

**Memorandum of Understanding for the 2020-21 School Year  
New Trier High School District 203 and New Trier High School Education  
Association (IEA/NEA)**

**Term**

The term of this memorandum shall be the earlier of either the end of the 2020-21 school year or when the region enters the Restore Illinois Plan Phase 5. The parties agree to meet shortly before the region enters the Restore Illinois Plan Phase 5 to review the terms of this memorandum. If the pandemic continues, the parties agree to discuss the impact on the 2021-2022 school year separately.

The parties also acknowledge that to address these unique circumstances, adjustments had to be made in an expeditious fashion to many aspects of our operational and instructional practices for the school year. The parties agree the year will be non-precedential as it relates to teacher evaluations, the schedule, length of the school day and instructional minutes.

**Safety**

The Association and Administration affirm that safety of the entire school community is the primary collective goal and responsibility for the 2020-2021 school year. As recommendations surrounding metrics, thresholds, PPE, processes, and safety procedures are continually evolving, a Reopening Advisory Board will be formed to continually evaluate all elements of school safety and will make recommendations to the Superintendent. The Superintendent asserts and retains the managerial right to make the final determination on safety thresholds, but commits to transparency around those thresholds and will not ask teachers to return to in-person instruction without explicitly publishing and articulating the rationale as to why a return to in-person instruction is safe. Con-commitantly the Superintendent, or his designee will explicitly detail the necessary safety procedures for all staff, and will provide training to assure teachers understand and can execute safety expectations.

To advise the Superintendent a Reopening Advisory Board (RAB) will consist of the Superintendent and 1 member from the Board of Education, 4 members of the NTEA chosen by the current NTEA President, 2 members of the NTESPA, 1 member of the NTPPSA, up to 5 administrators, 2 parents, 2 students, 1 school nurse, and at least 2 outside medical professionals as consultants. The RAB will inform and review the metrics, thresholds, and safety plan finally decided upon by the Superintendent. Those thresholds will be published with the ladder for reopening to make transparent when the school may move up, or down the ladder.

To best gauge safety and provide stability as the school moves up the reopening ladder, the Superintendent will keep the school on each subsequent step up the ladder for two weeks minimum. A minimum of eight (8) school days advance notice will be provided before movement up the ladder to allow for appropriate planning. Movements down the ladder due to worrisome metrics may happen more quickly.

In recognition of ISBE's mandate to bring in certain populations first for in-person instruction, the Administration and Association agree that the reopening plan will prioritize the return of at risk populations: ELS, Transition, EL, NTLC and Learning Strategies services. Students with IEPs and 504s, as well as students who demonstrably struggled emotionally or academically during remote learning in the spring of 2020, will be prioritized in step 3. The Administration and Association will work jointly to continue to develop, refine and update safety plans to best serve these students with direct input from Faculty and staff providing the services.

To further enforce safety, the simplest precaution of wearing ISBE approved face coverings will be mandated inside the school buildings in shared spaces at all times other than while eating or drinking during lunch periods subject to review and revision by the Reopening Advisory Board.

As the ongoing pandemic creates uncertainty for teachers in terms of their own personal health, the care of their children, and the health of their families, deadlines previously published for requesting accommodations and leaves of absence are waived. The Administration agrees to provide accommodations and leaves free from bias, and without discrimination within teachers' right to paid sick leave or expanded family and medical leave. The Administration pledges no retaliatory action (e.g. evaluative cycle change, job reassignment, etc.) will be taken against teachers for claiming these rights.

For special education Faculty, the District will provide mid-day custodial services in every room used for a split-day schedule.

### **Extracurriculars and Stipends**

The NTEA and the Administration value the opportunities the extracurricular program provides to our students. We understand that these opportunities will continue to play an important role in developing connections between students, exploring interests, and providing opportunities for athletic development and competition. The parties also understand that some activities must be adapted to ensure safety and comply with local

and state requirements. Some opportunities for students also may not be able to proceed for the 2020-21 year due to their unique attributes.

### **1. Adapting Student Opportunities for 2020-21**

- a. Head Sponsor or Head Director creates a plan to adapt activity/production using a standardized form, which is presented to the Stipend Review committee for feedback and stipend classification and to the Administration for approval.
- b. Club sponsors will work with coordinators to develop a temporary plan for maintaining student engagement during the 20-21 school year.
- c. If adaptation proves to not be possible, the opportunity will be temporarily on hiatus for the first semester or the entire 2020-21 school year.
- d. The Activity Coordinators will meet with the sponsors of service clubs to brainstorm critical or needed service opportunities or modify existing offerings.
- e. The school will consider creating new opportunities for students to engage with peers led by coaches and sponsors. The goal is to endeavor to maximize opportunities for students to be engaged in person when possible - remote when not.
- f. Leaders of each major stipended area will review stipends in conjunction with the administrative supervisor and recommend if the number of stipends should be adjusted to the unique nature of the year. These stipend adjustments will subsequently be reviewed by the Stipend Review Committee.

