

**Memorandum of Understanding  
by and between  
The Sequim School District No. 323  
and  
The Sequim Education Association**

**Agreement Regarding Terms of Employment and  
Delivery of District Services Impacted by the COVID-19 Crisis**

The District and Association agree upon this Memorandum amidst the COVID-19 pandemic in order to resolve questions regarding employment and District services in this unprecedented time.

For the 2020-21 school year, the Sequim School District is planning a phased re-opening approach which includes an in-person/online hybrid model that will allow education to pivot at any time between remote, hybrid and in-person learning. These stages will be determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Department(s). As the public health situation continues to evolve, the District and the Sequim Education Association will continue to work together to renegotiate these models. Our model of reopening schools, including all potential hybrid learning models, will prioritize the health and safety of our students, staff and entire district-community, positive and justice-driven educational outcomes, the social-emotional needs of students and staff, and thoughtful financial stewardship.

- I. **Health and Safety:** District wide health and safety protocols will be designed to comply with guidance of all applicable public health agencies. Strict compliance with all relevant District safety and health rules will be an essential function of each employee's job. Effective on the date of this MOU, the Sequim School District Health and Safety Protocols are described in Appendix B.
- II. **Compensation:** Employees on continuing and leave replacement contracts will continue to be compensated under the terms of the 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 already in place, as a result of the school closure(s) related to Coronavirus/COVID-19 so long as the work related to the contract is appropriately adapted to the learning platform or assignment.
- III. **Work Schedule:** To train teachers in Canvas and prepare teachers for testing, staff are required to report to their respective buildings for the full 7.5 hour-day between the dates of 9/2/20-9/18/20 (unless alternate arrangements have been made through Human Resources). Commencing 9/21/20, certificated staff are expected to be on campus a minimum 15 hours per week, with a maximum of 7.5 hours per day (unless alternate arrangements have been made through Human Resources).
  - A. Staff who elect to work a portion of their day remotely agree to the following parameters:
    1. A schedule accounting for all remote hours will be submitted to the building principal by 3:00 pm on Thursdays of each preceding week. Staff with special circumstances may work with their building principal to adjust this schedule if needed as long as their work is accomplished.
    2. Staff are expected to be working during this remote scheduling time as usual and in a professional manner as if on campus during a normal teaching day.
    3. It is expected staff working a remote schedule will refrain from engaging in personal activities such as errand running, posting on social media, recreational excursions, social luncheons, and the like. Under normal circumstances the duty-free lunch may allow for such, but it is understood that the flexibility afforded in this agreement requires staff to forego this activity for the duration of this MOU.

4. It is expected that staff will not accept shifts from outside employers during contracted time.
5. Staff will make the necessary arrangements to engage in each scheduled synchronous learning time on campus and free of interruption and distraction.
6. If it is determined that delivery of instruction does not meet quality expectations, or if staff abuse this flexibility, that staff member will be required to report to campus 5 days per week, 7.5 hours per day.

**IV. Planning Time:** The Sequim School District realizes the extra time it takes to successfully teach online. On Wednesdays, teachers will receive 210 minutes of planning time (3.5 hours) and principals will receive 210 minutes (3.5 hours) for professional development, staff meetings, department, and grade level meetings.

**V. Leaves:** COVID-19 presents unique health, family, disability and staffing challenges for the District and its employees. The following provisions are included to provide clear, objective, and practical options for the District and the employees facing those challenges.

In all cases, strict compliance with all relevant District safety and health rules will be an essential function of each employee's job.

**A. Employees with COVID-19/Suspected COVID-19:** Employees who have been diagnosed with COVID-19, or are experiencing symptoms of COVID-19 and are seeking a medical diagnosis, may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

1. Emergency Paid Sick Leave (EPSL) under the federal Families First Coronavirus Response Act (FFCRA) with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) by other paid leaves identified below;
2. Leave for illness, injury or emergency;
3. Shared leave;
4. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement;
5. Washington Paid Family Medical Leave (PFML);
6. Worker's compensation (Under certain circumstances, claims from health care providers and first responders involving COVID-19 may be allowed. Other claims that meet certain criteria for exposure will be considered on a case-by-case basis.)
7. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
8. Unpaid leave of absence for the period of the temporary disabling condition;
9. Long-term disability benefits; and
10. Unemployment benefits.

If after accessing all of these benefits an employee has no option other than an unpaid leave, the District and Association shall meet to discuss other paid leave options.

**B. Employees Quarantined Due to Possible Exposure to COVID-19:** Employees who have been advised by a public health agency to quarantine at home due to possible exposure to COVID-19 may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

1. Explore alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
2. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) by (a) paid administrative leave if the quarantine was due to reported exposure at a District work site; or (b) other paid leaves identified below if the quarantine was due to reported exposure elsewhere;
3. Paid administrative leave if the employee has exhausted EPSL, an alternative work assignment for work/services provided at home is unavailable, and the quarantine was due to reported exposure at a District work site;
4. Leave for illness, injury or emergency;
5. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement;
6. Worker's compensation (Under certain circumstances, claims from health care providers and first responders involving COVID-19 may be allowed. Other claims that meet certain criteria for exposure will be considered on a case-by-case basis.)
7. Unpaid leave of absence for the period of the quarantine; and viii. Unemployment benefits.

