

Issaquah School District
And
Issaquah Education Association
Appendix Documents for the
2020-2021 School Year MOU

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Appendix 1: In-person Evaluation and IEP assessments

Beginning September 1, all necessary in-person assessments will be completed with the following provisions:

- A trained District employee will administer temperature screening and health attestation to the student (similar to summer school) and will escort the student to the testing location. Students will use hand sanitizer prior to entering the testing location. This employee will be expected to follow DOH safety protocols while in the building.
- Staff member will be expected to follow DOH safety protocols upon entering the building and for the duration of their time on-site..
- A student or staff presenting with a 100^o Fahrenheit or higher fever or who believes he or she has been exposed to the coronavirus shall not be admitted for evaluation.
- Only the student will enter the testing location, parents will be asked to wait outside of the building.
 - Exception: Echo Glen in-person testing will include DCYF security staff
 - Exception: If the custodian is requested to clean, custodian may enter.
- At the conclusion of a testing session the student will be escorted to parents or to the bus.
- The testing location will be determined by the certificated staff and administration, using available space that provides appropriate social distancing in alignment with DOH safety protocols for the duration of testing, necessary quiet testing environment, adequate ventilation and has reasonable access to restrooms. A plexiglass screen with a cutaway space for passing materials will be used during testing.
- PPE will be provided for each certificated staff member including a cloth mask and face shield. Students will be expected to wear fabric mask or face shields unless it is due to a medical or age reason and/or it is deemed a significant hindrance to completing the assessment.
- It is the responsibility of the staff member to schedule the in-person evaluations with the family. Scheduling for necessary district transportation will be done by a designee.

- If the room does not have a sink and soap, hand sanitizer with at least 60% alcohol shall be available in the room and the staff member will instruct the student in its use as needed.
- Cleaning of the materials used in the evaluation----papers, laminated cards, booklets, writing tools, blocks, other physical materials and/or manipulatives---is the responsibility of the staff member, who will use the district-provided cleaning supplies and follow stated procedures.
- If an unmasked student coughs or sneezes in the room, the staff member shall notify custodial staff, who will be onsite to clean surfaces and materials.
- The room will be cleaned by a trained custodian with appropriate cleaning agents and materials after each session and before the first session each day.
- Scheduling will be coordinated in a manner that ensures minimal contact in the office or traffic to the restrooms.
- The restrooms will be cleaned and have adequate soap and paper towels.
- To share the workload among the regional staff the district will have a staff support action plan.

Appendix 2: Substitutes During Remote Learning

Elementary:

1. When a staff member will be absent from work for a half (1/2) day for either Illness, Injury and Emergency (IIE) leave, Personal leave, or other leave consistent with the Collective Bargaining Agreement Article 9:

- a. Except in the case of an emergency, every effort should be made by the absent staff member to communicate their upcoming half day absence in order to coordinate possible coverage by the building administrator or non-classroom staff member.
- b. If the absence is for the first half of the school day, the building administrator or designated non-classroom staff member will take attendance and communicate the classroom teacher prepared asynchronous activities for the morning.
- c. If the absence is for the second half of the work day, unless an emergency situation caused the absence, it is the classroom teacher's responsibility to communicate to students/families the classroom teacher prepared asynchronous activities for the rest of the student day.
- d. The absent staff member will be expected to prepare and post all necessary materials that will be delivered asynchronously for the duration of the half (1/2) absence.

2. When a staff member will be absent from work one (1) to two (2) days:

- a. Except in the case of an emergency, every effort should be made by the absent staff member to communicate their upcoming absence in order to coordinate possible coverage by the building administrator or non-classroom staff member.
- b. The building administrator or designated non-classroom staff member will take attendance and communicate the classroom teacher prepared asynchronous activities for the day.
- c. The absent staff member will be expected to prepare and post all necessary materials that will be delivered asynchronously for the duration of the one (1) to two (2) day absence.

3. When a staff member will be absent from work three (3) or more days, the District will arrange for a substitute. The classroom teacher will prepare and communicate sub plans for synchronous and asynchronous learning in alignment with the elementary daily schedule.

Middle School:

1. When a staff member will be absent from work for one (1) day of instruction for one or more class period/s for either Illness, Injury and Emergency (IIE) leave, Personal leave, or other leave consistent with the Collective Bargaining Agreement Article 9:

- a. Except in the case of an emergency, every effort should be made by the absent staff member to communicate their upcoming absence.
 - b. The absent staff member will be expected to prepare and schedule all necessary materials to be delivered asynchronously for all missed classes.
 - c. The absent staff member will be expected to update class attendance through student asynchronous participation no later than five (5) days after the first day of their absence.
2. When a staff member will be absent from work on Wednesday, a building administrator or non-classroom staff member will take live attendance for the Advisory/SEL class period and deliver live synchronous instruction as needed.
3. When a staff member will be absent from work for two (2) days of instruction for the same class period/s for either Illness, Injury and Emergency (IIE) leave, Personal leave, or other leave consistent with the Collective Bargaining Agreement Article 9:
 - a. Except in the case of an emergency, every effort should be made by the absent staff member to communicate their upcoming absence in order to coordinate possible coverage.
 - b. The absent staff member will prepare and communicate sub plans for synchronous (day two) instruction and asynchronous (days one and two) learning in alignment with the secondary daily schedule.
 - c. On the second day of a staff member's consecutive absence from one (1) or more of the same class period/s, the building principal or representative may offer coverage to another staff member who may volunteer to appear live during their prep or otherwise unscheduled period. The covering staff member will be responsible to take attendance and deliver live synchronous instruction and be available for students to communicate in a near-immediate fashion for the remainder of the period for two (2) hours of pay at their per-diem rate during the block period.
 - d. If no staff member is available to cover a particular period, the building administrator or representative may choose to either arrange for a substitute to take attendance and deliver synchronous live instruction or have a building administrator or designated non-classroom staff member take live attendance for the class period/s and deliver live synchronous instruction.
4. When a staff member will be absent from work for three (3) or more days of instruction for the same class period/s, the district will arrange for a substitute. The classroom teacher will prepare and communicate sub plans for synchronous and asynchronous learning in alignment with the secondary daily schedule.

