

**Memorandum of Understanding
Between
Shoreline School District
And
Shoreline Education Association**

AM/PM 1

**Agreements Related to
THE IMPACTS OF MOVING TEACHING AND LEARNING BACK ON CAMPUS
DURING THE COVID-19 PANDEMIC**

WHEREAS, Shoreline School District (District) and Shoreline Education Association (SEA), the “parties”, believe the health and safety of school district employees and our community at large remains the top priority of the parties; and

WHEREAS, the Shoreline School District began the 2020-2021 school year in a remote/online learning model; and

WHEREAS, the State Department of Health has issued updated guidance, effective December 16, 2020, to assist schools in complying with the Governor’s and OSPI requirements to help ensure employee and student safety during the COVID-19 pandemic, including guidance to reopen schools.

WHEREAS, the District has determined it will be moving instruction to a partially in-person/hybrid model, and remains committed to providing no less than two-weeks’ notice to staff prior to such a change,

WHEREAS, the parties remain committed to prioritizing and completing negotiations of the impacts of pivoting to a hybrid learning model well in advance of the two-week notice; and

WHEREAS, SEA members will continue to implement Shoreline’s instructional model throughout the 2020-2021 school year, whether teaching and learning is remote/online, hybrid, or eventually potentially fully in person; and

WHEREAS, the duration of the Coronavirus/COVID-19 pandemic remains unknown, and the impacts remain significant; and

WHEREAS, the local, regional, national, and global effects of the pandemic continue to evolve and government mandates and expectations continue to change as a result; and

WHEREAS, Public Health – Seattle & King County, the CDC, and the Office of Superintendent of Public Instruction (OSPI) continues to provide guidelines and recommendations regarding schools; and

WHEREAS, the parties remain hopeful that all educators will be prioritized to receive the vaccine as soon as possible, and commit to jointly communicating to OSPI, the Washington State Legislature, and Shoreline’s congressional delegation regarding the urgency of priority distribution of COVID-19 vaccines to educators as a precursor to fully reopening schools; and

WHEREAS, the parties share an interest in offering vaccinations to all employees as rapidly as possible, the district is working with appropriate agencies and local partners to host vaccination clinic(s) to expand accessibility to vaccines to whatever extent possible; and

WHEREAS, the parties maintain a commitment to continued navigation of the pandemic and its impact on schools with compassion, communication, and common sense; and

WHEREAS, SEA represents certificated instructional staff in Shoreline, and any agreement reached between the parties shall apply to all SEA represented employees; and

WHEREAS, the parties negotiated an agreement addressing impacts of the remote/online learning model that was approved in August, 2020, titled “Memorandum of Understanding (MoU) Containing Agreements Related to Changes in Working Conditions & School Operations Due to Coronavirus/COVID-19 in the 2020-2021 School Year”; and

WHEREAS, the parties have continued to negotiate and reach resolutions regarding unanticipated impacts of the remote model, and have retained a mutual commitment to negotiate the impacts of additional changes in the model on working conditions; and

WHEREAS, all provisions of the collective bargaining agreement and any agreement negotiated prior to this Memorandum of Understanding remain in place unless specifically waived or modified through this or subsequent agreements.

Now THEREFORE, the parties agree the following:

1. **Timing for Implementation of a Partially In-Person/Hybrid Model:** Based on the ability to assure safety on campus, as well as the need to gather necessary information to inform final classroom configurations and complete staff and student assignments, including reconfiguration/reassignments, the District has established the following schedule for moving instruction to a partially in-person/hybrid model:
 - a. Special Education Preschool:
 - i. February 22, 2021 – AM/PM cohorts; modified schedule first week: each cohort on campus two days of the week
 - ii. March 1, 2021 – AM/PM cohorts, regular schedule M,T,Th,F
 - b. K-12 self-contained special education programs:
 - i. February 22, 2021 – early release for transition preparation
 - ii. March 1, 2021 – begin full day schedule, elementary parent/teacher conferences per published calendar
 - c. Grades K-5: March 8, 2021 – AM/PM Cohorts
 - d. Grades 6-12: To Be Determined (NOTE: Secondary students will remain in the 3x3 schedule for the remainder of the 2020-2021 school year.)

