

**COVID-19 Memoranda of Understanding
between the
Albuquerque Public Schools
and the
Albuquerque Federation of Classified Professionals**

- A. General Provisions for the Safe Return to In-Person Schooling
1. APS and AFCP (formerly known as AEEA& ASCA) agree that the District will operate pursuant to parties' negotiated school calendar; however, the District will initially begin operating in the remote learning model.
 2. Given the uncertainties created by the COVID-19 pandemic, the parties' have a mutual interest in providing adequate training to achieve high proficiency for remote learning, as well as necessary safety training for in-person class work.
 - a. Prior to the resumption of classroom instruction, the District shall train all employees on:
 - 1.) Local and state rules regarding health and safety procedures such as the appropriate use of PPE and what to do if a student or staff member is exhibiting symptoms.
 - 2.) How to use any online instruction and learning tools employed.
 - a.) All such training shall be within the district-directed professional development time as defined in Appendix J.1. MOU for the 2020-2021 Professional Development Days and Teacher Preparation Day or paid at each individual's appropriate rate.
 - b.) Any bargaining unit members who are assigned additional duties necessary to assist COVID-19 monitoring shall receive appropriate training prior to performing such tasks.
- B. Terms and conditions of employment for August 5, 2020 until the start of the hybrid learning model. Members of the AFCP bargaining unit (B-Schedule employees to include Secretaries, Clerks, Registrars, and Bookkeepers) will work according to their contract reporting date and shall coordinate with site administration to establish work schedules to perform the essential functions of their position in accordance with the current Public Health Order (subject to change as a function of revised Public Health Orders).
1. Members of the AFCP bargaining unit will begin work on Wednesday, August 5 or according to their contract reporting date. D
 - a. All meetings will be held virtually.
 - b. While working during the remote learning model, Educational Assistants, Health Assistants, Behavior Redirectors, Library Assistants, and Family Liaisons will be able to work from home or at the school site to perform the essential functions of their job.
 - 1.) Employees will notify their immediate supervisor by completing the "APS HR Work from Home" notification form.

- 2.) Employees will be responsible for arranging their work environment for social distancing prior to the hybrid model, collect their instructional materials, and other essential tools as provided at each site. This will necessitate some time on site.
- 3.) Employees will be accessible during their duty day.
- c. Employees reporting to work at a school site will be provided appropriate PPE by the District and will, to the best of their ability, work in an isolated workspace.
- 2. Systems that support remote and hybrid learning will be developed at each site through the Instructional Council and in collaboration with all staff.
 - a. All staff will assist in the development of school systems that support remote and hybrid learning.
 - 1.) Any staff member may volunteer to work on site to aide in the development of hybrid systems.
 - 2.) While working on site all staff will abide by the maximum number of people allowed to congregate as defined by the current statewide public health orders.
 - b. Site-based systems may include, but not be limited to, the following:
 - 1.) Create virtual home visits in order to establish a relationship with students and their guardians/parents.
 - 2.) Assess what supports the students/families need in order to successfully engage in online learning.
 - 3.) Distribute technology and establish in-home broadband hot spots for all families and staff.
 - 4.) Develop additional expertise in online learning.
 - 5.) Collaborate with peers to develop engaging age-appropriate online learning lesson plans.
 - 6.) Coordinate with fellow educators who share students in the same family to establish workable schedules for online learning.
 - 7.) Work with site administrators to ensure students have an appropriate schedule that takes into consideration the complexity of High School and Middle School course needs and that purposefully includes an advisory period that supports each student's social emotional learning.
 - 8.) Work with community partners to assess the day-care needs of every family.
 - 9.) Rearrange classrooms or workspaces to ensure social distancing is possible.
 - 10.) Develop school-based plans serving lunches, accessing specials, etc.
 - 11.) Distribution and storage of appropriate PPE for all staff and every student.
 - 12.) Develop plans for checking in with students during online learning who haven't participated, and during the hybrid model, with students who are on the off week.
- C. Below is a list of potential duties but is not all encompassing. Additional duties listed within the job descriptions may also be deemed essential. Sites should be working with AFCEP employees to coordinate the performance of essential duties for each role group.
 - a. Educational Assistants

It is important for EAs to be able to keep up the connection with students and staff.

- EAs could meet (virtually) with students that have online access to help reinforce certain skills (math facts, phonics, read a story together), as directed by the teacher/principal.
- EAs can help the teacher find or create resources for students to meet the student's IEP or address the essential standards, as directed by the teacher/principal.
- In our more intensive programs, EAs could read story aloud, read and share a social story, play a song with, or just give a friendly call to student with a script from as directed by the teacher.
- The student could read a passage aloud to the EA as a follow up from an assigned piece from the teacher. It might give the student a chance (or encourage the student) to read aloud and practice in between, as directed by the teacher/principal.
- EAs could be reading books and videoing them to create a "books on tape/recording" library for their school or classroom. This would help students to see a familiar face and hear a familiar voice, as directed by the teacher/principal.

