

The General QUESTION is **NOT** "What do I have permission to do?" BUT, "How can I use common sense to solve this problem?" -- with collaboration and with your principal!

- How are you trying to adapt?
 - What actions have you taken?
 - What actions are you willing to take?
 - How much does it matter to you?
1. Is it reasonable for D-11 to require that I come to a building during COVID-19?
 - a. *Generally yes. For those who qualify for an accommodation, telework may be a possibility and will require medical confirmation. For those who do not fall into a category that receives accommodation, the question is more about whether the directive is lawful and reasonable. To our knowledge, it is lawful. It is also likely reasonable, as it is part of the typical work and employee/employer relationship, it does not violate the Master Agreement, the customary relationship between employer and employee shows this, and the consequences of the directive allow the District to carry on its essential function. In essence, while it may cause anxiety and distress, to refuse to report would amount to insubordination and possibly job abandonment.*
 - b. *Again, while the rule may be reasonable, that does not prevent workers coming together to discuss actions and solutions that may put employment at risk. This risk/reward analysis strikes to the heart of common sense solutions.*
 2. Will we be required to have SLO goals this year?
 - a. *NO*
 3. Some items on the teacher evaluation are difficult to meet if we do not have in person learning. How will those items be scored?
 - a. *Conversation early in evaluation cycle: what are you looking for? Advocate for yourself.*
 - b. *Specific guidance (see docs i and ii on member page)*
 - i. *Viewing Teachers Courses in Schoology: for Principals/APs*
 1. *How to view a teacher's Schoology course*
 2. *How to visit on-line synchronous teaching.*
 3. *Help evaluators to "see" and understand not only the course development and delivery but it will be critical to understand the supports that they need to provide to teachers learning to navigate this new learning environment.*
 - ii. *The Addendum*
 1. *Urges evaluators to ask what an element looks like in virtual or hybrid teaching and learning environments, and*
 2. *Suggests considerations for observing the element in virtual or hybrid teaching and learning environments.*

4. If a classroom teacher has no students or just a couple in-person students on Tuesday/Thursday, can they be required to serve as an interventionist for the 8:00-11:30 “school day”?
 - a. *YES – principal can assign teachers to interventionist positions when there is need and opportunity.*
 - b. *Staff who are unsure of themselves in such a position should ask for training (in reading, math, or the field that they may not be familiar with) from the principal, TLC, and other specialists.*

5. Special Populations: Will the in-person option be offered to every student under “the three categories” (EL, Title/Read Act, SpEd)? Who decides this?
 - a. *The initial hybrid model is still being finalized so answers may change by next week. Parents of identified children have the option of placing their children in remote learning, or in-person.*
 - b. *From Judy Gudvangen: “The current LAB model of in-person services for students on IEPs, developed by district leadership, will not necessarily allow for all SPED services to be provided, but some level of service should be offered to any parent/guardian who is interested in having their child participate. The balance of services not provided during in-person sessions will need to be completed remotely, as possible. These in-person time frames were carefully considered, so school schedules will be the same across buildings at each level. Individual schools cannot create additional in-person learning opportunities for students while others don’t, as this could create inequity of practices across the district. District leadership has committed to hearing feedback about the current model in the coming weeks and adjusting if necessary.”*

6. “What is the reasoning behind having teachers wear masks when they are by themselves, in their own classrooms, teaching via WebEx?”
 - a. *This changed the day after the Member Meeting. Alone in a room with the door closed, a staff member may remove his or her mask. This is not mandatory.*

7. PPE supplies: Why the delay?
 - a. *Whole planet is trying to buy them.*
 - b. *Masks have shipped as of 17 August, according to Procurement.*
 - c. *Hand sanitizer in every room. Wall-mounted dispensers can be ordered.*

8. It seems that there is much concern about the HVAC systems. What has been done?
 - a. *D-11 is using contracted and internal building maintenance staff to check and maintain each system.*
 - b. *old equipment reprogramming in progress; it takes time.*
 - c. *get everything working (dampers, air handlers, e.g.).*
 - d. *Filters replaced more often by building maintenance.*

9. How do teachers handle it when staff members are not social distancing, or are wearing masks improperly or inconsistently? What if it is administration that is not following mask/social distancing directives?

