



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

Face to Face/Hybrid Model

Phase-In to Hybrid/In-Person Models:

Elementary Model

K-4 Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	LUNCH
12:30-2:25	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	Instruction
2:25-3:00	<i>Collaboration</i>	<i>Prep</i>	<i>Prep</i>	<i>Prep</i>	Prep
3:00-3:30	WAC	WAC	WAC	WAC	

5-6 Schedule					
	Monday A	Tuesday B	Wednesday A	Thursday B	Friday A/B
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	LUNCH
12:30-2:25	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	Instruction
2:25-3:00	Virtual Support/ Collaboration*	Virtual Support/ Collaboration*	Virtual Support/ Collaboration*	Virtual Support/ Collaboration*	Collaboration
3:00-3:30	WAC	WAC	WAC	WAC	

**The Virtual Support/Collaboration time is teacher directed time.*

- *K-4 classes are staffed up to 21 students*
- *5-6 classes staffed to contract (roughly 14 students a day)*
- *Students in K-4 classrooms would attend school every day.*

- All students in grades 5-6 will attend school on a rotating A/B schedule
- Students will be sorted A/B to support continuity for families as well as classroom implications ie..combos (logistics still being fine-tuned)
- Specialists will be scheduled throughout the instructional blocks in 40-minute increments, while in phase-in/remote, (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).
- As each grade is returned to in-person instruction, grades K-3, one additional specialist/prep block will be added in the afternoon. This will be scheduled during one of the specialist's differentiated blocks. The specialists that the students receive will be rotating_(Example: music one week, Science the next, and PE the 3rd week)
 - Specialists: As grades are returned to in-person instruction, grades K-3, specialists will teach one additional block, to be scheduled during the differentiated block on a set day of the week that is mutually agreed upon and takes into consideration all schedule variables. (Example: 3 K classes at Regal, there would be a three-week rotation, so each K class would get one 'afternoon' specialist a week. Class A gets music week 1, PE week 2, science week 3.)
- When 4th grade returns, additional time will be provided through supervision staff, may be attached to lunch, beginning of day dependent on schedules of available staff. Time should be no shorter than 30 minutes and no more than 40 minutes.
- When 5th grade returns, specialists will start to teach each A/B groups and the 40 minutes of specialists time will occur twice (once for each group of students).
- Prep Minutes: For K-4, 300 minutes per week (4x40= 160 minutes from specialists, 4 x 35 minute afternoon prep = 140 minutes, while in phase-in schedule.
- For 5-6 = 270 minutes per week (240 minutes from specialists, 30 is from supervision)
- As 5th-6th grade returns, additional time will be provided through supervision staff, may be attached to lunch, beginning of day, end of day dependent on schedules of available supervision staff on Fridays. Time should be no shorter than 30 minutes and no more than 40 minutes
- When 5th grade returns to hybrid, all staff will transition to a minimum of 260 minutes of prep_ (K-4 and all specialists receive 260 minutes of prep, 5/6 receive 270 minutes of prep.)
- Specialists and any other instructional staff/related service providers who serve students both in the Hybrid and the Real Time Remote model will have 310 minutes of prep time per week, until 5th grade enters hybrid. Specialists and other service providers will retain the prep, meeting/collab time, differentiated block as Full Remote teachers until 5th grade returns. Parent Access time can be repurposed as Prep (part of 310) to allow for minimal doubles for Remote classes. There will be NO doubles for in-person instruction. When 5th grade returns, specialists will start to teach each A/B group and will transition to 260 prep minutes
- Distance Learning days will be focused on assignments, practice, enrichment, and extension activities
- Virtual Support /Collaboration time on the 5-6 schedule is designated for managing the needs of students at home on their "off day". Staff can choose to utilize this time for collaboration as well.
- Collaboration times on the K-4 schedule is designated for grade level/team communication, coordination of interventions, and other support of student learning.
- 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.

