

**WASBO/WASPA - December 3, 2020**  
**COVID 19 What We Learned So Far and What the Future Holds**  
**Bob Butler, WASB**  
**Sharon Thiede, Waukesha**  
**Valley Elliehausen, Franklin**

**LEAVE OF ABSENCE CONSIDERATIONS**

**LEGAL RESPONSE CURRENT LAW:**

**Family First Coronavirus Response Act (FFCRA)**

Federal rules, including September 16, 2020 revisions:

<https://ecfr.federalregister.gov/current/title-29/subtitle-B/chapter-V/subchapter-C/part-826>

The U.S. Department of Labor's "[Families First Coronavirus Response Act: Questions and Answers](#)"

1. What is the effective date of the Families First Coronavirus Response Act (FFCRA), which includes the Emergency Paid Sick Leave Act and the Emergency Family and Medical Leave Expansion Act?
2. The FFCRA's paid leave provisions are effective on April 1, 2020, and apply to leave taken between April 1, 2020, and December 31, 2020.
3. What options are available for employees who use up their Emergency Paid Sick Leave and are quarantined or otherwise require additional leave due to the pandemic.
4. What documentation is required for teleworking employees to take FFCRA leave to care for children whose school or place of childcare is closed due to the pandemic?

**Families First Coronavirus Response Act: Questions and Answers:**

<https://www.dol.gov/agencies/whd/pandemic/ffcra-questions#16>

**16. What documents do I need to give my employer to get paid sick leave or expanded family and medical leave? *[Updated to reflect the Department's revised regulations which are effective as of the date of publication in the Federal Register.]***

When requesting paid sick leave or expanded family and medical leave, you must provide your employer either orally or in writing the following information as soon as practicable:

- Your name;
- The date(s) for which you request leave;
- The reason for leave; and
- A statement that you are unable to work because of the above reason.

If you request leave because you are subject to a quarantine or isolation order or to care for an individual subject to such an order, you should additionally provide the name of the government entity that issued the order. If you request leave to self-quarantine based on the advice of a health care provider or to care for an individual who is self-quarantining based on such advice, you should additionally provide the name of the health care provider who gave advice.

If you request leave to care for your child whose school or place of care is closed, or child care provider is unavailable, you must also provide:

- The name of your child;
- The name of the school, place of care, or child care provider that has closed or become unavailable; and
- A statement that no other suitable person is available to care for your child.

In addition to the above information, you must also provide to your employer written documentation in support of your paid sick leave as specified in applicable IRS forms, instructions, and information.

Please also note that all existing certification requirements under the FMLA remain in effect if you are taking leave for one of the existing qualifying reasons under the FMLA. For example, if you are taking leave beyond the two weeks of emergency paid sick leave because your medical condition for COVID-19-related reasons rises to the level of a serious health condition, you must continue to provide medical certifications under the FMLA if required by your employer.

### **QUARANTINE MODIFICATIONS:**

The CDC announced new quarantine options on December 2, 2020. Please see below:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

### **LEGAL RESPONSE AFTER DECEMBER:**

After December 31, 2020:

No new information regarding an extension of the FFCRA at the present time.

Districts have offered additional non-accumulative sick leave benefits to staff who are quarantined due to workplace exposure.

The main items to consider in the potential extension of EPSL are the following:

1. A specific time frame when the district provided leave is available;
2. The district provided leave would only be accessible after the FFCRA (EPSL and Expanded FMLA) are exhausted; and
3. If EPSL and Expanded FMLA are extended, then the board may revisit the future application and availability of any district provided leave.

In addition, some districts have gone further and offered other expanded leave options beyond sick leave, personal leave, emergency leave, etc. even where the exposure and/or acquisition of the virus wasn't connected to workplace exposure.

Child care leave options after FFCRA:

1. Offer remote work if the District has it and can accommodate it under the ADA and/or WFEA.

2. Local policy for "medical leave" (which we extended to FFCRA circumstances in the policy). They would be eligible for COBRA for the months they were on leave.
3. Local policy for other unpaid leaves of absence. They would be eligible for COBRA for the months they were on leave.

