

Special Education Letter of Understanding

LWEA and LWSD recognize the unique differences and significant challenges that remote teaching presents to teachers. LWEA and LWSD have shared interests in the areas of a safe working environment, providing high quality instruction, creating balanced and manageable workloads, and maintaining compliance. Given these shared interests, LWSD and LWEA agree to the following work expectations:

I. Workday Expectations for Special Services Staff working in a remote setting.

- A. The workday shall be 7.5 hours.
- B. Teachers shall have a duty-free, 30-minute lunch.
- C. Teacher planning time will be maintained per Article 12 in the contract.
- D. Caseload, remedies, and caseload management time (CMT) per Article 13 will be maintained per the contract.
- E. Schools will develop schedules that offer clear blocks of CMT time for individual teachers.
- F. If a teacher is providing remote instruction, their caseloads will be in alignment with their student's program designation.
- G. Caseload remedies will be maintained per section 13.4.2. (e.g. Elementary CMT, will be maintained at 150 minutes per week and secondary CMT will be maintained at one period per day or during a block of time in a block schedule.)
- H. Elementary resource staff will work collaboratively with their building administration to develop schedules that include CMT time.
 1. If elementary resource staff working collaboratively with building administration experiences a loss of CMT, staff will be compensated for lost CMT.
 2. Per teacher discretion and based on the feasibility of scheduling, resource elementary teachers can develop schedules that combine student groups from two different schools.
- I. The definition of synchronous and asynchronous will be as follows:
 1. Synchronous will mean students are in a remote learning environment; the teacher is delivering live instruction via Teams to the whole class, small groups of students, or individual students.
 2. Asynchronous will mean students are in a remote learning environment; the teacher has pre-developed or created lessons the students complete when convenient for the student/family and complete learning tasks based on a pre-developed lesson.
- J. Any remote schedule will have predictable synchronous and asynchronous blocks of teaching and learning time. The Special Services Department will provide potential options and considerations for special education scheduling and service delivery for schools to consider by coordinating with the recommended general education schedules.
- K. Teachers will use a combination of strategies during remote learning, including synchronous instruction during set blocks. Teachers can opt to use videos to support synchronous instruction.
- L. Live instruction will be delivered on Monday, Tuesday, Thursday, and Friday. On Wednesdays, teachers will post remote instruction and/or hold connection hours, based on student need.
 1. Any LWSD created materials can be accessed by special services staff.
 2. Wednesday remote instructional materials may include:
 - i. Pre-created videos that LWSD purchases

- ii. Supplemental digital applications that are provisioned for specific grade levels will be available to all students in that grade level. Examples of supplemental digital applications include: DreamBox, Lexia, Unique Learning Systems, and other district-approved curricular materials.
- M. Wednesdays will be IEE (Intervention, Engagement, and Enrichment) days, and will include:
 - 1. SLPs, OTs, and PTs will receive an additional 2 hours and 10 minutes of planning time for a minimum of 3 hours of teacher-directed planning for SLPs, OTs, and PTs on Wednesday.
 - 2. SLPs, OTs, and PTs have the option to provide SDI or related services on Wednesdays. These groups will have 3 hours of planning time on Wednesdays. Planning time is not required to be contiguous.
- N. Per section 1.I.i, special education teachers will be expected to deliver live (synchronous) remote instruction.
 - 1. For secondary, this means delivery of SDI service minutes that will be in alignment with a student's IEP. This may include SDI delivered in small group SDI classes, SDI delivered in a co-taught class, or SDI delivered consultatively through appointment.
 - 2. For elementary, this means delivery of SDI service minutes that will be in alignment with student's IEP. For elementary, that means working with students in small pull-out groups or in a push-in model.
- O. Remote special education or special services staff may work with their building administration to flex their schedules for the benefit of students.
- P. For remote staff and in-person staff, LWSD will work to assign staff with their school-based team when possible. If not possible and staff need to be reassigned to balance caseloads, they will be returned to their initial assignment as LWSD begins to phase back into in-person learning.
 - 1. Prior to Oct 15, case managers who need to amend IEPs will receive additional compensation. It is not expected that teachers re-write all IEPs but amend them as appropriate. Teachers will be paid for amending, not for rewriting IEPs.
 - a. Staff will receive \$86 per IEP amendment per student.
- Q. Building administration will work collaboratively with remote teachers to ensure that physical materials (e.g. paper/supplies) are prepared and provided to students. Remote teachers are not expected to come to the building or deliver materials to students, but they may if they choose to do so.
- R. In the interest of workload balance and ensuring prep during the workday for special services staff, when possible IEP and Guidance Team meetings should occur either before or after student hours.

