



**Letter of Understanding**  
**Between**  
**Lake Washington School District NO. 414**  
**AND**  
**Lake Washington Education Association**

**Instructional Supports for SPECIAL EDUCATION Students Required to Quarantine or Isolate**

Whereas the Association and District agree that instructional supports for quarantined or isolated students must be provided in alignment with OSPI Bulletins 034-21, 076-21, 061-21 & DOH Bulletin 820-218 and

Whereas the district is required to quarantine or isolate students following Public Health King County guidance for periods up to or in certain cases exceeding 14 days and

Whereas most quarantined students become asymptomatic prior to the end of their quarantine requirement, therefore

The District and LWEA agree that the LOU dated September 7, 2021 is terminated and replaced by the following agreement beginning November 9, 2021 and ending ~~January 28, 2022~~ March 2, 2022  

**I. Instructional Support for Special Education Students with Required Absences Due to COVID that are 3 Calendar Days or Less**

- A. Teachers and therapists will provide support in manner consistent with building specific, grade level appropriate practices for student absences due to illness.

**II. Instructional Support for Special Education Students with Required Absences Due to COVID that are Equal to or Greater than 4 Calendar Days and up to 14 Calendar Days**

- A. Special Education teachers and therapists will provide instructional supports via Classroom Teams to students who are required to quarantine or isolate.
1. A teacher's (or therapists) plan for quarantine/isolation instructional supports should permit a student to continue to participate in the curriculum, receive appropriate SDI, meet educational standards established within the district, and complete subject, grade level, and graduation requirements.
  2. The plan will include necessary or required assignments and assessments, with any associated due dates, and may include links to resources or a schedule for observing classroom instruction or receiving direct services.
  3. Consistent with OSPI Bulletin 076-21, instructional supports may include:
    - a. Synchronous online educational opportunities using Teams such as simulcasting live instruction (i.e., look-ins), or facilitating live, or two-way interactive communication online, or providing direct therapy services via Teams.
    - b. Asynchronous instruction may include activities through Teams or district-approved digital tools, recording of lessons, or videos.
    - c. Hard-copy packets may also be used to provide asynchronous instruction. However, teachers are strongly encouraged to ensure hard copy packets are in alignment with the expectations of the student's general education peers and recognize individual student needs consistent with student's IEP requirements.
    - d. If using only asynchronous supports in a week, teachers (or therapists) will attempt to make a connection with the student and/or family at least once via Teams or email, or by phone, with the family.

- B. At all times, teachers will have the discretion to modify or excuse assignments or assessments that cannot be replicated outside of class.
- C. When a quarantined student, or their family, indicates that they are too sick to complete assignments remotely, teachers may use an alternative to the instructional supports outlined in this LOU, including the opportunity for a student to make up work upon return from the absence.
- D. A teacher's decisions around how to best support a quarantined student will be excluded from a teacher's evaluation.
- E. Teachers will not:
  - 1. be required to provide students access to instruction via Classroom Teams for absences that are not related to COVID quarantine or isolation but may choose to do so.
  - 2. be responsible for student technology access, troubleshooting, or support. This provision includes providing access, troubleshooting, or support for computers, charging cords, hotspots, logins, and other tech related issues.
- F. Instructional Supports Remedy
  - 1. Special Education teachers and therapists will be compensated for providing instructional supports to students in 4-14 day quarantine or isolation. Payment will be dispersed in the August pay warrant.
  - 2. Compensation will be pro-rated based on the total number of students served in 4-14 quarantine or isolation for the school calendar year as indicated in the table below.

Special Education Teachers		Therapists	
Number of Students Required to Quarantine or Isolate for 4-14 Days Over the Course of the School Year	Annual Compensation	Number of Students Required to Quarantine or Isolate for 4-14 Days Over the Course of the School Year	Annual Compensation
0-4	\$500	0-4	\$125
5-9	\$750	5-9	\$250
10-14	\$1250	10-14	\$500
15-19	\$1,500	15-19	\$750
20+	\$1,750	20+	\$1,000

- 3. The compensation will be for the purpose of:
  - a. Communicating with the student, family, and IEP team.
  - b. Planning and preparing activities for the student that address a longer absence.
  - c. This compensation is not for the purpose of data collection beyond routine activities required for IEP progress monitoring and reporting, compensatory services, or recovery services.

### III. Instructional Support for Special Education Students with Absences Due to COVID in Excess of 14 Calendar Days

- A. The district will provide general education Remote Support teachers to supply additional instructional support.
  - 1. When a student's quarantine is determined to exceed 14 days, general education Remote Support teachers will provide instruction via Classroom Teams and will assist students with work assigned by their classroom teachers. The use of this support is at the discretion of student's caseload manager.
  - 2. The district and the association will review an updated list of available general education Remote Support teachers monthly for the duration of this LOU to ensure adequate Remote Support teachers are available to address quarantined student needs.
- B. Special Education teachers will ensure SDI is provided to quarantined students either through work provided to the student and general education teacher with weekly connection time with students and/or families or

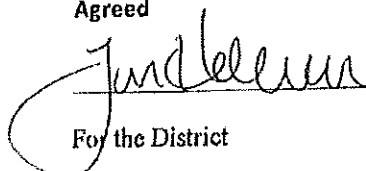
through providing direct services through Teams.

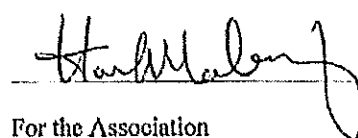
1. Special Education teachers will be compensated at the timecard rate for two hours per week, per student, whenever a student who is required to quarantine or isolate for more than 14 days is absent for any portion of the week.
  2. The compensation will be for the purpose of:
    - a. Communicating with the student and family.
    - b. Planning and preparing activities for the student that address a longer absence.
    - c. Providing direct services through Teams.
  3. The classroom teacher maintains responsibility for providing and grading student assignments.
- C. In alignment with Public Health King County guidance, the district will develop a process to notify Special Education teachers of students on their roster who are required to quarantine or isolate for more than 14 days, including the expected return date of the student.
- D. The Special Education teacher will not be responsible for student technology access, troubleshooting, or support. The Special Education teacher will not be required to provide support for student technology access, including providing access to a computer, charging cord, hotspot, troubleshooting login and other tech troubleshooting.
- E. A teacher's decisions around how to best support a quarantined student will be excluded from a teacher's evaluation.

#### IV. Additional Considerations Regarding Special Education

- A. Special education services will be maintained according to students' IEP service matrix and may be with paraeducator support, or by providing learning materials in consultation between the IEP provider and service delivery provider as identified on the IEP service matrix.
- B. Students in special education should receive all instruction and materials provided to their general education peers during a quarantine or isolation period.
- C. Speech Therapists, Occupational Therapists and Physical Therapists should provide specially designed instruction in alignment with their student's IEPs through Classroom Teams or by providing learning materials and consultation from the therapist. Services should be in alignment with the student's IEP service minutes.
- D. Speech Therapists, Occupational Therapists and Physical Therapists will be compensated at the timecard rate for one hour per week, per student, whenever a student who is required to quarantine or isolate for more than 3 days is absent for any portion of the week.

Agreed

 11/15/2021  
For the District Date

 11/12/2021  
For the Association Date