

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE SPOKANE SCHOOL DISTRICT
AND
THE SPOKANE EDUCATION ASSOCIATION
REPRESENTING
CERTIFICATED STAFF

Fall Reopening Plan
SEA 8/23/2020

Any in-person services delivered to students by staff in the Real-Time Remote model will follow all health and safety guidelines outlined within the Face-to-face/hybrid MOU as well as the General Working Conditions MOU, including health screenings, wearing of masks/face shields, social distancing protocols, etc.

SPS – REAL-TIME-Remote Learning: ELEMENTARY



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 8:30	WAC (Teacher Readiness Time)				
8:30- 8:50	Class Meeting: Social Emotional Learning				
8:50 9:50	Instructional Block I				
9:50 10:50	Instructional Block II				
10:50 11:50	Instructional Block III				
11:50 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50 1:50	Meeting/Collab	Meeting/Collab	Meeting/Collab	Meeting/Collab	Meeting/Collab
1:50 2:30	Differentiated Instructional Block	Differentiated Instructional Block	Differentiated Instructional Block	Differentiated Instructional Block	<i>Prep</i>

2:30 3:00	Student and Parent Access Time	Student and Parent Access Time	Student and Parent Access Time	Student and Parent Access Time	Student and Parent Access Time
3:00 3:30	WAC (Teacher Readiness Time)	WAC (Teacher Readiness Time)	WAC (Teacher Readiness Time)	WAC (Teacher Readiness Time)	

Model:

- *K-4 classes are staffed up to 21 students*
- *5-6 classes staffed to contract*
- *Instructional minutes: 1460 minutes/week*
- *Instructional time for classroom teachers: 1040 minutes/week*
- *Specialists will be scheduled throughout the instructional blocks in 40 minute increments (K-5 this will be 1 Music, 1 Fitness/Health, 1 Art/Science, 6th grade this will be 1 Fitness/Health, 2 Band/Strings/Art). Specialists: Staffed at building need for in-person instruction but modified schedule for Real-Time Remote Learning (22x40 +/- sec). Specialist schedule will be built to include Music, Fitness, Art/Science within the Instructional Time blocks*
- *Specialists can be scheduled during the differentiated instructional block on a rotation by grade level. If not scheduled with a class during this time, specialists will either invite students in small groups to work on their content or offer 'enrichment' opportunities targeted at grade level rotations during the Differentiated Instructional Block.*
- *Prep: 120(Specialists) + 150 (Lunch) + 40 (Friday Differentiated Block)= 310 minutes/week*
- *WAC refers to Article IV Section 25E: Employees shall begin their workday thirty (30) minutes before the student's school day begins and shall continue thirty (30) minutes after the student's school day ends, except on days that administratively called faculty meetings are held.*
- *Instructional blocks can include short (i.e. 3-5 minute) breaks/transitions from one block to the next.*
- *40 minutes/day 200 minutes/wk: Dedicated Differentiated Instructional time for small groups (virtual or in-person). Staff will invite students to participate in differentiated instruction during this block. Staff may also designate a portion of this time for students to drop in for virtual support with their learning. Per state or local health guidelines and with administrator approval, staff can offer face to face support to 2-3 clustered groups of students who are furthest removed from educational justice during this time at their discretion.*
- *Office Hours refer to intentional student and family outreach and support = 150 minutes/week.*
- *Office hours and afternoon WAC times may be flexed, occasionally, to accommodate student/parent meetings after conferring with supervisor.*
- *Professional Development/Collab/Professional Support time: 300 minutes/week. Up to one day per week may be utilized for whole staff meetings, up to two days per week, starting October 12th, may be used for committee meetings and/or professional development (these committee meetings/professional development offerings will only focus on a limited menu of options_key areas of focus: teaching and learning in a virtual environment, social-emotional learning, race and equity to include relevant accessible data sets and how to utilize for student success), remaining days per week will be used for collaborative meetings and coordination of services. Professional Development/Collab/Professional support time will be held virtually. Face to face meetings may be held at the discretion of the employees involved per local and state health guidelines.*
- *Friday collaboration days are suspended for the 2020-21 school year unless the system returns to instruction during this school year with no restrictions. Collaboration will occur on remaining days of the week not utilized for staff meetings/Professional Development as outlined above.*