**C. Employees Caring for Someone with COVID-19/Suspected COVID-19:** Employees who are caring for an individual who is subject to quarantine because that individual has been diagnosed with COVID-19, or is experiencing symptoms of COVID-19 and is seeking a medical diagnosis, may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

1. Explore alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
2. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;
3. Leave for illness, injury or emergency;
4. Shared leave;
5. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement
6. Washington Paid Family Medical Leave (PFML);
7. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
8. Unpaid leave of absence for the period of time the employee is unable to come to work at a District work site; and
9. Unemployment benefits.

**D. Higher Risk Employees:** Employees who are at higher risk of severe illness or death from COVID-19 as that term is defined by the Governor's proclamation may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

1. Explore reasonable accommodations that would permit the employee to continue to deliver instructional services including alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
2. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$511/day) by other paid leaves identified below;

3. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement
  4. Unpaid leave of absence for the 2020-21 school year; and
  5. Unemployment benefits.
- E. **Higher Risk Individual in the Employee's Household:** Employees who themselves are not at higher risk but have someone in the household who is at higher risk of severe illness or death from COVID- 19 as that term is defined by the Governor's proclamation may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
1. Explore reasonable accommodations that would permit the employee to continue to deliver instructional services including alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
  2. EPSL with supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;
  3. Leave for illness, injury or emergency;
  4. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement
  5. Leave of absence for the 2020-21 school year.
- F. **Employees with Children Impacted by School Closure:** An employee who must care for the employee's child because of a school closure or unavailability of the care provider due to COVID-19 precautions may choose to come to work at a District work site when required by the employee's assignment or may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:
1. Explore reasonable accommodations that would permit the employee to continue to deliver instructional services including alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
  2. EPSL with possible supplementation up to the employee's regular daily salary if the employee's salary exceeds the statutory EPSL cap (\$200/day) by other paid leaves identified below;
  3. Emergency Family and Medical Leave (EFML) under the FFCRA (partially unpaid, and partially paid at 2/3 regular wages up to a maximum of \$200/day) with possible supplementation up to the employee's regular daily salary by other paid leaves identified below;
  4. Leave for illness, injury or emergency;
  5. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement
  6. Unpaid leave of absence for the 2020-21 school year.
- G. **Employees Who Cannot Wear a Face Covering or Other Required PPE:** An employee whose assignment requires work at a District work site and who cannot wear personal protective equipment (PPE) required for the employee's assignment, including but not limited to a face covering, may choose to access any or all of the following benefits upon presentation of appropriate documentation from the employee's health care provider and under the terms of the applicable collective bargaining agreement (CBA) or law:

1. Explore reasonable accommodations that would permit the employee to continue to deliver instructional services including alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
2. Leave for illness, injury or emergency;
3. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement
4. Unpaid leave of absence for the 2020-21 school year; and
5. Other accommodations identified through the interactive process of the Americans with Disabilities Act (ADA) and the Washington Law Against Discrimination (WLAD).

**H. Employees Who Choose to Not Wear a Face Covering or Other Required PPE:** An employee whose assignment requires work at a District work site and who does not have a documented inability to wear PPE required for the employee's assignment, including but not limited to a face covering, but nevertheless does not wish to do so, may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

1. Explore reasonable accommodations that would permit the employee to continue to deliver instructional services including alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
2. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement
3. Unpaid leave of absence for the 2020-21 school year

**I. Employees Who Otherwise Choose to Not Work at a District Work Site Due to Concern for Safety:** An employee whose assignment requires work at a District work site and who does not fit within the conditions of paragraphs A-H above, may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

1. Explore reasonable accommodations that would permit the employee to continue to deliver instructional services including alternative assignment for work/services which may be provided from home, if available (see paragraph J below);
2. Personal Leave as defined in the Sequim Education Association Collective Bargaining Agreement
3. Unpaid leave of absence for the 2020-21 school year

Employees who allege their workplace is unsafe are encouraged to immediately report their concerns to their building COVID contact (typically the Assistant Principal). Such employees may in limited circumstances also have recourse through the Department of Labor & Industries under WAC 296-36-150.

**J. Alternative Work Assignments Provision One:** When an employee's assignment requires work/services at a District work site and the employee cannot, or chooses to not, work at a District work site, the District will attempt to accommodate these circumstances by assigning the employee to available work that can be provided remotely from home on the condition that the employee is qualified, prepared and willing to provide such services. When choosing from among multiple employees for the same available assignment, the District will prioritize employees in the following order:

1. Employees who hold the appropriate training, licensing, endorsement or other qualifications for the position;

2. Employees quarantined due to possible exposure to COVID-19;
3. Employees caring for someone with COVID- 19/suspected COVID-19; iv. Higher risk employees or employees with a higher risk individual in the employee's household;
4. Employees with children impacted by school closure;
5. Employees who cannot wear a mask or other required PPE;
6. Employees who choose to not work at a district work site due to concern for safety; and Employees who choose to not wear a mask or other required PPE.

If two or more employees have equal priority under the conditions above, the District will use District seniority to make the assignment. If a remote assignment is created and assigned to an employee with the expectation that it will continue for the entire school year, the District will not be required to reassign employees previously awarded such assignments in order to accommodate remote assignments for other employees whose need for an alternative assignment arises later in the school year.

