i>) • Support students to engage in meaningful and productive learning for approximately half the length of a regular school day. Learning to take place via a combination of educator-directed learning and student self-directed learning. • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator</i>)
<p>Grades 6-12 Specialist and/or Elective Teacher</p>	<ul style="list-style-type: none"> • Communication with students three days per week related to remote learning for students via Schoology, Google Classroom, email or other available communication tools at the discretion of the educator • Monitor and respond to student emails within 24 hours and parent emails promptly and in any event within 48 hours, during the school week • Availability for remote meetings with District staff within reason (<i>i.e. IEP</i>) • Support students to engage in meaningful and productive learning for approximately half the length of a regular school day. Learning to take place via a combination of educator-directed learning and student self-directed learning. • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator</i>)

<p>Grades 6-12 Special Education and EL Teacher</p>	<ul style="list-style-type: none"> • Communication with students three days per week related to remote learning for students via Schoology, Google Classroom, email or other available communication tools at the discretion of the educator • Collaborate with general education teachers to provide accommodations and modifications for the suggested learning activities that have been developed for their students' classes • Provide suggested learning activities/resources for students and families • Ongoing case management per supervisor discretion • Availability for remote meetings with District staff within reason (<i>i.e. IEP</i>) • Monitor and respond to student emails within 24 hours and parent emails promptly and in any event within 48 hours, during the school week • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator</i>) • Special education liaisons should work with the special education coordinator/administrator in their building for setting up and facilitating IEP team meetings.
<p>Grades 6-12 Related Service Providers</p>	<ul style="list-style-type: none"> • Availability for remote meetings with District staff within reason (<i>i.e. grade level/faculty</i>) • Monitor and respond to student emails within 24 hours and parent emails promptly and in any event within 48 hours, during the school week • Utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator</i>) • Participation in IEP meetings as needed
<p>Grades 6-12 Guidance Counselors/ Adjustment Counselor</p>	<ul style="list-style-type: none"> • Availability for remote meetings with District staff within reason • Support the course selection and scheduling process • Ongoing case management and course selection support for students and families • Attend virtual IEP meetings for students on their caseload • Provide resources for social-emotional-learning support to students and families (<i>i.e. managing stress, etc.</i>)

	<ul style="list-style-type: none"> • Monitor and respond to student emails within 24 hours and parent emails promptly and in any event within 48 hours, during the school week
K-12 Instructional Technology Specialist	<ul style="list-style-type: none"> • Availability for remote meetings with District staff within reason • Monitor and respond to emails within 24 hours during the school week • Support teachers and staff in the use of varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, online learning platforms, and other resources as chosen by the educator</i>)
K-12 Curriculum Coordinators	<ul style="list-style-type: none"> • Availability for remote meetings with District staff within reason • Monitor and respond to student and colleague emails within 24 hours and parent emails promptly and in any event within 48 hours, during the school week • Support educators to plan and utilize varied tools and modes to engage learners that encourage applied learning opportunities (<i>i.e. large/small group conference calls/video calls, projects, work packets, reading list, online learning platforms, and other resources as chosen by the educator</i>) • Support long term substitute teachers assigned to classroom teaching.
PK-12 Nurses	<ul style="list-style-type: none"> • Availability for remote meetings with District staff within reason • Building nurses will work with the nurse leader in creating and/or disseminating “PSA” educational videos focusing on relevant topics regularly and as new developments occur. • Outreach to families as appropriate • Work with the Nurse Leader on re-entry considerations • Participate in and complete MAVEN (Mass, Virtual Epidemiologic Network) training • Communicate with the Sharon Health Department regularly. Participate in CDC, MPH web meetings • Answer emails within 24 hours during the school week • Work on updating School Nurse Procedural Manual, identify issues and problem solve for consistent practices across the district