

**Memorandum of Understanding
Related to COVID-19**

The Haverhill Public Schools ("the District") and the Haverhill Education Association ("HEA") hereby enter into this Memorandum of Understanding ("MOU") to address issues pertaining to the closure of schools caused by the COVID-19 pandemic.

Whereas the parties seek to minimize the spread of COVID-19; protect students, school staff, and the public; and establish educators' rights as it relates to COVID-19, the parties agree that the highest priority is to support the emotional and physical health of students, parents, and educators. The parties acknowledge that there is no way to remotely replace or re-create what happens in our schools and remote learning must be understood broadly, going well beyond reliance on technology and involving creative approaches to learning developed by educators in conversation with one another. The remote learning model must allow for flexibility for our educators and their students and families. This means not expecting all educators and students to be working during set hours and not expecting students to be covering all of the content that would usually be taught during this period. The remote learning model must address the learning needs of high-need students, particularly those of low-income students, students of color, students with disabilities, and English language learners.

As such, the following are the terms of agreement:

1. During this period of the Commonwealth of Massachusetts's COVID-19 mandatory cessation of physical classroom instruction commencing Tuesday, March 17, 2020, the District shall continue to employ all unit members at their regular rate of pay. Unit members shall continue to be entitled to all contractual benefits, as well as those otherwise provided for by law. Unit members shall continue to be responsible for all contractual obligations unless otherwise modified herein.
 - a. All Article XXXIV Differential year long positions for which Unit Members received a letter of appointment shall be paid the appropriate stipend outlined by the current collective bargaining agreement between the parties as if classroom instruction or activity was ongoing. Unit members shall continue to be paid their earnings for all hourly work (e.g. Discovery Club) actually performed. Once classroom instruction resumes, the District will work to establish amended timelines for these activities, where applicable.
2. The parties agree that they shall meet to impact bargain changes to the unit member's evaluation protocol, subject to any guidance issued by DESE.
3. Unit members who are currently on medical or other paid leave may remain on medical or other leave until the approved leave period ends or further leave is granted.
4. Essential staff, as determined by the Superintendent, may be required to report during the physical classroom instruction cessation period as required in order to continue the

business of the District, except members who are considered to be at risk as per the CDC guidelines (those with compromised immune systems, etc.). Unit members shall inform their principal of their condition in such a case. The District will provide a sanitized work space and necessary supplies which meet state and federal guidelines to ensure the health and safety of members.

5. Effective April 6, 2020, all unit members are expected to be available for *remote work* attending to their general duties and responsibilities as required by the District. Unit members may use reasonable discretion in the timing and method of performance of their remote work responsibilities, provided that their obligations to students are met. The Unit Member Remote Work Expectations and School Functions for Teachers, Professional Staff, & ESPs included as Appendix A are incorporated into this agreement. Teachers shall make a good faith effort to provide meaningful and productive learning opportunities via remote instruction to their students during the cessation of physical classroom instruction. Staff will utilize school-approved online platforms as instructed by the District to facilitate learning. Remote work may include, but is not limited to
 - a. assessing work submitted prior to and during the classroom instruction cessation period. Grades will be provided to all students and may be on a "credit/no credit" basis (see Appendix A – "Unit Member Remote Work Expectations and School Functions for Teachers, Professional Staff, ESPs, and Clerks" and Appendix B - "Remote Learning Expectations and Guidance for Staff");
 - b. communication with families/students/District staff;
 - c. providing all students access to multiple hours per day of academic content (approximately half the length of the regular school day) which will be both educator-directed and student-self-directed learning. Educators will offer communication, instruction and support; including but not limited to whole group video or audio conferences 1:1 phone calls or video calls, email, virtual work packets, projects, reading lists, online platforms and other resources that effectively engage students in thoughtful learning.
 - d. daily physical education, arts and other teacher-led encore options will be offered
 - e. skills already taught should be deepened and reinforced to avoid regression, however, new material may be introduced as appropriate, particularly at the high school level.
 - f. social-emotional supports and learning to be provided one-on-one and in small group conversations and connections with students. Each staff member may have a small group of identified students to routinely check in with regarding their health and welfare via a combination of phone calls, video conferences, email correspondence, and other like methods. Should issues or concerns arise this information is to be shared with the principal and counselor. It is the goal that each student will have daily live contact with a staff member and at minimum one staff member will have visual contact with each student a minimum of twice per week.
 - g. supporting the ongoing special education and English learner service needs, obligations, and mandates as taking into consideration any remote learning