High School:

1. When a staff member will be absent from work for up to two (2) days of instruction for one or more classes for either Illness, Injury and Emergency (IIE) leave, Personal leave, consistent with the Collective Bargaining Agreement Article 9:
 - a. Except in the case of an emergency, every effort should be made by the absent staff member to communicate their upcoming absence.
 - b. The absent staff member will be expected to prepare and schedule all necessary materials to be delivered asynchronously for all missed classes.
 - c. The absent staff member will be expected to update class attendance through student asynchronous participation no later than five (5) days after the first day of their absence.
2. When a staff member will be absent from work for three (3) days of instruction for one or more classes for either Illness, Injury and Emergency (IIE) leave, Personal leave, or other leave consistent with the Collective Bargaining Agreement Article 9:
 - a. Except in the case of an emergency, every effort should be made by the absent staff member to communicate their upcoming absence in order to coordinate possible coverage.
 - b. The absent staff member will prepare and communicate sub plans for synchronous and asynchronous learning for the third day of the absence in alignment with the secondary daily schedule.
 - c. On the third day of a staff member's consecutive absence from one (1) or more class periods, the building principal or representative may offer coverage to another staff member who may volunteer to appear live during their prep or otherwise unscheduled period. The covering staff member will be responsible to take attendance and deliver live synchronous instruction and be available for students to communicate in a near-immediate fashion for the remainder of the period for 0.75 hour of pay at their per-diem rate on normal periods and 1.5 hour of pay at their per-diem rate during the block period.
 - d. If no staff member is available to cover a particular period, the building administrator or representative may choose to either arrange for a substitute to take attendance and deliver synchronous live instruction or have a building administrator or designated non-classroom staff member take live attendance for the class period/s.
3. When a staff member will miss four (4) or more days of instruction for one or more classes, the district will arrange for a substitute. The classroom teacher will prepare and communicate sub plans for synchronous and asynchronous learning in alignment with the secondary daily schedule.

Emergency Absences:

At the beginning of the school year, staff will provide an emergency asynchronous lesson(s) for students to complete in their absence.

- a. This activity should be readily available to students at any time during the year.
- b. Emergency sub plans should submit to the building principal within the first two weeks of school.
- c. The staff member may choose to update their emergency sub plan at any time submitting new emergency sub plans to the building principal.

Appendix 3: Elementary Specialist and Doubling Classes

- The principal will share the draft building schedule and provide an opportunity for PE, Music and Library specialists to review and provide input before the principal finalizes the building schedule.
- Specialists will interact with students in a live setting to deliver Essential Learnings (ELs) each instructional block through mini lessons, for lengths of time as determined appropriate by the teacher.
- PE and Music specialists will record and post two live lessons a week per grade level. Additional live lessons may be posted as desired by the specialist.
- Specialists will provide asynchronous work for students to apply and/or support their learning either during the remaining class time and/or during the week as they see fit.
- Specialists overload pay will be determined by the average of the two combined sections consistent with the CBA specialists overload numbers.
- If an evaluation/observation takes place during a double session during an instructional block, the primary focus will be on instruction as opposed to student behaviors.
- Specialists will rotate the role of generating a menu of asynchronous activities to push out to students by end of the Friday workday the week prior to access during structured recess time.
- Specialists will not be required to provide any feedback or follow-up with the structured recess activities.
- Two different grade-levels will not be combined in an instructional block unless requested by the individual specialist.

Appendix 4: Meet the Teacher in a Remote Learning Environment

1. Meet the Teacher is an opportunity for students to see and explore their new classroom, meet their teacher and classmates, drop off school supplies and receive general information to prepare them to start the school year. While the remote nature of this event will hinder and/or adjust some of these opportunities, a remote Meet the Teacher still supports students in preparation of the first day of school. Meet the Teacher will be for one hour on August 31, 2020 at a time within the work day determined by the elementary principal.
2. Buildings may choose to have Meet the Teacher at different times by grade level or grade band within the August 31, 2020 workday.
3. Teacher will be available “live” for the full one hour of Meet the Teacher, allowing for students/families to enter the virtual classroom anytime within that hour. The teacher may choose how they want to structure the hour.
4. The teacher will make available the daily learning schedule and share which technology platforms will be used for remote instruction.

Appendix 5: Leaves

5.1 Employees with COVID-19/Suspected COVID-19: Employees who have a confirmed/diagnosed case of COVID-19, or who are experiencing symptoms of COVID-19 and are seeking medical confirmation/diagnosis, may not come to work at a District work site, and may access any or all of the following benefits under the terms of the applicable provisions of the parties' collective bargaining agreement ("CBA") or law, as appropriate to their situation:

5.1.1 Engage in an interactive interview with the District to discuss a possible alternative assignment and/or alternative work site (see Section 5.10 below);

5.1.2 Emergency Paid Sick Leave (EPSL) under the federal Families First Coronavirus Response Act (FFCRA) with supplementation up to the employee's regular daily salary by other paid leaves identified below if the employee's salary exceeds the statutory EPSL cap (\$511/day);

5.1.3 Illness, Injury, and Emergency Leave;

5.1.4 Personal Leave;

5.1.5 Shared leave;

5.1.6 Washington Paid Family Medical Leave (PFML);

5.1.7 Worker's compensation;

5.1.8 Family Medical Leave Act (unpaid leave except for continued health insurance benefits);

5.1.9 Unpaid leave of absence for the period of the temporary disabling condition;

5.1.10 Long-term disability benefits; and

5.1.11 Unemployment benefits.

After accessing the above benefits that may apply to their situation, if an employee has no option other than Leave Without Pay – Long Term for the 2020-21 school year, the District and Association shall, at the request of the employee, meet to discuss leave options.

5.2 Employees Quarantined Due to Possible Exposure to COVID-19: Employees who have been advised by a public health agency to quarantine at home due to possible exposure to COVID-19 may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable provisions of the CBA or law, and as appropriate to their situation:

5.2.1 Engage in an interactive interview with the District to discuss a possible alternative assignment and/or alternative work site (see Section 5.10 below);

5.2.2 EPSL with supplementation up to the employee's regular daily salary by other paid leaves identified below if the employee's salary exceeds the statutory EPSL cap (\$511/day);

5.2.3 Illness, Injury, and Emergency leave;

5.2.4 Personal Leave;

5.2.5 Worker's compensation;

5.2.6 Unpaid leave of absence for the period of the directed quarantine; and

5.2.7 Unemployment benefits.

5.3 Employees Caring for Someone with COVID-19/Suspected COVID-19: Employees who are caring for a person (1) who is covered by applicable law or contract provision and (2) is subject to quarantine because that person has a confirmed/diagnosed case of COVID-19, or is experiencing symptoms of COVID-19 and is seeking medical confirmation/ diagnosis, may not come to work at a District work site. Employees may access any or all of the following benefits under the terms of the applicable provisions of the CBA or law, as appropriate to their situation, including, specifically, when the person in question is covered by the applicable contract provision and/or law:

