

~~February 22, 2021 SEA Counter Proposal to SPS~~

~~February 25, 2021 SPS Counter Proposal to SEA~~

Notice: All proposals submitted in this bargain are in addendum to the current MOU which remains intact and in force for its duration, unless explicitly outlined in this addendum.

Addendum

Memorandum of Understanding (MOU)

Between

SEATTLE SCHOOL DISTRICT No. 1

and

SEATTLE EDUCATION ASSOCIATION

2020-2021 School Year

~~SPS Counter Proposal (COMBINED)~~

~~Phased re-entry for in-person services beginning~~

~~March 1, 2021~~

1. Guiding Principles

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, responsible, healthy, 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 follow guiding principles support this proposal:

- Health and safety of staff and students
- Commitment to prioritize staff-student relationships
- 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

~~1.1 Informed Consent~~

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 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.

1.2 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.

1.3 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-19 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-19 in School
- Notification to Families: School Closure
- Notification to Families: Exposure to COVID-19
- 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

1.4 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:

- A. 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.
- B. 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.
 - IV. Family Engagement & Communication
 - V. Family/parent virtual connections at least 4x per year
 - VI. Family & student feedback at least 3x per year
 - VII. Digital Learning Needs met
 - VIII. Plan to address infrastructure, devices, software system, digital content, professional development needs.
- C. Culturally Responsive Workforce – Create healthy, supportive, culturally-responsive environments from the classroom to central office.
 - 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

D. 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. 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.)
- II. COVID specific racial equity analysis of staff and 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.

1.5 Public Health Measures and Metrics

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

A **Dashboard** for key indicators of **positive cases 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-19 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.~~

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.

2. Pre-K – 1st grade In-person and Special Education Intensive Pathways AA/BB Cohort Models

The District is committed to partner with the Association to implement a model for in-person instruction that provides for a cohort instructional model utilizing an AA/BB hybrid schedule.

4. Phased-in return to school will begin with special education services in intensive pathways. ~~on March 1, 2021 (see Intensive Service Pathways proposal).~~
2. Pre-K – 1 students will return to in-person services no sooner than one week after the return of special education services in intensive pathways.
3. Staff transitioning to the AA/BB hybrid model will be given two school days prior to their first day with in-person students to transition their classroom and instruction. Students will engage in two asynchronous days to allow for staff preparation and planning.
4. Employees will receive a Health & Safety Training provided by the District as well as complete designated COVID module(s) in SafeSchools. Additional training will be provided as needed during work hours.
- ~~5. Each school will have a Building Safety Team to review and discuss staff safety concerns. The committee will receive a two thousand dollar (\$2,000) allotment to distribute among its members.~~
- ~~6. Prior to opening, each school building, in coordination with the school administrators and/or Building Safety Team 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 lounges, shared offices, and copy rooms to meet physical distancing and health safety requirements.~~
 - ~~• Set up all school visitor 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 affected staff where these materials are located.~~

1 • ~~Mark bathrooms with signage to minimize interaction and facilitate social~~
2 ~~distancing.~~

3 • ~~Identify a Care Room designated for students who show symptoms. Care rooms~~
4 ~~will be staffed by a trained employee to include, but not limited to a nurse,~~
5 ~~classified SAEOP, or other staff who are temporarily reassigned. **MOVED TO A**~~

6 **DIFFERENT SECTION**

7 7. ~~At least three (3) school days prior to a program returning to in-person instruction,~~
8 ~~each school building in coordination with the school administrators and/or Building~~
9 ~~Safety Team will:~~

10 • ~~Provide each classroom and workspace with adequate cleaning and sanitizing~~
11 ~~supplies for shared touchable surfaces.~~

12 • ~~Provide each classroom where students are assigned two hand sanitizer bottles~~
13 ~~that will be refilled or replaced when needed. Each office where students are~~
14 ~~receiving services will have at least one hand sanitizer bottle that will be refilled~~
15 ~~or replaced when needed.~~

16 • ~~Provide employees with specialized face coverings (e.g., clear facemasks and~~
17 ~~badger shields) when necessary based on student need. **MOVED TO A**~~

18 **DIFFERENT SECTION**

19 8. ~~When requested, coverage will be provided to allow employees a break to allow for~~
20 ~~use of the restroom.~~

21 9. ~~District leadership will work with Public Health to prioritize vaccinations for educators~~
22 ~~and utilize district space for dissemination. **MOVED TO A DIFFERENT SECTION**~~

23 2.1 COHORTS

24 Current work will continue in remote instruction. On-site educators working
25 remotely and/or in-person with students will follow all health and safety guidelines for
26 building or site programming with fidelity under the guidelines below. All health and
27 safety efforts will be made to minimize the number of staff and students that interact
28 with each other in and across cohorts.

29 General Guidelines:

30 Schools and site-based programs will submit plans to organize cohorts with priority
31 to meeting the needs of:

32 a. Restorative Tiers — Organizing cohorts needs under a *Maslow before Bloom*,
33 developmental five-tier model of human needs. As a district wide approach to
34 cohort groupings for students and staff, these decisions will be informed by site-
35 based data. A whole child initiative as a District will concentrate on systems
36 investments that address the priority of needs for our students, families and staff
37 would include racial equity across:

38 1. Communication of basic physiological and safety needs.

39 2. Emotional belonging and interpersonal relationship need.

40 3. Developmental considerations for socializing.

41 4. Self-motivation and confidence in learning experience in a flipped model.

5. Academics growth and goal setting.

6. Independence, community relationships building and community goal setting.

b. Cohort decisions will be made at the site level. All students welcome; preference given to students based on assessments as determined by site-based evaluations and IEP progress. General education cohorts will be inclusive of all students and will be determined at school/program sites with proper supports. Cohort considerations shall include racial equity analysis on MTSS data, IEP Team including General Education Teachers and Special Education Assistants will be part of the decision making process, family engagement survey, and family engagement outreach to provide informed consent across building/ program sites.

c. No disability category or service model designation will universally prescribe whether a student will be in a special education or general education cohort. The IEP team, including Special Education Assistants and General Education Teacher, will determine which cohort setting will best serve the student. The complete IEP Team will consider ability to wear a mask, risk of impulsive behaviors such as elopement, and staffing needs to support the student. IEP Teams must be inclusive of special education assistants. Documentation is required in decisions about enrollment to in-person services, including informed consent of all students and staff participating.

d. When students and staff are eligible for certain disability categories that are more likely to have difficulty wearing face coverings, staff will consider the combined risk and unique needs that arise and how to appropriately support their access to FAPE, (e.g., Autism Spectrum Disorder, Other Health Impairment, Emotional Behavior Disability, Orthopedic Impairment, Sensory Processing Disorder.) In-person appointment based services and remote services may be offered in combination to fully meet needs.

e. For any cohort which includes students who are unable to follow health and safety protocols (e.g., mask wearing, inability to social distance, impulsive behaviors and/or other behaviors which may necessitate CPI hold), preparation for re-entry will include identifying alternate settings for the cohort to use, smaller group instruction settings and a safety plan to use in response to emergent behavior. Alternate settings may include designated additional classrooms, offices, designated hallways to take a walk (separate from other cohorts), or any other location then the assigned cohort general setting as the instructional team and IEP teams determine may be necessary.

f. General expectations

- Once cohorts are established, they cannot be modified without a formal process. Remote learners will not be visitors to in-person cohort instruction.
- Students will not eat meals on campus. A brown bag lunch, including a breakfast for the following day, will be offered to all students for take home, regardless of FRL status.

