

Memorandum of Understanding Between Las Lomita Elementary School District and Las Lomitas Education Association

2020-21

The District and the Association are jointly committed to maintaining open lines of communication to facilitate prompt discussion and resolution of issues (including during days of school recess as necessary) that may arise as schools reopen for the 2020-2021 school year to best serve their shared interests.

Definitions

1. In-Person Instruction: Daily in-person instruction in small, Stable Cohorts of students.
2. Full-Time Virtual Classroom FOR ALL: Remote instruction provided to all students when it is determined by the Health Department or School Board to be unsafe to return to school in-person
3. Full-Time Virtual Classroom BY CHOICE: A fully at-home learning experience for families who do not want their children to attend in-person school. The plan will be available for the entire 2020-21 school year and may be enrolled into or out of Full-Time Virtual School at each quarter dependent on space available at the time
4. Synchronous Instruction: Direct instruction and learning activities that occur online at a scheduled time with live facilitation by LLESD teachers.
5. Asynchronous Instruction: Independent learning and practice that has been assigned by LLESD teachers but takes place without the direct facilitation or supervision of an LLESD teacher.
6. Dual Instruction: Teaching students in person and virtually simultaneously.

Student Dismissal

1. Student dismissal refers to a school closure, where students are not present on campus for instruction at an individual school. In the case of a student dismissal at the cohort, school or district level the District and LLEA members will work together to deliver instruction virtually. In the case of a student dismissal, LLEA members shall continue to fulfill responsibilities necessitated by the California Government Code, in which members are classified as Disaster Service Workers (DSW).

2. In the case of a student dismissal, LLEA members shall continue to fulfill responsibilities necessitated by the California Government Code, in which members are classified as Disaster Service Workers (DSW).

In-Person Instruction

1. Via public health requirements and the logical restrictions of placement realities, administration will make every effort to organize students into stable cohorts that ideally do not exceed **16**.
2. If a cohort must exceed 16 students, the teacher and site administration will work together to determine appropriate support as described in Article 11.1.1.1.
3. (Moved from #10 to #3.) Whenever possible, no class shall be more than 2 (two) pupils larger than any other in the same grade unless such difference is caused by pupil withdrawal or entry to the school.
4. Students and staff will be required to wear face coverings, wash hands regularly, and maintain social distancing in classrooms and on campus.
5. Classrooms will be rearranged and furniture moved and changed as necessary so that students are 6 feet apart from each other.
6. K-5 teachers will largely be assigned to individual stable cohorts with some exceptions.
7. K-8 teachers may need to do some in-person ~~and~~ or virtual instruction learning programs during the year.
8. During in-person instruction, teacher prep time will not include time before the student instructional day or time during the instructional day when a teacher is supervising or monitoring students. Some of the preparation time for grades 1-5 will be provided by PE.
9. During in-person instruction, the instructional day will follow the bell schedules listed below:
 - a. LL: 8:30--12:45 K, 8:30-1:45 Grades 1-3
 - b. LE: 8:50--2:05, Grades 4-8
 - c. Friday early release day
10. Administration and teachers will work together to both minimize the number of adults entering into the classroom and the number of classrooms that each adult will enter.
11. Upon the return to in-person instruction, some cohorts will include students from both long term VL/C and in-person. Administration will solicit volunteers for this dual role. While we anticipate only those identified through a volunteer process will start with both categories of students, it is likely that many cohorts will include

both student groups as they transition at quarter marks from virtual to in person learning. Administration will make every effort to place students who transition from one category to another after each quarter strategically to avoid adding more dual platform cohorts/classes. Single subject teachers in middle school are also likely to have both categories of learners both to start and as the year evolves. The district will provide additional technical assistance such as classified employee support during dual-instructional time. Teachers who begin the in person year with students from both learning categories will be provided a \$2,500 stipend.

Small, targeted in-person instruction

1. While in virtual learning mode, the district may bring small, targeted groups on campus for in-person instruction.
2. Some school programs and or focus groups of students may take place digitally on campus for supervision or access purposes.
3. The staffing for small, targeted instruction will be based on staffing needs and or credential requirements.
4. When legal requirements are not specific for a targeted group, staffing will be determined based on staff interest.
5. Additional support and compensation (equal to F2F/ML compensation) will be provided for staff who provide supervision along with teaching a cohort.
6. Teachers who are assigned to teach targeted in-person instruction will be notified of the assignment as soon as possible.