5.3.1 Engage in an interactive interview with the District to discuss a possible alternative assignment and/or alternative work site (see Section 5.10 below);

5.3.2 EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;

5.3.3 Illness, Injury, and Emergency leave;

5.3.4 Shared leave;

5.3.5 Personal Leave;

5.3.6 Washington Paid Family Medical Leave (PFML);

5.3.7 Family Medical Leave Act (unpaid leave except for continued health insurance benefits);

5.3.8 Unpaid leave of absence for the period of time the employee is directed to not come to work at a District work site; and

5.3.9 Unemployment benefits.

5.4 Higher/Increased Risk Employees: Employees who are or might be at higher risk/increased risk of severe illness or death from COVID-19 as that term is defined by the Governor's proclamation 20-46 may choose to come to work at a District work site when required by the employee's assignment or may access any or all of the following benefits under the terms of the applicable provisions of the CBA or law, as appropriate to their situation:

5.4.1 Engage in an interactive interview with the District to discuss a possible alternative assignment and/or alternative work site (see Section 5.10 below);

5.4.2 EPSL with supplementation up to the employee's regular daily salary by other paid leaves identified below if the employee's salary exceeds the statutory EPSL cap (\$511/day);

5.4.3 Illness, Injury, and Emergency leave;

5.4.4 Personal leave;

5.4.5 Leave without Pay – Long Term for the 2020-21 school year; and

5.4.6 Unemployment benefits.

5.5 Higher/Increased Risk Individual in the Employee's Household: Employees who themselves are not at higher risk/increased risk but have someone in the household who is at higher risk /increased risk of severe illness or death from COVID-19 as that term is defined by the Governor's proclamation 20-46 may choose to come to work at a District work site when required by the employee's assignment or may access any or all of the following benefits under the terms of the applicable provisions of the CBA, as appropriate to their situation:

5.5.1 Engage in an interactive interview with the District to discuss a possible alternative assignment and/or alternative work site (see Section 5.10 below);

5.5.2 EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;

5.5.3 Leave for illness, injury or emergency;

5.5.4 Personal leave; and

5.5.5 Leave without Pay – Long Term for the 2020-21 school year.

5.6 Employees with Children Impacted by School or Childcare Closed or Unavailable: An employee who needs leave because the employee is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19 may access any or all of the following benefits under the terms of the applicable provisions of the CBA or law, as appropriate to their situation:

5.6.1 Engage in an interactive interview with the District to discuss a possible alternative assignment and/or alternative work site (see Section 5.10 below);

5.6.2 EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;

5.6.3 Emergency Family and Medical Leave (EFML) under the FFCRA (partially unpaid, and partially paid at 2/3 regular wages up to a maximum of \$200/day); with possible supplementation up to the employee's regular daily salary by other paid leaves identified below;

5.6.4 Personal leave;

5.6.5 Leave for illness, injury or emergency; and

5.6.6 Leave without Pay – Long Term for the 2020-21 school year.

The District will offer placements in its "Before and After School Care ("BASC)" program during the workday to provide childcare options to employees with children enrolled in the District.

5.7 Employees Who Cannot or For Whom it is Inappropriate to Wear a Face Covering or Other Required PPE: Upon presentation of appropriate documentation from the employee's health care provider and under the terms of the CBA or law, an employee whose assignment requires work at a District work site and who cannot wear a face covering shall be provided a face shield. An employee whose assignment requires work at a District work site and who cannot wear other personal protective equipment (PPE) required for the employee's assignment may choose to access any or all of the following benefits upon presentation of appropriate documentation from the employee's health care provider and under the terms of the CBA or law, as appropriate to their situation:

- 5.7.1 Engage in an interactive interview with the District to discuss possible options for a safe exemption from face mask and/or PPE requirements, a possible alternative assignment and/or alternative work site (see Section 5.10 below);
- 5.7.2 Leave for illness, injury or emergency;
- 5.7.3 Personal leave;
- 5.7.4 Leave without Pay – Long Term for the 2020-21 school year; and
- 5.7.5 Other accommodations identified through the interactive process of the Americans with Disabilities Act (ADA).

5.8 Employees Who Choose to Not Wear a Face Covering or Other Required PPE: An employee whose assignment requires work at a District work site and who does not have a documented inability to wear PPE required for the employee's assignment, including but not limited to a face covering, but nevertheless does not wish to do so, may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

- 5.8.1 Personal leave; and
- 5.8.2 Leave without Pay – Long Term for the 2020-21 school year.

5.9 Employees Who Otherwise Choose Not to Work at a District Work Site Due to Concern for Safety and/or their Health: An employee whose assignment requires working at a District work site and who does not fit within the conditions of paragraphs 5.1 through 5.8 above, may access any or all of the following benefits under the terms of the applicable provisions of the CBA or law:

- 5.9.1 Engage in an interactive interview with the District to discuss a possible alternative assignment and/or alternative work site (see Section 5.10 below);
- 5.9.2 Personal Leave; and
- 5.9.3 Leave without Pay – Long Term for the 2020-21 school year.

5.10 Alternative Work Assignments: When an employee's assignment requires working at a District work site and the employee cannot, or chooses to not, work at a District work site, the Executive Director of Human Resources or designee will engage in an interactive interview to discuss and attempt to resolve the circumstances by assigning the employee to available work that can be provided in an alternative work site or alternative work assignment on the condition that the employee is qualified, prepared and willing to perform such work. When choosing from among multiple employees for the same available assignment, the District will prioritize employees in the following order:

- 5.10.1 Employees who hold the appropriate training, licensing, endorsement or other qualifications for the position;
- 5.10.2 Employees quarantined due to possible exposure to COVID-19;
- 5.10.3 Employees caring for someone with COVID-19/suspected COVID-19;
- 5.10.4 Higher / Increased risk employees;
- 5.10.5 Employees with a higher / increased risk individual in the employee's household;
- 5.10.6 Employees with children impacted by School or Childcare Closed or Unavailable;
- 5.10.7 Employees who cannot or for whom it is inappropriate to wear a face covering, including a face shield, or other required PPE; and

5.10.8 Employees who choose to not work at a district work site due to concern for safety/and or their health.

If two or more employees have equal priority under the conditions above, the District will use District seniority to make the assignment. If a remote assignment is assigned to an employee with the expectation that it will continue for the entire school year, the District will not be required to reassign employees previously awarded such assignments in order to accommodate remote assignments for other employees whose need for an alternative assignment arises later in the school year.

