

Health and Safety

SEA Proposal Dated February 22, 2021

Health and Safety

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

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

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

The district has designed health and safety protocols for staff and students the following provisions are consistent with those protocols:

Student, staff, contractors, and visitors will have a wellness attestation prior to entry of any worksite, program site, or building.

SPS Proposals Dated February 18 2021

Health and Safety

The district has designed health and safety protocols for staff and students which have been communicated. The following provisions are consistent with those protocols:

- a. Student, staff, and visitors will have a wellness attestation prior to entry.
- b. Visitors will be allowed on site by appointment only
- c. There will be separate bathrooms for staff and students
- d. Students will have assigned seating in classrooms that maintains a six-foot distance from other individuals. Students will not share supplies or manipulatives.
- e. Students will eat in classrooms at their own desks and supervision will be provided to allow for a 30-minute duty-free lunch, as outlined in the collective bargaining agreement
- f. The district will attempt to limit cross-building and cross-cohort exposures when assigning employee duties.
- g. When an employee is working with others and a room with a window is not available, employees will be provided with documentation on the ventilation system for that room. When minimum standards for air quality cannot be met, other mitigations will be put into place in the workspace/classroom.
- h. The District will provide employees with needed materials to implement the Health and Safety plan.

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- Visitors will be allowed on site by appointment only.
- Students will have assigned seating in classrooms that maintains a minimum of six-foot distance from other individuals as measured from the edge of each desk. The District will provide building and program sites with individual sets of supplies and manipulatives for each student as a safety measure. Students will not share supplies or manipulatives.
- Students will take home lunch and breakfast for the next day.

The district will not create cross-building or cross-cohort employee assignments without a remote option.

The District will provide employees with needed materials to implement the Health and Safety plan.

Central COVID Team Oversight

The Central COVID Team will monitor and respond district wide to daily questions or concerns, monitor daily health screening data for staff, conduct contact tracing, and provide health recommendations as needed.

The District will ensure each building has a functioning Building Safety Team for two way communication.

Personal Protective Equipment (PPE) Inventory-The Central COVID Team will maintain:

- PPE inventory for all offered in-person services; and will review PPE inventory every week to maintain a 90- day supply for all staff students and families for in-person services. PPE supplies are maintained in the warehouse and schools should contact their custodian and request reordering of needed supplies. Schools should maintain a 90-day supply of PPE at

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

their building/program sites. All supplies will be delivered to school/program.

Central COVID Team will address and respond to all stated needs of the Building Safety Committee within 48 hours. Responses may include but not limited to direct communication with all involved parties, retraining on health and safety protocols.

COVID Public Health Campaign For Return To/During In-Person Instruction

Seattle Public Schools will meet or exceed all Public Health guidelines, including any federal, state, and public health decision frameworks and processes for reopening of K-12 schools during the COVID pandemic. The District will maintain the Central COVID Team, which is comprised of nurses and other experts, to provide guidance and support for health and safety concerns. The Building Safety Committee will manage emergent health needs for daily care in accordance with District protocols and the terms of all SEA bargained agreements.

SPS will continue to provide public health information to staff, families and communities, and support school/program sites in implementing regular, clear, and consistent district wide COVID health and safety protocols as provided in the 2020-2021 MOU. Public Health information and protocols will include CDC mitigation strategies:

Regardless of the level of community transmission, all schools should use and layer mitigation strategies with fidelity. Five key mitigation strategies are essential to safe delivery of in-person instruction and help to mitigate COVID transmission in schools:

COVID Public Health Campaign For Return To/During In-Person Instruction

Seattle Public Schools will meet all Public Health guidelines, including any federal, state, and public health decision frameworks and processes for reopening of K-12 schools during the COVID pandemic. The District will maintain the Central COVID Team, which is comprised of nurses and other experts, to provide guidance and support for health and safety concerns. The Building Safety Teams will manage emergent health needs for daily care in accordance with District protocols.

SPS will continue to provide public health information to families and communities, and support school/program sites in understanding regular clear and consistent district wide COVID health and safety protocols in partnership with local public health efforts. Appropriate time during the two asynchronous days prior to in-person instruction will be scheduled for school buildings/programs to coordinate and conduct virtual trainings and orientation for staff. A virtual orientation will be provided for staff, students, and families prior to returning to in-person instruction. All trainings will be virtual and available for staff to access at any time. Current health and safety protocols can be found at <https://www.seattleschools.org/resources>.

- a. The District will continue to meet with Public Health Seattle

- Universal and correct use of masks
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities.
- Contact tracing in combination with isolation and quarantine, in collaboration with the health department.

Appropriate time during the three (3) asynchronous days prior to a shift to in-person instruction will be scheduled for school buildings/programs to coordinate and conduct cohort virtual and in-person training and orientation for staff and will follow COVID mitigation strategies. A virtual orientation will be provided for students, and families prior to returning to in-person instruction. All trainings will be available for staff to access virtually at any time. The District will continue to meet with Public Health Seattle King County (PHSKC) and give public notice of meeting dates and times. COVID information, guidance, and updates from the PHSKC and SPS meetings will be shared within 48 hours of these meetings to staff and families as a regular update, including current circumstance, any new changes in circumstance, protocols that will be revised, and locations noted for where this is now accessible on the District website and dashboard.

Building Safety Committee

Only designated and trained staff will interact with people showing symptoms of COVID. At least one designated, trained staff member will be available at all times during the workday in case there is a need to isolate a symptomatic employee or student. Trained administrators and/or specified duty members of the Building Safety Committee, and nurses may be assigned to perform this work. Non-supervisory

King County (PHSKC). As new information is received and PHSKC guidance changes, protocols will be revised and shared with staff and families on the District website.

