

UTLA-LAUSD BARGAINING
NECESSARY CONDITIONS FOR STARTING LAUSD SCHOOLS IN 2020-2021
Thursday, July 9, 2020

UTLA makes the following conceptual proposals concerning the impact and effects of starting instruction and potentially reopening LAUSD schools for the 2020-2021 school year, during the COVID-19 pandemic.

- 1. Broad community preparedness that shows a clear commitment to stopping the spread of the virus through objective metrics and dramatically increased funding.**
 - Clear, specific, and consistent guidance from public health officers
 - Decreasing infection and hospitalization rates in Los Angeles County for 21 days and an absolute case number that indicates community spread has stopped
 - Close monitoring of the transmission rate (R0 rate) to ensure it does not rise above 1
 - Paid sick leave for parents to be able to keep symptomatic children home
 - Dramatically increased federal and state funding

- 2. Testing and contact tracing protocols that allow for rapid identification and response to new cases and prevention of community spread, especially among disproportionately vulnerable school communities.**
 - Fixed seating assignments to support effective contact tracing
 - Quarantine protocols for active infections within the school community
 - Clear procedures for confirming that members of student households do not have the coronavirus
 - 100% available and free testing and treatment for the entire community that explicitly addresses access issues among Black, Brown, and low-income communities

- 3. Physical distancing that limits close physical contact among students and staff at the school site, consistent with the most recent epidemiological information.**
 - Staggered arrival, recess, lunch, and pickup times and one-way travel in hallways and campus entrance points
 - Class sizes of no more than 12 students and 1 adult per classroom, with lessons taught outside when possible
 - Appropriate personal protective equipment provided and required for all staff and students
 - Amended transportation plans to ensure physical distancing

- 4. Emphasis on hygiene that ensures our students and staff have the supplies, time, and school administration support to mitigate viral spread according to epidemiological best practices.**
 - Installation of hand-washing stations in every entryway and classroom
 - Strict cleaning and sterilizing regimens for all classrooms, restrooms, and workspaces
 - Student and staff symptom and temperature screening before entering buses or school buildings
 - Designated rooms for isolating students and staff who exhibit symptoms
 - Improved air quality in classrooms and buildings to reduce the likelihood of viral buildup in an enclosed space, including plans to ensure comfortable classroom temperatures

- 5. Protections for high-risk students and employees that mitigate the outsized risk a physical restart of schools will have on people with pre-existing conditions, students with disabilities, and Black, Brown, and low-income communities subjected to structural racism and economic inequality.**
 - Options for students or staff who are high risk, or have family members who are high risk
 - Clear guidelines for students and staff with health issues who cannot safely wear PPE or who need specialized PPE (such as deaf and hard of hearing students and staff who rely on lip reading)
 - Clear guidelines for safe service delivery for students with disabilities
 - Additional support for parents who have vulnerable individuals in the household to be able to stay home to reduce chances of infection and death

- 6. Increased health, emotional, and academic supports for students, families, and staff, many of whom will restart school having experienced trauma from the health and economic effects of the pandemic.**
 - A nurse in every school
 - Increased mental health and academic supports through increased staffing of counselors, psychologists, and PSWs, and PSAs
 - Explicit plans to carry out health and safety protocols without resorting to punitive policing and punishment
 - No standardized testing
 - Explicit plans for providing IEP required services, including compensatory services, for students with disabilities

- 7. Significant investment in improving crisis distance teaching and learning for students and parents should conditions prevent the physical return to school sites.**
 - Equitable on-line access for all students and educators
 - “Smart Start” to the school year, including extensive training for students, parents, and educators on all necessary learning and accountability platforms, and a delayed start to the school year
 - Appropriate technology devices and support provided to all students, educators, and HHS staff
 - Free, universally available, tutoring classes for parents to help them better assist their students in the educational processes including tutoring methodology and content
 - Dedicated staff teams to follow up with at risk students and those who have been out of contact with their teachers
 - Explicit communication plans to avoid marginalization of families where English is not the primary language, and opportunities for parent feedback in all school community languages
 - Utilization of substitute teacher teams for daily academic support
 - Teacher driven professional development focused on adapting to crisis distance teaching