5.11 Rights and Protections of the Americans with Disabilities Act: An employee seeking accommodations under the ADA and/or WLAD retains these rights in addition to or independent of seeking other benefits noted herein.

5.12 Possible Limitations: All the contractual, insurance and statutory leave benefits referenced above have specific rules or external agencies that govern their application, and the terms of this MOU will be interpreted consistent with those rules and agencies. Some of the leave entitlements may require documentation from a health care provider. The leave entitlements within the FFCRA (both EPSLA and EFMLA) currently expire December 31, 2020, and the parties agree to meet prior to that date to reconsider whether the leave entitlements above will be amended. The parties agree to meet prior to the expiration of the Governor's order regarding "high risk employees" to address future guidance based on the actions or inactions of the Governor.

Appendix 6: 1st- 5th Grade Family Engagement Conferences

- All first through fifth grade classroom teachers will conduct Family Engagement conferences
- Family Engagement conferences will be scheduled during the “marigold” blocks of time on the elementary daily schedule for the following dates – September 8, 9, 10, 11 and 14, 2020
 - Kindergarten Teachers will conduct *Family Connections* the first three days of school as outlined in the district calendar and in alignment with WAKids requirements
- Classroom teacher may choose to suspend small group instruction during the “marigold” blocks of time on September 8 – 14th to accommodate scheduled Family Engagement conferences
- Family Engagement Conferences are scheduled for fifteen (15) minutes.
- Family Engagement Conferences are conducted “live” via Zoom or Teams unless the parent requests an alternate communication mode (phone, email, etc).
- Classroom teacher will accommodate parent requests to schedule meetings outside of “marigold” time within their workday as needed.
- Classroom teacher will access Language Line if English is not preferred language of parent/s.
- District will provide an optional script/guiding questions to be used during the Family Engagement conference.
- Principals will provide teachers time during August Building Days to review conference expectations and create conference schedules.
- Classroom teacher will not be required to prepare materials for the Family Engagement meetings.

Appendix 7: Scheduled Wednesday SEL Time at Comprehensive High Schools

Administration Responsibility

Building administrative teams will:

- Develop a course in Canvas for each classroom teacher's SEL Class for distribution of materials.
- Develop a class in Skyward for each classroom teacher for the sole purpose of taking attendance for Wednesday.
- Determine and communicate the SEL class period content.
- Provide necessary materials and/or links to classroom teachers no later than 2:50pm on the Friday before a scheduled SEL lesson.
 - *EXCEPTION: There may be circumstances that necessitate content to respond to current events that may not allow for distribution of materials in alignment with the timeline stated above. In this case, building administration will communicate with classroom teachers about the change of plan as soon as possible and will distribute the materials with reasonable time for classroom teachers to upload the materials to Canvas before the scheduled SEL lesson time.*
- Preserve SEL lesson time for the intended purpose stated. At Issaquah and Skyline High School, utilize Flex/Nest Time for ASB elections, pep assemblies, and other building business items instead of this dedicated SEL time. Liberty High School does not have Flex/Nest Time; the school will need to determine how to provide time for ASB elections, pep assemblies and other building business items without compromising the need to focus on SEL.

Teacher Responsibility

Classroom teachers will:

- Upload materials for the SEL lesson before the scheduled meeting time on Wednesday. Classroom teachers will not be responsible for creating SEL lessons.
- Take attendance for the SEL class and enter it into Skyward.
- Facilitate lessons in a limited capacity such as starting a video or facilitating turn and talks for students to have time to reflect/discuss. Classroom teachers are not responsible for any grading related to the SEL lesson.

Appendix 8: Elementary and secondary schedules as pertaining to classroom teachers

The remote schedules for elementary and secondary teachers are important to support student learning and meet the required instructional weekly minutes of 1,665.

Beginning the school year in a remote learning environment is a new endeavor, and as such, IEA and ISD are committed to modify and adapt as we implement remote learning during the 2020-2021 school year.

In certain circumstances it might not be appropriate to post the live lesson under a violation of the Responsible Use Guide. The staff member will collaboratively work with their administrator in this circumstance to provide alternative instruction materials to post.

Other certificated staff members who are not classroom teachers will perform their duties in coordination with their supervisors and as pertains to their position. These staff should not be obligated to perform duties outside the workday except where outlined in the Collective Bargaining Agreement.

This is a new endeavor and as such IEA and ISD are committed to modify and adapt as we learn more about what learning at a distance looks like this fall.

Elementary Schedule Expectations

The elementary schedule was created to support classroom teachers in meeting the following expectations: Conduct class meetings in a live setting each morning with the intent to take live attendance, build the classroom community, deliver SEL instruction and activities, and review the schedule for the day.

- Interact with students in a live setting to deliver Essential Learnings (ELs) through mini lessons, for lengths of time as determined appropriate by the teacher. Record and post the live mini lessons for reading, writing, math and science/social studies for students and families to access. If a classroom teacher has concerns with an exceptional circumstance that occurred within a recorded live lesson, they will contact their building administrator by the end of the same workday.
- Provide live small group instruction during the “marigold” (yellow) block. The frequency and duration of the live small group instruction will depend on age and needs of the students and content.
- Provide asynchronous assignments and activities for students to apply and/or support their learning independently while the teacher is working with small groups during the marigold block. This can include, but is not limited to paper/pencil activities, Seesaw tasks, Teams tasks, watching an assigned video, and independent work time. Asynchronous work is pre-prepared and uploaded so students can access them at different times. Asynchronous learning can occur in different times and spaces particular to each learner.
- Connect with individual students and/or families and prepare materials.

Secondary Schedule Expectations

The secondary schedule was created to support classroom teachers in meeting the following expectations:

- Take live attendance at the start of each class period.

- Interact with students in a live setting to deliver instruction and activities to support Essential Learnings (ELs), for lengths of time as determined appropriate by the teacher based on content and the age and needs of students. After live instruction is delivered, teachers will use professional judgement to determine whether to stay live during the class period for students to ask questions or decide to send students offline to work on a task and ask them to come back to check-in before the period ends.
- Record at least one version of live instruction per course and post it for students to access no later than the end of the next school day. If a classroom teacher has concerns with an exceptional circumstance that occurred within a recorded live lesson, they will contact their building administrator prior to the next school day.
- Provide asynchronous work for students to develop, support and apply their learning the remainder of the class period. Asynchronous assignments and activities are pre-prepared and uploaded so students can access them at times other than the designated class period time.