- ~~Outdoor time or recess will be included in the students' 2-hour 50 min in-person school day.~~
- ~~No staff member shall be required to remain on campus while providing remote/asynchronous instruction.~~
- ~~Staff may choose to remain on campus to provide asynchronous instruction. Staff who choose to work on campus will be provided separate workspace from other staff members and students (e.g., settings with multiple adults serving the same cohorts; IAs, co-teaching situations.)~~
- ~~Anyone outside of the cohort visiting for appointments or small groups must arrange each visit in advance with the educator and the COVID Site Supervisor, then complete an attestation form upon entry to the building.~~
- ~~Administrators visiting in-person instruction cohorts must wear the required PPE and maintain physical distancing.~~
- ~~Visits should be limited to no more than 15 minutes, whenever possible.~~

g. Guidance on Cohorting

The CDC defines Cohorting as one of many mitigation strategies that schools can use to limit mixing between students and staff and to limit the spread of COVID-19. A cohort or pod is a distinct group of students that stays together **the entire school day** during in-person learning, or over the course of any pre-determined period of time, so that there is minimal or no interaction between groups. This practice can help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible and can:

- Decrease opportunities for exposure or transmission of COVID-19.
- Reduce the number of people touching shared surfaces.
- Facilitate more efficient contact tracing if a person has COVID-19.
- Allow for targeted testing, quarantine, and/or isolation of a single cohort instead of school-wide measures in the event of a positive case or cluster of cases.

3. Workday/Workweek

1. The hours worked in a contractual workday and workweek will remain consistent with the provisions provided in the Certificated, SAEOP, and Paraprofessional CBAs and include a 30-minute duty-free lunch.
2. Weekly minutes for PCP outlined in the current SEA/SPS Collective Bargaining Agreement will remain in place.
3. Recess will be built into the daily in-person schedule. ~~and shall not be less than 30 minutes.~~

4. Illustrative Schedules

As we bring back students in a hybrid model, students will be split into A and B cohorts within each classroom. Below is a sample schedule:

K-1 Illustrative Schedules

In-person instruction

Remote; synchronous and asynchronous

COHORT A - Monday/Tuesday

Time	Content Area
8:30-8:45am	Hand Washing Attestation/Attendance Breakfast
8:45-9:00am	Check-in/Community Building
9:00-10:00am	ELA
10:00-10:45am	Hand Washing Recess Hand Washing
10:45-11:45am	Math
11:45am-12:30pm	Art/Music/PE/Library (asynchronous – not PCP)
12:30-1:15pm	Hand Washing Lunch/Recess Hand Washing
1:15-1:45pm	Science/Social Studies/STI
1:45-2:45pm	Small Group & Independent Work (Reading, Writing, Math, and SEL) Review Upcoming Asynchronous Activities Student 1:1
2:45-3:00pm	Pack Up/Dismissal Hand Washing

COHORT A & B - Wednesday

Time	Content Area
8:30-9:00am	Check-in/Community Building
9:00-10:00am	ELA
10:00-10:30am	Recess
10:30-11:15am	Art/Music/PE/Library (synchronous)
11:15am-12:00pm	Lunch/Recess
12:00-1:15pm	Independent Work (Reading, Writing, Math)
1:15-1:45pm	Family Connection

COHORT A - Thursday/Friday

Time	Content Area
8:30-9:00am	Check-in/Community Building
9:00-10:00am	ELA (asynchronous)
10:00-10:30am	Recess
10:30 – 11:30am	Math (asynchronous)

11:30am-12:15pm	Art/Music/PE/Library (synchronous)
12:15-1:00pm	Lunch/Recess
1:00-1:30pm	Science/Social Studies/STI (asynchronous)
1:30-3:00pm	Independent Work (Reading, Writing, Math)

COHORT B - Monday/Tuesday

Time	Content Area
8:30-9:00am	Check-in/Community Building
9:00-10:00am	ELA (asynchronous)
10:00-10:30am	Recess
10:30 – 11:30am	Math (asynchronous)
11:30am-12:15pm	Art/Music/PE/Library (synchronous)
12:15-1:00pm	Lunch/Recess
1:00-1:30pm	Science/Social Studies/STI (asynchronous)
1:30-3:00pm	Independent Work (Reading, Writing, Math)

COHORT B - Thursday/Friday

Time	Content Area
8:30-8:45am	Hand Washing Attestation/Attendance Breakfast
8:45-9:00am	Check-in/Community Building
9:00-10:00am	ELA
10:00-10:45am	Hand Washing Recess Hand Washing
10:45-11:45am	Math
11:45am-12:30pm	Art/Music/PE/Library (asynchronous – not PCP)
12:30-1:15pm	Hand Washing Lunch/Recess Hand Washing
1:15-1:45pm	Science/Social Studies/STI
1:45-2:45pm	Small Group & Independent Work (Reading, Writing, Math, and SEL) Review Upcoming Asynchronous Activities Student 1:1
2:45-3:00pm	Pack Up/Dismissal Hand Washing

Developmental Preschool and Part Day Head Start Illustrative Schedules

- All preschool programs will follow the building bell schedule.

AM Schedule – Developmental Preschool and Part Day Head Start

Time	Content Area
8:30-8:45am	Hand Washing/Breakfast Attestation/Attendance Free Choice
8:45-9:00am	Check-in/Morning Circle (SEL)
9:00-9:30am	Movement/Recess/Break Hand Washing
9:30 – 10:00am	Small Group Instruction IEP Goal and SDI (Math/Literacy/SEL)
10:00-10:30am	Hand Washing Snack Break Hand Washing
10:30-11:00am	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
11:00 – 11:10	Closing Circle/Bathroom/Transition

PM Schedule – Developmental Preschool and Part Day Head Start

Time	Content Area
12:20-12:35pm	Hand Washing/Snack or Lunch Attestation/Attendance Free Choice
12:35–12:50pm	Check-in/Morning Circle (SEL)
12:50-1:20pm	Movement/Recess/Break Hand Washing
1:20 – 1:50pm	Small Group Instruction IEP Goal and SDI (Math/Literacy/SEL)
1:50-2:20pm	Hand Washing Snack Break Hand Washing
2:20-2:50pm	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
2:50 – 3:00pm	Closing Circle/Bathroom/Transition

Seattle Preschool Program (SPP/SPP+) and Full-Day Head Start Illustrative Schedules

