



The BTA negotiating team comprised of BTA's Executive Director, Nathan Banditelli, Sue Conway (Luther), Laura Mixon (McKinley), Brenda Kosbab (BHS), Adam Hochberg (JBHS), and Heidi Lavitt (Stevenson) met with the BUSD team, comprised of Sarah Niemann (Asst. Sup. Human Resources), John Paramo (Asst. Sup. Ed. Services), Debbie Kukta (Asst. Supt. Admin. Services), Laura Flosi (Principal Edison), and Jennifer Meglemre (Principal Jordan)

Facing the reality that the COVID-19 pandemic has not subsided, the District convened a committee to make recommendations on how to reopen the schools for the 2020/2021 school year. The committee was composed of members from BTA, CSEA, administration, and parents. The committee has finished its work and BTA has solicited members' input, so now BTA is negotiating these decisions with the District. Major areas that will be negotiated include:

- health and safety issues
- site-based learning, distance learning, and hybrid learning
- school and work schedules
- grading and attendance procedures
- procedures for closing and opening schools as the pandemic fades or surges
- social and emotional health

So far, BTA and the District have discussed the following:

Grading Policies for both hybrid and distance learning (should we have to shut down)

Secondary

- The district will return to standard letter grading.
- Teachers will be completing 10 and 20-week report cards. The District will eliminate 5 and 15-week report cards.
- Teachers will be mandated to use Aeries for grades.

Still to be agreed upon:

- The District proposed that teachers will input grades at least once a week.
- BTA countered that teachers will input grades at least once every other week.

Elementary

- The district will return to trimester, standards-based grades.

Still to be agreed upon:

BTA proposed the following:

- **K – 1:** If standards-based grading proves difficult to assess for kindergarten and first graders in a hybrid model, then BTA and the District will discuss possible changes (the entire MOU will be open to changes as needed).
- **Interim Progress Reports:** Elementary teachers may not have enough time to determine if a student is not meeting standards in a hybrid model. BTA proposed that Interim Progress Reports be completed 4 weeks before the trimester report card instead of 6 weeks to give teachers more time to assess their students.
- BTA proposed that Interim Progress Reports can be sent electronically to parents because the form is already online, and through U.S. mail.

Schedules and Instructional Minutes for in class and at home learning

Schedules:

- The District and BTA agreed upon an AM/PM model for all levels.
- Several factors went into making this decision:
 - Lunch: The safest option for social distancing was to have the students off campus for lunch.
 - Student/Teacher Interaction: Students will be on campus interacting with teachers Monday through Thursday.
 - Importance of routine and normalcy: Students will be on campus four days a week with approximately one to two hours of work to do off campus. This will feel much more like a normal school day and will allow students to develop a weekly routine.
 - Restroom use: Students who are only on campus for 3 hours a day may not need to use the restroom at all, whereas students who are on campus all day will need to use the restroom at least once.
 - In secondary, the schedule mimics a normal day for teachers: Teachers will have a conference period every day.
 - Easier on Families: Students at all levels will be on a similar schedule.
 - “Soft Openings”: Teachers can open classrooms 10 minutes prior to the beginning of instruction to minimize students congregating in groups on campus.

Still to be agreed upon:

- BTA’s position is for a pupil free Friday.
- How to dismiss elementary students to ensure the teacher’s workday ends at the listed times on the elementary schedule.
- BTA and the District will be working with special education teachers and administrators to determine special ed. schedules and the delivery of services for speech, occupational therapy, etc.
- Schedules for Monterey and CDS.

Elementary Schedule

Monday – Thursday AM/PM Model, Pupil Free and At Home Learning Friday

Grades TK – 2	<u>M – Th Group A</u>	Friday
ELA/ELD/Math	8:10 – 10:45	Distance Learning Assignments for students
<u>Break</u>	<u>Break</u> 10:45 – 12:00	
Grades TK – 2	<u>M – Th Group B</u>	Pupil Free workday for teachers
ELA/ELD/Math	12:10 – 2:45	

Grades 3 - 5	<u>M – Th Group A</u>	Friday
ELA/ELD/Math	8:15 – 10:50:	Distance Learning Assignments for students
<u>Break</u>	<u>Break</u> 10:50 – 12:05	
Grades 3 - 5	<u>M – Th Group B</u>	Pupil Free workday for teachers
ELA/ELD/Math	12:15 – 2:50:	

- Rotating recess determined by site.