- *In order to review the data from the universal screenings and design supports, buildings will utilize the differentiated instructional block time the first week of school on a voluntary basis, allowing students to access that time in the second week of school.*
- *Instructional Blocks will focus on literacy and math with social studies (science), ed tech, and art integrated into learning outcomes. Learning outcomes and experiences will focus on the essential standards. Specialists will provide prep during these instructional blocks based on buildings master schedule.*
- *Staff will start the day by posting days agenda in TEAMS, attend meetings, collaboration, or prep*
- *Staff will receive a 30-minute duty-free lunch*
- *Staff will offer instruction in real-time as outlined in the daily schedule.*
- *Schedules will be created that encourage regular 'brain breaks/play/recess'.*
- *Learning will be facilitated through a combination of instructional approaches such as direct instruction, project, independent work, and small group activities. (i.e., small group instruction, class meetings/discussion, independent work, guided practice, feedback, direct instruction, live intervention groups)*
- *Schedule provides flexibility to start morning with class meeting focused on social emotional learning and outlining the plan for the day. (TEAMS)*
- *Literacy/Math focus (live) Large group instruction with small group breakouts – utilize digital tools + build-in brain breaks and quiet work time.*
- *Teachers will communicate student engagement weekly utilizing a method of their discretion (i.e. email, phone calls, US mail, etc.) with input/collaboration from all educators who support the student when provided/applicable.*
- **MTSS Specialist**
 - *Working with staff and students with behavior plans with or without IEP's to include attending instructional time.*
 - *Reach out to families of student with behavior plans on a weekly basis in collaboration with the Special Education/classroom teacher.*
 - *Connecting with parents that have concerns with behavior and needing help, including supporting instructional staff parent contacts as requested.*
 - *Parent webinars for behavior and student engagement support.*
 - *Provide professional development to staff related to behavior/engagement/intervention strategies that support students in a virtual environment.*
 - *MTSS will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
- **Intervention (Title/LAP):**
 - *Small group instruction, based on master schedule*
 - *Provide professional development to staff related to engagement intervention strategies that support students in a virtual environment.*
 - *Provide professional development related to content-specific digital tools and differentiation strategies.*
 - *Interventionists will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
 - *Parent webinars for content-specific strategies*
- **Instructional Coaches:**
 - *Provide professional development to staff related to engagement intervention strategies that support students in a virtual environment.*
 - *Provide professional development related to content-specific digital tools and differentiation strategies.*
 - *Coaches will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
 - *Parent webinars for content-specific strategies*

- Elementary school counselor
 - Co-teaching around SEL purposeful people and/or-class meetings
 - Small groups *relating to academic skills, social skills or organization skills*
 - Individual check in's *with students/families related to engagement*
 - Working with staff and students with 504 plans, *to include attending instructional time.*
 - *Provide professional development to staff related to social-emotional and organization strategies that support students in a virtual environment.*
 - *Create and share lists of ideas/strategies/activities related to SEL, community-building and engagement that instructional staff can utilize in a virtual environment.*
 - *Counselors will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
 - Parent webinars
- Nurses (*Certificated and Classified*)
 - Meeting with individual families, *virtually or in person as necessary by appointment, making sure all forms are up to date and turned in. (HCP vaccines meds. etc...)*
 - *Ensure all health plans/CARE Docs are up to date and in place for potential return to the building*
 - *Updating immunization records in cumulative files*
 - *Help develop communications for administration, staff and families regarding current recommendations for hand washing, PPE and preventing community spread*
 - *Preparing plans for spaces needed during eventual safe return to the building*
 - *Assist with training of staff for safe return to building protocols*

Curriculum Scope and Sequence:

- *District curriculum teams will provide a scope and sequence highlighting essential standards for each grade level*
 - *A menu of options for extension, enrichment, and/or practice will be provided by grade level (particularly grades 5-6)*
 - *A framework for understanding how to address the social emotional needs of students through each grade level will be provided*

Digital Learning Tools:

- *All learning tools will be launched and communicated through the TEAMS Platform: (Assignment, Activities, Live Meetings). In conjunction with already approved curriculum, the following digital resources have been provided for all students/teachers to support learning in the 20-21 school year.*
 - ELA: Lexia
 - Math: Dreambox
 - Science: Mystery Science/Gizmos
 - *Clever Tools/Resources*

English Language Development:

Elementary ELD teachers and classroom teachers will collaborate to ensure services are coordinated. The ELD teacher will provide instruction in real-time based on a schedule that provides service to all ELD students on his/her caseload. This will mean that students will be pulled out of their classroom teacher's real time instruction to be provided services by the ELD teacher via Teams.

SPS –REAL-TIME-Remote Learning: SECONDARY



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 8:30	WAC (Teacher Readiness Time)				
8:30- 8:50	Advisory	Advisory	Advisory	Advisory	Advisory
8:50 9:50	1 st pd	4 th pd	1 st pd	4 th pd	8:50-9:20 1st Pd 9:20-9:50 2nd Pd
9:50 10:50	2 nd pd	5 th pd	2 nd pd	5 th pd	9:50-10:20 3rd Pd 10:20-10:50 4th Pd
10:50 11:50	3 rd pd	6 th pd	3 rd pd	6 th pd	10:50-11:20 5th Pd 11:20-11:50 6th Pd
11:50 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50 1:50	Meeting/Collab	Meeting/Collab	Meeting/Collab	Meeting/Collab	Meeting/Collab
1:50 2:30	Differentiated Instructional Block	Differentiated Instructional Block	Differentiated Instructional Block	Differentiated Instructional Block	Differentiated Instructional Block
2:30 3:00	Student and Parent Access Time	Student and Parent Access Time	Student and Parent Access Time	Student and Parent Access Time	Student and Parent Access Time
3:00 3:30	WAC (Teacher Readiness Time)	WAC (Teacher Readiness Time)	WAC (Teacher Readiness Time)	WAC (Teacher Readiness Time)	

Model:

- *Classes staffed to contract*
- *Instructional minutes: 1500 minutes/week*
- *Instructional time for classroom teachers: 1050 minutes/week*
- *Prep: 60x2+30(Bell Schedule) +150(Lunches) = 300 minutes/week*