Appendix 9: Technology, Worksite, Special Education Reevaluations- Joint Communication

Dear IEA Staff – IEA and the district are committed to working together to support you in providing effective and robust remote learning to our students come September 1st. Read on to find out more about some of the conditions and opportunities during remote learning.

As you begin to plan your work day in alignment with the remote learning schedules, we wanted to share that while we are in 100% remote learning, you will be able to determine where it is best for you to deliver remote learning to your students – be it offsite or in your classroom/office. Should you choose to work in your classroom/office, the district will require that you follow established safety and health protocols based on the DOH guidelines. These include attestations, temperature checks, the wearing of a face covering, physical distancing, and frequent handwashing. Since some coordination may be necessary due to individual building and workplace layouts, please work directly with your building administrator or supervisor to ensure safety and health protocols are able to be met.

Should you choose to work offsite while we are in the District's 100% remote learning environment, the District wants to ensure that you are fully equipped to deliver high quality learning. As a result, and in coordination with IEA, the district authorized the following equipment for check out: District issued laptop

- Monitor
- Keyboard
- Mouse
- USB webcam
- Printer (if you have one currently in your classroom/workspace)
- Document camera (optional)

All listed items must go through a checkout process that will be scheduled by your building administration/program supervisor. Any classroom supplies, manipulatives, and other instructional aids may be taken offsite with the understanding that if said non-consumable materials were purchased through district, building or PTSA funds, they are to be returned to the building when we resume brick and mortar education or you leave the district, whichever is sooner. Classroom/office furniture should stay in the buildings.

Please be aware that although we are opening the school year with all students receiving instruction remotely, we have a shared interest in exploring ways we may better serve our students furthest from educational equity, which includes student who receive special services through in-person experiences. The recent guidance from the Washington State Department of Health on August 5th states “the decision to resume in-person learning is a complex decision that requires weighing both the risks and benefits” and ISD and IEA are committed to thoughtful conversations that balance the two.

Finally, we wanted to make special education staff aware that starting September 1, special education staff may be required in building for the purpose of administering assessments for special education evaluations (i.e., initial eligibility and re-evaluations) that cannot be conducted remotely. Throughout the summer, some ISD school psychologists assessed students at the district office while maintaining required safety public health protocols. These measures included district-provided Personal Protective Equipment (PPE), social distancing, frequent handwashing, and regular sanitizing of furniture and testing

materials. Similar testing stations with these same required safety measures will be arranged at each school building.

With only a few weeks left before we begin the new school year, we will send updates to keep you informed. In the meantime, know that all students are 100% remote, you have the choice to work in the building, you may check out the district authorized technology and materials listed above to utilize to teach off-site, and special education staff may have to administer assessments for evaluations in-building that can't be done remotely. ISD and IEA continue to bargain other topics pertinent to the start of the school year and are committed to continued discussions and negotiations as this school year unfolds.

Appendix 10: Schedules- Joint Communication

Dear IEA Staff Members:

Over the past few months and in preparation for the 2020-2021 school year, district leadership and our instructional, scheduling and safety focus groups have worked to develop recommendations for a robust and engaging online education experience for students. IEA has represented the voices of educators at each step during this process.

ISD and IEA recognize that this last spring educators stepped into the breach of school closures and rallied through hard work and creativity to bridge the gap that was created by COVID. We also recognize that the approach was not sustainable for anybody involved. Through the work of our focus groups and the district committees above we have a solid foundation to move into bargaining. Your IEA and ISD bargaining groups are committed to ensuring that this fall will be improved for both educators and students. Our bargaining groups recognizes the potential need for adjustments as we navigate uncharted waters.

ISD leadership and IEA leadership have collaboratively started to bargain the implementation of the fall opening. We are excited to share with you a few things we have agreed on. While the details are still being ironed out and there are still many more topics to bargain, we have the framework as to what your day will entail. A few important points to make are...

- The schedule provides clear working and learning hours
- Teachers will teach and connect with their scheduled classes daily
- Teachers will have regularly scheduled time for instruction
- The schedule reflects the need for additional planning and collaboration within the work day
- Teachers will have professional discretion within the schedule to best fit your and your students' needs
- Secondary teachers will provide instruction only for classes scheduled on a given day
- Teachers will deliver live instruction of essential learnings
- Teachers will deliver asynchronous activities for students to apply their learning, which could include activities pre-recorded by the teacher or outside learning resources
- Teachers will be expected to take attendance each day
- The schedules demonstrates our commitment to Social and Emotional Learning (SEL)
- Teachers will use designated learning management systems (LMS) including Seesaw and Microsoft Teams (elementary) or Canvas (middle and high)
- The schedule includes daily, built-in opportunities to reach out to individual students/families to support student learning
- Teachers will be provided opportunities for additional professional development to support the delivery of remote education
- Students will follow a consistent school day schedule five days per week, and it will include specialists (elementary) and electives (middle and high)
- Students will know when you are available for support
- Technology will be provided to meet the needs of students and staff

We believe the first step in ensuring that we better serve students is by crafting schedules that support the commitments above. Together with ISD and IEA, and input from the focus groups and staff, we have created daily schedules for elementary, middle, and high school. The district and union believed that professional choice was important, and we tried to honor that throughout these schedules.

Elementary

During the month of August, elementary principals and the scheduling committee will be working on developing building specific schedules, using the same commitments/parameters, will result in individual teacher schedules. You will share the schedule with your families prior to the first day of school. Although your specific daily schedule will look different, the sample schedule below illustrates the start/stop times of the school day in addition to the variety of learning opportunities throughout the week.