- a. *Engage in a professional conversation with the colleague/manager who is not appropriately distancing or wearing a mask. Such a conversation identifies the problem and respectfully requests that the person follow the rules. This does not have to be a conflict. You have this type of conversation constructively all the time with your students.*
- b. *Document the conversation and any subsequent conversations with the violating individuals.*
- c. *If the colleague is unwilling to change behavior, go to their supervisor.*
- d. *If it is simply management ignoring the rules (or failing to enforce), letters and pictures are valuable evidence--after one has engaged in the professional conversation. Accountability pertains to rules, not position.*

10. Teachers' kids coming to their schools:

- a. *This was a collaborative solution that CSEA worked for in concert with Dr. Thomas. There was resistance from some on the Board of Education.*
- b. *SEE the detailed document about this posted on the Member Page of the CSEA website.*
- c. *Our goal is to SUPPORT each other. We need to be flexible and helpful to those who have a real need. The alternative for many of these people was to take a leave of absence or resign as they functionally could not make it work.*
- d. *D-11's mission is to educate students and this would have been rendered impossible were numerous teachers forced to resign and or request leaves.*
- e. *EAs are not "babysitters" yet the adjustments COVID-19 require demand that that we balance expectations by remaining flexible. Our functions need to serve the mission. Building level solutions (including those that may ask EAs to oversee staff children) means that we have the power to solve the problem while helping keep our employment status.*

11. I have a long-standing commitment that is on a school day. Do I need to take a personal day if I am teaching virtually? Do I need to leave sub plans if I take leave during “online learning”?
- a. *Yes, you should submit for a day off like you would if we were in person. Not blurring lines of work and life gives you protection if something were to happen. It also reinforces the optics of professionalism. –*
 - b. *To the extent possible, you should make sub plans, much like you would were we in normal times.*
 - c. *Some back-story: The optics of professionalism are in part why school-based staff have been required to be in buildings. Don't forget that you are part of the community and people know what you do. You are the face in every classroom and interface with students and parents far more than you realize. You are visible. Last spring, there were numerous incidents where the public was questioning professionalism, stemming from arenas like social media postings, inappropriate behavior during the workday, and lack of responsiveness to parent outreach. People contacted Board members (or the Board members witnessed these things themselves), which created a desire to ensure that staff were accountable to the conditions of employment.*
 - d. *Nevertheless, CSEA advocated vigorously that management needed to be held accountable for addressing actual problems if they came up, instead of there being a blanket mandate on all staff due to the behavior of a few. The Board did not change its expectation of reporting to school sites.*
12. Will I have a substitute?
- a. *We do not know. It is not a decision for CSEA. Management has the responsibility to hire and provide people to fill positions. Our members' job is to instruct students (unless we are taking the days allotted in the MA). If there is an intentional decision not to hire subs, we can begin to discuss how we want to approach.*
 - b. *The fact is that we do not know right now about sub availability.*
13. If I do have a sub, can those subs run synchronous classes? Will they receive training in WebEx and Schoology?
- a. *We do not know, but there should be no prohibition against their running synchronous classes just as they would do in person.*
 - b. *As for training, this is a question the District must answer and be held accountable to.*
 - c. *How teachers will interact with subs or absences in general is going to be developed as we move ahead.*
14. If I am quarantined for a student/staff exposure, can I just teach from home without using any COVID or sick leave days?
- a. *“Yes, the employee must be directed to telework by their supervisor based upon the current nature of the quarantine at the site and/or District.”*