2. **In-Person/Hybrid Model:**
 - a. The in-person/hybrid model will offer students either a combination of on-site and remote instruction, or fully remote instruction.
 - b. The partially in-person/hybrid model shall consist of an AM/PM schedule (attached), with students who participate on campus divided into small group cohorts to facilitate physical distancing.
 - i. In-person teaching shall be scheduled on each Monday, Tuesday, Thursday and Friday identified as a student day on the currently approved 2020-2021 calendar.
 - ii. The instruction and services below shall be offered remotely, including on Wednesdays, and in alignment with the negotiated schedule:
 - Elementary specialists (PE, Music, Instrumental, Library)
 - Therapeutic specialists/ESAs (SLP, OT, PT, Psychs, Counselors)
 - Intervention service providers (MLL, Title, LAP, Resource Room).

- Wednesdays only: Classroom teachers, at their discretion (e.g., follow-up activities to previously assigned work)
 - c. There shall be three types of general education classroom teachers:
 - i. Hybrid On-Site: Shall deliver in-person ELA, Math and SEL instruction to support the hybrid model, to both the AM and PM cohort.
 - ii. Hybrid Remote: Shall deliver remote Science, Social Studies, Health, and/or Art instruction to support the hybrid model, to both the AM and PM cohort.
 - iii. Fully Remote: Shall deliver synchronous and asynchronous instruction in all subject areas, to a cohort of fully remote students.
 - d. In order to facilitate the delivery of special education as well as all other therapeutic and intervention services, each building shall implement a consistent building-based schedule, with ELA, Math and SEL instruction offered at the same time in each grade level.
 - e. Elementary K-5 therapeutic and intervention services shall be provided as described in detail below.
 - f. In alignment with their general education peers, self-contained students shall be offered both synchronous and asynchronous instruction and services on Mondays, Tuesdays, Thursdays and Fridays, and remote asynchronous instruction and services on Wednesdays. Students in self-contained special education classes, whether in the hybrid on-site or hybrid remote model, shall be offered a program of instruction to meet their IEP goals, as follows:
 - i. On Mondays, Tuesdays, Thursdays and Fridays, the elementary hybrid self-contained program shall begin with on-site synchronous instruction, followed by the release of students at 1:40pm, after which remote asynchronous instruction and services shall be offered.
 - ii. On Mondays, Tuesdays, Thursdays and Fridays, the secondary hybrid self-contained program shall begin with remote asynchronous services, after which on site synchronous instruction and services shall be offered.
- 3. On-site work:** The following modifications shall be made to agreements in the August 2020 MoU, related to on-site work:
- a. Some, but not all employees will be required to work on site when the district moves to a partially in-person/hybrid model. The requirement for employees to work on site shall be based on multiple factors.
 - b. Employees identified in Governor Inslee’s Proclamation 20-46.2, “High-Risk Employees” shall not be required to work on site, but will be provided the opportunity to do so should they choose. Accordingly, the employees identified below shall be offered remote teaching/service assignments, even if it requires an out-of-endorsement waiver, including:
 - i. Employees who are 65 years or older;
 - ii. Employees whose conditions are listed by the CDC under the “at increased risk” category; and
 - iii. Employees whose conditions are listed by the CDC under the “might be at increased risk” category, but only if, based on the employee’s medical circumstances and workplace conditions, the employee is, in fact, at increased risk for suffering severe illness from COVID-19.
 - c. Additionally, the following positions shall not be required to work on site, but will be provided the opportunity to do so should they choose:

- i. Psychologists
 - ii. Therapeutic Specialists (OT, PT, SLP)
 - iii. LAP/Title
 - iv. MLL teachers
 - v. Resource Room teachers
 - vi. Elementary content specialists (PE, Music, Instrumental)
 - vii. Elementary hybrid remote or fully remote general education classroom teachers
 - viii. Secondary general education classroom teachers
- d. The following employees shall be required to work on site, subject to the exceptions laid out in the Governor Inslee’s Proclamation 20-46.2 and referenced above:
- i. Elementary hybrid on-site general education classroom teachers
 - ii. Self-contained special education teachers
 - iii. Elementary Deans
 - iv. Elementary Counselors
 - v. Librarians (as needed, to manage the collection and check out books to staff and students)
- e. All employees who are required to work on site and who do not qualify for exceptions as defined in Governor Inslee’s Proclamation 20-46.2, shall have the right to request off-site work. If at all possible, the District will grant such requests.
- f. Employees who are required to work on site, and who do not qualify for accommodation and are not granted off site work, may avail themselves of any leave for which they qualify.