guidance provided by DESE. This will include remote IEP meetings and services, progress reporting on IEP goals, updates to ESPED and Ellevation software, monitoring of EIs and the like.

- h. In the event that the District requires employees to work on site, as opposed to working remotely, any such assignment shall meet the following conditions:
 - i. No unit member shall be required, asked, or permitted to perform work for which medical training or certification is necessary unless they have such training or certification.
 - ii. The District shall make available, at no cost to employees, appropriate protective gear and materials.

The District shall be responsible for providing technical support to educators and students/parents so that remote learning can occur. Educators with the skills and knowledge to provide technical support to students and parents will voluntarily be utilized at the building level.

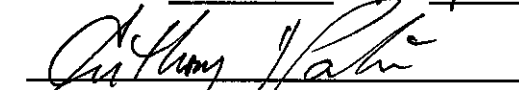
6. All unit members are expected to check email not less than twice per day and respond to/acknowledge emails in a timely manner, keeping in mind the goal of maximizing student contact with staff members. Educators are expected to work together as a school community to offer daily live contact opportunities with their students and/or families during the time of this agreement in one of several ways that is comfortable to the unit member. These include but aren't limited to a combination of phone calls, video conferences, email correspondence, and other like methods with a goal of having visual contact with each student a minimum of twice per week. Unit members shall continue to follow the District's Internet Acceptable Use Policy which remains in effect at all times
7. One hour virtual building and curriculum meetings may be held weekly at mutually agreed upon times. Unit members will be encouraged to participate in real time, if possible. Meetings will be recorded and emailed to all building/department unit members so that those who were not able to attend the virtual meetings live can view them. Unit members will hold and participate in grade- or department-level virtual meetings (including IST/ILT, PLC, and other similar group meetings) as designated in Appendix A – "Unit Member Remote Work Expectations".
8. The district will take precautionary measures, to the degree they are able, to ensure that teachers are not videotaped or otherwise hacked by individuals who wish to use their images, teaching videos, etc. for ill purposes. The district will make the parent community aware that this type of action will not be tolerated nor will the teacher be responsible if they were to be hacked. (See Appendix C – Educator Guidelines for Video Conferencing With/Recorded Lessons For Students attached.)
9. All teachers shall submit trimester 2 (grades prek-8) and quarter 3 (high school) grades to the District via SchoolBrains no later than April 20th, 2020.

10. Professional development (PD), including ongoing workshops offered for in-service credit or PDPs may count towards employee professional growth requirements during the closure provided it is practicable to adjust the PD to a remote learning model.
11. Unit members will be encouraged to notify the District in the event they have been diagnosed with COVID-19 or are experiencing symptoms compatible with COVID-19. To encourage self-reporting, no unit member will be subject to disciplinary action of any sort for providing such notice, failing to provide such notice, or failing to provide timely notice, unless required to do so by law. The district cannot assure members that their rights and benefits related sick leave and COVID 19 will be provided if they do not inform the district of their illness.
12. In the event that the District learns - through unit member self-reporting or otherwise - that a unit member meets any qualifying condition listed above in paragraph 11 the District will take appropriate action but shall continue to HIPAA protect the unit member's personally identifiable medical information, unless the unit member authorizes the release in writing, all as provided for by law.
13. The HEA agrees to place in abeyance all matters from prior to the March 17, 2020 cessation of physical classroom instruction, except those related to this agreement, until regular classroom instruction resumes.
14. The terms of this MOU are without precedent or prejudice to either party, including any future public health emergency.
15. The District shall accept a grade of "Pass" in lieu of a grade of B or better for those unit members who have submitted course approval/tuition reimbursement forms for courses previously approved from universities that have adapted to a "pass/fail" grading model as a result of the Covid-19 pandemic who sought tuition reimbursement for the Spring 2020 semester.