Full-Day Preschool

In-person instruction FULL DAY COHORT A

Remote FULL DAY COHORT B
asynchronous/synchronous

Full-Day Schedule COHORT A - Monday/Tuesday

Time	Content Area
8:30-8:45am	Hand Washing/Breakfast Attestation/Attendance Free Choice
8:45-9:00am	Check-in/Morning Circle (SEL)
9:00-10:00am	Movement/Recess/Break Hand Washing
10:00-10:30am	Small Group Instruction (Math/Literacy/SEL)
10:30-11:00am	Hand Washing Break Hand Washing
11:00-11:45am	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
11:45am-1:15pm	Hand Washing Lunch/Recess Hand Washing
1:15-2:00pm	Rest Time/Quiet Time (Books, Puzzles)
2:00-2:30pm	Individual/Small Group Instruction (Math/Literacy/SEL) Review Upcoming Asynchronous Activities
2:30-3:00pm	Pack Up/Dismissal/Hand Washing Family Connection

COHORT A – Wednesday

Time	Content Area
8:30-9:00am	Check-in/Morning Circle (SEL)
9:00-10:30am	Family Connection
10:00-10:30am	Small Group Instruction (Math/Literacy/SEL)
10:30-11:00am	Break
11:00-11:45am	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
11:45-1:15pm	Lunch/Rest
1:15-1:45pm	Individual/Small Group Instruction

COHORT A - Thursday/Friday

Time	Content Area
8:30-9:00am	Check-in/Morning Circle (SEL)
9:00-10am	Movement/Recess/Break
10:00-10:30 am	Small Group Instruction (Math/Literacy/SEL)
10:30-11:00am	Break
11:00-11:45am	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
11:45am-1:15pm	Lunch/Rest
1:15-2:30pm	Individual/Small Group Instruction (Math/Literacy/SEL)
2:30-3:00pm	Family Connection

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COHORT B - Thursday/Friday

Time	Content Area
8:30-8:45am	Hand Washing/Breakfast Attestation/Attendance Free Choice
8:45-9:00am	Check-in/Morning Circle (SEL)
9:00-10:00am	Movement/Recess/Break Hand Washing
10:00-10:30am	Small Group Instruction (Math/Literacy/SEL)
10:30-11:00am	Hand Washing Break Hand Washing
11:00-11:45am	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
11:45am-1:15pm	Hand Washing Lunch/Recess Hand Washing
1:15-2:00pm	Rest Time/Quiet Time (Books, Puzzles)
2:00-2:30pm	Individual/Small Group Instruction (Math/Literacy/SEL) Review Upcoming Asynchronous Activities
2:30-3:00pm	Pack Up/Dismissal/Hand Washing Family Connection

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COHORT B - Monday/Tuesday

Time	Content Area
8:30-9:00am	Check-in/Morning Circle (SEL)
9:00-10am	Movement/Recess/Break
10:00-10:30 am	Small Group Instruction (Math/Literacy/SEL)

10:30-11:00am	Break
11:00-11:45am	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
11:45am-1:15pm	Lunch/Rest
1:15-2:30pm	Individual/Small Group Instruction (Math/Literacy/SEL)
2:30-3:00pm	Family Connection

COHORT B – Wednesday

Time	Content Area
8:30-9:00am	Check-in/Morning Circle (SEL)
9:00-10:30am	Family Connection
10:00-10:30am	Small Group Instruction (Math/Literacy/SEL)
10:30-11:00am	Break
11:00-11:45am	Free Choice/Work Time/Seesaw (Art/Science/Math/Literacy/Movement/SEL)
11:45-1:15pm	Lunch/Rest
1:15-1:45pm	Individual/Small Group Instruction

5. Educator Expectations

- For the time that students are not in school, teachers will schedule directed independent learning and live specialist lessons to provide a total of 5.5 hours of instructional activities for students each day. Activities may include, but are not limited to reading, mathematics and science online resources, pre-recorded lessons, live-remote, synchronous instruction from specialists (P.E., Art, Library etc.), guided practice, and social-emotional learning. Lessons will be aligned with priority standards and District curriculum.
- On Wednesdays, the structure for the 8.5 hour workday for teachers in the hybrid model will be the same as teachers in the full-remote model (30 minutes of SEL/Community building, 60 minutes of live reading instruction and small groups, 30 minutes of Family Connection).
- Elementary Specialists will provide synchronous and asynchronous lessons for students engaged in remote learning and will record asynchronous lessons for students engaged in in-person learning. In collaboration with Elementary Specialists schools may combine classes/cohorts.
- Maximum capacity of each classroom under COVID-19 social distancing requirements will take into consideration the square footage of each classroom and will be, on average, 1:15.
- All teachers will have three days' worth of asynchronous lessons available in the event that an emergency arises, and no substitute is available.

6. 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. ~~which have been communicated~~. The following provisions are consistent with those protocols:

- a. Student, staff, contractors, and visitors will have a wellness attestation prior to entry of any worksite, program site, or building.
- b. Visitors will be allowed on site by appointment only.
- ~~c. There will be rooms for staff and students~~
- d. 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.
- e. Students will ~~take home lunch and breakfast for the next day~~; 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 provide staff with all PPE required by state or local health and workplace safety agencies based on the transmission risk level of their work environment and task. PPE requirements shall be updated when and if such agencies change their requirements.~~
- g. The district will ~~not create~~ attempt to limit cross-building ~~or~~ and cross-cohort exposures when assigning employee assignments without a remote option duties.
- ~~h. 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.~~

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

6.1 Central COVID Center 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.

- a. The District will ensure each building has a functioning Building Safety Team for two-way communication.
- b. 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 their building/program sites. All supplies will be delivered to school/program.

COVID Central Center 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.

6.2 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 **COVID Central Command COVID** Team, which is comprised of nurses and other experts, to provide guidance and support for health and safety concerns. The **COVID Site Team Building Safety Committee** will manage emergent health needs for daily care in accordance with District protocols **and the terms of all SEA bargained agreements COVID symptom concerns.**

- a. SPS will continue to provide public health information to staff, families and communities, and support school/program sites in **understanding implementing** regular, clear, and consistent district wide COVID health and safety protocols. in partnership with local public health efforts 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-19 transmission in schools:

- 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

b. Appropriate time during the two (2) 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 in-person 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 virtual and available for staff to access virtually at any time. Current health and safety protocols can be found at <https://www.seattleschools.org/resources>.

c. The District will continue to meet with Public Health Seattle King County (PHSKC) and give public notice of meeting dates and times. As new information is received and 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 guidance changes, protocols will be revised and shared with staff and families on the District website and dashboard.

d. 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 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 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.~~