**K. Alternative Work Assignments Provision Two:** To maximize the District's options for meeting the educational, social and emotional needs of students in the unusual circumstances of the 2020-21 school year, the Association and District agree to the following limited opportunity for temporary reassignment of employees:

1. An employee may be temporarily assigned to provide services outside the employee's normal job description if work within the employee's job description is unavailable due to the temporary closure of school facilities;
2. Such employee may only be assigned to perform work for which the employee is appropriately trained, licensed (if applicable) and prepared to perform;
3. Such assignment shall not, without the employee's agreement, exceed the hours normally assigned to such employee;
4. Such employee shall be paid the regular salary, wages and benefits the employee would receive from the employee's normal assignment;
5. Such employee's temporary assignment may not result in displacing any other employee performing services within their regular job description;
6. Such employees shall not be assigned job duties associated with job classifications with a higher rate of pay than the employee's rate of pay;
7. The temporarily reassigned employee retains a right to return to the employee's original assignment upon resumption of normal school operations, subject to existing contract rights of the District to reduce the workforce and/or reassign employees within the same bargaining unit; and
8. This provision applies exclusively to the assignments and job duties of SEA-represented employees, unless agreed to by other bargaining units. SEA-represented employees will not be assigned job duties performed by job classifications in other bargaining units without the agreement of any affected bargaining unit(s).

**L. Possible Limitations:** All the contractual, insurance and statutory leave benefits referenced above have specific rules or external agencies that govern their application, and the terms of this agreement will be interpreted consistent with those rules and agencies. Some of the leave entitlements may require documentation from a health care provider. The leave entitlements within the FFCRA (both EPSLA and

EFMLA) currently expire December 31, 2020 and the parties agree to meet prior to that date to reconsider whether the leave entitlements above will be amended.

- IV. **Evaluation:** The District shall engage in certificated educator evaluations for the 2020-21 school year. The parties agree to follow the guidelines set forth in OSPI Bulletin NO. 063-20 entitled, Educator Growth and Development (see Appendix C). The parties further agree to allow recorded lessons to be utilized in the evaluative process if both the unit member and the administrator agree.
- V. **Educational Plan:** Effective on the date of this MOU, the instructional and service delivery model is described in Appendix A.
- VI. **Children on Campus:** To assist with child care issues that some staff may be confronting during the time of full distance learning, the district will allow staff to bring their school-age children (K-12<sup>th</sup> grade) to their classroom under the rules and guidelines set forth in Appendix D.
- VII. **Communication:** The District will continue to provide updates regarding recommendations from Clallam Public Health and the Office of the Superintendent of Public Instruction related to school operations and appropriate measures under way to minimize the spread of the virus.
- VIII. **Effective Dates:** This MOU shall be in effect for the 2020-21 school year and shall sunset on the last instructional day of the school year, or at such time it is determined to be safe to bring all students and staff back for in-person instruction. The parties agree to revisit the provisions of this MOU should any part of it prove problematic while in effect. All other provisions of the collective bargaining agreement shall remain in full effect. This MOU is not precedent setting and is intended to address the specific and unprecedented health emergency presented by COVID-19.

Agreed to this day of August 28 2020. Signed this day of August 28, 2020.



SEA Representative

8/28/20

Date



SEA Representative

8/28/20

Date



District Representative

8/28/20

Date



District Representative

8/28/20

Date

## APPENDIX B

### **Health Services Student Health Management Guidelines**

#### **General Guidance**

Do not allow students, staff, vendors, parents and guardians, or guests on-site if they:

- Are showing **Symptoms of Coronavirus – CDC** (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).
- Have been in close contact\* with someone who has confirmed or suspected COVID-19 in the last 14 days.
- All staff and students should follow the “Keep Me Home If” and CDC guidelines:
  - <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/>
  - [https://www.kingcounty.gov/depts/health/child-teen-health/child-care-health/~media/depts/health/child-teen-health/child-care-health/documents/posters/keep-me-home-if-EN.ashx](https://www.kingcounty.gov/depts/health/child-teen-health/child-care-health/~/media/depts/health/child-teen-health/child-care-health/documents/posters/keep-me-home-if-EN.ashx)
  - Also see:  
[http://sequimschools.org/departments/Health/student\\_health\\_information/when\\_to\\_keep\\_your\\_child\\_home\\_from\\_school](http://sequimschools.org/departments/Health/student_health_information/when_to_keep_your_child_home_from_school)

\*Health care providers, EMS workers, and educational staff associate who wore proper personal protective equipment (PPE) are OK to attend.

Health service staff to conduct active surveillance for influenza cases with management of [Illness Logs](#), student attendance, and any/all reports of student illness by parents. See [Pandemic Flu Plan for District Health Rooms](#).

Ensure health room staff are trained in health and safety protocols, including how to screen for symptoms, maintaining physical distance, wearing appropriate PPE, frequent cleaning and handwashing, and **Many frequently asked questions such as:**

[What to do if you have confirmed or suspected coronavirus disease \(COVID-19\) \(PDF\) \(25 languages available\)](#), and

[What to do if you were potentially exposed to someone with confirmed coronavirus disease \(COVID-19\) \(PDF\) \(25 languages available\)](#).