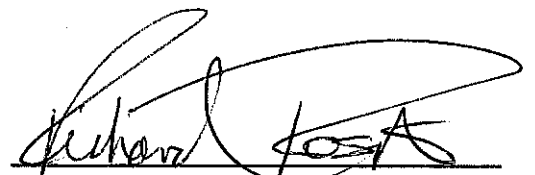
In the event that federal, state, or local law is enacted or amended to provide either party with rights that are greater than those provided in this MOU or the parties' collective bargaining agreements, those rights will prevail and the parties shall communicate as soon as practical to coordinate the provision of those rights.

The terms of this MOU shall remain in effect until physical classroom instruction in the District resumes, but in no event later than June 19, 2020.

Dated this 1st day of April, 2020



 Anthony J. Parolisi
 President, Haverhill Education Association



 Richard Rosa
 Vice Chair, Haverhill School Committee

Unit Member Remote Work Expectations

Activity	Length	Examples
Planning and Delivery of Remote Instruction via Google Classroom, etc.	3 hours per day	<ul style="list-style-type: none"> • Posting daily assignments • Live online instruction • Pre-recorded video instruction • Auditory lessons • Lessons via email • Lessons created on paper (virtual packets) • Common planning time with colleagues • Researching best practices
Communication and Social-Emotional Support	2 hours per day	<ul style="list-style-type: none"> • SEL Lessons • Wellness check phone calls to students & families • Web-based check-ins • Checking/responding to emails • Providing feedback on student work • Being available for “office hours” to provide 1:1 support to students & families • Other building-based activities
Building Level Staff Meeting	1 hour per week	
Department-level Curriculum Meeting	1 hour per week	

To avoid conflicts between students who may share devices at home as well as those who have multiple teachers, such as at the middle school and high school level, building principals may, in collaboration with unit members, develop a schedule for students and families to help them plan and avoid conflicts such as multiple members of a household being offered an online lesson at the same time or more than one of a student’s teachers delivering online lessons at the same time. Pre-planned lessons and resources need to be available for students at those times.

Such schedules are meant to provide structure and consistency for those families who need it and are not necessarily a reflection of what the unit member may be doing at that exact time, though educators are expected to use their flexibility in scheduling to meet the needs of their students.

HHS Remote Learning Schedule*

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:45	A	D	A	D	A
10:00 – 10:45	B	E/F or F/G	B	E/F or F/G	B
11:00 – 11:45	C	G/H or H/I	C	G/H or H/I	C
12:00 – 12:45	J		J		J

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:45	D	A	D	A	D
10:00 – 10:45	E/F or F/G	B	E/F or F/G	B	E/F or F/G
11:00 – 11:45	G/H or H/I	C	G/H or H/I	C	G/H or H/I
12:00 – 12:45		J		J	

***Unit members at HHS have the same remote work expectations and flexibility as pre-K to 8 educators (3 hrs. per day planning/delivering remote instruction, 2 hours per day of communication/social emotional activities, & 1 hr per week each for staff and curriculum meetings).**

School Functions for Teachers, Professional Staff, ESPs, & Clerks

(The functions identified in the schedule below must be in accordance with agreed upon language. In any case, the agreed upon language will prevail.)