The district is creating an all-virtual training schedule for Aug 5-Sept 4 while the district is opening in the red up until hybrid for EAs. All EAs will be able to attend trainings. More information will follow.

b. Health Assistants

- Assist nurse with setting up health office to accommodate social distancing requirements
- Assist nurse with set up, supervision, and care for sick children in isolation rooms
- In order to receive a N95 mask they must participate in FIT testing offered for free by Concentra
- Assist nurse to check on families of sick children
- Assist nurse/school in running class list, transportation list, etc. when a COVID positive is confirmed in the school.
- Professional Development

c. Behavior Redirectors

Behavior Redirectors can continue to collaborate with the counselor and other members of the Health and Wellness Teams to support specific students, plan for next year, and/or develop resources to be sent to families (at the principal's discretion).

- Develop resources and tools for families that you can give to your teachers or for your school website (all of this must be approved by your principal):
 - Info on Zones of Regulation.
 - Ideas for behavior management, resilience building activities, and social emotional learning at home.
 - Mindfulness and breathing activities,
 - Develop positive reminders, quotes of the day, and sayings for your teachers to send out.
 - Encourage kids and families to set up a peaceful place in their home where learning can take place and/or where kids can take a mindful break.
 - Story time online: behavior redirectors can work with a teacher or other certified staff to do stories around SEL.

- <https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/>
- <https://www.leeandlow.com/prek-grade-2/social-and-emotional-learning>
- <https://www.leeandlow.com/grades-3-6/social-and-emotional-learning>
- <https://everfi.com/insights/blog/11-books-to-add-to-your-social-emotional-reading-list/>
- <https://www.thebutterflyteacher.com/books-that-teach-social-emotional-skills/>

- Redirectors **MUST send materials to principals for approval** to post to the school website, send via email, or share other ways.

d. Library Assistants

- library catalog data cleanup (normally no one site based does much data cleanup, but there are some simple but helpful things we could provide training for and give temporary access, if necessary)
- increasing familiarity with children's and young adult literature
- webinars – there are a *lot* of library-related webinars out there right now
- participating in district and statewide library Google Meets

e. Family Liaisons

- Daily morning check-in with Principals and staff via Google Meet.
- Checking the APS Website daily for updates and resources.
- Liaisons are submitting information and resources to be announced on the Schools Robo Call system.
- Checking in and communicating with teachers from their school site to ask if there are any children/families they are aware need extra support.

f. Bus Drivers/Bus Attendants

- Any extra SafeSchools trainings
- Professional Development
- Distribute meals, schoolwork, and/or devices (and/or similar duties)

g. Secretaries

Secretarial and clerical staff, including bookkeepers and registrars are required to perform essential duties. Below is a list of potential duties but is not all encompassing. Additional duties listed within the job descriptions may also be deemed essential.

- Updates Computer Database
- Provides substitute coverage as requested by immediate supervisor (request substitute through Kelly Services as necessary)
- Schedules and arranges for meetings
- Schedules, maintains calendars
- Maintains accounting on APS Purchase Cards
- Accounts for actual money at work sites
- Places orders and tracks them on the Financial System

- Monitors Payroll
- Receives and orders materials (following appropriate Social Distancing Protocols)
- Receives deliveries (following appropriate Social Distancing Protocols)

h. Clerks

- Student enrollment
- Student withdrawals
- Maintains student attendance records
- Tabulates and posts data
- Receives deliveries (following appropriate Social Distancing Protocols)
- Assists with updates on Computer Database

i. Bookkeepers

- Places orders and tracks them on the Financial System
- Composes and creates Financial documents as needed
- Serves as a point of contact for Financial information dissemination
- Prepares and distributes Financial reports
- Maintains and updates financial files and records
- Receives and orders materials (following appropriate Social Distancing Protocols)

j. Registrars

- Evaluates, interprets and archives high school records from local, in-state, out-of-state, and international educational institutions.
- Translates and authenticates transcripts to conform to APS requirements for high school graduation.
- Validates transcripts for use by government bureaus, universities, courts, military, security agencies, employers, Counselors, students, parents and others.
- Maintains grade point averages, class rankings, honor rolls, New Mexico High School Competency Exam results and other student academic data as required.
- Processes relevant student auto insurance, financial aid, scholarship, work permits and social security forms.
- Assists Counselors in calculating individual student academic progress toward high school completion and provides on-going reports to Counselors and Principals.
- Assists Counselors in reclassifying students to appropriate grade levels after each semester's reporting period.
- Assists Principals, Data Entry Clerks and Counselors in class scheduling duties.
- Researches data and prepares statistical reports for Principal, District and state as required.
- Refers court subpoenas and legal requests to appropriate school administration

Those listed in this joint memo need to check in daily with teachers or principals as determined by your school.

