

## CBLT Bargaining Minutes

6/22/20

Virtual: ZOOM

Two members of the District's team, including its chief negotiator, noted that they will be receiving computers with video capabilities and will be enabling their cameras during virtual bargaining meetings.

CTA reiterated the need to implement best practices to approach a crisis, including but not limited to:

- a. Intellectual honesty
  - b. Safe spaces to examine ideas
  - c. all stakeholders must have an entry point to the communication
  - d. Pedagogy and public/individual health (including mental health) must drive the conversation and decisions: continuing to deliver the best possible education regardless of the modality; health and safety for all populations including those being most ravaged by it.
2. CTA presented new proposal: *PRINCIPLES AND GROUND RULES FOR MAINTAINING LEARNING EXCELLENCE AND A SAFE REOPENING OF SCHOOLS*
- a. CTA proposed an MOU (see document) that seeks to provide an ethical, professional platform, to lay the foundation for maintaining dialog during re-opening negotiations. CTA believes that it is important to agree on best practices to tackle this unprecedented crisis efficiently and accomplish our common goals of safety for all populations, while delivering a superior education. The three opening paragraphs of the MOU address the intent of the parties.
  - b. District reminded the team that they are still in the process of collecting information from the public as well as re-opening work groups, but believe that they are already accomplishing several of the tenets that are outlined, such as:
    - #3 (from the second half of the document) seeking input from stakeholders, which will be presented to the School Board and Superintendent at the end of the month.
    - #4 (from the second half of the document) scheduling bargaining meetings at mutually agreed upon times and the District believes that they can achieve two dates.
    - #1 (from the first half of the document) health and safety protocols have been emphasized within signed MOUs for some instructional members scheduled to work in July. Both parties understand and want to emphasize that health is a main component.
  - c. CTA stressed the urgency in agreeing to this foundational document given the recent spike in COVID cases, as well as the mandatory mask requirement, which speaks to the seriousness of our crisis. We want to make sure that we follow CDC guidelines.
  - d. CTA added that the CDC recommends a downward trend in cases for fourteen days prior to face-to-face instruction and believes that more medical experts and policy experts should be included in decision making.
  - e. District will review the CTA proposal and respond after a caucus with their team.
3. District presented four new proposals that are only relevant to July 2020 to address specific staff that may potentially be returning to school buildings. Clarified that these proposals only apply to the July time frame and only to specific groups of employees that may or may not return in July as the MOUs indicate that participation is voluntary.
- a. **ESY for ESE Students** (see document): this proposal is an effort to bridge the gap in student learning. The state recommended 4-6 weeks of summer instruction and since four weeks has already been provided virtually, they are looking to offer two more weeks in a face-to-face format. No teacher would be required to participate as they intend to seek volunteers.

- CTA asked if this initiative was being sought as a means to attain CARES ACT monies? CTA has been told that parents of ESE students were surveyed and would like to know these results. Other questions posed related to wages, room usage, and identified school sites.
  - District affirmed that this proposal was part of the CARES ACT. Parents had until the end of the day on June 22<sup>nd</sup> to respond and then those results can be shared with CTA. Teachers would be paid their daily rate but may not be working in their own rooms which is typical for summer school. District will supply a list of the 36 identified sites being proposed. They are not sure of class locations until parental feedback has been analyzed.
- b. **Speech/Language Therapists and Deaf/Hard of Hearing and Vision Teachers** (see document): this proposal is an effort to have identified staff report to schools to complete student evaluations. Participation would be voluntary, and personnel would be paid at their daily rate. Protective shields being provided are light and portable and would be assembled for staff.
- CTA stated that the term “shield” is often used in conjunction with “face shields” which may need to be considered for purchase as these allow for better clarity when speaking. CTA suggested using the verbiage “barrier” when referencing tabletop plexiglass partitions.
- c. **Summer School in July** (see document): this proposal is like the ESY for ESE students (above) in an effort to bridge the gap in learning for at risk students.
- CTA has concerns for both summer school proposals regarding the number of students that would be in each classroom.
  - CTA has also been informed that high school testing coordinators are being called in to administer tests, such as PERC, and that a memo about this plan went out to principals. CTA would like a copy of this, as well as any other memos they do not know about, that impact their members.
  - District representatives stated they were not aware and would research this concern.
- d. **ESE Staffing Specialists and ESOL Compliance Specialists** (see document): this proposal seeks to add one additional, voluntary day of work for planning and record keeping at their regular daily rate. The current allocation is based upon the number of applicable students at the school. If, for example, a staffing special had been allocated five summer days, this would provide a potential sixth day.
4. District response to CTA proposal after caucus:
- a. They will need to review the proposal with senior leadership, however there are several things they are already doing and others they do not agree with.
- District described page 2 as “ground rules” and offered some preliminary comments
    - 1) Already doing (*open to public*)
    - 2) District tries to do this, but CTA may not agree on the District’s timeline (*providing requested documents*)
    - 3) Already doing (*attaining input from stakeholders*)
    - 4) Needs rewording (*scheduling meetings*)
    - 5) Seems okay and thinks that bringing SMEs to meetings is very helpful, but may reword (*bringing subject matter experts to meetings*)
  - District described the tenets on page 1 as “really broad,” (i.e. “how do you define ‘adequate’”) and would require a great deal of discussion and more specificity, however they will counter-proposal.
  - CTA responded by stating their goal was to get a commitment from the District to tackle this challenge together with urgency and transparency. This initial MOU of principles was purposely crafted as “broad” with the more specific proposals to follow.
- b. District will work to provide a written response to CTA this week.
5. CTA response to District proposals after caucus:
- a. CTA has an abundance of questions.

