

FAQS FOR THE HYBRID MODEL

General Questions

1. Once one grade level in an elementary school moves to in-person learning, why do the staff meetings move to the contract times before or after the workday during WAC time?

The in-person/hybrid model does not include the same meeting time built into the day as the remote model. In order to ensure that all staff can be present for important information shared at staff meetings, the time must move to before school. This is applicable only the elementary at this time.

2. What happens to the staff meeting time in the elementary real remote learning model from 12:50-1:50 when staff meetings move to before school?

This time can be used for additional professional development or committee meetings.

3. For staff returning to serve students in-person, since there is time during the day for committee meetings in the real remote learning model and not in the in-person model, are in-person teachers required to sit on committee meetings?

No. Not until the 5/6 grade returns and everyone is on the same schedule. However, in the event an in-person teacher would like to sit on a committee, the committee shall work to create a schedule to include all participants (possibly on a rotation).

4. How do secondary SPED staff participate in committee and staff meetings when all other staff will be meeting during the 12:50-1:50 time frame?

For SPED teachers at the secondary level, the staff, including para educators, can create a rotation in order to participate in staff or committee meetings.

5. What happens to classified staff as students move to in person learning?

While the classified MOUs for some groups indicate that once students return all staff must return to work on site, this language didn't contemplate a gradual move of students to the in person/hybrid model. The bargaining teams determined that it did not make sense to require secondary or other staff to return to school sites to work if only elementary students were phasing back in. We agreed that when kindergarten returns, classified staff that are working on a rotating or optional basis from home will have to return to work on site. Secondary paraeducators and Job Coaches in DI, MHOH, ABLE, Deaf Ed, or Transition programs will need to return when their students are required to return. All other classified staff at the Secondary level will return full time when General Education Secondary students return.

6. Why is there no language for Middle school or High school remote learning?

Simply put, time. Once it was determined that K-2 and vulnerable students would be returning to in-person instruction, we had a short timeline to bargain the in-person model for those returning in the immediate future. We had to complete the schedule for K-6 to ensure that the model would work for the entire elementary level and wouldn't have to be modified as we brought back the intermediate grade level. We have a bit of time to complete the secondary general education model and will be working on it over the next couple of weeks.

Transition Plan from Real Remote to In Person Learning

1. Why do we have a transition plan included in the hybrid/in person model?

When the district and Association learned that the Spokane Regional Health Department would allow for K-2 students and other vulnerable students to return in a slow and methodical way, we had to bargain a transition plan for moving grade levels and SPED programs to the in person learning/hybrid model.

2. How will the transition of a grade level (not a Special program) from real time remote to in person look?

Staff will be notified at least a week in advance of the District's plan to move a grade level to in person learning. The 5 days before the transition, the staff will not be required to attend meeting/collaboration or hold differentiated learning in order to prepare. The District will hold optional training during this time to provide techniques and tools for working in a socially distant learning environment.

After the 5 preparation days, students will return to in person learning in an A/B rotating model for at least four days. For Kindergarten, 8 days of rotation will be provided. In person learning will begin for group A on October 7th. All Kindergarten students will attend on October 19th. The Association and District will evaluate how the transition for each grade level goes.

While in this 4-8 day transition phase, teachers are only required to deliver instruction to those students who are in-person at school (learning activities will be provided by the district office content specialists for students phasing in on their "off" day).

There will be a minimum of two weeks from the start of the first day of group A of a grade level starting school to when the next grade level begins. This gives the newest grade level to start in person time to acclimate to the environment before a group of new students begin to arrive for in person learning.

It should be noted for any combination/multi-age classes, when the youngest grade in the class returns, the entire class will return. For example, if there is a 1-2 combo class, when the 1st grade returns, both 1 and 2nd grade students in that class will return.

