

REA members,

We are glad to report that we have come to an agreement with RSD establishing a schedule for remote learning. We recognize that there may be questions that arise after reviewing this agreement. We ask that after you have had a moment to process the information listed here, that you direct any questions to the bargaining team using the email address bargainingrea@gmail.com. The following joint REA/RSD communication will also be shared with administration and families shortly after it has been shared with you.

Joint REA/RSD communication concerning schedules and definition of access to live instruction

Over the past month REA and RSD have been collaborating 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 learning in September. This communication is intended to share our instructional schedule and the associated understandings regarding instruction.

On August 3rd REA and RSD shared the following mutual commitments:

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

- Opportunities to connect with teachers and classmates about academic content and for social/emotional connections.
- Structured time and support for students who receive Special Education and/or ELL services.
- Access to recordings of instruction so they may review again or at another time.
- Opportunities to receive 1:1 small group support, as needed.
- Feedback on assignments and learning progress.

In addition, we share the core belief that access to live instruction is fundamental to meaningful student learning. We agree that:

Access to Live Instruction DOES look like:

- Short periods of instruction from a teacher to the whole or parts of the class.
- Students interacting with one another as a whole class or in small groups.
- Students working on assignments, receiving support from a teacher or paraeducator.
- Teacher "Office Hours", where students are working independently, but students and/or families have access to ask questions and get support.
- Small group or 1:1 instruction.
- Other opportunities for students, families, and teachers to interact around academic and/or social emotional learning.

Access to Live Instruction does NOT look like:

- 5 hours of continuous time on a computer
- Lecture for long periods of time
- Zero LIVE instruction from a teacher.

Regarding the schedule of the school day, REA and RSD have continued to collaborate to design instructional schedules that we believe support teachers in engaging students in meaningful instruction and social-emotional connections and support students and families in accessing that instruction and connection. We recognize that remote learning is far from the ideal, and we have prioritized teachers' ability to connect with students every day in order to provide coherence and predictability for students and families and to ensure the greatest equity of access possible within the constraints of this context. Our goal is to create schedules and supports that provide as much of the in-building experience as possible.

What's the same as in-building school...	What's new or different than in-building school...
Teachers facilitate students' learning over time during the school day.	"Live" instruction takes place on video conferencing platforms.*
At secondary, students 6 period (MS)/5 period (HS) schedule.	At elementary - smaller groups of students engaged with teachers in AM/PM sessions (roughly half of class in each session).
Daily schedules with students meeting with different teachers throughout the day, including access to specialists at elementary.	Additional designated time for student and family support to access instruction.
Students engaged in learning standards.	Students and families will have access to recordings* of instruction and directions provided by teachers during "live" teaching.
Teachers collaborating with PLCs to design and adjust instruction, recognizing that each day and week are a little different based on student progress.	Teachers may work from their classroom or from home.
Teachers teaching, and students asking questions and getting feedback, including grades.	
Teachers following pacing guides/RSD curriculum.	
The teacher workday is 7.5 hours (including 50 min WAC time and a 30 min duty-free lunch) plus PLP/PLC/BLIS. WAC time will be used as it was when in-person learning.	
The Collective Bargaining Agreement remains in place.	
Students will receive special education services in compliance with their IEP.	

*More information, guidance and training to follow.

ELEMENTARY SCHEDULE

	Teacher Schedule	Morning Student (example)
Monday-Thursday		
8:05-9:00	Combined Professional Time	9:00-11:15 Access to live instruction
9:00-11:15	Morning session (A group)	
11:15-1:15*	Combined Professional Time	11:15-1:15 lunch and independent reading (30 min)
1:15-3:30	Afternoon session (B group)	
		1:15-3:30 1:15 PE Zoom 1:45 RLC Zoom - writing support
Friday		
8:05-10:00	Combined Professional Time	2:15 Math Workshop activity
10:00-11:30	Morning session (A group)	2:45 Writing assignment
11:30-1:30*	Combined Professional Time	3:10 Speech Services with SLP
1:30-3:00	Afternoon session (B group)	
3:00-3:30	Combined Professional Time	

Schools will collaboratively design schedules that ensure the following allocations of time each day that we will refer to as Combined Professional Time:

M-Th: 50 min WAC, 45 min C/P, 30 min lunch, 15 min break, 30 min and 30 min student and/or family support

F: 50 min WAC, 35 min C/P, 30 min lunch, 15 min break and 30 min student and/or family support

*30 minutes of time specifically to support families or students in accessing instruction will be designated by schools during this window

It is mutually agreed that at elementary:

- Students will engage in math, reading and writing every day and science twice a week.
- As is expected during in-person instruction, teachers will follow pacing guides and plan instruction and assessment that is aligned to standards measured on report cards.
- Teachers will refer to the [2020 Learning and Teaching Proposal](#) to guide best practice in designing synchronous and asynchronous instruction and assessment.
- Teachers will plan instruction, practice and assessment for students and actively monitor/manage their progress throughout the instructional window, including providing feedback on progress toward standard.
- Grade level teams may collaborate to produce and share asynchronous videos or lessons to use during instruction.
- Grade level teachers and special education (RLC, SLP, OT, PT) and/or ELL teachers will collaborate to design and ensure SDI or support for students qualifying for services.
- Services will be scheduled consistent with IEP and best practice.

