

Read the 2-5 LOU [here](#).

Key terms

- * Fully remote students: students who have remained in the full remote instructional model.
- * At home students/days: refers to students in the hybrid model who are learning at home 3 days each week.
- * In person students/days: refers to students in the hybrid model who are learning in person 2 days each week.

Instructional Model – Part I-II

Part I, Section A: K-1 Hybrid Instructional Teaching and Learning Conditions

1. Instructional day
 - Can work at home or in the building during remote instruction times.
 - Teachers will instruct on campus 4 days/week; remote on Wednesday.
 - Teachers will instruct in-person in the morning (3.5 hours) and remotely with small groups in the afternoon (45 synchronous minutes + asynchronous).
 - Wednesday instructional expectations modified slightly for 2-5 in-person/hybrid: 60 minutes of synchronous time to be used for small groups and whole class check in. The intent is to stay connected with kids, even on Wednesdays, and also meet required instructional minutes.
 - Daily SEL connection with at home students.
 - **Remedies for class size overages improved for both fully remote teacher and hybrid teachers. See section IX and Appendix A of LOU**
2. Planning time
 - 90 minutes planning time each in-person day; at least 3 hours of planning each Wednesday.
 - Planning time in blocks of *at least* 30 continuous minutes.
 - 3 designated Wednesdays: time is entirely teacher-directed.

Part I, Section B: Specialists (library, PE, and Music) Instructional Model

1. Specialists will remain remote and deliver lessons asynchronously to both hybrid and fully remote students; option to deliver synchronous lessons if agreed to at a building is retained.
 - PE and Music: two 30-min lessons/week/grade or grade band.
 - Library: one 30-min lessons/week/grade or grade band.
2. Specialists will provide synchronous SE time for hybrid students during at home days.
 - Specialists may add fully remote students as time allows: *intent is for hybrid students to receive more educator connection time on at home days.*
 - No specialist lessons are expected during the SE time.
 - PE and Music: 60 min/day x 4 days/week = 240 minutes
 - Library: 120 min/week

Part I, Sections C-F: Transitioning time

- 5 days preparation time for all 2-5 classroom teachers, elementary Specialists, and elementary counselors. Students will be remote during this time.

1. 2-5 teachers

- For both teachers transitioning to hybrid and teachers continuing remote: no less than 25 of 37.5 hours are used at teacher's discretion to prepare. Remainder of hours are for building preparation and whole-grade collaboration and district-directed work.
- Asynchronous lessons will be posted by the school/district for this week. These lessons are not the responsibility of the classroom teacher.
- First 2 days of hybrid in person are focused on connections, not instructional content.
- Additional compensation
 - 2 hours paid to prepare for a remote family night.
 - When new students are added to the roster of either a remote or in-person class after the transition: 30 minutes compensation at timecard rate *for each student added* for resulting workload.
- If your class is moved from in-person to remote instruction due to COVID, first day in remote may be asynchronous to prepare.

2. Specialists

- 5 days during 2/3 asynchronous week.
- Training, materials, and technology to prepare for synchronous expectations with students.
- During asynchronous week:
 - Lessons/activities posted for all students.
 - No new instructional lessons required, tracking participation, or providing feedback during transition week so specialists can prepare.

3. Counselors

- 5 days for collaborative work and preparation.
- Option to assist on site with hybrid transition.

4. HC and Quest

- K-5 HC
 - Option to flex schedule to meet synchronously with students and also get Wednesday planning time.
 - Parameters on groups/week and groups/day.
 - Asynchronous time instead of transition days. No new lessons to be created on these days
- Pull-out Quest
 - Follows grade level transition/asynchronous days. No expectation to create asynchronous work for students.
- FT Quest
 - Grades 4/5 compensation of 2 hours at timecard rate for Amplify rostering.
 - Transition plan same as gen ed teachers but flexible timeline.

Part II, Sections A-B: Supports

1. Instructional materials

- Teachers will keep current teacher materials even if moving to new building.
- District will provide new teachers with materials no later than 2 weeks before new classes begin.

Staffing – Part III-VI

Part III, Sections A-E: Meetings

1. Staff meetings will be held remotely.
2. Buildings will revisit meeting schedules. Per CBA, teachers give input regarding meeting schedules.
3. Staff can meet in small groups if they follow safety guidelines; staff can elect to attend meetings remotely.

Part IV, Sections A-C: Substitutes and Emergency Classroom Coverage

1. Subs will participate in paid training before they can be approved to work in LWSD.
2. The compensation structure for subs has been improved to attract more qualified subs.
3. The existing emergency-classroom-coverage-by-specialists plan has been amended to allow for flexibility and safety.

