

MEMORANDUM OF UNDERSTANDING
between the
ISSAQUAH EDUCATION ASSOCIATION
and the
ISSAQUAH SCHOOL DISTRICT
Regarding Impacts of the COVID-19 Pandemic
2020-2021 School Year

The Issaquah School District will begin the 2020-21 school year with an updated and sustainable, “ISD LIVE” remote learning system, with the goal of transitioning, when and as appropriate, to hybrid/in-person learning while creating the flexibility to pivot at any time between models as determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Department(s).

The District and Association have worked to anticipate situations that may arise and intend, with this Memorandum of Understanding, to create a framework for resolving questions related to “ISD LIVE” instruction and member responsibilities therein, district commitments and leaves of absence for certificated employees for the 2020-21 school year.

As the public health situation continues to evolve, the District and the Issaquah Education Association will continue to work together and respond to changing circumstances. ISD LIVE and other potential hybrid/in-person learning models will prioritize the health and safety of our students, staff and entire district-community, positive and justice-driven educational outcomes, the social-emotional needs of students and staff, and thoughtful financial stewardship.

The parties agree to the following related to the 2020-2021 school year:

1. In-person Evaluation and IEP assessments

The emergency closure last spring resulted in a number of reevaluations and IEPs to become out of compliance; some due to parent request to wait until an in-person meeting could be held and some due to lack of data through in-person assessments.

School Psychologists, Speech Language Pathologists, Occupational Therapists and Special Education teachers will complete in-person all necessary assessments which are invalid if completed virtually or when a file review is inadequate. These assessments are needed to complete the evaluation and IEP processes and which will allow documents that are out of compliance due to COVID to be brought into compliance. Evaluation and IEP meetings that were not conducted last spring as a function of the Continuing Learning Plan due to parent choice will be completed. These may or may not require in-person assessments as described in Appendix 1.

2. Substitutes During Remote Learning

When a staff member is to be absent, the intent is to utilize a building administrator and/or non-classroom teachers to take attendance and push out staff member created asynchronous work to

students for the day. The staff member will place their absence in Substitute Online and select “no sub needed”. If the staff member is absent for additional days past two (2) at the elementary and middle school level and past three (3) at the high school level, the staff member will place their absence in Substitute Online and select “sub needed”. Details regarding staff absences from work and the use of substitutes at elementary, middle and high school are described in Appendix 2.

3. Elementary Specialist and Doubling Classes

Goal: To provide services to students in PE, music, and library.

The limited parameters in which specialist classes can be held within the ISD Live daily elementary schedule and need for additional time for specialists to prepare and post asynchronous recess activities may require doubling up of elementary specialist classes. Doubling up classes also supports the goal for librarians to provide library books for students to check out and pick up. Doubling up of classes for specialists will only occur in a fully remote learning environment.

Specialist will serve the same number of sections although two (2) classes may be doubled as a single (1) instructional block but will still count as two (2) sections.

IEA will solicit input from elementary PE and Music teachers to share with the District to assist in creating a grading guideline draft.

With this, there are common understandings about elementary specialists as described in Appendix 3.

4. Meet the Teacher in a Remote Learning Environment

Meet the Teacher is an opportunity for students to see and explore their new classroom, meet their teacher and classmates, drop off school supplies and receive general information to prepare them to start the school year. While the remote nature of this event will hinder and/or adjust some of these opportunities, a remote Meet the Teacher still supports students in preparation of the first day of school. Meet the Teacher will be for one hour on August 31, 2020 at a time within the workday determined by the elementary principal and as described in Appendix 4.

5. Leaves

The purpose of this Section is to comply with state and federal law unless otherwise indicated. COVID-19 presents unique health, family, disability and staffing challenges for the District and its employees. In the remote-only phase/model of ISD LIVE, employees in some of the situations below may be able to perform their professional responsibilities and not be in need of a leave of absence. When that is not the case, the framework as described in Appendix 5 will be followed in order to provide clear, objective, and practical options for the District and the employees facing those

challenges. In all cases, strict compliance by the District with all relevant health and safety rules and guidance will be essential, and in all cases, strict compliance with all relevant District safety and health rules will be an expectation of employees.

6. Health and Safety

The District will follow all applicable health and safety guidelines and requirements including those established by the Washington State Department of Labor and Industries and the Department of Health's (DOHs) K-12 Fall Health and Safety Guidance.