- ~~ii. Have process in place for restorative re-entry for students, families and staff returning from grief/loss or COVID illness.~~
- ~~iii. 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.~~

e. 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.-

~~e. 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.~~

~~f. The Building Safety Committee (BSC) shall include, four (4) SEA-represented employees elected by their SEA peers, to include one Nurse, one SAEOP, one Certificated non-supervisory employee, and one Paraprofessional. Each Building Safety Team will be comprised of at a minimum a SAEOP or paraprofessional; a certificated non-supervisory SEA member; the Covid Site Supervisor or designee; site custodian; and the site nurse when available. The Covid Site Supervisor or designee will make final determination of membership.~~

g. Prior to opening, each school building, in coordination with the school administrators and/or Building Safety Team **Committee** 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 **lunch/workrooms lounges**, shared offices, and copy rooms to meet physical distancing and health safety requirements.
- iv. Set up all school **visitor identified** 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 volunteer to be are temporarily reassigned. The District will~~ identify a **Protective Health** Care Room designated for students **or staff** 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.

b. In exchange for the three (3) per diem days of pay outlined in Article IX: Salary and Financial Provisions, Section B.2 of the SAEOP Collective Bargaining Agreement 2019-2022; 222-day Elementary Administrative Secretaries and 203-day Elementary School Assistants, and staff in parallel job titles in K-8 and K-12 schools will take on the role of the Protective Health Care Room lead on days when no nurse is on-site and/or available.

c. In comprehensive secondary schools, in exchange for the two (2) per diem days outlined in Article IX: Salary and Financial Provisions, Section B.2 of the SAEOP Collective Bargaining Agreement 2019-2022; the individual identified as the employee responsible for office health duties will take on the role of Protective Health Care Room lead on days when no nurse is on-site and/or available.

d. Staff serving as the Protective Health Care Room lead will be trained and assigned the following responsibilities:

- i. **Supervise the designated area where students/staff with COVID-19 symptoms are waiting, ensuring line of sight supervision of students at all times**
- ii. **Use appropriate PPE when caring for ill persons, as described by Labor and Industries**
- iii. **Collect preliminary information to facilitate contact tracing**
- iv. **Notify parent/guardian/emergency contact to arrange for student/staff getting home**
- v. **Ensure student is released to parent/guardian/authorized designee**

e.

i.

h. 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: each school-

~~building in coordination with the school administrators and/or Building Safety Team will:~~

- i. Provide each classroom and workspace with adequate Monitor/verify/report a 90-day supply of cleaning and sanitizing supplies are in all classrooms 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. ~~All employees will be provided~~ Provide employees with specialized face coverings (e.g., KN95/K95, clear facemasks and badger shields) when necessary to serve based returning on student need and the L&I Matrix.

~~i. 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). HVAC, community numbers of zip code positivity rate, district positivity rates, building staff and student positivity rates) across the District including all staff (including substitutes and itinerant staff), students, and families.~~

j. MKV, FSW, SFA, social workers, and counselors will hold a regular monthly meetings during the work day red job alike days to draft coordinated communication to be shared out to staff and families about social health and safety conditions/supports. These meetings may not conflict with site-based professional development times (purple, green, and building directed staff meetings).

k. ~~The District will continue to provide quarantine health and safety guidelines and protocols to families and staff on the district website at <https://www.seattleschools.org/resources>.~~

~~l. Prior to a return to in-person instruction the District will develop a protocol for staff to Staff will report violations of health and safety protocols to their supervisor and any of the following:~~

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

m. 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.

- n. 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.
- o. ~~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. 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.~~
- p. 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.

6.2 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-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.

6.3 School/Program Response when Students and Staff present symptoms

- a. The District will follow all DOH and PHSKC guidelines regarding contact tracing. ~~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. The District will follow all DOH and PHSKC guidelines and follow District protocols regarding cleaning and disinfection.

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

c. Staff presenting COVID symptoms during the school day will follow the COVID exclusion summary flowchart below current District protocol, which can be found at the District website <https://www.seattleschools.org/resources>. ~~notify their supervisor, submit attestation information, and go directly home.~~

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

Presentation	Student or staff has illness with at least one primary COVID-19 symptom in the last 10 days and has not had contact with a COVID-19 case in the past 14 days.	Student or staff has illness with at least one primary COVID-19 symptom in the last 10 days and had contact with a confirmed COVID-19 case in past 14 days.	Student or staff has illness with at least one primary COVID-19 symptom such as diarrhea, vomiting, headache, or rash.	Student or staff is not ill but has contact with a COVID-19 case.	Student or staff has an ill household member with symptoms of COVID-19 but without a confirmed or presumptive case.	Student or staff has a positive covid-19 diagnostic test.
Action	Exclude from school. Advise viral testing and referral to health care provider for evaluation.	This ill person may have COVID-19. Isolate at home for at least 10 days since symptoms started, and 24 hours fever free, and symptoms improved. Local public health will investigate.	Exclude per usual school exclusion guidelines. Advise referral to health care provider if symptoms persist longer than one day.	If the ill household member has at least one primary COVID-19 symptom and no alternative diagnosis has been identified by a healthcare provider as the cause of the person's illness.	If the ill household member has no primary COVID-19 symptoms and clear alternative non-respiratory diagnosis by a healthcare provider, student or staff may continue schools attendance.	This Person has COVID-19. Isolated at home for at least 10 days since test date, and 24 hours fever free and any symptoms improved. Local public health will investigate.
Condition for Return	If person test negative for COVID-19, they may return to	If person is not tested or test positive for COVID-19, they must	If health care provider advises person, they	Student or staff must quarantine for up to 14 days after	If not seen by a health care provider, may return	Student or staff must quarantine for up to 14 days after

	school after symptoms improve and fever free for 24 hours.	stay home for at least 10 days since symptoms started, and 24 hours fever free, and symptoms improved.	can return to school, person may return per documented advice of the provider.	date of last contact with COVID-19 case. Refer to <u>PHSKC "Planning for COVID-19 Scenarios in Schools"</u> for additional guidance.	usual school exclusion guidelines.	date of last contact with a COVID-19 case. Refer to <u>PHSKC "Planning for COVID-19 Scenarios in Schools"</u> for additional guidance.
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d. ~~Students who display COVID symptoms will follow current District protocol the COVID exclusion summary flowchart above, which can also be found on the SPS website. current District protocol, which can be found at <https://www.seattleschools.org/resources>.~~ shall be immediately moved to the designated quarantine area from the on-site/classroom setting for assessment protocols and family notification. Students will be escorted by a staff member in their cohort or COVID Site Team member to the designated quarantine area (Care Room) as needed.

e. ~~The District will provide on the dashboard information on rates of exposure and infection among students and staff by school.~~ ensure students presenting COVID symptoms during the school day will follow current District protocol, which can be found at <https://www.seattleschools.org/resources>.
(identified per CDC and/or county health department guidelines most current update) will go directly to the Care Room and are observed by a trained Care Room attendant to await pick up from a parent/caregiver.

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. The Care Room will be located in an area that limits exposure to others when entering or exiting and staffed with a Care Room attendant or the COVID Site Supervisor.~~

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

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

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

6.4 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 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. ~~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 outbreak-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. 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 additional supports for the school community in assessing school closures impacted by COVID with consideration for disproportionate impacts

School decisions for school 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.~~ Staff and families will be provided information on the dashboard, ~~and decision making tree decision making, and 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.