D. Covid-19 High Risk Accommodations

1. ADA Accommodations Related to COVID-19

- a. During the duration of the Public Health Emergency, educators who are considered to be in a high-risk group, as defined by CDC guidelines, and who wish to discuss an accommodation should contact the Albuquerque Public Schools (APS) ADA Office at 505-830-8463 or via email at Kelly.marvin@aps.edu.
 - b. The ADA Office will facilitate the interactive process of accommodation for each employee who contacts them regarding their need to explore reasonable accommodations.
2. Employees who do not qualify for an ADA accommodation and are a high-risk employee, or live with someone who is high risk, as defined by CDC guidelines, may fill out the APS COVID19 request for a remote work assignment.
 - a. High risk categories include:
 - 1.) Older Adults
 - 2.) People with a high risk underlying medical condition, or those who live with a person who has an underlying medical condition. These medical conditions include:
 - a.) Cancer
 - b.) Chronic kidney disease
 - c.) COPD (chronic obstructive pulmonary disease)
 - d.) Immunocompromised state (weakened immune system) from solid organ transplant
 - e.) Obesity (body mass index [BMI] of 30 or higher)
 - f.) Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
 - g.) Sickle cell disease
 - h.) Asthma (moderate-to-severe)
 - i.) Cerebrovascular disease (affects blood vessels and blood supply to the brain)
 - j.) Cystic fibrosis
 - k.) Hypertension or high blood pressure
 - l.) Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
 - m.) Neurologic conditions, such as dementia
 - n.) Liver disease
 - o.) Pregnancy
 - p.) Pulmonary fibrosis (having damaged or scarred lung tissues)
 - q.) Smoking
 - r.) Thalassemia (a type of blood disorder)
 - s.) Type 1 diabetes mellitus
 - t.) Type 2 diabetes
 3. Employees will notify their immediate supervisor of such an accommodation.
- E. The parties agree that the District may delay hybrid learning beyond September 8, 2020, if the parties determine that on-site education cannot be conducted safely.

- 1.) Upon the announcement from the New Mexico Department of Health that in-person schooling is safe for staff and students, the parties will meet to mutually agree upon the start date to begin the hybrid model.
- 2.) The parties will confirm that APS meets all the safety guidelines as provided by the CDC including but not limited to HVAC, handwashing stations, face masks, soap, paper towels, no-touch trash cans, tissues, disinfectant wipes.
- 3.) The parties will confirm that plans for how to quickly address schools when outbreaks occur are created and distributed to all employees.

F. Personal Protective Equipment (PPE)

1. All bargaining unit members shall receive appropriate PPE, which shall, at a minimum, include:
 - a. adequate protective gloves and gowns for nurses, pre-k teachers, and certain special education teachers
 - b. adequate and sufficient supplies of masks and, if requested, face shields to insure appropriate prevention of exposure
 - c. soap & sanitizer
 - d. paper towels
2. If upon arrival at the work site an employee discovers the above PPE has not been provided by the district, the employee shall have the right to work remotely until it has been provided.
 - a. The employee shall notify their immediate supervisor before beginning any remote work.
 - b. School administration shall affirm and notify the employee when all above mentioned PPE has been provided.
 - c. The employee will return to work on their next scheduled workday and confirm all PPE has been provided before beginning work.

G. Duty Day Expansion

1. All extensions of the duty day, any loss of a daily 30-minute duty free lunch, and training and/or professional development outside of the duty day shall be compensated at each individual employee's hourly rate of pay in no less than 15-minute increments.
2. This includes time needed for daily screenings upon entering school site.

H. Duties and Expectations during Hybrid Schooling Model

1. While operating in the hybrid schooling model, no more than 2 hours may be scheduled on the day students are not in school for required professional development. Professional Development will be based on the needs and interests of the staff as identified by the Instructional Council.
2. All remaining time on days students are not in school will be for planning and preparation.

I. Missing Work Due to COVID-19

1. Any bargaining unit member who misses work because they are subject to quarantine as a result of exposure to COVID-19, or a positive test, shall receive applicable Family First Cares Act leave.
2. After Family First Cares Act leave is exhausted, employees can utilize sick leave and concurrently apply for FMLA.

Definition of Albuquerque Federation of Classified Professionals (AFCP) representing all of the following role groups: Educational assistants, NM Pre-K Assistants, CSL's Family Liaisons, Behavioral Redirectors, Health Assistants, Secretaries, bookkeepers, clerks, book registers, Bus drivers and bus attendants.