

## SEA & SPS MOU AGREEMENT GUIDELINES

### ELEMENTARY SPECIALIST CLARIFICATION AS OF 8-31-20

Updated guidance for the SEA-SPS TA Addendum March 2021 starts on page 2

#### REDEFINING PLANNING-CONFERENCE-PREPARATION TIME

- Remote online learning schedules must meet the same Basic Education requirements as in-person learning. Students must have access to instruction in all content areas including ELA, Math, Science, STI, Social Studies, Physical Education (PE), Music, Visual Arts, and Library, etc.
- Given the flexibility of the remote schedule, which includes both synchronous and asynchronous learning, instruction in PE, Visual Arts, Music, Library, and other specialty core content areas does not need to coincide with classroom teacher planning-conference-preparation (PCP) time. Classroom teacher PCP is not dependent upon Specialist instructional periods.

#### ELEMENTARY SPECIALIST DEFINITION & ROLE

- Elementary Specialists are teachers that provide role-specific learning experiences in subject areas such as Music, Visual Arts, PE etc.
- The role of the Elementary Specialist is to teach in their endorsed subject area. For example, an endorsed Visual Art Specialist is not reallocated to fulfill another subject area or role, such as intervention specialist.
- Elementary Specialists are not intervention specialists, ELL specialists, Special education staff, etc.
- Clarification in the SPS-SEA MOU: In the section below, “Specialists” refers to intervention Specialist, not Elementary Specialist as described above.

*“Integrating Specialists and Special Ed into Remote Classroom: SPS will provide training for all staff on how to integrate Specialists, ELL, and Special education staff into their online classrooms, to include specifics about the roles of specialist staff members, Special education staff, ELL, etc. Staff will be trained in using inclusionary practices in remote learning.”*

#### INSTRUCTIONAL TIME FOR ELEMENTARY SPECIALISTS

- Elementary specialists will not be required to provide synchronous instruction for more than three (3) instructional periods on Monday, Tuesday, Thursday, and Friday. On Wednesdays, elementary specialists will not be required to provide synchronous instruction for more than two (2) instructional periods. (Refers to 1.0 FTE Elementary Specialists, adjust for part-time Elementary Specialists.)
- “Elementary Specialist will follow the same synchronous and asynchronous instructional expectations and schedule as classroom/homeroom teachers.” This time may be divided into 60/60/30, as the classroom educator, or 50/50/50 as the Elementary Specialist.
- Specialists have the flexibility to convert small group instructional time for additional instructional period(s) for a total of four instructional periods. Decisions to convert instructional time is made through consensus among Specialists and through the site-based decision-making process.

#### CLASS SIZE LIMITS

CBA: Article IX, Section E, 3, pg. 84:

To promote equity between classroom teachers and Elementary Specialists, class size for Elementary Specialists shall be subject to the same limits as for all other classroom teachers as specified in Article IX, Section D,3, d of the Collective Bargaining Agreement.

- CBA class size standards do not change. Class size is teacher to student ratio outlined in the CBA. This does not change if another staff member is in the classroom. For example, the student to teacher ratio for 5<sup>th</sup> grade is 28 students to 1 teacher. This ratio is maintained if an Instructional Assistant (IA) is in the classroom.
- A building or program may seek a waiver to the terms of the CBA and/or MOU by following the process agreed to by both SEA and SPS in the contract (Cert CBA Article I, Section F: Contract Waivers, page 6).

#### **EXAMPLES FOR CHECK-IN & SMALL GROUP INSTRUCTION FOR ELEMENTARY SPECIALISTS**

To help schools determine how to use this time, examples are included below. Decisions will be made in partnership with Specialists and through the site-based decision-making process.

<b>INSTRUCTIONAL CATEGORY</b>	<b>EXAMPLES</b>
Check-in/community building <i>30 minutes five (5) times per week</i>	<ul style="list-style-type: none"> <li>• Homeroom classroom check-in with Elementary Specialist rotating to different classrooms each day</li> <li>• Elementary Specialist provides SEL lesson during classroom check-in time block, rotating through each class (students receive approximately 1 such lesson per month from each Specialist e.g. Music, Visual Arts, PE)</li> </ul>
Small Group Instruction <i>60 minutes five (5) times per week (determined by school)</i>	<ul style="list-style-type: none"> <li>• Small group instruction as an extension of Specialist synchronous class time.</li> <li>• Content-specific learning during homeroom group. For example, classroom teacher meeting with one small group for reading intervention while music teacher meets with another small group from that class for small group music instruction; this can happen through rotating classes (1 class per day = instruction once/month for each class).</li> <li>• Open-studio/Gym-time for drop-in Teams meeting by grade-level.</li> <li>• Asynchronous lessons provided to specific groups needing additional practice in a content-specific skill.</li> </ul>

### **SEA SPS MOU TA ADDENDUM MARCH 2021 SPECIALIST CLARIFICATIONS as of 3-25-21**

**The intent of this section is to clarify the SEA-SPS TA Addendum March 2021.**

Grey sections are directly from the SEA SPS TA Addendum with clarifications about the purpose of the provision listed below it.

#### **3. WORKDAY/WORKWEEK, Pg.14**

b. Weekly minutes for PCP outlined in the current SEA/SPS Collective Bargaining Agreement will remain in place.