- b. Each school will have a Building Safety Team (this is the same team as the current Building Safety Committee) to review and discuss staff safety concerns. The committee will receive a two-thousand-dollar (\$2000) allotment to distribute among its members.
- c. Prior to opening, each school building, in coordination with the school administrators and/or Building Safety Team will:
 - i. Develop and communicate an appropriate plan for student arrival and dismissal procedures including needed staffing, routes, physically distanced designated waiting areas, staggered times, etc.
 - ii. Mark hallways with signage and directional arrows to facilitate social distancing
 - iii. Set up common spaces including but not limited to staff lounges, shared offices, and copy rooms to meet physical distancing and health safety requirements.
 - iv. Set up all school visitor entrances that will be used with hand- sanitizer, extra disposable masks, attestation collection materials, and visitor procedure signage.
 - v. Secure safety materials including but not limited to no-touch thermometers, disposable gowns, cleaning supplies, masks, face-shields, and safety signage templates, clearly communicating to affected staff where these materials are located.
 - vi. Mark bathrooms with signage to minimize interaction and facilitate social distancing.
 - vii. Identify a Care Room designated for students who show symptoms. Care rooms will be staffed by a trained employee to include, but not limited to a nurse, classified SAEOP, or other staff who are temporarily reassigned.
- d. At least three (3) school days prior to a program returning to in-

certificated or classified staff will not be expected to staff or supervise the Care Room in lieu of their normal duties.

In order to meet the highest standards of public health, and to uphold that protocols are operationalized with fidelity, the Building Safety Committee will ensure:

- Inventory, distribute, and review supply levels for site PPE every week to maintain a to maintain a 90- day supply for all staff, students, and families for in-person services. PPE supplies will be requested from the District on a minimum weekly schedule. Schools should maintain a 90-day supply of PPE at their building / program site. All supplies will be delivered to school/program sites.
- Have process in place for restorative re-entry for students, families and staff returning from grief/loss or COVID illness.
- When additional staffing is needed to assist the Building Safety Committee in preparing buildings, the district will provide substitutes to assist at no cost to the building. The duties of these assigned substitutes will remain within the training limitations and certifications for which they have, not beyond.

The District will provide the Building Safety Committee with \$2000 per SEA-elected member in a stipend to each SEA-elected certificated member of the committee and the equivalent paid hours equal to that amount for SEA-elected classified members on the committee. The Building Safety Committee will meet prior to any students entering the building for in-person instruction.

The Building Safety Committee (BSC) shall include, four (4) SEA-represented employees elected by their SEA peers, to

person instruction, each school building in coordination with the school administrators and/or Building Safety Team will:

- i. Provide each classroom and workspace with adequate cleaning and sanitizing supplies for shared touchable surfaces.
 - ii. Provide each classroom where students are assigned two hand sanitizer bottles that will be refilled or replaced when needed. Each office where students are receiving services will have at least one hand sanitizer bottle that will be refilled or replaced when needed.
 - iii. Provide employees with specialized face coverings (e.g., clear facemasks and badger shields) when necessary based on student need.
- e. The District will develop regularly scheduled district-wide communication and share updates about current health and safety conditions (e.g., a web-based dashboard that provides information on district positivity rates on a regional and grade level basis to ensure data is not personally identifiable).
 - f. MKV, FSW, SFA, social workers, and counselors will hold regular monthly meetings during red job alike days coordinated communication to be shared out to staff and families about social health and safety conditions/supports.
 - g. The District will continue to provide health and safety guidelines and protocols to families and staff on the district website at <https://www.seattleschools.org/resources>.
 - h. Prior to a return to in-person instruction the District will develop a protocol for staff to report violations of health and safety protocols.
 - i. Guidance documents and trainings will be provided to support the development of educator practices as they relate to the psychological and physical safety of both students and staff returning to in person learning. Guidance documents and training topics may include, but are not limited to, creating safe and welcoming environments, building connections and relationships, establishing routines and expectations, and

include one Nurse, one SAEOP, one Certificated non-supervisory employee, and one Paraprofessional.

Prior to opening, each school building, in coordination with the school administrators and/or Building Safety Committee will:

- Develop and communicate an appropriate plan for student arrival and dismissal procedures including needed staffing, routes, physically distanced designated waiting areas, staggered times, etc.
- Mark hallways with signage and directional arrows to facilitate social distancing.
- Set up common spaces, including but not limited, to staff lunch/workrooms shared offices, and copy rooms to meet physical distancing and health safety requirements.
- Set up all school-identified entrances that will be used with hand- sanitizer, extra disposable masks, attestation collection materials, and visitor procedure signage.
- Secure safety materials including but not limited to no-touch thermometers, disposable gowns, cleaning supplies, masks, face-shields, and safety signage templates, clearly communicating to staff where these materials are located.
- Mark bathrooms with signage to minimize interaction and facilitate social distancing.

teaching and modeling social emotional skills.

- j. SPS will establish a process, and communicate that process, to follow-up on individual complaints from staff, students, and families regarding violations of established health and safety protocols.
- k. Any employee who knowingly violates health and safety protocols, including attestation, will be subject to progressive discipline as outlined in the relevant Collective Bargaining Agreement.
- l. Staff who believe that health and safety measures are not being followed must report the potential violation according to the "Reporting Health Violations" protocol. Staff also have the right to report violations of health and safety measures, including but not limited to violations of WAC 296-24-020, to the appropriate governmental agency or agencies.