	Daily	Weekly
ALL Teachers & Professional Staff	<ul style="list-style-type: none"> • “See Unit Member Remote Work Expectations above” • 	<ul style="list-style-type: none"> • “See Unit Member Remote Work Expectations” above
ESPs	<ul style="list-style-type: none"> • Work with teacher to check in with class/students • Check email daily • Participate in online community • Participate in PD as guided by principal 	<ul style="list-style-type: none"> • Assist teacher in development of individualized lessons and activities for students • Participate in video conferences with teachers (as appropriate)

		<ul style="list-style-type: none"> • Provide individualized student support (via video conference) if appropriate (at the discretion of the teacher)
High School	<p>Feedback based on Criteria and Rubrics</p> <p>Grades: Deans and the HEA representatives will work with administration to reach a mutually agreeable policy.</p>	<ul style="list-style-type: none"> • Virtual team or CPT meeting • Virtual full staff meeting • Student feedback/ grading • Student check-ins, identify students at risk – document • PD as appropriate
Greenleaf		<ul style="list-style-type: none"> • Updating learning packets • Check in with caseload via email or phone 1x per week to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the schedule for students. • Weekly social/emotional support/activities/themes (SAC) • Finish any progress reports and evaluation reports of students already tested. • Create a case load list in esped/ Frontline. Log in "services" and student & parent contact via esped/ frontline • Provide "A" grid consultation to parents per their grid
TEACH	<ul style="list-style-type: none"> • All staff - support student engagement in online learning platforms (TeachTown, Google Classroom, Lexia, PBS Learning Media, News2You, MyOn, etc....) based on individual student need □ ESPs - Support teacher in development of individualized lessons and activities for students □ ESPs - Participate in video conferences with teachers (as appropriate) □ ESPs/Support Staff - Provide individualized student support (via video conference) if appropriate (at the discretion of the principal) 	<ul style="list-style-type: none"> • Teachers - SCHEDULED Check in with caseload via email or phone 1x per week to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the schedule for students. • Teachers - MS/HS/PG - weekly lunch bunch via Google Meet

		<ul style="list-style-type: none"> • Teachers/Clinical Staff - Participate in weekly 1:1 consult with principal • All Staff - as needed. Participate in TeachTown trainings and professional development offerings • Finish any IEP portions, progress reports and evaluation reports of students already tested. • Create a case load list in esped/ Frontline • Provide "A" grid consultation to parents per their grid
Special Ed Inclusion	<ul style="list-style-type: none"> • For B grid service-Check in with general education teacher and work collaboratively with them to post differentiated activities • Monitor Lexia and/or Read Live accounts 	<ul style="list-style-type: none"> • Participate in weekly virtual Special Ed building based meetings. • Prepare virtual learning packets aligned to students IEP goals for C grid service times. For example, if student has 2x30 for math a packet with two sessions of math work that should take 30 minutes to complete should be sent home. • SCHEDULED Check in with caseload via email or phone 1x per week to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the schedule for students. • Create a case load list in esped/ Frontline. • Finish any IEP portions, progress reports and evaluation reports of students already tested. • Provide "A" grid consultation to parents per their grid
Special Ed Sub-separate	<ul style="list-style-type: none"> • Monitor Lexia and/or Read Live accounts • ESPs - Support teacher in development of individualized lessons and activities for students 	<ul style="list-style-type: none"> • Participate in weekly virtual Special Ed building based meetings.

	<ul style="list-style-type: none"> • ESPs - Participate in video conferences with teachers (as appropriate) • ESPs/Support Staff - Provide individualized student support (via video conference) if appropriate (at the discretion of the principal) 	<ul style="list-style-type: none"> • Prepare learning packets aligned to students IEP goals • SCHEDULED Check in with caseload via email or phone 1x per week to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the schedule for students. • Create a case load list in esped/ Frontline. • Finish any IEP portions, progress reports and evaluation reports of students already tested. • Provide "A" grid consultation to parents per their grid • Weekly social/emotional support/activities/themes (SAC) • Weekly speech/ot support/activities themes (by speech/occupational therapist)
Moody		<ul style="list-style-type: none"> • Moody Preschool SCHEDULED Check in with caseload via email or phone 1x per week to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the schedule for students. • Finish any IEP portions, progress reports and evaluation reports of students already tested. • Provide "A" grid consultation to parents per their grid • Create a case load list in esped/ Frontline.
Counselors (guidance and adjusment)	<ul style="list-style-type: none"> • Check in with students on caseloads per their C grid times. If student has 2x30 than the expectation is they will be checking in 2 x per week. 	<ul style="list-style-type: none"> • Participate in weekly virtual Special Ed building based meetings.