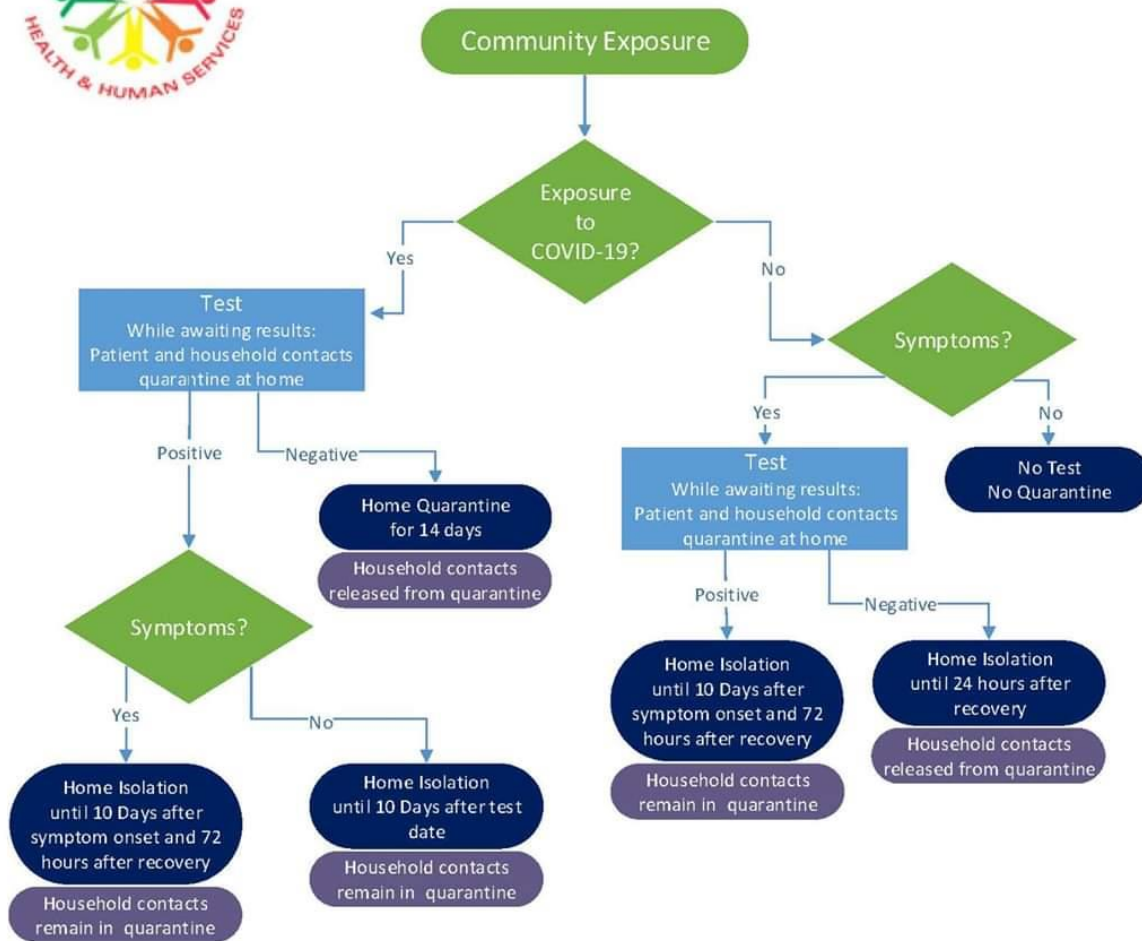
When You Can be Around Others After You Had or Likely Had COVID-19

([https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html))





## Testing and Quarantine Guidance



**Exposure:** close contact within 6 feet for >15 minutes or presence at an outbreak setting

**Symptoms of COVID-19:** cough, shortness of breath, fever, chills, sore throat, headache, nausea/vomiting, diarrhea, fatigue, muscle aches, cold or flu-like symptoms, sudden loss of taste or smell

**Recovery:** resolution of fever and improvement in all other symptoms

**Quarantine for Healthcare workers/First Responders:** must quarantine outside of work, but can return to work if asymptomatic, with a negative COVID test, daily symptom/temperature screening and stringent masking

**Positive cases and their contacts** will be contacted by the health department

Communicate regularly with staff, and emphasize the importance of wearing masks, staying home when sick, physical distancing of six feet, minimize contacts, and hand and respiratory hygiene.

#### Staff Education:

- SafeSchools: **Coronavirus Awareness**. SafeSchool's Coronavirus Awareness (Full Course).  
[https://sequimschools-wa.safeschools.com/training/launch/course\\_work/407D633E-C067-11EA-9513-208C6135141F](https://sequimschools-wa.safeschools.com/training/launch/course_work/407D633E-C067-11EA-9513-208C6135141F)
- [Mask Guidance for Schools](#)  
(<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/ClothFacemasks.pdf>)
- [Sequim School District Social-Emotional Learning Supports](#)
- [Sequim School District COVID-19 Fact Sheet for Staff](#)
- [Screening Procedure.docx](#)
- COVID Symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-11x17-en.pdf>)
- [Fight Pandemic Flu and Germs – OSHA](#)
- [L&I COVID-19 Requirements](#)
- [Sequim School District Pandemic Flu Plan](#)
- [OSHA Exposure Control Plan](#)
- Hand sanitizer use: <https://www.cdc.gov/handwashing/hand-sanitizer-use.html>



Safe Hand Sanitizer  
Use in Schools Fact

Communicate regularly with families, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene.

#### Resources:

[face-coverings-Poster for schools.pdf](#)  
[Dear Families-COVID Information.docx](#)  
[Fight Pandemic Flu and Germs.docx](#)  
[10 Things You Can Do to Manage Your COVID Symptoms at Home](#)  
(<https://www.cdc.gov/coronavirus/2019-ncov/downloads/10Things.pdf>)  
[Sequim School District COVID-19 Fact Sheet for Families.docx](#)

**All students, staff, volunteers, and guests must wear cloth face coverings in K-12 settings (school premises and buses).** See below for more information about cloth face coverings guidance and refer to [Mask Fact Sheet](#). Refer to the [Department of Labor & Industries COVID-19 Workplace Safety and Health Requirements](#) for more information.

Monitor student and employee attendance and absences. Follow Clallam County Health and Human Services (CCHHS) direction on reporting COVID to point person (pending-3 in one class?). Follow **OSPI Infectious Disease Guide**: Report 10% of students our ill at any school.