## **DISTRICT RESPONSES:**

Valley/Franklin: January Considerations

Sharon/Waukesha: Still considering if we would extend the ten days to those who have not used them

## **Absence Management/Subbing**

## **DISTRICT RESPONSES:**

Valley: Franklin Protocols

Sharon: School District of Waukesha

- ❖ Hired additional building subs and district subs at the beginning of the year
- ❖ Schools first try to cover internally while simultaneously posting for a sub
  - Reassigning non-instructional staff
    - Instructional coaches are regularly subbing, sometimes in long term assignments
    - Principals are regularly subbing
  - 1 large high tech web ex cart per school for a very interactive teaching from home to a classroom in school with someone supervising
  - Combining small classes
  - Using large breakout spaces for multiple classes to combine/spread out
- ❖ COVID has forced even more collaboration
  - Ex. this morning, a building had no unfilled positions (AMAZING!). Teachers are being creative and arranging for their own coverage. Differences in next steps with the building sub.
  - Our fill rates were looking great. Upon further review, we found out that buildings were not even requesting subs because if they could make it work, they would "save" the sub for another building.

# Temporary School Closures

## DISTRICT RESPONSES:

Valley: [Dashboard Metrics](#)  
[Staff FAQ](#)

Sharon: Notice to staff and families of closure and length of closure  
Remote learning begins the next day  
Reassign staff, like health room clerical, as needed to open buildings  
Assistants are expected to work and buildings are expected to have work for them  
SDW Examples of criteria that caused a school to close vs staying open  
District Closure? Looking at calling a board meeting if 6 of 8 of these criteria are met:  
\*Student Absenteeism: 25% of students absent for 5 consecutive days  
\*Staff Absenteeism: 20% of staff absent for 5 consecutive days  
\*Sub Fill Rates: 25% or more positions are going unfilled for 5 consecutive days  
\*District-wide Virtual: 25% of district buildings are in virtual learning for 5 consecutive days  
\*Food Service/Transportation: These companies are unable to provide service due to staffing.  
\*City of Waukesha & Village of Waukesha Criteria:  
-1100 positive cases per 100,000 residents  
-75% of hospital acute beds full  
-85% of hospital ICU beds full

## LEGAL RESPONSE:

- Unemployment Considerations
- Contract Implications
- Nonrenewal Timelines
- Salaried Staff
- CARES Act Funding

# Testing/Vaccinations

## LEGAL RESPONSE:

### Testing

An employer can require that an employee take a COVID-19 viral test, but you cannot require an antibody test. Please see below information from the EEOC on this topic (my emphasis added):

*A.6. May an employer administer a COVID-19 test (a test to detect the presence of the COVID-19 virus) when evaluating an employee's initial or continued presence in the workplace? (4/23/20; updated 9/8/20 to address stakeholder questions about updates to CDC guidance)*

*The ADA requires that any mandatory medical test of employees be "job related and consistent with business necessity." Applying this standard to the current circumstances of the COVID-19 pandemic, employers may take screening steps to determine if employees entering the workplace have COVID-19 because an individual with the virus will pose a direct threat to the health of others. Therefore an employer may choose to administer COVID-19 testing to employees before initially permitting them to enter the workplace and/or periodically to determine if their presence in the workplace poses a direct threat to others. The ADA does not interfere with employers following recommendations by the CDC or other public health authorities regarding whether, when, and for whom testing or other screening is appropriate. Testing administered by employers consistent with current CDC guidance will meet the ADA's "business necessity" standard.*

*Consistent with the ADA standard, employers should ensure that the tests are considered accurate and reliable. For example, employers may review information from the U.S. Food and Drug Administration about what may or may not be considered safe and accurate testing, as well as guidance from CDC or other public health authorities. Because the CDC and FDA may revise their recommendations based on new information, it may be helpful to check these agency websites for updates. Employers may wish to consider the incidence of false-positives or false-negatives associated with a particular test. Note that a positive test result reveals that an individual most likely has a current infection and may be able to transmit the virus to others. A negative test result means that the individual did not have detectable COVID-19 at the time of testing.*

