

## FAQ On Remote Work Expectations

Dear LWEA members,

It has been a long summer. Our bargaining teams put in roughly 70 hours to come to this agreement with LWSD. This extraordinary time has pushed our capacity and creativity. We would like to thank our bargaining teams for the countless hours they put into our agreements. It would not have been possible without them. We also know that there will be questions we cannot yet anticipate. This FAQ is the first iteration. As we get more questions, we will update it and communicate those updates to you.

### Issues Left to Consider

This is an unknown time and we have had to move mountains to safely offer learning opportunities to students and families. With so much unknown, situations and issues will arise that we have not yet addressed or considered. The nature of our relationship with LWSD ensures we will have an ongoing problem-solving relationship to work on these issues.

- Any updates or changes to the LOU will follow the standard LWEA process for approval and communication to members.
- We will use our building rep structure to capture concerns and issues as they arise.

### Video recording of synchronous instruction

**I saw in the Teams training that video recording of synchronous is required/an option this fall, but the LOU says teachers will not record live instruction. What's the answer?**

Teachers will not record live instruction. While this could be a useful tool, our bargaining teams did not have sufficient time to consider and discuss its use or implementation. We need to fully understand the implications and ramifications of video recording teachers and students. LWEA will continue to problem solve this issue with LWSD this fall. Until we have guidance for staff to follow, staff should not be recording their synchronous instruction.

### Compensation

- All LWEA members who signed a contract for the coming school year will be retained and paid for their work. This includes substitutes on contract.
- All language in the contract on remedies is also in effect if staff are above their bargained caseloads.

### Transitions

- We know that the remote model is supposed to be a temporary situation. With that in mind, LWSD and LWEA have agreed that we will meet throughout the fall. As it becomes safer and safer to bring more staff and students on campus, we will meet to talk about phasing more staff on campus. Again, safety is of paramount interest and LWSD has committed to using data from King County Department of Health to guide their decision making.
- Please see the LWSD video on their decision to go remote.

**Does this mean we will have days off to prepare when transitioning between instructional models?**

At this point, this is not clear and will have to be determined later. But any day without students adds another day to the school calendar. We are working on being mindful about how we can thoughtfully phase staff and students back onto campus without losing any instructional days.

### Training and Support

8/12/2020

- In order for substitutes and paraprofessionals to support classrooms, they will have the same access to MS Teams training.
- We will be working with LWSD to ensure that the process for requesting a sub is clear and accessible, and that subs will have access to students when working in a classroom.

### **Elementary Work Expectations**

- Teachers will have an additional 2 hours and 10 minutes of prep time, in addition to the 250 minutes per week guaranteed by section 12.4 of the CBA, to meet the additional demands of remote learning.

#### **Who came up with these amounts of synchronous instructional time?**

Our team worked hard to consider how long their students could manage being on a screen and learning. It was through this lens that the team and LWSD established these minimums that teachers would need to provide synchronous instruction.

#### **For elementary, what could a schedule look like?**

Our elementary team worked off a sample schedule from the LWSD taskforce to help guide decision making. We offer the following outlines as DRAFTS. Buildings will get these drafts, as well as a few others, to help guide them in setting schedules for students and staff. Your building schedule may not reflect this but is offered to help show you how the student and staff day will generally be structured in remote learning. Please the back of this document for sample elementary schedules.

#### **For the required synchronous instructional time, do we have to start students with this time?**

LWSD and LWEA recognize that it takes some students time to build up their endurance to sustain their attention this long. Please work with your admin to adjust appropriately. We will still need to provide 5 hours of instruction a day, so teachers will need to offer teacher-directed asynchronous learning, in addition to the synchronous time, to ensure that a total amount of instructional time is met.

#### **If I am only teaching these minimum minutes each week, how will I get to 5 hours of instruction a day?**

You will need to provide pre-developed asynchronous lessons for students to complete. Specialist time will count toward the state required teacher time.

#### **Why will we provide asynchronous learning on Wednesday?**

Given the potential for a hybrid model, this seems to offer some continuity when LWSD deems it safe enough to move to hybrid.

#### **Does our additional prep time have to be in a 3-hour block?**

For elementary teachers, our team expressed an interest to have uninterrupted time to prepare for the week. That means you can have 1 hour of IEE time prior to the 3 hours of prep, and then 1 hours of IEE time afterwards before LEAP time. Regardless of where the block goes, it needs to be 3 hours on Wednesday.

