



SCHOOL BOARD ACTION REPORT

DATE: March 18, 2021
FROM: Denise Juneau, Superintendent
LEAD STAFF: Clover Codd, Chief Human Resources Officer
ccodd@seattleschools.org
JoLynn Berge, Chief Financial Officer
jdberge@seattleschools.org

For Introduction: March 24, 2021
For Action: March 24, 2021

1. TITLE

~~Motion to introduce and approve an~~Approval of Addendum to the August 2020-~~21~~ Memorandum of Understanding (MOU) between the Seattle School District No. 1 (District) and Seattle Education Association (SEA).

2. PURPOSE

~~To introduce~~

~~This Board Action Report introduces and approve seeks approval of~~ an Addendum to the current August 2020-21 Memorandum of Understanding (MOU) between. The Addendum describes protections and working conditions for SEA members as the Seattle School District No. 1 (District) and Seattle Education Association (SEA). returns to an in-person (hybrid) instructional model.

3. RECOMMENDED MOTION

~~This section will be updated prior to action.~~

I move that the School Board approve the Addendum to the August 2020 MOU as attached to this Board Action Report, which will become effective upon ratification by SEA on March 26, 2021. I further move that the School Board waive the provision of Policy No. 1420 that Board Action Reports and relevant supplementary information will be posted to the District's website at least three days in advance of Board meetings. This action authorizes the Superintendent to take all steps necessary to implement the District responsibilities detailed in the Addendum. Immediate action is in the best interest of the District.

4. BACKGROUND INFORMATION

~~This section will be updated prior to action.~~

a. **Background.**

~~b. Alternatives.~~

e. **Research.**

In spring 2020, the District moved to a remote instructional model because of the COVID-19 pandemic. In August 2020, SEA and SPS agreed to an MOU that outlined a remote model of instruction for all students, other than those students receiving Special Education services for whom an Individualized Education Plan team had determined that in-person services were necessary. This Addendum outlines a phased-in approach to restoring in-person services for Preschool through 5th grade students, and for PreK through 12th grade students receiving services through Special Education Intensive Service Pathways.

This Addendum contains provisions relating to the following areas:

- Informed decision making and supported communication
- Health and safety
- Instructional model for PK-5 and PK-12 Special Education Intensive Service Pathways
- Leaves and Accommodations
- Workload
- Evaluation

b. **Alternatives.**

Once negotiations conclude, failure to execute an agreement would result in a strained relationship between SEA and the District, the potential for mediation, and workplace disagreements or disruptions.

c. **Research.**

While the goals and provisions articulated within this Addendum are consistent with MOUs in surrounding districts, the District's and SEA's values of supporting students of color furthest from educational justice have produced a more robust agreement than has been reached in those districts.

5. **FISCAL IMPACT/REVENUE SOURCE**

~~This section will be updated prior to action.~~

~~The revenue source for this motion is local levy.~~

~~The Finance Office estimates that the total new cost of this agreement for the 2020-2021 School Year are approximately \$5,875,465. The revenue sources anticipated to fund this motion are the Elementary and Secondary School Emergency Relief Fund (ESSER) II and III that the district anticipates receiving once students have returned to in person learning.~~

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. **COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

State law governing collective bargaining requires the District and SEA to conduct good faith bargaining prior to and throughout the negotiations. We sought to center our students and families of color furthest from educational justice as we negotiated and agreed to various proposals.

7. **EQUITY ANALYSIS**

~~This section will be updated prior to action.~~

Both the District and SEA shared a commitment to racial equity and supports for students of color furthest from educational justice throughout negotiation of each of the proposals. The District conducted two different racial equity analyses of our proposals.

8. **STUDENT BENEFIT**

~~This section will be updated prior to action.~~

The focus on racial equity throughout the negotiations resulted in an agreement that supports students of color furthest from educational justice. Students will have more access to social-emotional learning and a guaranteed instructional time for both in-person and remote instruction.

9. **WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 5020, Collective Bargaining, provides the Board shall approve these items.
- Other: _____

10. POLICY IMPLICATION

Approval of this Agreement complies with Board Policy No. 5020, Collective Bargaining, provides which states, “any agreements reached by the Chief Negotiator shall not be binding upon the Board shall approve these items until formally approved by the Board.”

11. BOARD COMMITTEE RECOMMENDATION

This Board Action Report ~~did was~~ not go through a Board Committee discussed in committee.

12. TIMELINE FOR IMPLEMENTATION

Implementation will begin immediately. There are three phases for a return to school. Staff return the week before students. The phases for staff are as follows:

Staff start Monday, March 22, 2021

Students start Monday, March 29, 2021:

- All Pre-School programming including Head Start and Development Preschool
- K-5 Intensive Services including Focus, Distinct, Medically Fragile and SEL

Staff start Monday, March 29, 2021

Students start on Monday, April 5, 2021:

- Kindergarten to 5th grade general education
- 6-12 Intensive Services including Moderate/Intensive, Distinct, Medically Fragile, SEL and Bridges

Staff start Monday, April 5, 2021

Students start Monday, April 19, 2021:

- 6-12 general education

13. ATTACHMENTS

- Summary of the Tentative Agreement (for reference)
- 2021 Addendum to the August 2020-~~21~~ Memorandum of Agreement between SPS and SEA (for approval)



Tentative Agreement for SEA &SPS Addendum to August 2020 MOU

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Human Resources
Chief Human Resources Officer/Human Resources
HR@seattleschools.org

This is a copy of the Tentative Agreement Summary MOU Addendum and the Tentative Agreement for SEA & SPS Addendum to August 2020 MOU BAR.

Tentative Agreement Summary of the Addendum to the August 2020-21 MOU

<p>Overall</p>	<ul style="list-style-type: none"> • We are starting a return to in-person in the safest way possible. We now have two instructional models: remote and hybrid. • Both instructional models maintain inclusionary practices to keep students with IEPs with their general education peers. • PreK and SPED intensive service pathways students will begin a return on March 29 for the first day back in schools since March 12, 2020. • Remaining elementary students will begin a return on April 5, 2021. • All employees have access to appropriate PPE for their specific duties. • All employees will have access to additional leaves and accommodations (expanded from the August MOU).
<p>Informed Decision Making and Supported Communication</p>	<p>Informed decision making is critical so that school communities are enabled to make meaning of the information and support equity across school buildings. Staff, students, and families must be empowered to make decisions that correct racial inequity and build to educational justice.</p> <ul style="list-style-type: none"> • The District will provide information and training on instructional models and health and safety protocols to staff and parents/caretakers prior to start of expanded in-person instruction including mask wearing, attestations, cohorts, HVAC system functionality reports upon request, maintenance information, and contact for questions. • The District will provide a dashboard with current data on cases of confirmed COVID infections disaggregated by geographic region, staff, and student. This will be on the main SPS web page and be updated weekly to give school communities current information.
<p>Social Emotional</p>	<p>SPS will fund counseling positions as planned and agreed to in the current CBA; every school in equity Tiers 1, 2, and 3 will have a counselor/social worker and/or a family support worker. Many schools in equity Tier 4 will have one as well.</p>
<p>Steps to address disproportionate school closure impacts</p>	<p>When the district COVID Central Team concludes a school has or will be more heavily impacted by school closures, additional and appropriate plan of supports will be provided and applied (e.g., These supports include, but are not limited to, additional staffing, information, technology, and materials to support asynchronous learning).</p>
<p>Health& Safety</p>	<ul style="list-style-type: none"> • Three days set aside for transition for health and safety trainings, interactive trainings with nurse, restorative practice training, instructional model and team planning time, room preparation and set up, materials prep, staff meetings and building schedules. • No in-person meetings will be required for the remainder of the 2020-2021 school year. Any in-person meetings that do occur must continue to follow all health and safety protocols.