15. If class sizes are small, will schools lose FTE and teachers will have to move?
- a. *Yes quite possibly. While we likely will not need to access the layoff procedures in Article 18, the District has the right to shift employees based on student counts. It is in Article 8. It does not happen often, but it could this year because of the unpredictability of parent responses to the decisions of the District.*
16. Why are the majority of employees at Ad Building still working at home while teachers are forced to be in the buildings when we could do our jobs from home?
- a. *Professionalism optics noted above have, albeit inaccurately, reinforced a narrative.*
 - b. *Parents and Optics: parents want to know their kids' teachers are available, and they seldom think about Central Office.*
17. How liable are we going to be held for SPED services from a virtual platform?
- a. *You are **not** held liable (it is the District), provided you are making a good faith effort to serve these children, both virtually and in person.*
18. Who is responsible for cleanup after students use a common-use area, and will time be built into the schedule to accommodate cleaning?
- a. *Develop a school approach, which involves developing a workable schedule. Students are always learning, and not just academic content. They should be involved in cleaning. Clearly teachers will be doing a lot of cleaning.*
 - b. *From the Return to Learn Plan:*
 - i. *Students will be responsible for cleaning (soap and water) their own space. No chemical cleaners will be used by students. They will only be allowed to use soap and water and the stabilized aqueous ozone.*
 - ii. *Frequently touched surfaces will be cleaned, sanitized, and disinfected multiple times per day (e.g., playground equipment, door handles, sink handles, drinking fountains, refillable water stations).*
 - iii. *When shared objects are required, they will be cleaned between use.*
 - iv. *Education tools will be disinfected and sanitized regularly (e.g. books, whiteboards, computers).*
19. We are being told “snow days” will now be “virtual learning days.” In the interest of personal safety, will teachers be allowed to teach from home on snow days?
- a. *Undoubtedly.*

20. Can staff work from home when they are not teaching students within their classroom?
- a. *This is an area where you may be able to work with your principal for some relief.*
 - i. *Letter 13 August 2020 to principals seems to say so "All School-based staff are expected to be on-site at their schools during synchronous learning days, as well as during in-person learning that they are responsible for.*
 - b. *Work to build the trust and relationship with the principal and understand the expectations for what telework looks like. Open with the question, "What assurances would you need to provide this autonomy?"*
21. Can staff have flexible hours if they are working from home and/or if they are not providing direct instruction to a student or group of students during this period of remote instruction?
- a. *There are two distinct answers to this question:*
 - i. *CSEA does not recommend that you embrace a flexible schedule. The working conditions in the Master Agreement exist to provide some measure of **balance between work and life**. By accepting a flexible schedule, it is our concern that you create an expectation of open-ended availability that will not end after COVID-19. Being available whenever for parents, administrators, and students access is not recommended.*
 - ii. *That is NOT to say that it is unacceptable for a school to design a schedule collaboratively such that the work day gets "flexed," so long as parameters on individuals' days remain in place. For example, in order to meet students' needs, a staff decides to make the school day last from 7:45 a.m. to 6:45 p.m. by means of some teachers' day lasting from 7:45-3:45 (with 39-minute lunch), while others' day goes from 10:45-6:45 (also 39-minute lunch). Everyone still enjoys boundaries on a day, rather than individuals now being expected to be available/on-call for 11 hours.*
22. Can we take our students out to play together as a grade level cohort?
- a. *We do not know. This is a question to work through with your building administration.*
23. Are we allowed to touch children? (Ex. Hugs, hand over hand handwriting instruction, etc. How do we handle tying shoes, zipping coats, applying Band-Aids and simple medical first aid, etc.?)
- a. *COVID protocols indicate that touching is not best practice. Of course, human contact and affection is one of most important facets of learning, but we also know that it can lead to allegations and discipline. Thus, as been our recommendation for many years, any physical contact with students should be appropriate. During COVID-19, touching should only occur when the safety/welfare of the child requires it.*

24. What is the difference between Sick Leave Bank and Donated Hardship Leave? Will staff have the option of using the Sick Leave Bank and Donated Hardship Leave due to and illness due to COVID?
- a. *SICK LEAVE BANK – is a voluntary program where you must sign up. When joining (or when the level of days is reduced below a certain level), members of the bank invest a day of their annual leave. For any member of the bank, upon demonstrating a serious medical condition that renders leave necessary, the recipient can get up to 30 days of paid leave. The bank is administered in a way that the anonymity of the teacher requesting leave is assured. Decisions are made by CSEA members (teachers) who adhere to strict confidentiality.*
 - b. *Donated Hardship Leave is a public request by an employee for up to 30 days of leave. Requests are processed through HR. Staff members may volunteer to donate days, but there is no guarantee of receiving any leave. For staff who are in sick leave bank, once that benefit is exhausted, donated hardship can be requested.*
 - c. *CSEA RECOMMENDS YOU JOIN THE SICK LEAVE BANK. It has the ability during COVID-19 to return 30 days of paid leave for a cost of one up front. It is not limited to COVID-19, but to any serious medical condition.*
25. Can all absences due to COVID be covered by the COVID Emergency leave?
- a. *THE FFCRA provides 10 days of Sick Leave to employees in addition to your regular leave benefits. After these are exhausted, you must use personal leave or go on unpaid leave.*
 - b. *Additional information is located in the July 10 FAQ*
26. Who will pay for the health costs if we get severely sick due to COVID. Those who contract COVID may have gotten it due to reporting in person for work?
- a. *Please see guidance in the July 10 FAQ for a workers compensation claim. The burden to prove that the contraction of illness was in all likelihood from work rests with the employee.*
 - b. *If that burden is not met, insurance benefits, including the deductibles are specific to the plan each employee has.*
27. Will D11 provide COVID testing for its staff like they are doing in Denver? Will COVID testing costs be covered and be free for the D11 staff? If testing is provided for staff, how often may staff testing be covered?
- a. *We do not know. It is our understanding that COVID tests are available for free in El Paso County.*
28. Is the district looking at buying out PERA years for teachers who are closer to retirement? (2-3 years)...
- a. *No.*

