

Memorandum of Understanding

between
Mercer Island Education Association ("MIEA")
and
Mercer Island School District ("District")

Concerning Limited Return of Highest Risk Students for In-person Individual & Small Group Support

Purpose: The District's teachers, administrators, and employees desire to provide educational equity for all students.

Consistent with the currently published [DOH Decision Tree](#), the Parties are prioritizing serving in-person its highest-need students, such as students with disabilities, students living homeless, those farthest from educational justice, including students in foster care, and younger learners. As the DOH guidance or health situation on Mercer Island & King County permit, the District will work to return to in-person a wider breadth of students in small groups.

Students: In an effort to expand its in-person offerings to students, the next group of students the Parties have identified for **potentially** attending in-person individual or small group work include:

- Students with disabilities who are not being adequately served remotely as identified by the student's case manager, a 504 coordinator or administrator, or an IEP team;
- Those farthest from educational justice, namely
 - Students from historically and/or currently marginalized groups;
 - Students in the foster care system;
 - Students experiencing poverty (those eligible for free & reduced lunch program);
 - Students flagged as having significant social-emotional needs (as identified by employees, needs assessments, counsellors, etc.);
 - Students in ELL programs;
 - Students who have a significant risk indicator for chronic poor attendance; and
 - Students with significant academic risk indicators such as: failing multiple courses (secondary), *significantly* below grade standard in multiple areas (elementary).

Before offering a student in-person services/support, a District administrator will, with input from the recommending employee or, if recommended by an administrator, the employee serving the student in the remote environment, create a plan on how that student will be served in-person. That Plan will include the following:

1. Interventions

- a. Identify what interventions have already been attempted for the student;
- b. Define new interventions or support;
- c. Detail the frequency and duration of in-person intervention or support (specific days, scheduled start and end time, etc.);
- d. Define the intended outcomes for the student;
- e. Identify measurable outcomes and how they will be monitored for evaluation of success; and
- f. Explain the timeline and process for monitoring, evaluating, and updating the intervention plan as needed.

2. Facilities

- a. Identify the facility and location within the facility where the student will work;
- b. Identify the restroom(s) the student will use; and
- c. If meals are involved, identify where the student will eat and who will supervise during meal/snack time

Once notified of the Plan, the employee(s) who will be implementing the Plan who have not been required to be on-site previously and/or who are adjusting their instructional schedule to accommodate the Plan, will be given up to five school days, as determined by the employee, before being required to implement the plan.

Staff: Classified and/or Certificated employees will supervise individuals or groups. These employees will be assigned based on the needs of the students as aligned with the skill set of the employee. Where more than one employee has the requisite skills to serve the student(s), the District will seek employees who choose to opt-in to seek volunteers for in-person work before assigning an employee. District administrators will work proactively with staff assigned to such work to address any impact on the staff member's other, previously assigned work. If necessary, some of the previously assigned work will be removed. The employee providing in-person interventions or support will be provided a schedule for such support.

Support Model: Students identified for in-person services/supports will be supported either individually or in small groups. The integrity of small groups/cohorts will be maintained consistent with health and safety guidelines. Each small group/cohort will be limited to a maximum of six students. A single employee may supervise more than one small group so long as social distancing requirements can be met. In a standard classroom (e.g. with a capacity of 14-16 students with social distancing) the maximum number of small groups will be two.

Students will access in-person small group work on a schedule or by appointment so that attendance can be taken and completed health attestations confirmed by the supervising employee, unless otherwise agreed in advance with the applicable administrator. The length of a student's in-person time on campus will be driven by the student's needs and what the administrator and educators determine is necessary to best support the student.

Safety:

Employees providing student support and interventions as part of a Plan, will receive training on health and safety expectations when working with a student, health attestations, food services (if meals are involved), transportation, responses to student breach of safety, and special services if applicable.

All procedures and protocols delineated in the applicable MIEA/District agreements and District guidelines shall be followed by employees and students, including but not limited to:

- Health attestation completion
- Washing/Sanitizing hands
- Cohorting in self-contained small groups
- Social distancing
- Wearing the appropriate PPE consistent with the health and safety protocols

Before a new individual student or small group of students is brought in, the plan and schedule will be reviewed by the applicable Site Safety Team.


If a student does not comply with the required health and safety protocols, that student may be excluded from ongoing participation. Exclusion will be made on a case by case basis and take into consideration the student's age, disabilities (if any), and specific nature of the violation.

The educational spaces used will support appropriate social distancing and will be cleaned daily. The employee will wipe down tables and chairs with Oxivir or like cleaner between cohorts/individuals if multiple cohorts/individuals will be using the same furniture/spaces in consecutive times.

Transportation: Following the selection and invitation of students, the District will provide transportation to students and/or families expressing the need. All transportation plans will comply with COVID-19 safety agreements between the MIEA and District.


Meals: Students who consume food on-site, shall do so consistent with the then applicable health and safety [protocols](#).

MOU Implementation Review: The Parties are committed to serving students in the manner set forth in this MOU and to the health and safety of our community, and therefore agree to discuss as a standing item the implementation of this MOU and issues that have been raised by a school site during the weekly regularly scheduled Labor/HR-meetings throughout the 2020-2021 school year. Staff and building administration are encouraged to work collaboratively at the site level before raising concerns to be addressed at Labor/HR meetings. As always, employees should feel free to raise concerns with MIEA representatives and/or leadership.



Donna Colosky (Nov 11, 2020 20:57 PST)
Donna Colosky
MISD Superintendent

date



Sally Loeser
MIEA President

date