

Read the 6-12 LOU [here](#).

### Key terms

- “Synchronous” will mean students are in a remote learning environment; the teacher is delivering real time instruction via Teams to the whole class or small groups of students.
- “Asynchronous” will mean students are in a remote learning environment; the teacher has pre-developed or created lessons that students complete when convenient for the student/family and complete learning tasks based on a pre-developed lesson.
- “Concurrent” will mean that students are in an in-person/classroom environment and students are in a remote learning environment and are receiving instruction at the same time, during a class period, via Teams.

## Instructional Model – Part I

### Part I, Section A: Teaching and Learning Conditions

1. Instructional day
  - Can work at home or in the building during asynchronous instruction time or when not supervising students.
  - Teachers will instruct on campus 4 days/week; remote on Wednesday.
    - Instruction in the mornings will be concurrent but teachers have flexibility in how they structure instructional blocks.
    - Instruction in the afternoons will be asynchronous.
    - Wednesday expectations remain the same: asynchronous instructional time, planning time, student work time and support, and LEAP time. Option to meet with students in-person.
2. Planning time
  - 250 minutes planning time each week maintained; at least 3 hours of planning each Wednesday.
  - Planning time on M/T/TH/F in blocks of *at least* 50 continuous minutes.
  - 3 designated Wednesdays: day is entirely teacher-directed.

### Part I, Section B: Attendance and Grading

1. District will communicate attendance procedures prior to the start of in-person learning.

### Part I, Sections C: Transitioning time

- 5 days (37.5 hours) preparation time for all 6-12 educators. Students will be remote during this time.
1. Building time
    - No more than 8.5 hours: health and safety training, instructional training, Smart Board training.
    - Option for additional hours and compensation if building training goes beyond 8.5 hours.
  2. Educator time
    - At least 29 hours
    - Teachers don’t need to take attendance during this week.
    - Teams could meet during this week but aren’t required to do so.
    - Teachers have the option to meet synchronously (remotely) with students during this week.
    - Teachers will need to provide asynchronous lessons for the week.

- At least 4 hours on Monday to prepare asynchronous lessons for the rest of week + 2 hours compensation.
- Additional compensation for teachers with additional preps.
- No lessons need to be provided by teachers on Monday.
- Special education teachers will also go asynchronous with their students this week.
- Technology
  - 2 hours compensation for technology training.
  - District will ensure that technology needed for concurrent instruction is provided and functioning by April 19.
  - HelpDesk will prioritize secondary technology needs during week of April 19.
  - By April 30, LWEA/LWSD will review technology used for concurrent instruction and adjust as needed.
  - TIFs: option for compensation for 4 hours to set up, test, model, and review classroom technology for concurrent instruction.
- In the event that a classroom has to shift from in-person to remote because of a classroom or school closure, 1 day of transition, which could be either synchronous or asynchronous for students.

#### Part I, Sections D: Supports

1. District will develop resources and PD to support mental health of students and staff.

#### Part I, Sections E: Special Education

1. Caseloads
  - Caseloads will align with current CBA language. Caseloads should be aligned to a single program model with few exceptions. Caseloads will be reviewed for overages on May 1; super contracts will be issued as needed.
  - Daily schedule of sped students will be in alignment with gen ed peers.
2. CMT/Planning
  - 1 period of CMT for secondary resource teachers.
  - Transition Center teachers will work with principal to develop schedule for services that ensures clear blocks of CMT.
  - Compensation if CMT can't be accessed.
  - 4 hours of additional IA time each day to support students.
3. Instructional Model
  - If we switch to 2-day hybrid, sped students will remain on 4 day/week schedule, unless specific direction to quarantine.
  - Sped classes have priority access to additional classroom and learning spaces in the building.
  - Students can return to their neighborhood schools for in-person learning.
  - Additional support for resource room classes with more than 10 students.
  - Teachers can request additional para hours.
  - Teachers can flex their schedules for the benefit of students.
4. Wednesday
  - Can be used by special education and ESA staff to provide SDI or related in-person services.
5. ESAs
  - Maintained additional 2 hours 10 minutes of planning, can be used throughout the week.
  - Can serve students in person or provide tele therapy services as needed.
6. Transition Center

- Remote students will be assigned special education teachers. Teachers should work with building admin on their schedules.
- 7. IEP amendments
  - The need for potential IEP amendments necessitated by in-person instruction shall be determined in consultation with a Director of special education. For any amendments deemed necessary, teacher would be compensated.
- 8. Transition Academy
  - In-person TA students will continue on AM/PM 4 day/week schedule.
  - Select community setting activities will be permitted per DOH.
  - Remote students will be assigned a teacher.