## People at High Risk for Serious Health Problems from COVID19

[https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html)

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K–12 activities.

- Review Emergency Care Plans for children with chronic illnesses (asthma, allergies, etc.) so all staff is aware.
- Contact all families whose student has a health concern that puts them at greater risk to plan for that student's education.
  - Protections for Children at Higher Risk for Severe Illness from COVID-19
    - Offer options for students at higher risk of severe illness that limit their exposure risk (i.e., virtual learning opportunities).
    - Personal Protective Equipment (PPE) should be utilized in addition to cloth face coverings in cases where medically fragile students are in physical school buildings.
    - Consistent with applicable law, put in place policies to protect the privacy of students at higher risk for severe illness regarding underlying medical conditions.

## Health Screening at Entry

Check for signs of illness for all staff and students at entry each day. For more information or options for temperature checking, see the **CDC guidance Student Screening Process**.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

Establish in writing (refer to SSD Policy: \_\_\_\_\_), the threshold conditions for excluding someone from campus, to ensure consistency so that health screeners are never operating on their own discretion. If there is any question regarding student health, students must be sent to the health room for evaluation or contact school nurse.

Health room staff and staff conducting health screenings must wear adequate PPE in consideration of the risk: **Screening Procedure**.

Staff and students with any illness must stay home. For any ill student, on the first day after a break or for a new student, please ask about symptoms in the past three days (72 hours). Ask the parents or guardians the following questions:

- Does your student have any of the **COVID Symptoms** (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)? Refer to **Dear Families - COVID**

The student must be excluded from school if the answer to any of the above questions is “yes.” Refer to **Returning to school after suspected COVID-19 symptoms**. (<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home->

[isolation.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html](https://www.cdc.gov/2019-ncov/2Fprevent-getting-sick%2Fwhen-its-safe.html)). Utilize Illness Log to manage any student reported to have COVID, diagnosed with COVID or sent home from school “sick” or with fever 100.4 or greater.

If the answer to all the above questions is “no,” check the student for signs of being sick, such as flushed cheeks or tiredness. Keep a distance of at least six feet of space or have a physical barrier between you and the student during assessment.

## **Physical Distancing**

Practice physical distancing (six feet) as much as possible. Create space between students and reduce the amount of time they are close with each other. Your ability to do this will depend on students' ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. Think creatively about all opportunities to increase physical space between students and limit interactions. Schools may encourage physical distancing strategies such as increased spacing, small groups, and limited mixing between groups when feasible.

- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution. Refer to **Sequim School District Pandemic Flu Plan for District Health Rooms.**

## **Hygiene Practices**

Health Services Staff to reinforce student and school employee education regarding control of viral infections by emphasizing the triad of good health habits whenever possible: Hand Washing Hygiene, Respiratory Etiquette and NO Touching Eyes, Nose and Mouth, especially with the complaint of any possible symptoms no matter how minor.

- Wash hands often with soap and water for at least 20 seconds.
- Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home.
- Help young children to make sure they are doing it right.
- Teach children (and adults) not to touch their eyes, nose, and mouth with unwashed hands.
- If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and fragrance-free.
- Supervise use of alcohol-based hand gel by young children.
- Cover coughs or sneezes with a tissue, then throw the tissue in the trash.
- Clean hands with soap and warm water or hand gel.
- Build handwashing into classroom activities, and encouraging about every 2 hrs.

## **Cloth Face Coverings**

Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students, volunteers and guests. See the **Washington State Department of Health Guidance on Cloth Face Coverings and CDC Recommendation Regarding the Use of Cloth Face Coverings** (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>) for more information.

Provide families with instructions on how to wear, sanitize, and properly maintain cloth face coverings (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html>).

All students, volunteers, or guests must wear cloth face coverings at school. For staff, cloth facial coverings must be worn by every individual not working alone at the location unless their exposure dictates a higher level of protection under **Department of Labor & Industries safety and health rules and guidance**. Refer to **The Washington State Department of Health** for additional details. Refer to **Mask Guidance for Schools**.

<https://coronavirus.wa.gov/information-for/you-and-your-family/face-masks-or-cloth-face-covering>

<https://www.kingcounty.gov/depts/health/covid-19/care/masks.aspx>

<file:///C:/Users/sbittner/Desktop/COVID%20RTS/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf>

- Cloth face coverings should not be worn by:
    - o Those with a disability that prevents them from comfortably wearing or removing a face covering.
    - o Those with certain respiratory conditions or trouble breathing.
    - o Those who are deaf or hard of hearing and use facial and mouth movements as part of communication.
    - o Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
  - Students may use face shields as an alternative to a cloth face covering.
  - Younger students must be supervised when wearing a cloth face covering or face shield and will need help putting them on, taking them off, and getting used to wearing them.
- CDC: Younger children (e.g., preschool or early elementary aged) may be unable to wear a mask properly, particularly for an extended period of time. Wearing of masks may be prioritized at times when it is difficult to maintain a distance of 6 feet from others (e.g., during carpool drop off or pick up, or when standing in line at school). Ensuring proper mask size and fit and providing children with frequent reminders and education on the importance and proper wear of masks may help address these issues.
- Even when cloth face coverings are worn, continue practicing proper physical distancing.

