Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, the Administration and Association agree to this Appendix of the March 17-TBD Memorandum of Agreement developed for the COVID-19 Crisis. Any article in this Appendix that conflicts with articles in the March 17-TBD Memorandum of Agreement will supersede those conflicting articles in the March 17-TBD Memorandum of Agreement. The Wellesley Public Schools and the Wellesley Teachers Association hereby agree to the following:

1. The general work expectations for staff during remote learning are defined in Version 2.0 Appendix A.
2. The terms of this agreement and any attached appendices are related to this situation only, do not establish any type of past practice or precedent and shall not be used in any proceeding except one to enforce its terms.

Appendix A is informed by the *Massachusetts Department of Elementary and Secondary Education publicly released March 26th statement entitled* [Remote Learning Recommendations During COVID-19 School Closures](#).

Best Practices for Unit A & Unit B for April 6th
- Available for remote meetings (e.g. Google Meet, Zoom) with their educators, supervisors and/or building principals to share expectations for April 7th - TBD and plan for remote learning

Best Practices for March 23rd - June 30th (See Tables 1, 2, 3, and 4 below)
- Please note that all Unit A and Unit B educators are expected to complete a free, 15-hour online professional development course offered by DESE
  - Unit A Members: *Foundations for Inclusive Practice* (Educator) (PDP Version)
  - Unit B Members: *Foundations for Inclusive Practice* (Administrator) (PDP Version)
- Please note that all Unit C members are expected to complete a free, 15-hour online professional development course offered by DESE
  - Unit C Members: *Foundations for Inclusive Practice* (Educator) (Non PDP Version)

Table 1: Unit A

Unit A Educators	Best Practices
PAWS	- Use the *updated* PAWS remote learning guidance to: - plan and lead classroom meetings - provide family support and consultation time - prepare and share daily messages (e.g. Google slide decks) - prepare asynchronous lessons across subject areas - guide families on the types of offline learning for their child(ren) - Monitor/respond to emails within 24 hours *(on days when school would be in session)* - Complete one online Professional Development Course - Availability for remote meetings (e.g. grade level, faculty meeting, and in rare instances, an IEP meeting)
K-5 Classroom Teacher	- Use the *updated* K-12 remote learning guidance to: - plan and lead morning meetings and small groups - facilitate a balanced weekly schedule across all curriculum areas - build and share a weekly and daily schedule (with links to the asynchronous

	lessons) for students/families ● Review student work and give oral and written feedback ● Monitor/respond to emails within 24 hours *(on days when school would be in session)* ● Complete one online Professional Development Course ● Availability for remote meetings (e.g. grade level, faculty meeting, and in rare instances, an IEP meeting)

K-5 Specialist Teacher	● Use the *updated* K-12 remote learning guidance to:
	    ○ develop and record weekly lessons
	    ○ support/lead 1-2 small groups each week
	    ○ join 1-2 classroom meetings each week
	● Review student work and give oral and written feedback
	● Monitor/respond to emails within 24 hours *(on days when school would be in session)*
	● Complete one online Professional Development Course
	● Availability for remote meetings (e.g. department, faculty meeting, and in rare instances, an IEP meeting)

K-5 ESL Teacher, & METCO Coordinator	● Use the *updated* K-12 remote learning guidance to:
	    ○ support/lead 2-3 small group meetings each week
	    ○ support the remote learning lessons that have been developed for their students' classes
	    ○ join 1-2 classroom meetings each week
	● Ongoing case management per supervisor discretion
	● Monitor/Respond to emails within 24 hours *(on days when school would be in session)*
	● Complete one online Professional Development Course
	● Availability for remote meetings (e.g. department, faculty meeting, and in rare instances, an IEP meeting)

PreK-5 Special Educator, Related Service Provider	● Use the *updated* PAWS & K-5 remote learning guidance to:
	    ○ co-teach/support/lead 2-3 small groups each week (K-5 only)
	    ○ support the remote learning lessons that have been developed for their students' classes
	    ○ maintain connection and consult with students/families
	● Consult/collaborate with staff as needed
	● Provide resources and indirect supports and services to enable students to access the general education activities in which they are participating
	● Provide direct services and instruction as determined through guidance provided by Director and issued by DESE
	● Participate in IEP meetings as needed
	● Follow documentation guidance provided
	● Monitor/Respond to emails within 24 hours *(on days when school would be in session)*
	● Complete one online Professional Development Course
	● Availability for remote meetings (e.g. department, faculty meeting)

K-5 Math & Literacy Specialists	● Use the *updated* K-12 remote learning guidance to build and share asynchronous ELA and math lessons ● Ongoing projects related to math/literacy support per supervisor discretion and building principals ● Monitor/Respond to emails within 24 hours *(on days when school would be in session)* ● Complete one online Professional Development Course ● Availability for remote meetings & support (e.g. grade levels, department, faculty meeting)
Grades 6-12 Classroom Teacher	● Use the *updated* K-12 remote learning guidance for WMS and WHS to: ○ hold classes as articulated in the remote learning master schedules

