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4 **Memorandum of Understanding (MOU)**
5 **Between**
6 **SEATTLE SCHOOL DISTRICT No. 1**
7 **and**
8 **SEATTLE EDUCATION ASSOCIATION**
9 **2020-2021 School Year**

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12 **1. HEALTH AND SAFETY**

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14 Seattle is a racially and economically segregated city; our communities are not
15 uniformly impacted by the dual pandemics of COVID and systemic racism. Our
16 Black, Indigenous, People of Color, English Language Learning households,
17 immigrant families, families experiencing homelessness who may be living in
18 shelters, transitional housing, or couch to couch, multi-generational households,
19 and families with essential workers are most impacted by the COVID pandemic.

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21 Our shared experience in this pandemic is that communities of color are not
22 centered in the response to the pandemic. Students furthest from educational
23 justice must be centered in our education model to redress the inequities that
24 these students continue to experience. Centering and serving the needs of these
25 students creates opportunities for the learning and personal growth of all
26 students.

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28 In order to continue to build and assure the confidence of our educators in their
29 workplace safety and center the voice of those educators and experts who best
30 know the circumstances within our schools, it is critical to have thorough and
31 concrete plans in place.

1 **1.1 COVID Public Health Campaign For Return To/During In-**
2 **Person Instruction**

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4 Seattle Public Schools will meet or exceed all Public Health guidelines, including
5 any federal, state, and public health decision frameworks and processes for
6 reopening of K-12 schools during the COVID pandemic. The district
7 will staff a full-time nurse FTE in each building. The COVID Site Team will
8 manage emergent health needs for daily care and COVID symptom concerns.

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10 a. SPS will conduct a public health information campaign for families
11 and communities, and support school/program sites
12 in understanding regular clear and consistent district wide COVID health
13 and safety protocols in partnership with local public health
14 efforts. Appropriate time will be scheduled for school
15 buildings/programs to coordinate and conduct site specific trainings for
16 staff, students, and families prior to returning to in-person instruction.
17 Further, the District will ensure regularly scheduled courses as in-
18 person services increase. Refresher courses will be provided as well.

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20 b. COVID Site Teams, and the Central COVID Team, will
21 attend regularly coordinated monthly meetings with SPS leadership
22 and King County Public Health for up-to-date information, which will
23 be shared with staff and families in a coordinated communication about
24 health and safety conditions.

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26
27 c. The District will develop regularly scheduled district-wide
28 communication and share updates about current health and safety
29 conditions (e.g., a web-based dashboard that provides information on
30 HVAC, community numbers of zip code positivity
31 rate, district positivity rates, building staff and student positivity rates)

1 across the District including all staff (including substitutes and itinerant
2 staff), students, and families.

3
4 d. MKV, FSW, SFA, social workers, and counselors will hold regular
5 monthly meetings to drive coordinated communication to be shared out to
6 staff and families about social health and safety conditions/supports.

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8 e. The District will provide quarantine guidelines and protocols
9 to families and staff before in-person instruction begins. Further, the
10 District will ensure regularly scheduled updates as in-person services
11 increase.

12
13 f. Staff will report violations of health and safety protocols to their
14 supervisor and any of the following:

- 15 • COVID Site Team; and/or,
 - 16 • SEA union representative; and/or,
 - 17 • Central COVID team; and/or,
 - 18 • Any other accountable public health department (e.g., OSHA)
- 19 without administrative retaliation; an anonymous reporting option will be
20 available.

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22 g. Training will be provided utilizing restorative practices to welcome
23 students and staff back into buildings after quarantine (e.g., SEL,
24 updated protocol trainings, check-in with trusted adults).

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26 h. SPS will establish a process, and communicate that process, to follow-
27 up on individual complaints from staff, students, and families regarding
28 violations of established health and safety protocols. This process will
29 include, but not be limited to, providing refresher courses during duty
30 time for staff.

31

- i. Incidents of potential COVID exposure, or falsification of attestations, should be reported. If legitimate contradictions are found, the students and staff impacted will be notified by the COVID Site Supervisor. SPS will establish a follow-up process for reports of potential COVID exposure or falsification of attestations. If exposure is confirmed, students and staff impacted will be notified and follow the quarantine process above for classroom exposure.
- j. When agreed-upon health and safety measures are not in place, in-person services will halt until such time as the concerns are addressed and remedied by the COVID Site Team in coordination with building administrator and central office supports.

1.2 Definition of a COVID School Outbreak

The WA Department of Health (DOH) defines a School Outbreak as circumstances where there are two or more laboratory-positive (PCR or antigen) COVID-19 cases among students or staff within a 14-day period. The people who tested positive do not share a household and were not close contacts of each other outside of school.

1.3 School/Program Response when Students and Staff present symptoms

- a. All SPS buildings will have a process in place, prior to return to in-person instruction, to support contact tracing beyond attestation for reports of potential COVID exposure. If warranted by public health guidelines, students and staff impacted will be notified to quarantine per the most stringent recommended health guidelines.
- b. Once a student or staff member with symptoms is safely isolated by the COVID Site Team, the classroom and facilities used by the symptomatic person shall be evacuated for immediate disinfection. Cleaning and

1 disinfection will meet or exceed standards in accordance with the site-based
2 SPS Incident Management Plan, OSPI, state, and county health guidelines.

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4 c. Staff presenting COVID symptoms during the school day will notify their
5 supervisor, submit attestation information, and go directly home.

6
7 d. Students who display COVID symptoms shall be immediately moved to
8 the designated quarantine area from the on-site/classroom setting for
9 assessment protocols and family notification. Students will be escorted by
10 a staff member in their cohort or COVID Site Team member to the designated
11 quarantine area (Care Room) as needed.