Other Tips ([Child Care Health Program face-coverings-guidance schools, childcare and early learning.pdf](#))

- For safety, children must be able to remove face coverings on their own. Face coverings with elastic straps instead of ties can make this easier.
- Have extra face coverings for children in case one becomes contaminated or handled incorrectly (i.e. by another child).
- Store face coverings in individual bags or containers when not in use (i.e. mealtime).
- Label face coverings with the child's first and last name to avoid mix-ups.
- Teachers and childcare providers should wash hands before and after helping a child with their face covering.
- For instructions on how to make a deaf-friendly face covering with a clear window that provides visual access for communication, see the Hearing, Speech and Deaf Center's step-by-step guide.
- Everyone should wash their face coverings daily with soap and water or in a washing machine. Let them dry completely before reusing.

CDC **does not currently recommend** use of face shields as a substitute for masks. However, wearing a mask may not be feasible in every situation for some people for example, people who are deaf or hard of hearing—or those who care for or interact with a person who is hearing impaired. Here are some considerations for individuals who must wear a face shield instead of a mask:

- Although evidence on face shields is limited, the available data suggest that the following face shields may provide better source control than others:
  - Face shields that wrap around the sides of the wearer's face and extend below the chin.

## **What to do if Someone Develops Signs of COVID-19**

To prepare for the potential of student or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and CCHHS (pending).

- Prepare Influenza-like Illness Reports and forward to CCHHS point of contact and the school's administrator.

If a student or staff member develops **COVID Symptoms**, separate the person away from others, with supervision at six feet, until the sick person can leave. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave. See **SSD Pandemic Flu8 Plan for District Health Rooms**.

The person with symptoms should follow **DOH guidance for what to do if you have symptoms for COVID-19** : ([COVIDconcerned.pdf](#)) ([COVIDcasepositive.pdf](#)) Ask the employee or student's parent or caregiver to inform the school right away if the person is diagnosed with COVID-19.

**Insert Here: Newsletter/publication to be developed**

If a student or staff member tests positive for COVID-19 **Clallam County Health and Human Services** will advise and direct the District regarding staff, classroom and family notification. (The OSPI reports it is likely that many of the student's classmates will be considered close contacts and need to be quarantined for 14 days.) Health Services will contact them while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). Refer to [What to do if you were potentially exposed to someone with confirmed coronavirus disease \(COVID-19\)?](#)

## **Returning to School After Having Suspected Signs of COVID-19**

A staff member or student who had signs of suspected or confirmed COVID-19 can return to the program when: Refer to **Fight Pandemic Flu and Germs**.

Ensure that students and families are aware of **policies** that encourage them to stay at home without fear of reprisal.

- At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; AND
- At least 10 days have passed since signs first showed up. OR
- It has been at least three days (72 hours) since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other **COVID-19 symptoms** during the 14 days after the last day they were in close contact (**CDC: Who is considered a close contact to someone with COVID-19?**

For COVID-19, a close contact is defined as anyone who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated.) (<https://www.cdc.gov/coronavirus/2019-ncov/faq.html#:~:text=For%20COVID%2D19%2C,the%20patient%20was%20isolated.>)

with the person sick with COVID-19. They should not go to work, child care, or public places for 14 days. Direction per CCHHS for exclusions after COVID exposure.

## **Health Room Cleaning and Disinfecting**

Refer to SSD **Pandemic Flu Plan for District Health Rooms**: Refer to SSD's **Exposure Control Plan per OSHA** Standards.

Schools should have infection control plans, updated to reflect what is known about COVID19. A good resource is **Cleaning for Healthier Schools – Infection Control Handbook 2010**.

Current **guidance for cleaning and disinfection for COVID-19 from the CDC** states that disinfectants should be registered by the EPA for use against the COVID-19. <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>



**Disinfectants for Use Against SARS-CoV-2 (COVID-19)** <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>. Disinfectants based on hydrogen peroxide or alcohol are safer. The **University of Washington has a handout with options for safer cleaning and disinfecting products that work well against COVID-19.**

Always follow the disinfectant instructions on the label:

- Use disinfectants in a ventilated space. Heavy use of disinfectant products should be done when children are not present, and the facility should air out before children return.
- Use the proper concentration of disinfectant.
- Keep the disinfectant on the surface for the required wet contact time.
- Follow the product label warnings and instructions for PPE such as gloves, eye protection, and ventilation.
- Keep all chemicals out of reach of children.
- Facilities must have a Safety Data Sheet (SDS) for each chemical used in the facility.
- Parents, teachers, and staff should not supply disinfectants and sanitizers.

## **More COVID-19 Information and Resources**

Stay up to date on the current COVID-19 situation in Washington, Governor Inslee's proclamations, symptoms, how it spreads, and how and when people should get tested. See our frequently asked questions for more information.

The risk of COVID-19 is not connected to race, ethnicity or nationality. Stigma will not help to fight the illness. Share accurate information with others to keep rumors and misinformation from spreading.

- Washington State Department of Health 2019 Novel Coronavirus Outbreak (COVID-19)
- Washington State Coronavirus Response (COVID-19)
- Find Your Local Health Department or District
- CDC Coronavirus (COVID-19)
- Stigma Reduction Resources

Have more questions about COVID-19? Call our hotline: 1-800-525-0127. For interpretative services, press # when they answer and say your language. (Open from 6 a.m. to 10 p.m.) For questions about your own health, COVID-19 testing, or testing results, please contact your health care provider. To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 (Washington Relay) or email [civil.rights@doh.wa.gov](mailto:civil.rights@doh.wa.gov).

## **WORKSITE EMPLOYEE HEALTH & SAFETY REQUIREMENTS**

The following set of rules and guidance for staff health and safety was developed by the Department of Labor & Industries (L&I), the Department of Health (DOH), and the Office of Superintendent of Public Instruction (OSPI).

