

FINAL DRAFT OF FALL 2020 MOA

**Memorandum of Agreement Regarding
Re-opening of Schools during COVID-19
by and between the
LINCOLN – SUDBURY REGIONAL DISTRICT SCHOOL COMMITTEE
(hereinafter designated as the "COMMITTEE") and the
LINCOLN – SUDBURY REGIONAL TEACHERS' ASSOCIATION
(hereinafter designated as the "ASSOCIATION")
made this 19 day of September, 2020.**

Affirming that the LINCOLN-SUDBURY REGIONAL DISTRICT SCHOOL COMMITTEE and the LINCOLN-SUDBURY REGIONAL TEACHERS' ASSOCIATION share a common interest in providing a quality education for Lincoln-Sudbury students, and recognizing the need for planning, creativity, and flexibility during this unprecedented time of school closure related to COVID-19, the parties have worked in cooperation with one another to ensure continuity of learning for all as we work towards reopening.

While Lincoln-Sudbury continued in regular session, the Learning Continuity Committee was established with the approval of the LINCOLN-SUDBURY REGIONAL DISTRICT SCHOOL COMMITTEE, to plan for teaching, learning, and student support, in the event of extended school closure. The Learning Continuity Committee includes Lincoln-Sudbury administrators, leadership from various departments (as of August 10, 2020, this included Counseling, Special Education, English, FATA, History, Mathematics, Science, Library, World Language and Wellness), the Technology Team, and the LINCOLN-SUDBURY REGIONAL TEACHERS' ASSOCIATION's Executive TA members.

The ASSOCIATION has developed and established, with the agreement of the COMMITTEE, these goals of conducting teaching and learning during the 2020-21 school year:

- To provide connection, structure, and continuity of curriculum to ease return to school.
- To teach new content, albeit reduced from the curriculum as originally designed, and to address regression in skills.
- To return to school only when it is safe to do so for students and faculty, according to CDC and DESE State guidance except where mutually agreed upon to deviate.
- To provide In-person learning where possible and practical in order to best serve children's educational needs, while creating a healthy and manageable working environment for faculty.

- To keep students engaged in school-related activities for roughly the same number of hours as they would have been occupied in normal circumstances,
- To return to fully in person learning in stages, when and if the Covid Crisis is over, and to revert to previous, safer stages (hybrid or remote) when and if the situation worsens.
- To meet the demands of this new landscape, as well as the ongoing needs of students, faculty are encouraged to collaborate and share responsibilities over components of the learning process, where feasible, and according to their strengths and interests.

WHEREAS the COMMITTEE and the ASSOCIATION agree that the goal of this Memorandum of Agreement is to develop procedures concerning compensation and work expectations in the wake of the 2020 outbreak of COVID-19, and have bargained said procedures;

THEREFORE, the COMMITTEE and the ASSOCIATION hereby agree to the following terms and timeframe of this agreement: This Memorandum of Agreement (MOA) shall remain in effect through the last scheduled day for faculty, June 2021, and beyond if we are still in hybrid or remote learning for the 2021-2022 year.

All provisions of the Agreement by and between the Lincoln-Sudbury Regional District School Committee and the Lincoln-Sudbury Regional Teachers' Association 2018-2021 shall remain in effect except to the extent such provisions have been durationally modified by this Memorandum of Agreement.

This Memorandum of Agreement shall not be used as precedent or cited as practice by either the COMMITTEE or the ASSOCIATION in any proceeding whatsoever except to enforce the terms of this Memorandum of Agreement.

Overview of Attachments:

- ATTACHMENT A IS THE HYBRID AND REMOTE LEARNING PLANS AS AGREED TO BY THE LCC AND SC

ATTACHMENT A:

- [LS Hybrid Plan](#)
- [LS 100% Remote Plan](#)

About 4-6 weeks in, the LCC will survey students, families, and staff for the purposes of evaluating the learning plan. Adjustments may be made to the schedule at this time to

improve the experience for Quarter 2. This review does not preclude feedback collection and adjustments being made earlier.