Employees who allege their workplace is unsafe are encouraged to immediately report their concerns to their supervisor and/or the Indoor Environmental Quality Committee. Such employees may in limited circumstances also have recourse through the Department of Labor & Industries under WAC 296-360-150.

7. 1st – 5th Grade Family Engagement Conferences

Purpose: To focus on connections with families, begin to build community, and gain information regarding supports individual students and families may need. Provides an opportunity for the classroom teacher to gather information and if need be, share information with principal, counselor, PBSES coach and/or other support staff so the support staff member can engage in further outreach and family connections to support student academic and social emotional needs.

With this purpose in mind, common understandings about Family Engagement Conferences are as described in Appendix 6.

8. Scheduled Wednesday SEL Time at Comprehensive High Schools

The remote weekly schedule for Issaquah, Liberty, and Skyline High School includes dedicated time for Social Emotional Learning (SEL) on Wednesday from 9:45 – 10:15am.

The purpose of this new SEL time will be to:

- Dedicate time during the school day to provide relevant, meaningful SEL lessons developed for our students using the WA K12 SEL Standards and Benchmarks; and
- Dedicate time for facilitating social and emotional learning lessons and discussions, engaging in equity work and culturally responsive lessons, discussing the impact of current events using trauma informed practices, and providing support and resources to students in their social, emotional and mental well-being.
- Show the commitment of our district, schools, and educators to the social emotional well-being of our students and staff during a difficult period in their lives and global history, including our current national climate and dialogue around social justice and institutional racism
- Model to our students that mental health and social emotional well-being is as important as physical health

SEL specific classes will be created that will distribute students along grade levels amongst classroom teachers. The development of SEL classes instead of using an existing class period is to allow grades to be grouped for lessons specifically tied to grade level or age and allows for equal distribution of workload amongst classroom teachers. Building administrative team and classroom teacher responsibilities for high school SEL are as described in Appendix 7.

9. Elementary and secondary schedules as pertaining to classroom teachers

The remote schedules for elementary and secondary teachers are important to support student learning and meet the required instructional weekly minutes of 1,665.

Beginning the school year in a remote learning environment is a new endeavor, and as such, IEA and ISD are committed to modify and adapt as we implement remote learning during the 2020-2021 school year.

In certain circumstances it might not be appropriate to post the live lesson under a violation of the Responsible Use Guide. The staff member will collaboratively work with their administrator in this circumstance to provide alternative instruction materials to post.

Other certificated staff members who are not classroom teachers will perform their duties in coordination with their supervisors and as pertains to their position. These staff should not be obligated to perform duties outside the workday except where outlined in the Collective Bargaining Agreement.

This is a new endeavor and as such IEA and ISD are committed to modify and adapt as we learn more about what learning at a distance looks like this fall. Elementary and secondary teacher expectations are as described in Appendix 8, Appendix 10 and Appendix 11.

10. Technology Start-up

Should you choose to work offsite while we are in the District's 100% remote learning environment, the District authorizes the following equipment for check out:

- District issued laptop
- Monitor
- Keyboard
- Mouse
- USB webcam
- Printer (if you have one currently in your classroom/workspace)
- Document camera (optional)

Additional information about checking equipment out is described in Appendix 9.

11. Worksite

While in 100% remote learning, staff members are able to determine where it is best from which to deliver instruction – be it offsite or in their assigned classroom/office. Should a staff member choose to work in their classroom/office, the district will require the staff member follow established safety and health protocols based on the DOH guidelines. These include attestations, temperature checks, the wearing of a face covering, physical distancing, and frequent handwashing. Since some coordination may be necessary due to individual building and workplace layouts, staff members should work directly with their building administrator or supervisor to ensure safety and health protocols are able to be met.

12. Daily Schedules

Daily schedules for ECE, elementary, middle, comprehensive high schools, Echo Glen, Gibson Ek and ACT were established to support students and families during 100% remote learning. The District and IEA believe that professional choice is honored throughout these schedules. See Appendix 10 and Appendix 11.

This MOU shall be in effect for the 2020-21 school year and shall sunset on the last instructional day of the school year. 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.

Agreed to this ____September__ day of __ 2020.

Natalie Fowler
Executive Director of Human Resources

Derona Burkholder
Issaquah Education President