	<ul style="list-style-type: none"> • Long-term substitutes are included in these days of preparation, and daily substitutes willing to work in-person will be able to earn up to 2.5 hours of pay for completion of any of the activities on these days. • The District Health and Safety plan will include provision of PPE, social distancing, and HVAC systems to maintain healthy classrooms and worksites. • Training materials to implement the Health and Safety plan with an emphasis on mitigation strategies for ensuring safe delivery of in-person instruction. • Limited stipend for SEA members working on the Building Safety Committee/Team monitoring health and safety conditions in each building or worksite. • Central COVID Team will address and respond to all stated needs of the Building Safety Committee within 48 hours. • Materials and equipment required to implement and maintain the Health & Safety plan come out of a district budget and are not charged to school budgets. • All necessary PPE will be readily available to all staff and students. Ordering procedures and building level processes will be shared with all schools. • The Central COVID Team will maintain PPE inventory for all offered in-person services and will review PPE inventory every week to maintain a 30-workday supply for all staff, students, and families for in-person services.
<p>COVID Outbreak/ Staff or student symptoms Responses/</p>	<ul style="list-style-type: none"> • Staff or students presenting symptoms will be assessed in the building’s Care Room according to Department of Health (DOH) and Public Health of Seattle and King County (PHSKC) screening tools. Contact tracing will follow PHSKC protocols. • There is a protocol process for quarantining exposed classrooms and entire schools under specified conditions, in which case the quarantined classroom or school will go into remote learning. • Data on these quarantined schools will be examined through a racial equity lens to mitigate further impacts on schools with populations of students from communities more heavily impacted by the pandemic.
<p>Instructional Model</p>	<p>The Preschool, Special Education Intensive Services Pathways and K-5 have decided on a half-day model with a cohort A (AM) and a cohort B (PM).</p> <p>To address the priority of needs for our students, families and staff, the district will include racial equity as a factor when considering these priorities <i>for designing cohorts</i>:</p> <ul style="list-style-type: none"> • To the greatest extent possible, maintain the relationship between current teacher and student • Consider emotional belonging and interpersonal relationship needs. • Developmental considerations for socialization. • Academic growth. • Students with IEPs will be included in the general education cohorts to the greatest extent possible, based on IEP team decisions. • Wednesdays will include both asynchronous and synchronous lessons/activities in a fully remote setting.

	<ul style="list-style-type: none"> • To the extent possible, teams will ensure that there is a balance in work and caseload across grade level while keeping students in their assigned schools, this may create a schedule where the educator instructs both AM and PM cohorts in-person. • Preschool will be part day programming with AM and PM cohorts. • Special Education staff will not be assigned to instruct general education cohorts and will continue following work expectations in the August 2020-21 MOU. • K-5 Gen-ed half day baseline services will be coupled with the IEP process to add services and allow for more extended service hours on campus. IEP changes that extend the half day in-person will require discussion by IEP team and informed decision making.
Expanded Leaves and Accommodations	<ul style="list-style-type: none"> • Staff who are unable to attain a full vaccine dose for COVID due to state distribution schedule and vaccine availability may request remote work as an accommodation until fully vaccinated. • 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 may request remote work as an accommodation. • Staff exposed to COVID during the course of their in-person duties and prohibited from entering a district worksite will be provided the option of working remotely when possible or will be placed on paid administrative leave. • Staff may be offered up to seven (7) days of Emergency Circumstances Paid Leave (ECPL.) • The employer will not take retaliatory action against an employee if they choose not to receive the vaccine.
Vaccinations	<ul style="list-style-type: none"> • Staff may secure appointments during the workday. • When appointments become available on short notice, the district will make every effort to release the employee to access such appointments. • Staff may use accrued paid leave or any available paid leave for vaccination appointments.
Workload	<ul style="list-style-type: none"> • All program and classroom school teams (Certificated & Classified staff) will be expected to support students' instructional needs in either a remote or hybrid learning model. Simulcasting will not be required and building schedules will reflect this. • All certificated and classified staff will be on-site during in-person cohorting hours (AM/PM). Staff will work on campus providing students services. When no students are on-site staff may work remotely offsite. Educators will support supervision and transition as outlined in CBA in ARTICLE IX Section A.6.a. • Offsite remote work will continue Wednesdays. • No SEA represented employee will be expected to monitor the Care Room.

	<p>Buildings/programs that are unable to be fully staffed for the hybrid in-person instructional model, the district will (in this order):</p> <ol style="list-style-type: none"> 1. Recruit and utilize substitutes to fill these needs. 2. Request if anyone volunteers to be reassigned for the remainder of the 2020-21 school year. 3. If a substitute cannot be found other certificated staff throughout the District will be considered. 4. ELL Certificated educators due to their multilinguistic skills will be last to be reassigned.
Certificated	All program and classroom school teams (Certificated & Classified staff) will be expected to support students' instructional needs in either a remote or hybrid learning model. Simulcasting will not be required and building schedules will reflect this. All staff will work together in order to implement health and safety while focusing support for social emotional learning needs. For remote instructional model, the current MOU family/student contact provisions continue.
Psychologists, Audiologists, SLPs/Therapists, OTs PTs	<ul style="list-style-type: none"> • When evaluation team members are required to go into the building to complete assessments, testing locations will meet all health & safety protocols. • ESAs, including School Psychologists, Audiologists, Speech Language Pathologists/Therapists, Occupational Therapists, Physical Therapists will support students in the remote model and/or in-person for the duration of this agreement. • ESA/Itinerant staff services may be provided in-person or in the remote setting as determined by student need. ESAs will only be required to be on site if they are delivering minutes or doing an in-person evaluation.
In Tandem	Students will receive in-person instruction after a comprehensive safety plan is drafted. Staff will review safety plans regularly and adjust to meet student needs.
Bridges Program	The District will work with Bridges program to develop and implement appropriate offsite activities related to student IEP goals, which meet COVID health and safety protocols.
Dual Language Immersion Programs/ Instruction	Dual language educators will work with their building administrator, Building Leadership Team (including parents/caregivers), and Professional Learning Community to implement a schedule that serves the needs of their students and their community.
Nurses	The Nurse working onsite will be responsible for duties only within their scope of work as related to the Building Safety Committee operations. The District will continue to work on funding/staffing a full-time nurse FTE in each building.
Substitutes	<ul style="list-style-type: none"> • Employees designated Senior Subs last year or those who were on track but not been afforded opportunity this year due to lack of overall work assignments will retain their Senior Sub status for the 2020-21 school year.

	<ul style="list-style-type: none"> Daily substitutes who have been restricted by the District’s contact tracing team from working in-person for any jobs the substitute had accepted will have access to up to seven (7) days of ECPL for those missed jobs.
SAEOPS	<ul style="list-style-type: none"> All SAEOPs will to return to on-site work during open school/business hours. Remote work can be conducted on Wednesdays. Schools/Departments/Programs may create an office coverage plan that ensures on-site coverage and may account for remote opportunities. Office coverage plans will be reviewed by the Joint SEA and SPS Workload Committee if conflicts arise. In offices where social distance is not possible to maintain six feet of space, only one SAEOP will be required to be in the office, and alternative space will be found for additional SAEOPs. Office professionals will not be compelled to be the admin designee, COVID site supervisor and/or Protective Health Care Room attendant.
Paraprofessionals	<p>Instructional Assistant</p> <ul style="list-style-type: none"> 1:1 support provided by Instructional Assistants will occur when it meets a legitimate student need. Support will be provided in areas where doors are open or there is line of sight with another adult. Additional classroom duties will be equitably distributed among all classroom staff. All special education staff will develop a plan for retrieving students from transportation in which duties are divided equally. <p>Bus Monitors</p> <ul style="list-style-type: none"> Occupants on buses will be a minimum of one bench apart (except for persons from the same household).
Positions that Support Student/Family Needs	The District will ensure ongoing, consistent inter-department communication between these student support roles (e.g., psychologists, social workers, FSW, counselors, SEL dept) (<i>See Health & Safety</i>)
Evaluations	Educators should not lose points in their evaluation for failing to meet student growth goals when students are no longer in their classes.

Addendum
Memorandum of Understanding (MOU)
Between
SEATTLE SCHOOL DISTRICT No. 1
and
SEATTLE EDUCATION ASSOCIATION
2020-2021 School Year

The Seattle Education Association (Association) and Seattle Public Schools (District) enter into this Memorandum of Understanding Addendum to provide a safe, responsible, healthy, and equitable learning and working environment for all students and staff in the midst of the current COVID pandemic.

The parties have a commitment to collaboration and problem solving in a manner that is focused on shared interests and values.

The provisions of this Addendum are supplemental to the provisions of the previously negotiated MOU regarding the 2020-21 School Year. No provisions of this Addendum are intended to replace any provisions of the prior MOU, unless explicitly stated herein.

1. INFORMED DECISION MAKING

Informed decision making is critical so that school communities are enabled to make meaning of information and support equity across school buildings. In partnership, SEA and SPS are committed to dismantling racial inequity by ensuring students, staff and families have the same information about District data and processes.

Staff, students, and families must be empowered to make decisions that correct racial inequity and build to educational justice.

