

Pullman School District

PEA and Admin Meetings, 2020-2021

Labor Management Discussion Item	Action to Take + Responsible Parties	Status
<p>1. Finances (ongoing discussion item)</p>	<p>5/26/20: The state recently announced that we will receive less funding for transportation in 2020-2021. Depending on the way we structure school in 2020-2021, we could see an increase in our transportation expenditures. There might be a summer legislative session that could potentially impact district funding. Any new legislative funding could be postponed, adjusted, or suspended.</p> <p>9/3/20: A shortfall of transportation funding will negatively impact district finances.</p> <p>12/15/20: The shortfall continues and the decrease in enrollment will negatively impact district finances. Bob will continue to advocate for the district with the legislature. Bargaining is on the horizon and hoping to get started sooner rather than later but funding is going to be the big item.</p> <p>1/19/21: State legislature is now looking at the second round of ESSER funds to find how much will be given to districts and how much will be reserved for the state. The funds will be distributed based on the Title I formula. More information to come.</p>	<p>5/26/20: In Progress 9/3/20: Update 12/15/20: Update 1/19/21: Update</p>
<p>2. Curriculum Updates (ongoing discussion item)</p>	<p>5/26/20: Bridges Elementary math curriculum was approved, ordered, and received. In the last few weeks, staff have worked hard to organize and deliver all materials to schools. June 8-9 are scheduled for teacher training on the new curriculum.</p> <p>9/3/20: Joni will host meetings with each grade level next week regarding the implementation of Bridges materials in a distance learning format. Teachers will have flexibility in how they may need to adjust to the implementation of content/schedule of bridges curriculum.</p>	<p>5/26/20: In Progress 9/3/20: In Progress 1/19/21: No update</p>
<p>3. Collaboration Time</p>	<p>8/13/19: Will revisit in the spring 5/26/20: Tabled 9/3/20: After some discussion, it was decided to keep LIDs as already planned, on Fridays. Friday's learning experiences will move to Wednesday's on the week of a LID. Collaboration Days will be on designated Wednesdays. Roberta will develop the calendar based on last school year. Part of the LID days may include 'self-guided study'.</p>	<p>8/13/19: In Progress 9/17/19: In Progress 10/15/19: In Progress 11/19/19: In Progress 12/17/19: In Progress 1/21/20: In Progress 5/26/20: TABLED 9/3/2020: In Progress 1/19/21: No update</p>

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<p>4. TPEP Evaluations for Counselors, Psychs, and SLPs</p>	<p>11/19/19: Counselors, Psychs, and SLPs have expressed interest in having their evaluations more in line with the Danielson and TPEP model. Some draft examples have been shared with the special services administrative staff. Since this is a part of the PEA CBA, it needs to be developed in partnership with PEA and Admin. This is typically a committee process, and would require joint approval.</p> <p>12/17/19: PEA will follow up with counselors/psychs/SLPs to see if there is still interest in a Danielson and TPEP model.</p> <p>2/18/20: There is still interest in updating the evaluation process for Counselors, Psychs and SLPs – suggestion to have a sub-committee to work on the evaluation process to have a document ready to go to be included in the bargaining process, to save significant time during bargaining.</p> <p>5/26/20: No update, will revisit when we have more information.</p> <p>9/3/20: No update, will revisit when we have more information.</p>	<p>11/19/19: Informational Item 12/17/19: Informational Item, Update 1/21/20: In Progress 2/18/20: In Progress 5/26/20: In Progress 9/3/20: In Progress 1/19/21: No update</p>
<p>5. SPED Staff Discretionary Days</p>	<p>11/19/19: SPED teachers have 4 extra contract days, one is being requested for a required transition process day. Concern about this being a required use of one of the 4 discretionary days. Agreement that transitioning students is a vital process. This transition process is impactful to many staff and departments, not only SPED teachers. There is value in finding quality time to have the necessary conversations to ensure that our students start the next school year well, with transportation, nursing, IEPs, accommodations, and more proactively planned well in advance. If staff have suggestions for ways to accomplish this process other than using one of the four discretionary days, please send them to PEA or district administrators.</p> <p>12/17/19: Luke shared a few potential options: 1) Pay SPED teachers a per diem rate for an additional day, 2) Use a LID day for this work, 3) Get subs to cover SPED teachers for a day while this work is done. Bob and Roberta will explore ideas with special ed directors and bring some feedback and/or ideas to the next meeting.</p> <p>1/21/20: Bob noted that the transition process can be completed in a half day. The four extra days bargained into special education teacher contracts were included with the intention of using part of that time for the transition process. This transition</p>	<p>11/19/19: In progress 12/17/19: In Progress 1/21/20: In Progress 2/18/20: In Progress 5/26/20: In Progress 9/3/20: TABLED</p>

