

**Memorandum of Understanding**  
**By and Between**  
**The Dieringer School District No. 343**  
**and**  
**The Dieringer Education Association for Certificated Employees**

**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 Dieringer School District is planning a sustainable and flexible online/remote-only instructional model. There are also potential stages for in-person/online hybrid models that would 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 Dieringer 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 community.

- 1) **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 Dieringer School District Health and Safety Protocols are described in Appendix C.
- 2) **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.

3) **Supplemental Stipends:** The District and the Association will continue to explore alternative uses of supplemental stipends that benefit the social, emotional, and academic development of students. This could include the possibility of instruction and support being delivered at unique times to meet the needs of students and community. Staff will be given equal opportunity to apply for any alternative uses of these funds as available in their building.

4) **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.

01) **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:

- a. Emergency Paid Sick Leave (EPSL) under the federal Families First Coronavirus Response Act (FFCRA), with possible 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;
- b. Leave for illness, injury or emergency;
- c. Shared leave;
- d. Personal leave and/or vacation leave (only available under the terms of some CBAs);
- e. Washington Paid Family Medical Leave (PFML);
- f. 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.)
- g. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
- h. Unpaid leave of absence for the period of the temporary disabling condition;
- i. Long-term disability benefits; and
- j. Unemployment benefits.

02) **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:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 10 below);
- b. EPSL with possible 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;
- c. 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;
- d. Leave for illness, injury or emergency;
- e. Personal leave and/or vacation leave (only available under the terms of some CBAs);
- f. Unpaid leave of absence for the period of the quarantine; and
- g. Unemployment benefits.

03) **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:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 10 below);
- b. 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;
- c. Leave for illness, injury or emergency;
- d. Family illness leave, if provided under the terms of the CBA;
- e. Shared leave;
- f. Personal leave and/or vacation leave (only available under the terms of some CBAs);
- g. Washington Paid Family Medical Leave (PFML);
- h. Family Medical Leave Act (unpaid leave except for continued health insurance benefits);
- i. Unpaid leave of absence; and
- j. Unemployment benefits.

04) **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:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 11 below);
- b. EPSL with possible 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;
- c. Leave for illness, injury or emergency;
- d. Personal leave and/or vacation leave (only available under the terms of some CBAs);
- e. Unpaid leave of absence; and
- f. Unemployment benefits.

05) **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:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 11 below);
- b. 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;
- c. Leave for illness, injury or emergency;
- d. Personal leave and/or vacation leave (only available under the terms of some CBAs); and
- e. Unpaid leave of absence.

06) **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:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 11 below);
- b. 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;
- c. 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;



- d. Leave for illness, injury or emergency;
- e. Family illness leave, if provided under the terms of the CBA;
- f. Personal leave and/or vacation leave (only available under the terms of some CBAs); and
- g. Unpaid leave of absence.

07) **Employees Who Cannot Wear a Mask 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 mask, 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:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 11 below);
- b. Leave for illness, injury or emergency;
- c. Personal leave and/or vacation leave (only available under the terms of some CBAs);
- d. Unpaid leave of absence; and
- e. Other accommodations identified through the interactive process of the Americans with Disabilities Act (ADA) and the Washington Law Against Discrimination (WLAD).

08) **Employees Who Choose to Not Wear a Mask 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 mask, 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:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 11 below);
- b. Personal leave and/or vacation leave (only available under the terms of some CBAs); and
- c. Unpaid leave of absence.

09) **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 1-8 above, may choose to access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

- a. Alternative assignment for work/services which may be provided from home, if available (see paragraph 11 below);
- b. Personal leave and/or vacation leave (only available under the terms of some CBAs); and
- c. Unpaid leave of absence.

- b) Employees who allege their workplace is unsafe are encouraged to immediately report their concerns to their supervisor and/or the workplace safety committee. Such employees may in limited circumstances also have recourse through the Department of Labor & Industries under WAC 296-36-150.
- 10) **Alternative Work Assignments Provision One:** When an employee's regular 2020-21 assignment requires work/services at a District work site and the employee cannot work at a District work site on a temporary basis due to conditions under paragraphs 1, 2 or 3 above, 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:
- a. Employees who hold the appropriate training, licensing, endorsement (or out-of-endorsement waiver) or other qualifications for the position;
  - b. Employees with COVID-19/suspected COVID-19;
  - c. Employees quarantined due to possible exposure to COVID-19; and
  - d. Employees caring for someone with COVID-19/suspected COVID-19.
- b) If two or more employees qualify for a temporary assignment under the priorities above, the District will award the assignment on the basis of seniority.
- 11) **Alternative Work Assignments Provision Two:** When an employee's regular assignment requires work/services at a District work site and the employee would prefer to not work at a District work site for the 2020-21 school year due to conditions under paragraphs 4-9 above, 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:
- a. Higher risk employees;
  - b. Employees with a higher risk individual in the employee's household;
  - c. Employees with children impacted by school closure;
  - d. Employees who cannot wear a mask or other required PPE; and
  - e. Employees who would prefer to not work at a district work site due to a concern for safety or the requirement to wear a mask or other required PPE.
- b) If two or more employees qualify for an assignment under the priorities above, the District will award the assignment on the basis of seniority. If a remote assignment is created and assigned to an employee with the expectation that it



will continue indefinitely for the school year until a return to a full in-person educational model, 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. Employees who accept an alternative assignment during the 2020-21 school year shall be considered to have been retained in their former assignment for the purposes of subsequent year (2021-22 school year) assignments.