- 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. A School community engagement meeting lead by school 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. 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. ~~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 partner with the community to support utilize district and community resources and partners to ensure student and family basic education, social and emotional, and mental health needs are met for Black, Indigenous, and People of Color communities.
- f. 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.
- g. When a the district COVID Command Center racial equity analysis 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.
- h. The District may will provide a multitude of learning platform ready, 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.
- i. The District will continue to provide access to contactless meals meal or delivery for families impacted by school/program/classroom closures.
- j. 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. 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.~~

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

- a. ~~If two (2) people in an assigned class group test positive for COVID within a two-week period, the class group, including all SEA-represented staff, will quarantine at home and return to remote instruction for a two-week period. All staff and household members of quarantined students will not be permitted on district property or participate in in-person activities for the duration of the quarantine. Sibling groups residing in the same household must quarantine in the event of a required quarantine in one sibling's class group. Guidance will be sought from King County Schools COVID-19 Response Toolkit and other public health resources. 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 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. 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>).
- b. ~~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.~~ ~~If two (2) people in an assigned class group test positive for COVID within the week following the quarantining period, the class group will quarantine at home and return to remote instruction for an additional two-week period.~~
- c. **Staff and students will follow PHSKC regarding quarantine after travel.** ~~When students travel outside of Washington State, the student will quarantine and engage in remote learning for fourteen days (14) from the date of their return from travel.~~

6.6 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 **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, or is suspected of having COVID, the COVID Central 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 SEA updated regarding the developing situation.~~

- ~~a. When the COVID Central Team or the COVID Site 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.~~
- ~~b. 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.~~
- ~~c. 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). (DUPLICATE OF LANGUAGE IN 1.1 j)~~
- ~~d. SPS will solicit community partners to support contact tracing and perform those duties in collaboration and in collaboration and conjunction partner with PHSKC, Seattle Education Association, and Department of Health, and other community partners directly serving school community partnerships.~~
- ~~e. 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.~~

6.7 Heating, Ventilation, Air Conditioning (HVAC)

The District will ensure HVAC systems, air handling equipment, and other mitigation strategies are monitored, routinely maintained, promptly repaired, and **comply with 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. **The District will respond**

1 ~~in writing to an employee's concern(s) within two workdays with identification of~~
2 ~~the steps taken to address the concern(s).~~ Employees will have the option to move
3 to of another previously assessed room/office that meets or exceeds standards, as
4 outlined in this agreement until the assessment is complete. The District will share the
5 results of any air quality analysis with the Association. The HVAC assessment report
6 will be shared with the employee who raised the concern.

7
8
9 a. ~~The District will provide HVAC Assessment Reports completed by certified~~
10 ~~TAB technicians and share the results of all reports with SEA. A licensed~~
11 ~~professional shall review the assessment reports and determine what, if any,~~
12 ~~additional adjustments or repairs would be necessary to meet the minimum~~
13 ~~ventilation and filtration requirements and determine whether any cost-~~
14 ~~effective energy efficiency upgrades or replacements are warranted or~~
15 ~~recommended.~~

16
17 b. Qualified Personnel Definitions:

18 Certified Testing, Adjusting and Balancing (TAB) Technician is someone
19 certified to perform testing, adjusting and balancing of HVAC systems by the
20 Associated Air Balance Council (AABC), the National Environmental Balancing
21 Bureau (NEBB), or the Testing, Adjusting and Balancing Bureau (TABB).

22 Qualified Adjusting Personnel are either (1) a Certified TAB technician; or (2) a
23 skilled and trained workforce under the direct supervision of a certified TAB
24 Technician.

25 c. HVAC Assessment Report: Qualified Personnel shall prepare an HVAC
26 Assessment Report that includes the following information:

- 27 • Name and address of the building and person preparing and certifying
28 Report.
- 29 • Description of assessment, maintenance, adjustment and repair activities
30 and outcomes.

- 1 • ~~Document HVAC equipment model number, serial number, general~~
2 ~~condition of unit, and any additional information that could be used to~~
3 ~~assess replacement and repair options given potential for increased energy~~
4 ~~efficiency benefits.~~
- 5 • ~~Verification that all requirements of this program have been satisfied.~~
- 6 • ~~Either verification that MERV 13 filters have been installed or verification~~
7 ~~that the maximum MERV-rated filter that the system is able to effectively~~
8 ~~handle has been installed and what that MERV-rating is.~~
- 9 • ~~The verified ventilation rates for offices, classrooms, workspaces, common~~
10 ~~areas, wellness rooms, conference rooms, fitness areas, locker rooms,~~
11 ~~restrooms and other occupied areas in the building, and whether those~~
12 ~~rates meet the requirements set by the Washington industry code. If~~
13 ~~ventilation rates do not meet applicable guidance, then an explanation for~~
14 ~~why the current system is unable to meet those rates should be provided.~~
- 15 • ~~The verified exhaust for offices, classrooms, workspaces, common areas,~~
16 ~~wellness rooms, conference rooms, fitness areas, locker rooms, restrooms,~~
17 ~~and other occupied areas in the building, and whether those rates meet the~~
18 ~~requirements set forth in the design intent.~~
- 19 • ~~Clearly define system deficiencies and provide recommendations for~~
20 ~~additional maintenance, replacement or upgrades, such as upgrading~~
21 ~~systems to allow for additional ventilation and filtration and/or to improve~~
22 ~~energy efficiency. Deficiencies to include:~~
 - 23 i. ~~Discrepancies between inlet, outlet, and outside air summations~~
24 ~~which signal duct leakage.~~
 - 25 ii. ~~Discrepancies between designed total airflow and actual airflow~~
26 ~~which signal leakage, excessive resistance, or faulty operation.~~
 - 27 iii. ~~Low cooling coil temperature differential (entering and leaving dry~~
28 ~~bulb), in comparison to design, which signal improper refrigerant~~
29 ~~charge.~~
- 30 • ~~Documentation of initial operating verifications, adjustments, and final~~
31 ~~operating verifications and document any adjustments or repairs~~
32 ~~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.

6.71 HVAC For In-Person Instruction

- a. 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.
- b. 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.