- *WAC refers to Article IV Section 25E: Employees shall begin their workday thirty (30) minutes before the student's school day begins and shall continue thirty (30) minutes after the student's school day ends, except on days that administratively called faculty meetings are held.*
- *Instructional blocks can include short (i.e. 3-5 minute) breaks/transitions from one block to the next.*
- *40 minutes/day 200 minutes/wk: Dedicated Differentiated Instructional time for small groups (virtual or in-person). Staff will invite students to participate in differentiated instruction during this block. Staff may also designate a portion of this time for students to drop in for virtual support with their learning. Per state or local health guidelines and with administrator approval, staff can offer face to face support to 2-3 students in clustered groups who are furthest removed from educational justice during this time at their discretion.*
- *0-hour will take place Tuesday, Wednesday, and Thursday for 50 minutes each from 7:40-8:30am*
- *Office Hours refer to intentional student and family outreach and support = 150 minutes/week.*
- *Office hours and afternoon WAC times may be flexed, occasionally, to accommodate student/parent meetings after conferring with supervisor.*
- *Staff will work with their supervisor to adjust start/end time as needed to accommodate the change in daily schedule from the in-person start/end times-*
- *Professional Development/Collab/Professional Support time: 300 minutes/week. Up to one day per week may be utilized for whole staff meetings, up to two days per week, starting October 12th, may be used for committee meetings and/or professional development (these committee meetings/professional development offerings will only focus on a limited menu of options that support key areas of focus: teaching and learning in a virtual environment, social-emotional learning, race and equity), remaining days per week will be used for collaborative meetings and coordination of services. Professional Development/Collab/Professional support time will be held virtually. Face to face meetings may be held at the discretion of the employees involved per local and state health guidelines.*
- *Friday collaboration days are suspended for the 2020-21 school year unless the system returns to instruction during this school year with no restrictions. Collaboration will occur on remaining days of the week not utilized for staff meetings/Professional Development as outlined above.*
- *In order to review the data from the universal screenings and design supports, buildings will utilize the differentiated instructional block time the first week of school on a voluntary basis, allowing students to access that time in the second week of school.*
- *Staff will start the day by posting days agenda in TEAMS, attend meetings, collaboration, or prep*
- *Staff will offer instruction in real-time as outlined in the daily schedule.*
- *Staff will receive a 30 minute duty-free lunch*
- *Learning will be facilitated through a combination of instructional approaches such as direct instruction, project, independent work, and small group activities. (i.e., small group instruction, class meetings/discussion, independent work, guided practice, feedback, direct instruction, live intervention groups)*
- *Schedule provides flexibility to start morning with class meeting focused on social emotional learning and outlining the plan for the day. (TEAMS)*
- *Schedules will be created that encourage regular 'brain breaks'.*
- *Communication of student engagement will be updated weekly utilizing a method of their teacher's discretion (i.e. email, Power School, phone calls, US mail, etc.) with input/collaboration from all educators who support the student when provided/applicable.*
- *Fridays:--Instruction/Assessment/Feedback/Next week at a glance*
- *MTSS Specialist*
 - *Working with staff and students with behavior plans with or without IEP's to include attending instructional time.*

- *Reach out to families of student with behavior plans on a weekly basis in collaboration with the Special Education/content teachers.*
- *Connecting with parents that have concerns with behavior and needing help, including supporting instructional staff parent contacts as requested.*
- *Parent webinars for behavior and student engagement support.*
- *Provide professional development to staff related to behavior/engagement/intervention strategies that support students in a virtual environment.*
- *MTSS will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
- **Secondary school counselor**
 - Meeting with individual students on classes and future plans and check in's
 - High school and beyond plans
 - Credit checks and making sure students are on track
 - *Small groups relating to academic skills, social skills or organization skills*
 - *Working with staff and students with 504 plans, to include attending instructional time.*
 - *Provide professional development to staff related to social-emotional and organization strategies that support students in a virtual environment.*
 - *Create and share lists of ideas/strategies/activities related to SEL, community-building and engagement that instructional staff can utilize in a virtual environment.*
 - *Counselors will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
 - *Parent webinars*
- **Nurses (Certificated and Classified)**
 - Meeting with individual families, *virtually or in person as necessary by appointment*, making sure all forms are up to date and turned in. (HCP vaccines meds. etc...)
 - *Ensure all health plans/CARE Docs are up to date and in place for potential return to the building*
 - *Updating immunization records in cumulative files*
 - *Help develop communications for administration, staff and families regarding current recommendations for hand washing, PPE and preventing community spread*
 - *Preparing plans for spaces needed during eventual safe return to the building*
 - *Assist with training of staff for safe return to building protocols*
- **In-school intervention teachers (secondary)**
 - Small group intervention support around SEL
 - *Tutoring in a virtual setting by teacher referral*
 - *Interventionists will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
 - *Provide professional development to staff related to engagement intervention strategies that support students in a virtual environment.*
 - *Provide professional development related to content-specific digital tools and differentiation strategies.*
 - *Parent webinars for organization and engagement strategies*
- **Instructional Coaches:**
 - *Provide professional development to staff related to engagement intervention strategies that support students in a virtual environment.*
 - *Provide professional development related to content-specific digital tools and differentiation strategies.*