1.1 Supported Communication and Informed Decision Making

Every student, family, and educator must have the critical information listed below so that they can readily understand relevant health and safety guidelines and protocols, the hybrid instructional model, daily schedules, and how schools will operate as we transition back to in-person services.

Training and interactive engagement around such information allows for individual families, students, and staff members to make decisions about what is best for their families and their own personal health. Information regarding

current health data and the risks and benefits of in-person or remote instruction, allow for informed decision making.

Staff and families will be provided information that is contextualized for their school community and explains how the health and safety guidelines and protocols will be operationalized. These trainings will be translated into the District's top 5 languages, and also the top 8 languages when possible.

Information and communications to staff will include:

- Health and Safety (including but not limited to mask wearing, attestations, hand washing, cohorts, HVAC system functionality report upon request, maintenance information, and contact for questions, door sign readiness for staff and students with maintenance report updated quarterly).
- Week/Day in the Life of a Staff (including but not limited to schedules, breaks, lunch, shared spaces).
- Instructional Day (including but not limited to in-person, remote and synchronous).

Information and communications to families will include:

- Health and Safety (including but not limited to mask wearing conditions for the Early Learning program and Special Education intensive pathways), attestations, hand washing, cohorts, HVAC information and contact for questions, door sign readiness for staff and students with a maintenance report updated quarterly).
- Week/Day in the Life of a Student (including but not limited to riding the bus, lining up to go in and out of exits, lunch, recess, bathroom, water access/water bottles, drop off and pick up)
- Sick student protocols COVID and non-COVID.
- Instructional Day (including but not limited to full weekly schedule, my device, in-person, remote, asynchronous and synchronous).

The District will:

- Update current process/protocol as health guidance and instructional models evolve.
- Update the signage in buildings as needed, with maintenance and updated information about the readiness of room for student and staff.
- Provide framing and key messages prior to re-entry starting with Early Learning programs and Special Education pathways.

- To maintain equity and access for students and families, information about remote instruction will be shared about maintaining high quality instruction while transitions are made to in-person.
- Information about investments to update hardware, technology support, and technology hub centers will be shared with staff, in addition to quarterly updates about any changes to investments in district wide technology.
- A public facing dashboard will be accessible (website main page) to view confirmed COVID cases at Seattle Public Schools. Data will be updated weekly with total cases to date and new cases, disaggregating between geographical regions and by staff or student cases. Geographical regional data will conform to privacy requirements. The total number of staff and students by region will also be reported.

2. 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, couch to couch, multi-generational households, and families with essential workers are most impacted by the COVID pandemic.

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

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

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

- 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. Students will have assigned seating in classrooms that maintains a six-foot distance from other individuals as measured from seat to seat. Students will not share supplies or manipulatives.

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

2.1 Central COVID Team

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, coordinate enhanced PPE ordering, monitor PPE orders from building sites, and provide health recommendations as needed. The District will continue to provide four (4) FTE from the Health Services department for the remainder of the 20-21 school year to support Building Safety Committees as they support progress monitoring and implement with fidelity the Labor and Industry Standards and Health and Safety working conditions defined in this agreement.

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

Personal Protective Equipment (PPE) Inventory-The Central COVID Team will maintain PPE inventory for all offered in-person services and will review PPE inventory every week to maintain a 30-workday supply for all staff, students, families, and visitors coming to the building. If additional PPE is needed beyond what is stored on site, staff may order PPE needed and not on-site on a Wednesday in order for PPE to be in the building on the following Monday.

- Classrooms requiring enhanced PPE (e.g., surgical masks, disposable gowns, face shield, KN95 masks) should maintain a two-week supply in the classroom with additional enhanced PPE equivalent to a two-week supply stored on-site for back up. Orders for additional enhanced PPE will be placed on Wednesdays so that items may arrive in buildings on the following Monday.

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

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

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

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

Regardless of the level of community transmission, all schools should use and layer mitigation strategies with fidelity. Five key mitigation strategies are essential to safe delivery of in-person instruction and help to mitigate COVID-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 and in collaboration with the health department
- b. During the week of March 22, Monday, Tuesday, and Wednesday will be asynchronous learning days and Thursday and Friday will be remote instruction learning days. This timeline will be mirrored for grades K-5 the week of March 29 and grades 6-12 the week of April 5.

The asynchronous days will include the following:

- Independent 1.5 hours of Health and Safety training on March 22nd.
- 7.0 hours of principal/district directed time for interactive engagement (includes providing information to staff on instructional model, building safety team operations, all staff meeting(s), providing the district

PowerPoint on health and safety, and preparation for communication with families) inclusive of 1.0 hour for restorative practices training/behavioral health training. Scheduling this time should include prioritizing blocks of time for set up and preparation of classrooms.

- The remainder of the time in the three asynchronous days is devoted to staff directed team collaboration and preparation time including but not limited to one (1) hour on average for interactive in person/remote Enhanced PPE training (will need to be scheduled as possible throughout the week), up to 4.0 hours to be used to develop the SPED and PreK teams schedules, school leadership office hours, one (1) hour prescheduled readiness walk through, Building Safety team meeting preparation, and time for educators to make family contacts.

Long-term substitutes will be included in all of the above. Daily substitutes who have indicated a willingness to work in-person will be able to use up to two and one half (2.5) hours paid extra time to complete any combination of the training above. [Overview of Health and Safety Protocols, restorative practices training/behavioral health training and PPE video]

The District will continue to meet with Public Health Seattle King County (PHSKC). Any changes communicated from PHSKC to the District that necessitate modifications to District protocols will be communicated to the impacted SEA staff. Those changes will also be incorporated into the SPS website for community members to view.

2.3 Social Emotional and Mental Health Supports

SEA and SPS jointly recognize the importance of mental health and social emotional supports for our students. While an overall enrollment decline from the 2019-20 school year is anticipated, SPS is funding more counselor positions for school year 2021-22, as planned and agreed to in our current CBA. This results in counselors/social workers and/or family support workers being provided for all schools who are in Tiers 1, 2 or 3 of the equity tiers, as well as some schools in equity Tier 4.

Additionally, SEA and SPS together strongly encourage school Building Leadership Teams to prioritize funding for these areas, in addition to what is allocated. Schools should make funding more counselor/family support worker or social worker positions a priority with Title I, LAP and High Poverty LAP dollars.

Schools are strongly encouraged to spend their entire allocation rather than carrying over funding into the next school year.

2.4 Building Safety Committees

- a. Each school will have a Building Safety Committee (this is the same team as the current Building Safety Team) to review and discuss staff safety concerns. The SEA represented employees on this committee will receive a two-thousand-dollar (\$2000) allotment to distribute among its SEA represented team/committee members.
- b. The ideal committee composition will be as follows: SEA-represented SAEOP, paraprofessional, and certificated non-supervisory employee; the Covid Site Supervisor or designee; site custodian; and the SEA-represented site nurse when available. The committee must have employee-elected and employer-selected representatives. The number of employee-selected members must equal or exceed the number of employer-selected members. The team must also elect a chairperson. All other provisions of WAC 296-800-13020 will be followed.
- c. Prior to opening in each school building, school administrators in coordination with Building Safety Committee will monitor to ensure that the following have been done and/or are in place:
 - 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 district provided signage and directional arrows to facilitate social distancing.
 - iii. Set up common spaces, including but not limited to, staff lunch/workrooms, shared offices, and copy rooms to meet physical distancing and health safety requirements.
 - iv. Set up all school 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, district provided signage templates, and clear communication to staff where these materials are located.
 - vi. Mark bathrooms with signage to minimize interaction and facilitate social distancing.
 - vii. The District will identify a Protective Health Care Room designated for students or staff who show symptoms.

- d. If issues are noted, the Building Safety Committee will contact the Director of School Operations to address the situation.
- e. 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 and in coordination with the school administrators and/or Building Safety Committee will:
 - i. Monitor/verify/report that a 30-workday supply of cleaning and sanitizing supplies are ready in all classrooms for shared touchable surfaces.
 - ii. In each classroom where students are assigned in-person, two hand sanitizer bottles will be provided that can be filled or replaced as needed. Each office where students are receiving services will have at least one hand sanitizer bottle that will be refilled or replaced when needed.
 - iii. Provide employees with specialized face coverings (e.g., KN95/K95, clear facemasks, and face shields) when necessary, based on student need and the L&I Matrix.