Middle School Schedule

Monday – Thursday AM/PM Model, Pupil Free and Distance Learning Friday

<u>Monday/Wednesday</u>	<u>Tuesday/Thursday</u>	<u>Friday</u>
Per 1A: 8 – 8:58	Per 4A: 8 – 8:58	Distance Learning Assignments for Students
Per 2A: 9:03 – 10:01	Per 5A: 9:03 – 10:01	
Per 3A: 10:06 – 11:04	Per 6A: 10:06 – 11:04	
Lunch	11:04 – 11:56	Pupil Free workday for Teachers
Per 4B: 11:56 – 12:54	Per 1B: 11:56 – 12:54	
Per 5B: 12:59 – 1:57	Per 2B: 12:59 – 1:57	
Per 6B: 2:02 – 3:00	Per 3B: 2:02 – 3:00	

High School Schedule

Monday – Thursday AM/PM Model, Pupil Free and Distance Learning Friday

0 Per. TBD		
<u>Monday/Wednesday</u>	<u>Tuesday/Thursday</u>	<u>Friday</u>
Per 1A: 8 – 8:58	Per 4A: 8 – 8:58	Distance Learning Assignments for Students
Per 2A: 9:03 – 10:01	Per 5A: 9:03 – 10:01	
Per 3A: 10:06 – 11:04	Per 6A: 10:06 – 11:04	
Lunch	11:04 – 11:56	Pupil Free workday for Teachers
Per 4B: 11:56 – 12:54	Per 1B: 11:56 – 12:54	
Per 5B: 12:59 – 1:57	Per 2B: 12:59 – 1:57	
Per 6B: 2:02 – 3:00	Per 3B: 2:02 – 3:00	

Instructional Minutes

- The state has mandated a return to normal instructional minutes.
- In a hybrid model, instructional minutes can be split between in class instruction and assignments that can be completed at home.
- The hybrid model does not require teachers to do virtual instruction.

Level	Minimum minutes required by state per day	In class: M – Th (elem. minutes assume a recess break)	Distance: M – Th (at home assignments)	Distance: Fri (at home assignments)
Kindergarten	180	140	40	180 TBD
1 to 3	230	140	90	230 TBD
4 – 5	240	140	100	240 TBD
6 – 8	240	174	66: assignments should take 22 minutes per class	240: assignments should take 40 minutes per class
9 – 12	240	174	66: assignments should take 22 minutes per class	240: assignments should take 40 minutes per class
Monterey	180	174	6	180: assignments should take 30 minutes per class

Attendance for both hybrid and 100% distance learning (should we have to shut down)

- In the hybrid model, teachers will take attendance each day for the classes they are scheduled to meet. Daily attendance is still to be determined in distance learning.
- Teachers will not be responsible for tracking down absent students.

Preservice Workdays

- BTA’s position is to give teachers as much time as possible for planning.
- Two of the preservice workdays must be professional development because they are paid for by the supplemental grant. The focus of the PD is to help struggling students in Math and ELA. BTA’s position for the PD is to minimize the presentation of material and to allow teachers to work with like grades and subjects for the purpose of planning curriculum for struggling, at risk students. (In the hybrid model that could be everyone!)

Distance Learning

- BTA and the District began discussions for the initial distance learning option for families who choose at home learning.
- Independent Learning Academy (ILA), which uses APEX, is a potential model for secondary students (6 – 12 – APEX recently included 6th grade)
 - The discussion included many potential issues and options for ILA.
 - BTA and the District will continue discussions on Tuesday for initial distance learning and 100% distant learning in the event schools must shut down for both secondary and elementary.

Next Negotiations: Tuesday, July 7

Agenda

- Distance Learning
- Criteria for Pupil Free Friday