

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>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"> • 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. <ul style="list-style-type: none"> • Students based on family informed decision-making will be placed in Cohort A (hybrid) or Cohort B (100% remote). Cohort A will attend school in-person in the mornings on Monday, Tuesday, Thursday, and Friday. In the afternoon, students will participate in asynchronous lessons/activities.

	<ul style="list-style-type: none"> • Cohort B will attend school fully remote. They will receive synchronous instruction with their classroom in the afternoons on Monday, Tuesday, Thursday, and Friday. In the morning, students will participate in asynchronous lessons/activities. • Wednesdays will include both asynchronous and synchronous lessons/activities in a fully remote setting. • 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.
<p>Expanded Leaves and Accommodations</p>	<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.
<p>Vaccinations</p>	<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.
<p>Workload</p>	<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

	<p>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.</p> <ul style="list-style-type: none"> • 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. • 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>)
Pre-School, Head Start, Head Start+, SPP, SPP+, Developmental Preschool, PCIS	Snacking may be outside during the in-person instructional time.
Evaluations	Educators should not lose points in their evaluation for failing to meet student growth goals when students are no longer in their classes.