2.5 Communication and Protocols

- a. MKV, FSW, SFA, social workers, and counselors will hold a regular monthly meeting during the workday 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).
- b. Prior to a return to in-person instruction the District will develop a protocol for staff to report violations of health and safety protocols which be found under SPS Health and Safety Resources.
- c. 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.
- d. Social Emotional Re-entry training 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 and after any extended student or staff absence, including those related to COVID. 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, restorative practices, and teaching and modeling social emotional skills.
- e. 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.
 - f. Staff who believe that health and safety measures are not being followed should 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. For rapid response needs and information contact health information line.

2.6 Definition of a COVID School Outbreak

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

2.7 School/Program Response when Students and Staff Present Symptoms

- a. The District will follow all DOH and PHSKC guidelines regarding contact tracing. Procedures will be updated per DOH and PHSKC as guidance changes.
- b. The District will follow all DOH and PHSKC guidelines and will follow District protocols regarding cleaning and disinfection. Protocols will be updated per DOH and PHSKC as guidance changes.
- c. Staff presenting COVID symptoms during the school day will follow District protocol and current PHSKC symptom flowchart for screening students and staff and District protocol, which can be found at the District website: <https://www.seattleschools.org/resources>.
- d. Students who display COVID symptoms will follow District protocol and current PHSKC symptom flowchart for screening students and staff, which can be found at the District website: <https://www.seattleschools.org/resources>
- e. The Protective Health Care Room will be located in an area that limits potential COVID exposure to others. Care room protocols will be found in the COVID site supervisor handbook.

2.8 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 that 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 and share COVID health data at the school/regional/neighborhood level and revisit its racial equity analysis to assess the impacts revealed by the data to determine if a change to instructional model or operations is needed.

The District will have an established racial equity analysis review for school closures in alignment with WA State Department of Health, PHSKC, OSPI and Governor's Inslee's Decision Tree guidelines that schools may use. 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 to identify 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. Following a school or classroom closure, communication will go home detailing what led to the closure and the actions and timelines in place to prepare for re-opening. An opportunity for community engagement around the closure and re-opening will be provided prior to the re-opening of the school or classroom.
- b. The District will partner with the community to support student and family basic education, social and emotional, and mental health needs for Black, Indigenous, and People of Color communities.

- c. When the district COVID Central Team concludes a school has or will be more heavily impacted by school closures, additional and appropriate plan of supports will be provided and applied (e.g., These supports include, but are not limited to, additional staffing, information, technology, and materials to support asynchronous learning).
- d. The District will continue to provide access to meals for families impacted by school/program/classroom closures.
- e. The District will continue to provide translated communications for the District's top five languages (top eight when possible), and access to translation tools and supports for all impacted schools/programs to support students.

2.9 Site Based/Program Quarantine responses:

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 member's cohort group, in accordance with DOH and Public Health guidelines, which may be subject to change. 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>).

2.10 Positive COVID case notification

District contact tracing protocols are located on the Seattle Public Schools website at:

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

2.11 Heating, Ventilation, Air Conditioning (HVAC)

To address the health pandemic and historical health inequity of school communities and building sites, the District will ensure HVAC systems, air handling equipment, and other mitigation strategies are monitored, routinely maintained, promptly repaired. The District will comply with, meet and may exceed American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE), Department of Labor and Industries, Washington Administrative Code (“WAC”), and Department of Health 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 share the results of any air quality analysis with the Association and/or the employee upon request.

- All new issues/problems that result in not meeting ASHRAE, L&I, or DOH guidelines regarding HVAC will be corrected as soon as possible. All records of responses to reports of this nature will be shared with the Association upon request. The affected workspaces with issues/problems that result in not meeting the aforementioned standards that cannot be mitigated through other means will be closed and classes and/or workstations will be moved to alternate locations within the school site that meet or may exceed the ASHRAE or CDC guidelines regarding HVAC.
- When any system is reported to be operating incorrectly, the District will create a work order. Work orders related to the functionality of the HVAC system will be marked as high priority. The District will document all reported concerns related to the ventilation system as well as the response to those concerns through the work order system. These records will be provided to the Association upon request.
- Any airflow solution will maintain the required indoor air temperature to promote effective teaching and learning of at least 65 degrees in classrooms and office spaces, and 60 degrees in gyms per the W.A.C.
- The District will ensure all ventilation systems are programmed to start at two hours prior to start of school and two hours after end of school.
- The District will provide MERV-13 filters in buildings that are compatible with them. In buildings that are not compatible with MERV-13 filters or that would have airflow restricted if a MERV-13 filter was put in place, portable HEPA air filters will be provided.

- The District utilizes a standard 25 Cubic Feet per Minute (CFM) per person of outside air. The District will supplement classrooms with HEPA standalone ventilation systems where the in-person occupancy is above the mechanical ventilation system compatibility.
- During HVAC system preparations, CO2 levels were assessed based on the estimated number of people entering the building. For the first month of in-person instruction, CO2 level assessments will occur on a weekly basis. If the readings meet standards during this first month, assessments will then occur on a monthly basis.
- The District will request that all partner agencies where in-person instruction is occurring verify that ASHRAE, L&I, and DOH guidelines have been met.
- Preventative HVAC work is ongoing and the District will support needed certification for existing employees to do regular HVAC systems testing to improve working/learning conditions.
- Door signage will be posted and updated for all used offices, classrooms, workspaces, common areas, wellness rooms, conference rooms, fitness areas, locker rooms, restrooms, and other occupied areas in the building, including the John Stanford Center, community-based sites, and temporary locations. Rooms to be unoccupied will be indicated with signage.
- Door signage in each classroom, workspace, or shared space will convey dates last checked and next maintenance for:
 - Affirming that the room meets CO2 and airflow requirements.
 - Occupancy with 6-foot physical distancing capacity number.
 - PPE: This room has access to personal protective equipment (PPE)
 - This room complies with the health and safety guidance from the Washington State Department of Health

2.12 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.

2.13 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. The ordering process for ongoing needs will be documented and clearly communicated to staff. 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.

2.14 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 and 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 guidance will be outlined in Health and Safety Protocols.

3. WORKDAY/WORKWEEK

- a. 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.
- b. Weekly minutes for PCP outlined in the current SEA/SPS Collective Bargaining Agreement will remain in place.
- c. For the time that students are learning remotely and are not in school, classroom teachers will deliver and schedule synchronous and asynchronous learning activities. Specialists will deliver synchronous and asynchronous learning activities to ensure 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. Lessons will be aligned with priority standards and District curriculum.
- d. Wednesday will be uniform across the district. The Wednesday schedule from the current MOU remains intact.

- e. Specialists (PE, Art, Music, Intervention, ELL) will have flexibility in providing synchronous live and asynchronous pre-recorded lessons for remote and hybrid students. In collaboration with Elementary Specialists, building schedules may combine remote classes/cohorts.
- f. Maximum capacity of each classroom under COVID social distancing requirements will be determined by the square footage of each classroom/workspace and will be on average 1:15.
- g. All teachers will have two (2) days' worth of asynchronous lessons available in the event that an emergency arises and no substitute is available.

4. WORKDAY IN-PERSON EXPECTATIONS

- a. Classroom employees may be expected to spray desks, common touch points and common supplies in the classroom between cohorts, or class periods. This should take no longer than 10 minutes.
- b. Workday Social Distancing Movement Around the Building
 - i. Universal precautions for mitigating COVID risk for staff and students include wearing a mask correctly, maintaining six (6) feet of distance from others, and practicing proper hand hygiene.
 - ii. We recognize that some students, including some students with IEPs, will not be able to independently and/or consistently follow these measures. Students may require staff to maintain a closer proximity than six (6) feet for safety to help students maintain social distancing between peers and/or to attend to student's personal care needs.
- c. District will implement systems for families and staff to provide attestation prior to entering school grounds.
- d. Recess will be built into the daily in-person schedule. Outdoor time will be scheduled to limit cross cohort exposure.
- e. Building-specific plan will be determined by the Building Safety Committee.
- f. Building Safety Committee will create and communicate clear instructions for staff/student movement throughout the building, which will be posted in student-friendly language and design throughout the building.
- g. The district will provide physical signage that is durable at no cost to the building/program.
- h. All staff will continue to receive breaks, duty-free lunch, and certificated planning time as outlined in the CBA.

- i. Bathroom/water breaks for student cohorts will be assigned separate bathrooms whenever possible. If cohorts must share a bathroom, the Building Safety Committee will design a bathroom schedule for cohorts that supports separation of cohorts as much as possible. Touchpoints will be sanitized between scheduled use by different cohorts.
- j. For buildings without water bottle filling water stations and/or for students without refillable water bottles, bottled water will be provided at no cost to buildings/programs.