- Schedules will be created that encourage regular 'brain breaks/play/recess'. (Models will be drafted to highlight examples based on small, medium and large schools.)
- Students will eat lunch in the classroom.
- Specialist instruction will occur in the homeroom classroom or outdoors (when appropriate).
- Staff will receive a duty-free lunch
- 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 for K-4 staff will occur 1 day per week and for 5-6 teachers, collaboration can occur during the Virtual Support time at the teacher's discretion and may be observed by evaluators/supervisors.

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 Tools:

- Student learning on distance learning days will be facilitated with Microsoft Teams as the primary platform for assignment and activities.
- Teaching staff will be provided with appropriate equipment for utilizing functions of Teams, including tools necessary for embedded small group instruction/intervention.
- 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

Transition Plan

- Grade levels will be phased in with a minimum of two weeks between phases, following guidance of health officials
- A minimum of one week's notice for grade level staff prior to transition
- Impacted grade level staff able to utilize differentiated block and collaboration/meeting/professional development time to prepare
- Transition will be phased in within a grade level over multiple days on a rotating A/B schedule. (A/B/A/B) There will be a minimum of 4 days of phase in rotations.
 - (For K, this will be a 8-day rotation and will be reevaluated by SEA and the District at Labor Mgmt. before bringing each subsequent grade back.)
 - Teachers will only be responsible for delivering instruction for children who are in person.

- *In combination classes or multi-age classes, students will return when the youngest of the age group/grade level returns.*
- *Staff meetings for elementary will be held during WAC time and will be held no more than two times per month. Elementary Staff on the Real Time Remote Schedule will not be required to have staff meetings during the 12:50-1:50 time block. This time can be used for additional professional development or committee meetings.*
 - *Until such time 5/6 students return, teachers working in person (grade level teachers, specialists, SPED teachers) shall not be required to sit on a committee.*
 - *Should a grade level teacher, specialist, or SPED teacher working in the in-person environment wish to sit on a committee, that committee shall work together to create a meeting schedule that rotates to allow for participation.*
 - *Secondary staff will continue to have staff and committee meetings at the 12:50-1:50 timeframe. For Secondary SPED, teachers can utilize their para educators to rotate participation in staff meetings and provide supervision for students.*
- *Once kindergarten students return, MTSS Specialists, School Counselors and Mental Health Therapists will return to work at the school site in order to provide support and may work out a rotating schedule with their supervisor.*
- *For secondary, once Students in MHOH, ABLE and DI are in class full time, MTSS Specialists and Schools Counselors, will return to work at the school site in order to provide support and may work out a rotating schedule with their supervisor.*
- *Secondary Mental Health Therapists and School Counselors assigned to MAP and Pratt will return to work at the school site during Phase 2 of the Special Education Transition plan (outlined below).*
- *Other Certificated staff that provide instruction/support for in person students shall only be required to be on site when providing support for those students. Once students in 4th grade return for in person instruction, all staff falling into the category (to exclude 5 and 6th grade and secondary teachers) shall be required to work at the school site.*
- *Classified staff: Once Kindergarten students return, classified staff at the elementary level will return to work at the school site.*
 - *Secondary classified staff will continue to follow the classified MOU*
 - *Para educators supporting programs returning to full on site instruction, must return to work in the program full time.*
 - *The District will provide meaningful work for staff at the secondary level in the event students remain in the remote setting for most or all of the year. Employees not wishing to take meaningful work, may choose to take leave.*

Special Education Phase In- Face to Face/Hybrid

As the district begins to phase-in full-time instruction by grade level starting with Kindergartners, the Special Education department will also begin to phase-in students by program focusing on our youngest and most impacted students first.

The following schedule will be utilized for all special education programs, both elementary and secondary. Once general education secondary students return to in-person instruction special programs at the secondary level will return to their normal schedule.

Special education programs will follow phase-in language adhering to health and safety guidelines. Each phase will occur in no less than two-week intervals.