- *Coaches will develop a schedule/plan that will be shared with instructional staff indicating times they are accessible for live interaction with students and staff support.*
- *Parent webinars for content-specific strategies*

Curriculum Scope and Sequence:

- *District curriculum teams will provide a suggested scope and sequence highlighting essential standards for secondary courses*
- *A menu of options for extension, enrichment, and/or practice will be provided by content*
- *A framework for understanding how to address the social emotional needs of students through each content will be provided*

Digital Learning Tools:

- *All learning tools will be launched and communicated through the TEAMS Platform with Blackboard Integration: (Assignment, Activities, Live Meetings).*

SPS: Real-Time Remote Learning: Special Education and ELD

This document is to serve as a guideline for the purpose of employee responsibilities related to providing special education services during the COVID-19 pandemic. Per IDEA, all decisions related to a student's Individualized Education Program (IEP) must be made as an IEP team in collaboration with the student's parents.

Due to federal and state requirements, some students with IEPs will need to receive in-person services as determined by the IEP team. These will be students who are unable to make progress in a fully virtual model. This determination will be based on student progress data. In order for in person services to be provided, the following principles will guide the staffing decisions:

- 1. All staff will be given the option to provide in person services within their own program.*
- 2. Programs will work together to determine placement of students with providers who are offering in person services*
- 3. In person services will be provided only during outlined instructional blocks*
 - a. Self-contained programs will offer in person services only during Instructional blocks. At the teacher's discretion, students may also be scheduled to receive services during Differentiated block.*
 - b. Self-contained programs will have the ability to flex WAC/Office Hours to accommodate providing in-person services*
 - c. All staff providing in person services will have the same number of minutes of planning time as staff providing services virtually in the Real-Time Remote model*
 - d. Resource programs will offer in person services during the Differentiated/Personalized Learning block*
 - e. Related Service providers will offer in person services as scheduled with classroom teacher and family (during either Instructional blocks or Differentiated/personalized learning block). Office hours/lunch could be flexed to schedule services for both in person and remote services at the employee's discretion.*
- 4. Student groups will be limited to no more than 5 students unless outlined in program specific language below or as allowed by local health guidelines.*

5. Rotations of students will be scheduled to ensure that group size, in a classroom, including both students and adults, do not exceed current health guidance related to gathering size.
6. Groups of students will remain consistent once they are assigned to providers.
7. No staff will be required to deliver remote and in-person instruction simultaneously.
8. Staff who are offering in person learning will be assigned manageable groups of students (not being required to move between multiple classrooms of students).
9. All in person services will be overseen by the case manager, but flexibility will be exercised to determine the delivery method/model
10. Should there not be enough staff members who opt in to in-person delivery to meet the needs of the students requiring services, the class/program that does not have enough staff to cover the students requiring in-person services will work to cover the student need, which may include: entire program being required to report on a rotating basis or program staff needing to be reassigned . Staff who have not previously requested an ADA accommodation and have chosen not to opt in to in-person delivery and therefore need to be reassigned to an alternative program for the 2020-21 school year are guaranteed return to their initial 2020-21 school year assignment.

English Language Development:

Since secondary ELD teachers teach English, Social Studies and Elective classes and are classroom teachers at the middle and high school level they will provide instruction in real-time via Teams on the same schedule as secondary teachers.

Newcomer Center: *ELD teachers and Bilingual Specialists will provide in-person or virtual instruction to small (3-5) clustered groups of ELD students on a schedule outlined by the ELD teacher and Bilingual Specialist with principal approval, following local health district recommendations. The newcomer center will be staffed according to contract following the staffing principles outlined above.*

Preschool

CAPE (WCCC and NEPS)- Special Education teachers will continue to carry the same caseload and serve students within the integrated setting whether head start is providing in-person or distance learning services.

ECEAP *and* DD classrooms will continue to have (twelve) 12 students in the AM and (twelve) 12students in the PM.

Preschool teachers shall have the professional discretion to determine how to use the instructional block, to include large and small group instruction, based on student need.

