

The Personnel Recommendations document is a “draft plan” and should be viewed as a fluid document.

FINALPERSONNELCOMMITTEERECOMMENDATIONS

Vision: Ensure student and staff physical health and safety when looking at personnel concerns. *Prioritize health and well-being of staff and students above everything else.*

Personnel Committee Recommendations:

- Professional Development for Staff and Students (pg. 2-6)
 - Hybrid Setting
 - 100% Remote Setting
- Staff Working Remotely (pg. 7)
- Scheduling and Work Day (pg. 8)

PROFESSIONAL DEVELOPMENT FOR STUDENTS AND STAFF IN HYBRID SETTING

A. STUDENTS & STAFF Professional Development: "Dry Run"

The Personnel Committee recommends a "dry run" of schedule in each building in August. It is suggested to include all stake-holders including teachers, school administration, district administration, parents, student leaders, nurses, BCHD administration, office managers, paraprofessionals, security, CST, guidance, SRO, secretarial staff, etc.

- a. Create a schedule for each person. Stake-holders can play the role of students or staff.
- b. Students and staff use some method (QR Codes/TurnStyle) to enter/exit offices, classrooms, etc.
- c. Include the following role play situations:
 - i. While students are arriving on bus, one student has a fever
 - ii. Student signing in late to school needs their temp taken
 - iii. Quarantine one possible COVID patient and release to guardian
 - iv. Emergency situation such as injury/seizure of a student or teacher in building: call EMT, put building in lockdown or shelter in place
 - v. Staff on lav duty while students use the new lav protocol.
 - vi. Students stopping by offices (main, attendance, nurse, guidance, security, CST) to speak with staff using new protocols
 - vii. Office continues to operate normally: phone calls continue to come in, parents drop off supplies, etc.
 - viii. Visitor signs in to attend a meeting- checked in by security using new protocols.
- d. Debrief with all stakeholders. Address potential concerns.

B. STUDENTS & STAFF Professional Development: Masks

- a. Face Covering vs. Mask vs. Face Shield (Health & Safety PD?)
- b. What is the procedure if a student is not wearing a mask?
- c. Where and when are students allowed to remove their mask?
- d. Where and when are staff allowed to remove their masks?
- e. What is mask endurance? What are mask breaks and how should they be used?
Where and when can students and staff take mask breaks?

C. STAFF Professional Development: Technology

- a. Teach staff to use QR codes, turnstile, swipe cards or other ways to check in and out of classrooms and offices to aid with contact tracing. Create so students and staff can access using their personal device (cell phone or Chromebook).
- b. Teach staff to utilize some type of virtual hall pass (ie. email or QR Code) instead of paper hall pass. Create so students and staff can access using their personal device (cell phone or Chromebook).
- c. Leverage technology to minimize staff and students in the office area by updating website and show the staff where to find the new resources:
 - i. Links to online forms and resources
 - ii. List contact email addresses on websites for students & staff to contact via email (for example: contact xxx@lrhsd.org for working papers)
 - iii. Technology Tutorials
- d. Utilize Google Classroom and/or email for school-wide announcements instead of using paper copies.
- e. Chromebook PD
- f. New District Resources PD: GoFormative, EdPuzzle, & Screencastify
- g. Other Technology Resources PD: Google Classroom, Google Meet, Zoom, etc.
- h. Instructional Strategies PD:
 - i. Develop and share ideas for instructional strategies for hybrid remote/in-person learning
 - ii. Alternatives to live streaming for example, flipped classroom (concerns with live streaming- teacher/student privacy, technology issues)
 - iii. Instructional strategies for 100% remote students

D. STAFF Professional Development: New Expectations & New Procedures

- a. Provide clear expectations for staff and students for cleaning procedures during school day at the beginning and end of each class.
- b. Provide all staff with training for new/different duties: restroom duty, hall duty, cafe class
- c. Provide all staff with new facility procedures: mailroom, making copies, taking students outside for class, taking attendance, collecting papers, using common equipment in class, etc.
- d. Encourage community building activities in the classroom during the first week of school, as it is much more challenging to build a classroom community in a virtual setting.
- e. Provide teachers with procedures to take classes outside- checking medical history, taking epipens/inhalers and letting the main office know the location of class.
- f. Any other new procedures that must be explained to staff.

