



**Burbank Teachers Association**  
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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), Laura Flosi (Principal Edison), and Jennifer Meglemre (Principal Jordan)

### **Summary**

- The parties reached agreement on a Phase 2 MOU that will allow voluntary in-person SPED assessments and voluntary instruction/intervention in small group cohorts.
- The BTA negotiating team rejected a Phase 3 MOU that would require mandatory teacher return to in-person education for these same members in January. In response, BUSD plans to move forward with "learning pods" that will be staffed by substitutes and possible classified employees. More information on the pods is included below.
- The District will reopen the Phase 1 MOU in order to propose changes to the Friday schedule. BTA has not agreed to any changes at this time. BTA will work with members to let the District know any change will have to be fair and not burdensome.
- The parties continued to discuss the best way to document attendance and engagement.
- The District rejected BTA's proposal to close down Horace Mann for health and safety reasons during the holiday break. According to a previous survey, 25 families will use the center for childcare during the break. The District will survey these parents again this week in case families change their minds due to the recent COVID-19 surge.

Details on the MOUs are below:

### **Phase 2 MOU: Teacher Volunteers Returning to Campus**

- L.A. County health regulations permit a return to campus for sped. assessments and small cohorts of high needs students (up to 25% of the student population).
- BTA and the District came to an agreement on a Memorandum of Understanding for teachers who want to volunteer for in-person assessments and intervention for high needs students (sped, EL, struggling). This is not intended for individual teachers to meet with their own

students. Cohorts will be formed site-wide, not by a teacher, for intervention and support purposes.

- **The MOU applies only to teachers who volunteer to teach cohorts of special education, EL, or struggling students on campus and is not applicable to teachers who do not plan to volunteer to lead cohorts.**
- Since this is strictly voluntary, the MOU will not be sent out for a vote by the entire membership. The MOU was carefully constructed with the help of special education teachers, the BTA executive board and negotiating team, and with information gleaned from surveys of sped. teachers and all members.

### On Campus Assessment of Special Education Students

#### Before Assessment

- The sites will maintain an assessment schedule in collaboration with the volunteer sped. case carriers.
- The assessment team must receive a signed waiver from the family of the student.

#### Day of Assessment

- The assessor will determine if the assessment will be performed in a designated assessment room or in the assessor's classroom. The testing space must be able to maintain 6 feet of separation.
- Sites will provide PPE and cleaning supplies for teachers.
- All students over the age of 2 must wear a mask. Students who are not medically able to wear a mask will have remote assessments unless the State mandates in-person assessments. (Case carriers do not have to volunteer if students can't wear masks.)
- Students may be accompanied by one parent. Parents will contact the office upon arrival and the assessor will meet them at the designated entry point. Parents/guardians may wait outside, in their car, or in a separate waiting room.
- Students must arrive 5 minutes before testing and the assessor or classified staff will use the health checklist, including temperature checks, to assess risk factors in a designated area. Students will be provided a mask if needed and hand sanitizer.
- When nearing the end of the assessment, the assessor will notify the parent of the anticipated end time. Students will be released to the parent unless the student is over 18 or the assessor has verified that the student arrived by themselves.

#### After Testing

- The volunteer assessor will wipe down all equipment, devices, and furniture using PPE and disinfectant provided by the District.
- Custodians will clean rooms used for assessment every night based on the assessment schedule. A cleaning checklist will be completed and displayed in the room.
- For classrooms being used the District will provide the schedule for changing HVAC filters. (The District is purchasing high quality filters and will install them in classrooms being used first).

### On Campus Small Group Intervention Cohorts (After instruction during the school day)

- Teachers may volunteer to serve critical populations of Sped, EL, and failing students in small cohorts. Cohorts will not exceed current public health guidelines (14 people, students, and teacher, in a room). Cohorts must maintain 6 feet of separation and will be reduced in number in classrooms that cannot keep 6 feet of social distancing.
- Volunteer teachers can facilitate no more than 2 cohorts. Teachers will communicate the scheduled times of the cohorts to site administration so that staff is available for health assessments, temperature checks, and cleaning of classrooms.

- Students must follow the site's entry and exit plans and all staff and students must follow District safety protocols. Students must wear masks. If students cannot wear a mask they will not be permitted in small cohorts.
- Participating volunteer members will be allowed to withdraw from participation in small cohorts. Members are encouraged to give 48-hour notice if they wish to withdraw.
- Under current health conditions, Site administrators will form cohorts based on need and volunteer teachers will be assigned a cohort. Once established, cohorts will not exceed public health guidelines and students will not switch between cohorts.

#### After-School (3:00) Interventions

- Sites will offer after school (after 3:00) intervention cohorts for students, with in-person the preferred method.
- Teachers who are assigned to teach an afternoon intervention cohort will be paid the hourly rate of \$45.52. All intervention classes will follow safety and enrollment protocols stated in this agreement.

#### Other

- The District will provide shutdown procedures and will communicate the procedures to members, students, and parents. The District will communicate all expectations to parents.
- The District will give members first priority for childcare.

#### Phase 3 MOU: Mandatory Return

- The District separated the involuntary return of teachers for high needs special education students (phase 3) from the voluntary MOU (phase 2).
- The District informed BTA that they will be moving ahead with creating learning pods to bring the affected students back to campus using subs, classified staff, and non-public staff (NPAs). To contract out services, the District estimates the cost to be \$70,000 to \$100,000 a month.
- BTA will ask the District for real numbers once we know where we are with COVID19 cases in January. We continue to maintain that the safety of our members is tantamount to a safe return of all of our students as it pertains to current health conditions and positive COVID19 cases.
- Students participating in the on-campus learning pods would still do distance learning in the mornings with engagement and intervention in the on campus "learning pods" in the afternoon.

#### Openers in the Phase 1 Distance MOU (current MOU)

##### Fridays

- District wants to open hours.

##### Attendance

- BTA and the District are continuing to discuss attendance, especially for asynchronous time. The District is working with an auditor to help with ways to track asynchronous attendance to be in compliance with instructional minutes. More than one data point is needed to reflect engagement. This would be in addition to students filling in the daily attendance for asynchronous time.
- The District is still working on a way to designate assignments as asynchronous in both Aeries (secondary) and Google Classroom (elementary) to help account for asynchronous attendance.
- The District is checking with the auditor to determine if teachers will need to fill in an electronic weekly form dating back to August 17 to account for asynchronous engagement. If teachers must complete the form, then they will have time in a faculty meeting. The weekly form (still being developed) will be used in second semester as a part of the weekly attendance procedures.