Connection Hours: Teachers will hold connection hours during the workday. ~~To meet with students, LWEA members must have a minimum of 3 people in a meeting (e.g. 2 staff with 1 student, 1 parent/guardian and 1 staff with 1 student, or 1 staff with 2 students).~~ When meeting with students either individually or in small groups, teachers will exercise professional judgement to provide education supports, using only appropriate district-approved platforms.

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- S. Employees working remotely will be given 24 hours notice before a supervisor required meeting, except in an emergency.

1. Meetings to share announcements or other information for which employee attendance is not required may not be provided the 24 hours notification.

II. Training and Teacher Support.

- A. LWSD will consider possible sub-groups (e.g. ESAs) when determining which certificated trainings are mandatory for each group.

III. Workload Supports

- A. The Special Services Department will re-publish guidance to parents/guardians and staff regarding the appropriate channels to follow with questions or concerns. This will include recommendations for parents regarding expectations of teachers (e.g. emailing after hours and expecting a response).
- B. All district communication from Special Services that is sent to families will simultaneously be sent to special services staff.
- C. Staff will work with their appropriate program manager to acquire the appropriate technology (e.g. document cameras) to support student learning and educational access.
- D. Buildings will utilize, to the extent possible, classified staffing to support student engagement.
- E. LWSD will develop a rubric, in alignment with the Washington State Department of Health recommendations, of when special services can expect to come back in-person.
- F. The engagement hours allocated (in the Gen Ed LOU) to each worksite can also be utilized to connect with special education students.

IV. Work Expectations for staff working with selected students requiring special education services in-person during Lake Washington Special Services Phase 1, 2 and 3 Identifying students to receive services on campus.

1. By Aug 17, LWSD will provide special services staff a rubric to assist special education teachers in identifying students who may require in-person services.
2. Teachers with a district or building administrative representative as needed will collaborate with parents/guardian to determine which students will receive in-person services.
 - A. For special education teachers who teach in-person classes, there will be AM and PM blocks of time with students.
 1. Teachers will work with Building and Central Leadership administrators regarding the groupings of students into AM or PM groups to best support student learning.
 2. The duration of each AM and PM block shall be 2.5 hours.
 - B. For in-person classes, students that are split into AM and PM blocks of time shall be limited to 4 students.
 1. If AM or PM block has more than 4 students, another classroom or appropriate space will be added to support social distancing. An additional bathroom will be identified for the AM or PM group that has more than 4 students.
 2. When staff members determine additional space is needed for in-person learning, they will work with their building administrator to identify a space.

- C. Phase in period for in-person services.
1. September 1, 2, 3, and 4 will be used for staff who are scheduled to provide in-person services, to conduct student and family connections via remote digital platforms, provide asynchronous materials and continue the process of identifying students that will qualify for in-person services.
 2. The initial phase in of in-person student services (section V) will begin on Sept 8.
- D. District staff will make every effort to consider the needs of Learning Center and Transition Center students prior to school starting. The following will be the phase in order of in-person, on campus services. The intent of the phasing is to thoughtfully bring students onto campus.
1. LWSD Special Services Phase 1: The initial phase of in-person student services will be provided to students in self-contained programs (e.g. LC, TC, and TA students), as appropriate.
 2. LWSD Special Services Phase 2: The next phase will provide in-person services for students served in pre-school, Intervention Center, and selected students receiving resource room services and who are disengaged from remote learning, as appropriate.
 3. LWSD Student Services Phase 3: The next phase of students that will begin to receive in-person services will be students served in a resource room learning model, as appropriate.
 4. Throughout each of the Special Services Phases, there will be a continual review of student needs, as appropriate.
- E. In-person special services staff will not meet with students on Wednesdays. These staff members can work from home on these days to allow for appropriate and thorough cleaning protocols to be implemented in accordance with District procedures.
1. In the interest of managing workloads, students who are not on campus can engage with the following planned, asynchronous instructional activities to meet required state instructional time requirements:
 - Practicing what they learned.
 - Opportunity to work on adaptive skills.
 - Working on adaptive skills at home.
 - Unique Learning Systems or other online curriculums.
 - Accessing general education materials or remote materials.
 2. For those teachers that teach in-person, they will not be expected to teach remotely on Wednesday.
 3. For SPED programs that are in-person, they will follow the Gen Ed LOU on Wednesday use of time. But Intervention, Engagement and Enrichment time can include parent/guardian coaching and connection.
 4. Teachers who teach in-person should have CMT and planning on Wednesday. It will be up to teacher discretion on how to structure their workday and will communicate their work hours on Wednesday to their supervisor. LEAP responsibilities will still be maintained.
- F. Transition Academy may follow the in-person AM and PM block schedule. Student and staff activity off campus shall not occur until the District, in consultation with