Virtual Learning/Classroom

1. The district is expecting to offer a parallel program of virtual learning/classroom alongside an in-person instructional program.
2. The virtual classroom instructional day will take place from 9:00-1:00 in Kindergarten, 9:00-2:00 in Grades 1-5, and 8:50-2:05 in Grades 6-8.
3. Early release days will take place every Friday with a release time of 12:35 in Kindergarten, 1:00 in Grades 1-5, and 1:05 in Grades 6-8.

Recording/Privacy/Streaming/Distribution/Safety

1. The classroom as well as the dual instruction instructional program will require the use of synchronous and asynchronous instruction.
2. Synchronous instruction will require the use of technology that will allow students to engage via live video.

3. Asynchronous instruction will require the use of technology that will allow for video recordings provided by content publishers and/or faculty videotaped lessons.
4. Live and video access are only available to cohort participants. Administration will convey this message to students and their families.
5. For students who have an excused absence, teachers have the discretion to either meet with the student or allow the student to watch the video recording of the missed class. Video recordings will not be shared with a student who has an unexcused absence.
6. No distribution or recording of live instructional sessions or video products is allowed. Administration will convey this message to students and their families.
7. Students who require additional privacy constraints will work with their teacher and/or a site administrator to accommodate reasonable requests.
8. Acceptable use for parents, students and teachers to be flushed out with each staff team. (K-3, 4-5, 6-8? Or each grade level?) A site administrator will facilitate these discussions.
9. Breakout room protocols/agreements Teachers will instruct students in appropriate online behavior. When students are in breakout rooms, if a student violates the district's Acceptable Use Policy, the teacher will not be held responsible or penalized.
10. Recording is intended for the safety of students and teachers. It is illegal to view or monitor a recording for any reason besides educational purposes. (Ed code citation) CA Ed Code 51512. Recordings are not for families to monitor or evaluate a staff member's performance.

* (CA Educ Code § 51512 (2018) The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary schools, and such use is prohibited. Any person, other than a pupil, who willfully violates this section shall be guilty of a misdemeanor. Any pupil violating this section shall be subject to appropriate disciplinary action.

It is the District's intention to conduct a parallel/coordinated modified VL/C program while delivering a majority in-person instructional program during the 2020-21 school year. With that end in mind please consider the following agreements:

Virtual Learning/Classroom Definition A virtual classroom is defined as the delivery of instruction in which the students(s) and instructor (s) are in different locations.

1. A virtual classroom is defined as the delivery of instruction in which the students(s) and instructor (s) are in different locations.
2. Consistent with the State Resilience Roadmap (<https://covid19.ca.gov/roadmap/>), employees should limit time outside the home and telework when possible. During VL/C unit members are encouraged to report to work physically unless they require accommodations under the Americans with Disabilities Act. Individual staff members shall work with their immediate supervisor should they need to request an alternative work location.
3. The Virtual Learning coursework provided to students shall promote continuity of learning, while students are not physically present in school, due to Student Dismissal (defined above). This includes review, interventions, and new material.
4. The District shall provide the necessary equipment to members for delivery of Virtual Learning, including, but not limited to, laptop computers, document cameras, etc.
5. The District will offer in-person and remote (when necessary) technical support for all members.
6. Curriculum shall be aligned, to the best of each member's ability, to District instructional materials and CCCS. Teachers will customize the content to meet the needs of the students in their classes. Such instruction will take into account the daily planning, and pacing of individual teachers, sites, and grade-level teams.

Virtual Learning/Classroom Materials and Platforms

1. Instruction shall be provided via printed materials and online platforms, including, but not limited to, email, Google Suite, and Zoom, which are provided to all members as part of their District accounts. (Delivery of such instruction includes acknowledgment of interruption in internet service.)
 - a. The use of printed materials shall be agreed on by grade level and content area teams, and shall be supported by site or District administration. Teachers will coordinate the plans for pick-up and delivery of printed materials with site administration, following the protocols set forth by the County Health Officer.
2. Each unit member shall determine the means and method of providing instruction based on District-provided resources (outlined above) and the availability of individual resources. Utilization of advanced technology, including, but not limited to, live and recorded lessons, shall be agreed on

by grade level and content area teams, and shall be supported and guided by District administration.