- First phase: (ABLE/MHOH/Primary DI/Deaf Ed) Starting at the same time as Kindergarten*
- Second phase: (Intermediate DI/Primary BI/Preschool)*
- Third phase: (Intermediate BI/Secondary DI and Transitions)*
- Resource and Secondary BI students will continue to receive small group instruction as determined by the IEP Team on the Real Time Remote Model and will phase into full time in-person instruction with their General Education peers.*

Elementary Special Population Considerations:

- Special Education and ELD students in grades 5-6 may 'opt-in' to daily attendance. Students will have the opportunity to progress in their learning and towards their IEP goals. IEP teams/ELD providers and families will develop education programs to determine if a student will complete time on their off day in the classroom setting or with a staff member other than the classroom teacher in a small group setting. As part of the consideration for determining if a student will attend on their 'off' day, the team must determine how the student will be supervised during the day.*
- Elementary ELD teachers and classroom teachers will collaborate to ensure services are coordinated. The ELD teacher will provide instruction (in-person or virtually) 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 instruction to be provided services by the ELD teacher.*
- All special education/ELD staff will receive contracted number of minutes of prep time.*
- Elementary Special education teachers shall receive 300 minutes of prep until such time the 5/6 general education students return. Once 5/6 general education students return, Special Education teachers shall receive 260-270 minutes as provided to elementary general education teachers.*
- Elementary Resource teachers will continue to have the option to use one of the 4 teaching models outlined below as students return in person.*

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 Developmental Preschool- Students will be on an A/B schedule ensuring no more than 12 students in a classroom on a given day. Parents will receive a weekly 30-minute meeting where staff (teachers and/or related service providers) can go over the “at-home” learning activities a week. Virtual meetings and “at-home” learning activities will make up for the 2 hours fewer in-person instruction week.

Teacher Workday: 8:00-3:30 Monday-Friday; Duty Free Lunch 1:30-2:00; 2:00-3:00 (M-TH) Distance Learning Support. Friday remains prep and PD day.

Paraeducator Workday: Paraeducator workday will remain the same as traditional model per the contract. The teacher will ensure that the paraeducators have meaningful work from 1:30- until their regularly scheduled time off.

Student Schedule:

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A	Students In-Person: 8:30am-1:30p	In-Person: 8:30am-1:30pm	At-home learning 2:00-3:00pm Parent support Virtual Meeting	At-home Learning 2:00-3:00pm Staff Collaboration IEP Meeting support	Prep/Professional Development/IEP/TSG
B	At-Home Learning 2:00-3:00pm Parent support Virtual Meeting	At-home learning 2:00-3:00pm Staff Collaboration/IEP Meeting support	Students In-Person: 8:30am-1:30p	Students In-Person: 8:30am-1:30p	Prep/Professional Development/IEP/TSG

MHOH

Service Delivery Model: MHOH classroom K-12 will provide in-person services Monday-Friday following their typical schedule. MHOH classrooms will be staffed at no less than a 2:1 ratio (8 students total on caseload) to assist with social distancing and personal care.

Elementary					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-2:25	Instruction	Instruction	Instruction	Instruction	Instruction
2:25-3:00	Collaboration	Prep	Prep	Prep	Prep
3:00-3:30	WAC	WAC	WAC	WAC	

Secondary					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	11:45-12:15 Lunch
12:30-2:25	Instruction	Instruction	Instruction	Instruction	Prep
2:25-3:00	Collaboration	Prep	Prep	Prep	
3:00-3:30	WAC	WAC	WAC	WAC	

ABLE

Service Delivery Model: *ABLE classrooms 7-12 will provide in-person services Monday- Friday following their typical schedule. ABLE Classrooms will be staffed at no less than a 2:1 ratio (8 students total on caseload) to assist with social distancing and behavior support.*

Elementary					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-2:25	Instruction	Instruction	Instruction	Instruction	Instruction
2:25-3:00	Collaboration	Prep	Prep	Prep	Prep
3:00-3:30	WAC	WAC	WAC	WAC	

Secondary					
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	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	11:45-12:15 Lunch
12:30-2:25	Instruction	Instruction	Instruction	Instruction	Prep
2:25-3:00	Collaboration	Prep	Prep	Prep	
3:00-3:30	WAC	WAC	WAC	WAC	

Elementary Designed Instruction

Service Delivery Model: All K-6 students in Elementary Designed instruction will follow the model for K-4 with in-person instruction being provided every day. Staffing ratios will follow contract limits (10 students total on caseload).