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	<p>process has historically been done at a time the individual teacher chose, not as part of extra days negotiated at a time outside of the contract day that the district decides. Caseloads for special education teachers have been reduced as the district has hired many more special education teachers. This process can potentially be done on an evening or weekend, not just the Monday after school gets out – scheduling is flexible and can be on a mutually agreeable day and time.</p> <p>2/18/20: The May 13th collaboration time will be used for the transition meeting for Special Education teachers.</p> <p>5/26/20: May 13 transition time had to be cancelled due to COVID. All transitions are almost complete. At the beginning of the next school year we are hosting a back to school activity for families of students receiving special services. We will be working with principals to confirm dates.</p> <p>We are now just finishing up transportation plans. Our team is in the home stretch.</p> <p>9/3/20: Tabled for a later date.</p>	
<p>6. State Discipline Law Changes + Discipline Toolbox</p>	<p>11/19/19: PEA voiced teacher concerns about feeling unsafe in classrooms, having unsafe classroom environments, high levels of anxiety, classrooms having to be evacuated. All acknowledged that the new laws are challenging, statewide and nationwide. Steps the district is taking: Behavior Support TOSA, Mental Health Therapist position, CLEAR, an additional CLEAR grant application, administrator support, consultants and specialists. Working hard to address these concerns and challenges within the law. Working to develop additional discipline training and mental wellness opportunities for staff.</p> <p>Staff should document any violent behaviors with the following forms (as they apply): incident report, restraint form, exclusion report form, de-escalation form. This also helps us get the most accurate data for better supports.</p> <p>11/19/19: Would like to collaboratively develop a comprehensive toolbox that teachers can use to see discipline related options they CAN use. OSPI also has a best practice menu/manual available: https://www.k12.wa.us/studentuccess/support-programs/learning-assistance-program-lap/menus-best-practicesstrategies/behavior-menu-best-practices-strategies</p>	<p>11/19/19: In progress 12/17/19: In Progress 1/21/20: In Progress 2/18/20: In Progress 5/26/20: In Progress 9/3/20: TABLED</p>

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	<p>12/17/19: Bob shared a list of 17 different discipline/behavior/classroom management offerings from LID days in the last two years – we know discipline and law changes are a challenge and are working hard to provide support to teachers. Stephanie suggested a “primer” – an overview of the basics and a very clear list of what teachers can do to address behavior challenges. Stephanie and Luke will collect questions and scenarios from teachers that we can use to collaboratively develop a resource for our staff to use. Stephanie and Luke shared that teachers would like more training. Roberta noted we could potentially have something ready by the March LID day – would likely be mandatory for all teachers to ensure that everyone hears the same information. Roberta noted that the OSPI best practice manual (linked above) is lengthy – best sections are the first four pages and the toolbox sections.</p> <p>1/21/20: An update related to LID days: SB 5082 will require that one LID day in 2021-22, and then one day every other school year after that, be used to focus solely on social emotional learning or a related issue.</p> <p>More information: https://app.leg.wa.gov/billsummary?Year=2019&BillNumber=5082</p> <p>2/18/20: Some principals have done training to help support their building and staff well. The district still plans to do a training for teachers at a LID day.</p> <p>5/26/20: Professional Development for discipline tools for teachers will be scheduled in the future, date and format TBD.</p> <p>9/3/20: Tabled for a later date.</p>	
<p>7. Reopening Plan</p>	<p>9/3/20: Progress reports at the elementary level was discussed. The distance learning subcommittee will review and make adjustments to the reopening plan, as appropriate. Bob and Stephanie Horn will meet to discuss and problem solve elementary attendance.</p>	<p>9/3/20: In Progress</p>
<p>8. Expectations of Staff (ongoing discussion item)</p>	<p>9/3/20: Distance learning family communications were discussed. It was determined that Bob would send out language to staff clarifying the Family Weekly email and Week-at-a-Glance expectations. This will also be clarified in the Reopening Plan. <i>[Action item completed: Email to staff from Bob on 9/4, Reopening Plan updated 9/10]</i></p>	<p>9/3/20: In Progress 1/19/21: No Update</p>