	<ul style="list-style-type: none"> • Contact students at risk in coordination with building administrators. • High School: complete remaining course selections with students on caseload via virtual meetings, remaining post-secondary planning meetings with juniors • Middle School: complete course selections with Grade 8 students via virtual meeting or Google Form 	<ul style="list-style-type: none"> • Participate in weekly virtual School Counseling meetings • SCHEDULED Check in with caseload via email or phone 1x per week to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the schedule for students. • Log in "services" and student & parent contact via Google Form • Finish any progress reports and evaluation reports of students already tested. • Weekly virtual office hours for school staff looking for support in working with students/families • Provide "A" grid consultation to parents per their grid
EL Teachers	<ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Stand-alone or pull out ESL teachers, plan your lessons using your curriculum materials using on-line tools. ○ Push-in/Co-teaching ESL teachers, working collaboratively with the classroom teacher to identify academic language teaching opportunities to add to the lessons. Provide suggestions for multimedia, vocabulary, instructional literacy building strategies that support language learning and provide supports that allow English Learners full access to the mainstream lesson. 	<ul style="list-style-type: none"> •
Clerks	<ul style="list-style-type: none"> • Check email and voicemail 2x daily • Return calls and emails 2 x daily • Continuation of typical duties, such as: <ul style="list-style-type: none"> ○ Enter invoices for payment as received ○ Process payroll/bills ○ Support projects such as summer school coordination ○ Verify contact information in School brains ○ Staff attendance ○ Projects as assigned by supervisor in accordance with the collective bargaining 	<ul style="list-style-type: none"> • participate in weekly virtual meetings • take turns picking up mail in office when the office is open

	<p>agreement and within their job responsibilities</p> <ul style="list-style-type: none">• Special Ed<ul style="list-style-type: none">○ Clerks work on "glitches" with esped transfer of data○ input any signed IEPS that come in	
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**Haverhill Public Schools
Haverhill Education Association**

Remote Learning Expectations and Guidance for Staff

Expectations for Remote Learning:

1. Learning activities should support deeper learning and enrichment opportunities for previously explored content. Any “new” content must be such that students will be able to grasp and apply it with the limited support now available. Activities will be shared with students digitally and may include online resources. We recognize the importance of limiting our students’ screen time and strive for a balanced approach.
2. Activities should engage the independent learning level, and students should be able to work on activities with minimal support from parents and caregivers.
3. To the extent practicable, teachers should provide feedback on student work completed at home. That academic content can be graded as “credit/no credit” so as to incentivize continuous learning while acknowledging the challenging situation we face. Non-credit bearing courses, such as those for elementary and middle school students, could incorporate other incentives to keep students motivated to continue their learning. Before moving forward with any determinations of “no credit,” we strongly urge teachers and schools to consider whether the students have had equitable access to learning opportunities during this closure, keeping in mind the variety of technology, health, disability, and language challenges that could occur.
4. No summative assessments should be administered, except the Advanced Placement Test
5. Parents should only be expected to provide the same level of support they would provide for homework and no more.
6. Elaborate projects or materials (including devices, printers, apps, etc.) should not be required.
7. Assignments/activities should be given on a regular schedule, but new assignments do not need to be given every day. Some examples include:
 - a. Staff could post assignments every Monday morning with the expectation that students work on them a little bit every day that week, including explicit suggestions for how students can break large tasks into manageable daily sections.
 - b. Staff could give students a menu of options of possible activities and suggest they complete a certain number of tasks each week.
8. Work will not be graded in the traditional sense, but feedback can and should be given for any submitted student work.
9. Regular communication with students will help maintain a sense of classroom community and is expected. Communication can take many forms including group emails or posts to Google classroom, written feedback on students work, or check-ins with students using a video chat platform.