Preschool Paraeducator Workday: Paraeducator workday will remain the same as traditional model per the contract.

Related Services will be offered during instructional time throughout the week, including Fridays.

In Person Option

Preschool students receiving special education services will have the option to attend up to 6 hours a week of in-person instruction. This will be staffed at a ratio of ~~eight~~ six students to one certificated teacher and 2 para educators. *Students will be scheduled for in-person instruction during the Real Time Remote model that aligns to the in-person/hybrid model. No Preschool staff will be delivering remote and in-person instruction simultaneously.*

Student Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-11:30	<i>Group A In person learning time or virtual (Whole Group)</i>	<i>Group A In person learning time or virtual (Whole Group)</i>	<i>Group B In person learning time or virtual (Whole Group)</i>	<i>Group B In person learning time or virtual (Whole Group)</i>	<i>Prep/Professional Development/IEP/TSG</i>
11:30-12:00	<i>In-person Student Lunch</i>	<i>In-person Student Lunch</i>	<i>In-person Student Lunch</i>	<i>In-person Student Lunch</i>	
12:00-1:30	<i>If in person: Group A instruction If Virtual: Small Group or Individual Instruction for kids with IEPs</i>	<i>If in person: Group A instruction If Virtual: Small Group or Individual Instruction for kids with IEPs</i>	<i>If in person: Group B instruction If Virtual: Small Group or Individual Instruction for kids with IEPs</i>	<i>If in person: Group B instruction If Virtual: Small Group or Individual Instruction for kids with IEPs</i>	
1:30-2:10	<i>Staff Lunch</i>	<i>Staff Lunch</i>	<i>Staff Lunch</i>	<i>Staff Lunch</i>	
2:10-3:00	<i>Group B At-Home Learning</i>	<i>Group B At-Home Learning</i>	<i>Group A At-Home Learning</i>	<i>Group A At-Home Learning</i>	
3:00-3:30	WAC	WAC	WAC	WAC	

MHOH

Instruction will be delivered in Real-Time Virtual Instruction via Microsoft Teams by both the classroom teacher and paraeducators during the instructional blocks. In person services will also be available for students who cannot access distance learning. Groups of students will be limited to 5 or less and an adult to student ratio of 2:1 will be maintained during in-person instruction.

Specialists will be scheduled either at the start of the student day or 11:10 for a minimum of 3 days a week to account for prep and maximizing in-person instructional opportunities during the day.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC				

8:30-11:50	<i>In-Person or Virtual Instructional Block (Functional Academics, OT, PT, SLP)</i>
11:50-12:50	<i>Lunch</i>
12:50-1:50	<i>Meetings/Collaboration</i>
1:50-2:30	<i>In-Person or Virtual Differentiated Instructional Block (Individual/Small Group Functional Academics, OT, PT, SLP, Other Virtual Support) (except Friday)</i>
2:30-3:00	<i>Office Hours</i>
3:00 - 3:30	<i>WAC (except Friday)</i>

ABLE

Instruction will be delivered in Real-Time Virtual Instruction via Microsoft Teams by both the classroom teacher and paraeducators during the instructional blocks. In person services will also be available for students who cannot access distance learning. Groups of students will be limited to 5 or less and an adult to student ratio of 2:1 will be maintained during in-person instruction.

Specialists will be scheduled either at the start of the student day or 11:10 for a minimum of 3 days a week to account for prep and maximizing in-person instructional opportunities during the day.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	<i>WAC</i>				
8:30-11:50	<i>In-Person or Virtual Instructional Block (Functional Academics, OT, PT, SLP)</i>				
11:50-12:50	<i>Lunch</i>				
12:50-1:50	<i>Meetings/Collaboration</i>				
1:50-2:30	<i>In-Person or Virtual Differentiated Instructional Block (Individual/Small Group Functional Academics, OT, PT, SLP, Other Virtual Support) (except Friday)</i>				
2:30-3:00	<i>Office Hours</i>				
3:00 - 3:30	<i>WAC (except Friday)</i>				

Elementary Designed Instruction, Behavior Intervention, Deaf Ed, and Vision

Instruction will be delivered in Real-Time via Microsoft Teams by both the classroom teacher and paraeducators during the instructional blocks. In person services will also be available for students who cannot access distance learning. Groups of students will be limited to 5 or less and an adult to student ratio of 3:1 will be maintained during in-person instruction.