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	<p>Also clarified was the expectation for Wednesday afternoons at the elementary level. Teachers are expected to create 2 hours of learning experiences for Wednesdays. These activities may be independent, asynchronous, or synchronous at the teacher's discretion. These activities should-be thoughtfully chosen and support the curriculum.</p>	
<p>9. Substitute Protocols</p>	<p>9/3/20: Roberta shared preliminary substitute teacher planning criteria for distance learning and will communicate plan to building administrators.</p> <p>10/20/20: Grace is working on training modules with an emphasis on online teaching and health/safety protocols. Dagny is working on contacting past substitutes and teacher applicants to see if they would be interested in returning to expand the sub pool. Working on reviewing emergency certifications through a vetting process.</p> <p>1/19/21: Melissa Mayer joined the meeting to discuss contract language around substitutes. Currently at the elementary level, if someone is not able to teach they are following the sub protocol. Dagny has conducted a survey and should have those results by the end of the week. Need to have a procedure in place if there is a sub shortage in order to be prepared. Do have a handful of emergency subs that are ready to go. With staff needing a sub for 3 or more weeks, we are seeing the impacts in our sub pool. The team discussed the expectation of the language that would be incorporated into an MOU. There is also an option to move students online for a period of time to navigate any sub shortage. The team agreed to work on language for elementary and then wait to see what the model will be for secondary.</p> <p>Action: Bob will ask Dagny for clarification on the sub pool and will see how many are elementary and how many are secondary. Bob will also review substitute protocols.</p>	<p>9/3/20: In Progress 10/20/20: In Progress 1/19/21: In Progress</p>
<p>10. Expectations around Focused Feedback</p>	<p>9/3/20: The expectation of focused feedback is that the comments are meaningful and can be concise. If you are giving a meaningful assignment, then that would warrant some meaningful feedback. Feedback should be thoughtful and helpful for student to improve.</p> <p>Action: Roberta made a note to include focused feedback as a professional development offering for staff.</p>	<p>9/3/20: In Progress 1/19/21: No Update</p>
<p>11. Shift Wednesday to Friday</p>	<p>9/3/20: Discussion regarding asynchronous learning on Wednesday vs Friday occurred. Tabled for a later discussion.</p>	<p>9/3/20: TABLED</p>

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<p>12. Posting Recorded Zooms of Students Online</p>	<p>9/3/20: The concern about posting recorded zooms of students online was discussed. Alternatives are in place for those students that do not want to be included. Student media opt out requests must be honored.</p> <p>Action: Bob is checking on how long we have to keep recorded zooms online for students.</p> <p>1/19/21: Bob hasn't heard back. Will revisit.</p>	<p>9/3/20: In Progress</p>
<p>13. K-1 Reopening Planning</p>	<p>10/20/20: Update from K-1 meeting and what's needed for the transition to in-person learning for staff and families. Continuing to address the questions from staff. Very fluid situation and will need to remain flexible. The expectations of teachers in a hybrid schedule was discussed and once finalized example schedules will be shared with staff. Discussion around what the distance learning program will look like and where distance learning teaching will take place. Need to also start planning for student meals for distance learning.</p> <p>Action: Supply lists will be sent to families by the district. <i>Action Item Completed</i></p> <p>1/19/21: K-1 students returned in-person on January 4, 2021.</p>	<p>10/20/20: In Progress 1/19/21: CLOSED</p>
<p>14. Health and Safety</p>	<p>10/20/20: The new guidance provided by Troy Henderson was discussed. A health and safety protocols PowerPoint has been developed to be shared at staff meetings and will be shared with staff as a google link so it can remain a live document. Various health and safety protocols were discussed including notification and communication around the response to suspected or confirmed cases. Discussion around what the testing and quarantine process will look like. Meetings scheduled with medical community to provide further clarification and a decision making tree has been provided and is included in health and safety PowerPoint. Working on a plan for providing access to COVID testing for staff. Building administrators will also conduct "walk through" of protocols with small groups of staff.</p> <p>Bargaining team is working on language for health and safety protocol recommendations that might include disciplinary protocols for administrators to use with those not following health/safety protocols, and the notification and communication for confirmed cases. The bargaining team is also working on language on the prioritizing of staff that qualify to teach online due to "high risk" or "an increased risk" status.</p>	<p>10/20/20: Ongoing 1/19/21: Update</p>