3. What does it look like for Special Education programs to transition to all in person instruction?

The law has required for some students to be on campus for in person learning since the start of school. As these students have already been on a rotational schedule, starting on October 12, K-12 ABLE, MHOH, and Elementary Deaf Ed, along with Primary DI will return full time.

Phase 2 could start as early as October 26, which would include the full return of intermediate DI and Primary BI students. Phase 3 could start as early as November 9th including students in intermediate BI, secondary DI and the transition students. The district will be closely following the guidance of the health department prior to instituting each phase.

Secondary SPED schedules will continue to run on the elementary schedule (8:00-3:30) until the secondary students return. At that time, all secondary schedules will return to their normal start and end times.

Secondary BI and Secondary Resource students will return when their general education peers return to in-person learning.

4. Why do the Elementary MTSS, Mental Health Therapists and Counselors need to return on a rotating basis when the kindergarten and SPED programs at the elementary level return?

It is important that classes meeting in person have support on site in the event it is needed. The language does allow for the MTSS, Mental Health Therapists and Counselors to work together with their building administrator to create a rotating schedule of onsite attendance to provide this support.

5. When do MTSS, Mental Health Therapists, and Counselors return at the secondary level?

When the DI programs begin offering full time in person classes, MTSS and counselors will return. As at the elementary schools, MTSS and counselors can work together with their building administration to create a rotating schedule of onsite attendance to provide this support.

Mental Health Therapists and school counselors assigned to MAP and Pratt will return during the Phase 2 of the Special Programs transition (describe above). All other Secondary Mental Health Therapists will return when the remaining general education Secondary students return.

6. Do Elementary specialists, related services, ELD, instructional coaches, and intervention services staff have to work on site all the time now that kindergartens are receiving instruction in person?

It depends.

- Specialists, Related Service Providers, ELD teachers, intervention staff, and instructional coaches need to meet with kindergarten students in person. Once 4th grade students return, these staff will need to return to work on site.
- Related service providers and resource teachers may use one of their 4 service delivery models as outlined in the MOU to provide specialized instruction for students.

Elementary In-Person/Hybrid Model FAQs

1. What will the class sizes be in the hybrid/in person model?

- K-4 classes will remain at their real time remote levels of no more than 21 students. This number allows for adequate social distancing in classrooms.
- Students in 5/6 will remain at the contracted level, but when the students return to in person learning, the students will come on a rotating A/B schedule, so only about half the students will be in a class on a given day.
 - Some students receiving ELD or SPED services will be allowed to attend daily if it is determined that it would be best for them.

2. Why does the day end at 2:25?

Districts around the area teaching in an in-person model have decided to shorten the school day slightly. In the case of SPS, it was decided for several reasons:

- It shortens the day for students as we move to a new way of learning with social distancing and masks.
- It allows us to mesh both the hybrid and remote models better to provide for specialist schedules, planning time and time in the day for staff teaching A/B models to communicate with parents and students on their 'off' day.
- It allows for time for thorough and intentional cleaning by the Custodial staff.

3. How much prep time will there be in the new in person model?

- K-3 teachers will receive 300 minutes during the phase in of students to 5th grade. This time will be achieved by having 4 specialist times each week, 40 minutes in length (160 minutes) and four 35-minute prep times at the end of the day.
 - The additional specialist time is being provided by specialists no longer teaching enrichment during the differentiated model. Specialists will now teach another grade level class during this time.
- 4th grade teachers will also receive between 290-300 minutes, but rather than getting an extra specialist time, supervision staff at the school will provide 30-40 minutes of planning time either in the morning, at lunch, or at the end of the day.
- Specialists and other instructional staff (related service providers, instructional coaches, ELD teachers, interventionists) will maintain 310 minutes of prep time in the schedule. In order to protect collaboration time as outlined in the remote model from 12:50-1:50, which we believed to be very important for those teaching in both remote and in person models, we had to allow for specialist planning time to be offered during the afternoons, potentially eliminating the parent contact time.
- Once 5th grade returns, K-4 teachers and specialists and other instructional support/related services/ELD/coaches/interventionists transition to a 260 minutes of planning time.
- 5/6 grade teachers will receive between 270 minutes of planning time.
 - 240 minutes will be provided by specialists during the school day and 30-40 minutes of supervised time at the start of the workday, attached to lunch, or at the end of the workday.