King County Public Health, has deemed it is safe for students and staff to participate in community-based programming.

- G. In-person pre-school classes shall be limited to 6 students in the AM block and 6 students in the PM block and will be designated to one classroom space.
 - 1. If a group reaches 6 students, one or more classrooms or appropriate space will be added to support physical distancing and an additional bathroom shall be identified for this classroom.
 - 2. When staff members determine additional space is needed for in-person learning, they will work with their building administrator to identify a space.
 - 3. To maximize safety, pre-school teachers will do Child Find screenings remotely, to the extent possible. LWSD will offer trainings on how to do Child Find screenings remotely.
- H. Teachers who teach in-person will not serve students who are in the remote learning program.
- I. Staff members will not be expected to work with students on campus if an administrator is not on campus.
- J. Prior to Oct 15, teachers who need to amend IEPs due to the instructional model schedule change will receive additional compensation. It is not expected that teachers re-write all IEPs but amend them as appropriate.
 - 1. For each student's amendment SPED teachers complete, teachers will receive \$86 per amendment.
- K. For special education students whose parents choose to send them to school less than four days per week, special education teachers will only be expected to provide instruction on the days they attend in-person.
- L. If King County is in Phase 1 or a shelter-in-place is ordered, LWSD and LWEA will meet to assess and determine next steps for the safety of staff and students that are working and learning on campus.
- M. Special Education Evaluations
 - 1. When in-person assessment is required for initial eligibility or determination of continued eligibility, staff will arrange a date/time with parents to have the student brought into a building for testing with appropriate student and staff PPE.
 - 2. If an evaluation team member is high-risk and/or is unable to complete an in-person evaluation, the evaluator will work with their direct supervisor to find coverage.
 - 3. When evaluation team members are required to go into the building to complete assessments, they will work with their building administrators to find testing locations that provide larger spaces preferably with a window that opens to the outside and meets safety guidelines.
 - 4. LWSD will provide support as needed to evaluation team members using Curriculum Based Measurements when standardized testing is not required.
 - 5. LWSD and LWEA agree there are extended evaluations from the 2019-20 school year that are required to be completed prior to October 15, 2020. LWSD will identify which extended evaluations from the spring of 2020 will need to be completed by October 15, 2020. To recognize the impact of the workload on special services staff, which can include special education teachers, they will be compensated at \$200 per evaluation. This can be divided among the staff members involved in the evaluation and coordinated by the Special Services Department.

6. LWSD and LWEA will meet prior to October 31, 2020 to assess and gather data regarding any additional COVID-19 impacted evaluations and problem solve any potential workload impacts.

V. Occupational Therapist, Physical Therapist, and Speech Language Pathologist Work Expectations

A. Teletherapy expectations:

1. OTs, PTs, and SLPs shall provide teletherapy services following the educational model of the students and must include synchronous support or services and may also include asynchronous and/or consultation services, to access their IEP goals.
2. OTs, PTs, and SLPs will follow OSPI guidance on service delivery models.

B. ~~To meet with students, LWEA represented ESAs must have a minimum of 3 people in a meeting (e.g. 2 staff with 1 student, 1 parent/guardian and 1 staff with 1 student, or 1 staff with 2 students).~~

When meeting with students either individually or in small groups, teachers will exercise professional judgement to provide education supports, using only appropriate district-approved platforms.

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1. OTs, PTs, and SLPs who hold a DOH license can provide teletherapy services only when the student is physically present in the state of WA per the requirements of their state licensure.

AGREED:

For the District

For the Association

Signature

Signature

Date

Date