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	<p>1/19/21: Procedures and protocols at LMS in special education. Bob met with Cameron. LMS has ordered more comfortable face shields to address those concerns.</p>	
<p>15. Start Dates & Hybrid Models</p>	<p>10/20/20: Troy is still recommending for the youngest learners to return in hybrid model but it is a fluid situation. There is an emphasis on what groups are affected the most in our community. The hybrid schedule for K-5 is still in process.</p> <p>1/19/21: Hybrid start dates are scheduled for K-5. Grades 6-12 are still to be determined.</p>	<p>10/20/20: In Progress 1/19/21: Update</p>
<p>16. Snow Days</p>	<p>11/17/20: Snow days were discussed and with the idea of shifting all students to online learning instead of making up days. Teachers would work from home in the event of a “snow day”. The concern about staff who do not have access to adequate technology at home was discussed. If staff do not have adequate internet access at home, staff can access technology at school and classes would have a delayed start time to allow those who do not have access to get to a place where they do have access safely. If staff are unable to safely get a place with internet access they would have the option of calling a sub. Lessons and periods could also be adjusted to fit a “snow day” and/or emergency lessons can be prepared for those days. Buildings will be open if staff prefer to work from the building. Will explore the option of providing asynchronous lessons those days.</p> <p>Action: Roberta will email principals to gather information about the number of staff that do and do not have adequate access to technology at home. Roberta will also work on the elementary schedule for those days. <i>Action Item Completed</i></p> <p>1/19/21: Staff were surveyed and there was an adjustment to the elementary schedule. There will be no 1 hour delays to the challenges with zoom scheduling.</p>	<p>11/17/20: In Progress 1/19/21: Update</p>
<p>17. Health Providers and Inconsistent Quarantine Instructions</p>	<p>11/17/20: Health providers are working on providing more consistent information. Best way to clarify for health providers is through Pullman Regional.</p> <p>Action: Roberta will make contact to ensure that Pullman Regional and Health providers are clear that the messaging needs to be consistent.</p>	<p>11/17/20: In Progress 1/19/21: CLOSED</p>

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	<p><i>Action Item Completed</i></p> <p>12/15/20: District staff meet with the Whitman County Department of Health at minimum weekly. Haven't had any issues with inconsistent instructions recently. Feel that the issue of inconsistent messaging has been resolved. Quarantine requirements were discussed. WCDH has instituted the changes from the CDC. Our current process has been working just fine. Any questions regarding personal quarantine instructions, staff should reach out to Michelle Hyatt.</p> <p>1/19/21: Roberta did make contact. Haven't heard of any other concerns.</p>	
<p>18. Learning Pods</p>	<p>11/17/20: For the next 3 weeks, will look at students most in needs to bring in small groups of students for some in-person learning for a ½ day or so. The schedule of those pods and the process for rolling it out is still being developed. The concern about conducting in-person pods along with distance learning was discussed. Students won't be in teacher's classroom for the entire ½ a day but will be scheduled to receive services or completing online learning in communal spaces while adhering to the health and safety protocols. The needs of each student may need to be addressed differently depending on the needs of the student and grade level teams will meet with building administrators to develop that schedule. Pods will be strictly structured and students will be required to adhere to their schedule. There will be some flexibility in the scheduling of students with classroom teachers to best meet the needs of staff and students. Building plans for learning pods will be reviewed by Bob and Roberta. There will be options and opt out choices for staff in regards to learning pods.</p> <p>1/19/21: Have implemented learning pods. Will continue to review as the secondary model is finalized.</p>	<p>11/17/20: In Progress 1/19/21: Update</p>
<p>19. COVID Testing</p>	<p>11/17/20: State pilot program is in process. The goal is for the COVID testing of staff and students to have no out of pocket cost. Insurance will be billed but no copay. If students are symptomatic the rapid antigen test would be administered. If positive they will get PCR test which would have no cost. Surveillance testing for staff will also be conducted through a pilot program which would consist of a take home kit. Surveillance testing would be a sampling of staff on a rotating basis which would equate to a staff member being tested once a month. All testing is voluntary. Pilot program will start first.</p>	<p>11/17/20: In Progress 1/19/21: Update</p>