- E. STAFF Professional Development: Health Trainings with Nurses
 - a. Glucagon
 - b. EpiPen
 - c. Considerations when taking students outside for class
 - d. Procedures for sick students, sick staff
 - e. Changes in Health Office

- F. STAFF Professional Development: Handling Controversial Topics in the Classroom-
November Election, Black Lives Matter and COVID

- G. STAFF Professional Development: Annual Trainings
 - a. Right to Know Training
 - b. HIB Training
 - c. SGO Training
 - d. Safety & Security
 - e. Duty Period Expectations

- H. STAFF Social and Emotional Learning
 - a. Strategies to navigate difficult emotions during the pandemic
 - b. Incorporating social-emotional learning into instruction
 - c. How to connect with students in remote instruction, for example by using mental health check ins

- I. STUDENT Professional Development: Technology
 - a. Teach students how to use their personal device (cell phone or Chromebook) to access QR codes, turnstile, swipe cards or other ways to check in and out of classrooms and offices to aid with contact tracing.
 - b. Have students download Outlook app to phone and set phone to push notifications.
 - c. Teach students to utilize some type of virtual hall pass (ie. email or QR Code) instead of paper hall pass. Create so students can access using their personal device (cell phone or Chromebook).
 - d. Leverage technology to minimize staff and students in the office area by updating website and show the staff where to find the new resources:
 - i. Links to online forms and resources
 - ii. List contact email addresses on websites for students & staff to contact via email (for example: contact xxx@lrhsd.org for working papers)

- iii. Technology Tutorials
 - e. Utilize Google Classroom and/or email for school-wide announcements instead of using paper copies.
 - f. Chromebook PD
- J. STUDENTS Professional Development: New Expectations & New Procedures
- a. Provide clear expectations for students for cleaning procedures during school day at the beginning and end of each class.
 - b. Provide all students with updated procedures:
 - i. Restroom protocol
 - ii. Office protocol
 - iii. Health information with nurses
 - iv. Classroom procedures
 - v. Mask usage
 - c. Any other new procedures that must be explained to students.
- K. STUDENT Professional Development:
- a. Remote Learning Student Expectations
 - b. How to be a successful student in the remote learning environment:
 - i. Time Management
 - ii. Work Habits & Routines
 - i. Communicating with Teachers Via Email
 - c. Social and Emotional Learning: How to navigate difficult emotions during the pandemic
- L. STUDENT Professional Development: Annual Trainings
- a. HIB Training
 - b. Safety & Security

PROFESSIONALDEVELOPMENTFORSTUDENTSANDSTAFFIN100%REMOTESSETTING

- A. STAFF Technology Professional Development:
- a. Leverage technology to help students and staff access information by updating website and show the staff where to find the new resources:
 - i. Links to online forms and resources
 - ii. List contact email addresses on websites for students & staff to contact via email (for example: contact xxx@lrhsd.org for working papers)
 - iii. Technology Tutorials

- b. Utilize Google Classroom and/or email for school-wide announcements instead of using paper copies.
- c. Chromebook PD
- d. New District Resources PD: GoFormative, EdPuzzle, & Screencastify
- e. Other Technology Resources PD: Google Classroom, Google Meet, Zoom, etc.
- f. Instructional Strategies PD:
 - i. Develop and share ideas for instructional strategies for remote learning
 - ii. Alternatives to live streaming for example, flipped classroom (concerns with live streaming- teacher/student privacy, technology issues)

B. STAFF New Expectations Professional Development:

- a. Provide all staff with training for new/different remote duties.
- b. Encourage virtual community building activities in the classroom during the first week of school, as it is much more challenging to build a classroom community in a virtual setting.

C. STAFF Professional Development: Handling Controversial Topics in the Remote Classroom- November Election, Black Lives Matter and COVID

D. STAFF Professional Development: Annual Trainings

- i. Right to Know Training
- ii. HIB Training
- iii. SGO Training
- iv. Safety & Security
- v. Duty Period Expectations

E. STAFF Social and Emotional Learning

- a. Strategies to navigate difficult emotions during the pandemic
- b. Incorporating social-emotional learning into instruction
- c. How to connect with students in remote instruction, for example by using mental health check ins

F. STUDENT Technology Professional Development:

- a. Have students download Outlook app to phone and set phone to push notifications.
- b. Leverage technology to help staff and students access information by updating website and show the staff where to find the new resources:
 - i. Links to online forms and resources

- ii. List contact email addresses on websites for students & staff to contact via email (for example: contact xxx@lrhdsd.org for working papers)
- iii. Technology Tutorials
- c. Utilize Google Classroom and/or email for school-wide announcements instead of using paper copies.
- d. Chromebook PD