*A negative test does not mean the employee will not acquire the virus later. Based on guidance from medical and public health authorities, employers should still require—to the greatest extent possible—that employees observe infection control practices (such as social distancing, regular handwashing, and other measures) in the workplace to prevent transmission of COVID-19.*

*Note: Question A.6 and A.8 address screening of employees generally. See Question A.9 regarding decisions to screen individual employees.*

*A.7. CDC said in its Interim Guidelines that antibody test results "should not be used to make decisions about returning persons to the workplace." In light of this CDC guidance, under the ADA may an employer require antibody testing before permitting employees to re-enter the workplace? (6/17/20)*

*No. An antibody test constitutes a medical examination under the ADA. In light of CDC's Interim Guidelines that antibody test results "should not be used to make decisions about returning persons to the workplace," an antibody test at this time does not meet the ADA's "job related and consistent with business necessity" standard for medical examinations or inquiries for current employees. Therefore, requiring antibody testing before allowing employees to re-enter the workplace is not allowed under the ADA. Please note that an antibody test is different from a test to determine if someone has an active case of COVID-19 (i.e., a viral test). The EEOC has already stated that COVID-19 viral tests are permissible under the ADA.*

*The EEOC will continue to closely monitor CDC's recommendations, and could update this discussion in response to changes in CDC's recommendations.*

## Vaccines

- Mandatory or Not
- Incentives

Please see question 13 from the linked document from the Equal Employment Opportunity Commission.

*May an employer covered by the ADA and Title VII of the Civil Rights Act of 1964 compel all of its employees to take the influenza vaccine regardless of their medical conditions or their religious beliefs during a pandemic?*

*No. An employee may be entitled to an exemption from a mandatory vaccination requirement based on an ADA disability that prevents him from taking the influenza vaccine. This would be a reasonable accommodation barring undue hardship (significant difficulty or expense). Similarly, under Title VII of the Civil Rights Act of 1964, once an employer receives notice that an employee's sincerely held religious belief, practice, or observance prevents him from taking the influenza vaccine, the employer must provide a reasonable accommodation unless it would pose an undue hardship as defined by Title VII ("more than de minimis cost" to the operation of the employer's business, which is a lower standard than under the ADA). (36) Generally, ADA-covered employers should consider simply encouraging employees to get the influenza vaccine rather than requiring them to take it. As of the date this document is being issued, there is no vaccine available for COVID-19.*

[https://www.eeoc.gov/sites/default/files/2020-04/pandemic\\_flu.pdf](https://www.eeoc.gov/sites/default/files/2020-04/pandemic_flu.pdf)

This answer is the most recent guidance we have from the EEOC. To date, the EEOC has not put out a statement regarding COVID-19 vaccinations and guidance on whether employers may require such a vaccine as a condition of employment. Due to that fact, the answer for the influenza vaccination is the most relevant guidance on the topic.

A district would also have to take into account the following state statute pertaining to health examinations:

*Wis. Stats. 118.25(2)(b). The school board may not require physical examinations of any school employee who files with the school board an affidavit setting forth that the employee depends exclusively upon prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization and that the employee is to the best of the employee's knowledge and belief in good health and that the employee claims exemption from health examination on these grounds. Notwithstanding the filing of such affidavit, if there is reasonable cause to believe that such employee is suffering from an illness detrimental to the health of the pupils, the school board may require a health examination of such school employee sufficient to indicate whether or not such school employee is suffering from such an illness. No school employee may be discriminated against by reason of the employee's filing such affidavit.*

In sum, it is WASB staff attorneys' opinion that as of today the vaccine could be required but accommodations would need to be considered for disabilities, health conditions and religious objections. Due to that fact, it is most likely more legally sound as of today to encourage employees to get the vaccine rather than requiring them to take it. If an employee does not take the vaccine, the employer may look at other accommodations to reduce risk – PPE use by the employee, telework, etc. An employer may be able to offer some modest additional payment, gift card, etc. to an employee who takes the vaccine. The employer could also provide the vaccine free of charge and/or as part of its insurance plan. A financial penalty for refusing to take the vaccine may create issues under the ADA and WFEA for an employee with a disability that cannot take the vaccine or Title VII and the WFEA for an employee with a religious objection.