- Identify a Care Room designated for students who show symptoms. Care rooms will be staffed by a trained employee to include, but not limited to a nurse, or other staff who volunteer to be ~~are~~ temporarily reassigned.
- At least three (3) school days prior to a program returning to in-person instruction, all buildings and program sites will be prepared with the following:
- Monitor/verify/report a 90-day supply of cleaning and sanitizing supplies are in all classrooms for shared touchable surfaces.
- Provide each classroom where students are assigned two hand sanitizer bottles that will be refilled or replaced when needed. Each office where students are receiving services will have at least one hand sanitizer bottle that will be refilled or replaced when needed.
- All employees will be provided with specialized face coverings (e.g., KN95/K95, clear facemasks and badger shields) necessary to serve returning student need.
- MKV, FSW, SFA, social workers, and counselors will hold regular monthly meetings to draft coordinated communication to be shared out to staff and families about social health and safety conditions/supports.
- Social Emotional Re-entry Training: Training will be provided utilizing restorative practices to welcome students and staff back into buildings after quarantine (e.g., SEL, updated protocol trainings, check-in with trusted

adults). Guidance documents and trainings will be provided to support the development of educator practices as they relate to the psychological and physical safety of both students and staff returning to in person learning. Guidance documents and training topics may include, but are not limited to, creating safe and welcoming environments, building connections and relationships, establishing routines and expectations, and teaching and modeling social emotional skills.

SPS will establish a process, and communicate that process, to follow-up on individual complaints from staff, students, and families regarding violations of established health and safety protocols.

Staff who believe that health and safety measures are not being followed must report the potential violation according to the “Reporting Health Violations” protocol. Staff also have the right to report violations of health and safety measures, including but not limited to violations of WAC 296-24-020, to the appropriate governmental agency or agencies. 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 Building Safety Committee in coordination with building administrator and central office supports.

Definition of a COVID School Outbreak

The District will continue to follow the current guidelines of WA Department of Health (DOH) defining a School Outbreak as circumstances where there are two or more laboratory-positive (PCR or antigen) COVID cases among students or staff within a 14-day period. The people who tested positive

Definition of a COVID School Outbreak

The District will continue to follow the current guidelines of WA Department of Health (DOH) defining a School Outbreak.

do not share a household and were not close contacts of each other outside of school.

- School/Program Response when Students and Staff present symptoms
- The District will follow all DOH and PHSKC guidelines regarding contact tracing.
- The District will follow all DOH and PHSKC guidelines and follow District protocols regarding cleaning and disinfection.
- Staff presenting COVID symptoms during the school day will follow the COVID exclusion summary flowchart below which can be found at the District website <https://www.seattleschools.org/resources>.

COVID Exclusion Summary for Prek-12 schools and program site flowchart:

Prese ntation	Stude nt or staff has illnes s with at least one prima ry COVI D sympt om in the	Stude nt or staff has illness with at least one prima ry COVI D sympt om in the	Stude nt or staff has illness with at least one prima ry COVI D sympt om s such as	Stude nt or staff is not ill but has conta ct with a COVI D case.	Stude nt or staff has an ill house hold memb er with sympt oms of COVI D but withou t a confir	Stude nt or staff has a positi ve COVI D diagn ostic test.
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School/Program Response when Students and Staff present symptoms

- a. The District will follow all DOH and PHSKC guidelines regarding contact tracing.
- b. The District will follow all DOH and PHSKC guidelines and follow District protocols regarding cleaning and disinfection.
- c. Staff presenting COVID symptoms during the school day will follow current District protocol, which can be found at <https://www.seattleschools.org/resources>.
- d. Students who display COVID symptoms will follow current District protocol, which can be found at <https://www.seattleschools.org/resources>.
- e. The District will ensure students presenting COVID symptoms during the school day will follow current District protocol, which can be found at <https://www.seattleschools.org/resources>.
- f. The District will identify the location of a Protected Health Care Room in each school that will be used to separate persons with COVID symptoms.
- g. The District will identify a Care Room coordinator for students who show symptoms. Care rooms will be staffed by a trained employee to include, but not limited to a nurse, classified SAEOP, or other staff who are temporarily reassigned.

	last 10 days and has not had contact with a COVID case in the past 14 days.	last 10 days and had contact with a confirmed COVID case in past 14 days.	diarrhea, vomiting, headache, or rash.		med or presumptive case.		
Action	Exclude from school. Advise viral testing and referral to health care provider for evaluation.	This ill person may have COVID. Isolate at home for at least 10 days since symptoms started, and	Exclude per usual school exclusion guidelines. Advise referral to health care provider if symptoms persist longer	If the ill household member has at least one primary COVID symptom and no altern	If the ill household member has no primary COVID symptoms and alternative non-respir	This Person has COVID. Isolated at home for at least 10 days since test date, and 24 hours fever	

		24 hours fever free, and symptoms improved. Local public health will investigate.	than one day.	ative diagnosis has been identified by a healthcare provider as the cause of the person's illness.	atory diagnosis by a healthcare provider, student or staff may continue school attendance.	free and any symptoms improved. Local public health will investigate.	
Condition for Return	If person test negative for COVID, they may return to school after symptom	If person is not tested or test positive for COVID, they must stay home for at	If health care provider advises person, they can return to school, person	Student or staff must quarantine for up to 14 days after date of last contact	If not seen by a health care provider, may return usual school exclusion guidelines.	Student or staff must quarantine for up to 14 days after date of last contact with a	

	oms improve and fever free for 24 hours .	least 10 days since symptoms started, and 24 hours fever free, and symptoms improved.	may return per documented advice of the provider.	with COVID case. Refer to PHS KC “Planning for COVID Scenarios in Schools” for additional guidance.		COVID case. Refer to PHSK C “Planning for COVID Scenarios in Schools” for additional guidance.	
<p>Students who display COVID symptoms will follow the COVID exclusion summary flowchart above, which can also be found on the SPS website.</p> <p>The District will provide on the dashboard information on rates of exposure and infection among students and staff by school.</p> <p>The District will identify the location of a Protected Health Care Room in each school that will be used to separate persons with COVID symptoms. The Care Room will be located in an area that limits exposure to others when</p>							

entering or exiting and staffed with a Care Room attendant or the COVID Site Supervisor.

SEA represented staff will not be expected to observe or staff the Care Rooms in lieu of their normal duties or essential tasks.