G. STUDENT Professional Development:

- c. How to be a successful student in the remote learning environment:
 - i. Time Management
 - ii. Work Habits & Routines
 - iii. Communicating with Teachers Via Email
- b. Social and Emotional Learning: How to navigate difficult emotions during the pandemic

H. STUDENT Professional Development: Annual Trainings

- c. HIB Training
- d. Safety & Security

STAFFWORKINGREMOTELYRECOMMENDATIONS

1. Allow teachers who are scheduled in more than one building to be present in one building and teach in the other building remotely.
2. Allow partial in-person and partial remote schedules for childcare reasons.
3. Assign an in-person staff duty/substitute/para “facilitator” to be present daily for students who are assigned to remote teachers. For example, subs/paras sharing a schedule can be assigned to A or B day.
4. Explore matching 100% remote teachers with 100% remote students.
5. Develop duties appropriate for remote teachers:
 - a. Student mentor / wellness monitor
 - b. Tutoring / extra help
 - c. Attendance monitor / follow up with students
 - d. Assist other teachers / guidance with paperwork
6. Secure additional staff to help with building coverage and student supervision.
 - a. Assign 1 extra sub nurse per building daily. Hire LPN if RN not available.
 - b. Use data from Substitute /Job Coach survey to assign daily building substitutes.
 - c. Utilize willing Bus Drivers (with no midday runs) to clean, monitor lavs, or perform student supervision if they qualify for substitute certification.
 - d. Continue to accept Student Teachers and utilize as an additional resource to cover supervision duties.
 - e. Consider hiring bus aides / paras to ride on LRHSD bus routes, especially where our drivers are doing elementary school runs.
7. Communicate guidance to staff on remote work request / leaves of absence
 - a. Re-issue staff survey following release of districts’ schedules to determine who will be requesting to work remotely.
 - b. Provide a form for staff requesting to work remotely:
 - i. Employee certifies no other suitable person is available to care for child
 - ii. Physician certifies employee’s underlying medical condition(s) that put individuals at increased risk for severe illness from COVID-19 as listed by the Centers for Disease Control and Prevention.
 - c. Provide a summary chart of available leaves of absence for employees who are unable to work remotely.
 - d. Provide a notice regarding “hotspot” travel and mandated quarantine
 - e. Provide Dept of Health “cheat-sheets” for various COVID scenarios
 - f. Revise employee daily certification to work form and provide on the form additional guidelines or examples to help determine if an employee should report to work or stay home. - new CDC recommendations?

SCHEDULING/WORKDAYRECOMMENDATIONS

All of the following suggestions should be followed in both the hybrid and 100% remote setting:

- Minimize number of different courses/preps per teacher (wherever possible).
 - Teachers can share virtual lessons/content for same courses; shared drives
- Schedule courses so same preps are taught or fall off on the same day ex. 1/5, 2/6, 3/7, 4/8
 - Committee recognizes that this is not always possible.
- Design schedule to ensure smooth transition for move to 100% in person during the year.
- Create classroom space dedicated to single teacher
 - Common Planning Time--Determine how teachers of the same department will have adequate space to social distance during common planning time.
 - May vary by building--use media center, empty classrooms
- Staff meetings / Trainings / Professional Development to be held remotely
- Balance number of staff available for duties each period to ensure proper coverage
 - Duties--cafe class, study hall, ISS, hall duty, MC, 504, I&RS, On Call
 - Create duty schedule to adequately staff café class
 - Create duty schedule to adequately monitor student bathrooms
 - Different for each building
 - Utilize security to help monitor bathrooms
 - Create duty schedule to supervise students of remote teachers
 - Will these students go to cafe class or an empty classroom?
- Traveling Staff
 - Recommendation is to have traveling staff teach remotely so they remain in one building and minimize potential spread from one school to another.
 - Must consider teachers, interpreters, speech therapists, etc.
- Determine maximum number of students each classroom can accommodate to maintain social distancing.
 - Balance the number of students who will be in each class during A day and B day to ensure social distancing.
 - To make sure all students will fit in assigned classrooms, set each work space at 6-foot capacity with desks in classrooms.
 - Classrooms with circle tables→ remove and replace with desks or seat with one student
 - Utilize district-developed tool to balance sections of classes based upon the cohort
- Develop an entrance procedure for staff

- o School staff is to enter the building using a common entrance during a specific time period. Staff must be scanned by thermal cameras as they enter the building, and there must be a staff member monitoring the thermal camera.
- o In the bus garage, district office and warehouse, all staff are to take their own temperature upon arrival with the provided contactless thermometer.