A few highlights of the elementary schedule include:

- Live whole class experiences/meetings to start and end each day
- Daily social emotional learning and community building activities
- Regular PE, Music and Library specialist time determined by your building
- Opportunities for students to meet with other support teachers/staff (ex. SAGE, ELL, Title, Counselor, Special Education Teacher, etc.)
- Recommended activities to promote physical, social, and emotional well-being
- While students have independent work blocks you will decide how many small groups and for how long they will run for a day
- You have flexibility to use the rest of the student independent work time to prepare materials and provide feedback to students after you connect with kids

<u>AM Session</u>		
Time	Monday, Tuesday, Thursday, Friday	Wednesday
9:15-9:45	<u>Morning Meeting (whole group live):</u> Greetings Read aloud and <u>comprehension questions</u> Calendar and weather Interactive songs Group mini lesson: math Daily schedule check	Professional meetings Family connections
9:45-10:15	<u>Independent work and Teacher Time</u> (using lessons provided by teacher on online learning platforms such as Seesaw and others)	Targeted cognitive pre-academic and IEP goals Team Planning
10:15-10:30	<u>Outdoor/indoor movement break</u>	
10:30-11	<u>Therapies</u>	Speech, language, occupational, and physical therapies Lesson Development
11-11:30	<u>Afternoon meeting (whole group live):</u> Daily schedule check Lessons review Adaptive skills mini lesson Farewells	Adaptive skills Targeted cognitive pre-academic and IEP goals Social/emotional skills
Extended Day Services		
	Small group lessons and practice (using STAR curriculum and individualized programs). Focus on rotations and schedule use during transitions.	Targeted cognitive pre-academic and IEP goals

Example: Elementary Learning & Instruction Virtual Education (L.I.V.E.) Staff Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:15	NIT	NIT	8:00 – 9:15 - NIT	NIT	NIT
9:15-10:15	Class Meeting/SEL/ Community Building Attendance, morning work, movement, etc. Mini Lessons: Reading/Writing	Class Meeting/SEL/ Community Building Attendance, morning work, movement, etc. Mini Lessons: Reading/Writing	Class Meeting/SEL/ Community Building Attendance, morning work, movement, etc. Mini Lesson: SEL Curriculum	Class Meeting/SEL/ Community Building Attendance, morning work, movement, etc. Mini Lessons: Reading/Writing	Class Meeting/SEL/ Community Building Attendance, morning work, movement, etc. Mini Lessons: Reading/Writing
10:15-10:30	*Recess and movement break	*Recess and movement break	*Recess and movement break	*Recess and movement break	*Recess and movement break
10:30-11:45	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections
11:45-12:45	*Recess/Lunch	*Recess/Lunch	*Recess/Lunch	*Recess/Lunch	*Recess/Lunch
12:45-1:15	Specialists: PE, Music, or Library	Specialists: PE, Music, or Library	Specialists: PE, Music, or Library	Specialists: PE, Music, or Library	Specialists: PE, Music, or Library
1:15-1:45	Mini Lessons: Math & Science/SS	Mini Lessons: Math & Science/SS	1:15-1:30 Closure, Questions, Assignment Review	Mini Lessons: Math & Science/SS	Mini Lessons: Math & Science/SS
1:45-2:00	*Recess and movement break	*Recess and movement break	1:30 – 2:00 Prof Meetings	*Recess and movement break	*Recess and movement break
2:00-3:20	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections	2:00 -4:00 Staff Directed Time or Professional Development per CBA	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections	Daily Teacher Led Small Group Instruction Independent Student Work off-line., Ind. Check-ins, preparing materials and/or family connections
3:20-3:40	Closure, Questions Assignment Review	Closure, Questions, Assignment Review		Closure, Questions, Assignment Review	Closure, Questions, Assignment Review
3:40 – 4:00	NIT	NIT		NIT	NIT

 Whole class meets with Teacher/Specialist

 Teacher will meet with small groups daily. Additional small groups of students may meet with support staff. Students engage in off-line independent work.

 *Recommended recess activities provided each week

Middle and High School

A few highlights of the secondary schedules include:

- Weekly time for Social and Emotional Learning
- Intentional scheduling to meet the required high school credit accrual
- Extended break times between periods
- Additional dedicated planning and collaboration time on Wednesday
- We made sure that Liberty had about the same amount of contact minutes

Middle School L.I.V.E. (Learning & Instruction in Virtual Education)

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher/Student Support Meetings— 8:00—8:30	Teacher/Student Support Meetings — 8:00—8:30		Teacher/Student Support Meetings— 8:00—8:30	Teacher/Student Support Meetings— 8:00—8:30
Period 1—8:30—10:30	Period 4—8:30—10:30	Building/Staff PD OR Dept Meetings 8:00—9:30	Period 1—8:30—10:30	Period 4—8:30—10:30
Break—10:30—10:50	Break—10:30—10:50	Break—10 minutes	Break—10:30—10:50	Break—10:30—10:50
Period 2—10:50—12:50	Period 5—10:50—12:50	Advisory/SEL 9:40—10:25 Teacher/Student Support Meetings— 10:30—12:00	Period 2—10:50—12:50	Period 5—10:50—12:50
Lunch—12:50—1:30	Lunch—12:50—1:30	Lunch—12:00—12:40	Lunch—12:50—1:30	Lunch—12:50—1:30
Period 3—1:30—3:30	Period 6—1:30—3:30	Teacher Prep/Collaboration— 1:00—4:00 Student Independent Work Time 12:40-2:10	Period 3—1:30—3:30	Period 6—1:30—3:30

High School L.I.V.E. (Learning & Instruction in Virtual Education)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Login 8:00—8:15 NIT 8:00—8:15	Student Login 8:00—8:15 NIT 8:00—8:15		Student Login 8:00—8:15 NIT 8:00—8:15	Student Login 8:00—8:15 NIT 8:00—8:15
Period 1—8:15—9:00	Period 1—8:15—9:00	Building/Staff Prof Dev OR Dept. Meeting— 8:00—9:30	Period 1—8:15—9:40	Period 2—8:15—9:40
Period 2—9:10—9:55	Period 2—9:10—9:55	Break—9:30—9:45	Break—9:40—9:50	Break—9:40—9:50
Period 3—10:05—10:50	Period 3—10:05—10:50	9:45 – 10:15 SEL Lesson (Attendance to be taken) Teacher/Student Support Meetings— 10:15 – 12:20	Period 3—9:50—11:15	Period 4—9:50—11:15
Period 4—11:00—11:45	Period 4—11:00—11:45	Lunch—12:20—1:00	Lunch—11:15—11:45	Lunch—11:15—11:45
Lunch—11:45—12:15	Lunch—11:45—12:15			
Period 5—12:20—1:05	Period 5—12:20—1:05	Teacher Prep/Collaboration 1:00 – 4:00	Period 5—11:50—1:15	Period 6—11:50—1:15
Period 6—1:15—2:00	Period 6—1:15—2:00		Break—1:15—1:25	Break—1:15—1:25
Period 7—2:10—2:55	Period 7—2:10—2:55	Student Independent Work Time— 1:00—3:00	Period 7—1:25—2:50	Flex/NEST (or 8 th)—1:25— 2:50
Teacher/Student Support Meetings— 3:00 – 3:30	Teacher/Student Support Meetings— 3:00 – 3:30		Teacher/Student Support Meetings— 3:00 – 3:30	Teacher Prep and Work Drop Time— 2:50—3:15

**Recommendation—Th and F teachers provide 50—60 min. of structured lesson planning + be available for the remaining 25—35 minutes should students need them. Students may opt to begin applying what they have learned and work independently.

