

## Grades 2-5 LOU Questions and Answers

### Part I

**Q Can the one hour of synchronous time on Wednesdays be divided into smaller blocks?**

A Yes, the synchronous time can be divided into shorter blocks, but blocks less than 20 minutes are not recommended.

**Q What are the expectations for students during their “at-home” days?**

A Teachers must provide a schedule of assignments to provide a full instructional day for students. Assignments might include, for example, Lexia and DreamBox tasks, or work to be completed from previous days that can be completed asynchronously. This does not mean that teachers supply packets.

**Q Does the requirement for a minimum of 30 continuous minutes of planning time apply to each day of the week?**

A Yes, teachers have 90 minutes per in-person day and three hours on Wednesdays. Planning time blocks should be scheduled so they are no less than 30 minutes each day and 45–60-minute blocks should be scheduled whenever possible.

**Q Are specialists required to provide asynchronous lessons for students in the A/B hybrid model and students who are fully remote?**

A Yes, lessons should be accessible to both groups of students.

**Q What is the difference between SEL and SE time? (Updated 3/10)**

A Social Emotional Learning (SEL) time includes check ins, check outs, and social emotional activities led by the classroom teacher. This connection time may include activities to support relationship building and student SEL skill practice in a supportive classroom environment.

Social Emotional (SE) Connection time is a time for building specialists to connect with students. This connection time may include activities to support relationship building and student participation.

**Q What is the date and time for the “district-coordinated collaborative whole-grade-level planning time” for remote teachers, and is this time required? (Updated 3/9)**

A The date and time for grades 2-3 teachers who are staying remote is March 11 from 9 a.m. to 12 p.m. The date and time for grades 4-5 teachers who are staying remote is March 23 from 9 a.m. to 12 p.m. Teachers are not required to attend these sessions, but we did hear positive comments from K-1 teachers who attended during their transition. There will be more information sent directly to teachers about these sessions.

**Q Are the five days of transition time for specialists the same dates as for the grades 2-3 classroom teachers?**

A The five transition days for specialists will be scheduled during the transition days for grades 2-3 teachers. Specialists who foresee potential workload issues that will arise during the 4-5 transition week might want to consider frontloading on work during the 2-3 transition week to flex time during the 4-5 transition week if it's needed. Communicate with your building administrator if this applies to you.

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**Q What is the timeline to transfer academic information about students to new classes?**

- A
- Timing for Grades 2-3: New students will be added to teacher's classes on March 15 or 16. Teachers will be able to see new students under the "My Students" tab in Skyward; however, the students won't appear in the gradebook view or attendance view until March 18.
  - Timing for Grades 4-5: New students will be added to teacher's classes beginning on March 24 or 25. Teachers will be able to see new students under the "My Students" tab in Skyward; however, the students won't appear in the gradebook view or attendance view until March 29.
  - Previous report cards:
    - Semester 1 report cards are available under "Student Portfolio" in the Student Profile once the teacher has the new students in Skyward.
    - The current and historical report cards will be there.
  - Gradebook assignments:
    - If students remain in the teacher's class, the scores are not affected. If the teacher receives new students, the individual scores for assignments from the previous teacher do not transfer. Teachers have two options:
      - Use previous teacher's grades and input (if assignments are in alignment)
      - Leave new student scores blank and begin adding new scores moving forward. Trend grades likely would need to be overridden if there isn't sufficient data.

**Q How will attendance be taken during the transition weeks?**

- A
- Attendance will be taken centrally during the transition week through student login data. Students that do not access the SharePoint site on the school day will be marked absent. The attendance data will be uploaded into Skyward by Data Services.

Here is the information that is provided to families about attendance:

*Attendance will continue be taken during your child's transition week. To ensure that your child's attendance is captured during the asynchronous lessons, please follow these steps below on each school day.*

1. *Your child must log on to their LWSD account using username and password. The device does not have to be district device.*
2. *Please have your child open the link below for their grade level asynchronous lesson.*
  - a. [Second Grade Asynchronous Lessons](#)
  - b. [Third Grade Asynchronous Lessons](#)
3. *SharePoint will track that your child visited the grade level lesson page, marking them as present for that days.*
4. *If your child does not visit the SharePoint site, they will be marked absent for the day.*
  - a. *If they were inaccurately marked absent, please call the school attendance line to correct the error.*

## **Grades 2-5 LOU Questions and Answers**

**Q What if a student who is remote needs support during the time a counselor elects to be on-site supporting students during the hybrid transition?**

A We recommend that elementary school counselors have a designated on-call peer counselor for remote and at-home learning supports while they provide in-person supports. The peer counselor could support the in-person counselor if an issue were to arise remotely, and the school counselor is unable to support. The building administrator should be notified of the peer counselor name and contact information. If a peer counselor is unavailable, the District counselor on special assignment will support the school and or student in need.

**Q If a school counselor elects to work from school, and the counselor's office has been used for other purposes this year, what should happen?**

A If the counselor's office has been used for other purposes, building administrators should adjust building/space use so that the office space is given back to the counselor

**Q Is the LEAP day on Friday, March 12 considered one of the five grades 2-3 teacher transition days?**

A No. Though safety training may be provided on this day, there are five days in addition to March 12 for the grades 2-3 teacher transition. March 10, 11, 15, 16, & 17 are the 5 transition days for grades 2-3. March 22, 23, 24, 25, & 26 are the designated transition days for grades 4-5.

**Q For which students do teachers receive 30 min of time carded pay?**

A Teachers receive 30 min of time carded pay for every child on their roster that they receive for the Hybrid transition and each day after that wasn't a name on their roster prior to the transition. If the teacher gets 22 new students that they didn't have prior to the transition, they would receive 11 hours of time carded pay.

### **Part II**

**Q Will schools continue to offer recess since the days are shorter?**

A Yes, movement and breaks are necessary. Schools should develop schedules to provide recess time.

**Q Must teachers assist with recess for two weeks?**

A Teachers are encouraged to assist in instructing students on recess procedures and offer assistance for two weeks as necessary while students adjust to new procedures.

**Q Can in-person teachers hold meeting with other staff in-person?**

A Staff may meet together as long as they follow all safety protocols. At the same time, every staff member has the right to attend meetings virtually and cannot be forced to attend in-person.

### **Parts III-VI**

**Q Do teachers who transfer grade bands or buildings need to submit a time card to receive compensation remedy?**

A No, HR will provide a list of teachers to payroll who will process the payment.

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**Q When does the 100 day leave pool kick in?**

**A** Part VI Section B of the Gr 2-5 LOU states that the 100 day pool will be for an employee who has exhausted supplemental paid leave options, received a positive diagnosis from a medical provider and provides an attestation eh COVID-19 was contracted in the workplace. Process for accessing this pool will be provided on the staff portal page under COVID resources.

**Q Is 3.5 hours a half day or full day sub? (Updated 3/10)**

**A** Appendix C.5 of the Collective Bargaining Agreement says when substitute work a half day (3.5 hours) or less they will be paid  $\frac{1}{2}$  the substitute daily rate. When substitutes work more than 3.5 hours they will be paid the daily substitute rate. If a sub is paid for a full day, then the substitute will remain for their entire assignment and may assist the teacher or perform other work they may assist the teacher or perform other work as assigned by the principal.

### Parts VII-IX

**Q Can a teacher determine times for mask breaks in their room?**

**A** No, mask breaks are not allowed in the classroom. There is still no eating allowed in the rooms.

**Q Are class evacuations required for symptomatic students and staff?**

**A** No, class evacuations are not required. Schools should follow the safety plan when a student or staff member presents symptoms.