29. There is a question of whether the schedule meets contractually defined planning time.
- a. *Each school is making a schedule for staff. It should be within the parameters of the MA. Much is found in Article 10.*
 - b. *Items to consider include:*
 - i. *Article X: WITHIN Student Contact Day (extra 15 minutes outside of that [Article 10])*
 - ii. *PD is not plan; PLC is not PD or plan*
 - c. *Work with principal—collaboration isn't merely input—to assure an acceptable schedule.*
30. What is the notification process if we've been exposed to COVID-19 through our students or staff?
- a. *The "Identification and Isolation..." document cited below lays out the details.*
 - b. *Administration will have the responsibility of documentation.*

Identification and Isolation of Staff Exhibiting Signs of Illness (Updated 8_17_2020)

Staff experiencing any symptoms of illness should stay at home and contact their immediate supervisor for further direction. The following guidance should be followed when a staff member comes to work sick, becomes sick on site or has been diagnosed with COVID-19, been in contact with someone diagnosed with COVID-19 or lives with someone with a diagnosis of COVID-19.

• Comes to Work Sick (Updated 8_17_2020)

- *All employees will complete the Health Screening Form prior to coming to work.*
- *If an Employee comes to work sick they will be sent home immediately and their absence recorded based on district practices.*
- *Information on persons who had contact with the ill employee during the time the employee had symptoms and two days (48 hours) prior to symptoms should be compiled.*
- *Others at the facility with close contact, within six feet, of the employee during this time and for more than 10 minutes would be considered exposed. Staff should not report back to work until:*
 - *They are symptom free for 24 hours without taking medication to reduce fever during that time*
 - *Any respiratory symptoms (cough and shortness of breath) have improved for at least three days; AND*
 - *At least 10 days have passed since the symptoms began.*
- *An employee may return to work earlier if a doctor confirms the cause of an employee's fever or other symptoms is not COVID-19 and releases the employee to return to work in writing.*
- *Staff that were in contact with the sick employee two days (48 hours) prior to the onset of symptoms should be notified they have been in close contact with someone that has become ill; however, should **respect the confidentiality of both the positive-tested employee and anyone in the close-contact group.***
- *Complete the for those that have COVID-19 symptoms New 7_24_20*

- **Becomes Sick Onsite (Updated 8_17_2020)**

- Employee will be sent home immediately and their absence recorded based on district practices.
- Surfaces in their workspace should be cleaned and disinfected.
- Information on persons who had contact with the ill employee during the time the employee had symptoms and two days (48 hours) prior to symptoms should be compiled.
- Others at the facility with close contact, within six feet, of the employee during this time and for more than 10 minutes would be considered exposed. Staff should not report back to work until:
 - They are symptom free for 24 hours without taking medication to reduce fever during that time
 - Any respiratory symptoms (cough and shortness of breath) have improved for at least three days; AND
 - At least ten days have passed since the symptoms began.
- An employee may return to work earlier if a doctor confirms the cause of an employee's fever or other symptoms is not COVID-19 and releases the employee to return to work in writing.
- Staff that were in contact with the sick employee two days (48 hours) prior to the onset of symptoms should be notified they have been in close contact with someone that has become ill; however, should **respect the confidentiality of both the positive-tested employee and anyone in the close-contact group.**
- **Complete the COVID Intake Form for those that have COVID-19 symptoms New 7_24_20**