	○ communicate remote learning information to students using Canvas, Google Classroom, and/or class website ○ hold office hours as described in the WMS and WHS remote learning models ○ take attendance as described in the WMS and WHS remote learning models ○ give written and/or oral feedback to assignments - Monitor/Respond to emails within 24 hours *(on days when school would be in session)* - Be available for remote meetings (e.g. department, course/team, faculty meeting, and, in rare instances, IEP meetings) - Complete one online Professional Development Course
Grades 6-12 Specialist/Elective Teachers	- Use the *updated* K-12 remote learning guidance for WMS and WHS to: ○ hold classes as articulated in the remote learning master schedules ○ communicate remote learning information to students using Canvas, Google Classroom, and/or class website ○ hold office hours as described in the WMS and WHS remote learning models ○ take attendance as described in the WMS and WHS remote learning models ○ give written and/or oral feedback to assignments - Monitor/Respond to emails within 24 hours *(on days when school would be in session)* - Be available for remote meetings (e.g. department, course/team, faculty meeting, and, in rare instances, IEP meetings) - Complete one online Professional Development Course
Grades 6-12 ESL Teacher, & METCO Coordinator	- Use the *updated* K-12 remote learning guidance for WMS and WHS to: ○ support the suggested learning activities that have been developed for their students' classes ○ communicate remote learning information to students using Canvas, Google Classroom, and/or class website ○ provide suggested learning activities/resources for students & families - Monitor/Respond to emails within 24 hours *(on days when school would be in session)* - One online Professional Development Course - Availability for remote meetings (e.g. department, course/team, faculty meeting, and, in rare instances, IEP meetings)
Grades 6-12 Special Educator, Related Service Provider	- Use the *updated* K-12 remote learning guidance for WMS and WHS to: ○ support the suggested learning activities that have been developed for their students' classes ○ communicate remote learning information to students using Canvas, Google Classroom, and/or class website ○ provide suggested learning activities/resources for students & families - Maintain connections through consultation with students/families as needed - Consult/collaborate with staff as needed - Provide resources and indirect supports and services to enable students to access the general education activities in which they are participating - Provide direct services and instruction as determined through guidance provided by Director - Participate in IEP meetings as needed - Follow documentation guidance provided - Monitor/Respond to emails within 24 hours *(on days when school would be in session)* - Complete one online Professional Development Course - Availability for remote meetings (e.g. department, course/team, faculty meeting)
Team Chairs	- Manage IEP process according to guidance provided by supervisor - Monitor/Respond to emails within 24 hours *(on days when school would be in session)* - Complete one online Professional Development Course - Availability for remote meetings (e.g. department, course/team, faculty meeting)

Grades 6-12 Guidance Counselor	- Maintain connections through consultation with students/families as needed - Groups and individual meetings by appointment as needed - Monitor/Respond to emails within 24 hours *(on days when school would be in session)* - Complete one online Professional Development Course - WMS and WHS live appointment hours: these will take place by appointment with students, families and staff. - Availability for remote meetings (e.g. department, course/team, faculty meeting)
K-12 Instructional Technology Specialists	- Ongoing support for educators per supervisor discretion - Monitor/Respond to emails within 24 hours *(on days when school would be in session)* - Complete one online Professional Development Course - Availability for remote meetings (e.g. department, faculty meeting)
Nurses	- Ongoing case management per supervisor discretion - Monitor/Respond to emails with 24 hours *(on days when school would be in session)* - Complete one online Professional Development Course - Availability for remote meetings (e.g. department, course/team, faculty meeting, and, in rare instances, IEP meetings)
PreK-12 Coordinator for Curriculum, Assessment & Accountability (CAA)	- Ongoing projects related to CAA per supervisor discretion - Monitor/Respond to emails with 24 hours *(on days when school would be in session)* - Complete one online Professional Development Course - Availability for remote meetings as needed

*Small group meetings will strategically rollout during the first three weeks of implementation.

Table 2: Unit B

Unit B Educators	Best Practices
Department Heads & Elementary Special Education Coordinator	• Ongoing remote support and coordination with Unit A teachers within your department/discipline to support the *updated* K-5 remote learning model • Monitor/Respond to emails within 24 hours *(on days when school would be in session)* • Availability for remote meetings (e.g. leadership teams, supervisor) • Complete one online Professional Development Course • Maintain ongoing communication with principals
PreK-12 Directors	• Ongoing remote support and coordination of Unit A teachers within your department/discipline related to the *updated* remote learning model. • Monitor/Respond to emails within 24 hours *(on days when school would be in session)* • Availability for remote meetings (e.g. leadership teams, supervisor) • Complete one online Professional Development Course • Maintain ongoing communication with principals
PreK-12 Director of Professional Development	• Ongoing project management related to professional learning per supervisor discretion • Monitor/Respond to emails within 24 hours *(on days when school would be in session)* • Complete one online Professional Development Course
Out of District Coordinator (OOD)	• Ongoing remote support and supervision of Unit A staff under your supervision • Ongoing remote communication and support to OOD families and schools • Monitor/Respond to emails within 24 hours *(on days when school would be in session)* • Availability for remote meetings (e.g. leadership teams, supervisor) • Complete one online Professional Development Course

Table 3: Unit C

Unit C Educators	Best Practices
Teaching Assistants (e.g. building TAs, Special Education TAs, Library TAs)	• Ongoing task completion, as prompted by cooperating teacher or supervisor • Assist in 'live' classes/groups, as possible with cooperating teacher • Monitor/Respond to internal emails within 24 hours *(on days when school would be in session)* • Complete one online Professional Development Course (non-PDP version)
Paraprofessionals (e.g. Reading Interventionists, Special Education Paras)	• Ongoing task completion, as prompted by cooperating teacher or supervisor • Assist in 'live' classes/groups, as possible with cooperating teacher • Monitor/Respond to internal emails within 24 hours *(on days when school would be in session)* • Complete one online Professional Development Course (non-PDP version)

Table 4: WEPSA

Unit A & B	Best Practices
Secretarial & Clerical Staff	• Ongoing coordination with their supervisor to determine workflow support as needed • Monitor emails • For School Secretaries: verify completion and accuracy of Novatime.