4. Classroom Teacher Assignment/Reassignment:

- a. General education classroom teachers:
 - i. Assignments shall be implemented as follows:
 - Hybrid On-Site teachers shall be assigned to teach ELA, Math and SEL.
 - Hybrid Remote teachers may be assigned to either one or multiple subject areas (Science, Social Studies, Health, Art).
 - Fully Remote teachers will continue to teach all subject areas.
 - ii. No general education teacher assigned to a Hybrid On-Site assignment shall be required to change grade levels from their current grade level teaching assignment.
 - iii. General education teachers assigned to Hybrid Remote teaching assignments shall not be required to change grade levels from their current grade level teaching assignment, but may be asked to volunteer. These teachers:
 - Will develop content and deliver remote instruction, primarily asynchronously.
 - May be asked to “launch” lessons or provide initial introduction of concepts to support asynchronous instruction.
 - Shall not be required to deliver daily synchronous instruction nor grade synchronous lessons.
 - iv. Hybrid Remote and Fully Remote teachers may teach students from multiple buildings, or may be assigned to students from a building different than the one in which they currently teach.
- b. Special education self-contained classroom teachers shall be assigned as follows:

- i. Hybrid on-site special education self-contained classroom teachers shall teach students in person based on the parent/guardian selection
- ii. Hybrid remote special education self-contained classroom teachers shall teach students remotely based on the parent/guardian selection
- iii. Educators shall teach all subjects to the students assigned to their hybrid on-site or hybrid remote classroom.
- iv. To the extent possible, the District shall make every effort to assign special education self-contained classroom teachers to the same grade level and same school to which they are assigned during the 100% remote learning model.
 - However, because some special education self-contained classroom teachers qualify as high-risk workers and are unable to work on-site, hybrid on-site teachers may be assigned to another classroom in the same program or to work with students from another school, so long as that program (e.g., BLS, ILS, Blended, etc.) is at the same level (i.e., elementary or secondary).
 - Due to the need to retain the rights of high-risk workers to remain off site, if there is no other option, the district may proceed with up to two involuntary transfers, which shall be considered “temporary” and shall be subject to “d”, below.
- c. Teacher assignments shall be made based on the following criteria, in the following order:
 - i. Eligibility as a “High Risk Employee” (Governor Inslee’s Proclamation 20-46.2)
 - ii. Preference, to the extent possible
 - iii. Administrator Assignment, when necessary
- d. The staffing process for the 2021-2022 school year shall commence with an assumption that all employees are assigned as they were on September 16, 2020, i.e., the first overload count date in the 2020-2021 school year.

5. Configuration/Reconfiguration:

- a. In order to implement the partially in-person/hybrid model, classrooms will be configured to meet safety guidelines and social distancing requirements established by the Department of Health, which will require student reassignment and classroom reconfiguration.
- b. All students enrolled in the Shoreline School District in the 2019-2020 or 2020-2021 school years shall be invited to participate in either remote or partially in-person/hybrid learning.
- c. Staff shall work together to assign students who have registered for on-site AM or PM cohorts into appropriate configurations, based on the same criteria typically used in the spring for the subsequent fall. They shall also consider family need for sibling alignment, and the heightened need to allow access by therapeutic and intervention specialists caused by COVID-19 and the altered school schedule.
- d. Families with students enrolled in those programs or grades that are scheduled to move from the current, remote-only model, into the partially in-person/hybrid model, will be offered the opportunity to choose between either model. As the number of students both in fully remote and in partially in-person/hybrid assignments will determine the total number of classrooms, as well as all teacher assignments, the following considerations and parameters shall be set in place:

- i. Once families/students have chosen a model, that choice will remain in place from the date of implementation as indicated above, through April 16, 2021.
- ii. Families/students will be given one opportunity to change their fully remote or partially in-person/hybrid learning registration in the 2020-2021 school year, with a final student and staff reconfiguration taking place beginning on April 26, 2021.
- iii. Staff shall be provided notice of any change(s) in assignment made to support the partially in-person/hybrid model no later than:
 - February 8, 2021, for implementation on February 22, 2021
 - February 19, 2021, for implementation on March 8, 2021
 - April 9, 2021, for implementation on April 26, 2021
- iv. Other than the one reconfiguration opportunity above, there shall be no movement from fully remote to partially in-person/hybrid assignments. Families may present bona fide health concerns to the district as rationale to move from a partially in-person/hybrid assignment to a fully remote assignment.
- v. Changes in placement recommended by IEP teams or, in unique cases, through an appeal to the Assistant Superintendent may be implemented.
- e. Student absences from classrooms in either the fully remote or partially in-person/hybrid setting shall be treated as absences from that classroom. Students shall not move from one setting to the other, as an accommodation for absence.
- f. In the event of a need to pivot from partially in-person/hybrid to a fully remote model, or vice versa, all classes shall remain configured as they were at the time of the pivot.

