

MEMORANDUM OF AGREEMENT BETWEEN

Saint Paul Public Schools AND Saint Paul Federation of Educators

WHEREAS, the recent outbreak and spread of coronavirus (COVID-19) has prompted many necessary changes for school districts and educators for the 2020-2021 school year; and

WHEREAS the District is committed to scheduled bi-monthly reviews of readiness targets and sharing information to continue to prepare for the launch of all stages. Unmet readiness targets may be accompanied by a delay in the designated start date.

WHEREAS the District and the Union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

WHEREAS the District will be providing distance learning and in-person learning in a hybrid model to students to maintain educational continuity;

NOW THEREFORE, be it resolved; that for the time period in which the District is operating with an in-person hybrid model and staff members are working within the hybrid model, the following language supplements the language in the collective bargaining agreements for licensed staff/teachers, educational assistants, and school and community service professionals:

COVID-19 School Building Reopening in Hybrid Model Safety and Planning Provisions

1. **Previously Agreed Upon Safety Provisions: Previously Agreed Upon Safety Provisions:** All safety provisions previously agreed to in Memorandum of Agreements between the parties regarding COVID-19 will remain in place while schools operate in a hybrid model. This includes provisions on the following:
 - a. Masks, face shields, and other PPE
 - b. Handwashing and sanitization
 - c. Social distancing and work, childcare, and learning spaces
 - d. Daily cleaning and disinfecting spaces being used
2. **COVID-19 Health and Safety Labor Management Committee:** The parties agree to form a joint labor-management COVID-19 Health and Safety Committee, which will meet weekly to assess topics such as: health and safety conditions and address other concerns or issues, including building/classroom inspections, indoor air quality and circulation, number of COVID-19 cases at school buildings and contact tracing information, possible return to distance learning based on COVID-19 spread, and compliance with health and safety protocols. The committee will be comprised of at least five and no more than

seven SPFE members selected by the SPFE President and at least five and no more than seven SPPS administrators selected by the Superintendent.

3. **Staff Preparation:** SPFE Stewards or designated representatives must be invited to planning meetings regarding hybrid at their site. Stewards will be relieved of distance learning duties and given additional time in their schedule to support principals in completing the building planning document. Plans will be shared with staff at least 10 days prior to students returning to buildings. A link or hard copy will be available to all staff at any time to reference.
 - a. All staff will have the opportunity to walk through their building to ask questions about distancing plans within 5-10 days prior to students returning to any movement into hybrid.
 - b. Elementary teachers will be provided three days to set up their classroom and one principal directed day prior to the first transition into hybrid, without any teaching responsibilities during those days, per Executive Order 20-82, paragraph 29. The classroom set up days would occur one time only during the first transition. Two classroom setup days will occur each week in the 2 weeks prior to students' return.
 - c. Secondary teachers will be provided three days (two to setup their classroom and one principal directed day) prior to any transition into hybrid, without any teaching responsibilities during those days, per Executive Order 20-82, paragraph 29. The classroom set up days would occur one time only during the first transition.
 - d. Teachers will have access to any new sections created in Campus or the appropriate LMS at least one week prior to beginning hybrid classes.
 - e. Staff will be notified of the following COVID-19 related safety precautions ten working days prior to the start of school in hybrid:
 - The building level COVID-19 coordinator and their role.
 - Members of the Site Safety Team and their roles and responsibilities.
 - School specific protocols for drop off and pick up.
 - School specific protocols for passing time and/or hallway usage.
 - School specific protocols for meal times.
 - School specific protocols for hand washing, bathroom, and hydration station use.
 - Custodian names, contact information, and work schedules.
 - Plans for distributing PPE and replenishing PPE at their site.
 - And other related safety plans for their site or position.
4. **HVAC Systems:** The District shall ensure all HVAC systems follow ASHRAE COVID-19 recommendations, optimizing the supply of fresh air to occupied spaces. Air filters shall be MERV-11 or higher and changed at the recommended intervals. The District will deploy true HEPA filter air purifiers based on individual

room usage and needs. For general instructional spaces, the District shall focus HEPA filter purifiers on spaces that the most recent Indoor Air Quality sampling (2018) measured CO2 concentrations of more than 1100 PPM.