- 1 ~~c. The District will ensure all ventilation systems are programmed to start at~~
2 ~~least one hour prior to occupancy. If the room is not ventilated for at least~~
3 ~~one hour prior, the space cannot be occupied.~~
- 4 ~~d. The District will ensure a MERV-13 (or greater) filter is used at every work~~
5 ~~site and workspace. If a MERV13 filter cannot be installed, the district will~~
6 ~~propose other filtration systems that would be mutually agreed to by both~~
7 ~~SPS and SEA before the workspace is occupied. Possible solutions~~
8 ~~include providing portable HEPA air filtration unit(s) in workspaces with~~
9 ~~inadequate air flow. All filters will be inspected each month for~~
10 ~~effectiveness and will be replaced/changed as needed but at a minimum of~~
11 ~~every 3-4 months.~~
- 12 ~~e. The District will provide a clear statement of a measurable industry~~
13 ~~standard showing sufficient air exchange in any space that will be used by~~
14 ~~staff and/or students during in-person instruction. The District will share~~
15 ~~with SEA current and/or updated airflow maps of all worksites and~~
16 ~~workspaces used by students and/or staff during in-person instruction. In~~
17 ~~workspaces serving students with complex medical needs, employees will~~
18 ~~be provided documentation and proof their classroom meets or exceeds~~
19 ~~standards.~~
- 20 ~~f. Any airflow solution will maintain the required indoor air temperature to~~
21 ~~promote effective teaching and learning of at least 65 degrees in~~
22 ~~classrooms and office spaces, and 60 degrees in gyms per the W.A.C.~~
- 23 ~~g. All HVAC systems and equipment in District worksites with in-person~~
24 ~~services, and/or where educators are working on-site, will be inspected~~
25 ~~weekly by qualified personnel to ensure the required ventilation is provided~~
26 ~~in all occupied workspaces. HVAC assessment reports will be shared on~~
27 ~~each school site's COVID dashboard.~~
- 28 ~~h. All issues/problems discovered with HVAC systems at worksites will be~~
29 ~~corrected as soon as possible. The affected workspaces will be closed and~~
30 ~~classes and/or workstations will be moved to alternate locations within the~~
31 ~~school site that meet or exceed agreed upon standards for HVAC~~
32 ~~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.

i. 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.

j. These protocols will meet or exceed the provisions of the WAC.

k. Non-mechanically ventilated spaces cannot be used for in-person instruction or for workspace occupied by more than one person.

6.8 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 located

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

a. SPS 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.

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 COVID Command Center 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.~~

6.9 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 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 COVID Command Center. Ordering procedures and building level processes will be shared with all schools. 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.~~

- ~~a. 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.~~
- ~~b. 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.~~
- ~~c. 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.~~

- 1 ~~d. The district, in collaboration with the COVID Nursing Response Team, will~~
2 ~~provide quick reference documents and training to include what type of PPE~~
3 ~~and appropriate uses of PPE for all staff on the for daily occurrences (e.g.,~~
4 ~~toileting, feeding, transferring, working with student unable to wear~~
5 ~~masks/participate actively in social distancing.)~~
6 ~~e. All Quick Reference documents will be posted within each workstation (e.g.,~~
7 ~~bathroom, classroom, communal space.)~~
8 ~~f. The District will ensure all students will be issued at least one (1) appropriately~~
9 ~~sized disposable mask per half day and will provide additional masks in the~~
10 ~~event a mask is torn, soiled, or a student chooses to wear multiple masks.~~
11 ~~g. Communication will be provided to families in compliance with FERPA to~~
12 ~~inform them of students in their child's classroom who are unable to wear~~
13 ~~PPE.~~
14 ~~h. The Building Safety Committee will be responsible for making a distribution~~
15 ~~plan for PPE to be readily available for anyone who enters a worksite.~~
16 ~~Additional support for the process will be provided by the Central COVID~~
17 ~~Team.~~
18 ~~i. PPE visuals and guidance will be placed in all areas in the worksite.~~
19 ~~j. The District and Building Safety Committee will survey worksites and install~~
20 ~~plexiglass partitions and or movable partitions for each non-classroom~~
21 ~~workspace (e.g., 1-to-1, close proximity, cubicle spaces) prior to any expansion~~
22 ~~of in-person instruction or on-site work.~~

6.10 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 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.

~~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). 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.~~

7. Accommodations, Leaves, and Benefits

The provisions of this section replace the entirety of the “Accommodations, Benefits, and Leaves” section of the prior MOU.-

All other provisions of the current August 2020-21 MOU remain in full force and effect, unless explicitly stated herein.

The District will follow all local, state and federal health and safety guidelines to ensure employees’ safety. The District will provide safety measures as outlined in this agreement. The District and Association recognize the need to provide clear guidance to employees impacted by COVID-19 regarding accommodations, leaves, and benefits.

SEA and the District acknowledge that due to the unique challenges that come along with the COVID pandemic, not all staff, including those that are deemed with essential tasks, are able to work in an in-person model.

In order to acknowledge and address these challenges, accommodations for qualifying staff will be made through an interactive process, which includes an equity lens as outlined in the current MOU as allowed by law. All reasonable and available accommodations, including but not limited to enhanced PPE, modifying workspaces, establishing an isolated workspace, alternative work schedules, and alternative work options (e.g., remote work options and/or alternative work assignments with right to return), will be exhausted prior to an employee being required to access available leaves. When presented with multiple accommodations, the employee may choose between the alternative work options or choose to take leave (which includes, but is not limited to, unpaid leave or an employee’s own accrued paid leave).

~~Accommodation requests will be prioritized as outlined in the Alternative Work Assignments section of the August 2020 MOU. All alternative work assignments or options outside the employee's normal job duties are subject to provisions in the 2020-2021 MOU outlining Alternative Work Assignments (pages 39-40).~~

7.1 Remote Work Accommodations for Staff at Accommodations for Staff at Increased High Risk as defined by the CDC and Staff who are 65 or older

We acknowledge that our communities of color are disproportionately impacted with underlying health conditions that exacerbate the impact of COVID. ~~For the remainder of the 2020-2021 school year, staff~~ Staff assigned or deployed to school buildings who have conditions that put them at increased risk of severe illness from the virus that causes COVID-19 as defined by the CDC or who are 65 or over, and who are unable to attain receive a full vaccine dose for COVID due to state distribution schedule and vaccine availability will be offered any and all feasible options for provided alternative work arrangements, including but not limited to remote work upon request (documentation required). ~~allowed to work remotely. If remote work in their current assignment is not available, coverage will be provided for in-person work time. Staff will be provided an alternate, completely remote assignment to support their school community / site / program to complete until the employee is fully vaccinated. Documentation will be required to show that the employee has been unable to attain a full vaccine dose due to state distribution schedule and vaccine availability. Documentation will also be required to verify that an employee is high risk.~~

7.2 Staff Accommodations for All Other Staff

Staff described in Section 7.1 above will be given preference for remote work. ~~Staff within the categories below will be offered reasonable and available provided accommodations, which may include but are not limited to remote work, alternative work options, or other options outlined in 7.0.~~ The order in which the categories are listed below reflect how requests for remote work will be prioritized.