5. ARRIVAL/DISMISSAL

- a. Designated entrances/exits for cohorts/grade levels will be marked.
- b. Staggered entry times will be determined by Building Safety Committee.
- c. There is no early drop off or late pick up. COVID Site Supervisor and educators will communicate with parents about alternative arrangements and collaboratively develop a plan to ensure adherence to the on-site schedule. Families will be connected to the FSW team.
- d. If early or late pick-up and drop off becomes a chronic issue, families will be supported by connecting them to FSW or other family support staff to find creative solutions to before and after school care.
- e. Caregivers will not be permitted to enter the building unless a prior appointment has been made or a health emergency or necessary exception has been determined by the administrator/COVID Site Supervisor.

6. SHARED STAFF WORKSPACE

- a. Staff will follow social distancing guidelines for other all shared spaces (mail room, copier, etc.) and limit visits/use as much as possible.
- b. After using shared equipment (copier, paper cutter, etc.), staff will wipe down touch areas. Supplies will be provided at these touchpoints.

7. GENERAL EDUCATION TRANSITION

- a. The District is committed to partner with the Association to implement a model for in-person instruction that provides for a cohort instructional model.

- b. Health and Safety Staff Trainings outlined in 2.2 Health and Safety apply to PreK-12. The Health and Safety Staff Trainings are March 22, 2021- March 24, 2021 for PreK and Special Education.
- c. ESA service providers will have the same time and schedule as other staff as outlined in Health and Safety section 2.2.
- d. Staff may choose to remain on campus to provide asynchronous instruction.

8. COHORTING GUIDELINES

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. A cohort or pod is a distinct group of students that stays together 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 by limiting cross-over of students and teachers to the extent possible and can:

- Decrease opportunities for exposure or transmission of COVID.
 - Reduce the number of people touching shared surfaces.
 - Facilitate more efficient contact tracing if a person has COVID.
 - 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.
-
- i. Remote learners will not be visitors to hybrid cohort instruction.
 - ii. Students will not eat meals in the classroom, unless there is no other option approved by the Central Covid Center. Students will be provided a morning snack upon request. For any programming with requirements to have meal availability, an outside or large socially distanced space will be provided by the building safety committee for food distribution and eating. At the elementary level, a minimum of 20 minutes of outdoor time will be included in the students' in-person school day.
 - iii. Anyone outside of the cohort visiting for appointments or small groups must arrange each visit in advance and then complete an attestation form upon entry to the building.
 - iv. Administrators visiting in-person instruction cohorts must wear the required PPE and maintain physical distancing.

9. REMOTE AND HYBRID INSTRUCTION (ELEMENTARY MODEL)

As principals work to balance class loads for both hybrid and remote cohort instruction, a variety of factors will be considered. As a district wide approach these decisions will be informed by site-based data (for both students and staff) to define cohort groupings for students and staff. To address the priority of needs for our students, families and staff, the district will include racial equity as a factor when considering these priorities:

- Maintain the relationship between current teacher and student to the greatest extent possible.
- Emotional belonging and interpersonal relationship need.
- Developmental considerations for socialization.
- Academic growth.
- Students with IEPs will be included in the general education cohorts to the greatest extent possible, based on IEP team decisions.

9.1 Hybrid Model:

Students will be placed in an A cohort or a B cohort. Students who are returning for in-person services (hybrid) will be on-site four (4) half days each week, in either a morning or afternoon block, but not both. The alternative half of the day for students who are in the hybrid model will be remote and will consist of synchronous and asynchronous instruction.

9.2 100% Remote Instructional Model:

Students will still have the opportunity to participate in a 100% remote model. Instruction will consist of both synchronous and asynchronous instruction.

9.3 K-5 Illustrative Schedules

In schools where there are not enough students to make up two in-person cohorts (am/pm), there may be one cohort A for in-person instruction, and another cohort (B) that is 100% remote.

K-5 Illustrative Schedules

Cohort AM will attend school in person in the mornings on Monday, Tuesday, Thursday and Friday each week. They will then do remote learning in the afternoons and all day on Wednesdays.

Cohort PM will attend school in person in the afternoons on Monday, Tuesday, Thursday and Friday each week. They will do remote learning in the mornings and all day on Wednesdays.

Monday/Tuesday/Thursday/Friday

K-5 Illustrative schedule for hybrid model where there is a morning and afternoon in-person cohort.

In-person instruction
Remote asynchronous/synchronous

Time	COHORT AM	COHORT PM
2hrs 45min	<i>In-person Learning</i> Arrival/Attestation/Handwashing Check-in/Community ELA (60) Handwashing/Recess/Handwashing Math (60) Brain Break Science/Social Studies/STI Handwashing/Dismissal	<i>Synchronous/Asynchronous Remote Learning</i> Arts/Music/PE/Library (45) Recess/Brain Break (15) Small Group & Independent Work* (75) Family Connection (30)
60 min transition	Educator 30 min lunch Building Transition/set-up 30 min	Educator 30 min lunch Building Transition/set-up 30 min
2hrs 45min	<i>Synchronous/Asynchronous Remote Learning</i> Arts/Music/PE/Library (45) Recess/Brain Break (15) Small Group & Independent Work* (75) Family Connection (30)	<i>In-person Learning</i> Arrival/Attestation/Handwashing Check-in/Community ELA (60) Handwashing/Recess/Handwashing Math (60) Brain Break Science/Social Studies/STI Handwashing/Dismissal

*Small group/independent work: reading, writing, math, science, intervention services.

Wednesday (Remote Synchronous and Asynchronous Learning)

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
11:15am-12:00pm	Lunch/Recess
12:00-12:45pm	Independent Work (Reading, Writing, Math)
12:45-1:45pm	Family Connection

In schools where there are not enough students to make up two in-person cohorts (am/pm), there may be one cohort A for in-person instruction, and another cohort (B) that is 100% remote.

K-5 Instructional Minutes

Content Area	M/Tu/Th/F	Wednesday
Check-in/Community	30	30
ELA	60	60
Math	60	N/A
Arts/Music/PE/Library (provided by specialists)	45	45
Science/Social Studies/STI	30	N/A
Small group/independent work	30	45 (intervention provided by interventionists/ELL/SPED)
Family Connection	15-30	30

K-5 Illustrative Schedules where there is only one in-person cohort (A) and another cohort (B) that is 100% remote.

In-person instruction
Remote; synchronous and asynchronous

Monday/Tuesday/Thursday/Friday

Time	COHORT A (Hybrid)	COHORT B (Remote)
2hrs 45min	<i>In-person Learning</i> ELA (60) Math (60)	<i>Asynchronous Remote Learning</i> Arts/Music/PE/Library (45) Small group/independent work (90)
60 min transition	Educator 30 min lunch Building Transition/set-up 30 min	Educator 30 min lunch Building Transition/set-up 30 min
2hrs 45min	<i>Synchronous and Asynchronous Remote Learning</i> Family Connection (15) Science/Social Studies/STI (30) Small group/independent work (75) Arts/Music/PE/Library (45)	<i>Synchronous Remote Learning</i> Family Connection (15) Science/Social Studies/STI (30) ELA (60) Math (60)

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
11:15am-12:00pm	Lunch/Recess
12:00-12:45pm	Independent Work (Reading, Writing, Math)
12:45-1:45pm	Family Connection

Elementary Monday/Tuesday/Thursday/Friday

Time	Cohort A - Hybrid	Time	Cohort B - Remote
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	AM in-person/PM remote		100% remote
8:00-8:30	Duty Time	8:00-8:30	Duty Time
8:30-8:40am	Hand Washing Attestation/Attendance	8:30-9:15am	(Synchronous and Asynchronous) Art/Music/PE/Library/ Science/Social Studies/STI
8:40-9:40	ELA	9:15-10:15am	(Synchronous and Asynchronous) Small Group & Independent Work (Reading, Writing, Math, and SEL)
9:40-10:10am	Hand Washing Recess Hand Washing	10:15-10:45am	Recess
10:10-11:10am	Math	10:45-11:15am	(Synchronous and Asynchronous) Small Group & Independent Work (Reading, Writing, Math, and SEL)
11:10-11:15am	Review Upcoming Asynchronous Activities Pack Up/Dismissal/Hand Washing		
11:15-12:15	Educator 30 min lunch Building Transition/set-up 30 min	11:15-12:15	Educator 30 min lunch

			Building Transition/set-up 30 min
12:15-12:30	Family Connection	12:15-12:45	Family Connection
12:30-1:00	(Synchronous) Science/Social Studies/STI	12:30-1:00	(Synchronous) Science/Social Studies/STI
12:45-2:00pm	(Asynchronous) Small Group & Independent Work (Reading, Writing, Math, and SEL)	1:00-2:00	Synchronous learning ELA
2:00-2:15pm	Recess	2:00-3:00pm	Synchronous learning Math
2:15-3:00pm	(Synchronous/Asynchronous) Art/Music/PE/Library	3:00-3:30	Duty Time
3:00-3:30	Duty Time		

10. TECHNOLOGY NEEDS (FOR ALL MODELS OF INSTRUCTION)

SPS will continue to provide services and supports as described in the MOU and in the CBAs.