- a. Isolation rooms will have six feet of social distancing between symptomatic individuals when possible. They must have dedicated true HEPA filter purifiers in the space and be sealed off from the building ventilation.
 - b. Staff will be provided with surgical masks if they are required to work with students who are exempt from the face covering requirement due to a medical condition.
 - c. Staff may bring in their own personal HEPA air filters if the District does not provide them based on the qualifications listed above. Any HEPA purifiers staff bring to an SPPS site must be UL listed and have a grounded (3-pronged) plug. Ionized air purifiers will not be allowed because they create ozone.
 - d. To maximize the amount of fresh air circulation into buildings, air handler systems will start running two hours in the morning before the building opens and will continue running throughout the day and for four hours in the evening after the school day ends. All demand control ventilation (DCV) should be turned off and units should be run in occupied status. The building will be considered open at the time that the majority of staff arrive for work. Staff will be notified of the specific times that the air handler systems start and end for their building.
 - e. Non-mechanically ventilated spaces cannot be used for in-person instruction or for workspace occupied by more than one person.
 - f. The following information regarding the ASHRAE recommendations and how building's HVAC system compares will be posted on the SPPS website: the level of MERV filtration for the building and measured CO2 concentrations from the Indoor Air Quality sampling in 2018.
5. **Classroom and Workspace Set-up:** Classrooms will be arranged for social distancing of at least six feet between all students and staff. Classes will not exceed the maximum number of students/staff that can safely occupy a space with social distancing. Thus, class size may not always reach the 50% maximum.
- a. Furniture: Educators will not be required to move furniture on their own in their classroom or workspace. The District will supply storage and moving of furniture that needs to be removed to accommodate students. The District will also move furniture back upon return to full time in person instruction. Educators are responsible for moving all of their personal items and are encouraged to remove them from the premises to support maximal space for social distancing.
 - b. The District will provide the appropriate and adequate furnishings needed for each class to maintain social distancing.

6. **Transportation and Student Arrival and Departure Plans:** School staff shall have the opportunity to review transportation and student arrival and departure plans 10 days prior to students returning to buildings and provide feedback on the plans.
 - a. All buildings will have appropriate plans for students who are dropped off early or not picked up on time. If any plan or instance involves educators working beyond their duty day to assist, they will be paid accordingly:
 - No educator will be required to take an assignment to work beyond the duty day.
 - The normal duty day for Licensed staff starts 15 minutes before the school day and ends 15 minutes after the end of the school day. The normal duty day for School and Community Service Professionals is based on their regular schedule.
 - Educational Assistants will be paid their hourly rate of pay for all time worked in 15 minute increments.
 - The rate of pay for teachers will be “General Assignments” pay as provided for in the collective bargaining agreement of \$23.65/hour. School and Community Service Professionals will be eligible for compensatory time per their collective bargaining agreement.
7. **Mealtime and Passing Plans:** School staff shall have the opportunity to review mealtime and hallway and stairway plans 10 days prior to students returning to buildings and provide feedback on the plans.
 - a. Lunches at all levels will be served while maintaining social distance of 6 feet (except for family members).
 - b. Schedules shall include staggered passing times or release times to ensure social distancing in hallways.
8. **Bathroom and Hydration Station Plans:** School staff shall have the opportunity to review bathroom and hydration station plans 10 days prior to students returning to buildings and provide feedback on the plans.
 - a. Schedules shall include additional time for students to wash hands upon arrival at school and before and after meals.
 - b. Schedules shall include additional time for restroom breaks to ensure social distancing measures are followed, as needed.
 - c. Schedules shall include additional time for students and staff to use hydration stations to ensure social distancing measures are followed.
9. **Health Screening Protocols:** School staff shall be trained in health screening protocols during the 10 days prior to students returning buildings.
 - a. The District shall use screening methods as defined by MDH and CDC. Visitors will be limited. Screening signage and ongoing education will promote people staying home if they are sick.

- b. Staff with symptoms of COVID-19 should be sent home and told to make a report using the online reporting system. Students with symptoms of COVID-19 will be evaluated in the health office and follow the isolation protocol accordingly. Staff or students known to have had close contact with someone who tested positive for COVID-19 shall be sent home and quarantined according to MDH guidelines.
- c. With COVID-19 positive cases, reports will be reviewed by SPPS Health and Wellness and close contacts will be determined and notified in partnership with MDH. Students and staff at that site will be notified according to the COVID-19 Communications Protocol. The SPPS COVID-19 Dashboard is available as a resource to share positive cases in students and staff.
- d. No person will be subject to discipline or retaliation for sharing information that they have tested positive for COVID-19.
- e. Upon notification that a staff member has come into close contact with a person who has tested positive for COVID-19, as identified by MDH or Student Health and Wellness, the District shall permit that person to work remotely until the end of a quarantine period, as established by MDH. If no remote work is available, the individual shall remain on quarantine leave, as provided and prescribed by their collective bargaining agreement, instead.
- f. Educators may refer students to the Health Office at their discretion, when symptoms of illness are present.
- g. Every effort will be made to have a Licensed School Nurse and/or Health Assistant when students are present to support evaluation of illness and exclusion procedures. Programs with medically fragile students will be prioritized when making LSN staffing adjustments. Back up nurses will be available by phone consultation if a school nurse or health assistant is not available. Additional onsite designees will be identified and trained in health and safety guidelines.
- h. SPPS reserves the right to temporarily reassign all Licensed School Nurse and Health Assistant assignments throughout the pandemic to address shortages in health office coverage due to quarantine, isolation or other leaves of absence. As much notice will be given to affected staff as possible.