6. Support Prior to the Transition to and Implementation of the Partially In-Person/Hybrid

Model: Educators working in those grade levels impacted by the change from a fully remote model to a partially in-person/hybrid model shall be provided the following supports:

- a. Prior to moving to partially in-person/hybrid learning, educators shall be provided five early release days, inclusive of the currently scheduled early release Wednesday.
 - i. Early release dates shall be scheduled as follows:
 - February 8, 9, 10, 11, 12: educators changing models on February 22, 2021, except as noted above for the preschool special education program
 - February 22, 23, 24, 25, 26: educators changing models on March 8, 2021
 - ii. Students in the impacted program or grade level shall be provided standard asynchronous learning activities during the early release time, and individual classroom teachers shall not be responsible for creating instructional content for the afternoons of these early release days.
 - iii. Educators who work with students in the program or grade level moving to the partially in-person/hybrid model shall be provided individual time or collegial time as defined in Section 17.6 of the CBA. In the case of self-contained special education programs, this includes time for team meetings/planning as is typically provided in August prior to the opening of school.
- b. As a transition to facilitate the change in instructional models, the first week of on-site self-contained special education instruction shall be scheduled as early release days, except as noted above for the preschool special education program.

- c. Teachers and building staff shall be provided the flexibility to establish a balance between curriculum delivery and activities that reinforce initial on-site student safety routines.
 - d. Those classroom teachers, including self-contained teachers, whose assignments change as a result of the April 26th reconfiguration will also be provided transition support as described above.
- 7. Meetings:** All efforts shall be made to establish a consistent, predictable, year-long, building-wide calendar, including the design of an aligned start and end time for fully-remote and partially in-person/hybrid teaching schedules. Building meetings, including but not limited to staff meetings, SST meetings, Guidance Team meetings, BLT meetings, shall continue to be calendared on a building-wide calendar shared with all staff who work in the building.
- 8. Safety:** Health and safety agreements shall be attached in a separate MoU titled "Health and Safety Protocols to Support Implementation of the Partially In-Person/Hybrid Model."
- 9. Technology and Other Support:**
 - a. The District shall not require SEA employees to simultaneously provide remote and in-person teaching.
 - b. The District shall pay a moving stipend in the same amount as identified in Section 23.3.2 of the CBA to any K-5 teacher, including general education or self-contained special education classrooms, who was directed to move their classrooms at the end of the 2019-2020 school year.
 - c. All staff shall have continued access to SeeSaw and Canvas as necessary to support the students they serve.
- 10. Student Services (Special Education/IEP, 504 Plans, MLL, Highly Capable, LAP, Title, etc.):**
 - a. Student services shall continue to be offered when the District moves to the partially in-person/hybrid model on the timelines as noted in Section 1, above.
 - b. The decision to deliver student services in-person or remotely shall prioritize adherence to safety protocols, including the guidance to limit increased exposure to multiple groups of staff or students throughout the day. In such cases as, in the professional judgement of the educator, services shall be delivered to one or more students in person, the educator shall be provided the appropriate level of PPE and follow all safety protocols with students to mitigate the risk of increased exposure.
 - c. Special education and MLL teachers will continue to provide input into the development of schedules and class configurations to facilitate services and provide supports to students in partially in-person/hybrid model.
 - d. The district shall support special education students by providing both remote and in-person options.
 - e. As was provided in the fall, and in order to support the potential increased need to amend IEP's, the District will provide special education teachers eligible for IEP support as outlined in Section 32.12, thirty (30) minutes of additional pay at the employee's individual per diem rate, or 30 minutes of release time, for each IEP revision submitted compliant with state and federal law.
 - f. In addition to the transition support provided above, prior to the April reconfiguration, each intervention and therapeutic service provider shall be granted one release day to design a new schedule.