- a. District administration will work with teachers and staff to ensure every effort is made to consolidate online access/interface for staff and students alike.

Virtual Learning/Classroom Instructional Minutes by Content Area and Grade Level

1. Unit members shall assign and deliver work/assignments and instruction, including online resources, reading, and other activities, following the guidelines outlined below, for grade-level learning, with the recognition that there may be a daily variation of minutes and student ability/attention span:

The VL/C program is set to be structured to follow the following agreements

- Daily synchronous class meeting/check
- Daily synchronous instruction of new material/skills
- Independent work time (time to be listed below based on the age of student) to complete tasks, practice skills, read assignments, etc.
- Daily synchronous follow-up instruction to review independent work, conduct small groups, etc.

- a. Grade level teacher teams shall work together to establish a schedule for communicating teaching and learning plans to be communicated to site admin and families. Grade level teacher teams will determine a consistent time when they will communicate whatever home support is needed for the following week.
 - b. Each teacher, in consultation with their teaching team, will make every effort to create consistent weekly instructional plans that are coordinated within and across grade levels for continuity sake.
2. Specialists and support teachers will integrate with cohort/core teachers to deliver required services virtually and or in-person.
 - a. In-person service delivery may be available per small, targeted programs

Grade Levels	State Minimum Minutes Requirements	Pre-COVID 19 Instructional Minutes (Daily)	Virtual Classroom Instructional Minutes (Daily)
K	180	260	180
1-3	230	300	245
4-5	230	315	245
6-8	240	352	280

Assignment Process 10.6 - 10.13

This section of the MOU has been moved to another document:

<https://docs.google.com/document/d/1qSqJuH8MxPXt8-KrQBss4nmqr0vsWj7rmiQKTpivjBs/edit?usp=sharing>

Communication

The administration will make a good faith effort to share communications directed to families and the larger community with teachers at least 24 hours in advance of public release.

For example, teachers will receive:

- important notices or information at least 24 hours before it is presented publicly or publicly at a Board meeting
- Powerpoint presentations before Board meetings and parent meetings

Each Friday, site administration will make every effort to communicate non-instructional meetings/events for the following week.

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Every facilitated meeting that teachers are required to attend will include an agenda provided by the facilitator to teachers at least 24 hours before the meeting when possible.

Teachers should set a schedule for communications with families and be supported by administration in adherence to said schedule.

Preparation, Collaboration, Planning, and Meetings -

Prep time (virtual classroom vs. in-person) - In all school schedules adopted for the 2020-21 school year, teachers shall have no less preparation time than the existing contract stipulates. Contractual prep minutes as follows:

Kindergarten	daily early release
1st, 2nd grade teachers	130 minutes per week
3rd	145 minutes per week
4th, 5th	200 minutes per week
6-8th	400 minutes per week

Teachers who teach on both the K-5 and 6-8 schedule will qualify for the higher number of minutes of guaranteed preparation time. This preparation and planning time shall not include recesses, lunch, brunch, or the time before the student instructional day (9.4.1). This preparation and planning time will be scheduled and consistent and may be conducted off-campus and will not be used for school business. The distribution of prep, planning, collaboration time will be determined collaboratively between site leadership and grade level/content teams.

Student and faculty meetings will be scheduled around protected preparation, planning, and collaboration time whenever possible.

Teachers are guaranteed 15-minutes after the dismissal of all students to wash their hands and complete optional classroom disinfection when teaching in-person. This time does not count as preparation time or as duty-free lunch time.

In addition to preparation time, PreK - 8 Special Education Specialist staff should have the same amount of prep time built into their schedules as the GE teachers. Providing Education Specialists will be provided with either one additional prep period per week or three additional days of prep time to be used over the course of the school year to support assessments and other requirements. They are starting the year with significant testing and IEP backlog due to the delay SIP caused at the end of last year.

The administration will make every effort possible to schedule after school meetings at least 45 minutes after the last school dismissal and support audio-only participation by staff still commuting home if the unit member is teaching on campus.

Site administration will communicate these parameters for meeting times to the school counselors and the Special Education department.

Preparation time will be used for self-directed activities. Collaboration and meeting time will be planned in collaboration with site administration.

Professional development will be delivered on early out and no-student days whenever possible.