#### **Should we keep LEAP time at the end of the day?**

Yes. For cross building collaboration, it is important that we keep the Wednesday LEAP in its standard place at the end of the day.

#### **For the SEL Check Out and Check In, do I have to bring my students back online for this check out?**

Connections to students were recognized as critical by the bargaining team. It is highly encouraged that staff bring students back for an SEL check out each day.

**Can I work with my team during the additional prep time?**

Yes, you can, but you can also work alone. We would encourage you to work with your team to help reduce caseload and ensure a consistent experience for LWSD students.

**Do I have to do live teaching?**

Yes, during the synchronous parts of the workday are considered live teaching. You can use videos to support your teaching during the synchronous parts of your teaching day, but the goal of synchronous time is to have connection with students.

**Do I not have to post anything on Wednesday?**

Not necessarily. LWSD may ask you to send a link to videos for your students to use that day. Or your counselor may ask you to send some work ahead of time. But the asynchronous content creation will not be your responsibility on Wednesdays. You will need to spend at least 3 hours connecting and giving feedback, per the IEE expectations.

**Do I have to post materials a week ahead of time?**

No. Prior to the closure in March, you were not required to post a week ahead of time. Because our schedule will be more structured, you should post materials on track with your original teaching pace.

**Secondary Work Expectations**

**Do I need to meet with my classes on Wednesday?**

Learning on Wednesday will be asynchronous. Teachers can provide instructional support to students as needed. Teachers should not provide whole class synchronous instruction on Wednesdays.

**How will I document 225 minutes of learning per class per week?**

All instructional minutes (synchronous and asynchronous) should be built into a school's weekly/regular schedule. Students have some flexibility, within reason, to complete asynchronous lessons, in contrast to synchronous lessons, which are real time lessons. For example, while part of the school day should be devoted to asynchronous learning/lessons, students should have the flexibility to engage in that lesson later in the evening.

**Workload Supports**

- We heard from members that for some schools creating packets caused a high workload. The district and bargaining team both recognized packets as critical to supporting students who were struggling to stay engaged. In order to support this engagement and recognize the workload, staff who cannot get the packet creation done in their workday will be able to timecard for this work. You will need administrator approval before you can timecard for this work.
- For Elementary: Your building will get an additional 5 hours per week to be used outside of the workday to help students engage. Your building leadership team will decide how these are used. (e.g., some grade bands may need more support than others.) Schools will know their students and community needs best, so we left the decisions around which staff get to access these hours to the schools. Another 5 hours will be allocated to high needs schools. LWSD and LWEA will work to develop this tiering.
- For Elementary: We heard that creating videos for families or routing them to technology resources took up a lot of time. LWSD was clear that moving from supporting 53 building to 30,000 households was a huge workload

management issue for them as well. In the interest of providing families and students support, while managing teacher workloads, LWSD has committed to getting videos and paper information to families that LWSD creates.

- For Secondary: As an equity support, your building will receive an allocation of hours for supporting students not attending remote learning. Building-based staff know their students best; this allocation is intended as an intensive equity intervention. Your building leadership team develops a plan for how these hours are used by consulting with the building equity team. Additional allocations will be based on a tier system, which LWEA and LWSD will work to develop.

### **Why can't students access YouTube?**

As you know, YouTube access is limited by federal laws protecting student privacy. The District and the Association have agreed to develop a plan for increasing access, in safe ways, that do not violate federal laws, to curricular materials/resources that use YouTube.

### **Emergency Health Leave**

- LWSD and LWEA have agreed to extend the emergency health leave for those staff that are required to be on campus. As we have staff phase back onto campus, we will have this additional leave from LWSD to help staff off set needing to use their own leave if they are in quarantine or have COVID-19.
- Please see more about the [LWSD Emergency Health Leave Policy here](#).

### **Working or Meeting on Campus**

- **No staff is required to go on campus, unless LWSD and LWEA agree or the law says they need to go on campus.**
- **It is optional for staff to work on campus during remote learning. If they choose to go on campus, they will need to follow all safety protocols.**
- LWEA and LWSD will meet to determine how we can safely phase more staff onto campus once it becomes safe to do so.

### **Internet Access**

- Staff can submit their internet bill toward their professional fund.
- Staff can access campus this fall, following all protocols, if they are struggling with technology access at home. (See provisions for working on campus during remote learning).
- LWSD and LWEA have agreed to meet to assess the access to hotspots or subsidizing those staff that cannot afford internet.
- LWEA will be assessing staff internet access this fall to see how widespread the need is for more supports.

