

The Andover Education Association Safe Return to Learning Bargaining Team is making the following proposals with the health and safety of students, school staff, families, and the community held as our first and foremost priority.

The Andover Education Association Safe Return to Learning Bargaining Team is proposing a learning model that will include three components: (1) a 100% remote learning model, (2) a hybrid model, and (3) full re-entry to buildings. A move toward each phase (or backward, as necessary) will be determined by a district-wide **Joint Labor-Management Health and Safety Committee** according to public health data, available resources, and consultation with medical professionals in the Greater Boston area. Public health indicators driving decision-making could include (but are not limited to) the Rt (rate of exponential spread), cases per 100,000, the percent positive test rate for COVID-19, and 14 days of declining cases in Essex County. This committee may also explore alternative instructional spaces for phases 2-3, such as large-scale tents, or outside shade structures.

1. Phase 1 - Remote Learning

- a. 100% Remote Learning (Stage 1)
 - i. All students and staff participate in remote learning.
 - ii. School buildings closed for access.
- b. 100% Distance Learning (Stage 2)
 - i. All students participate in distance learning.
 - ii. Staff have the option to be onsite for the purpose of planning and delivering online instruction.

2. Phase 2 - Hybrid Learning

- a. Hybrid Learning (Stage 3)
 - i. Students in greatest need of additional support as identified through an agreed upon set of criteria participate onsite with in-person instruction two (2) consecutive days a week. All other students participate in distance learning.

ii. Staff not assigned to in-person instruction have the option to be onsite for the purpose of planning and delivering instruction.

iii. Routine cleaning shall occur every evening.

iv. Deep cleaning shall occur on Tuesday evening.

v. The building will be empty of staff and students on Wednesday.

vi. If the number of students reporting for in-person instruction in Stage 3 requires two cohorts of students, the second cohort will meet in-person on Thursday and Friday.

1. In this case, a second deep cleaning will occur on Friday evening.

2. The building will be empty of staff and students on Saturday and Sunday.

vii. All students living in the same household will be in the same cohort.

b. Hybrid Learning (Stage 4)

i. All students from Stage 3, as well as our youngest learners, additional learners in need of support participate onsite with in-person instruction two (2) days a week. All other students participate in distance learning.

ii. Staff not assigned to in-person instruction have the option to be onsite for the purpose of planning and delivering instruction.

iii. Routine cleaning shall occur every evening.

iv. Deep cleaning shall occur on Tuesday evening.

v. The building will be empty of staff and students on Wednesday.

vi. If the number of students reporting for in-person instruction in Stage 3 requires two cohorts of students, the second cohort will meet in-person on Thursday and Friday.

1. In this case, a second deep cleaning will occur on Friday evening.

2. The building will be empty of staff and students on Saturday and Sunday.

vii. All students living in the same household will be in the same cohort.

c. Hybrid Learning (Stage 5)

i. All students participate onsite with in-person instruction two (2) days a week. Deep cleaning will occur following the two consecutive days in a time and manner that will allow the building to be empty a minimum of 24 hours prior to further use.

1. Cohort 1 staff and students are onsite with in-person instruction on Monday and Tuesday.

a. Deep cleaning will occur Tuesday evening.

b. The building will be empty on Wednesday.

2. Cohort 2 staff and students are onsite with in-person instruction on Thursday and Friday.

a. Deep cleaning will occur on Friday evening.

b. The buildings will be empty of all staff and students on the weekend.

ii. Staff are onsite for the purpose of planning and delivering instruction for cohorts 1 and 2 (Mon/Tues and Thurs/Fri).

iii. All students living in the same household will be in the same cohort.

3. Phase 3 - In-Person Learning

a. 100% In-Person Learning (Stage 6)

i. All students participate onsite with in-person instruction five (5) days a week.

ii. All staff participate onsite with in-person instruction five (5) days a week.

iii. Deep cleaning will occur on Friday or Saturday evenings, with the buildings remaining empty for 24 hours after cleaning.