SEA represented staff, including substitutes with reduced work hours, will have the right of first refusal for the Care Room attendant position.

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 used the SPS adopted racial equity analysis tool with COVID considerations to review proposals related to in-person learning with respect to Pre-K-1 and Special Education Pathways. However, racial equity analysis is not static and must be revisited as new information, including health data is made available. SPS will continually monitor COVID health data at the school/regional/neighborhood level and revisit its racial equity analysis to assess the impact of the data to determine if a change to instructional model or operations is needed. Data and updates will be shared with staff and school communities quarterly to discern the impacts within the Racial Equity analysis.

The District will have an established racial equity analysis review for school closures in alignment with WA State

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The District used the SPS adopted racial equity analysis tool with COVID considerations to review proposals related to in-person learning with respect to Pre-K-1 and Special Education Pathways. However, racial equity analysis is not static and must be revisited as new information, including health data is made available. SPS will continually monitor COVID health data at the school/regional/neighborhood level and revisit its racial equity analysis (https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Communications/return/COVID-19RacialEquityAnalysisSummaryTool.pdf) to assess the impact of the data to determine if a change to instructional model or operations is needed.

<p>Department of Health, PHSKC, OSPI and Governor’s Inslee’s Decision Tree guidelines that schools may use. In communities disproportionately impacted by COVID, repeated school closures negatively impact the health of the community and the school’s ability to encourage student learning. 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 supports for the school community in assessing school closures impacted by COVID with consideration for disproportionate impacts.</p> <p>School decisions for school operations need to plan for and address actionable steps including:</p> <ol style="list-style-type: none"> 1. 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. Staff and families will be provided information on the dashboard and decision-making tree to discuss how COVID cases are traced within a school and how families are notified. Stakeholder input about planning will be incorporated into racial equity analysis for school team. 2. Following a school or classroom closure, communication will go home detailing what led to the closure and the actions and timelines in place to prepare for re-opening. A School community engagement meeting lead by school Building Safety Team and District representation 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. will be offered to community who would like information on next steps prior to reopening. 	<p>The District will have an established racial equity analysis review for school closures in alignment with WA State Department of Health, PHSKC, OSPI and Governor’s Inslee’s Decision Tree guidelines that schools may use. 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 in assessing school closures impacted by COVID with consideration for disproportionate impacts</p> <p>School decisions for school operations need to plan for and address actionable steps including:</p> <ol style="list-style-type: none"> a. Staff and families will be provided information on the dashboard, decision tree decision making and discuss how COVID cases are traced within a school and how families are notified. Stakeholder input will be incorporated into racial equity analysis for school team. b. Following a school or classroom closure, communication will go home detailing what led to the closure and the actions and timelines in place to prepare for re-opening. An opportunity for community engagement around the closure and re-opening will be provided prior to the re-opening of the school or classroom. c. The District will partner with the community to support student and family basic education, social and emotional, and mental health needs for Black, Indigenous, and People of Color communities- d. When a the district Central COVID Team concludes a school has or will be more heavily impacted by school
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<p>3. The District will partner with the community to support student and family basic education, social and emotional, and mental health needs for Black, Indigenous, and People of Color communities.</p> <p>4. School staff, students, and families will be engaged in needs assessments using culturally responsive measures and tools. This includes, but is not limited, to physical, mental, and academic needs.</p> <p>5. When the district Central COVID Team concludes a school has or will be more heavily impacted by school closures, additional and appropriate plan of supports will be provided and applied. These supports include, but are not limited to, additional staffing, technology, and materials to support asynchronous learning.</p> <p>6. The District will provide, asynchronous content options, specified by grade level, including special education pathways. The District will store and organize these asynchronous content options in a centralized database easily accessible by all staff, including substitutes.</p> <p>7. The District will continue to provide access to meals for families impacted by school/program/classroom closures.</p> <p>8. Central office will provide full translation and interpretation for all languages represented within the impacted school/program to support students and families at meetings with follow up for both written and verbal communication about changes in schooling.-</p> <p>Site Based/Program Quarantine responses: PreK, Kindergarten, 1st Grade, Intensive Special Education Pathways including any students receiving in-person services.</p> <p>The District will follow DOH guidelines for responding to COVID outbreaks in schools. Current guidance for groups or cohorts of students includes dismissing the entire classroom</p>	<p>closures, additional and appropriate plan of supports will be provided and applied.</p> <p>e. The District may provide asynchronous content options, specified by grade level, including special education pathways.</p> <p>f. The District will provide access to meals for families impacted by school/program/classroom closures.</p> <p>g. The District will continue to provide translated communications in the District's top five languages, and access to translation tools and supports for all impacted schools/programs to support students.</p> <p>Site Based/Program Quarantine responses: PreK, Kindergarten, 1st Grade, Intensive Special Education Pathways including any students receiving in-person services</p> <p>a. The District will follow DOH guidelines for responding to COVID-19 outbreaks in schools. Current guidance for groups or cohorts of students includes dismissing the entire classroom</p>
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for home quarantine for 14 days if two or more laboratory positive (PCR or antigen) COVID cases occur within the group or cohort within a 14-day period. Any staff or student residing in the same household must quarantine in the event of a required quarantine in one household members cohort group.

Further, a school will be closed and switch to remote learning for 14 days when one of the following occurs: 2 or more classrooms are dismissed due to outbreaks in schools with 10 or fewer classrooms; 10% or more of classrooms are dismissed due to outbreaks in schools with greater than 10 classrooms; or the school cannot function due to insufficient teaching or support staff (<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf>).

To mitigate risk following a week-long school break, the week after Mid-Winter break in February, and Spring break in April, will revert to remote instruction to allow for quarantining.

Staff and students will follow PHSKC regarding quarantine after travel.