The most important outcome is for students to feel cared for and supported by their teachers, and to be meaningfully engaged in learning activities for some portion of each day. We want

teachers to stay in touch with students and their families during this difficult time, providing guidance, support and encouragement along the way.

To achieve these ends, we have provided the following guidance for staff:

1. Co-plan and crowdsource activities with your colleagues.
2. Staff are free to experiment and communicate their ideas, suggestions, links and templates with the school community to share and build and a library of resources for students and parents.
3. Employ reusable or iterative activities when possible (e.g. flash cards, 10% summaries, or games).
4. Staff do not need to develop traditional lessons from scratch every day. They can make use of on-line resources and direct students to those. In such cases access must be clearly defined and teachers must review all content in advance to assure it is appropriate for students.
5. Engage students' imaginations and problem-solving skill sets and let them work on projects with their siblings.
6. Not all assignments need to culminate in a tangible product of some kind.
7. Design units to offer cross-curricular applications.
8. Incorporate problem-solving and inquiry-based activities. Facilitate student-led questioning and discussions.
9. Incorporate real-world problem-solving activities.
10. Meet diverse learning preferences by allowing students to make choices for how to demonstrate their skill mastery of previously learned material.
11. Explore current events and foster critical thinking by integrating media, reading, writing, speaking, and listening skills into multifaceted lessons.
12. Stimulate creativity by incorporating graphic, visual, auditory, media, and print resources and experiences.

**Haverhill Public Schools
Haverhill Education Association**

Educator Guidelines for Video Conferencing with/Recording Lessons for Students

Video conferencing provides an opportunity for participants in different locations to communicate with each other with sound and visuals. Video conferencing and video recording lessons are two of the many ways teachers are able to communicate with students. The District and the Association encourage educators to use video conferencing or pre-recorded lessons to communicate with students. The following is a list of guidelines which can help those educators who choose to video conference with or post pre-recorded lessons for students. The parties encourage grade level and subject area collaboration in providing video recorded lessons as to share the responsibility.

- The developmental strengths and needs of students should be considered when establishing a video conference; not all students are ready for this medium or are able to access this medium.
 - Google-related media can be supported by the District. Due to privacy concerns, Zoom or other 3rd-party vendors should not be used for video conferences **with students**.
1. Be aware of your background - make sure that anything that is behind you is something you would display in your classroom.
 2. Be aware of other sounds around you.
 3. Wear appropriate clothing - Think “casual Friday” instead of “Stay at Home Saturday” - if you wouldn’t wear it to school, don’t wear it on a video conference or pre-recorded video with the students.
 4. Set a clear start and end time. Students can arrive late or leave early; however, having a set start and end time is helpful for families that are sharing devices.
 5. Be clear in your purpose for holding the video conference. It does not need to be academic - sometimes, students seeing each other’s face is beneficial, especially for those students who rely on school for a majority of their peer interactions.
 6. You may want to assign students to smaller groups to make “classroom management” easier.
 7. Consider having a second teacher in the conference with you.
 8. If you share your screen, be mindful of what other tabs/programs are on your screen; select “current window only” if possible.
 9. To end a Google Meet/Hangout you will need to remove all other participants from the meeting before you sign off or else they will be able to continue meeting after you have left.
 10. Remember that as educators you are always a mandated reporter.
 11. Establish norms for video conferencing - this could be done in an email to students or in the invitation to video conference. Some possible norms include:
 - a. mute yourself when you aren’t speaking
 - b. use school-appropriate language and follow your school’s core values

- c. do not record, screenshot, or otherwise capture the video or audio of the video conference.
- d. video conference expectations are the same as classroom expectations; if you violate them, the educator will call or email home, just as when we are in school.