**Echo Glen HS will have four class periods that meet daily + 2 hours Independent Study Time.

**GEHS will continue to follow an innovative and flexible schedule that focuses on personalized, real world, and project based learning.

Liberty High School L.I.V.E. (Learning & Instruction in Virtual Education)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Login 8:00—8:15 NIT 8:00—8:15	Student Login 8:00—8:15 NIT 8:00—8:15		Student Login 8:00—8:15 NIT 8:00—8:15	Student Login 8:00—8:15 NIT 8:00—8:15
Period 1—8:15—8:55	Period 1—8:15—8:55	Building/Staff Prof Dev OR Dept. Meeting 8:00—9:30 am	Period 1—8:15—9:40	Period 5—8:15—9:40
Period 2—9:05—9:45	Period 2—9:05—9:45	Break—9:30—9:45	Break—9:40—9:50	Break—9:40—9:50
Period 3—9:55—10:35	Period 3—9:55—10:35	9:45 – 10:15 SEL Lesson (Attendance to be taken) Teacher/Student Support Meetings 10:00—12:20	Period 2—9:50—11:15	Period 6—9:50—11:15
Period 4—10:45—11:25	Period 4—10:45—11:25	Lunch 12:20—1:00	Lunch—11:15—11:45	Lunch—11:15—11:45
Period 5—11:35—12:10	Period 5—11:35—12:10	Teacher Prep/Collaboration 1:00 – 4:00	Period 3—11:50—1:15	Period 7—11:50—1:15
Lunch- 12:10 – 12:40	Lunch- 12:10 – 12:40		Break—1:15—1:25	Break—1:15—1:25
Period 6—12:45—1:25	Period 6—12:45—1:25			
Period 7—1:35 – 2:15	Period 7—1:35 – 2:15	Student Independent Work Time— 1:00—3:00	Period 4—1:25—2:50	Period 8—1:25—2:50
Period 8—2:25 – 3:05	Period 8—2:25 – 3:05		Teacher/Student Support Meetings 2:50—3:30	Teacher Prep and Work Drop Time—2:50—3:30
Teacher/Student Support Meetings 3:10—3:30	Teacher/Student Support Meetings 3:10—3:30			

While we recognize there are still many questions to be answered, we felt it was important to share these commitments with you as soon as possible. Together we will continue to keep you informed as plans and details develop.

Echo Glen L.I.V.E Student and Teacher Daily Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Student Login 8:00—8:15 NIT 8:00—8:15	Student Login 8:00—8:15 NIT 8:00—8:15	Building/Staff Prof Dev OR Dept. Meeting— 8:00—9:30 (Students: Edgenuity) 8:00—9:30	Student Login 8:00—8:15 NIT 8:00—8:15	Student Login 8:00—8:15 NIT 8:00—8:15
Period 1—8:15—9:42	Period 1—8:15—9:42	Break—9:30—9:45	Period 1—8:15—9:42	Period 1—8:15—9:42
Period 2—9:52—11:19	Period 2—9:52—11:19	Teacher/Student Support Meetings 9:45—12:20	Period 2—9:52—11:19	Period 2—9:52—11:19
Lunch—11:23—11:53	Lunch—11:23—11:53		Lunch—11:23—11:53	Lunch—11:23—11:53
Period 3—11:56—1:23	Period 3—11:56—1:23	Lunch—12:20—1:00	Period 3—11:56—1:23	Period 3—11:56—1:23
Period 4—1:33—3:00	Period 4—1:33—3:00	Teacher Prep/Collaboration 1:00—4:00	Period 4—1:33—3:00	Period 4—1:33—3:00
Teacher/Student Support Meetings— 3:00—3:30	Teacher/Student Support Meetings— 3:00—3:30	Student Independent Work Time and/or Edgenuity 1:00—4:00	Teacher/Student Support Meetings— 3:00—3:30	Teacher/Student Support Meetings— 3:00—3:30

- Teachers provide synchronous (live) Zoom lessons, then upload their recorded lesson, 3 out of 4 periods per day (1 PREP period per day per teacher). General education teachers (there are 2 at Echo) teaching rather than supervising ~~Edgenuity~~/online learning as they have done previously.
- Asynchronous learning provided through recorded teacher Zoom lessons and ~~Edgenuity~~ classes.

ACT L.I.V.E. (Learning, Instruction and Virtual Education)