## Staffing – Part II-VII

### Part II, Sections A-D: Meetings

1. All required meetings will be held remotely.
2. Staff can meet in small groups if they follow safety guidelines; staff can elect to attend meetings remotely.

### Part III, Sections A-C: Substitutes and Classroom Coverage

1. Subs will be required to participate in paid safety and technology 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 classroom coverage plan for classrooms where teacher has remote placement offers staff who volunteer compensation first, or provides possibility of certificated subs, or compensated assignment of certificated staff.

### Part IV, Sections A-B: Job Assignments and Room Reassignment

1. Remote placement teachers will be returned to their original school next year.
2. 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 at risk employees through remote work assignments, or by limiting number of people they work with in-person, or through out-of-endorsement waivers.
  - Employees who identify as at increased risk will provide signed documentation from their health care provider as part of process for receiving a remote placement.
  - District will work to accommodate staff who live with individuals in an increased risk category, in addition to accommodating staff according to Gov. proclamation.
3. BLT and principal will create a plan for any room reassignments that are necessary to meet health and safety needs.
4. Each staff member will have a place for planning in alignment with CBA Article 17. If planning space doesn’t meet CBA, compensation for displaced planning.
5. Part time staff can consult with principal for flexible arrival/departure times and access to planning space.
6. 7.5 hours at timecard rate for staff who have to vacate and relocate their classroom.

### Part V, Sections A-B: 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, or for side effects of vaccination: 1 day.
  - 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.

#### Part VI, Sections A-C: Job Assignments

1. Supervision of students
  - BLTs will develop expectations for supervision of students during unstructured times.
  - BLTs will develop daily attestation plan in alignment with VII.C.2 of LOU.
2. Travelling staff
  - CBA 12.6.1 will apply regarding travel time.
  - Staff will work with principal on their schedules. If a suitable schedule can't be arranged, teacher will teach in-person at one building and remote at the other(s).
3. PE and Visual Performing Arts
  - Staff can work with principals to regroup students or make arrangements to work with both in-person and remote students during concurrent instruction.

#### Part VII: Childcare supports

District and LWEA will continue their work to support and address the childcare needs of staff.

### Health and safety considerations for in-person work – Part VIII-IX

- [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.
- [DOH Guidance for K-12 Schools](#)
- [Labor & Industries Guidance for K-12 Schools](#)

#### Part VII, Sections A-M

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 through due process procedure.
  - 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.
  - Educators won't supervise while eating; compensation for those who do volunteer if needed.
  - Staff can leave worksite during lunch.

### 3. Attestation

- Staff will complete both daily attestation and sign in each day.
- Students will have an on-site temperature check and visual screening at school each day as a part of their daily attestation.
- Staff will be assigned responsibilities during daily student attestation.
- Student attestation will occur directly before first instructional period of the day.

### 4. Physical distancing

- Classroom capacity will not be exceeded: 3 feet student-to-student when seated. Adults 6 feet from everyone.
- Teacher workstation will be placed 6 feet from the nearest seated student.
- Prior to April 14, teachers can review classroom set up with building admin and custodial; teachers can appeal set up if they disagree.
- Teachers will need to maintain seating charts to assist with contact tracing.
- Teachers can take classes outside in accordance with safety guidelines and building processes.

### 5. Hand hygiene

- Classrooms will have hand sanitizer and ready access to hand washing facilities.

### 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 via phone (and email, optional) if they were exposed to someone who was excluded from classroom/space because of COVID symptoms. If staff isn't reached through email or phone, they will be met in person at the start of the next day.
- 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 via phone (and email, optional) within 12 hours or no later than the start of the next school day. If staff isn't reached through email or phone, they will be met in person at the start of the next day.

### 8. Sanitation

- DLM review of custodial schedules to ensure that classroom surfaces are disinfected between cohorts.
- Building cleaning protocols and schedules will be published for staff and verified by custodial and site supervisor.
- Each classroom will have spray bottles/cleaner and supplies, including supplies for specialized equipment or electronics.
- Teachers will disinfect their own workspaces if shared, prior to leaving.
- Teachers will have students wipe down their work surfaces at the end of class period.

### 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.
- Staff can submit concerns about ventilation to InfoCenter, including request for review of ventilation in their classroom or workspace.

#### 13. Special Education

- Students in special education may not be able to wear a mask. Staff who work with these students will be provided additional and/or specialized PPE.
- Access for students to eating or drinking times *in accordance with their IEP or 504 accommodations* have to be scheduled to minimize contact with other students. Additional PPE is needed when staff have to monitor students who are eating or are unmasked.

### Part IX, Sections A-C: remote assigned staff

#### 14. Use of and access to spaces on campus by remote-assigned staff

- Remote staff can access supplies and materials on campus but building space will be prioritized for in-person needs. Remote staff can access campus outside of synchronous instructional hours.

#### 15. 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.