Specialists will be scheduled either at the start of the student day or 11:10 for a minimum of 3 days a week to account for prep and maximizing in-person instructional opportunities during the day.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC				
8:30-11:50	In-Person or Virtual Instructional Block (Academics, Behavior, Social OT, PT, SLP)				
11:50-12:50	Lunch				
12:50-1:50	Meetings/Collaboration				
1:50-2:30	In-Person or Virtual Differentiated Instructional Block (Academics, Behavior, Social OT, PT, SLP) (except Friday)				
2:30-3:00	Office Hours				
3:00-3:30	WAC(except Friday)				

Elementary Resource Room

Resource Room teachers will schedule services in collaboration with general education teachers as they would if we were in person based on their service delivery model and student need. Students who are unable to make progress in the distance learning environment will have the opportunity to receive in-person services during the afternoon instructional block.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC (Teacher Readiness Time)				
8:30-8:50	Prep/IEP Meeting/Data Collection				
8:50-9:50	Instructional Block 1 Time Via Microsoft Teams (Academics, Behavior, Social, OT, PT, SLP)				

9:50-10:50	<i>Instructional Block 2 Time Via Microsoft Teams (Academics, Behavior, Social, OT, PT, SLP)</i>
10:50-11:50	<i>Instructional Block 2 3 Time Via Microsoft Teams (Academics, Behavior, Social, OT, PT, SLP)</i>
11:50-12:50	<i>Lunch</i>
12:50-1:50	<i>Meetings/Collaboration</i>
1:50-2:30	<i>In-Person (5 student Maximum) or Virtual Instructional Block (Academics, Behavior, Social, OT, PT, SLP) (except Friday)</i>
2:30-3:00	<i>Office Hours</i>
3:00 - 3:30	<i>WAC (except Friday)</i>

Homebound and Home Hospital

Instruction will be provided via Microsoft Teams. Due to the individual needs of each student within homebound and home hospital, hours of service will be worked out as an IEP team or Home Hospital team following the program schedule most appropriate for the student's needs. Students may be served in the home setting as determined by the IEP team.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	<i>WAC</i>				
8:30-11:50	<i>In-Person or Virtual Instructional Block (Academics, OT, PT, SLP)</i>				
11:50-12:50	<i>Lunch</i>				
12:50-1:50	<i>Meetings/Collaboration</i>				
1:50-2:30	<i>In-Person or Virtual Differentiated Instructional Block (Academics, OT, PT, SLP) (except Fridays)</i>				
2:30-3:00	<i>Office Hours</i>				
3:00 - 3:30	<i>WAC (except Fridays)</i>				

Secondary Behavior Intervention, Designed Instruction

Secondary DI and BI staff will provide direct online instruction using Microsoft Teams in accordance with the schedule below. In-Person services may be provided on a rotating basis for students unable to make progress in a distance learning only model. Five students may be scheduled at a time based on student need and ability to comply with social distancing requirements.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:30	WAC				
8:30 - 8:50	Advisory	Advisory	Advisory	Advisory	Advisory
8:50 - 9:50	1 st Period	4 th Period	1 st Period	4 th Period	8:50-9:20 1 st Pd
9:50 - 10:50	2 nd Period	5 th Period	2 nd Period	5 th Period	9:20-9:50 2 nd Pd
10:50 - 11:50	3 rd Period	6 th Period	3 rd Period	6 th Period	9:50-10:20 3 rd Pd 10:20-10:50 4 th Pd 10:50-11:20 5 th Pd 11:20-11:50 6 th Pd
11:50 - 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50 - 1:50	Meeting-Collaboration				
1:50-2:30	Differentiated In-Person or Virtual Access Support (5 students maximum per day)- IEP goal support, OT, PT, SLP Services				
2:30-3:00	Office Hours				
3:00-3:30	WAC (except Fridays)				