11. HYBRID CLASS ASSIGNMENTS (FOR ALL SCHOOLS/PROGRAMS)

- a. Schools will prioritize maintaining student/teacher assignments, whenever possible. To the extent possible, teams will ensure that there is a balance in work and caseload across grade level while keeping students in their assigned schools, this may create a schedule where the educator instructs both AM and PM cohorts in-person.

- b. Given the language in a. above, Principals will try to schedule cohorts in the following manner:
 - i. Educator remains remote and student chooses remote. Student class assignment remains the same.
 - ii. Educator provides hybrid and student chooses hybrid. Student class assignment remains the same.
 - iii. Educator remains remote, and student chooses hybrid. Student will be reassigned to a hybrid same grade cohort within their home school.
 - iv. Educator provides hybrid and student chooses remote. Students will remain served during remote time with their same educator in their home school as often as possible.
 - v. The scheduling and assignment of teachers and students to cohorts shall be made with staff participation with the Principal having the right to make the final decision.
- c. SPED intensive pathways may provide IEP services beyond the half day of instruction for in-person 1:1 services and small group instruction.
- d. Cohorts will be served in an A group hybrid and a B group remote when possible. All students will continue to be engaged in 4 full days of instruction with educators, synchronously and asynchronously. Wednesdays will follow the schedule as outlined in the August 2020-21 MOU.

12. STANDARDIZED TESTING

Per Board Policy 2080, the SPS-SEA Joint Assessment Steering Committee will review and identify assessments to recommend for building, regional, or district-wide use. For Spring 2021, the SPS-SEA Joint Assessment Steering Committee are developing a plan for the administration of assessments in literacy and math at the elementary, middle, and high school levels.

13. FAMILY CONNECTION TIME: STRONG FINISH

During the end of the year Family Connection will focus on supporting students' social emotional wellbeing, culturally responsive community building, and making sure students know how to access and use their technology tools to access student learning.

14. PRESCHOOL DEV PREK, HEAD START, HEAD START PLUS, SPP AND SPP PLUS INSTRUCTIONAL MODEL

- a. Preschool will be part day programming with AM and PM cohorts.
- b. Schools will prioritize maintaining student/teacher assignments, whenever possible. To the extent possible, teams will ensure that there is a balance in work and caseload across grade level while keeping students in their assigned schools, this may create a schedule where the educator instructs both AM and PM cohorts in-person.
- c. Given the language in b. above, Principals/Area Supervisor and Director will try to schedule cohorts in the following manner:
 - i. Educator remains remote and student chooses remote. Student class assignment remains the same.
 - ii. Educator provides hybrid and student chooses hybrid. Student class assignment remains the same.
 - iii. Educator remains remote, and student chooses hybrid. Student will be reassigned to a hybrid same grade cohort within their home school.
 - iv. Educator provides hybrid and student chooses remote. Students will remain served during remote time with their same educator in their home school as often as possible.
 - v. The scheduling and assignment of educators and students to cohorts shall be made with staff participation with the Principal/Area Supervisor and Director having the right to make the final decision.
- d. Part Day Head Start that share classrooms will combine to one session in person as long as the numbers permit.
- e. Preschool Continuum of Intensive Services (PCIS) services will be served remotely.
- f. Dev PreK will use the schedule as a guide and adapt per individual needs of students and class.
- g. Alternative student assignments – Central office will collaborate with educators in cases where students may need to be reassigned to a different classroom/school due to staff accommodations, class size, or availability of staff.
- h. Staff will work in their funded preschool program – SPP staff will work with SPP, Head Start staff will work with Head Start. Special Education preschool services will follow the staffing of the larger special education program.

- i. Wednesday will be uniform across the district. The Wednesday schedule from the current MOU remains intact.

14.1 PreK Illustrative Schedules

In-person instruction
Remote; synchronous and asynchronous

Part Day In-Person AM Schedule

Monday/Tuesday/Thursday/Friday

AM In-Person
Hand Washing Attestation/Attendance Breakfast/Hand Washing Free Choice
Plan Circle/Check-In/Community
Do Free Choice/Work Time Small/Individual Groups/SDI
Recess/Outside PE/Movement
Transition/Hand Washing Snack/Hand Washing
Review Upcoming Asynchronous Activities Closing Circle Transition

Part Day In-Person PM Schedule

Monday/Tuesday/Thursday/Friday

PM In-Person
Hand Washing Attestation/Attendance Snack and/or lunch/Hand Washing Free Choice
Plan Circle/Check-In/Community
Do Free Choice/Work Time Small/Individual Groups/SDI
Recess/Outside PE/Movement
Transition/Hand Washing Snack/Hand Washing
Review Upcoming Asynchronous Activities Closing Circle Transition

Part Day Remote AM Schedule

Monday/Tuesday/Thursday/Friday

AM Remote
Check-in/Afternoon Circle (SEL)
Movement/Recess/Break
Small Group Instruction IEP Goals and SDI

(Math/Literacy/SEL)
Snack/Break
Free Choice/Work Time/Seesaw Activities (Art/Science/Math/Literacy/Movement/SEL)
Closing Circle/Afternoon Playdate (Music/Movement, Art, SEL)
Family Connections

Part Day Remote PM Schedule

Monday/Tuesday/Thursday/Friday

PM Remote
Check-in/Afternoon Circle (SEL)
Movement/Recess/Break
Small Group Instruction IEP Goals and SDI (Math/Literacy/SEL)
Snack Break
Free Choice/Work Time/Seesaw Activities (Art/Science/Math/Literacy/Movement/SEL)
Closing Circle/Afternoon Playdate (Music/Movement, Art, SEL)
Family Connections

15. SPED INTENSIVE SERVICE PATHWAYS

- a. SPED services will provide 4 half days in hybrid instruction with the option for extension day services.
- b. Gen-ed half day baseline services will be coupled with the IEP process to add services and allow for more extended service hours on campus.

- c. IEP changes that extend the half day in-person will require discussion by IEP team and informed decision making.
- d. During this current health pandemic, we understand cross cohorting is not ideal. There are impacts on health to both students and staff supporting students in multiple cohorts. Special Education Instructional Assistants will be included to the greatest extent possible in meetings when supports for students are being discussed.
 - Consideration will be given for individual program adjustments in staffing based on caseload needs by pathways and size of classroom capacity to support both in-person and remote learners.
 - Before any staff are reassigned, the district will:
 - o First, request if anyone volunteers to be reassigned for the remainder of the 2020-21 school year.
 - o Second, use the Special Education Relief Funds process currently agreed to in the CBA.

15.1 Elementary SPED pathways

All students who opt into in-person services will be served in-person. IEP teams may consider a full day, in-person model for individual students, based on student need.

Time	COHORT A (Hybrid)	COHORT B (Remote)
2hrs 45min	<p><i>In-person Learning (Gen-Ed or SPED)</i></p> <p>Hand Washing Attestation/Attendance</p> <p>Check-in/Community Building</p> <p>Priority Standards Instruction and SDI minutes</p>	<p><i>Synchronous, and Asynchronous Remote Learning</i></p> <p>Family Connection</p> <p>Science/Social Studies/STI/Ethnic Studies/Black Studies</p> <p>Small group/independent work</p> <p>Arts/Music/PE/Library</p> <p>Gen-Ed SDI/Inclusion</p> <p>Therapy Services</p>

60 min transit ion	Educator/student 30 min lunch Educator 30min planning/ set-up Student transportation time	Educator/student 30 min lunch Educator 30min planning/set-up
2hrs 45min	<p><i>Synchronous and Asynchronous Remote Learning*</i></p> <p>Family Connection</p> <p>Science/Social Studies/STI/Ethnic Studies/Black Studies</p> <p>Small group/independent work</p> <p>Arts/Music/PE/Library</p> <p>Gen-Ed SDI/Inclusion</p> <p>Therapy Services</p> <p>*Support may include extended in-person SDI services</p>	<p><i>Synchronous Remote Learning</i></p> <p>Check-in/Community Building</p> <p>SDI minutes</p> <p>Priority Standards Instruction and SDI minutes</p>

15.2 Secondary SPED Pathways

All students who opt into in-person services will be served in-person. IEP teams may consider a full day, in-person model for individual students, based on student need.