- How many students who will participate in these July classes, broken down by category per the three MOUs.
  - Will students' parents provide transportation to schools or will students be bussed? If they are to rides busses, how will they be sanitized after each route? How will they ensure social distancing?
  - Will there also be a virtual option for those students whose parents do not want them going into the schools? If so please provide the numbers of students participating.
  - Will teachers begin instruction where they left off after the initial 4 weeks of distance learning in June or will they be starting fresh?
  - What medical experts have the District consulted with? Have they provided any written reports or advice? Can we get copies of reports?
  - How will meals be provided for during summer school? What is the location the meals will be served –in the cafeteria or classrooms? What is the process for serving lunch, while ensuring social distancing?
  - Can clear face shields be provided for teachers and students that are deaf or hard of hearing?
  - If staff needs to buy their own PPE's will the District reimburse them?
  - How will recess be addressed with social distancing guidelines?
  - How will common toys, books etc. be sanitized each day?
  - How many hours of instruction will there be per day? How much planning time? How many breaks? How long for breaks?
  - How many children will be maximum capacity in each classroom?
  - How will classrooms be set up to ensure social distancing?
  - Will students be required to wear masks?
  - When will temperatures be taken? By whom? Where? What is the threshold for returning home?
  - How will students who become sick or have a temperature be handled? Is there an isolation room in each school? How is it set up and who oversees it?
  - How many schools have nurses? Will nurses be hired for every work location? If not, who will manage sick children or staff?
  - Will nurses, paras and behavior specialists be reinstated at the same ratios as typically provided?
  - What other visitors will be allowed on campus during July classes? Are there restrictions? What classrooms will be used for summer classes? The teachers? If another room is used will the principal notify the teacher? How will these rooms be cleaned and sanitized each day and after the summer school ends?
  - If there are not enough volunteer paras to provide the legal requirement of 1 para per three students, will the classes not take place? What is the plan?
  - Will there be specialized COVID training for all employed staff related to health issues, as well as student contact concerns (i.e. During student restraints)?
  - Since the state accepted the first 4 weeks of virtual instruction as an option for the CARES ACT funding, can there be an option of the last two weeks being virtual, as well? Why have 6 weeks instead of the four?
  - Will teachers be provided extra breaks to wash hands, change masks, drink water, use the restroom etc.? How many per day?
- b. District asked that these questions be provided in writing but could offer a few initial responses.
- Summer school will be half days, Monday through Thursday for two weeks

- They are working on distancing requirements
- They intend to recruit the support of behavior specialists and para for ESE classrooms to meet the requirements of students' IEPs.

6. Next CBLT meetings:

- a. Tuesday June 30<sup>th</sup> 9:30-12:30 and the District can extend the session beyond 12:30 if necessary
- b. Tuesday July 7<sup>th</sup> 9:30-12:30 and the District can extend the session beyond 12:30 if necessary