- [ATTACHMENT B](#) refers to the pay structure for substitute teaching duties.
- [ATTACHMENT C](#) is notes on Evaluation as it needs to be adjusted under hybrid and remote learning environments.

ARTICLE I. WORKING CONDITIONS DURING HYBRID LEARNING

A. FOR IN-PERSON FACULTY

1. Priorities:
 - a. In-person teachers will have as their main focus the instruction and support of students assigned to their classes.
 - i. These students may represent a combination of hybrid and remote students.
 - ii. Combinations of hybrid and remote students may not exceed the typical enrollment limit for an in-person class of that type.
 - iii. Given the demands of the hybrid system with its three modes of teaching (in-person, remote, and embedded), in-person teachers will not be required to monitor or otherwise supervise classes in which remote teachers are broadcasting.
 - iv. Students will not be in the library unless assigned there or free from class. There will be a cap so that library staff is not being exposed to more than 200 students per day.
 - v. Record Keeping/Attendance
Teachers will record student attendance in Aspen for all in-person sessions and remote synchronous learning sessions. Unlike the Spring 2020 remote period, attendance will indicate only presence on the google meets and for in-person classes and not completion of assignments.
2. Teaching Schedules will follow the Hybrid model. Additionally,
 - a. On Wednesdays and during afternoon remote classes (after in-person classes are done), in-person teachers have the option to:
 - i. teach remote classes and attend meetings remotely while working from a non-LS location AND/OR
 - ii. teach their remote classes from an L-S classroom if they choose to do so.

- b. Just as students may be out of the building when not in class, faculty will not be expected to be in the building during planning blocks or during any time that isn't face-to-face teaching time.
 - c. Non-classroom faculty, including nurses, may leave the building when their official responsibilities are done.
 - d. Activity and club advisors will meet with their students during the ACA block on Wednesdays in the Hybrid model. An exception as to the day and time of meeting may be made by mutual agreement of advisor and club participants.
3. Directed Study
- Teachers may use directed study or individual meeting time to provide material to students who are not present for in-person classes and will not be expected to re-create the in-person class experience for those absent students.
4. Half or Part-time Employees
- When possible, part-time employees will be offered changes to their current schedules to account for the fact that the new hybrid and remote schedules have changed the days and times that classes meet.
5. Supporting Students
- Teachers' in-person contact with students will be limited to scheduled class meetings. Any additional meetings or interactions with students will be conducted remotely, or may be in person if pre-scheduled with teacher permission.
6. Availability
- In general, teachers will be encouraged to respond to electronic communication from students and families within 24-48 hours during a school week.
7. Duties
- Duties indicated in the current Agreement will be suspended for the duration of the hybrid and remote schedules.
- Administration is committed to keeping any new duties to a minimum.
- Teachers with LSRLA students will not have a duty.
- Special educators working full in-person days will not have a duty.

8. Curriculum Coverage Requirements

Members of each department will consult as to what elements of the curriculum can reasonably be covered so next year's planning can take any changes into consideration.

9. Leaves of Absence

- a. If a faculty member has taken an unpaid leave through a federal relief program (such as FFCRA), and the leave ends before the end of the 2020-21 school year, and if the District has not been able to find a replacement for that position, the faculty member may be offered a return to work in a remote or in-person capacity for the rest of the 2020-21 school year.
- b. Should the District transition to a full remote model for a planned period of 3 or more weeks, any employee who took an unpaid leave because of the risks of the hybrid model or because of COVID-related family responsibilities may be allowed to return to work and be paid for the time they work, if the District has not been able to find a replacement.

10. Special Considerations

Some teachers with medical vulnerabilities have agreed to work in-person as long as they can work outdoors. Once it becomes untenable to work outdoors because of the weather, those teachers will be allowed to work remotely, or appropriate indoor spaces will be found for them.

