

**Memorandum of Understanding
Between
the Mead School District and
the Mead Education Association**

This Memorandum of Understanding sets forth the following understanding between the Mead Education Association and Mead School District #354.

On June 1, 2022, the District and Association entered into a MOU regarding Wednesday morning PLC time. In particular this MOU addressed elementary, middle and high school Monday, Tuesday, Thursday & Friday start times, along with Wednesday late-start times. It additionally noted the work day, as set forth in the CBA, does not change, and that prep time on Wednesday, at secondary schools will be a class period. At elementary schools, prep time continues as set forth in the CBA. A copy of this MOU is attached.

The purpose of this MOU is to expand the June 1st MOU and document the following agreed upon Wednesday morning PLC guidelines/parameters:

- Monthly Calendar
 - 1st Wednesday – Building-Wide, Principal Directed time
 - 2nd & 4th Wednesdays – Building Level Department/Grade Level time
 - 3rd Wednesday – District-Wide Program/Department/Grade Level time

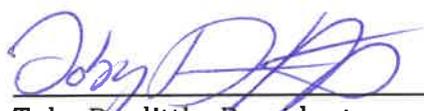
A list of PLC expectations, that includes a *Why* statement, as well as *tight* and *loose* expectations is attached.

Weekly Elementary PLC/LIT start and end times will be as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
LIT - 8:00-8:35 PREP - 8:35-9:00	LIT - 8:00-8:35 PREP - 8:35-9:00	PLC - 8:00-9:15 PREP - 9:15-9:40	LIT - 8:00-8:35 PREP - 8:35-9:00	LIT - 8:00-8:35 PREP - 8:35-9:00

Additionally, to determine the effectiveness of Wednesday morning late-start PLC time the district will, in November and April of each year, survey certificated staff to learn what is going well and where modifications may be needed. Survey results will be shared/discussed in Labor Management.

Date: 11/29/22



Toby Doolittle, President
Mead Education Association



Shawn Woodward, Superintendent
Mead School District #354

**Letter of Agreement
Between
the Mead School District and
the Mead Education Association**

This Letter of Agreement sets forth the following understanding between the Mead Education Association and Mead School District #354.

Provided a Wednesday 40-minute late start schedule for elementary, middle and high school students receives School Board approval/authorization, the district and association agree to the following school start and end times. The work day, as set forth in the CBA, does not change, and prep time on Wednesdays, at secondary schools will be a class period. At elementary schools, prep time will continue as set forth in the CBA.

The 40 minutes on Wednesdays will be added to the current Learning Improvement Time, as set forth in the CBA, and provide an expanded length of time for teachers to collaborate in PLC/Department/Grade Level meetings and professional development as needed.

Elementary School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	9 am	3:20 pm
Wed (Late Start)	9:40 am	3:20 pm

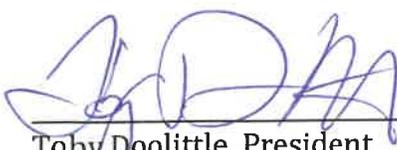
Middle School

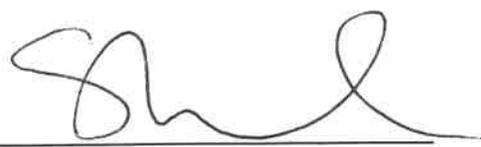
Day	Start Time	End Time
Mon, Tue, Thu, Fri	7:55 am	2:30 pm
Wed (Late Start)	8:35 am	2:30 pm

High School

Day	Start Time	End Time
Mon, Tue, Thu, Fri	8:00 am	2:35 pm
Wed (Late Start)	8:40 am	2:35 pm

Dated: 6/1/22


Toby Doolittle, President
Mead Education Association


Shawn Woodward, Superintendent
Mead School District #354



Professional Learning Communities Collaboration Time - Loose & Tight Expectations

WHY: In order to help all students learn at high levels and close gaps, we work as Professional Learning Communities. We believe teams that systemically address the four critical questions create the best opportunity for student growth. At the same time, teams close gaps for students who have not yet met standards. We clarify these expectations in order to create consistency and efficiency for our students and teams.

TIGHT

- Building leaders will continually revisit the purpose and impact of our collective PLC work.
- Teams are expected to begin on time (7:20 am or 8:00 am)
- Maintain a running agenda each week, housed in a centralized folder on Google Drive (agenda ex2)
- Each meeting must have a prescribed wrap up and creation of next week's agenda
- Teams are encouraged to define/understand the roles and responsibilities of a collaborative team, and determine how to share and distribute those responsibilities.
- Members of each school's guiding coalition serve as team leads for their on-going PLC work.
- Educators will work in collaborative teams and take collective responsibility for student learning rather than working in isolation. As members of a team, they will work interdependently to achieve common, measurable goals for which members are mutually accountable.
- Collaborative teams will implement Mead's guaranteed and viable curriculum/essential standards, unit by unit.
- Collaborative teams will monitor the student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments (CFAs).
- Educators will use the results of CFAs to improve individual practice, build the team's capacity to achieve its goals, and to intervene and extend learning for individual students.
- The school will provide a systematic process for intervention and extension (MTSS/RTI). Intervention will be timely, directive and diagnostic and will not remove a student from new instruction.

LOOSE

- **Principals are empowered to:**
 - Establish a preferred agenda format
 - Establish an avenue/method for capturing collaborative team notes
 - Coordinate who serves on the school's guiding coalition
 - Craft a structure for their building's RTI/MTSS processes, based on the needs of their learning community
 - Develop a Master Schedule that prioritizes student learning needs
- **Teacher Teams are empowered to:**
 - Establish their own norms and student goals.
 - Determine the specific knowledge and skills students must acquire, based upon Mead's essential standards, in each unit aligned to the Washington Academic Standards and local curriculum
 - Refer to Mead's pacing guide and adjust pacing for each unit (length of time they will devote to the unit) if needed.
 - Agree on the criteria that will be used to assess whether students have met the intended learning outcomes.
 - Gather evidence of student learning through an assessment process that includes one or more team-created common formative assessments.
- **Individual Teachers are empowered to:**
 - Use the instructional strategies that they feel work best for them.
 - Use their own ongoing assessments as they teach.
 - Pace the content as they deem appropriate within the window of time the team has established for the unit.