

## Real Time Remote Learning FAQs

### Elementary

#### **What should my class sizes be?**

In order to provide a smooth transition to in person/hybrid learning, class sizes for K-4 should be no more than 21. This is the number of students that can adequately move to the classroom and maintain physical distancing as required by the health department.

For grades 5 and 6 – classes will be at contract numbers. When the district moves to the hybrid model, 5<sup>th</sup> and 6<sup>th</sup> grades will be on an “A”/”B” schedule, so their classes would be split over 2 days.

#### **What is the class meeting/SEL time and how should it be used?**

This is time when the teacher will focus on Social Emotional Learning for students. The Purposeful People curriculum should be used at this time as well as the holding of class meetings. This time may need to be used for the scheduling of specialists. In the event this should happen, the Class Meeting: SEL time should be moved to directly after Specialist time.

##### Applicable MOU Language

- *Schedule provides flexibility to start morning with class meeting focused on social emotional learning and outlining the plan for the day. (TEAMS)*

#### **What is WAC time and how should it be used?**

This is the half an hour before and after school that is provided in the normal school schedule. This time can be used at has been traditionally used to meet with parents or students, attend meetings, prepare for the day, and posting the schedule for the day.

##### Applicable MOU language

- *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.*
- *Staff will start the day by posting days agenda in TEAMS, attend meetings, collaboration, or prep*
- *Office hours and afternoon WAC times may be flexed, occasionally, to accommodate student/parent meetings after conferring with supervisor.*

#### **What does instruction look like?**

Teachers will schedule the structure of instructional blocks to provide instruction on the following:

##### Applicable MOU Language

- *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.*
- *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*)
- Literacy/Math focus (live) Large group instruction with small group breakouts – utilize digital tools + build-in brain breaks and quiet work time.
- *Schedules will be created that encourage regular 'brain breaks/play/recess'.*

### **When are bathroom breaks provided in the schedule?**

Bathroom breaks and other brain breaks should be provided in the schedule for students. When students need to use the restroom outside of these times, teachers will use their professional judgement in providing this time.

#### Applicable MOU Language

- *Schedules will be created that encourage regular 'brain breaks/play/recess'.*
- *Instructional blocks can include short (i.e. 3-5 minute) breaks/transitions from one block to the next.*

### **When is my prep?**

Prep time will be scheduled as normal, using specialist time to provide the preparation time. It is possible that SEL time may be used to provide preparation time for either Specialists or classroom teachers. In the event this occurs, SEL time should be moved to directly after specialists.

#### Applicable MOU language

- Prep: 120(Specialists) + 150 (Lunch) + 40 (Friday Differentiated Block)= 310 minutes/week

Specialists will have their preparation time scheduled within the workday and it should equal to the same number of minutes as listed above. It is possible that this time could occur during the SEL time, instructional block time or differentiated learning time.

As with the current CBA, prep time shall be provided in no less than 30-minute periods of time.

### **What does specialist instruction look like?**

Specialists have 40-minute blocks of learning time for students during SEL, Instruction blocks or Differentiated learning time. Employees should focus on standards for their content when planning instruction. Master schedules were built with the goal of maintaining specialist FTE necessary for in-person instruction. The goal is to have no doubles, as they are not our practice in the current contract, however Specialists, may opt to combine small classes into one section, while teaching is remote.

During the differentiated learning block, specialists (should they not have a class to teach) should provide enrichment opportunities for students. This can be provided in grade bands. While these sections should not be larger than a regular class size, administrators and specialist may work together to provide more opportunities for larger number of students. Attendance and grading are not required for this time.

### **What can I expect during the meeting and collaboration time?**

As sometimes happens when bargaining, the teams believe we are being clear with language, but it really is as clear as mud to those who weren't at the bargaining table. This is one of those instances. Both sides agree that the language around meeting time is not clear and we agree that the intent is: 1 session per week for staff meetings and 1 session per

week during this time for Professional Development and/or committee meetings. Beginning October 12<sup>th</sup>, principals can begin to use up to 2 sessions per week for this time. The committees that meet and PD offered should be limited in scope as described below.

The remaining sessions during the week will be used by employees for collaboration or coordinating services for students. This is employee directed time but is not for individual preparation time.