Positive COVID case notification for PreK-1st and Special Education Pathways

- a. The public data dashboard will be updated in the event the District learns that an employee(s), student(s), or contractor(s) on District property has tested positive for COVID, the Central COVID Team, with the support of District administration will perform contact tracing and communication in collaboration with the Seattle and King County Public Health Department. The district will promptly notify building impacted staff and SEA leadership, and keep

for home quarantine for 14 days if two or more laboratory positive (PCR or antigen) COVID-19 cases occur within the group or cohort within a 14-day period. Further, a school will be closed and switch to remote learning for 14 days when one of the following occurs: 2 or more classrooms are dismissed due to outbreaks in schools with 10 or fewer classrooms; 10% or more of classrooms are dismissed due to outbreaks in schools with greater than 10 classrooms; or the school cannot function due to insufficient teaching or support staff (<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf>).

Positive COVID case notification for PreK-1st and Special Education Pathways

The District will follow District contact tracing protocols located on the District website at: https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/SPS-COVID-19HealthSafetyProtocolOverview.pdf

- a. SPS will collaborate with PHSKC, Seattle Education Association, and other community partners directly serving school community partnerships.

SEA updated regarding the developing situation.

- b. When the Central COVID Team or the Building Safety Team are notified that employees, students, or other visitors to District property have tested positive for, have self-identified, or have been notified of exposure to COVID, immediate communication will be made with potentially affected persons within 24 hours.
- c. Communication to staff, students, and their families will be provided in their home language. District administration will continue outreach until two-way communication with the affected staff, student or other visitor is confirmed. Notifications should include both district and public health resources that are regionally accessible to their school communities and linguistically accessible.
- d. Training will be provided utilizing restorative practices to welcome students and staff back into buildings after quarantine (e.g., SEL, updated protocol trainings, check-in with trusted adults).
- e. SPS will solicit community partners to support contact tracing and perform those duties in collaboration and in collaboration and conjunction with PHSKC King County, Seattle Education Association, and Department of Health.
- f. The district will promptly notify Seattle Education Association leadership and keep them updated regarding school sites with cases where school closures are being prompted or of trending developing situations at school sites.

<p>Heating, Ventilation, Air Conditioning (HVAC)</p> <p>The District will ensure HVAC systems, air handling equipment, and other mitigation strategies are monitored, routinely maintained, promptly repaired, and meet or exceed American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE), Department of Labor and Industries, and Health Department requirements to ensure proper fresh air supply, filtration and circulation to help prevent the spread of the COVID virus. Employee concerns about indoor air quality will be categorized as high priority by the District's Work Management System and may be raised again as the number of occupants present increases.</p> <p>The District will respond in writing to an employee's concern(s) within two workdays with identification of the steps taken to address the concern(s). Employees will have the option to move to another previously assessed room/office that meets or exceeds standards as outlined in this agreement until the assessment is complete. The District will share the results of any air quality analysis with the Association. The HVAC assessment report will be shared with the employee who raised the concern.</p> <p>The District will provide HVAC Assessment Reports completed by certified TAB technicians and share the results of all reports with SEA. A licensed professional shall review the assessment reports and determine what, if any, additional adjustments or repairs would be necessary to meet the minimum ventilation and filtration requirements and determine whether any cost-effective energy efficiency upgrades or replacements are warranted or recommended.</p>	<p>Heating, Ventilation, Air Conditioning (HVAC)</p> <p>The District will ensure HVAC systems, air handling equipment, and other mitigation strategies are monitored, routinely maintained, promptly repaired, and comply with American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE), Department of Labor and Industries, and Health Department requirements to ensure proper fresh air supply, filtration and circulation to help prevent the spread of the COVID virus.</p> <p>Employee concerns about indoor air quality will be categorized as high priority by the District's Work Management System and may be raised again as the number of occupants present increases. Employees will have the option of another previously assessed room/office until the assessment is complete. The District will share the results of any air quality analysis with the Association.</p>
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Qualified Personnel Definitions:

- Certified Testing, Adjusting and Balancing (TAB) Technician is someone certified to perform testing, adjusting and balancing of HVAC systems by the Associated Air Balance Council (AABC), the National Environmental Balancing Bureau (NEBB), or the Testing, Adjusting and Balancing Bureau (TABB).
- Qualified Adjusting Personnel are either (1) a Certified TAB technician; or (2) a skilled and trained workforce under the direct supervision of a certified TAB Technician.
- HVAC Assessment Report: Qualified Personnel shall prepare an HVAC Assessment Report that includes the following information:
 - Name and address of the building and person preparing and certifying Report.
 - Description of assessment, maintenance, adjustment and repair activities and outcomes.
 - Document HVAC equipment model number, serial number, general condition of unit, and any additional information that could be used to assess replacement and repair options given potential for increased energy efficiency benefits.
 - Verification that all requirements of this program have been satisfied.
 - Either verification that MERV 13 filters have been installed or verification that the maximum MERV-rated filter that the system is able to effectively handle has been installed and what that MERV-rating is.
 - The verified ventilation rates for offices, classrooms, workspaces, common areas, wellness rooms, conference rooms, fitness areas, locker rooms, restrooms and other occupied areas in the building, and whether those rates meet the requirements set by the Washington industry code. If ventilation rates do not meet applicable guidance,

then an explanation for why the current system is unable to meet those rates should be provided.

- The verified exhaust for offices, classrooms, workspaces, common areas, wellness rooms, conference rooms, fitness areas, locker rooms, restrooms, and other occupied areas in the building, and whether those rates meet the requirements set forth in the design intent.