B. FOR 100% REMOTE FACULTY DURING HYBRID LEARNING

1. Record Keeping/Attendance

Teachers will record student attendance in Aspen for all remote synchronous learning sessions and for in-person classes. Unlike the Spring 2020 remote period, attendance will indicate only presence on the google meets and not completion of assignments.

2. For non-classroom faculty members:

Example: Librarians, Nurses, Counselors and Clinical Counselors, non-Classroom Special Educators (ex: Beacon)

Faculty who have regular student responsibilities which cannot be accomplished via distance learning will be offered alternate ways to support students and requested to do so, and/or will engage in professional learning activities or curriculum work in consultation with their evaluator, where possible.

3. Instructional aides will be hired by the school to staff the in-person classes of remote teachers as they broadcast lessons into the school. Additionally, the school will provide necessary training for the instructional aides monitoring the classes.

ARTICLE II. WORKING CONDITIONS DURING 100% REMOTE LEARNING

[See 100% Remote Plan above]

A. Teaching parameters

1. 8x model teachers hold synchronous classes two times a week, for a minimum total of 60 minutes and a maximum synchronous meeting time of 120 minutes per class.
2. 5x model teachers hold synchronous classes for a minimum of 60 minutes, and for a maximum of 75 minutes, per class.
3. Maximum asynchronous learning (homework) for all types of classes is 120 minute per class per week.

B. Teacher duties and responsibilities outside the classroom:

Teachers from each department will take turns providing student support during designed times on Wednesdays (in the Remote Model only) in lieu of performing other duties.

C. Advisors to clubs/activities

Activity and club advisors will meet at most one day per week with a group, on designated Tuesdays or Fridays in the Remote Model only, unless the activity or club advisor agrees to meet more than one day per week.

ARTICLE III. ABSENCES AND SUBSTITUTE TEACHING PRACTICES

- A. During 100% Remote phases only: In the event a faculty member requires absence from work responsibilities, they shall report such absences by contacting their department coordinator or department liaison, and additionally, if possible, contacting the main office receptionist. District administration will be responsible for informing families of any extended absence requiring coverage.
- B. If internal sub coverage is requested, faculty members may volunteer to substitute or opt not to do so, as per the rates in [ATTACHMENT B: LINCOLN-SUDBURY RHS INTERNAL SUBSTITUTE TEACHING RATES DURING ALTERNATE](#)

MODELS DUE TO COVID-19, Fall 2020-21. Whether or not an internal substitute teacher has been sought, for any sections without coverage, district administration may seek an outside substitute.

C. FOR THE PURPOSES OF THIS AGREEMENT, THERE SHALL BE A DISTINCTION BETWEEN DAYS OUT FOR FORCED QUARANTINE AND DAYS OUT FOR ACTUAL SICKNESS.

Only days out for actual sickness will count as sick days for faculty as outlined in the operating contract (AGREEMENT 2018-2021: Article XIV).

Days when a teacher is out because of a forced quarantine (caused by either a student or other person in the faculty member's circle) shall not be counted as sick leave.

ARTICLE IV: TECHNOLOGY RELATED CONCERNS/ PROTOCOLS

A. The COMMITTEE will make reasonable efforts to ensure that faculty members are not recorded or photographed by students or families without said members' prior knowledge or permission while using the district-provided video-conferencing services. District administration will notify students, families, and faculty members that photography and video recording of video meets is prohibited (and of the consequences for violating such prohibitions). Faculty members who have followed all school procedures shall not be held liable should students violate the Lincoln-Sudbury RHS Acceptable Use Policy.

B. Livestreaming and video-recording lessons:

However, classroom teachers may choose to tape or livestream their classes in order to keep their cohorts on the same lesson or to provide recordings that can be used for review or catch up.

In the case of teachers making recordings, they will inform the class that recordings are taking place and take care that no students are filmed during these episodes.

Students may not record or take screenshots of in-person nor video classes.