Remote Learning (Phase 1) Expanded

The parties recognize that schools are critical to daily life. Collaboration between local public health officials, district education officials, and the local educators' union, is essential when making decisions about the return to learning. The parties recognize that schools are more than simply buildings; they are the people within the buildings. The Andover Education Association

and the Andover School Committee agree that returning to in-person learning in September is neither safe for students, educators, nor their families and therefore beginning the school year in a remote learning model is necessary to protect the health and safety of our community.

Starting the Work/School Year

A significant investment in improving and creating remote teaching and learning for students and parents shall be made. The first ten (10) days of the 2020-2021 work year shall be scheduled as paid non-instructional days for all AEA Units. All staff will report to work on August 31, 2020, with students returning to remote learning on September 16, 2020. The first ten (10) days of the work year are reserved for:

- “Smart Start” to the school year, including extensive training for students, families, and educators on all necessary learning and accountability platforms, and a delayed start to the student school year;
- The development of clear and explicit communication plans to avoid marginalization of families where English is not the primary language, and opportunities for family feedback in all school community languages;
- Educator driven professional development for all members of Units A, B, and C focused on adapting to distance teaching and learning; 1/3 of each day reserved for instructional planning time to assist in re-orienting curriculum and activities;
- Technology support and training for all staff; distribution of blue-lite glasses to staff
- Distribution of devices, chargers and WiFi hotspots to students;
- Free, universally available, classes/workshops for parents to help them better assist their students in educational processes including best practices for tutoring and grade level content workshops; and
- The development of dedicated staff teams to follow up with at risk students and those who have been out of contact with their teachers since the closure of school buildings in March.

Reporting to Work Sites During Phase 1, Stages 1 and 2

Bargaining unit members shall not be directed or required to report to physical buildings in-person while working under either stage of the distance learning phase (Phase 1, Stage 1 and Phase 1, Stage 2.) Bargaining unit members’ physical presence in school buildings will be

optional.

In stage 2 of the remote learning phase, bargaining unit members will be allowed optional access to their school/work sites and may work from their classroom/office during regular school hours.

- Bargaining unit members must not enter any other classrooms or offices. In the event a bargaining unit member reports to a district worksite, he/she shall be responsible for following state and local public health recommendations.
- While on district premises, bargaining unit members shall maintain six feet physical distance between themselves and other individuals and be required to wear a face mask. Staff who cannot wear a mask because of a documented health issue shall be required to wear a face shield and neck drape (tucked into the shirt).

Bargaining Unit Member Participation

- Unit A--The District should acknowledge that best practices for remote learning do not necessarily resemble the best practices for in-person instruction. To that extent, Unit A members shall determine the means and method for providing distance learning to their student population based on appropriate classroom-based instruction, their resources, and their knowledge of their students' ability to access the curriculum. Such means of instruction could include, but are not limited to: a combination of asynchronous, synchronous, and one-on-one student engagement strategies. Said strategies will be determined per educator discretion in conjunction with members of relevant planning teams at the building level. Under the current remote learning model, bargaining unit members shall be responsible for planning appropriate classroom-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback, and reporting non-participation to the site administrator for additional outreach and follow up.
- Unit B--Although the role of each Unit B member is uniquely different, during Stages 1 and 2 of distance learning they will support educators, students, and families through continuing to coordinate the development of curriculum, scheduling and logistics of

virtual instruction at the building level, working collaboratively with educators to develop remote instruction, providing timely feedback and support to educators, facilitating virtual update meetings for grade-level and content planning teams at the building level, facilitation of content planning teams as relevant, working with general education/special education teachers to support the needs of learners who are on IEPs, and coordinating ongoing support for students and families. Unit B members will continue to work with the district leadership team to assist with the development of a system for virtual attendance, student evaluation (grades) and student accountability that incorporates an equity lens and trauma-informed restorative practices.

This district must recognize that remote instruction does not exclusively mean “online” activity, and that the pre-instructional professional development should include planning and training on how to create “hands-on” and screen-free opportunities for students as much as possible. This will require asynchronous activities, outdoor activities, independent activities, social & emotional learning activities and project-based activities. A JLMC for remote instruction will be formed to address ongoing issues with remote instruction throughout the phases.