#### **Clarification(s):**

- Every teacher continues to receive a minimum of 160 minutes of PCP. Specialists, with building administrators, determine when the PCP occurs. Classroom teachers receive PCP on Wednesday and it is stated in the TA because that is the only time classroom teachers can have PCP as they instruct all

day on M/T/Th/F with the exception of duty-free lunch and transition. There is more flexibility for specialists throughout the week to schedule PCP.

- **From the SEA-SPS MOU Specialist Clarifications:**

Given the flexibility of the remote schedule, which includes both synchronous and asynchronous learning, instruction in Physical Education (PE), Visual Arts, Music, Library, and other specialty core content areas does not need to coincide with classroom teacher planning-conference-preparation (PCP) time. Classroom teacher PCP is not dependent upon Specialist instructional periods.

c. For the time that students are learning remotely and are not in school, classroom teachers will deliver and schedule synchronous and asynchronous learning activities. Specialists will deliver synchronous and asynchronous learning activities to ensure a total of 5.5 hours of instructional activities for students each day. Activities may include, but are not limited to, reading, mathematics and science online resources, pre-recorded lessons, live-remote, synchronous instruction. Lessons will be aligned with priority standards and District curriculum.

**Clarification(s):**

- The “5.5 hours of instructional activities for students each day” means specialists engage in instructional periods as described below and the remaining time is asynchronous activities for students. For example, on Monday, the specialist delivers 3 synchronous instructional periods with students and the remaining is asynchronous activities to meet the 5.5 hours.

**From the SEA-SPS MOU Specialist Clarifications:**

**INSTRUCTIONAL TIME FOR ELEMENTARY SPECIALISTS**

- Elementary specialists will not be required to provide synchronous instruction for more than three (3) instructional periods on Monday, Tuesday, Thursday, and Friday. On Wednesdays, elementary specialists will not be required to provide synchronous instruction for more than two (2) instructional periods. (Refers to 1.0 FTE Elementary Specialists, adjust for part-time Elementary Specialists.)
- “Elementary Specialist will follow the same synchronous and asynchronous instructional expectations and schedule as classroom/homeroom teachers.” This time may be divided into 60/60/30, as the classroom educator, or 50/50/50 as the Elementary Specialist.
- Specialists have the flexibility to convert small group instructional time for additional instructional period(s) for a total of four instructional periods. Decisions to convert instructional time is made through consensus among Specialists and through the site-based decision-making process.

d. Wednesday will be uniform across the district. The Wednesday schedule from the current MOU remains intact.

**Clarification(s):**

- The intent of this provision is to ensure the Wednesday early release meeting schedule remains intact.
- See above for synchronous instructional period limits on Wednesdays.

e. Specialists (PE, Art, Music, Intervention, ELL) will have flexibility in providing synchronous live and asynchronous pre-recorded lessons for remote and hybrid students. In collaboration with Elementary Specialists, building schedules may combine remote classes/cohorts.

**Clarification(s):**

- The intent of this provision is to provide students synchronous instruction when students are at home and to have access to specialists’ content.

- As a result of classrooms being reorganized between 100% remote cohorts and in-person cohorts, schedules may be developed in which grade-level and/or grade-band cohorts are combined, as well as combining 100% remote and in-person cohorts.
- Schools should make every attempt to combine cohorts that do not exceed class size limits. A building or program may seek a waiver to the terms of the CBA and/or MOU by following the process agreed to by both SEA and SPS in the contract (Cert CBA Article I, Section F: Contract Waivers, page 6).  
[https://www.seattlewea.org/file\\_viewer.php?id=38216](https://www.seattlewea.org/file_viewer.php?id=38216)
- See above for Class Size Limits.

## **16. WORKLOAD/EDUCATOR EXPECTATION, Pg. 35-36**

### **16.9 Itinerant Staff: ELL, Interventionist, Specialist, Librarians, Family Support Workers, Student Family Advocates, Counselors, Social Workers, Consulting Teachers, DHH/ITOD, Vision Services, and Program Specialists**

A workspace will be provided for remote instruction on campus that meets all health and safety protocols outlined in 2020-2021 MOU and additional PPE will be available as needed.

All certificated and classified ELL, interventionist, specialist, and consulting teachers will work in buildings and provide remote instruction for students for the duration of this agreement. Schools/programs/departments will plan on-site coverage that ensures programs/department services are met.

#### **Clarification(s):**

- Specialists are required to work onsite. Specialists can request an accommodation to work from home.  
[https://www.washingtonea.org/file\\_viewer.php?id=43751](https://www.washingtonea.org/file_viewer.php?id=43751)
- Buildings will provide classroom space for Specialist to deliver content standards that need to be learned, delivered, and assessed. Space needs to safely accommodate the nature of instruction. If classroom space is not available due to limited capacity, buildings may decide to have specialists instruct remotely from home.
- For itinerant staff that work at more than one building consider the following regarding the specialists work location. These options are to decrease opportunities for exposure or transmission of COVID. Specialist reports to the school:
  - where they have the most FTE
  - that has the capacity to accommodate a designated workspace
  - that has the highest population of students furthest from educational justice
  - with the highest number of students returning to in person

#### **August 2020 MOU: Educator Expectations, 3, pg. 13:**

Employees who have split FTE, or less than 1.0, will collaborate with their administrators to ensure employee work responsibilities, including meetings, will reflect the proportion of FTE allocated to that building or worksite.