

UFT-Represented Employees: Guidance for Working Remotely without Accommodations

The NYC DOE prioritizes in-person learning for students though we recognize and embrace the need to limit building occupancy to reduce the chance of community spread of COVID-19. The guidance in this document outlines:

- some conditions under which UFT-represented employees may work remotely, and
- non-exhaustive lists of the types of duties that are appropriate for on-site work, and
- non-exhaustive lists of the types of duties that are appropriate for remote work, and
- the conditions under which a principal or supervisor may require UFT-represented employees to remain on site or report on site if they do not have approved medical accommodations.

Note: Throughout this document, UFT-represented employees are referred to as "employees."

[Access the full DOE/UFT Memorandum of Agreement \(During COVID-19\)](#)

Conditions for working remotely without approved medical accommodations after 10/5/2020

1. Employees who have an in-person assignment

If needed, supervisors may require in-person UFT-represented employees to remain on-site.

Employees who have an in-person assignment may perform some work duties remotely if:

- the duties can be performed remotely based on the nature of the specific duties, and
- the employee has the capacity to perform the duties remotely (e.g. internet access), and
- one of the following conditions are met:
 - students are not in the building (official student school day is not in session), or
 - all the students the UFT-represented employee is responsible for are not in the building (specific classes or caseloads), or
 - the UFT-represented employee has no responsibility for any students who are in the building (e.g. there is only one guidance counselor in the building and coverage is needed in the event of an emergency or crisis, therefore they cannot work remotely)
- Staff may prefer to complete their work from a DOE school/site and may do so if the DOE is able to provide the proper space and equipment, following all agreed upon safety guidelines and procedures.

2. Employees without approved medical accommodations with all remote duties

- UFT-represented employees who have no on-site duties or responsibilities (e.g. a teacher who is only teaching classes to fully remote students) may work remotely.
- The principal may with reasonable advance notice, direct employees without approved medical accommodations with all remote duties to conduct their duties on-site.
- 20% of such employees may be required to work on-site on a given day. These on-site programs will be given to such employees who express a need or desire to work on-site.
- In the event that the employees who express a need or desire to work on-site do not reach the 20% maximum, or a lower percentage required by the principal, a best practice may be to equitably distribute those days to the additional staff on an established basis (e.g., after accounting for those who have expressed a need or desire to work onsite, each additional staff member may be assigned to one day per week in-person). Such a model would reduce the need for emergency notifications to staff to report.

Reasonable Advance Notice

Section 10(C) [of the MOA](#) allows the principal, “with reasonable advance notice” to direct members who have no on-site duties to conduct their remote duties on-site. The reasonableness standard allows for flexibility to address particular circumstances.

Supervisors should provide as much notice as possible and Superintendents will work to support schools in this effort and meet with district representatives to discuss any issues that may arise. To the extent possible, notice should be given during the work day preceding the day they are required to work in person (with notice given on Friday if the employee is needed to report on the following Monday). In the event of an emergency and such advance notice cannot be provided, staff shall be contacted by their supervisor by DOE email and/or via text or phone call (if they prefer, and if they choose to provide their phone number).

Schools with more remote programs than teachers on accommodations

In some cases, schools may have more remote programs for teachers than they have teachers on approved medical accommodations. In these cases, to the extent possible, principals should give priority to teachers who:

- Request a remote program, and
- are documented primary caregivers of a family member who (1) they live with and (2) are at higher risk for complications from COVID, pursuant to CDC guidance.

This provision only mandates placement “to the extent possible.” There may be reasons placement isn’t possible, including but not limited to:

- there is no available remote program [schools are not obligated to create remote programs where not otherwise needed]
- they do not have the appropriate credentials for the program that is available

If an appropriate remote program becomes available, a teacher who is a documented primary caregiver of a family member as described above, must be given a remote program as soon as practicable.

The family member aspect of this provision is not applicable to other provisions of Section 10 of the MOA; it applies only where there is more need for remote teachers than there are teachers with medical accommodations.