C. The COMMITTEE shall provide teachers with the hardware and software necessary to perform their distance learning duties. Faculty members should be using their district-issued devices to provide distance learning. If a faculty member experiences issues with technology which prevent them from carrying out their responsibilities, the district will provide the necessary and reasonable supports (e.g., fixing and/or replacing hardware or software; troubleshooting wi-fi issues). Faculty who do not have internet in their homes shall be provided with a wi-fi hotspot. If circumstances beyond someone's control lead to home access to the internet not being available on occasion or a bandwidth

is temporarily insufficient to meet the needs of distance learning, teachers shall be held harmless for their inability to participate in this element of distance learning. Teachers will communicate with students as soon as reasonable about how the lesson will be made up. Teachers may come into school to use school facilities if their equipment isn't working (as long as the building is not officially closed).

- D. All faculty shall receive adequate training in the hardware, software and/or online platforms for remote learning. Reasonable requests for additional training shall be fulfilled.
- E. Faculty agree to the use of Google Classroom as the main platform for assigning work to students during the hybrid and 100% remote scenarios.
- F. The confidentiality of records, virtual discussions, or other matters which relate to student confidentiality during the hybrid and 100% remote periods cannot be guaranteed. Meetings may occur which utilize district-provided video-conferencing services, programs, or apps. These may include, but are not limited to, IEP meetings, parent/team meetings, small-group student meetings, and synchronous class meetings with students. If faculty have followed all other school protocols and these or other meetings trigger privacy issues, then the COMMITTEE shall assume any and all liability for student privacy violations which may occur, including FERPA violations.
- G. The Committee agrees that it will communicate to families the privacy of the classroom and inform them that the classroom space--whether remote or in person--is meant to be attended and viewed only by students, faculty, evaluators and invited guests.

ARTICLE V. HEALTH AND SAFETY DURING HYBRID LEARNING

POLICIES AND PROTECTIONS

- A. Mask policies
 - 1. A clear and consistently enforced mask policy will be created and communicated to all students, families, and employees that mandates the use of a face mask over the wearer's mouth and nose at all times except for supervised and designated mask breaks.
 - 2. Both students and LS faculty and staff will receive training on how to properly use protective masks.

3. Mask breaks will be provided periodically in a setting, and at a time, that is supervised, reasonable, and safe.

B. Student/teacher travel through the halls

Both students and LS faculty and staff will receive training on socially-distanced, masked travel through the halls during in-person school days.

C. Teachers directing students to clean the classroom

1. Faculty will be provided cleaning supplies by the District, including sufficient quantities of liquid cleaner and paper towels in each teaching space.
2. The District will provide training to faculty and staff on the proper usage of potentially hazardous cleaners.
3. After teacher instruction to students on the safe and effective way to disinfect and clean desks and chairs, students will be directed to disinfect and clean the surfaces they came in contact with.

D. Assigned seating

To ensure effective contact tracing, students will be assigned seats in their in-person classrooms.

E. HVAC system

1. The district will ensure that the HVAC system is capable and air quality is safe.
2. The system will provide 100% fresh, outside air and exhaust the air constantly.
3. The demand-controlled ventilation system should be disabled in order to increase fresh air intake.
4. Temperature levels should be between 72 and 77 degrees.
5. The system should have MERV 13 filters or greater to capture infectious aerosols where recirculation is required.
6. The District has stated that the air is exchanged 4-6x per hour in occupied rooms.
7. Any inspections will be made available to the Association.

F. PPE: what will be provided for teachers

1. The District will provide personal protective equipment (PPE) to the faculty, including face masks, face shields, and gloves.

2. The District will provide appropriate PPE for all employees according to their roles, including N95 masks and protective gear to employees at high risk of infection. Those at higher risk include nurses and custodians.
3. The District will provide staff working in-person who are at higher risk for complications due to COVID KN95 masks.
4. The District will dispose of used PPE as infectious material and will follow OSHA training and guidelines.

G. Cleaning and disinfecting

1. The District will ensure that protocols are created and followed regarding the cleaning of frequently touched surfaces.
2. Hand sanitizer will be made available by the District in classrooms and offices. Hand sanitizers will have at least 60% ethyl alcohol or ethanol.
3. The District will ensure that sinks throughout the building deliver warm water to wash hands. In addition, hand washing sinks will have soap and paper towel dispensers.

