

## Frequently Asked Questions

During this time, we recognize the need for flexibility. We also recognize that consistency and predictability are never more important than in a time of emergency, as routines and structures can help provide a sense of calm and normalcy both for students and adults. Accordingly, as we craft guidance to staff we will strive to balance the need for flexibility with predictability.

The answers below reaffirm that the current collective bargaining agreement remains the foundation for the wages, hours and working conditions of HEA-represented employees, but we also recognize that applying the contractual standards to our current, temporary work environment may require flexibility, creativity and even patience with a few mistakes as we all strive to figure it out together.

We recognize that our work is shifting as the situation evolves. Thus, HSD and HEA are committed to meeting weekly to continue our coordination. As with other mistakes and problems that arise, we encourage staff and administrators to always solve problems at the lowest level with the participants who are closest to and have the most knowledge of the situation. If problems are not resolved at that level, then District and Association leaders will discuss the issue in our weekly labor-management meetings consistent with our established problem-solving process.

### **What will staff meeting schedules look like when working remotely?**

Consistent with Section 4.1, principals can call a weekly staff meeting remotely. These could be whole staff Zoom meetings, or could be times when teams are required to meet. The principal may choose the composition of the team for these meetings and they may be scheduled at different times of the day in order to facilitate principal participation in multiple meetings. The expectation is that each staff member will participate in up to one “staff meeting” per week. Regardless of format, they should be approximately one hour in length. They do not need to be on Wednesdays, nor at a particular time of day, but routine is encouraged, and meeting times need to be provided with a minimum of 24 hours’ notice.

### **What will PCT schedules look like when working remotely?**

Consistent with Section 4.4, over the course of the year, the contractual proportion of PCT time should reflect 50% principal-directed/25% team-directed/25% individually-directed. SLT should ensure that this balance of time is honored and clearly communicated to building staff. During the closure, it is allowable for schools, though SLT, to agree to schedule weekly PCTs at times other than Fridays.

A traditional suggested structure would be:

- Individually-directed PCTs – teachers/ESAs schedule individually-directed time whenever it works for them
- Team-directed PCTs – teams schedule during that week when it works for the team; if there are disagreements with scheduling, times during the usual workday would be prioritized over those that fall outside of it, with Friday afternoons being the default. Teams should inform the principal of the composition of their team and when they plan to meet. Principals may not dictate the composition of the teams for these PCTs.
- Principal-directed PCTs – principals could choose to schedule these with a minimum of 24 hours’ notice, and are encouraged to provide a predictable schedule whenever possible. Similarly to

staff meetings, these could be whole-staff PCTs or could be times when the principal is directing teams to meet. For these team meetings, the principal may direct the composition of the teams.

**OR**

An alternative to the traditional PCT schedule would be to distribute the principal directed time as an hour of weekly principal directed time, with a minimum of 24 hours' notice. Under this model the assumption is that individuals and teams are utilizing the other PCT time at their professional discretion.

**Are additional team meetings required?**

Staff are encouraged to meet in natural teams when it is helpful for planning student instruction and collaborating on feedback to students and families. Principals may not require teams to meet outside of staff meeting times or PCTs, remembering to follow the guidance above regarding who determines the composition of the teams during Principal-directed PCTs vs. Team-directed PCTs.

When teams do meet, either as directed or because they choose to do so, they may want to consider informing specialists and/or LRC teachers of their meeting times in order to promote effective collaboration and support for students who may need support with Specially Designed Instruction or Language Learning.

**Am I required to meet with my principal at other times?**

Should your principal request a virtual meeting/check-in, you should work with your administrator to identify a mutually agreeable date/time/platform to meet.

**What other meetings am I required to attend during the closure?**

Consistent with the usual basic contract expectations (Section 12.1), you are expected to participate in a reasonable and equitable number of MDT, SST, IEP and/or Section 504 meetings, if those are being remotely scheduled for your students.

In addition, any committee meetings for which staff members have received a stipend or extra service contract (e.g. SLT, IPT, Department Chairs, etc.) should continue on approximately the same schedule as before the closure. So, if the committee usually meets once per month, or every other week, that should continue to be the frequency, although the time of the meeting may be different than it would be if school were physically in session. Committee work that receives a stipend or extra service contract will continue to be compensated with a stipend or extra service contract even when performed during the typical school day.

Finally, any additional committee meetings that your school has established and certificated staff attend as part their PLE contract (Section 12.12) may continue, if it makes sense for them to do so, with approximately the same frequency as before the closure. As a reminder, here too, each staff member is only expected to attend a 'reasonable and equitable' number of these sorts of meetings (generally understood to be an hour or so monthly, in terms of time commitment) – and especially during this time, it's important to meet only if/when it makes sense to do so, and not simply for the sake of meeting.

For all of these meetings, whenever possible, the participants in the meeting should be involved in scheduling meeting dates/times. When scheduling conflicts arise, meeting times that fall during the typical workday will take precedence over those outside of it.

**Are office hours required?**

Office hours may be one way schools choose to meet District objectives for supporting continuous learning, but it is not the only way to do so. Different buildings have developed and adopted different protocols and structures for communicating with students and families. Office hours can provide predictability for students and families and a reasonable expectation for timeliness of when a teacher might be able to respond. Some buildings have included office hours in their continuous learning plan. When doing so, the number of hours should be reasonable when balanced with other instructional responsibilities.

If you have concerns about the scheduled office hours in your building's plan, we encourage staff and administrators to solve problems at the lowest level with the participants who are closest to and have the most knowledge of the situation. If problems are not resolved at that level, then District and Association leaders will discuss the issue in our weekly labor-management meetings consistent with our established problem-solving process.

**What does it mean for classroom teachers to collaborate weekly with the special education staff?**

Teachers, and/or teacher teams, will collaborate with special education staff to determine necessary accommodations or supports for students with 504 plans or IEPs. How teams collaborate is flexible (phone, email, zoom, etc.) as long as the team is able to effectively provide individualized accommodations and support. Frequency of the collaboration should be driven by the needs of the teachers, students and the learning plans for those students.

**Will I be required to enter grades or complete a report card?**

For Elementary: Stay tuned for more guidance and information from OSPI and HSD regarding attendance, grading and report cards.

Secondary: Please refer to the memo sent on April 16 linked [here](#).