### **2. Enrollment, Safety and Contact Tracing**

- a. All activity sponsors will maintain accurate enrollment and attendance numbers including a list of which students attended practice, event, or meeting and the location in which the meeting occurred, on each date, on a standardized form.
- b. For in-person gatherings, sponsors will assign students to specific pods or areas for in-person gatherings and maintain unpublished attendance records for contact tracing purposes. Examples: Athletics - assign athletes to pods with no crossover. Classroom Clubs - utilize a seating chart.
- c. For Athletics and Performing Arts, each coach or director will maintain a list through the athletic or performing arts offices of students who participate in the opportunity and will record student absences.

### **3. Compensation**

- a. Administrators overseeing each stipend area will provide timely notification of proposed changes in stipends to employees.
- b. Stipend classification can be reclassified on a rolling basis.
- c. If a quarantine occurs (up to 2 weeks) and the activity cannot proceed, there will be no loss in compensation for the sponsor, unless quarantined due to non-essential travel to Cook County Department of Public Health restricted areas of their own volition.
- d. Stipends are pro-rated if the activity is suspended or canceled and cannot be modified. This will be generally based on the number of weeks of the activity out of the total that has occurred.
- e. Preference is given to New Trier employees for stipend vacancies, with priority to those who have submitted a retirement letter and have another stipend discontinued.
- f. Additional IHSA seasonal contact days will be offered in consultation with coaches and the Athletic Director as part of the typical stipend compensation.
- g. A fourth stipend pay date shall be established for sports that occur in the new IHSA summer season.
- h. Stipends will be paid during or at the conclusion of the season when the work occurs.
- i. Out of building sponsors or coaches will be issued a NT email address in order to streamline communication.
- j. If there are unforeseen circumstances that arise, changes can be made based on discussions between the Superintendent and Association President.

### **Supervision and Evaluation**

1. All tenured and Scale (including part-time and non-tenured) teachers in a summative evaluation year in 2020-2021 will be assigned the same evaluation rating they received on their last summative evaluation. Primary Supervisors will use the Abbreviated Summative Evaluation Form to assign the summative rating for the 2020-2021 school year.
2. All other non-tenured teachers will be observed and evaluated by all applicable characteristics with the *Characteristics of Professional Practice*, that can be observed in a remote learning environment and in accordance with the Teacher Evaluation Plan. Additionally, all non-tenured advisers and those new to the program will be observed and provided feedback regarding the foundational

elements of the Adviser Role Framework that can be observed in a remote learning environment and in accordance with the Teacher Evaluation Plan.

3. In individual cases, where evaluation cycles were reset at the end of the 2019-2020 school year or other agreements were made per the Spring 2020 MOU, the Superintendent or designee and the Association President will mutually agree to uphold those agreements or modify, if necessary, and in consultation with the primary supervisor.
4. In order to best support primary supervisors, administrators, adviser chairs, teachers, and advisers in a remote or hybrid environment, primary supervisors, Adviser Chairs and administrators will:
  - a. utilize a remote learning rubric based on the Remote Learning Standards of Practice to ensure the consistency of remote instruction and provide feedback, support and development as required; primary supervisors will norm the use of the remote learning rubric with fellow department leaders via the Campus Leadership Teams, when using the rubric with non-tenured teachers.
  - b. conduct informal, partial-period observations during synchronous instruction or synchronous advising and provide informal written or verbal feedback to the teacher or adviser, pursuant to the guidelines established by the Teacher Evaluation Plan;
  - c. use the formal observation summary form used by primary supervisor in lieu of the Administrator Formal Observation Summary Form, documenting only areas of strength, areas for further development, and areas of significant deficiency; and
  - d. adjust timelines as needed by mutual agreement between the Superintendent or designee and Association President.
5. Administration retains the right in the Teacher Evaluation Plan to observe and evaluate teachers more often than required by law. Any decision to do so will be done in consultation with the Primary Supervisor and the Association President.

### **Scale Placement Process**

1. Teachers applying for placement on Scale IV or V will submit an application following the timeline and procedures established by the Teacher Evaluation Plan.
2. The Chair of the candidate's Ad Hoc Committee, usually the candidate's Primary Supervisor, will submit a letter of support, similar to letters written by the other two members of the Ad Hoc Committee. In lieu of the Chair's typical written evaluation of the candidate's readiness for Scale in each of the four quadrants,

the Chair of the Ad Hoc Committee will write an abbreviated letter and advocate for the candidate in the presentation to the Permanent Evaluation Committee.