H. A separate space will be designated for isolating those suspected of COVID-19. This space must be deemed acceptable by the District's nurses.

I. Testing and Contact Tracing

1. If regular COVID-19 testing can be made available (and easily accessible and free to faculty and staff), they will take advantage of it.
2. In the event of an infection, the District will close and clean the areas that the individual entered. Going further, individuals with whom the infected person came into contact (in the 2 days prior to the infection being detected) should be tested and quarantined for 10-14 days. The district will pay for faculty/staff testing if faculty/staff personal insurance doesn't cover it.

J. Whistleblower protection: Any faculty member reporting lack of adherence to school safety policies shall be protected against any disciplinary actions or retribution. There will be an anonymous reporting mechanism with the Business Director at the head.

ARTICLE VI. TRANSITIONS FROM HYBRID TO REMOTE LEARNING AND VICE VERSA

- A. The School will follow the DESE guidelines for handling isolated and multiple cases of positive COVID-19 tests, except where the Committee and Association agree to hold to a stricter protocol.

A clear protocol for identifying possible COVID-19 cases must be established and communicated, including the following steps:

1. A COVID-19 school leader must be named.
2. A robust and reliable communication chain from school and families to the local Boards of Health and back must be established.
3. Every effort will be made to establish a testing system as soon as possible for both students and faculty.
4. Teachers should be trained to recognize the signs of COVID-19.
5. When cases are suspected or identified, contact tracing will be initiated as soon as possible.

- B. The decision to return to hybrid from remote learning must be accompanied by:

1. A recommendation to the Committee by the School Administration, in consultation with the Association, that conditions (testing data and public behavior) are safe for return.
2. Full cleaning of the school and replenishing of PPE and cleaning supplies
3. Review of possible conditions that led to a school outbreak and steps toward remediation

ARTICLE VII. RETURNING TO FULLY IN-PERSON LEARNING

The decision to return to fully in-person learning must be accompanied by:

1. a recommendation to the Committee by the School Administration, in consultation with the Association, that conditions (testing data and public behavior) are safe for return.
2. Full cleaning of the school
3. Review of possible conditions that led to a school outbreak and steps toward remediation

SIGNATURES

Lincoln-Sudbury Regional
Teachers' Association

By



09 / 19 / 2020

Joshua Gilman, Co-President



09 / 19 / 2020

Mark Mason, Co-President

Lincoln-Sudbury Regional District
School Committee

By



09 / 19 / 2020

Ellen Joachim, Chair

ATTACHMENT B:

LINCOLN-SUDBURY RHS INTERNAL SUBSTITUTE TEACHING RATES DURING ALTERNATE MODELS DUE TO COVID-19, Fall 2020-21

During Remote Learning:

In the event a faculty member requires absence from work responsibilities, they shall report such absences by contacting their department coordinator or department liaison and, if possible, by contacting the main office receptionist. District administration will be responsible for informing families of the absence.

If internal sub coverage is requested, faculty members may volunteer to substitute or opt not to do so. If they choose to do so, they will be compensated at the rates shown in this document. These rates only apply to internal substitute teachers who are Lincoln-Sudbury RHS faculty members during COVID-19 pandemic hybrid and 100% remote phases. Whether or not an internal substitute teacher has been sought, for any sections without coverage, district administration may seek an outside substitute.

During Hybrid Learning:

Any absence required by quarantining protocols NOT directly related to the faculty member's own illness (ie. required to quarantine because of close contact with infected student or colleagues) will NOT count against the faculty member's sick time.

If the school is not able to provide an instructional aide for a remote teacher who is broadcasting, or a sub for a teacher who has to be out for illness, the teacher will provide for the in-person or remote days according to their best judgment.

Definitions:

In this document, **teacher** means a faculty member at LS with regularly scheduled teaching for specific students as part of their job.