4. How is the move to 260 minutes of planning time equitable if 6th grade and all secondary continue with the remote schedule where there is more planning time?

- We believe that by the time it is allowable that 5 grade can return, likely the other grade levels will return on their rotating A/B in person schedule. In that case, everyone will have a lessened amount of planning than what was provided in the remote model.

5. Why is some of the prep time at the elementary pushed to the end of the day?

As the system slowly transitions to an in-person model, there are many who will have to teach in both virtual and in person environments. The in person and remote models have to complement each other so that specialists particularly can provide planning time in both environments. In order to make this happen, and ensure that the specialists also got their planning time, while also providing time for 5/6 teachers to get time to connect with their “off day” students, planning time had to go at the end of the day.

6. Why does planning time revert to 260 minutes once 5th grade students return?

Students in 5/6 grade are on a rotating A/B schedule. In order to provide those students equity in specialist time, specialists have to be scheduled twice for each class to address the A/B schedule. We will need all the specialist blocks of time that are in the afternoon to provide for this. In addition, because 5th and 6th grade teachers need to manage their “off” day students, they need time at the end of the day to connect with parents and students.

7. When teachers are getting students out at the end of the day and onto the busses, won't it eat into planning time?

This is not dramatically different than other years, when getting students out the door eats a bit into WAC time that is generally used for planning. In these unusual times however, it is acceptable to prepare students for departure a bit early each day and get them out to the bus.

8. Are the models shown on the MOU exactly as we should expect to have them implemented at school?

These models are examples. As more and more grade levels return to school, not everyone will have lunch at noon. The lunch times will shift to accommodate for:

- Distribution of lunch to the different grade levels
- Supervision of students in classes by building personnel while students and teachers are having lunch
- Providing social distancing on the playground when students go out for recess
- Provide for additional planning time when 4th grade returns.

In addition, specialists will be scheduled during the instructional periods like during remote and regular school years.

9. Why is collaboration scheduled for only 35 minutes a week for K-4 when the grade levels are working in the in-person model? Why does it appear that 5/6 grade teachers get collaboration every day?

- There was mutual interest from the Association and the District to maintain some level of collaboration. Once a grade level moves to in person, there is no way to keep collaboration from 12:50-1:50 and supervise students. In addition, with all the changes in schedule, neither side was excited about creating a Friday schedule that had a different ending time than the other days.
 - The association was very interested in having collaboration that did not cut into teacher prep time like it did last year. The district agreed that these circumstances warrant the need for full planning time for all.

- 35 minutes a week, rather than 75 minutes 12 times a year, ensures that overall, staff gets more collaboration and their planning time as long as the district is in the hybrid model.
- The Association and District agreed that time needed to be worked into the day for anyone on a rotating A/B model, separate from planning, so they could reach out to students on their off day and prepare for 'off' day activities. Both sides believe this support for 'off' day students will take most, if not all, of the 35 minutes. In the event staff finish this task early, collaboration should occur, as this is not specifically time for individualized planning.
- Specific time for collaboration for 5/6 grades is on Friday.

10. Why do students have to eat lunch in the classroom?

- The guidance from OSPI and the health department says that districts should keep cohorts together when eating as it requires the removal of masks. In addition, as more grade levels are added to the school, there will be no way to socially distance as student move through the lunch line.

11. Why do specialist classes have to occur in the home room classroom?

Like with lunch, the guidance to not intermix cohorts of students applies here. There is no way to clean desks, chairs, and equipment/supplies between classes of students. Staff wishing to work away from their students during their planning time should work with their administration to find a location.