All school districts must adopt a written procedure for employee safety and student interaction that is at least as strict as this procedure and complies with the safety and health requirements below.



## Safety and Health Requirements

All school districts have a general obligation to keep a safe and healthy worksite in accordance with state and federal law and safety and health rules for a variety of workplace hazards. In addition, they must comply with COVID-19 worksite-specific safety practices as outlined in the Governor's orders enacted now and, in the future, and in accordance with **L&I General Requirements and Prevention Ideas for Workplaces** and the **DOH Workplace and Employer Resources & Recommendations**. Amendments and changes to these requirements will be implemented in accordance with the timelines provided in the amendments issued by these agencies. K–12 employers must specifically ensure operations follow the main L&I COVID-19 requirements to protect workers, including:

1. Educate workers in the language they understand best about coronavirus and how to prevent transmission and the employer's COVID-19 policies.
2. Limit all indoor spaces to a capacity in which a six-foot distance can be kept between all staff, students, and others.
3. Maintaining a minimum six-foot separation is required between all employees, students, and others to the maximum extent feasible. When strict physical distancing is not feasible for a specific task, the employer is required to provide additional prevention measures, such as use of barriers, personal protective equipment (PPE) that provides a higher level of protection minimize the number of staff or students in the enclosed areas, and stagger breaks, recesses and work shift start.
4. Provide at no cost to employees and require to be worn PPE such as gloves, goggles, face shields and face coverings or masks as appropriate or required for the activity being performed. Cloth facial coverings must be worn by every employee not working alone on the jobsite unless their exposure dictates a higher level of protection under **L&I safety and health rules and guidance** with the following exceptions: when working alone in an office, vehicle, or at a job site; if the individual is deaf or hard of hearing, or is communicating with someone who relies on language cues such as facial markers and expression and mouth movements as a part of communication; if the individual has a medical condition or disability that makes wearing a facial covering inappropriate; or when the job has no in-person interaction. Refer to **Coronavirus Facial Covering and Mask Requirements** for additional details. A cloth facial covering is described in DOH guidance.
5. Ensure frequent and adequate hand washing with adequate maintenance of supplies. Use disposable gloves where safe and applicable to prevent transmission on tools or other items that are shared.

Process:

- Disinfection of hands in gloves first
  - Then remove glasses and mouth / nose protection
  - Followed by second disinfection of hands in gloves
  - Finally remove gloves and wash hands thoroughly.
6. Increase the frequency of facility cleaning schedules that includes cleaning and sanitizing with an emphasis on commonly touched surfaces – which shall be no less stringent or frequent than what is required by the Department of Health for K–12 schools. Health rooms will follow the SSD Pandemic Flu Plan for District Health Rooms and the OSHA ECP for BBP.
  7. Screen employees, students, and any other individual who will be at the school facility for

more than 15 minutes, for signs/symptoms of COVID-19 at start of every shift, including taking temperatures prior to the start of each workday or shift. See **Screening Procedure**. All students must enter the building through designated screening entrances.

8. Make sure sick employees and students stay home or immediately go home if they feel or appear sick. Families to get: **Fight Pandemic Flu and Germs** and **10 Things You Can Do...**

9. Cordon off any areas where an employee or students with probable or confirmed COVID-19 illness worked, touched surfaces, etc. until the area and equipment are cleaned and sanitized. Follow the **cleaning guidelines established by the CDC** to deep clean and sanitize. <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

The school nurse shall be the site-specific COVID-19 supervisor for District Health rooms to monitor the health of health room staff and enforce the COVID-19 job site safety plan: See **Pandemic Flu Plan for District Health Rooms**.

## **Health Room Staff**

For K–12 employees who do not work in the school/classroom environment, employers will refer to **L&I's health and safety standards** that are best suited for each job class (grounds/landscapers, carpenters, non-school based food service workers, warehouse workers, etc.).

All requirements in this section are subject to additional review and revision by the Department of Health and the Department of Labor & Industries, in conjunction with the Office of Superintendent of Public Instruction. See Additional supplementary documents and guidance.

## **Health Room Safety Training and Orientation**

When districts prepare to open school buildings, it is important to provide safety training and orientation for students, families, and staff.

Actions for Implementation

- ✓ Determine routines and protocols for safety.
- ✓ Train for understanding and to keep health and safety protocols in place.
- ✓ Hold orientation prior to the first day back in the building; teach consistent safety protocols.

## **Vaccine administration, antibody/antigen testing or other testing for COVID-19 at school:**

Consult with public health, school administrators, and student's PCP to determine indicators, process to establish, obtain permission from guardian.

Immunization clinics may be offered for routine and new vaccines as per Clallam County Health and Human Services.



School-Admin-K12-readiness-and-plann

WSDOH FallGuidanceK-12.pdf

Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200

k12.wa.us

## APPENDIX C



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

August 7, 2020

( ) Action Required

Due date:

(X) Informational

### BULLETIN NO. 063-20 EDUCATOR GROWTH AND DEVELOPMENT

TO: Educational Service District Superintendents  
School District Superintendents  
School District Business Managers  
School District Human Resource Managers  
School District Learning and Teaching Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Teacher and Principal Growth and Evaluation (TPEP) Guidance for 2020–21

CONTACT: Sue Anderson, Director, Educator Effectiveness  
[sue.anderson@k12.wa.us](mailto:sue.anderson@k12.wa.us)

## PURPOSE/BACKGROUND

Last spring, the Office of Superintendent of Public Instruction (OSPI) provided guidance to school districts and local associations about teacher and principal evaluation for the 2019–20 school year only. In anticipation of a variety of schooling options for 2020–21, OSPI is providing new guidance for the coming school year.