In this document, **internal substitute** means a faculty member at LS who is qualified (usually from within the same department as the absent teacher) and willing to take responsibility for another teacher's class for a certain amount of time.

In this document, **outside substitute** means a person who is not a Schedule A faculty member employed through the district.

100% REMOTE LEARNING (and Remote Teachers)

TIER 1: Up to 2 Weeks

1A. Teacher ill or caring for someone ill but can post assignments

No sub coverage. The teacher will cancel or modify the synchronous learning that week.

1B. Teacher cannot do anything

DC/DL and district administration determine if the week is "off" for students, or if it will be covered by an internal or outside substitute.

If covered by a internal substitute and a sub plan is provided, the internal substitute will be compensated for 4 blocks for every week subbed in Tier 1B (\$50/ block) if subbing for an 8x model class, or 3 blocks for every week subbed in Tier 1B (\$50/block) if subbing for a 5x model class.

If covered by a internal substitute and a sub plan is *not* provided, the internal substitute will be compensated for:

6 blocks for every week subbed in Tier 1B (\$50/ block) if subbing for an 8x model class, or 4.5 blocks for every week subbed in Tier 1B (\$50/block) if subbing for a 5x model class.

Upon their return, the teacher of record will provide students with assignment feedback (the internal substitute is not responsible for doing so in Tier 1B).

TIER 2: Over Two Weeks and up to Four Weeks

2A. Teacher ill or caring for someone ill but can post assignments

DC/DL and district administration determine how to proceed: Allow the teacher to post assignments and modify synchronous learning, or find an internal substitute or outside substitute.

2B. Teacher cannot do anything

This would require an internal substitute or outside substitute to create assignments, provide feedback, enter attendance, and do synchronous learning.

The internal substitute will be compensated at a per diem rate on step M1. The pro-rated per diem rate per class is determined by $M1 / 185$.

TIER 3: Extended Absence Over 4 Weeks, Under a Quarter

3A. Teacher ill or caring for someone ill but can post assignments

DC/DL and district administration determine how to proceed: Allow the teacher to post assignments and modify synchronous learning, or find an internal substitute or outside substitute.

3B. Teacher cannot do anything

If any part of 3A is not acceptable to the DC/DL and district administration, then they may find an internal substitute or outside substitute.

This would require an internal substitute or outside substitute to create assignments, provide feedback, enter attendance and do synchronous learning.

The internal substitute will be compensated at a per diem rate on M15, S7 or their contracted rate, whichever is less. The pro-rated per diem rate per class is determined by M15, S7 or their contracted rate, whichever is less / 185.

TIER 4: Extended Absence Over a Quarter

If an internal substitute is willing to cover, the in-department internal substitute would create assignments, provide feedback, enter attendance and do synchronous learning. A faculty member agreeing to take responsibility for the daily class planning, student support and grading when covering an additional class for over a quarter will be paid at a per diem of their contracted rate. The pro-rated per diem rate per class is determined by their contracted rate/ 185.

An outside substitute may be hired to cover extended absences over a quarter.

HYBRID MODEL

IN-PERSON TEACHER

TIER 1: Up to 2 Weeks

1A. Teacher quarantined but able to do all professional duties remotely.

DC/DL and district administration determine how to proceed: They may allow the teacher to post assignments and do ALL synchronous learning remotely, with the district providing an instructional aide to stand in for in-person classes. DC/DL may also try to find an internal substitute or outside substitute to do in person teaching. A faculty member willing to cover an in person class will be compensated at \$50 per class.

1B. Teacher ill but able to do most professional duties remotely.

DC/DL and district administration determine how to proceed: They may allow the teacher to post assignments and modify synchronous learning or do it remotely, with the district providing an instructional aide to stand in for in-person classes. DC/DL may also try to find an internal substitute or outside substitute to do in person teaching. A faculty member willing to cover an in person class will be compensated at \$50 per class

1C. Teacher cannot do anything

If a sub plan is provided, the internal substitute will be compensated for 4 blocks for every week subbed in Tier 1C (\$50/ block) if subbing for an 8x model class, or 3 blocks for every week subbed in Tier 1C (\$50/block) if subbing for a 5x model class.