12. What is expected of 5/6 grade teachers for students on their 'off' day?

- Teachers are not expected to provide live instruction for students not present at school on their off day.
- Teachers may ask students to complete work that was not completed from the previous day, complete homework as an extension to the lesson taught the previous day, provide enrichment or practice assignments.

13. Why is only 5/6 grade going on an A/B rotating schedule and not grades K-4?

There are several reasons both sides determined this as the best course of action:

- Younger students have the most difficulty managing the technology.
- Younger students would have difficulty completing work alone on their "off" day.
- Younger students need continuity and routine. A rotating schedule doesn't provide for that.
- The law allows for students aged 10 or older to stay home alone; so childcare was a consideration.

14. What should instruction look like in a socially distancing environment?

- During the transition, the differentiated learning time and meeting/collaboration time, will be available for teachers to prepare. The district will offer PD during the time to help teachers develop skills and come up with ideas about teaching in a new way to accommodate for social distancing.
- Teachers will have the autonomy to provide brain breaks, play and recess. It is understood that in this environment, these types of activities may be needed with more frequency than prior to COVID.

15. What are the expectations to provide work if a student is absent?

Like pre-COVID, when students are absent from school, the teacher provides makeup work in the form of packets, reading assignments or the like. There is no requirement to record live instructional sessions to provide to absent students.

16. What happens if an in-person teacher is absent from school?

- The district is prioritizing in person teacher absences with substitutes.
- Because social distancing and the need to not mix cohorts is part of the safety guidance from OSPI and the department of health, it will not be possible to divide up a class like many schools do when no substitute is available for an absent teacher.
- In the event of an absent teacher with no substitute available, the administration, those staff present on site will volunteer to cover during their planning like in the current contract.

ELD Specific Language

1. How much planning time do ELD teachers receive?

- Elementary ELD teachers received 310 minutes until the 5th grade students return and all elementary teachers move to 260 minutes.
- Secondary ELD teachers receive 310 minutes until all secondary teachers return at which time, they will earn the same amount as other secondary teachers.

2. How do ELD teachers provide instruction as elementary students return?

ELD teachers are expected to serve students who are attending school in person as well as those who are still in the Real Time Remote model.

3. How is instruction provided when 5/6 grade students return to school on an alternating A/B schedule?

- Students will have the option to attend daily for instruction if it will help them advance in their progress. That instruction could be delivered by the general education classroom teacher to participate in the same instruction twice or in a small group setting outside the classroom and under the supervision of another staff member. This decision to return daily and to which instructional model will be made between the ELD teacher, General Education teacher, and family. As part of the team's decision for determining if a student will attend on their 'off' day, the team must determine how the student will be supervised during the day.

4. How do secondary ELD teachers provide instruction in the in-person model?

- Secondary ELD teachers will return to full in-person instruction when the general education students return. The student will be on an A/B rotating schedule and will have the option, working with the ELD teacher and parents, to attend every day. The ELD teacher and family will determine what instruction will look like for a student coming daily: either repeat in the classroom of the instruction of the previous day, or small group work. 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.

Special Education Specific Language

1. How much planning time do Elementary and Secondary Special Educations teachers get?

- Elementary teachers receive 300 minutes until 5th grade returns and all elementary teachers get between 260-270 minutes.
 - This is provided through specialist time and students leaving at 2:25
- Secondary teachers receive 295 minutes until secondary general education students return. At that time, secondary sped teachers will receive the same amount as other secondary staff.
 - This time is provided through adaptive PE and early student release on T, W, Th and an earlier release on Friday afternoons.

2. Do SPED teachers at the elementary and secondary level get collaboration?

Yes, it is scheduled weekly on Monday afternoons from 2:25 – 3:00. When the general education students return and the schedule changes, Special Education teachers at the secondary level will get the same collaboration as those teaching general education.