Monday	Tuesday	Wednesday	Thursday	Friday
9:15 to 10:00 Class Meeting SEL/Wellness Instructional Period #1	9:15 to 10:00 Class Meeting SEL/Wellness Instructional Period #4	*No Student Attendance*	9:15 to 10:00 Class Meeting SEL/Wellness Instructional Period #1	9:15 to 10:00 Class Meeting SEL/Wellness Instructional Period #4
10:00 to 10:30 Independent Work Block (OR) Teacher Led Small Group Instruction *	10:00 to 10:30 Independent Work Block (OR) Teacher Led Small Group Instruction *	IEP Meetings Office Hours Family & Connection Meetings	10:00 to 10:30 Independent Work Block (OR) Teacher Led Small Group Instruction *	10:00 to 10:30 Independent Work Block (OR) Teacher Led Small Group Instruction *
10:30 to 11:15 Instructional Period #2	10:30 to 11:15 Instructional Period #5	Vendor Meetings	10:30 to 11:15 Instructional Period #2	10:30 to 11:15 Instructional Period #5
11:15 to 11:45 Independent Work Block (OR) Teacher Led Small Group Instruction *	11:15 to 11:45 Independent Work Block (OR) Teacher Led Small Group Instruction *		11:15 to 11:45 Independent Work Block (OR) Teacher Led Small Group Instruction *	11:15 to 11:45 Independent Work Block (OR) Teacher Led Small Group Instruction *
11:45 to 12:45 Lunch Prep (Skill Instruction) Social Lunch Group Lunch Clean-Up/Hygiene (Skill Instruction) *	11:45 to 12:45 Lunch Prep (Skill Instruction) Social Lunch Group Lunch Clean-Up/Hygiene (Skill Instruction) *		11:45 to 12:45 Lunch Prep (Skill Instruction) Social Lunch Group Lunch Clean-Up/Hygiene (Skill Instruction) *	11:45 to 12:45 Lunch Prep (Skill Instruction) Social Lunch Group Lunch Clean-Up/Hygiene (Skill Instruction) *
12:45 to 1:30 Instructional Period #3	12:45 to 1:30 Instructional Period #6		12:45 to 1:30 Instructional Period #3	12:45 to 1:30 Instructional Period #6
1:30 to 2:00 Independent Work Block (OR) Teacher Led Small Group Instruction *	1:30 to 2:00 Independent Work Block (OR) Teacher Led Small Group Instruction *		1:30 to 2:00 Independent Work Block (OR) Teacher Led Small Group Instruction *	1:30 to 2:00 Independent Work Block (OR) Teacher Led Small Group Instruction *
2:00 to 2:15 End of Day Meeting Check-Out Celebrations Review & Preview	2:00 to 2:15 End of Day Meeting Check-Out Celebrations Review & Preview		2:00 to 2:15 End of Day Meeting Check-Out Celebrations Review & Preview	2:00 to 2:15 End of Day Meeting Check-Out Celebrations Review & Preview

Gibson Ek High School L.I.V.E. (Learning & Instruction in Virtual Education)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Login 8:50-9:00 NIT 8:30-8:50	Student Login 8:50-9:00 NIT 8:30-8:50	Student Login 8:50-9:00 7:30-9:00 Building/Staff Prof Dev OR Dept. Meeting	Student Login 8:50-9:00 NIT 8:30-8:50	Student Login 8:50-9:00 NIT 8:30-8:50
Advisory 9:00-9:40	Advisory 9:00-9:40	Advisory 9:00-9:40	Advisory 9:00-9:40	Advisory 9:00-9:40
Independent Project Work and Project Management Support 9:40-11:40	Advisors and Internship Coordinator Support Student Work including Internship Sessions, Individual Meetings, Content Time, Health and Wellness, and Project Support. 9:40-3:50	Advisor Office Hours, Student Support Meetings, Independent Project Work and Project Management Support 9:40-11:15	Advisors and Internship Coordinator Support Student Work including Internship Sessions, Individual Meetings, Content Time, Health and Wellness, and Project Support. 9:40-3:50	Independent Project Work and Project Management Support 9:40-11:40
Grade Level Teams 11:45-12:25		Lunch 11:15-12:00		Grade Level Teams 11:45-12:25
Lunch 12:25-1:05	Flexible Schedule posted weekly. Attendance taken during all sessions.	Design Lab Studio 12:00-1:00	Flexible Schedule posted weekly. Attendance taken during all sessions.	Lunch 12:25-1:05
Content Time 1:05-2:00		Teacher Prep/Collaboration 1:00 – 3:30		Students with Remote Internships set schedule with advisor and mentor.
Design Labs 2:05-3:25	Design Labs 2:05-3:25			
Advisory 3:30-3:50	Advisory 3:30-3:50			

Appendix 11: Live Instruction- Joint Communication

Since school let out in June, IEA and ISD have been in discussions to identify and respond to the many adjustments necessary to ensure meaningful opportunities for both staff to engage in teaching and students to engage in the 100% remote world. This communication is intended to share our agreed upon understandings regarding delivery of Essential Learnings (EL) to students.

IEA and ISD share the following mutual commitments:

Our students will have access to multiple opportunities for live instruction daily, with predictable schedules and routines, as well as:

- Opportunities to connect with teachers and classmates about academic content and social/emotional connections.
- Structured time and support for students who receive special services and specialists
- Access to recordings of the live instruction so they may review again and/or participate asynchronously .
- Opportunities to receive small group support, as determined by the teacher.
- Feedback on assignments and learning progress.

In addition, IEA and ISD share the understanding that access to live instruction will provide meaningful student learning. We agree that:

Live Instruction IS:

- Short periods of instruction from a teacher delivering Essential Learning (EL) to the class.
- Teacher facilitating student interaction as a whole class or in small groups.
- Students working on asynchronous assignments after live teaching and receiving support from a teacher or support staff.
- Small group or 1:1 instruction as determined by the teacher.
- Teacher recording the delivery of the EL and posting for students to access.
- Teacher taking live attendance at the start of the school at elementary and each period for secondary.

Live Instruction IS NOT:

- Continuous time on a computer for the duration of the school day
- Lecturing for long periods of time
- Zero LIVE instruction from a teacher during any given school day.

Regarding the schedule of the school day, IEA and ISD collaborated to design instructional schedules that we believe support teachers in engaging students in meaningful instruction and social-emotional connections. We all recognize that remote learning is far from the ideal and we have built in time for

teachers to connect with students every day in order to provide coherence and predictability for students and families.

What's the same as in-building school...	What's been added with being remote...
Teacher facilitates students' learning over time during the school day.	"Live" instruction takes place on video conferencing platforms.*
Grade Level Teacher at Elementary Six class periods at Middle School Seven or Eight class periods at High School	Elementary whole class live delivery of EL and small group supports. Secondary- Whole class live delivery of EL and student supports throughout the class period. The length of time as determined by the teacher.
Daily schedules with students meeting with different teachers throughout the day, including specialists at elementary and electives at secondary.	Elementary – students receive live instruction from specialists weekly. Classes may be doubled up.
Students will receive special education services in compliance with their IEP.	Special education re-evaluations to be completed in-person when assessment mandates in-person testing. Delivery of special services done remotely for the time being.
Teachers collaborating with their colleagues.	Teachers may work from their classroom or offsite.
Teachers provide instruction to students, facilitate questions and peer collaboration, and provide feedback.	Students will have access to recordings* of instruction and directions provided by teachers during "live" teaching.
The teacher workday is 7.5 hours (including NIT time, planning time and a 30 min duty-free lunch).	Additional planning time within the weekly schedule and designated opportunities to connect with students and families, plan and prep materials.

*More information, guidance, and training to follow.

-Natalie Fowler, Executive Director of Human Resources

-Derona Burkholder, Issaquah Education Association President