3. Recommendations or denials for placement on Scale IV or V will follow the procedures delineated in the Teacher Evaluation Plan.

### **Scale IV & V Review Process**

1. Teachers in a Scale Review year will submit all required written materials by the deadline set in the Teacher Evaluation Plan. The Scale Review Board will evaluate the candidate's documentation and will affirm continued placement at Scale IV or V based solely upon review of the written documentation, forgoing hearings with each candidate. The Review Board, however, will schedule in-person or virtual hearing with the candidate only if further information is required.
2. Recommendations to continue or not continue on Scale IV or V will follow the procedures delineated in the Teacher Evaluation Plan.

### **Goals and Reflections**

1. All tenured and Scale (including part-time and non-tenured) teachers will submit 2020-2021 goals in writing to their primary supervisor and Adviser Chairs, as applicable by the end of September, using the criteria set forth in the Teacher Evaluation Plan. Teachers/Advisers are encouraged to set a goal in the area of remote or hybrid learning. Fall goals meetings are waived.
2. All other non-tenured teachers will follow the goal setting process explained in the Teacher Evaluation Plan. Teachers are encouraged to set a goal in the area of remote or hybrid learning.
3. Reflective conferences for all teachers are required in accordance with the process explained in the Teacher Evaluation Plan.

### **Guidance for the Phased Return of Faculty on the Ladder to In-Person Instruction**

Step 1:

- A. Faculty teach and participate in other professional activities remotely
- B. Selected activities such as athletics practices, adviser room visits, new teacher orientation and some student activities may occur on campus, provided there are clear standards of safety articulated and guidelines for safety published for faculty to follow pursuant to the safety section of the MOU. In the case of activities already deemed voluntary, no activities will now be changed to mandatory. Administration and faculty involved will reach agreement as to the necessity and manner of each gathering and articulate its worthiness to student well-being or academic progress.

C. Classrooms and campus open for Faculty who wish to work on campus

Step 2:

- A. Faculty will be on campus at their discretion to teach from classrooms and visit department office space.
- B. Faculty will consult with the chair/coordinator and develop a plan that is best for students, teachers and the department.
- C. All Faculty who have not applied for a healthcare accommodation should visit campus at least once during this step to familiarize themselves with new safety protocols and reorganized professional spaces and to pilot teaching in a virtual format.
- D. Professional meetings of more than 50 people may be held either virtually or in a hybrid format. Smaller meetings may be held virtually, in hybrid form or in person, at the discretion of the Faculty involved.

Step 3:

- A. Faculty with students on campus will teach from classrooms during those periods and fulfill assigned duties unless an accommodation to teach remotely has been granted, or unless the Faculty member is on leave. The Administration commits to continually review newly requested accommodations. No Faculty member with an outstanding accommodation or leave application submitted and awaiting a response from Human Resources will be asked to come into the building.
- B. Faculty will manage their own professional time outside of scheduled classes and may arrive to and leave campus at their discretion.
- C. Faculty will manage their own professional obligations (meeting with students, parent communication, collaboration, PD, meetings, etc) through a combination of in-person, on-campus, and virtual interactions as appropriate.

### **Accommodation Process**

The Administration and the Association recognize the need to maintain adequate staffing for the school to continue to provide educational services for students. In recognition of Teachers' personal circumstances related to the ongoing pandemic and the impact on childcare and family health issues, the Administration commits to reviewing requests for accommodations outside of the ADA and FCCRA.

For rejected accommodation requests, faculty will be briefed on their rights under FMLA and FFCRA if eligible for either. The Human Resources department commits to problem-solving with faculty, and evaluating whether remote work is beneficial to all parties involved rather than taking leave. In cases where teachers would prefer to resign

rather than return to work, the district will allow teachers to resign without suspension of their license. In addition, faculty already approved for retirement by the Board of Education may amend their retirement to an earlier date provided doing so does not result in a penalty or any other adverse financial impact to the district.

**Alternate Staffing**

To assist with the supervision of students and staffing during this period, the District retains the right to hire, assign, and train staff as needed. As in previous school years, Department Leaders and Adviser Chairs will not be expected to fill staffing needs caused by teacher accommodation requests and absences except in emergency situations. The Board of Education will pay for the cost of these school coverage personnel to provide accommodations to faculty members who are working remotely or on leave.

**Child Care**

Recognizing that during the pandemic, working parents face challenges with elementary school hybrid and remote learning schedules, the district is considering accommodations for childcare and establishing a supervision room for staff member school-aged children during the 2020-21 school year. There will be no cost to the employees to participate in the program.



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New Trier Education Association

Jennifer McDonough, President

September 9, 2020

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Date



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New Trier High School District 203

Paul Sally, Superintendent

September 10, 2020

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Date