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	<p>Local plan for testing would start prior to January 4th. Testing would start with K-1 teachers and all in-person staff with direct contact with students. Staff that would remain online would not be tested immediately along with staff that have already tested positive. Baseline testing needs to be a few days before starting in-person and notification will be sent out to staff to schedule an appointment with the hospital for testing. This testing will happen 3-4 days prior to January 4th. To follow would be the testing of teachers in grades 2-3, and following that group would be teachers in grades 4-5 in order to get a baseline. Testing is voluntary. No out of pocket cost.</p> <p>Testing plan will consist of:</p> <ol style="list-style-type: none"> 1. Baseline testing 2. Symptomatic testing 3. Surveillance testing <p>12/15/20: Concerned about the number of staff that have lack of sign up for round 1 of COVID testing. If there are extra slots, testing will be opened up for staff in round 2. Testing is voluntary but Bob will continue to schedule those rounds so staff continue to have the opportunity to get tested. Going to work on reaching out and determining if there are any challenges or barrier for staff which is resulting in a low sign up.</p> <p>Waste water testing will begin at the elementary schools on January 4th and testing will take place twice a week. That will then expand to secondary to determine if more testing is needed at specific buildings.</p> <p>1/19/21: No positive waste water test results since we have begun testing. Bob will share results in Friday emails in the COVID section. If there is a positive result, there will be a rapid test sampling from that building. The district is continuing with PCR tests and 4th-5th grade staff will have the opportunity to test prior to February 1st. Curative testing has begun and notification has been sent out for staff to get rapid tests. These rapid tests will also be available for students that are showing symptoms.</p>	
<p>20. Distance Learning Classes</p>	<p>11/17/20: Distance learning classes need to be formed prior to winter break. Get K-5 classes figured out by Friday, December 11th. The following Monday, would start with new group. 1 week prior to winter break would be transition activities for those students in those new classes. If in-person learning does not resume on January 4th, the groups will remain and teachers will continue with new group.</p>	<p>11/17/20: In Progress 1/19/21: CLOSED</p>
<p>21. Sending Students Home</p>	<p>12/15/20: For students exhibiting COVID-19 symptoms, there is an isolation and screening protocol. Nurses will follow the COVID Screening Flowchart.</p>	<p>12/15/20: Update 1/19/21: CLOSED</p>