Part V, Sections A-B: Job Assignments for the 20-21 school year

1. Transferred teachers will be returned to their original school in accordance with building-based processes and procedures.
2. Teachers will not be transferred multiple times. No transfers between elementary and secondary levels for COVID.
3. Teacher preference for remote/in-person will be taken into consideration.
4. Transfer related remedies/compensation
 - Teachers (either remote or in-person assignment) transferred from home school will be paid 5 days at timecard rate to transition to new location.
 - Teachers (either remote or in-person assignment) transferred to a new grade level will be paid 5 days at timecard rate to transition to new location.
 - 7.5 hours paid at timecard rate for any teacher who must pack up or move classrooms due to COVID transfer.
5. Employees in at increased risk categories:
 - **Proclamation 20-46.2 prohibits employers from failing to provide accommodations to high-risk workers, including employees over 65; or those “at increased risk”; or those who “might be at increased risk”, as defined by the CDC.**
 - District will accommodate staff who live with individuals in an increased risk category, in addition to accommodating staff according to Gov. proclamation.
 - District will accommodate at risk employees through remote work assignments, or by limiting number of people they work with in-person, or through out-of-endorsement waivers.

Part V, Section C-E: Planning for transfers, new students, moving classrooms

1. If transferred to a new position, remedies apply. See Appendix A of LOU.
2. Building based planning to train students added to hybrid model.
3. 7.5 hours at timecard rate for pack up or move of classroom.

Part VI, Sections A-C: Leaves

1. Staff can access Employee Assistance Program (EAP) during the workday, with some limitations.
2. COVID-specific leave provisions

- COVID sick leave pool: pool of 100 days for in-person staff to access if they contract COVID at work and have run out of supplementary leave.
- Exclusion from worksite: *instead of taking sick leave*, educators who are excluded from their building due to possible exposure to positive COVID case (including exclusion due to symptoms of COVID) will work remotely until they can return to their building.
- Emergency Health Leave: maintained to cover staff who are in-person and either contract COVID or are excluded as a close contact of COVID positive person.

Health and safety considerations for in-person work – Part VII

- [District safety plan](#): EVERYONE, including staff, students, and visitors, on campus must abide by the district safety plan and COVID site supervisors must ensure that the safety plan is being followed with fidelity.

Part VII, Sections A-L

1. PPE

- Appropriate and necessary PPE will be provided by the district according to task; teachers will have access to replacement/additional PPE for themselves and their students.
- [Safety compliance: prompt resolution of compliance issues with masking/distance.](#)
- [No mask breaks in the classroom.](#)

2. Eating

- Students will not eat or drink in the classroom so that everyone remains masked in the classroom at all times.

3. Attestation

- Students will have an on-site temperature check at school each day as a part of their daily attestation.
- Classrooms will have easy access to accurate/calibrated thermometers.
- Staff will be compensated if they need to assist with attestation during non-instructional times.

4. Physical distancing

- Classroom capacity will not be exceeded: 6 feet person-to-person when seated.
- Teacher workstation will be placed 6 feet from the nearest seated student.
- Teachers can review classroom set up with building admin and custodial; teachers can appeal set up if they disagree.
- Cohort size will not exceed 15 students per classroom for in-person instruction.

5. Hand hygiene

- Classrooms will have hand sanitizer and ready access to hand washing facilities.
- [Teachers may schedule hand washing for their class.](#)

6. Exclusion of people with COVID symptoms

- Anyone with symptoms of COVID will be excluded from classrooms. Anyone excluded cannot return to school until complying with DOH guidance.
- Educators will not supervise students with COVID symptoms.
- Educators will be notified if they were exposed to someone who was excluded from classroom/space because of COVID symptoms.
- Educators will not *disinfect* classrooms or spaces where a COVID-positive person was present. These spaces/classrooms will be disinfected prior to further use.

7. Exposure to COVID

- Anyone who is deemed a close contact of a COVID positive person will be notified within 12 hours or no later than the start of the next school day.
8. Sanitation
 - DLM review of custodial schedules to ensure that classroom surfaces are disinfected between cohorts.
 - Cleaning protocols and schedules will be published for staff and verified by custodial and site supervisor.
 - Staff will have access to microfiber cloths and cleaning solution in order to clean and sanitize at their discretion.
 9. Training and PD
 - Prior to working in person, staff will be trained in all safety guidelines and requirements.
 - Training will occur synchronously during the workday and will be available for review at any time.
 10. Communication
 - District will communicate health and safety requirements and expectations to parents, students, and staff.
 11. Supervision for safety compliance
 - Safety concerns will be addressed through a reporting protocol at each building that includes the site supervisor, the building safety committee, and building labor management teams.
 - Site supervisors must resolve concerns appropriately and promptly.
 12. Ventilation
 - The District will publish their Ventilation Plan to staff and community and building specific HVAC information.
 - District ventilation calls for improvements to ventilation including 100% outside air exchange, no recirculation of indoor air, and earlier flushing of air circulation.

Part VIII, Sections A-D: remote assigned staff

13. Use of and access to spaces on campus by remote-assigned staff
 - Remote staff can work on campus but building space will be prioritized for in-person needs. Remote staff retain the ability to work from home.
 - In person staff working on campus can work from home during remote portions of their day.
14. Requests for remote staff to work on-site
 - Safety concerns must be adequately addressed before remote staff can be expected to work on-site
 - Unresolved safety concerns of remote staff who are requested for on-site work will be addressed through building labor management process and escalated to district labor management if necessary.