- Specialists will provide subject specific instruction (PE, Music and Library) and collaborate with grade level teachers to provide the necessary supports that ensure all students have access to instruction.
- Teachers will provide families appropriate guidance on how to support students on a predictable schedule and offer opportunities to ask questions/request support.
- Schools will collaboratively design a plan to communicate weekly with families.

Benefits:

Families can choose session based on computer availability, adult work schedule and balancing needs of multiple children

Designated time is available for services and interventions (SPED, EL, LAP, Title I, OT, PT, Speech)

Students access specialist instruction

MIDDLE SCHOOL SCHEDULES

New Student Day	8:30-3:05
New Teacher Day	8:00-3:30

Prior Student Day	7:55-2:35
Prior Teacher Day	7:30-3:00

Monday-Thursday	
8:00-8:25	AM WAC Time
8:30-9:00	Homeroom/Student Support
9:00-9:45	1st Period
9:45-10:30	2nd Period
10:30-11:15	3rd Period
11:15-12:15	LUNCH
12:15-1:00	4th Period
1:00-1:45	5th Period
1:45-2:30	6th Period
2:30-3:05	Individual Support
3:05-3:30	PM WAC Time

Friday	
8:00-9:30	Delayed Start
9:30-10:00	AM WAC Time
10:00-10:30	1st Period
10:30-11:00	2nd Period
11:00-11:30	3rd Period
11:30-12:30	LUNCH
12:30-1:00	4th Period
1:00-1:30	Individual Support
1:30-2:00	5th Period
2:00-2:30	6th Period
2:30-3:10	Individual Support
3:10-3:30	PM WAC Time

HIGH SCHOOL SCHEDULE

New Student Day	8:30-3:00
New Teacher Day	8:00-3:30

Prior Student Day	7:20-2:03
Prior Teacher Day	6:55-2:25

Monday-Thursday	
8:00-8:20	AM WAC Time
8:20-8:30	Individual Support/Check In
8:30-9:00	Advisory or Individual Support
9:00-10:00	1st Period
10:00-11:00	2nd Period
11:00-12:00	3rd Period
12:00-1:00	LUNCH
1:00-2:00	4th Period
2:00-3:00	5th Period
3:00-3:30	PM WAC Time

Friday	
8:00-9:30	Delayed Start
9:30-10:00	AM WAC Time
10:00-10:30	1st Period
10:30-11:00	2nd Period
11:00-11:30	3rd Period
11:30-12:00	Individual Support
12:00-1:00	LUNCH
1:00-1:30	Individual Support
1:30-2:00	4th Period
2:00-2:30	5th Period
2:30-3:10	Individual Support
3:10-3:30	PM WAC Time

It is mutually agreed that at middle school and high school:

- As is expected during in-person instruction, teachers will follow pacing guides (where applicable) and plan instruction and assessment that is aligned to standards measured on report cards.
- Teachers will plan instruction, practice and assessment for students and actively monitor/manage their progress throughout the instructional window, including providing feedback on progress toward standard.
- Departments/PLC teams may collaborate to produce and share asynchronous videos or lessons to use during instruction.
- Schools will collaboratively design a plan to communicate schedules and assignments to families.
- Even if students are working independently, teachers must be available for students to access live support during the class period.
- Advisory will still have the same number of minutes allowed, as stated in the

contract. Additional homeroom/advisory/individual support time will be decided using the School Decision Making process.

- Assume that a teacher's role remains as usual excepting for a few exceptions, some of which are listed here.
 - To allow for transitions, teachers should finish the teaching time no later than 5 minutes prior to the end of the period.
 - Teachers will refer to the [2020 Learning and Teaching Proposal](#) to guide best practice in designing synchronous and asynchronous instruction and assessment.
 - Lunch time is extended to accommodate the passing time to pick up meals.

The bargaining team will continue to work on other issues related to remote learning during our upcoming bargaining sessions. These include:

- Daily Schedules for Meadow Crest and Renton Academy
- Evaluation
- Leaves/substitutes
- Work Expectations – student attendance requirements, grading, assessment, meetings
- District support – Curriculum, pacing guides/standards
- Special Education expectations

Thank you again for your patience as we work through the many issues that need to be addressed as we plan for remote learning. We will continue to communicate as we reach agreements with the district.

Your REA bargaining team,

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