#### Applicable MOU language

- 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 12<sup>th</sup>, 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.*

#### **How will the differentiated instructional block work?**

For the week after conferences, the differentiated block can be used to review the data from the questions asked when parents signed up for conferences and find services that may be needed. The time can also be used to plan for upcoming weeks.

#### Applicable MOU language

- *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.*

After the first week with students, the differentiated learning time is used for staff to meet with small groups. This can be done in a virtual or in person model, and is provided for students who have been invited to the small group. This time is to give students who may need some additional support time to access it. Specialists will provide enrichment opportunities during this time if they don't have regular sections to teach. Interventionalists, SPED and other staff may offer small group instruction at this time as well.

#### Applicable MOU language

- 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.

#### **When will interventionist be scheduled?**

Interventions and ELD will be scheduled with the general education teacher and meet in small groups during the instructional blocks. Groups could also meet during the differentiated learning block in the afternoon. Due to the limitations of remote learning, Intervention staff shall have the following duties:

#### Applicable MOU language

- 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*

### **How will the student and parent access time work?**

Student and Parent access time is dedicated time in the schedule that students and parents can reach out to staff with questions and concerns. This is different than differentiated learning time where students are invited in, this time is where any student or parent can reach out for support.

#### Applicable MOU language

- 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.

### **Do I need to provide packet work? If so, what, how often?**

Teachers may use their professional judgement to provide packet work for students. Supporting student learning in the remote environment may look different.

## Secondary

### **Why did the start and end times for real remote learning become 8-3:30 for all?**

Having a similar start time for all levels made sense in a number of ways. For those staff that are shared between buildings and levels, it made it easier to ensure their days stayed to a contracted level. Since bussing is only needed for special education students who are attending on a more regular basis, there was no need to stagger starts. In addition, it seemed to make better sense for families to support students if they all were “in school” at the same time. In the event that staff struggle with this change to their start and end times, staff can work with their supervisor to slightly adjust their work schedule.

#### Applicable MOU language

- *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-*

### **What should my class sizes be?**

Class sizes should be at contract. When the district moves to the in person/hybrid model, secondary students will be on an A/B schedule, so only half the students in any class will be present in order to provide social distancing space.

### **How should advisory be used?**

This is time when the teacher will focus on Social Emotional Learning for students. The advisory curriculum should be followed and teachers can use this time to check in with students.

#### Applicable MOU language

- *Schedule provides flexibility to start morning with class meeting focused on social emotional learning and outlining the plan for the day. (TEAMS)*

### **What is WAC time and how should it be used?**

This is the half an hour before and after school that is provided in the normal school schedule. This time can be used as has been traditionally used to meet with parents or students, attend meetings, prepare for the day, and posting the schedule for the day.

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- *Staff will start the day by posting days agenda in TEAMS, attend meetings, collaboration, or prep*
- *Office hours and afternoon WAC times may be flexed, occasionally, to accommodate student/parent meetings after conferring with supervisor.*

### **What does instruction look like?**

Teachers will provide real time instruction to classes on their assigned day. Periods 1-3 will be offered on Mondays and Wednesdays and periods 4-6 on Tuesdays and Thursdays. Teachers may assign work for students to complete on the days in which that class period is not held. On Fridays, all class periods will be held at the assigned times.

#### Applicable MOU language

- Staff will offer instruction in real-time as outlined in the daily schedule.
- 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)*
- *Schedules will be created that encourage regular 'brain breaks*
- *Fridays:–Instruction/Assessment/Feedback/Next week at a glance*

### **When is my prep?**

All Certificated staff will receive 300 minutes a week of planning time. How that time is provided is outlined below.

#### Applicable MOU language

- Prep: 60x2+30(Bell Schedule) +150(Lunches) = 300 minutes/week

### **What can I expect during the meeting and collaboration time?**

As sometimes happens when bargaining, the teams believe we are being clear with language, but it really is a clear a mud to those who weren't at the bargaining table. This is one of those instances. Both sides agree that the language around meeting time is not clear and we agree that the intent is: 1 session per week for staff meetings and 1 session per week during this time for Professional Development and/or committee meetings. Beginning October 12<sup>th</sup>, principals can begin to use up to 2 sessions per week for this time. The committees that meet and PD offered should be limited in scope as described below.