### **CURRENT LEAVE LAW SET TO EXPIRE DECEMBER 31, 2020:**

Under the Families First Coronavirus Response Act (FFCRA), paid leave is available for the following reasons:

1. Employee is subject to a quarantine or isolation order related to COVID-19.
2. Employee has been advised by a health care provider to self-quarantine related to COVID-19.
3. Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis.
4. Employee is caring for an individual subject to an order described in (1) or self-quarantine as described in (2).
5. Employee is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
6. Employee is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.

These provisions are in effect through December 31, 2020. The FFCRA provides:

- Up to 10 days of paid leave (at the employee's regular work hours) when an employee is unable to work due to quarantine and/or experiencing COVID-19 symptoms and is seeking a medical diagnosis. (Applies to numbers 1-3 and 6 above)
- Up to 10 days of paid leave (at the employee's regular work hours) at 2/3 of the employee's regular rate of pay because the employee is unable to work because of a verified need to care for a child or family member experiencing symptoms of COVID-19. (Applies to number 4 and 5 above)

### **DISTRICT LEAVE PROVISIONS EFFECTIVE JANUARY 1, 2021:**

As of January 1st and through January 31st, FPS will be extended part of the FFCRA Leave provisions.

As of January 1st, all employees will have a new 10 days of paid leave available to them for the following reasons:

1. Employee is subject to a quarantine or isolation order related to COVID-19.
  2. Employee has been advised by a health care provider to self-quarantine related to COVID-19.
  3. Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis or has a medical diagnosis that confirms COVID.
- The 10 days of paid leave is at the employee's regular rate of pay and proportionate to the employee's regularly scheduled work hours

Should an employee during the month of January, need time for numbers 1-3 that extends beyond the 10 days, the employee may be permitted to use illness or unpaid time to extend their leave with HR approval.

By January 25th, the leave law situation will be reassessed and a decision will be made at that time as to whether the district provisions will be extended and/or modified or new federal or state leave law will govern.

# **SUBBING INFORMATION**

## 1. MORNING PROCEDURE

- a. Krista and Valley connect at 6:15 am to review the overall system vacancies
- b. We will reach out to a principal/secretary via text or call if needed before 7:00am

Do not email HR/T&L regarding daily absences in the morning  
Elementary secretaries need to be on call in the mornings starting at 7:00am

## 2. SUBBING PROTOCOLS: How we determine how an absence will be handled Teacher Subbing Protocols for Fall 2020

## 3. SUBBING PRIORITIES: How we handle the daily absences

## 4. IN HOUSE REASSIGNMENT RATES: What we pay our contracted teaching staff to cover assignments in House Reassignment Rates internally through reassignment