Time	COHORT A (Hybrid)	COHORT B (Remote)
2hrs 55min	<i>In-person Learning (Gen-Ed or SPED)</i>	<i>Synchronous, and Asynchronous Remote Learning</i>

	<p>Hand Washing Attestation/Attendance</p> <p>Check-in/Community Building</p> <p>Priority Standards Instruction and SDI minutes</p>	<p>Family Connection</p> <p>Science/Social Studies/STI/Ethnic Studies/Black Studies</p> <p>Small group/independent work</p> <p>Electives</p> <p>Gen-Ed SDI/Inclusion</p> <p>Therapy Services</p>
<p>60 min transition</p>	<p>Educator/student 30 min lunch</p> <p>Educator 30min planning/set-up</p> <p>Student transportation</p>	<p>Educator/student 30 min lunch</p> <p>Educator 30min planning/set-up</p>
<p>2hrs 55min</p>	<p><i>Synchronous and Asynchronous Remote Learning*</i></p> <p>Family Connection</p> <p>Science/Social Studies/STI/Ethnic Studies/Black Studies</p> <p>Small group/independent work</p> <p>Electives</p> <p>Gen-Ed SDI/Inclusion</p> <p>Therapy Services</p> <p>*Support may include extended in-person SDI services</p>	<p><i>Synchronous Remote Learning</i></p> <p>Check-in/Community Building</p> <p>SDI minutes</p> <p>Priority Standards Instruction and SDI minutes</p>

16. WORKLOAD/EDUCATOR EXPECTATIONS

- a. All program and classroom school teams (Certificated & Classified staff) will be expected to support students' instructional needs in either a remote or hybrid learning model. Simulcasting will not be required and building schedules will reflect this. All staff will work together in order to implement health and safety while focusing support for social emotional learning needs. For remote instructional model, the current MOU family/student contact provisions continue.
- b. No SEA represented employee will be expected to monitor the Care Room.
- c. All certificated and classified staff will be on-site during in-person cohorting hours (AM/PM). Staff will work on campus providing students services. When no students are on-site staff may work remotely. Educators will support supervision and transition as outlined in the CBA in ARTICLE IX Section A.6.a
- d. Offsite remote work will continue on Wednesdays.
- e. In buildings/programs that are unable to be fully staffed for the hybrid in-person instructional model, the district will:
 - i. First, recruit and utilize substitutes to fill these needs.
 - ii. Second, request if anyone volunteers to be reassigned for the remainder of the 2020-21 school year.
 - iii. Third, if a substitute cannot be found, other certificated staff throughout the District will be considered.
 - iv. ELL Certificated educators due to their multilinguistic skills will be last to be reassigned.

16.1 Nurses

The Nurse working onsite will be responsible for duties only within their scope of work as related to the Building Safety Committee operations. The District will continue to work on funding full staffing of a full-time nurse FTE in each building.

- a. In addition to the responsibilities outlined in the 2020-2021 MOU: Certificated and classified nurses will work in-person when students are onsite. State rules pertaining to certificated nurse RNs' responsibility to train, delegate tasks, and oversee other staff members will be followed.

16.2 SAEOPs

- a. All SAEOPs will return to on-site work during open school/business hours. Remote work can be conducted on Wednesdays.
- b. Schools/Departments/Programs may create an office coverage plan that ensures on-site coverage and may account for remote opportunities. Office coverage plans will be reviewed by the Joint SEA and SPS Workload Committee if conflicts arise.
- c. Office site-based hours and remote office hours will be posted on school doors and website for families and community.
- d. Student and family office supports will be scheduled equitably among all SAEOP to ensure building/program/departments services are met.
- e. If multiple SAEOPs share office space, the SAEOP team, in collaboration with the principal/supervisor will ensure all necessary PPE and social distancing or protective barriers are in place.
- f. In offices where social distance is not possible to maintain six feet of space, only one SAEOP will be required to be in the office, and alternative space will be found for additional SAEOPs.
- g. School-based office hours and remote office hours will be posted on school doors and website for families and community. Student and family office supports will be scheduled equitably among all SAEOP to ensure building/program/departments services are met.
- h. Office professionals will not be compelled to be the admin designee, COVID site supervisor, and/or Protective Health Care Room attendant.

16.3 Paraprofessionals

- a. Due to the unique schedules of paraprofessionals, the Building Safety Committee will ensure there is a break area for staff that maintains health and safety protocols.
- b. Instructional Assistants will ensure PPE station is prepared daily for self and/or sub.
- c. Additional classroom duties will be equitably distributed among all classroom staff. All special education staff

- will develop a plan for retrieving students from transportation in which duties are divided equally.
- d. 1:1 support provided by Instructional Assistants will occur when it meets a legitimate student need. Support will be provided in areas where doors are open or there is line of sight with another adult.
 - e. The master schedule will attempt to minimize Instructional Assistants exposure to multiple cohorts within a day.

16.4 Positions That Support Student/Family Needs

- a. Current August 2020-21 MOU expectations will remain in full force.
- b. Student support systems involving psychologists, social workers, FSWs, counselors, SEL staff, and any other SEA represented roles supporting emotional and social needs will continue MOU expectations with these modifications:
 - i. The District will ensure ongoing, consistent inter-department communication between these student support roles (e.g., psychologists, social workers, FSW, counselors, SEL dept.) (see Health & Safety)

16.5 Bus Monitors

- a. All August 2020-21 MOU health and safety protocols will be followed. SPS will provide enhanced PPE and outer garments (both for COVID mitigation and inclement weather) for bus monitors and develop a plan with the bus monitors to acquire, store, and replenish PPE.
- b. Occupants on buses will be a minimum of one bench apart (except for persons from the same household) for seating unless otherwise stipulated in a student's IEP or health plan. This guideline is subject to change based on guidance from OSPI, DOH, and/or PHSKC.

16.6 Pre-School, Head Start, Head Start+, SPP, SPP+, Developmental Preschool, PCIS

All preschool classroom team roles will be maintained as outlined in the current CBA for included and student to staff ratios. All family connection time will continue remotely.

- a. Preschool Assistants will support the preparation of storing PPE items safely and ensure PPE station is prepared daily for self and/or sub.
- b. Additional classroom duties will be equitably distributed among all Preschool staff. All Preschool staff will develop a plan for retrieving students from transportation in which duties are divided equally.
- c. Snacking may be outside during the in-person instructional time.

16.7 Special Education

- a. When an evaluation team member has an approved accommodation and/or is unable to complete an in-person evaluation, the evaluator will work with their direct supervisor to find coverage.
- b. When evaluation team members are required to go into the building to complete assessments, testing locations will meet all health and safety protocols.
- c. Itinerant SPED staff (Vision Services, ITOD, etc.) and ESAs, including School Psychologists, Audiologists, Speech Language Pathologists/Therapists, Occupational Therapists, Physical Therapists, will support students in the remote model and/or in-person for the duration of this agreement. ESA/Itinerant staff services may be provided in-person or in the remote setting determined by student need. These staff will only be required to be on site if they are delivering minutes or doing an in-person evaluation.
- d. When an evaluation team member is high-risk and/or is unable to complete an in-person evaluation, the evaluator will work with their direct supervisor to find coverage.
- e. Special Education staff will not be assigned to instruct general education cohorts and will continue following work expectations in the August 2020-21 MOU.
- f. In Tandem students will receive in-person instruction after a comprehensive safety plan is drafted. Staff will review safety plans regularly and adjust to meet student needs.

- g. The District will work with Bridges program to develop and implement appropriate offsite activities related to student IEP goals, which meet COVID health and safety protocols.

16.8 Dual Language Immersion Programs/Instruction

Dual language educators will work with their building administrator, Building Leadership Team (including parents/caregivers), and Professional Learning Community to implement a schedule that serves the needs of their students and their community.

16.9 Itinerant Staff: ELL, Interventionist, Specialist, Librarians, Family Support Workers, Student Family Advocates, Counselors, Social Workers, Consulting Teachers, and Program Specialists

A workspace will be provided for remote instruction on campus that meets all health and safety protocols outlined in 2020-2021 MOU and additional PPE will be available as needed.