The remaining sessions during the week will be used by employees for collaboration or coordinating services for students. This is employee directed time but is not for individual preparation time.

#### Applicable MOU language

- 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.*

### **How will the differentiated instructional block work?**

For the week after conferences, the differentiated block can be used to review the data from the questions asked when parents signed up for conferences and find services that may be needed. The time can also be used to plan for upcoming weeks.

#### Applicable MOU language

- *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.*

After the first week with students, the differentiated learning time is used for staff to meet with small groups. This can be done in a virtual or in person model, and is provided for students who have been invited to the small group. This time is to give students who may need some additional support time to access it. Specialists will provide enrichment opportunities during this time if they don't have regular sections to teach. Interventionalists, SPED and other staff may offer small group instruction at this time as well.

#### Applicable MOU language

- 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.

#### **When is 0 hour?**

0-hour will take place Tuesday, Wednesday, and Thursday for 50 minutes each from 7:40-8:30am

#### **How will the student and parent access time work?**

Student and Parent access time is dedicated time in the schedule that students and parents can reach out to staff with questions and concerns. This is different than differentiated learning time where students are invited in, this time is where any student or parent can reach out for support.

#### Applicable MOU language

- 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.

#### **What if I am a part-time employee?**

Part-time employees should work with their administrator to determine the schedule.

## ALL Levels

### **Why is the lunch period for students an hour?**

This time was scheduled for an hour for a couple of reasons. In the early developmental plans for how school meals would be provided to students, it appeared as if students would need to come to a school site to get their meals. While that has since changed, this long break provides a good opportunity for students to step away from their computer screen, take a long break and be ready to refocus for the afternoon.

### **Do we have to wear masks if behind plexi-glass?**

Yes, masks must be worn at all times when around others if less than 6 feet.

### **What do I do if I test positive for COVID 19?**

Report it to your administrator.

### **Can I invite students in for in-person instruction?**

Yes. During the differentiated learning time, students may come into the building for in person support. Some students in special programs and based on their IEPs, will be in the buildings during the instructional blocks.

Employees, in coordination with their administration, can bring their own school aged children to the building. It will be important that they remain in classroom and follow all health and safety protocols.

### **What if I need a substitute?**

- Access substitute services as you would in normal circumstances.
- Send lesson plans/days schedule to office manager and administrator.
- Forward lesson plans, assignments and all relevant class meeting invites/links to substitute.



### **How do I take attendance?**

Teachers should follow typical attendance procedures as previous years, ie elementary teachers should take attendance to start each day and note changes if students do not 'return' from a specialist and secondary teachers should take attendance to start each class.

- Teachers should take attendance in PowerSchool via a couple options:
  - Teachers look at the participant list in Teams during their live classrooms sessions and take attendance in PowerSchool in a separate window
    - (Possibly during a entrance or exit task activity while students are working)
  - Download the Teams Classroom Live Session attendance roster (excel file) and take attendance in PowerSchool when able.
    - (Training Video: How to Take (Download) Attendance in MS Teams - <https://youtu.be/JHHN3d5vw60> (actual function is at 3:30)
- **PRO-TIP: There is a way to put kids alpha by first name in Power School using the Seating Chart as Teams also puts kids in first name alpha order in the Participant list.** [https://sps81-my.sharepoint.com/personal/scottke\\_spokaneschools\\_org/\\_layouts/15/Doc.aspx?OR=teams&action=edit&ourcedoc=%7B9245da64-c633-4550-b8c0-54604bf5b66f%7D](https://sps81-my.sharepoint.com/personal/scottke_spokaneschools_org/_layouts/15/Doc.aspx?OR=teams&action=edit&ourcedoc=%7B9245da64-c633-4550-b8c0-54604bf5b66f%7D)



**What do I do if a student is not engaging?**

Teachers should be communicating with parents weekly regarding student engagement. In the event the student continues not to engage, staff should reach out to the counselor, MTSS and other pertinent staff to get support.

Applicable MOU language

- *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.*

**Will administration be present in my classrooms this year - announced/unannounced?**

While we continue to work on the MOU regarding evaluations, administration may ask to attend your remote learning sessions.