- a. SPECIALS LESSONS
- b. PAY PROTOCOL: how staff get paid for reassignment

## 5. COMMUNICATION: Staff Communication



# Substitute Protocol Options

Level	Grade Level/Core	Special Education	Specials/Exploratory
<b>Elementary</b>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. Interventionist/Virtual Support Reassigned</li> <li>4. EA Reassigned to Teach</li> <li>5. Cancel Art, Music and/or PE and reassign to teach</li> <li>6. Jill Polglaze Teaches</li> <li>7. Use Literacy or Math Coaches</li> <li>8. Combine Classrooms</li> <li>9. Principal Subs</li> <li>10. ECC Staff Reassigned</li> </ol>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. EA Reassigned to Teach</li> <li>4. Psychologist</li> <li>5. Use Special Education Coaches</li> <li>6. Principal Subs</li> <li>7. ECC Staff Reassigned</li> </ol>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. Interventionist Reassigned</li> <li>4. EA Reassigned to Teach</li> <li>5. Cancel Art, Music and/or PE and reassign to teach</li> </ol>
<b>Middle</b>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. EA Reassigned to Teach</li> <li>4. Interfaculty periods</li> <li>5. Psychologist/Counselors</li> <li>6. Use Literacy or Math Coaches</li> <li>7. Use Jill Polglaze, John Brandes</li> <li>8. Combine Classrooms</li> <li>9. Principal(s) Subs</li> <li>10. ECC Staff Reassigned</li> </ol>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. EA Reassigned to Teach</li> <li>4. Psychologist</li> <li>5. Use Special Education Coaches</li> <li>6. Principal Subs</li> <li>7. ECC Staff Reassigned</li> </ol>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. EA Reassigned to Teach</li> <li>4. Interfaculty periods</li> <li>5. Psychologist/Counselors</li> <li>6. Combine Classrooms</li> <li>7. Principal(s) Subs</li> <li>8. ECC Staff Reassigned</li> </ol>
<b>High</b>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. EA Reassigned to Teach</li> <li>4. Interfaculty periods</li> <li>5. Department Leaders reassigned</li> <li>6. Psychologist/Counselors/Coordinators</li> <li>7. Use Literacy or Math Coaches</li> <li>8. Combine Classrooms</li> <li>9. Principal(s) Subs</li> <li>10. ECC Staff Reassigned</li> </ol>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. EA Reassigned to Teach</li> <li>4. Psychologist</li> <li>5. Use Special Education Coaches</li> <li>6. Principal Subs</li> <li>7. ECC Staff Reassigned</li> </ol>	<ol style="list-style-type: none"> <li>1. Building Sub</li> <li>2. TOC Sub</li> <li>3. EA Reassigned to Teach</li> <li>4. Interfaculty periods</li> <li>5. Department Leaders reassigned</li> <li>6. Psychologist/Counselors</li> <li>7. Use Literacy or Math Coaches</li> <li>8. Combine Classrooms</li> </ol>

						9. Principal(s) Subs 10. ECC Staff Reassigned	
<b>EAs</b>			Reassign remaining EAs to cover highest need /assign the TOC sub in the lowest need position Move Reg Ed EAs to Special Ed Reassign Teachers to supervision				

# TEACHER SUBBING PROTOCOLS FOR FALL 2020

## Absence Coding:

1. If a teacher is ill with any of the identified COVID symptoms, they will enter the absence into AESOP as *Illness-COVID Suspected*. This will be reviewed daily to ensure that our nurses follow up with the individual. It is still the individual's responsibility to contact Molly and Lori.
2. If a teacher is sent for testing, that period of time from testing to the results will be coded to the new COVID leave as *FMLA - FFCRA-Self*. If an employee tests positive for COVID, the absence code will switch to be covered under the leave law: *FMLA - FFCRA-Self*
3. If a teacher is quarantined due to close contact, their leave time will be coded to the new COVID leave as *FMLA - FFCRA-Self*

## Sub Plans:

1. Email sub plans to the office or the name of the person who has this information (buddy teacher) - Set the sharing rights of any Google Documents/Folders to 'anyone with the link can view' and create a tiny.url to the sub plans for the sub to access
2. Specials Teacher Email secretary sub plans
3. Absent Teacher updates their daily agenda
  - a. Include message in daily agenda - I'm absent today - Please follow the substitutes directions today for class
4. Absent Teacher must communicate to any student who is learning at-home due to exclusion or quarantine that (you) will be unavailable to meet with them (duration).
5. Classroom Teacher grade level/department teammate may need to post daily agenda & help support substitute if absence or health of teacher prohibits teacher from creating the daily lesson plans
6. Absent Teacher sends the following message to parents regarding your absence if your absence **will exceed 5 school days:**
  - a. If you will be turning on your *Out of Office* message, please ensure all questions are directed to your principal.

Dear Parents,

I wanted to let you know that I will be out for a period (indicate dates if possible) of time and a substitute will be taking over my class. While I am out, I will be regularly communicating with my sub around lesson plans, curricular needs and to stay apprised of how things are going in class.

Please reach out to XXXXX (Principal & include email) with any questions and I look forward to returning to school in the near future.