Committee work will be suspended to a large extent for the 2020-21 school year. There is an expectation that significant changes and/or decisions in curriculum and instruction will be postponed until the 2021-2022 school year. Committees that will need to be conducted throughout the year include DELAC, School Site Council, Wellness, Strategic Planning, Science, Ongoing, Leadership/Faculty Steering, and Renovation/Modernization. Committee work that may need to continue will be conducted via remote tools such as Zoom outside of the instructional/prep/collaboration day. The District will not require that those unit members who are reassigned for the 2020-2021 school year serve on committees.

Collaboration Efforts

Grades/Assessment/Report Cards/Progress Reports/Homework

Any changes to past practice (2018-19 and prior) for assessment, grading, or reporting student progress, will be developed by teachers and site administrators, with all impacted teachers having the opportunity to give feedback at multiple points in the development.

Board policies regarding homework and assessment will be reviewed collaboratively to determine best practices in the current landscape.

Student Supervision

During in-person instruction, teachers may be required to supervise students at lunch. Administration, in consultation with grade level teams, will work collaboratively to troubleshoot lunch supervision. Time spent supervising students at lunch is not considered a duty free lunch.

If administration cannot establish a duty-free lunch period for teachers during the instructional day, then teachers will get a 30-minute duty free lunch as soon as possible after the end of the instructional day. This duty-free lunch period does not include the 15 minute sanitizing period after the end of the instructional day.

Site administrators will develop and share with site staff the plan for giving teachers a regular, scheduled, daily break and a plan for bio breaks as needed. **The plan will be shared at least one week before the first day of in-person instruction.**

Professional Development

In-person instructional time is precious and will be protected. No professional development or special education, faculty, or collaboration meetings will be required during the instructional day whenever possible. Whenever possible students will not be assigned tasks such as taking surveys or other extraneous activities during instructional time.

With administrative approval, teachers may choose to participate in voluntary professional development during the instructional day if a substitute teacher is available.

The district will make every effort to follow best practices in planning and implementing our professional development program, such as the limit required for scheduled virtual PD training on a given day to 2 hours total with 15-minute breaks for each hour. This provision shall not prohibit teachers from choosing to participate in more extended PD training.

see Articles 15 + 10.9

In the event of anticipated in-person instruction-

1. LLESD will work with LLEA to determine a PD plan that will work with all members.
2. LLESD will work with LLEA to determine a PD plan that will work with teachers who are reassigned for the 2020-2021 academic year.
 - a. The district will provide professional development days in addition to those outlined above for any teacher being assigned a position different from the one held in the 2019-20 school year.
 - b. Mandatory and optional PD will be outlined for all teachers once assignments are completed
 - c. The curriculum focus group from Pandemic Recovery Planning will work with LLEA and CSEA to finalize the PD program

In the event of a shelter in place order or County Monitoring List Student Dismissal-

In anticipation of possible student dismissal ordered by the County Health Officer, which will not allow the school to start on school sites, teachers shall be provided planning and preparation time in August, in addition to using the scheduled teacher workdays on August 17 and 18, for Distance Learning professional development.

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 - a. The district will provide professional development days in addition to those outlined above for any teacher being assigned a position different from the one held in the 2020-21 school year.
 - b. Mandatory and optional PD will be outlined for all teachers once assignments are completed
 - c. The curriculum focus group from Pandemic Recovery Planning will work with LLEA and CSEA to finalize the PD program

In the event that you are a reassigned teacher-

A number of teachers will be reassigned for the 2020-21 school year. The district will work with LLEA to determine a plan of support and training for those teachers.

Any unit member who is reassigned will receive a complete set of all books and equipment necessary for instruction. Such unit members will also receive support for technology, and acquisition of all necessary in-person and VL/C supplies.

Leaves and Compensation

Process for utilizing leaves

1. Unit member's compensation and benefits, as defined in the existing CBA, shall not be reduced as a result of Student Dismissal (defined above), as of Monday, March 16, 2020.
2. In the event of a Federal, State or Bay Area agency declaration of quarantine, all unit members shall receive full compensation and benefits, as defined in the existing CBA, without deduction of personal or sick leave, as defined in Ed Code 44964, subject to the direction of Executive Order of the Governor. *Assuming updated language for 20-21*
3. Unit members who are unable to work, as a result of COVID-19, shall remain on District paid leave, in accordance with the Families First Coronavirus Relief Act, pending documentation of symptoms and treatment, including, but not limited to, correspondence with a medical

professional. Such paid leave shall extend through the end of the **2020-21** school year.