Clearly define system deficiencies and provide recommendations for additional maintenance, replacement or upgrades, such as upgrading systems to allow for additional ventilation and filtration and/or to improve energy efficiency. Deficiencies to include:

- Discrepancies between inlet, outlet, and outside air summations which signal duct leakage.
- Discrepancies between designed total airflow and actual airflow which signal leakage, excessive resistance, or faulty operation.
- Low cooling coil temperature differential (entering and leaving dry bulb), in comparison to design, which signal improper refrigerant charge.
- Documentation of initial operating verifications, adjustments, and final operating verifications and document any adjustments or repairs performed.
- Verification of installation of CO2 Monitors, including make and model of monitors.
- Verification that all work has been performed by qualified personnel, including the provision of the contractor's name and license, acceptance test technician name and certification number (where applicable), TAB technician name and certification number (where applicable), and verification that all work has been performed by a skilled and trained workforce.

SPS shall maintain a copy of the HVAC Assessment Report and make it available to any building occupant or patron upon request.

HVAC For In-Person Instruction

The District will provide documentation a building meets or exceeds the agreed upon standards prior to expansion of in-person instruction and such documentation will be clearly communicated to staff and families. If documentation cannot be provided, the building will not expand in-person instruction.

- a. The District will ensure every space occupied by more than one person will be continuously monitored for CO2 levels in the space while occupied. If an occupied room CO2 concentration exceeds 1,100 ppm more than once a week, as observed by the occupants or operating engineer, the ventilation rates shall be adjusted by Qualified Adjusting Personnel to ensure peak CO2 concentrations in the occupied rooms remain below the maximum allowable CO2 PPM setpoint. Verification of the installation of CO2 Monitors in all occupied rooms, regardless of size, with no less than one sensor per 10,000 ft² of floor space shall be included in the HVAC Assessment Report.
- b. The District will ensure all ventilation systems are programmed to start at least one hour prior to occupancy. If the room is not ventilated for at least one hour prior, the space cannot be occupied.
- c. The District will ensure a MERV-13 (or greater) filter is used at every work site and workspace. If a MERV13 filter cannot be installed, the district will propose other filtration systems that would be mutually agreed to by both SPS and SEA before the workspace is occupied. Possible solutions include providing portable HEPA air filtration unit(s) in workspaces with inadequate air flow.

All filters will be inspected each month for effectiveness and will be replaced/changed as needed but at a minimum of every 3-4 months.

d. The District will provide a clear statement of a measurable industry standard showing sufficient air exchange in any space that will be used by staff and/or students during in-person instruction. The District will share with SEA current and/or updated airflow maps of all worksites and workspaces used by students and/or staff during in-person instruction. In workspaces serving students with complex medical needs, employees will be provided documentation and proof their classroom meets or exceeds standards.

- Any airflow solution will maintain the required indoor air temperature to promote effective teaching and learning of at least 65 degrees in classrooms and office spaces, and 60 degrees in gyms per the W.A.C.
- All HVAC systems and equipment in District worksites with in-person services, and/or where educators are working on-site, will be inspected weekly by qualified personnel to ensure the required ventilation is provided in all occupied workspaces. HVAC assessment reports will be shared on each school site's COVID dashboard.
- All issues/problems discovered with HVAC systems at worksites will be corrected as soon as possible. The affected workspaces will be closed and classes and/or workstations will be moved to alternate locations within the school site that meet or exceed agreed upon standards for HVAC assessment reports. In the event an alternate location cannot be found, the school or program will return to remote instruction. Notification of the problems discovered with a plan for corrective action will be provided to

SEA within 24 hours of discovery.

- If an independent audit of indoor air quality disputes the findings of the district's HVAC assessment report, the district agrees to perform the necessary upgrades and adjustments to meet a third-party, mutually agreed upon licensed professional engineer's review.
- These protocols will meet or exceed the provisions of the WAC.
- Non-mechanically ventilated spaces cannot be used for in-person instruction or for workspace occupied by more than one person.

COVID Testing and Contact Tracing

The District will advocate and partner with outside agencies to provide on-site testing at selected District sites.

The District will follow the current contact tracing protocols in accordance with PHSKC.

a. The District will provide optional on-site access to weekly rapid Antigen and/or PCR test for all students, families, and Seattle Public Schools employees who are receiving or instructing in-person services. The District will encourage all families to participate in the testing through community partnerships, education, and communication in the family's home language. (PCR test is recommended in addition to the Antigen test if there has been a known potential exposure.)

b. Site based contact tracing: Outside of cohorts and student attendance, each school/program site will have a sign in/out sheet posted for any other adults or student entering an instructional/workspaces.

COVID Testing and Contact Tracing

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The District will follow the current contact tracing protocol located

at: https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/SPS-COVID-19HealthSafetyProtocolOverview.pdf

c. The COVID Site Coordinator will collect and maintain up to date sheets for the purposes of contact tracing and reporting of possible exposure. Additionally, the Building Safety Committee will have regular meetings with the Central COVID Team to ensure proper protocols are being followed.

d. Employees will be notified by the District and COVID Site Supervisor as soon as possible, but no later than 23:59 of the employee's workday of any COVID exposure in the workplace. Employees will be provided information on next steps when notified of possible exposure.

e. Students, families, and staff will be notified by the District and COVID Site Supervisor as soon as possible about cohort exposures. These notifications will be communicated no later than 23:59 of the student's school day of any COVID exposure in the workplace. Families will be provided information on next steps when notified of possible exposure.

Personal Protective Equipment (PPE)

The District will provide staff with all PPE recommended by state or local health and workplace safety agencies based on the transmission risk level of their work environment and task, as required by the individual. PPE requirements shall be updated when and if such agencies change their requirements. All necessary PPE will be readily available to all staff, students, and contractors entering worksites. Ordering procedures and building level processes will be shared with all schools.

PPE requirements shall be updated when and if such agencies change their requirements. School buildings, programs and worksites will maintain a 90-day supply of

Personal Protective Equipment (PPE)

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PPE. Additional PPE will be provided upon request at no cost to building budgets. The ordering process for ongoing needs will be documented and clearly communicated to staff by the Central COVID Team. Ordering procedures and building level processes will be shared with all schools.

