

**Wachusett Regional School District
and the
Wachusett Regional Education Association, Inc.**

**Memorandum of Agreement
COVID-19 Closure - Amendment**

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this Memorandum of Agreement is made and entered into by the Wachusett Regional School District (hereinafter, "District") and the Wachusett Regional Education Association (hereinafter, "Association").

WHEREAS, in connection with the public health emergency associated with the COVID-19 outbreak, Massachusetts Governor Charlie Baker has declared a three-week suspension of school operations for educational purposes, resulting in the closure of all Wachusett Regional Public Schools, not to re-open before April 6, 2020

Therefore, the Wachusett Regional School District and the Wachusett Regional Education Association hereby agree to the following Amendment of the Memorandum of Agreement COVID-19 Closure signed and executed on March 20, 2020 remains in full force with the following modifications:

Section C Enrichment Resources Support Add C:6

6. Remote Teacher Led Educational Enrichment/Instruction

- The District shall inform parents that recording of any online synchronous enrichment meeting or activity is prohibited for the mutual protection of student and member privacy in accordance with M.G.L.
- Members shall create plans for focused student enrichment activities on Wednesday, March 25, through Friday, March 27, 2020, during typical school work hours for the purpose of providing coordinated Educational Enrichment/distance learning that is consistent across the five towns.
- Teachers shall begin daily outreach to students (and/or parents) on Thursday, March 26, 2020, providing them with opportunity to ask individual questions or obtain guidance/support.
- Educators shall begin offering weekly focused enrichment activities on Monday, March 30, 2020. The expectations for members are described in Appendix A Focused Enrichment Activities document below.
- If the District moves from online enrichment to online instruction associated with curriculum not previously reviewed, District administration and the WREA will further define expectations for teaching and learning prior to such transition.

Section D: No Precedent

The Parties agree that this agreement sets no precedent or past practice, and shall not be used in any proceeding except one to enforce its terms.

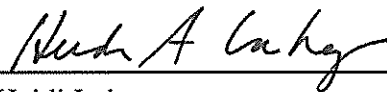
Section E: Suspension of School Operations for Educational Purposes Beyond April 13, 2020

In the event that the suspension of school operations for educational purposes is extended beyond April 13, 2020, representatives of the District and the Association will confer and mutually determine whether to extend or modify this Agreement for any subsequent period of school closure prior to the end date of the agreement.

Dated this 25th day of March, 2020.



Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District



Heidi Lahey
President
Wachusett Regional Education Association, Inc.

APPENDIX A When will focused enrichment activities begin and end?

No later than Thursday, March 26, 2020, educators should reach out to students via email or Google classroom to begin the experience.

Educators will prepare focused enrichment learning activities from Wednesday, March 25, to Friday, March 27, 2020. This preparation will be done remotely with school and/or grade level/content based groups. In the event that an educator would like to access their school building, they should make arrangements with their Principal for access.

The program will terminate the day prior to the reopening of our schools should that occur before April 13, 2020.

Are students required to participate in focused enrichment activities?

This experience is optional for families, and we recognize that some may not choose to participate, or they may be unable.

What are the expectations for preparing and presenting learning experiences for focused enrichment activities during school closure?

All educators will communicate learning opportunities for students to participate in at home; however, these experiences should not introduce new concepts and skills (with the exception of AP students at the high school level preparing for exams.)

Focused enrichment activities are designed to provide an opportunity to practice and support deeper exploration of previously taught and learned skills and concepts. Learning experiences will vary by grade level, and may range from short activities or games to longer projects that students could work on at their homes over time.

The District understands that these are challenging times. We are asking each educator and employee to do his or her best to support our students during school closure.

How do we address the learning differences of our students?

As classroom teachers and specialists design experiences, please consider supporting and scaffolding learning differences and needs to the best of your ability. Special Education Liaisons, ELL teachers and related service providers should communicate directly with parents to let them know that you are available for consultation around assignments as needed.

I am a Special Education Liaison or Educator or an ELL teacher. What is my role?

As stated above, you should be available to the students you service. If the teachers you collaborate with require consultation, they will contact you directly. You should establish

focus enrichment activities for your students. If your students require modifications or accommodations for general education instruction, you should be available for consultation with the general education teacher or to make needed modifications as requested by the general education teachers. Email families (or use your preferred, District-approved communication method) each morning to check in and each afternoon to follow up on the day's activities.