- **Critical Infrastructure Worker who may have had exposure to a person with suspected or confirmed COVID-19**

- CDC advises that critical infrastructure workers may be permitted to continue work following potential exposure to COVID-19, provided they remain asymptomatic and additional precautions are implemented to protect them and the community.
- A potential exposure means being a household contact or having close contact within 6 feet of an individual for more than 10 minutes with confirmed or suspected COVID-19. The timeframe for having contact with an individual includes the period of time of 48 hours before the individual became symptomatic.
- Critical Infrastructure workers who have had an exposure but remain asymptomatic should adhere to the following practices prior to and during their work shift:
 - **Pre-Screen:** Employers should measure the employee's temperature and assess symptoms prior to them starting work. Ideally, temperature checks should happen before the individual enters the facility.
 - **Regular Monitoring:** As long as the employee doesn't have a temperature or symptoms, they should self-monitor under the supervision of their employer's occupational health program.

- *Wear a Mask: The employee should wear a face mask at all times while in the workplace for 14 days after last exposure. Employers can issue facemasks or can approve employees' supplied cloth face coverings in the event of shortages.*
- *Social Distance: The employee should maintain 6 feet and practice social distancing as work duties permit in the workplace.*
- *Disinfect and Clean work spaces: Clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment routinely.*
- *If the employee becomes sick during the day, they should be sent home immediately and the following guidance for an Employee testing positive, presumed positive or advised by physician/Public Health of being positive for COVID-19 would be followed*
- ***Employee has been in close contact with a person who tested positive for COVID-19 (Updated 8_10_2020)***
 - *In effort to keep all staff and their families safe, employees that have been in close contact, within six feet for more than 10 minutes, with a person who tested positive for COVID-19 would be required to stay home for 14 days from the date of last exposure and work remotely if they are asymptomatic.*
 - *Absence should be recorded based on district practices.*
 - *If staff become ill or tests positive for COVID-19 then employees should follow the guidance outlined in other sections of this document.*
 - *Information on persons who had contact with the employee during the time the employee had symptoms and/or two days (48 hours) prior to the employee notifying their supervisor of the exposure to someone with COVID-19.*
 - *Staff that were in contact with the employee two days (48 hours) prior to the employee notifying their supervisor of the exposure to someone with COVID-19 should be notified they have been in close contact with someone that has become ill; however, we will respect the confidentiality of both the positive-tested employee and anyone in the close-contact group.*
 - ***Complete the COVID Intake Form for those that have COVID-19 symptoms New 7_24_20***
- ***Employees testing positive, presumed positive or advised by physician/Public Health of being positive for COVID-19 (Updated 7_24_2020)***
 - *Staff experiencing any symptoms of illness should stay at home and contact their immediate supervisor for further direction.*
 - *Supervisors will complete the COVID Intake Form*
 - *Absence should be recorded based on district practices.*
 - *Information on persons who had contact with the employee two days prior to the employee notifying their supervisor of their positive COVID-19 test.*
 - *Staff that were in contact with the employee two days prior to the employee notifying their supervisor of their positive COVID-19 test should be notified they have been in close contact with someone that has become ill; however, supervisors should respect the confidentiality of both the positive-tested employee and anyone in the close-contact group.*

- **People with COVID-19 who have stayed home (home isolated)** can stop home isolation under the following conditions:
- **If you will not have a test** to determine if you are still contagious, you can leave home after these three things have happened:
 - You have had no fever for at least 24 hours (that is three full days of no fever without the use medicine that reduces fevers)
AND
 - other symptoms have improved (for example, when your cough or shortness of breath have improved)
AND
 - at least 10 days have passed since your symptoms first appeared
- **If you have or will be tested** to determine if you are still contagious, you can leave home after these three things have happened:
 - You no longer have a fever (without the use medicine that reduces fevers for 72 hours)
AND
 - other symptoms have improved (for example, when your cough or shortness of breath have improved)
AND
 - at least 10 days after the date of the first positive RT-PCR test for SARS-CoV-2 RNA per CDC guidelines.
- In all cases, **follow the guidance of your healthcare provider and local health department**. The decision to stop home isolation should be made in consultation with your healthcare provider, local health departments and district staff.
 - **Complete the COVID Intake Form for those that have COVID-19 symptoms** New 7_24_20