12
13 e. The District will ensure students presenting COVID symptoms during the
14 school day (identified per CDC and/or county health department
15 guidelines most current update) will go directly to the Care Room and are
16 observed by a trained Care Room attendant to await pick up from a
17 parent/caregiver.

18
19 f. Care Rooms will be located in an area that limits exposure to others when
20 entering or exiting and staffed with a Care Room attendant or the COVID
21 Site Supervisor.

22
23 g. The Care Room attendant or the COVID Site Supervisor will supervise
24 students who are excluded with COVID symptoms and shall be provided
25 necessary PPE for working with COVID infected students.

1.4 Steps to address disproportionate school closure impacts

We recognize that Seattle is a city environment where housing proximity is directly related to community spread. A racial equity analysis requires considering the higher risk of Black, Indigenous, People of Color, and those furthest from educational justice, and the likelihood the schools they attend are more heavily impacted.

The District will have an established racial equity analysis for school outbreak closures. Repeated school closures on communities disproportionately impacted by COVID negatively affect community health and a school building's ability to meet student progress. The racial equity analysis will inform the response plan to address the higher risk of Black, Indigenous, and People of Color, communities furthest from educational justice and identify additional supports for the school community.

School decisions for operations need to plan for and address actionable steps including:

- a. Each school will create a plan with the community around communication and an inclusive process for discussing, closing, and addressing direct impacts of a school closure for all stakeholders.
- b. School community engagement meeting will happen within three (3) days of announcing a classroom or school building closure. These SPS meetings will be open and accessible to solicit information from staff, student, and families on their needs in response to a classroom or school closure.
- c. SPS will affirm safety protocols and procedures and communicate an explicit timeline for returning to the building.
- d. Racial equity analysis will be ongoing and regularly examined by the building COVID Site Team and reported to school community stakeholders.
- e. The District will utilize district and community resources and partners to ensure student and family basic education, social and emotional, and mental health

1 needs are met for Black, Indigenous, and People of Color communities. This
2 includes, but is not limited to, local COVID testing in coordination with public
3 health supports.

- 4 f. School staff, students, and families will be engaged in needs
5 assessments by using culturally responsive measures and tools
6 to determine benefits of remote/in-person for students, families, and staffing with
7 regard to site/program instructional decisions.
- 8 g. When a racial equity analysis concludes a school has or will be more
9 heavily impacted by school closures, additional and appropriate plan of supports
10 will be provided and applied. These supports include, but are not limited
11 to, additional staffing, technology, and materials to support asynchronous
12 learning.
- 13 h. The District will provide a multitude of learning platform-ready, asynchronous
14 content options, specified by grade level, including special education
15 pathways. The District will store and organize these asynchronous content
16 options in a centralized database easily accessible by all staff, including
17 substitutes.
- 18 i. The District will provide contactless meal or delivery for families impacted by
19 school/program/classroom closures.
- 20 j. Central office will provide translation and interpretation for all languages
21 represented within the impacted school/program to support students and families
22 at meetings with follow up for both written and verbal communication about
23 changes in schooling.

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25 **1.5 Site Based/Program Quarantine responses: PreK, Kindergarten, 1st Grade,**
26 **Intensive Special Education Pathways including any students receiving in-**
27 **person services**

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29 a. If two (2) people in an assigned class group test positive for COVID within
30 a two-week period, the class group, including all SEA-represented staff, will
31 quarantine at home and return to remote instruction for a two-week period. All

1 staff and household members of quarantined students will not be permitted on
2 district property or participate in in-person activities for the duration of the
3 quarantine. Sibling groups residing in the same household must quarantine in
4 the event of a required quarantine in one sibling's class group. Guidance will
5 be sought from King County Schools COVID-19 Response Toolkit and other
6 public health resources.

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8 b. To mitigate risk following a week-long school break, the week after Mid-
9 Winter break in February, and Spring break in April, will revert
10 to remote instruction to allow for quarantining. If two (2) people in an assigned
11 class group test positive for COVID within the week
12 following the quarantining period, the class group will quarantine at home and
13 return to remote instruction for an additional two-week period.

14
15 c. When students travel outside of Washington State, the student will
16 quarantine and engage in remote learning for fourteen days (14) from the
17 date of their return from travel.

18 19 20 **1.6 Positive COVID case notification for PreK-1st and Special Education Pathways**

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22 In the event the District learns that an employee(s), student(s), or contractor(s) on
23 District property has tested positive for, or is suspected of having COVID, the COVID
24 Central Team, with the support of District administration will perform contact tracing and
25 communication in collaboration with the Seattle and King County Public
26 Health Department. The district will promptly notify building impacted staff and SEA
27 leadership, and keep SEA updated regarding the developing situation.

28
29 a. When the COVID Central Team or the COVID Site Team are notified that
30 employees, students, or other visitors to District property have tested positive
31 for, have self-identified, or have been notified of exposure to COVID, immediate

1 communication will be made with potentially affected persons within 24 hours.
2 Communication to families will be provided in their home language. District
3 administration will continue outreach until two-way communication with the
4 affected family(ies) of students is confirmed. Notifications should include both
5 district and public health resources for staff, students, and families regionally
6 accessible to their school communities and linguistically accessible.

7
8 b. Training will be provided utilizing restorative practices to welcome students and
9 staff back into buildings after quarantine (e.g., SEL, updated
10 protocol trainings, check-in with trusted adults).

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12 c. SPS will perform those duties in collaboration and in conjunction
13 with King County Department of Health and other community partners directly
14 serving school community partnerships. The district will promptly notify Seattle
15 Education Association leadership and keep them updated regarding school sites
16 with cases where school closures are being prompted or of trending developing
17 situations at school sites.