~~The following categories of employees will be given accommodation:~~

- ~~a. Educators currently in a higher risk category that did not initially receive a fully remote assignment or that have entered a higher risk category since the beginning of the 2020-2021 school year~~
- ~~b. Staff assigned to work in office spaces without children and who have conditions that put them at increased risk of severe illness from the virus that causes COVID as defined by the CDC, or who are 65 or over and unable to attain a full vaccine dose for COVID due to state distribution schedule and vaccine availability.~~
- a. Staff assigned or deployed to District buildings who are unable to attain full vaccine dose for COVID due to state distribution schedule and vaccine availability will be allowed to work remotely upon request. If remote work**

~~in their current assignment is not available, coverage will be provided for in-person work time. Staff will be provided an alternate, completely remote assignment to support their school community / site / program to complete until the employee is fully vaccinated.~~

- b. ~~Staff who live in a multi-generational household, live with or are caretakers for,~~ with family members, including elders (not parent and child), ~~with or care for immediate family members who are 65 or older and/or are at higher risk those at who are at~~ may have increased risk of severe illness from the virus that causes COVID-19, as defined by the CDC (documentation from a health care provider stating the need required).
- c. ~~Staff with children who lose childcare services due to a change in their work schedule or~~ whose school or daycare provider is not offering in-person services due to COVID (documentation required).
- d. Staff who have a medical condition that does not allow them to receive a COVID vaccine, as directed by their health care provider (documentation required).
- e. Staff who cannot wear a mask or other required PPE, as determined by a health care provider (documentation required).
- f. Staff with (pre-existing or new) mental illness or disorder that has been exacerbated by the COVID pandemic, if it rises to the level of being a substantial impairment of a major life activity (documentation required).
- g. ~~Staff who continue to present symptoms or test positive and cannot come to work with the required attestation (documentation required).~~ of no COVID-19 symptoms or negative COVID-19 test, and they have already accessed/used the District's EPSL 10 days leave.

~~Staff seeking 504 accommodations will be placed in alternative or remote work until the interactive 504 process is complete.~~

All accommodations approved pursuant this section are effective through August 31, 2021. Employees seeking accommodations for the 2021-2022 school year must reapply.

7.3 Leaves

The following leave options enhance the current leave provisions outlined in the current CBA and the August 2020 MOU:

7.31 Extension of Expired Federal Leaves

If and when the federal government passes legislation renewing the provisions of the Families First Coronavirus Response Act of 2020 (FFCRA), ~~the district will~~ follow all provisions of the law. extend the Emergency Paid Sick Leave (EPSL) provisions established in the Federal Families First Coronavirus Act of 2020 (FFCRA) through the end of the 2020-2021 school year for all FTE SEA represented staff, substitutes in a long-term position, or substitutes who have worked more than 30 days in the school year, including substitutes. Daily substitutes are only eligible to

~~use EPSL for days that they have a scheduled job. Staff who have not used any of the ten days provided, are eligible for up to ten days of extended EPSL as outlined in FFCRA. Staff who have used a portion of the ten days, are eligible for the remaining days as COVID leave up to the ten days as outlined in FFCRA.~~ In any case where Emergency Paid Sick Leave (EPSL) is insufficient to cover the employee's full wage, the employee will be allowed to use accrued leave hours to supplement their pay up to 100%.

~~The district will extend the provisions of the Expanded Family Medical Leave (EFML) under as outlined in the federal Families First Coronavirus Response Act (FFCRA) (two-thirds pay up to \$200/day) for up to 10 weeks for all FTE SEA represented staff, and substitutes in a long-term position, or substitutes who have worked 30 days or more this school year. Daily substitutes are eligible to use EFML for any scheduled jobs that fall over the term of their approved EFML.~~

7.32 Using Leave

Staff ~~required to report on-site and unable~~ not able to come to work because they have not ~~or~~ cannot passed the required attestation, and who have ~~accessed/exhausted the ten (10) days of EPSL leave,~~ already accessed/used any applicable paid leave as referenced in 7.31 above, will be granted unpaid leave. ~~can choose to remain in remote work, utilize their accrued paid leave, or be granted a job protected unpaid leave.~~ Staff may use their own accrued paid leave during this time, if available.

~~Staff Employees not able to come to work with a the complete the required COVID attestation of no COVID-19 symptoms and/or provide a negative COVID-19 test, who have already they have accessed/used the District's EPSL leave (10 days), the employee will remain in remote work or be placed on paid administration leave (documentation required).~~ will not be required to use more than five (5) days of the employee's sick leave. The District will provide paid leave for staff with long-term COVID symptoms ~~will be granted unpaid leave. Staff may use their own accrued paid leave during this time, if available.~~

~~Staff who are at increased risk of severe illness from the virus that causes COVID-19 as defined by the CDC or who are 65 or over may, upon request, take an unpaid job protected leave for the remainder of the 2020-2021 school year. Staff in this category may use their own accrued paid leave during this time, if available.~~

7.33 Leave Sharing

~~Leave sharing provisions will be modified to allow for shared leave to be used as needed in~~ As outlined in RCW 41.04.665, an employee may use shared

1 leave if they, a relative, or a household member is isolated or quarantined as
2 recommended, requested, or ordered by a public health official or health care
3 provider as a result of suspected or confirmed exposure to COVID. ~~COVID-~~
4 ~~related situations, to the extent permissible under the current leave sharing~~
5 ~~guidelines, which are dictated by state law.~~

6 Staff may use shared leave for COVID related situations, to the extent
7 permissible under the current leave sharing guidelines, which are dictated by
8 state law.

10 7.4 Benefits

11 7.41 Access to Vaccines/Vaccine Appointments

- 12 a. SEA represented staff may secure COVID vaccine appointments during their
13 regular workday. Any time taken for a vaccine appointment shall be paid
14 leave and not deducted from the employee's general leave. Staff may utilize
15 their own accrued paid leave or any available paid leave referenced in 7.31
16 above for vaccination appointments, to the extent permitted by law. If an
17 appointment becomes available upon short notice, the district shall make every
18 effort to release the employee from their duties to allow them access to such an
19 appointment.
- 20 b. ~~All SEA represented staff, including substitutes,~~ SEA represented staff, and
21 substitutes in long-term positions, or substitutes who are scheduled to
22 work in-person, will be granted two (2) days of paid "vaccine leave" to use
23 on the day of and the day after they receive each dose of the two
24 dose COVID vaccine regiment.
- 25 c. Vaccine leave cannot be saved or used on other days. Part-time staff shall
26 be given vaccine leave on a pro-rata basis according to the average
27 number daily hours worked during the preceding pay period, but in no
28 event will receive less than four (4) total hours of paid leave for each dose.
- 29 d. All SEA represented staff, including substitutes, will need to provide proof
30 of receipt of a dose of the vaccine. Following the two (2) days of
31 vaccine leave, the staff may use existing sick leave
32 necessary in accordance with existing leave policies.

33
34 The health and safety of our students and staff is our top priority as we plan for a
35 return to school buildings. The District will work with state officials and local public
36 health staff to prioritize vaccinations for public educators and critical support staff.

38 ~~7.42 Access to Vaccine/ Encouragement to Vaccinate.~~

39 If an employee chooses not to use vaccination leave, and they have their
40 vaccination receipt, the district will provide an incentive payment in the
41 amount of \$100 once the employee provides written proof completing the full
42 vaccination process. Staff that received the vaccine prior to this MOU will
43 receive this benefit retroactively.