If a sub plan is *not* provided, the internal substitute will be compensated for:
6 blocks for every week subbed in Tier 1C (\$50/ block) if subbing for an 8x model class, or
4.5 blocks for every week subbed in Tier 1C (\$50/block) if subbing for a 5x model class.

Upon their return, the teacher of record will provide students with assignment feedback. (The internal substitute is not responsible for doing so in Tier 1C).

TIER 2: Over Two Weeks and up to Four Weeks

2A. Teacher quarantined but able to do all professional duties remotely.

DC/DL and district administration determine how to proceed: They may allow the teacher to post assignments and do ALL synchronous learning remotely, with the district providing an instructional aide to stand in for in-person classes. DC/DL may also try to find an internal substitute or outside substitute to do in person teaching. A faculty member willing to cover an in person class will be compensated at \$50 per class.

2B. Teacher ill but able to do most professional duties remotely.

DC/DL and district administration determine how to proceed: They may allow the teacher to post assignments and modify synchronous learning or do it remotely, with the district providing an instructional aide to stand in for in-person classes DC/DL may also try to find an internal substitute or outside substitute to do in person teaching. A faculty member willing to cover an in person class will be compensated at \$50 per class.

2C. Teacher cannot do anything

This would require an internal substitute or outside substitute to create assignments, provide feedback, enter attendance, and do synchronous learning.

The internal substitute will be compensated at a per diem rate on step M1. The pro-rated per diem rate per class is determined by $M1 / 185$.

TIER 3: Extended Absence Over 4 Weeks, Under a Quarter

3A. Teacher quarantined but able to do all professional duties remotely.

DC/DL and district administration determine how to proceed: They may allow the teacher to post assignments and modify synchronous learning or do it remotely, with the district providing an instructional aide to stand in for in-person classes DC/DL may also try to find an internal substitute or outside substitute to do in person teaching. A faculty member willing to cover an in person class will be compensated at \$50 per class.

3B. Teacher ill but able to do most professional duties remotely.

DC/DL and district administration determine how to proceed: They may allow the teacher to post assignments and modify synchronous learning or do it remotely, with the district providing an instructional aide to stand in for in-person classes DC/DL may also try to find an internal substitute or outside substitute to do in person teaching. A faculty member willing to cover an in person class will be compensated at \$50 per class.

3C. Teacher cannot do anything

This would require an internal substitute or outside substitute to create assignments, provide feedback, enter attendance and do synchronous learning.

The internal substitute will be compensated at a per diem rate on M15, S7 or their contracted rate, whichever is less. The pro-rated per diem rate per class is determined by $M15, S7$ or their contracted rate, whichever is less / 185.

TIER 4: Extended Absence Over a Quarter

If an internal substitute is willing to cover, the in-department internal substitute would create assignments, provide feedback, enter attendance and do synchronous learning.

The internal substitute will be compensated at a per diem of their contracted rate. The pro-rated per diem rate per class is determined by their contracted rate / 185.

An outside substitute may be hired to cover extended absences over a quarter.

ATTACHMENT C: EVALUATION

Keep the evaluation language except for changing the goals conferences date until 2 weeks later.

Also add the following language:

1. Evaluators will take into consideration the ways that the unique and novel character of hybrid and remote learning affects the ways educators implement all standards and indicators, as well as the ways we observe their implementation.
2. All classroom visits, whether face-to-face or fully remote, will be scheduled in advance in collaboration with educators.
3. All educators will create plans for soliciting regular feedback from students for the purpose of informing instructional practice in remote/hybrid learning (models to be provided).
4. All educators will take into consideration the ways that the unique and novel character of hybrid and remote learning creates the need for a deeper partnership with parents in order to best support their childrens' learning. Educators will create plans for proactive parent communication, which adhere to schoolwide guidelines (guidelines and models to be provided).

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