All certificated and classified ELL, interventionist, specialist, and consulting teachers will work in buildings and provide remote instruction for students for the duration of this agreement. Schools/programs/departments will plan on-site coverage that ensures programs/department services are met.

Central office deployed certificated and classified staff with shared office space in collaboration with their supervisor will ensure all necessary PPE and protective barriers are in place in offices where social distance is not possible. Only one certificated or classified staff will be required to be in spaces where social distancing guidelines cannot be met. If office space is limited, time in the office will be scheduled equitably among all certificated and classified staff to ensure program/departments services are met.

- a. Bilingual Orientation Center educators will work with their building admins, Building Leadership Team (including parents/caregivers), and Professional Learning Community to implement a schedule that serves the needs of their students and their community.
- b. Program and building site staff can request itinerant and support staff to enter their classroom and/or cohort on a given day as planned support or coaching (e.g., to support professional growth, instructional needs, student-based needs); staff must still follow all Health and Safety protocols in this agreement.
- c. JSCEE itinerant staff will be issued PPE appropriate to classrooms they will be entering (e.g., gowns, KN95 masks).

16.10 Counselors and Social Workers

All Counselors & Social Workers will report to work on-site to provide students and families in-person and remote services. All health and safety protocols contained in this agreement are in full force.

Counselors and Social Workers may choose at the request of a program and building site staff to enter their classroom and/or cohort on a given day as planned support or coaching (e.g., to support professional growth, instructional needs, student-based needs); staff must still follow all Health and Safety protocols in this agreement.

16.11 Substitute Coverage for Hybrid

The district will continue to utilize substitutes for in person and remote work assignments. 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.

The district will provide Substitutes additional resources (possibly linked in Frontline or pushed out via an email) such as: how to access technology, use LMS, health and safety protocols.

Substitutes will be provided:

- a. To the extent possible, the District will advertise and include substitutes in interactive trainings which are outlined in Health and Safety.
- b. The district will encourage educators to request substitutes for their full day's schedule- inclusive of both in-person and remote instruction.
- c. The District will encourage educators to indicate how many cohorts the substitute will be working with in-person during the day.
- d. Employees designated Senior Subs last year or those who were on track but not been afforded opportunity this year due to lack of overall work assignments will retain their Senior Sub status for the 2020-21 school year.
- e. Laptops will be available at each school site.
- f. The Substitute Office will provide all schools a list of substitutes that have indicated the ability to provide in-person instruction. Schools shall reach out to substitutes on this list to try to secure a substitute. The list will indicate which subs are available for on-call, emergency assignments and be broken down by substitute preference.

- g. Buildings that prior to COVID had chronic substitute vacancies will be connected with an intentional pool of substitutes to provide stable staffing.

17. ACCOMMODATIONS, LEAVES, AND BENEFITS

The provisions of this section enhance the entirety of the “Accommodations, Benefits, and Leaves” section of the prior August 2020-21 MOU, except where 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 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 with tasks deemed essential, 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 and 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 to previous position), 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 unpaid leave or an employee’s own accrued paid leave).

17.1 High Risk Educators

The Association and District acknowledge that staff identified as higher risk according to the [Centers for Disease Control \(CDC\)](#) or living with individuals identified as higher risk may request accommodations prior to returning to work in-person. These accommodations include, but are not limited to, remote work. The District is committed to providing all available and reasonable accommodations to staff who request an accommodation. For more details, see the “Accommodations, Leaves, and Benefits” section of the August 2020-21 MOU.

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

Sections 17.2 and 17.3 below describe the accommodations process for staff assigned to populations of students returning to in-person instruction.

17.2 Accommodations for Staff at Increased 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 and commit to legally making every feasible, available, and reasonable effort to reduce those COVID impacts on Black, Indigenous, and People of Color employees.

For the duration of the August 2020-2021 MOU and this Addendum, staff 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 who are unable to receive a full vaccine dose for COVID due to state distribution schedule and vaccine availability will be offered any and all feasible options for alternative work arrangements, including but not limited to remote work.

17.3 Staff Accommodations

Staff described in Section 17.2 above will be given preference for remote work. Staff within the categories below will be offered reasonable and available accommodations, which may include but are not limited to remote work.

- a. 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).
- b. Staff who cannot wear a mask or other required PPE, as determined by a health care provider (documentation required).
- c. Staff who live in a multi-generational household, with those who are 65 or older and/or are at increased risk of severe illness from the virus that causes COVID, as defined by the CDC (documentation required).
- d. 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).
- e. Staff who are caring for those who are at increased risk of severe illness from the virus that causes COVID as defined by the CDC (documentation required).
- f. 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).
- g. Staff who continue to present symptoms or test positive and cannot come to work with the required attestation (documentation required) of no COVID

symptoms or negative COVID test, and they have already accessed/used any available ECPL leave.

- h. Staff assigned or deployed to District buildings who are unable to attain a full vaccine dose for COVID due to state distribution schedule and vaccine availability.

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

17.4 Leaves

The following leave options replace the current leave provisions outlined in the August 2020 MOU for staff assigned to populations of students who are returning to in-person instruction:

17.41 Administrative Leave Due to Exposure to COVID

Employees who have been advised by a public health agency (documentation required) or the District to quarantine at home due to possible exposure to COVID during the course of their in-person duties may not come to work at a District work site and will work remotely in an alternative remote assignment, if available. If alternative remote assignment is not available, they will be placed on paid administrative leave for the duration of the quarantine period.

17.42 Emergency Circumstances Paid Leave (ECPL)

Between March 11, 2021 and June 30, 2021, the District will offer seven 7 days of Emergency Circumstances Paid Leave (ECPL) for each full and part-time FTE employee (prorated for part-time FTE employees), as well as for each long-term substitute.

Daily substitutes who have been restricted by the District's contact tracing team from working in-person for any jobs the substitute had accepted will have access to up to seven (7) days of ECPL for those missed jobs.

Documentation is required for utilization of ECPL.

In any case where Emergency Circumstances Paid Leave/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%.

17.43 Using Leave

Staff required to report on-site and unable to come to work because they have not or cannot pass the required attestation, can utilize their accrued paid leave or be granted a job protected unpaid leave.

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.

17.44 Leave Sharing

As outlined in RCW 41.04.665, an employee may use shared leave if they, a relative, or a household member is isolated or quarantined as recommended, requested, or ordered by a public health official or health care provider as a result of suspected or confirmed exposure to COVID.

17.5 Benefits

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

17.6 Access to Vaccines/Vaccine Appointments

SEA represented staff may secure COVID vaccine appointments during their regular workday. Staff may utilize their own accrued paid leave, or any available paid leave referenced in 17.42 above for vaccination appointments, to the extent permitted by law. Additionally, staff may also utilize unpaid leave for a vaccine appointment during the workday. Staff may take either a partial workday or an entire workday off for a vaccine appointment. If an appointment becomes available upon short notice, the district shall make every effort to release the employee from their duties to allow them access to such an appointment.

17.7 Non-Retaliation

The employer will not take retaliatory action against an employee if they choose not to receive the vaccine. All District staff are strongly encouraged to receive the Covid-19 vaccine when eligible under the "Washington State Covid-19 Vaccine Allocation Guidance". Regardless of vaccination status, all staff will continue to follow all health and safety precautions.

17.8 SEBB

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

18. COMPENSATION

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

19. GUIDANCE ON MEETINGS

Due to the nature of meetings where prolonged conversation among adults is typical, no in-person meetings will be required for the remainder of the 2020-2021 school year. Any in-person meetings that do occur must continue to follow all health and safety protocols. PPE fittings are exempt from this section.

20. CERTIFICATED and CLASSIFIED EVALUATION

For All Models of Instruction:

Educators should not be penalized in their evaluation for failing to meet a student growth goal when the students are no longer in the teacher's class.

In-Person Only: Certificated and Classified:

In recognition of the uncertain circumstances of working during the COVID health crisis and the significant impact of shifting the instructional model mid-year on both staff and students, the parties agree the focus of evaluation process during this time is rooted in supporting staff in their professional growth to ensure a positive learning environment for students.

All other provisions of the August 2020-2021 MOU and the CBA remain in full force and effect.

Dated this _____ day of March 2021.

For Seattle Education Association,

For Seattle Public Schools,

Uti Yamassee Hawkins, Vice President
Co-Chair Negotiator

Denise Juneau, Superintendent

Reiko Dabney, UniServ Director
Co-Chair Negotiator

Jennifer Matter, President