Thank you,  
Teacher Name

In Person and Virtual	Less than 5 days (Ex: Teacher calls in ill)	In Person Sub for In Person Sections  Virtual: Depends upon length of absence, a full or partial substitute assignment may be made. See notes first	only) for virtual support teacher Assign coordinators/system specialists  Building Sub TOC In house reassignment Interfaculty Subbing System Specialists EA to pull from google classroom ECC reassignment	For the VIRTUAL sections: If a teacher can work from home for the virtual portion of their day, permit them to continue instruction from home. (Not forced to do this if they are sick, child is too sick, etc)  If they are not working from home: Upload content and daily learning activities for the day or length of absence and notify the students, families and site principal when completed.  For In Person sections, a substitute will be found  In AESOP, a teacher should enter the entire day, and we will reassign the sub during any portion of their virtual day to other work.
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## WHOLE BUILDING SHUTDOWN

Pause for 1 day following

Principal will communicate expectations of at-home learning for students and virtual instruction for teachers

**\*\*\*Virtual teachers or teachers of virtual sections at FPMS and FHS will continue to teach their virtual students in the advent of a shutdown and a pause day for planning for in-person teachers. Virtual programming will not pause as a result of in-person shutdown and shift to virtual.\*\*\***

Day 2

Following bell schedule

Begin at home learning/virtual model ([School-Wide Shift To Virtual Teaching and Learning](#))

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### Lingering Questions:

Q: If/When a school shuts down from in-person learning and transitions to at-home learning for students and virtual teaching, will teaching staff work from home or school?

A: We will use the following process:

- Day one following a school-wide shutdown, students and teachers will have a pause day. Students are to use the day to complete any previous unfinished work. Teachers will utilize the day to refine digital content to prepare for a full shift to virtual teaching while students are at home for the duration of the shutdown.
- Day two following the shutdown will be the first virtual instructional day. Teachers and designated staff will report to their school, and follow their normal workday and instructional schedule, utilizing their classroom and instructional materials to engage in the following:
  - Replication of the full school day schedule
  - Synchronous (live) teaching daily in all subject areas from your child's teacher(s)
  - Assessment of learning in all subject areas in your child's day
  - Daily learning tasks aligned to grade-level appropriate curriculum
  - Consistent communication from teacher to students and families
  - Social-Emotional support for all students
- The remainder of the time period of a school-wide shutdown will replicate day two expectations unless communicated differently from the administration.

Q: Will childcare be provided by the school district during at-home learning days?

A. No-we will work with area daycare providers to help them transition students in their facilities to at-home learning.

## Teacher Reassignment Rates Effective December 16, 2020

Type	Rate	Requirements
<p><b><u>Interfaculty Sub:</u></b> teacher gives up prep to teach a class</p>	<p>\$12.50 for 30 minutes or less \$25.00 for 31 minutes to 60 minutes \$37.50 for 61 to 100 minutes (ex. HS Block)</p>	<p>Must teach the curriculum or the repository activities in Google classroom. Not just supervise students to do homework, silent reading.</p>
<p><b><u>Specials Assignment:</u></b> When Art, Music or PE are canceled at the elementary level and the grade level teacher teaches the curriculum for that subject with their students at the scheduled time</p>	<p>Art Class: \$37.50 per class Music Class: \$37.50 per class PE Class: \$13.75 per class</p>	<p>Must teach the curriculum for the subject provided by the specials teacher</p>
<p><b><u>Combined Class Rate:</u></b> When a teacher takes over another grade level class for a half or full day and teaches a larger group of students</p>	<p>\$100 per day stipend \$50.00 per half-day stipend</p>	<p>Adequate supervision is provided to manage a larger number of students</p>
<p><b><u>Supervision Rate:</u></b> When a teacher supervises students during their prep time but does engage in any required instructional curriculum.  Or  When a teacher gives up prep time to cover the duties of an absent EA</p>	<p>\$7.50 for 30 minutes or less \$15.00 for 31 minutes to 60 minutes \$22.50 for 61 to 100 minutes (ex. HS Block)</p>	<p>The teacher is present with students during this time, might be silent reading, working on other subjects, homework, etc.  The teacher performs the duties assigned to an EA for a student (typically special education settings)</p>
<p><b><u>Part-Time Teacher Rate:</u></b> Paid their regular rate of pay for hours teaching outside of their regular assignment</p>	<p>Individual Rate</p>	