- g. All supports as are defined and required in the IEP shall be provided for students.
 - h. Self-contained special education:
 - i. In order to comply with the IEP, self-contained students shall be provided the opportunity to join their general education peers via zoom, with appropriate supports as defined in the IEP.
 - ii. Service providers shall have the option to move students into a variety of spaces to support their learning/engagement.
 - i. Intervention Services:
 - i. Services shall be provided remotely, in order to assure consistency in the delivery model, maximize the on-site opportunities for all students and provide for adherence to safety protocols.
 - ii. Services may be offered at any scheduled instructional time, based on the student's needs or as described in the IEP.
 - j. Therapeutic Services:
 - i. Therapeutic services shall be provided remotely unless the service provider determines on site services are more appropriate, and is able to provide such services on site. If the district determines services may be best provided on site and the service provider cannot provide services on site, the district reserves the right to reassign students to meet the students' needs.
- 11. Exposure to COVID-19 in the Workplace & Leaves:** Employees who are exposed to any student or other district employee who has a suspected or confirmed case of COVID-19, or who are exposed to any student or staff member who was in close contact with someone with a confirmed or suspected case of COVID-19, shall be notified by the District as soon as reasonably possible.
- a. The District will assign an employee who is awaiting the results of COVID-19 testing because of exposure as described above, or who is required to quarantine, to work from home.
 - b. The District will provide Special Paid Emergency Leave with no deduction of pay or impact on benefits for any employee who is diagnosed with COVID-19 as a result of exposure in the workplace.
- 12. Leaves:** The District shall implement Governor Jay Inslee's Proclamation 20-46.2 entitled "High-Risk Employees – Workers' Rights", issued on July 29, 2020 and as hereafter amended. That proclamation requires the District to "seek any and all options for alternative work arrangements" for workers who meet the CDC's definition of high risk worker:
- Employees who are 65 years or older;
 - Employees whose conditions are listed by the CDC under the "at increased risk" category;
 - Employees whose conditions are listed by the CDC under the "might be at increased risk" category, but only if, based on the employee's medical circumstances and workplace conditions, the employee is, in fact, at increased risk for suffering severe illness from COVID-19.

The District shall not require medical documentation for workers in the top two categories above. High risk workers who cannot be accommodated with alternative work arrangements shall have access to all leave provisions in the CBA and any special state or federal leave that may be available for the COVID-19 pandemic.

- a. **Employees with COVID-19/Suspected COVID-19:** Employees who have been diagnosed with COVID-19 not traceable to the workplace, or are experiencing symptoms of COVID-19 and are seeking a medical 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 collective bargaining agreement (CBA) or law:
- i. Emergency Paid Sick Leave (EPSL) under the federal Families First Coronavirus Response Act (FFCRA), with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) by other paid leaves identified below;
 - ii. Leave for illness, injury or emergency;
 - iii. Shared leave;
 - iv. Personal leave;
 - v. Washington Paid Family Medical Leave (PFML);
 - vi. Worker's compensation (Under certain circumstances, claims from health care providers and first responders involving COVID-19 may be allowed. Other claims that meet certain criteria for exposure will be considered on a case-by-case basis.)
 - vii. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
 - viii. Unpaid leave of absence for the period of the temporary disabling condition;
 - ix. Long-term disability benefits; and
 - x. Unemployment benefits.
- b. **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 not traceable to the workplace, 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 collective bargaining agreement (CBA) or law. The employee will first be assigned to work from home. In the event the employee is unable to work from home, leave options are available in the order listed below:
- i. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) by other paid leaves identified below;
 - ii. Leave for illness, injury or emergency;
 - iii. Shared Leave;
 - iv. Personal Leave;
 - v. On receipt of COVID-19 test results, the employee shall:
 - Either return to the workplace, subject to the terms of this MoU;
 - Or, if the test results in a confirmed positive case of COVID-19, the employee shall be entitled to leaves as otherwise defined in this MoU.
- c. **Employees Caring for Someone with COVID-19/Suspected COVID-19:** Employees who are caring for an individual who is subject to quarantine because that individual has been diagnosed with COVID-19, or is experiencing symptoms of COVID-19 and is seeking a medical 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 collective bargaining agreement (CBA) or law. The employee will first be assigned to work from home. In the event the

employee is unable to work from home, leave options are available in the order listed below:

- i. 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;
 - ii. Leave for illness, injury or emergency;
 - iii. Shared leave;
 - iv. Personal leave;
 - v. Washington Paid Family Medical Leave (PFML);
 - vi. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
 - vii. Unpaid leave of absence for the period of time the employee is unable to come to work at a District work site; and
 - viii. Unemployment benefits.
- d. **Higher Risk Individual in the Employee's Household:** Employees who themselves are not at higher risk but have someone in the household who is at higher risk of severe illness or death from COVID-19 as that term is defined by the Governor's proclamation may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the collective bargaining agreement (CBA) or law:
- i. Assigned to work from home;
 - ii. 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;
 - iii. Leave for illness, injury or emergency;
 - iv. Personal leave; and
 - v. Leave of absence for the 2020-21 school year.
- e. **Employees with Children Impacted by School Closure:** An employee who must care for the employee's child because of a school closure or unavailability of the care provider due to COVID-19 precautions may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the collective bargaining agreement (CBA) or law:
- i. Assigned to work from home, if an alternative at-home assignment is available;
 - ii. EPSL with possible 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;
 - iii. Expanded 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;
 - iv. Leave for illness, injury or emergency;
 - v. Personal leave; and
 - vi. Unpaid leave of absence for the 2020-21 school year.

- 13. Conformity with the CBA:** Unless modified in this MoU, all other sections of the CBA remain in effect.
- 14. Effective Dates:** This MOU shall be in effect until August 31, 2021, unless extended by mutual agreement. All other provisions of the collective bargaining agreement shall remain in full effect. This MOU is not precedent-setting and is intended to address the specific and unprecedented health emergency presented by COVID-19.

Glossary of Terms for Hybrid Learning
October 27, 2020 (Updated February 1, 2021)

Application and implementation of the terms defined in the glossary below will be determined by the parties through negotiation.

1. **Asynchronous Learning:** Students learn independently, not “live” with the teacher, to complete assignments and learning tasks as scheduled and directed by the teacher.
2. **Synchronous Learning:** Students learn while the teacher is available in real time; may be remote or on campus. Students have “live” access to the teacher and peers while completing assignments and learning tasks.
3. **Cohort:** A group of students who learn together in the same instructional model or schedule, either remotely or in person.
4. **Plan:** Logistics, conditions and coordination required to implement a model.
5. **Schedule:** Assigned times for different activities during the day.
6. **Model:** Structure/framework through which instruction is delivered. Requires consideration of instructional priorities and variables such as whether instruction will be delivered remotely or in person, how much time will be spent on campus, assignment of students to specific classes or teachers, etc.
 - ☐ **In-Person Instructional Model:** Students and teachers both participate in on-campus teaching and learning.
 - ☐ **Remote Instructional Model:** Students and teachers both participate in teaching and learning offered exclusively through technology, with students in one location and instructors in another; may be synchronous or asynchronous.
 - ☐ **Hybrid Instructional Model:** Both in-person and remote instruction is offered. Students will be assigned to in-person, remote, or a combination of both (in-person and remote) models.
7. **Elementary Content Specialist:** Instrumental Music, General Music, Library, Physical Education
8. **Educational Staff Associate (ESA):** Occupational Therapist (OT), Physical Therapist (PT), Psychologist, School Counselor, Social Worker, Speech-Language Pathologist (SLP)
9. **Intervention Services:** Instruction offered to students with special learning needs; may include Special Education, MLL, HiCap, Title I/LAP, 504 accommodations.

- 10. **Therapeutic Services:** Special Education/therapy provided by an Occupational Therapist (OT), Physical Therapist (PT), or Speech-Language Pathologist (SLP).
- 11. **Learning Period:** A defined period of instructional time designated on a schedule.
- 12. **Launch:** Introduction and start of synchronous or asynchronous teaching and learning activities.
- 13. **SEL:** Social and Emotional Learning

"SEL is the process through which children . . . acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions." Casel

Dated this 12th day of February, 2021.

FOR THE ASSOCIATION:

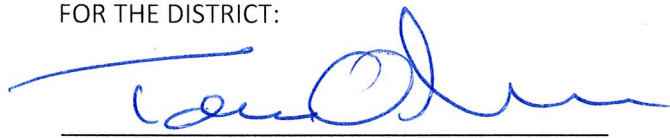


 Matt Reiman, SEA President



 Lyn Sherry, UniServ Director

FOR THE DISTRICT:



 Tam Osborne, Director of Human Resources



 Marla Miller, Deputy Superintendent