I am an Elementary Related Arts Specialist. What is my role?

Please provide each grade level teacher with the activities and lessons you wish to present to your students. The classroom teachers will disseminate your activities to the families.

I am a School Counselor or Psychologist. What is my role?

You should be available to communicate with students and families as needed. You should proactively reach out to high-need students and families using District-approved communication tools.

I am a Media Specialist/Technology Integration Specialist. What is my role?

You should be available via email during school days to consult with teachers, students or families who may have questions or need information. You should endeavor to answer all correspondence within one school day.

What are the expectations for classroom teachers with regard to lesson planning and communicating with students and families?

Each school day, educators should have both a morning and afternoon group outreach to students and families, with a 2 hour office period to respond to questions or comments associated with assignments posted through the WRSD website. It would be beneficial if the timing remains consistent with the beginning and ending of the District-wide school day, understanding that this may not always be possible given your personal circumstances. Morning contact should include a greeting that connects you with your students. It may also include a new suggested learning experience or simply contain a reminder of previously offered activities.

Afternoon contact should invite students and/or families to ask any questions they may have, possibly provide feedback, and/or allow an opportunity for students to connect with you and reflect on their learning.

Families and students may have questions about the activities or experiences that you have suggested. You should endeavor to answer their questions within one school day whenever possible.

What exactly should educators include in weekly lessons?

Each grade level has unique curriculum and developmental expectations and will be planning weekly lessons by grade level/content area. The following suggestions are guidelines to help groups of educators plan. As always, your professional judgment should guide you as you develop these experiences.

High School and Middle School Educators (all disciplines):

Please use Google Classroom or your preferred District-approved method of communication to deliver information and learning experiences for your classes. Respond to students and families as outlined previously. Suggested sample activities may include: online practice for students to complete, book work, or viewing a video and reflecting on its content. These suggestions are provided as examples only, may be long-term or shorter in duration. For grade 6-12 teachers, create 5 focused enrichment activities per week for all core academic courses (ELA, math, science, history, and world languages) and 1-3 enrichment activities for related arts teachers.

PreK and Elementary Classroom Teachers:

Use your current communication practices to connect with families daily (as outlined previously). You may suggest activities to be completed online or on paper (keeping in mind that not all families may be able to print). Lessons may be varied in their formats and could include online resources (e.g. IXL problem sets, math fact fluency practice, Raz Kids, Lexia, BrainPop, etc.), learning games and puzzles, or journal writing. Younger students who cannot access technology-based learning may be given the experiences via paper based alternatives that may be scanned as a PDF or by other methods if possible. For grades PreK-5, create a minimum of 3 focused activities each for ELA and math, and a minimum of 2 activities for any other subject. Activities may span from long-term projects to shorter duration assignments. Educators do not need to suggest work for every subject area, nor do activities need to be generated daily. The morning greeting email should, however, include daily communication updating or suggesting new activities and where/how to access them, if needed.

What resources are available to educators?

The District has prepared a bank of resources at Online Learning Resources which will be updated throughout the time our schools are closed. These suggested resources may be incorporated into daily plans, or be given as part of a list of supplemental opportunities that you may wish to provide to your families. We also recognize that you have accumulated many great resources that you are encouraged to incorporate and offer to your students.

What communication tools should educators use to connect with families?

Faculty and staff should only use District-approved communication tools which include: your school-issued GMAIL account, Google Classroom, Powerteacher, Zoom or other

District-approved platforms you have used to communicate with your students and families. We ask that you do not use your personal phone unless there is no other way to make contact with a student or family. Please review the District and WRSDC Policies found on the WRSD website.

Please be mindful of confidentiality in all of your communications with other educators, students, and their families.

What other professional responsibilities am I responsible for during this time?

- Teachers meet as grade level teams at least once a week and share the schedule times of meetings and any products with building principals.
- Teachers participate in one hour long meeting each week with the building principal and rest of the staff.
- Teacher participate in at least 3 hours of online Professional Development a week as directed by the District.

Who should I contact if I have questions about expectations or my role?

You should reach out to your supervisor or building principal if you have questions about your role or responsibilities.

What if I am unable to complete the requirements due to my illness or a family member's illness?

We understand that these are challenging times for all of us. In the event that you are unable to perform your job duties during school closure, please contact your supervisor or building principal as soon as possible so that we are aware of your circumstances. You will not be required to use any sick or personal time.