45 7.43 Non-Retaliation

46 All District staff are strongly encouraged to receive the Covid-19 vaccine when
47 eligible under the "Washington State Covid-19 Vaccine Allocation Guidance." The

1 employer will not take retaliatory ~~or punitive~~ action against an employee
2 if they choose not to receive the vaccine. In December 2020, the Equal Employment
3 Opportunity Commission (EEOC) provided guidance on vaccination policies in
4 response to Covid-19. According to the EEOC, an employee may “not pose a direct
5 threat to the health or safety of individuals in the workplace.” If an-unvaccinated
6 employee poses a direct threat at the worksite, the District agrees to evaluate
7 whether a reasonable accommodation can be made without causing an “undue
8 hardship.” This may include reassignment or leave (FMLA or other
9 leave). **Regardless of vaccination status, all staff will continue to follow all health and
10 safety precautions.**
11

12 7.43 SEBB

13 The District will follow all state requirements, as determined by SEBB for
14 providing health care coverage.
15

16 7.44 Compensation

17 SEA represented employees working in a regular position will continue to be
18 compensated under the terms of their Collective Bargaining Agreement as a result
19 of the school closure(s) related to Coronavirus/COVID-19. There shall be no
20 reduction of compensation for any supplemental contract, extra pay or stipends
21 already in place unless the work cannot be and is not completed in a remote setting,
22 as a result of the school closure(s) related to Coronavirus/COVID-19.
23
24

25 ~~8. High Risk Educators~~

26
27 ~~The Association and District acknowledge that staff identified as higher risk according~~
28 ~~to the Centers for Disease Control (CDC) or living with individuals identified as higher~~
29 ~~risk may request accommodations prior to returning to work in person. These~~
30 ~~accommodations include, but are not limited to, remote work. The District is committed~~
31 ~~to providing all available and reasonable accommodations to staff who request an~~
32 ~~accommodation. For more details, see the “Accommodations, Leaves, and Benefits”~~
33 ~~section of the original MOU.~~
34

35 ~~For all educators identified above, accommodations will be available for the remainder~~
36 ~~of the 2020-2021 school year.~~
37
38

39 **8. Guidance on Meetings**

40
41 Due to the nature of meetings where prolonged conversation among adults is typical, no in-
42 person meetings will be required for the remainder of the 2020-2021 school year. Any in-
43 person meetings that do occur must continue to follow all health and safety protocols.
44

45 ~~d. Contact Tracing Protocols~~

46
47 ~~In accordance with CDC recommendations, if a person tests positive for COVID-19 in the~~

~~school building, trained staff will lead contact tracing. All close contacts of someone who tests positive with COVID-19 will be informed and sent home to quarantine per recommended health guidelines.~~

9. Substitute Coverage

All substitute jobs will be entered as usual in the Frontline Absence Management system for call out or for pre-arranged jobs. Jobs requiring in-person services will be labeled as such in the system. If an in-person job is unfilled, schools shall follow their in-person emergency substitute plans as outlined below:

Each school shall have a written plan for substitute coverage that identifies the following prior to any broader return to in-person services:

1. The Substitute Office will provide all schools a list of substitutes that have indicated a willingness to provide in-person instruction. Schools shall reach out to substitutes on this list to try to secure a substitute.
2. Schools will develop a list of classroom certificated staff to volunteer to be available for class coverage in the event that an emergency arises, and no substitute is available.
3. A list of non-classroom certificated staff, such as, Specialists, Interventionists, Librarians, Counselors, etc. who volunteer to be available for class coverage in the event that an emergency arises, and no substitute is available.
4. All teachers will have three days' worth of asynchronous lessons available in the event that an emergency arises, and no substitute is available.

10. Intensive Service Pathways (Full Day In-Person Instruction four days a week)

This model supports all students receiving special education services in intensive pathways (SEL, Moderate Intensive, Focus, Distinct, Medically Fragile, Bridges, and Special Education Developmental Pre-K) to receive on-campus instruction consistently provided by certificated teachers with support from paraprofessionals. K-12 Special education students who are choosing in-person instruction will receive in-person instruction for the full day four days a week. Wednesdays will be reserved for remote instruction, which will consist of synchronous and asynchronous activities. Developmental Pre-K will follow a half-day schedule. The hours worked in a contractual workday and workweek will remain consistent with the provisions provided in the Certificated, SAEOP, and Paraprofessional CBAs and include a 30-minute duty-free lunch.

All staff who are assigned to intensive pathways, including ESAs, teachers, and instructional assistants will return to buildings to provide both in-person and remote services to students. School special education teams will work in collaboration to plan and provide services and will flexibly determine staffing across pathways for certificated and classified staff based on student needs.

Staff seeking remote accommodations should refer to the MOU section regarding Accommodations, Leaves, and Benefits.

Classroom setups must follow all District health and safety guidelines and protocols, including those outlined in the 2020-2021 School Year MOU.

Intensive Service Pathway Instructional Models for Consideration

Option 1

Group A= In-Person Students

Group B= Remote Students

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Teacher delivers live core instruction to one group. Instructional Assistants assist with in-person/remote activities.	Group A: Live In-Person Instruction Group B: Small Group and/or Asynchronous activities	Group A: Live In-Person Instruction Group B: Small Group and/or Asynchronous activities	Remote - both synchronous and asynchronous activities provided	Group A: Live In-Person Instruction Group B: Small Group and/or Asynchronous activities	Group A: Live In-Person Instruction Group B: Small Group and/or Asynchronous activities
PM Teacher delivers live core instruction to one group. Instructional Assistants assist with in-person/remote activities.	Group B: Live Remote Instruction Group A: Small Group and/or Asynchronous activities	Group B: Live Remote Instruction Group A: Small Group and/or Asynchronous activities	Remote - both synchronous and asynchronous activities provided	Group B: Live Remote Instruction Group A: Small Group and/or Asynchronous activities	Group B: Live Remote Instruction Group A: Small Group and/or Asynchronous activities

Option 2

	Monday, Tuesday, Thursday, Friday	Wednesday
<ul style="list-style-type: none"> Based on individual school's master schedule Individual student special education service needs Staffing Considerations 	In-person instruction in alignment with individual student's IEP. Remote instruction in alignment with individual student's IEP.	Remote – both synchronous and asynchronous activities provided

--	--	--

Option 3

Group A= In-Person Students

Group B= Remote Students

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Teacher delivers live core instruction to both groups simultaneously. Instructional Assistants assist with in-person/remote activities.	Group A: Live In-Person Instruction Group B: Live Remote Instruction	Group A: Live In-Person Instruction Group B: Live Remote Instruction	Remote – both synchronous and asynchronous activities provided	Group A: Live In-Person Instruction Group B: Live Remote Instruction	Group A: Live In-Person Instruction Group B: Live Remote Instruction
PM Teacher develops a small group schedule. Teacher and Instructional Assistants provide small group support to students in-person and remotely.	Group A: Small group and/or asynchronous activities Group B: Small Group and/or Asynchronous activities	Group A: Small group and/or asynchronous activities Group B: Small Group and/or Asynchronous activities	Remote – both synchronous and asynchronous activities provided	Group A: Small group and/or asynchronous activities Group B: Small Group and/or Asynchronous activities	Group A: Small group and/or asynchronous activities Group B: Small Group and/or Asynchronous activities