Secondary Resource Room

Secondary Resource Room teachers will provide virtual instruction using Microsoft Teams following their school schedule during periods 1-6 on the days listed below. Students who are unable to make progress in a distance learning environment will have the opportunity to receive in-person services during the afternoon instructional block.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:30	WAC				
8:30 - 8:50	Advisory	Advisory	Advisory	Advisory	Advisory
8:50 - 9:50	1 st Period	4 th Period	1 st Period	4 th Period	8:50-9:20 1 st Pd
9:50 - 10:50	2 nd Period	5 th Period	2 nd Period	5 th Period	9:20-9:50 2 nd Pd
10:50 - 11:50	3 rd Period	6 th Period	3 rd Period	6 th Period	9:50-10:20 3 rd Pd 10:20-10:50 4 th Pd

					10:50-11:20 5 th Pd 11:20-11:50 6 th Pd
11:50 - 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50 –1:50	Meeting-Collaboration				
1:50-2:30	Differentiated In-Person or Virtual Access Support (5 students maximum per day)- IEP goal support, OT, PT, SLP Services				
2:30-3:00	Office Hours				
3:00-3:30	WAC (except Fridays)				

Special Education Compliance:

All special education procedures including child find, evaluations, re-evaluations, and IEP meetings are expected to be followed on-time regardless (*unless guidance from the Office of Superintendent of Public Instruction provides new guidelines*). In-person testing will follow state and local health guidelines. Child find, evaluation, and IEP meetings may continue to take place in a virtual format. In-person meetings may occur following social distancing guidelines.

An IEP meeting/conference will be held to review and amend, if necessary, services for each student prior to September 14

Due to the requirement that IEPs be amended to fit the instructional minutes in the remote learning environment and potentially again if the district moves to an in-person/hybrid model of instruction, for every teacher or related service provider that has more than 20 IEPs that must be amended, employees shall be provided up to two days, at the teacher or related service provider’s discretion, of release time for case management. In lieu of utilizing release time, the teacher or related service provider may choose to receive two days of substitute pay. For every teacher or related service provider that has more than 20 IEPs that must be amended during the switch from remote learning to hybrid/face to face format, two additional days, at the teacher or related service provider’s discretion, will be provided.

If determined by the IEP team that small group or 1:1 in person instruction is needed, a qualified special education teacher or related service provider will oversee the services provided to the student.

While SPS will begin the school year with students learning remotely, local health officials have recommended that students receiving special education services should be considered for in person instruction if they are unable to access distance learning. Employees must be prepared for either environment as we will be offering in-person instruction for identified students. As we prepare to support you and our students for each variable, we are seeking more information from employees on their plans for returning to their positions for the 2020/21 school year.

Related Service Providers (OT, PT, SLP, Audiology, School Psychologist):

Related services providers will continue to provide services in accordance with each student’s IEP. If students are not able to receive services as written an IEP meeting with parents will be held to determine how services will be delivered. Service options include 1:1 or small group (with the same students attending each time), consult services, virtual, or teletherapy. PPE will be provided to each related service provider at the level they require should they provide in-person services. Staff will be able to request a portable tabletop plexiglass barrier from facilities and maintenance through a shared excel

document. A shared excel document will be sent to all related service providers where they will indicate the level of PPE needed. Services may be offered in-person, as long as state and local health officials advise it is safe to do so.

FOR THE ASSOCIATION:



Jeremy Shay
President, Spokane Education Association



Michelle Jenner
UniServ Director, SEA

8/24/2020

Date

FOR THE DISTRICT:



Jodi Harmon
Executive Director, Human Resources



Adam Swinyard, Ph.D.
Superintendent, Spokane Public Schools

8/24/2020

Date