3. What are the class size for MHOH and ABLE?

They are at their contract limit of 8 students

4. How will k-12 MHOH and ABLE provide instruction?

MHOH and ABLE students will return to full time in person instruction on October 12th and will follow the schedules outlined in the MOU. These programs will not need the phase in days that Kindergarten receives since they are already providing in-person instruction in the Real Time Remote model. Students will come every day, regardless if they are elementary or secondary.

5. Why are the MHOH and ABLE schedules slightly different at secondary?

Since the elective teachers don't return until the general education teachers return, we needed to find a way to get the correct amount of planning time and collaboration. In order to get this time at the secondary level, students will need to go home at 12:30 on Fridays.

6. How will Elementary DI students receive instruction?

Regardless of grade level, all students will attend daily and will follow the K-4 schedule as outlined on the MOU.

7. What is the class size for Elementary DI?

It will be staffed at the contract case load of 10.

8. What does instruction look like for elementary BI?

Elementary BI students will attend daily regardless of grade level and will follow the K-4 schedule as outlined in the MOU.

9. What is the class size for Elementary BI?

There will be the contract limit of 10 students on the caseload.

10. How do Resource teachers provide instruction?

Elementary resource teachers will continue to have the 4 options outlined in the MOU to provide instruction to students. These are Consult services, Team Teaching, Virtual Small Group instruction, and push-in/pull-out services.

11. How is instruction provided for 5/6 grade students in Resource when they return to school on an alternating A/B schedule?

Students will have the option to attend daily for instruction if it will help them advance in the progress. That instruction could be back the general education classroom to hear the same instruction twice or in a small group setting outside the classroom and under the supervision of another. This decision to return daily and to which instructional model will be made by the IEP team.

12. When will preschool students return?

Preschool students will return during phase two on the special education phase in schedule.

13. How will instruction be provided for Preschool?

Students in ECEAP and DD will come on an A/B days for in person with no more than 12 students in a classroom on a given day. In-person students will leave at 1:30 and at 2:00, teachers will provide a half an hour of parent virtual meetings for parent support. Fridays will remain without students and will be used prep, PD, IEP meetings, and TSG.

CAPE staff will carry the same caseload and serve students within the integrated system.

14. What will the schedule be for Elementary Deaf Ed and vision students be?

Regardless of grade level, students in this program will attend every day and will follow the K-4 schedule in the MOU.

15. What are the caseloads and class size for Elementary Deaf Education and Vision students?

They are the same limits as outlined in the contract.

16. Do employees in homebound and home hospital have to go to student homes to provide services?

It depends. As long as it is safe to do so as determined by state and local health officials and it follows the student's IEP or home hospital plan.

17. How will Instruction be delivered for Secondary DI?

- Secondary DI students will return in the 3rd phase in of Special programs. Until such time they will continue on their rotating small group schedule.
- Secondary DI will follow the schedule outlined in the MOU until such time the secondary general education students return. When secondary general education students return and the secondary schedule is implemented, secondary DI Students will move to the secondary schedule.
- Secondary DI students will attend 5 days a week.

18. What are the caseloads for Secondary DI?

They are at the contract level of 10.

19. How will instruction be delivered for Secondary BI?

Secondary BI students will remain on the Real Time Remote schedule until their General Education peers return to in-person learning. At that time, they will follow the Secondary Hybrid schedule.

20. What are the caseloads for Secondary BI?

They are at the contractual level of 12.

21. How will instruction be delivered for Secondary Resource?

- Resource students will return when general education students return at the secondary level. They will follow the A/B schedule but will have the option of attending on their off. This will be determined by the IEP team. 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.

22. What are the caseloads for secondary resource?

The caseloads will stay at the contracted levels of 32.

23. What are the responsibilities for the related service providers?

Related service providers will continue to provide services as outlined in the student's IEP. Providers may continue to offer push-in, pull-out, consult, indirect, virtual or teletherapy services.