- a. The District will provide and resupply PPE that is accessible for employees and students with disabilities prior to expansion of in-person instruction. In-person instruction is contingent on resupply/availability of PPE. All necessary PPE will be readily available to all staff, students, and contractors entering worksites, including replacement PPE when PPE is damaged, soiled and/or unusable.
- b. PPE will be stocked weekly according to role, as determined by job duties or risk with student emergent behavior (e.g., spitting, kicking, biting). There will be a PPE quick reference document for employees to reference where the PPE is stocked.
- c. Additional PPE will be available by request to accommodate individual needs for all staff on site, including staff with disabilities, staff with increased risk, and other individual needs (e.g., gowns, clear masks, gloves face shields) in the event PPE becomes soiled or damaged.
- d. All employees, including substitutes, who require N95 masks must show proof of fit testing. The district will facilitate fit testing and maintain supplies of properly sized masks.
- e. The district, in collaboration with the Central COVID Team, will provide quick reference documents and training to include what type of PPE and appropriate uses of PPE for all staff on the for daily occurrences (e.g., toileting, feeding, transferring, working with student unable to wear masks/participate actively in social distancing.)

- f. All Quick Reference documents will be posted within each workstation (e.g., bathroom, classroom, communal space.)
- g. The District will ensure all students will be issued at least one (1) appropriately sized disposable mask per half day and will provide additional masks in the event a mask is torn, soiled, or a student chooses to wear multiple masks.
- h. Communication will be provided to families in compliance with FERPA to inform them of students in their child's classroom who are unable to wear PPE.
- i. The Building Safety Committee will be responsible for making a distribution plan for PPE to be readily available for anyone who enters a worksite. Additional support for the process will be provided by the Central COVID Team.
- j. PPE visuals and guidance will be placed in all areas in the worksite.
- k. The District and Building Safety Committee will survey worksites and install plexiglass partitions and or movable partitions for each non-classroom workspace (e.g., 1-to-1, close proximity, cubicle spaces) prior to any expansion of in-person instruction or on-site work.

Cleaning and Disinfecting

Cleaning and disinfecting protocols will follow CDC, DOH, and Public Health guidelines. These protocols will include cleaning and disinfecting of high touch surfaces, daily cleaning for classrooms (if children are present). Staff will have access to approved cleaning and disinfecting products, with instructions for use, for cleaning of items such as desktops, keyboards, phones, or other office equipment or tools before and after use. Hand sanitizer will be placed in each workspace. Cleaning protocols will

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<p>be outlined in health and safety protocols. Certificated non-supervisory and/or classified staff may be expected to spray desks, common touch points and common supplies in the classroom between instructional time with students.</p> <p>Before expansion of in-person instruction, the District will ensure enhanced everyday COVID cleaning and disinfection schedule for classrooms, open concept classrooms, communal spaces, and workspaces in accordance with health and safety protocols. In addition to the daily cleaning schedule for the building, cleaning and disinfection will take place in between each cohort on every high-touch area (for example but not limited to interior and exterior spaces - door handles, crash bars, classroom sinks and sink knobs, and paper towel dispensers).</p> <p>SPS will verify cleaning protocols, communicate schedules and train staff on the safe usage of high traffic shared spaces and shared equipment prior to the expansion of in-person instruction. All cleaning and disinfecting processes will meet or exceed CDC guidelines for eradicating COVID.</p>	<p>each workspace. Cleaning protocols will be outlined in health and safety protocols.</p>
<p>SEA Informed Consent (22nd)</p>	<p>SPS Survey</p>
<p>Guiding Principles</p> <p>The Seattle Education Association (Association) and Seattle Public Schools (District) enter into this Memorandum of Understanding Addendum to provide informed consent about the choices for a safe, healthy, and equitable learning and working environment for all students and staff in the midst of the current COVID pandemic.</p> <p>1. Informed Consent</p>	<p>Guiding Principles</p> <p>The Seattle Education Association (Association) and Seattle Public Schools (District) enter into this memorandum to provide a safe, responsible and equitable learning and working environment for all students and staff in the midst of the current Covid-19 pandemic. The parties have a commitment to collaboration and problem solving in a manner that is focused on shared interests and values. The following guiding principles support this proposal:</p> <ul style="list-style-type: none"> • Health and safety of staff and students • Commitment to prioritize staff-student relationships.

Informed consent means every student, family, and staff have the ability to understand relevant health and safety information and the implications of in-person instruction to make an independent, voluntary decision. To have informed consent each student, family and staff member will be presented in their primary language all relevant information in documentation that explains their preference for instruction.

After educator informed consent is conveyed to the district, all families will be informed about:

1. The model options and current educator's availability for instruction.
2. Discuss the nature and purpose of supported interventions.
3. The burdens, risks, and expected benefits of all options, including remaining remote.

Documented informed consent conversations between educators and families will then be given a final sign off to decision after a window of time for consideration. Documentation will allow for notation of multiple modes of communication with the family and student for informed consent. When the student, families, and educators have provided specific written consent, the consent form should be included in the record for formal documentation, then all parties will be given a start date.

Informed consent must be afforded to all students, families, and staff about the risk they take in choosing a remote or in-person model. Any changes in instructional model will be self-select and have informed consent. Building and program sites will be prepared for:

- Decisions about family engagement for students returning to in-person or continuing remote instruction

- Create the least amount of disruption as possible.
- Support a transition from remote to in-person instruction.
- Equitable access to high-quality education and the physical and emotional safety of our whole community
- Prioritize racial equity and centering students of color who are furthest from educational justice.
- Empower staff to deliver high-quality education in an ever-evolving environment requiring constant collaboration and flexibility.
- Maximizes the social and emotional benefits associated with in-person instruction.
- Flexible staffing and temporary reassignment to provide for adequate student supervision and insurance that all health and safety protocols are implemented and followed.
- Design equitable instructional models across remote and in-person services

The provisions of this Memorandum of Understanding ("MOU") are supplemental to the provisions of previously negotiated MOU regarding the 2020-2021 School Year. No provisions of this MOU are intended to replace any provisions of the prior MOU, unless explicitly stated herein.

must be documented. All students welcome; preference given to students based on assessments as determined by site-based evaluations and IEP progress.