10. **Testing:** Saint Paul Public Schools will provide for COVID-19 testing pursuant to executive order 20-82 (12) to any SPFE bargaining unit employees that work in person.

11. **Personal Protective Equipment (PPE):** During a hybrid or in-person learning environment, special educators will have PPE when:

- a. Providing direct or 1:1 services with students who are unable to socially distance

- b. Working in the ECSE self-contained classrooms, K-12 Federal Setting III program (ASD, DCD, EBD) and/ or a Federal Setting IV Building (Bridge View, RiverEast, Focus Beyond, Journeys).
- c. Home/ Child Care visits (when it is safe to do so)
- d. Special educators will have PPE (surgical mask, face shield, gloves, and gowns) when they are supporting:
 - i. Hygiene/ toileting needs
 - ii. Feeding
 - iii. Exposed to other bodily fluids
 - iv. During physically holds
 - v. In accordance to the CDC guidelines, no face to face contact will occur if adequate PPE (and adequate amounts for changes needed throughout the work period) is not present. (SPED MOA)
- e. Itinerant educators who have to travel between buildings within a school day will be provided with appropriate PPE for each assignment in accordance to MDH and CDC guidelines on required PPE.
- f. Ten days prior to students returning, building administration and special education staff will review plans and protocols for responding in PPE to calls for assistance when a physical hold is necessary.

Hybrid Scheduling and Workload

12. The elementary and K-8 school day will be shortened by 1 hour in stages 1, 2, and 3 while in a hybrid model. Specialist instruction (i.e. art, music, physical education, language) at the elementary level will be provided to students on days when students are not attending hybrid in person classes. Some specialists may instruct in person to meet IFSP/IEP and CLPs as mandated by law.
13. The district will attempt to provide differentiated work options and more educationally sound remote and in-person learning. Per Emergency Executive Order 20-82, these conversations will prioritize the assignment of fully remote teaching as available to members who do not meet ADA accommodations but who are in the following groups, in order of priority:
 - a. Educators in a high risk group as defined by the CDC.
 - b. Educators with a household member that is at high risk as defined by the CDC.
 - c. Educators with a verifiable childcare issue due to COVID-19 related closures, per the FFCR

It is recognized that not all requests will be able to be accommodated.
14. Hybrid schedules may not necessarily mirror current distance learning schedules at each school. Schedules should be finalized at least ten days prior to students returning and principals will seek input, collaboration, and multiple perspectives

with the leadership team and building stewards, to include licensed staff representation. Prior to being finalized, the principal will have the final decision regarding the schedule.

15. Hybrid Learning has students learning at school and at home. Educators will have the option of working from home or school on days when students are not present. While in hybrid learning, lessons will be provided on the appropriate learning management system (LMS). Educators will complete the work necessary for hybrid learning on Friday; necessary work includes preparations for both in-person and virtual materials for all their students. No meetings will be scheduled in schools on Fridays unless there is urgent information that cannot be communicated via email.

Educators will provide students who are in-person additional support, such as:

1. Additional time for social emotional connections with peers
2. Individual assistance on assignments and concepts
3. Feedback on student work
4. More time for recess
5. Additional instruction on how to use technology
6. Reinforcement and support for lessons delivered via LMS
7. Demonstrations

Additional support for at home students:

1. Elementary: Schools will provide one social emotional connect per day (possible examples: class meeting, circle, or other live activity with social workers, librarians, school counselors, VLS educators, EAs).
 2. Secondary: Educators will provide a brief, synchronous morning check-in first hour or advisory or foundations class.
16. Teachers will not be required to teach in person and via video link during the same period or record in-person lessons. Schedules shall not be constructed in such a way where a teacher is responsible for responding or attending to a group of students in an in-person setting and a distance setting at the same time during the duty day.
 17. Students may receive an additional 30 minutes of recess per day while attending school in person.
 18. Educators will communicate to families about their schedule.