Elementary					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-2:25	Instruction	Instruction	Instruction	Instruction	Instruction
2:25-3:00	Collaboration	Prep	Prep	Prep	Prep
3:00-3:30	WAC	WAC	WAC	WAC	

Elementary BI

Service Delivery Model: Students in Elementary BI will follow the same schedule as students in grades K-4 attending school every day (10 students total on caseload).

Elementary					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30- 2:25	Instruction	Instruction	Instruction	Instruction	Instruction
2:25-3:00	Collaboration	Prep	Prep	Prep	Prep
3:00-3:30	WAC	WAC	WAC	WAC	

Elementary Resource

Service Delivery Model: Elementary resource room teachers will prioritize the following inclusive practices that will allow for adherence to social distancing guidelines including limited mixing of students (32 students total on caseload):

- *Consult Services: Resource room teachers design and monitor the specially designed instruction while the general education teacher provides it. Students receive work at their instructional level as outlined in their IEP. The special education teacher provides regular check-ins with both the student and the general education teacher.*
- *Team Teaching: The special education teacher joins the general education teacher during academic instructional time. Both teachers provide instruction to all students with the special education teacher focusing on those with IEP goals.*
- *Virtual Small Group Instruction: The resource room teacher may lead a small group of students via Microsoft Teams in targeted instruction. Students could login to the virtual lesson from their classroom while the resource room teacher is providing instruction from their classroom/office.*
- *Push-in/Pull-out services: The resource room teacher leads socially distanced small groups of students in larger spaces (i.e. cafeteria). Push-in services where Resource teacher moves into classroom to provide service in socially distanced way.*

Students with an IEP in 5th/6th grade may attend school every day in consultation with the IEP team. IEP teams will develop education programs to determine if a student will complete time in their off day in the classroom setting or with a staff member other than the classroom teacher in a small group setting. The IEP team will determine what services the student will be provided to ensure the student is provided interventions that allow them to make progress towards their IEP goals. The overall goal of attending additional days is to move the student towards meeting grade level. This may include but not limited to the following:

1. *Additional time using Dreambox, lexia, and Moby Max.*
2. *Day 1- All day in gen ed, Day 2- may be utilized by related service provider support and or pull-out resource services. For students with a 1:1 they may work in an alternative location IEP related goals.*

Social Distancing Protocols: Elementary resource room teachers and paraeducators may still provide 1:1 or small instruction to those students who require more intensive interventions.

Elementary Deaf Ed and Vision

Service Delivery Model: All students assigned to the Elementary Deaf Ed/Vision classroom (caseload will follow normal staffing levels) will follow the same schedule as Elementary general education for grades K-4 with students attending every day. Related services providers will provide services via consult, push-in, small group, virtual or teletherapy.

Elementary					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH

12:30- 2:25	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>
2:25-3:00	<i>Collaboration</i>	<i>Prep</i>	<i>Prep</i>	<i>Prep</i>	<i>Prep</i>
3:00-3:30	WAC	WAC	WAC	WAC	

Homebound/Home Hospital

Service Delivery Model: Staff will provide in-home services per the student’s IEP or Home Hospital plan, if it is safe to do, so as determined by state and local health officials.