NOTE: Further guidance for applying for this provision is forthcoming.

Principal or Chapter Leader Support

Superintendents, Senior Field Counsel, and the Office of Labor Relations are integral resources for principals and will provide guidance, support, and direction regarding the implementation of this MOA. Chapter Leaders should reach out to the District Representative for support.

Sample Remote Duties by Title

Employees that are working remotely in full or in part may perform various tasks remotely, including but not limited to those listed below.

Teachers

- Teaching remote classes
- Communicating with students and families
- Planning lessons
- Uploading content to their online classroom
- Grading
- Participating in remote IEP meetings
- Conducting remote annual reviews
- Participating in remote PD, faculty or departmental meetings
- Office Hours (if the time of Office Hours changes, this would require the employee and the principal to find a mutually agreeable time to conduct office hours; alternatively, could be done remotely via SBO)

- Instructional Coordination (applies to all staff who are involved in Instructional Coordination—if the time of Instructional Coordination changes, this would require the employees and the principal to find a mutually agreeable time to conduct Instructional Coordination; alternatively, could be done remotely via SBO)

Paraprofessionals

- Working with one-on-one students who are fully remote
- Communicating with students and families
- Communication with other staff (e.g. RSPs, teachers, administrators, etc.)
- Participating in remote PD, faculty or departmental meetings
- Supporting teachers with data collection and progress monitoring of remote students

School Counselors

(for additional guidance, see [Provision of Related Services During Blended Learning](#))

- Communicating with students and families
- Participating in IEP meetings
- Writing case notes
- Reviewing mandates
- Providing teletherapy to remote students
- Collaborating with colleagues
- Completing responsibilities in SESIS (where applicable)
- Finalizing Behavioral Intervention Plans
- Conducting student town halls, parent presentations or trainings
- Participating in committee meetings

School Psychologists

(for additional guidance, see [Provision of Related Services During Blended Learning](#))



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- Communicating with students and families
- Conducting IEP meetings
- Reviewing the status of the Turning 5 caseload
- Completing reports and IEPs
- Communicating with outside stakeholders
- Identifying cases for which parents have provided or will provide evaluations
- Completing responsibilities in SESIS (where applicable)
- Completing Functional Behavior Assessments
- Finalizing Behavioral Intervention Plans

Social Workers

(for additional guidance, see [Provision of Related Services During Blended Learning](#))

- Completing reports
- Conducting parent interviews
- Scheduling and conducting social histories
- Participating in IEP meetings
- Complete Functional Behavioral Assessments
- Finalizing Behavior Intervention Plans
- Counseling for remote students

School Secretaries

- Purchasing, purchase orders
- Data entry (where applicable)
- Faculty attendance and records

OT/PT and Speech

- Conducting remote sessions
- Completing family outreach and responding to family inquiries



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- Completing SESIS tasks
- Completing required documentation, including the RAD, IEP development, progress notes and other related work.
- Providing training to school staff in support of student IEP goals (only training that is appropriate to be provided remotely).
- For more information, see section 9 of the MOA

Audiologists

- Communicate with students and families concerning hearing assistive technology.
- Training and support for use of hearing assistive technology.
- Hearing Assistive Technology ordering and data records.

Sign Language Interpreters

- Interpreting for students and families during remote classes
- Interpreting at meetings (IEP, CSE, CEC, SLT, PTA, etc.)
- Interpreting at Chancellor Town Halls
- Mentoring agency interpreters
- Evaluating Linguistic ASL of Deaf children

Lab Technicians

- Placing orders
- Collaborating with teachers for lab preparation

Attendance Teachers

- Until further notice, attendance teachers will continue to work remotely.



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Administrative Education Analysts, Administrative Education Officers, Education Officers & Education Analysts

- No change to reporting policy

Titles not identified herein will be discussed in consultation (e.g. Nurses, School Medical Inspector, Director and Assistant Director of Alcohol and Substance Abuse Programs, Supervising Nurse, Supervising Physical Therapist and Supervising Occupational Therapist).