19. Schedules will include additional time in between classes of different students for educators (such as secondary teachers and elementary specialists) to disinfect materials and spaces. Instructional time may be utilized to address cleaning or sanitizing during transitions.
20. Montessori Schools: Montessori teachers will receive hybrid day A or B student groups and will be given the opportunity to provide input on teaching assignments for their site to assist in helping manage distance learning/virtual school and hybrid learning. Ultimately, the principal will have the final decision on class roster assignments.
21. While teaching in the hybrid model, teachers will determine the most essential objectives, based on state standards, to be addressed and the most direct means for students to demonstrate mastery of skills and objectives.
22. Bilingual EAs providing language support, who request of their supervisor to work additional hours in order to assist families, students, and educators will not be denied hours, up to 40 hours per week, unless there are safety concerns. Overtime hours for EAs or compensatory flex time for SCSPs may be approved per the collective bargaining agreement for interpreters (EAs and SCSPs). SPFE and the District will commit to review the requests for overtime after 1 month to discuss issues either party may feel are present.
23. While in a hybrid model, teachers will not be able to provide tech support to families on the families' distance learning days. The District will continue to provide tech support for families to troubleshoot via the Family Support Line for students in distance learning and by providing supports in multiple languages.
24. Per Emergency Executive Order 20-74, in the event educators can conduct meetings such as PLCs remotely, or work on tasks that do not require them to be in the building, they can work remotely. All staff meetings will be conducted on a virtual platform. The District shall minimize requiring in-person professional development. NVCI and building safety training may be in person. Educators must be present at school when their students are in attendance.
25. Educators may request personal microphones or voice-amplifying devices to facilitate being heard while wearing masks and shields. For requests made outside of the ADA accommodation process, priority will be given to educators who work in a building or space without AV equipment with voice amplification capabilities. The parties acknowledge that the district may not be able to fulfill all requests.
26. Educators shall be allowed to wear scrubs and/or other easily washable professional attire.

27. Staff may be assigned to drop off materials at homes. School staff shall not enter a student's home. Staff and families shall follow current MDH and CDC Guidance. Any other duties that involve staff visiting homes will be discussed at the COVID-19 Health and Safety Committee before being assigned. Staff should follow recommendations provided in the Guidelines for In-Person Student and Family Contact or Services document which includes a breakdown of protocol to follow.
28. SPPS Human Resources will meet with SPFE leadership and staff ten days prior to students starting in hybrid to review all staffing reassignments and adjustments due the transition into the hybrid model. The parties will meet to discuss any proposed staffing adjustments, if necessary, while in a hybrid model.
29. Administrators will continue to follow the Licensed Staff/Teacher contract language of conducting only four staff meetings per month. Additional meetings may be requested, but shall not be required.
30. The District will provide daycare at *Essential Kid Care* sites for parents who are educators providing in-person instruction or caring for children of critical workers. For educators engaged in Distance Learning, the district would consider providing Essential Childcare for educators who are providing instruction via Distance Learning if it is projected to have capacity within current staffing allocations. The district would not be expected to add capacity to accommodate educators who are providing instruction via distance learning.
31. The District shall make every effort to fully utilize the teaching force to avoid education grade level combination classes in elementary schools.
32. EL Teachers and academic support teachers responsible for teaching small groups will be provided with adequate teaching space that follows all CDC and MDH social distancing and safety guidelines. If adequate alternate space cannot be provided and CDC and MDH social distancing and safety guidelines cannot be followed in the classroom, teachers will be allowed to teach small groups via distance learning.
33. Administrators will assign general education counselors and social workers, or any educator conducting groups with students, adequate space to allow for social distancing of participants. Administrators will provide adequate space to allow for social distancing of participants for special education service providers to meet student IEPs/CLPs.
34. With the exception of the required asynchronous EL professional development modules, Cultivating Asset Based Practices for Multilingual Learners, the remaining professional development days in the 2020-21 school calendar will be used for teachers and other staff to have dedicated time to modify and create

instructional materials. Optional asynchronous professional development will be made available to support distance learning work.

35. The parties agree to discuss any additional terms at the COVID-19 Health and Safety Labor Management Committee that may need to be negotiated for the stage 4 hybrid model implementation.
36. The district will follow Executive Order 20-94, paragraph 8 to ensure everyone's safety and mask wearing compliance.
37. **Class Sizes in for Elementary Grades (Site Based VLS/Hybrid Model):** While recognizing the unpredictability of the pandemic, planning for hybrid instruction and Virtual Learning School in the elementary schools will seek to minimize grade splits assignments, and keep each student in their original school community, whenever possible. Therefore, while operating in a VLS/Hybrid Model, the parties have agreed to the following class size averages for virtual learning sections and the following additional supports for teachers experiencing an assignment adjustment:

Top 30 SPPS sites with the highest F/R %.*	Hybrid		VLS	
	Average/Teacher:	Cap:	Average/Teacher:	Cap:
PreK	20	20	20	20
K	24	25	26	27
1-3	25	26	30	31
4-5	28	29	33	34
Remaining SPPS sites				
PreK	20	20	20	20
K	26	27	28	29
1-3	27	28	32	33
4-5	29	30	34	35

*Any schools that are tied for the final spot shall all be included.