- a. Upon a member's absence, the site administrator(s) shall work with teacher teams and the assigned substitute teacher to implement Virtual Learning plans.
4. Catastrophic Leave is made available to unit members via an association process that solicits donated sick days from the unit as a whole. LLEA leadership will work with district staff to determine a decision-making process for the distribution of catastrophic leave days while in Pandemic. (17.5.5.5.3)
5. Medical/Family Leave will be made available to all unit members per the CBA section, 17.5.
6. The district will compensate members for pre-approved extra work performed during the summer related to the pandemic recovery plan.
7. Hourly compensation will be made available to teachers who are completing tasks during the summer to prepare for school reopening and have administrative approval prior to the working of those hours.
8. Teachers who need to be considered for accommodations should reach out to the District HR regarding the interactive process.

Education Specialists, Special Education Specialists and Counselors

1. Special Education Specialists will continue to provide instruction through Virtual Learning and or in-person learning, which addresses the goals and accommodations in the Individual Education Plan (IEP) minutes, to the best of their ability and in alignment with the developed pandemic recovery plan.
2. Special education student assessment will need to be completed in-person to meet the requirements of IDEA.
3. School counselors will continue to adhere to LLEA contractual guidelines (outlined above), with regards to Virtual Learning. This shall include virtual student interactions, Social/Emotional lessons, friendship groups, etc., as allowed by Education Code, agreed to by parents/guardians, and other applicable confidentiality laws.
4. Strategies teachers will meet with students for in-person instruction on campus and is permitted. Strategies students will also participate in remote learning with peers in their general education classrooms as specified in their IEP's while they are on campus.
5. Specialists such as speech therapists will provide therapies to Strategies students in person by pushing into or pulling students out of the classroom either individually or in small groups. Contacts with cohorts will be minimized to the greatest extent possible. Therapies should be provided outdoors to the greatest extent feasible.

6. RSP teachers will provide instruction through remote learning. They will post general education assignments, review lessons with students, assist students with assignment completion, post, and teach RSP lessons, attend GE core classes, meet individually and in small groups with students. The amount of service listed in each student's IEP should match the services provided by RSP teachers as closely as possible.

Calendar

1. 8/5 District Calendar here - Link
2. The district administration will collaborate with LLEA to determine how best to utilize the remaining three days of PD/Prep days.
3. The district administration will collaborate with LLEA to determine how best to utilize strategic VL/C days to support the learning program and or the onset of anticipated changes in the health landscape.

Essential/Non-Essential

Activities to be determined and reflected in the calendar in person and remote, also by group gathering phasing

Paid summer planning time for teachers to

- plan detailed curriculum guides for 2020-21 for grade-level teams and specialist teachers
- plan health and hygiene lessons for all grade levels and the community
- participate in technology training
- develop drafts of site guidelines and agreements (to be reviewed and revised by faculty before school starts) on
 - for detailed operations plans for the campus (where students from each classroom will eat, designating recess spaces on campus, outlining traffic flow and line up locations for classes, establishing drop-off and pick-up protocols, making plans for rain)
 - distance learning protocols (waiting for students for 1:1 meetings, use of virtual backgrounds, students arriving late to group meetings, screen names, how students will submit work, how teachers will respond to work, when distance learning schedules will be shared and how etc.)
 - how Zoom meetings with adults will be facilitated (how to get a turn to speak, for example)
- produce and share educational videos about 4 pillars for students and teachers

An exhaustive list of events that would normally happen outside of instructional time will be provided to each school staff with delineations of whether these events will be canceled, postponed, or conducted virtually.

Evaluation (14.5)

- No use of recorded instruction in the evaluation process unless requested by the teacher
- Teachers who have been reassigned and who are scheduled to be evaluated during the 2020-2021 school year may choose between the standard evaluation process and the alternative evaluation process as described in 14.6.3.