- Provide culturally responsive conditions for mental health, social emotional support, and physical health protections are essential focuses of re-entry stages.
- Address the needs of student and staff before changes in site-based programming happen.
- Remedy and update current processes/protocol before moving into new stages of re-entry.

Published Quarterly Racial Equity Analysis on Key Objectives including updates on:

- School actions that promote education equity to benefit students and staff, in line with Seattle Public Schools stated strategy of targeted universalism.
- Disaggregated data about student engagement and academic progress across instructional models.
- Preparations, actions, and communications to demonstrate that student and staff safety is a top priority.
- Success' with increasing in-person instruction and maintaining remote instruction.
- Efforts to monitor buildings/programs that have frequently unfilled positions or unable to be fully staffed for instructional models.
- Ways in which informed consent is bringing together

staff, students and families.

- Advances in racial justice with updates on examined policies and practices towards actions that promote education equity to the benefit of everyone.
- Updates on how Building Safety Team and COVID Site Supervisor are working in collaboration with the Central COVID Team.
- Fidelity updates and progress monitoring on all health and safety protocols in this MOU.

Public Health campaign communication with ALL SPS as a community, across school sites.

The District will provide framing and key messages prior to re-entry. Changing of phases will include:

- Updates to the state and CDC guidance
- Brief explainer on advisory health metrics
- COVID Exclusion Summary Guidance and where to find necessary Health & Safety Protocols
- Vaccine Updates and work with community partners around community health efforts

Tools and Resources provided in a change of building/program sites or phases:

- Letter to Families: Prevention and Information communicated in all languages via multiple modalities.
- Letter to Families: Case of COVID in School
- Notification to Families: School Closure
- Notification to Families: Exposure to COVID
- Notification to Families: Student Needs to Self-Isolate
- Pre-Recorded Phone Message from Superintendent
- Script for Teachers / Staff: Positive Case at School

- Talking Points for use with Media
- Press Release for use with Media.
- Frequently Asked Questions for Family

Measured Approach to Re-Entry SPS Strategic Planning Actions and Messaging

The district will use targeted universalism to uphold the strategic plan in response to multiple pandemics (COVID, economy, housing, medical access, racism, etc.) to address the conditions of COVID. Collective responses involve:

- *High-Quality Instruction and Learning Experiences - Deliver high-quality, standards-aligned instruction across all abilities and a continuum of services for learner.*
 - i. Dedicated scheduled instructional time for educator facilitated social emotional learning, individualized student relationship building through 1:1/small group appointments and coordinated instruction for family engagement.
 - ii. Multi-lingual student/family access on online platforms, centralized translation, and interpretation supports for educators and families.
 - iii. Support provided through interactive health and safety training opportunities for students, families, and staff.
- *Predictable and Consistent Operational Systems - Make clear commitments, deliver on them, and continuously analyze impacts on students and families for improvement.*
 - I. Daily real-time check-ins between staff/student
 - II. Daily peer interaction
 - III. Daily attendance taken.

<p>IV. Family Engagement & Communication</p> <p>V. Family/parent virtual connections at least 4x per year</p> <p>VI. Family & student feedback at least 3x per year</p> <p>VII. Digital Learning Needs met</p> <p>VIII. Plan to address infrastructure, devices, software system, digital content, professional development needs</p> <ul style="list-style-type: none"> • <i>Culturally Responsive Workforce - Create healthy, supportive, culturally responsive environments from the classroom to central office.</i> <ul style="list-style-type: none"> I. Building and program benchmarks for reopening to increase students, staff, and families are measured by indicators of wellness in buildings and ability to provide a culturally responsive plan of return based on needs and not privilege. II. Family/parent virtual connections at least 4x per year III. Family & student feedback at least 3x per year • <i>Inclusive and Authentic Engagement - Allocate resources strategically through a racial equity analysis process - Directly and consistently work in partnership with families and communities who represent Students of Color.</i> <p>Plans for increasing return to in-person instruction will include directly responding to needs in the racial equity analysis. These include but are not limited to responses regarding remote and in-person learning (e.g., Digital Learning Needs, plan to address infrastructure, devices, software system, digital content, professional development needs for staff, staffing shifts, students voice, parent engagement, community resource needs, etc.)</p> <p>i. COVID specific racial equity analysis of staff and</p>	
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students will inform re-entry to buildings and programs as they phase to in-person instruction. The data from multiple stakeholders in the racial equity analysis will inform further capacity for expansion. Racial Equity Analysis evidence must be comprehensive to informing plans to meet school community needs.

Public Health Measures and Metrics

Building and program site metrics for PreK-1 Grade and Sped Intensive Pathways will use the criteria in [King County Schools COVID-19 Response Toolkit](#).

[Dashboard for key indicators of COVID activity](#) (including total cases for last 14 days per 100,000 residents) from Seattle- Department of Health “Tools to Prepare for Provision of In-Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic,” dated Feb. 3, 2021, shall be used as a guide. This data will be found on the District website.

The district dashboard for public viewing will include:

- King County’s current COVID range based on the Department of [Health Decision Tree](#).
- Cases Rates (e.g., 187 cases / 100k / 14 days), Test Positivity (e.g., 9%), and COVID like illness percentage of hospital visits.
- Weekly the number of COVID cases for staff and students by work site.
- The District data will indicate when an on-site COVID case has resulted in notification of in-person staff on a work site. The District will make every effort

to maintain the accuracy of this data in line with contact tracing.

- Chart noting the COVID Activity High Moderate and Low definitions, Education Model Phase appropriate for current case range and Extra Curricular Activities.