- a. A Class Size meeting may be held in the event of the following:
 - Any class size overage in hybrid (see below)
 - Any class size overage in VLS (see below)
- b. Each building will implement a process that includes teacher voice and input as discussions occur around shifting students and determining class rosters. The District shall make every effort to fully utilize the teaching force to avoid education grade level combination classes in elementary

schools. No teacher shall be required to teach a split of more than three grade levels.

- c. In acknowledgement of the workload of VLS classroom staff, the district will provide VLS teachers:
 - Three teacher directed planning days, during the transition to hybrid, to set up their classroom, to meet with their team, review and learn any new curriculum, and review their new class roster.
 - Autonomy to create their own VLS schedule, coordinated with specialists. (see item J in the Distance Learning MOA)
 - Teachers will decide what grades to report on the elementary report card for any term they are teaching.
- d. In acknowledgement of the changes students and staff will experience, the district will provide all teachers during the transition to hybrid the following:
 - One non-student contact day for virtual conferencing with new students and families on their roster.
 - Time to develop relationships with students and develop classroom community by relaxing pacing of curriculum.
- e. For VLS teachers with class sizes at or above the hybrid cap level, the district will:
 - Prioritize the assignment of para support.
 - Provide 1 hour per day of licensed staff support with providing student feedback on asynchronous assignments.
 - Pay 1 hour of loss of prep pay (Appendix D of the Teacher CBA) weekly for each student over the hybrid cap.
- f. Non-tenured teachers who are working with a PAR CT will not be required to turn in lesson plans.
- g. Workload will be a standing agenda item and there will be problem solving dialogue in our monthly SPFE Teacher PIC where the district will prioritize a response.

Special Education:

38. CPI training with PPE and COVID-19 protocols will be provided to staff who are due for renewal and/or are new to SPPS before they will be required to complete a physical hold. Enrollment priority will be given to staff who are phasing into Hybrid. Opportunities to complete the physical portion of the training in PPE will be provided for staff who are interested.
39. The district will follow MN Department of Education's guidance regarding virtual and/or in person IEP meetings. Educators can conduct due process meetings and meet and collaborate on a student's IEP virtually whenever possible. The MN Department of Education guidance regarding virtual and/or in person IEP/ due process meetings also pertains to special education interpreters.
40. Special education service providers may provide individual and/or group lessons in a variety of formats including in person, via email, by telephone, or other virtual tools, as appropriate and in accordance with student CLPs.

41. Child study teams will get hybrid day A or B student groups and provide input on case management assignments for their site and how to manage distance learning/virtual school and hybrid learning at the same time. Decisions will be based on staffing availability and students' enrollment in the virtual school or hybrid learning.
42. In a hybrid learning environment, the district is required to follow Federal and State requirements to ensure students receive a Free Appropriate Public Education (FAPE). Special educators write Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP) and Contingency Learning Plans that provide FAPE. The IFSP/ IEP team decides what is FAPE and has written agreement with parents/ guardians regarding both direct and indirect services. Direct special education services can be both synchronous and asynchronous and considered a methodology that is discussed at IEP/IFSP meetings but not part of the IEP/IFSP plan. Special educators must fully implement services outlined in agreed upon IFSPs, IEPs, and Contingency Learning Plans.

Virtual School During Hybrid Model

43. Staff assigned to a virtual school assignment will follow the MOA language negotiated for Distance Learning between the two parties.

Other Provisions

44. The Union shall be consulted before the scheduling of any make-up time where scheduling would differ from the adopted school calendar or agreed upon number of contract days.

The parties further agree:

This agreement addresses the 2019-2021 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceedings as evidence of past practice.

This agreement shall be in place for the duration of the 2020-2021 school year, or as long as the district continues to be operating in a Hybrid model due to COVID-19. The parties may agree to continue this agreement for the 2021- 2022 school year if the district continues to be in a hybrid model due to COVID-19.

The parties further agree that, due to the changing and uncertain nature of the conditions for holding school, this Memorandum may be modified by mutual agreement.

For the District:

For the Union:

Date

Date