In developing this guidance, the TPEP Steering Committee shares the OSPI goal of creating the conditions for each student to be educated in racially literate, culturally sustaining, positive, predictable environments that intentionally prioritize the instruction and development of social-emotional skills and mental health in addition to a primary focus on academic content, by supporting the growth of the educators who teach them and lead their schools.

## Guiding Principles

We urge district, school, and association leaders to use common sense regarding evaluation. This includes:

- Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, a formative stance will be most useful.

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August 7, 2020

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- Recognizing that the opportunities for providing/substantiating evidence in the usual ways may be restricted, and that with this, the absence of evidence for an indicator or component should not be cause for lowering a score.
- Acknowledging teachers' and school leaders' specific contexts (issues with internet access, health concerns, children at home) when working remotely, and the impacts these contexts have on their work.
- Honoring the importance of setting up (reasonable) expectations for teachers and school leaders at the outset, and then ensuring robust supports are provided for them to meet these expectations.

Procedures for the logistics of completing the evaluation process and forms may need to change for the 2020–21 school year. Tools such as phone or Zoom evaluation conferences, remote and/or video observations, electronic and/or email signatures, and forms being used for this year (2020–21) only may be necessary.

The chart below is also posted on the [TPEP page of the OSPI website](#). Check this page frequently for updates.

### Teacher and Principal Evaluation Guidance

Item	Employment/Evaluation Status	Recommended Process
1	Teachers/principals who are scheduled for a Focused evaluation.	Proceed with regular Focused evaluation process.
2	Teachers and principals in years two and beyond who are scheduled for a Comprehensive evaluation under RCW 28A.405.100.	<p>Decide on two criteria to be formally scored using evidence provided during the 2020–21 school year. Remaining six criteria to be scored by assigning score received in most recent Comprehensive evaluation. Determination of the two criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher's or principal's evaluator, per WAC 392-191A-120 and 392-191A-210.</p> <p>Teacher/principal can be moved to regular Comprehensive cycle (all 8 criteria) if notified in writing by December 15.</p>

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Item	Employment/Evaluation Status	Recommended Process
3	Teachers/principals in their first year of teaching/leading, on a Comprehensive evaluation.	<p>Use the traditional Comprehensive process OR determine at least two criteria to be formally scored using evidence provided during the 2020–21 school year. Remaining criteria to be scored "Basic" as default score. <i>Districts are encouraged to note the use of "default scores due to the circumstances of the COVID-19 pandemic" where applicable.</i></p> <p>Determination of the scored criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher's or principal's evaluator, per WAC 392-191A-120 or 392-191A-210.</p> <p>If adequate evidence that clearly indicates Proficient practice is provided for default criteria, evaluator may override the Basic score.</p>
4	Teachers/principals with two or more years of successful performance in another Washington state district or another state who are in their first year of teaching/leading in a new district (and, therefore, on a Comprehensive evaluation) "Provisional 3."	Use the traditional Comprehensive process OR use process identified in #2 above OR handle locally on a case-by-case basis.
5	Teachers/principals on probation or plan of improvement.	Handle locally on a case-by-case basis.

## INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Sue Anderson, Director, Educator Effectiveness, at 360-725-6116 or email [sue.anderson@k12.wa.us](mailto:sue.anderson@k12.wa.us). The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

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Michaela W. Miller, Ed.D., NBCT  
Deputy Superintendent

Cindy P. Rockholt  
Assistant Superintendent  
Educator Growth and Development

Sue Anderson  
Director  
Educator Effectiveness

CR:sa

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## APPENDIX D

### Children of Employees in the Workplace during Full Distance Learning

#### Rules and Guidelines

To assist with the child care issues that some of our employees may be confronting during the time of full distance learning, the district will allow our employees (in positions and situations where this is practicable) to bring their school-age children (K-12<sup>th</sup> grade) to the workplace. Employees will need to work with their site Principal, department manager and/or immediate supervisor to determine whether it is practicable for the employee to bring their child/children to their workplace, under the specific guidelines below that must be adhered to.

1. Only the employee's own household children will be allowed under these guidelines.
2. The employee and their children must follow all standards set forward by Sequim School District, including daily check in and check out (including children) with the Principal, site administrator or supervisor at your workplace.
3. Children cannot be in common areas.
4. Your child/children must be in line of site and directly supervised by the employee. The workplace will not provide any supervision.
5. The employee's child/children will be under their supervision, care, custody, and control.
6. The district is not responsible for food/meals for any child/children.
7. The employee must have a space for the child/children to do their work.
8. The child/children must take breaks when the employee takes breaks and children cannot be unsupervised on campus or the workplace.
9. The children and the employee will remain in the classroom or approved work space, except for use of the restrooms.
10. The employee must be able to do 100% of their job while the child/children is/are present.
11. There can be no centralized grouping of children to share responsibilities – individual parent supervision only.
12. Employee acknowledges that if there are problems/disruptions the permission for having their child/children on campus or the workplace can be revoked.
13. The district is not responsible for the health and safety of employee children including injury or illness.
14. The employee and their child/children will practice recognized COVID-19 prevention procedures including, but not limited to, daily health screenings before arrival (those displaying signs or symptoms should not be brought to school), practice physical distancing when around other people not in their family, wearing face coverings when outside of their classroom or work space, such as common areas of the school site or workplace, frequent hand washing or hand sanitizing, and refraining from touching their faces and any other protocols set by the Sequim School District.