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<p>22. New OSPI Metrics</p>	<p>12/15/20: This is on hold right now. Probably won't have those new numbers until the beginning of the new year.</p> <p>1/19/21: New metrics presented to the board last week. Stages of Reopening has been revised and clarifications have been added. The edited new metrics and stages of reopening plan will be presented to the board on January 27.</p>	<p>12/15/20: Update 1/19/21: Update</p>
<p>23. Hybrid – Extended Period of Time</p>	<p>12/15/20: An extended period of a hybrid schedule for grades K-1 was discussed and the slow start model. Important to follow the hybrid schedule to see what the COVID numbers look like in January before making the shift to all students every day. Will need to reassess January 13th for K-1. Principals will gather feedback which will be reviewed with Elementary Principals, Bob and Roberta. Confident that the transition can happen at the elementary level from a hybrid schedule to all students every day. This looks very different at the secondary level and need to start working on that plan as soon as possible. Infrastructure in place to notify families when that shift would take place as long as staff are ready.</p> <p>Action: Set up meeting with principals, K-1 Team Leaders, PEA, and Bob and Roberta to reassess hybrid schedule for grades K-1. <i>Action Item Completed</i></p> <p>1/19/21: Had a meeting and there is still some hesitation with moving back to 5 days at the elementary level. Talked with principals and are working to gather what the barriers are from teachers. Bob, Roberta, Stephanie, and Principals will review those barriers and will work to find solutions to make staff more comfortable with coming back 5 days a week. Space is the main issue and the possibility of moving classrooms to bigger spaces. Staff and families would be notified at minimum one week in advance before moving to 5 days a week, especially the transportation and food service departments. Asynchronous instruction would be eliminated with the move to 5 days a week.</p> <p>Action: Bob is working to address the desk/space issue and storage space. Bob will work with Stephanie and Principals to continue to address barriers and create solutions to alleviate concerns.</p>	<p>12/15/20: In Progress 1/19/21: Update</p>
<p>24. Secondary – Return to In-Person Planning</p>	<p>12/15/20: Continuing to look at hybrid A/B schedule at secondary. Not sure if a distance learning only option will be available because there may not be enough staff to accommodate that. Will have to continue to explore that option. It was discussed that possible sending out a survey to 6-12 families to gather data to help guide that decision.</p>	<p>12/15/20: In Progress 1/19/21: Update</p>

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	<p>Will have to get creative with staffing at the secondary level. Bob and Dagny will follow up with staff and accommodations needed.</p> <p>Action: Secondary team leader meeting for an initial discussion in anticipation of WCDH recommendation for secondary students to return in-person at some point. <i>Action Item Completed</i></p> <p>1/19/21: Secondary team leaders met. Bob will meet with Juston and Cameron to get an update this week. Secondary principals are reaching out to other districts that have brought back secondary grades to help create plans. Also looking at streaming options and experimenting to see what the best set up is as a possibility. Having streaming capabilities would be the least disruptive to student schedules, but no decisions have been made. Secondary team leaders will continue to meet and plan.</p>	
25. Student Teachers and Interns	<p>1/19/21: Bob would like to propose that we bring in our student teachers to help with the sub pool now that we have testing capabilities. A negative curative rapid test would be required for student teachers before they enter the building and then they would need to be tested once a week. This would allow the district the ability to closely monitor that group. Student teachers are really beneficial for our sub pool. Test results are available within 24-36 hours. There was concern about the risk of student teachers being brought in consistently but with the testing capability that alleviated some of that concern. WSU is doing a much better job at testing their students. WSU is doing initial testing, waste water testing, and some random sampling. The district has the capability and enough rapid tests to test student teachers weekly at this point. The team will continue to discuss and weigh the risk. Student teachers are the only group that would be tested regularly.</p>	1/19/21: In Progress
26. Vaccine Update	<p>1/19/21: Find Your Phase link was sent out to staff. It is highly encouraged that all staff fill it out because they may be able to get a vaccine sooner than the district. The district is working with Whitman County if they have extra doses. Teachers are in “round 2B” phase but if staff have underlying health conditions or they meet the age requirements they would be eligible for a vaccine earlier. Anticipating a vaccine for round 2B earlier than April. Dagny is getting a list together to have it ready to go to contact employees when vaccines are available.</p>	1/19/21: In Progress
27. Families First Coronavirus Act	<p>1/19/21: No action from the government currently. In the interim, if staff contract the virus at school the district is covering those 10 days so there is no negative impact on</p>	1/19/21: Update

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	staff. Staff that contract it outside of school, those 10 days are not covered by the district.	
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2020-2021 Meeting Dates:

Time: 3:45pm-5:00pm

- September 3, 2020
- September 15, 2020
- October 20, 2020
- November 17, 2020
- December 15, 2020
- January 19, 2021
- February 16, 2021
- March 16, 2021
- April 20, 2021
- May 18, 2021