### **Student and Staff Health Precautions**

This is a lot of language to solidify the commitment to safety and health that LWSD is making for staff in the buildings.

- These standards come from L&I, Department of King County Health, CDC, and LWSD's own commitment to keeping staff safe and healthy.
- While these protocols will not be convenient, the guiding interest must be safety.
- This language will not apply to most LWEA members as we work remotely. Some special services staff may be required to come onto campus and these standards will be in place to support them.
- When we phase back in, these standards will also be in place to ensure we have the lowest risk possible when returning to work.

- Please read this agreement thoroughly. We will have updates to this FAQ to address additional questions members have.

### **Hybrid Model**

- The LWEA team has begun working on our hybrid work expectations agreement with LWSD and looking at the different models that currently exist for a hybrid instructional model. We know there is a lot of work to do to meet the interest of high-quality instruction and manageable workloads.
- LWSD and LWEA have committed to work on this model through the fall and to look at other models of instructional delivery and workload management strategies to support LWEA members.

Elementary schedule drafts:

DRAFT Elementary Block Sample Schedule

	Kindergarten	First	Second	Third	Fourth	Fifth
8:50 – 12:00	Beginning of Day Check-in	Specialist	Beginning of Day Check-in	Beginning of Day Check-in	Beginning of Day Check-in	Beginning of Day Check-in
	Reading Mini-Lesson	Beginning of Day Check-in	Math Mini-Lesson	Specialist	Lexia	Writing Mini-Lesson
	Reading Small Group • Teacher • Your Turn WB • Reading Menu	Reading Mini-Lesson	Math Small Group • Teacher • Workbook • Math Menu	Lexia	Reading Mini-Lesson	Writing Small Group • Teacher • Writing
	Movement Break	Reading Small Group	Movement Break	Dreambox	Reading Small Group • Teacher • Your Turn WB • Reading Menu	Reading Mini-Lesson
	Math Mini-Lesson	• Teacher • Your Turn WB • Reading Menu	Reading Mini-Lesson		Movement Break	Reading Small Group • Teacher • Your Turn WB • Reading Menu
	Math Small Group • Teacher • Workbook • Math Menu	Movement Break	Reading Small Group • Teacher • Your Turn WB • Reading Menu	Reading Mini-Lesson	Specialist	Movement Break
	Writing Mini-Lesson	Math Small Group • Teacher • Workbook • Math Menu	Writing Mini-Lesson	Reading Small Group • Teacher • Your Turn WB • Reading Menu	Dreambox	Specialist
	Dreambox	Movement Break	Writing Small Group • Teacher • Writing	Movement Break		
12:00 – 1:00	Lunch Break					
1:00 – 3:20	Lexia	Lexia	Lexia	Math Mini-Lesson	Math Mini-Lesson	Lexia
		Dreambox	Dreambox	Math Small Group • Teacher • Workbook • Math Menu	Math Small Group • Teacher • Workbook • Math Menu	Dreambox
	Literacy Lesson and Independent Practice	Literacy Lesson and Independent Practice	Literacy Lesson and Independent Practice	Writing Mini-Lesson	Writing Mini-Lesson	Math Mini-Lesson
	Specialist	Writing Mini-Lesson	Specialist	Writing Small Group • Teacher • Writing	Writing Small Group • Teacher • Writing	Math Small Group • Teacher • Workbook • Math Menu
	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out	End of Day Check-Out

**Fully Remote Daily Schedule** **SAMPLE SCHEDULE**  
to be determined by buildings

<b>2<sup>nd</sup> and 3<sup>rd</sup> Grade</b>	<b>Teacher</b>	<b>Student</b>
8:50-9:10	SEL Check-in (full class)	
9:10-10:10	20-30 min Reading mini lesson/review 3 small groups / Wonders online or other practice	
10:10-10:40	Planning	Specialist/Lexia/ <u>DreamBox</u>
10:40-11:10	Connection Hours (e.g., technology, office hours)	Specialist/Lexia/ <u>DreamBox</u>
11:10-12:10	15-20 min Math mini lesson 3 small groups / <u>enVision</u> online or other practice	
12:10-1:10	Lunch and Planning	Lunch Break
1:10-2:10	15-20 min Writing mini lesson Conferring / Writing practice	
2:10-3:20	Post remote learning/SEL Check out Feedback (Wonders Online, <u>enVision</u> , Lexia, <u>DreamBox</u> )	Specialist/Lexia/ <u>DreamBox</u>