Secondary Special Population Considerations:

- *Students in MHOH/ABLE/BI/DI will be given the opportunity to attend school every day.*
- *Special Education and ELD students may ‘opt-in’ to daily attendance Students will have the opportunity to progress in their learning and towards their IEP goals. IEP teams/ELD providers and families will develop education programs to determine if a student will complete time on their off day in the classroom setting or with a staff member other than the classroom teacher in a small group setting. As part of the consideration for determining if a student will attend on their ‘off’ day, the team must determine how the student will be supervised during the day.*
- *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 on the same schedule as secondary teachers.*
- *All special education/ELD staff will receive contracted number of minutes of prep time.*
- *Adaptive PE will be scheduled for 60 minutes a week per secondary school to support prep time for teachers.*
- *Secondary special education teachers shall receive ~~300~~ 295 minutes of prep (130 minutes from Friday early release, 60 minutes through Adaptive PE, 105 for Tuesday through Thursday afternoons) until such time secondary general education students return. Once the general education students return, SPED teachers shall receive the equivalent minutes of planning as secondary general education teachers.*

Secondary BI/DI

Service Delivery Model: Students receiving special education services within a secondary BI or DI program will attend school 5 days a week (12 students total on caseload for BI and 10 students total on caseload for DI).

Secondary DI (Until Secondary Gen Ed Phases Back in)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	WAC	WAC	WAC	WAC	WAC
8:30-12:00	Instruction	Instruction	Instruction	Instruction	Instruction
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH	11:45-12:15 Lunch
12:30- 2:25	Instruction	Instruction	Instruction	Instruction	12:15pm Prep
2:25-3:00	Collaboration	Prep	Prep	Prep	
3:00-3:30	WAC	WAC	WAC	WAC	

Secondary Resource Room when all general education students return

- *Service Delivery Model: Secondary students receiving special education services from a resource room teacher will follow the secondary A/B schedule with the option of attending on their “off” day for tutoring. As part of the consideration for determining if a student will attend on their ‘off’ day for tutoring, the team must determine how the student will receive tutoring services. Students will need to sign up ahead of time if they plan to attend a tutoring session. If Durham is their only transportation, they will need to attend the entire day. Students will work on their assigned distance learning curriculum or work on COVID Recovery services while attending on their “off” day. If students choose not to attend, they will not be penalized for non-attendance, however they will be expected to complete their work from home. See applicable schedule grid above.*

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 at parent request and will follow social distancing guidelines.

Progress Monitoring and data collection should take place using PowerSchool special programs in compliance with normal special education data collection procedures (every two weeks minimum).

At the IEP meeting prior to the beginning of the school year, both a remote learning plan and a hybrid plan may be developed and discussed. When the model shifts from remote to face to face or visa versa, Prior Written Notice will be given and the previously agreed upon plan will also be sent and parent approval documented. Case manager will confer with each member of the IEP team to include all services that the plan (s) encompass(es).

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.

As a result of the COVID Closure, there may be additional recovery services offered to students on an individualized basis. If recovery services result in workload beyond the contract limit for a staff member the topic will be discussed at Labor Management.

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 push-in services, pull-out services (1:1 or small group with students from the same class), consult services, indirect services, virtual, or teletherapy. PPE will be provided to each related service provider at the level they require. A shared excel document will be sent to all related service providers where they will indicate the level of PPE needed based on population served.

Related Services: Below are the options for delivery of services. All changes to the delivery of services from the students current IEP must be done through the IEP process with the parent.

Consult Services: Provided to families during weekly parent support zoom meeting and included in weekly "at-home" activity bag.

In- Person Services: Scheduled as push in support when possible on the in-person day. Pull-out services are also available. Schools should have an identified area designated for therapy (ex. Multipurpose room, larger office space).

- *Indirect services: providing strategies around foundations skills for goal area to student, family, and/or teacher.*
- *Virtual: Scheduled support to students in-building with service provider at different site*
- *Teletherapy: Families could opt to continue Teletherapy at home and students could receive services on their "at-home" day.*

FOR THE ASSOCIATION:



Jeremy Shay
President, Spokane Education Association



Michelle Jenner
UniServ Director, SEA

September 30, 2020

Date

FOR THE DISTRICT:



Jodi Harmon
Executive Director, Human Resources



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

September 30, 2020

Date