Teacher Responsibilities for Family Care

Recognizing that school districts in the area will not all have the same schedules during the 2020-21 school year, that those schedules may change during the school year, and that having their children on different schedules may pose significant childcare challenges for LLESD teachers, the school district will

- guarantee children of teachers may transfer (per Board Policy and LLEA Collective Bargaining Agreement, Article 7) into the Las Lomitas ESD at any point during the 2020-21 school year,
- If an employee's child is enrolled in a TK program and transfers into LLESD during the 2020-2021 school year, the employee and the school district will collaborate to determine if the child should enroll in the second year of K for the 2021-2022 school year.
- work with on-site childcare provider Champions to ensure that childcare and/or preschool spaces are available for children of school staff at the beginning of the school year
- The district and LLEA will continue to work together to anticipate childcare needs in the event of another shelter in place.
- commit to allowing students who are children of teachers be on the same schedule (if available) as the parent, even if the parent is reassigned during the school year

Health Parameters -

Staff Health and Safety Handbook Link

Substitute Teachers

- Administrators (school site and district) will establish a schedule of days for which they will be on call to be substitute teachers. For those on-call days, administrators

will not schedule any meetings that would keep them from being a substitute teacher that day.

- Substitutes
 - Recognizing that teachers cannot simultaneously teach and assess in distance learning or hybrid learning and the available pool of substitute teachers is uncertain, teachers and principals in collaboration will develop site schedules to provide teachers with release time to complete student assessments.
 - Per Appendix #5, “An administrator or other certificated personnel, if available, may choose to cover the class for a portion of the day”
- Should a teacher require an absence while in VL/C, the teacher will either arrange with their partner to provide synchronous VL instruction or students will be provided with asynchronous instruction for the day. If a teacher must cover for their partner, the covering teacher will receive sub rate pay for up to two consecutive days before the class shifts into asynchronous instruction.
- Absences while in-person will result in a substitute teacher or asynchronous instruction. If no substitute is available, the site administrator will communicate to families that students must stay home that day.
- Amend 17.5.7.7: If a unit member is able to secure a substitute in advance, a unit member may use, at her/his election, up to ten (10) days per year of unused personal necessity leave with administrative approval. (This treats all sick days as personal days and makes the need for substitutes clear in advance.) Remove restrictions on using these days before or after long weekends or vacations.

Transitions

Whenever possible, transitions from in-person to DL instructional format will be pre-planned in terms of expectations for staff, students, and families. Communications will be pre-planned, and the new instructional format will be supported by preparation time.

-Anticipate transitions as the County prepares for a full testing program and/or San Mateo County is placed on the Monitoring list.

-Anticipate transitions prior to flu season, maybe plan prep days in early November

-Anticipate platform, expectations, communication issues from spring 2020 experiences

-VLDL program planning to correlate to in-person learning whenever possible

Student Attendance/Participation

Student engagement is a critical factor in student academic and social success. In-person models of instruction allow for direct accountability, while VL does not. This fact is a crucial reason LLESD is pursuing in-person learning above other options. When students are in the home, we have little to no control over student engagement. In-person and hybrid models of instruction include traditional expectations of student attendance and participation. VL instruction will, when feasible, also include traditional expectations of student attendance and participation. Students will not be penalized for lack of attendance or participation when in VL. We can have no real understanding of what happens in our families' homes, and it would be unethical to punish students for circumstances that make attendance and participation difficult.

Site leadership teams will work with all staff to determine additional ways to encourage engagement and to determine intervention strategies should engagement become an issue. The district will provide broad guidance and support via the Learning Continuity and Attendance Plan.

Virtual Meetings

Whenever possible, the district will offer virtual real-time participation opportunities for meetings even if instruction returns to normal conditions during the 2020-21 year.

The foregoing list of potential areas/issues is not intended to be exhaustive; additional subjects may arise as events unfold and governmental entities issue more guidance.

PPE and Testing

The district will strive to follow current best practices in order to protect students and teachers by providing for teachers:

- Personal protective equipment
- Regular testing
- Facilities and equipment that promote and support a healthy environment

All LLESD staff are expected to follow health and safety protocols at all times while on campus, including wearing a mask that fully covers the nose and mouth whenever a person is in any room or office space other than their own classroom or office or in any common area (including the hallways, parking lots, and other outside spaces).

Ongoing response to work conditions in response to COVID

The foregoing list of potential areas/issues is not intended to be exhaustive; additional subjects may arise as events unfold and governmental entities issue more guidance.

The District and the Association are jointly committed to maintaining open lines of communication to facilitate prompt discussion and resolution of issues (including during days of school recess as necessary) that may arise as schools reopen for the 2020-2021 school year to best serve their hard Interests first stated above.



Martha Lampert
LLEA President



Dr. Beth Polito
Superintendent