- 12) **Alternative Work Assignments Provision Three:** 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:
- a. 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;
  - b. Such employee may only be assigned to perform work for which the employee is appropriately trained, licensed (if applicable) and prepared to perform;
  - c. Such assignment shall not, without the employee's agreement, exceed the hours normally assigned to such employee;
  - d. Such employee shall be paid the regular salary, wages and benefits the employee would receive from the employee's normal assignment;
  - e. Such employee's temporary assignment may not result in displacing any other employee performing services within their regular job description;
  - f. 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;
  - g. Such temporary assignments may, with advance notice to the Association, include a reassignment of employees (a) to work within the jurisdiction of another bargaining unit, or (b) from other bargaining units to work residing within the jurisdiction of this bargaining unit; provided, the other bargaining unit agrees to similar provisions, and further provided that union dues, if any, paid by the employee will continue to be paid to the representative of the employee's original bargaining unit;
  - h. 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
  - i. This provision applies exclusively to the assignments and job duties of employees represented by this bargaining unit, unless agreed to by other bargaining units. Employees represented by this bargaining will not be assigned job duties performed by job classifications in other bargaining units without the agreement of any affected bargaining unit(s).

- 13) **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. In the event the Governor's order regarding high-risk employees expires, the parties agree to meet on or about that date to address future guidance for such employees based on the actions of the Governor.

5) **Evaluation:** The District and the Association agree to the following expectations set forth by OSPI.

- a) 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.
- b) 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.
- c) 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.
- d) 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.

For teachers who are scheduled for a Focused evaluation, the teacher and evaluator shall proceed with the regular Focused evaluation.

For teachers in years two and beyond who are scheduled for a Comprehensive evaluation, the teacher and evaluator will decide on two criteria to be formally scored using evidence provided during the 2020–21 school year. The remaining six criteria will be scored by assigning the score received in the most recent Comprehensive evaluation. The two criteria will be proposed by the teacher and mutually-agreed upon with the evaluator. The teacher can be moved to a regular Comprehensive cycle (all 8 criteria) if the evaluator or teacher provides notice in writing by December 15.

For teachers in their first year of teaching in the District on a Comprehensive evaluation, the teacher and evaluator shall (a) use the traditional Comprehensive process (all 8 criteria); or (b) determine at least two criteria to be formally scored using evidence provided during the 2020–21 school year, and the remaining criteria will be scored "Basic" as default score. Evaluators will use the language "default scores due to the circumstances of the COVID-19 pandemic" where



applicable. If adequate evidence clearly indicates a Proficient score for default criteria, the evaluator may override the Basic score.

For teachers on a plan of improvement, the District and Association shall determine modifications, if any, to the evaluation process on a case-by-case basis.

For all evaluations during the 2020-21 school year, evaluators will not use drop-in visits, unless mutually agreed upon by the teacher and evaluator, as meeting the minimum observation minutes for the evaluation process.

The District and the Dieringer Education Association shall develop a set of “look fors” related to the components of the Danielson Framework for Teaching to be used by evaluators who observe online instruction.

- a) The District will train all evaluators in the added “look fors” before any educator is engaged in an observation.
  - b) The District will provide information to all educators in a variety of modalities to ensure educators learn about and understand the “look fors” to be used during an observation.
- 6) **Instructional and Service Delivery Model:** Effective on the date of this MoU, the instructional and service delivery model is described in Appendix A. Timelines of transitions to models with more in-person instruction will be informed by data from the Pierce County Health Department and guidance from OSPI. When moving forward between two reopening phases of the district, the District agrees to provide at least two weeks notice to staff and families. Both parties agree to meet during that time to discuss transition needs.
- a) The District agrees to follow state and county health department requirements for sizes of gatherings and groups for all meetings and instructional models.
  - b) The student and staff work schedules for virtual instruction are described in Appendix B. The District will ensure that all contractual obligations are met and that the planning minutes from a traditional model are preserved in virtual and hybrid models. The District and Association agree that flexibility is needed in the daily schedule. The District will provide a schedule that gives guidance for staff with flexibility on when and how those minutes are implemented (i.e. planning time, synchronous instruction, lunch, asynchronous instruction and support, targeted student support) during the contracted day.
  - c) Wednesdays will be structured to balance the needs of student instruction, staff professional development, and staff planning time.
    - (1) Two hours will be committed to student instruction and support (grading, student feedback, asynchronous instruction, synchronous instruction, targeted student support, email availability for parents, office hours, class meetings);

- (2) Two hours of building or district-directed meetings and professional development;
  - (3) Two hours of staff planning time.
- d) Both parties acknowledge the value in providing the highest-quality instruction to students. During remote instruction, it is preferred that certificated staff work on-site. Certificated staff may choose to work either on- or off-site, so long as they can maintain a comparable level of instruction at their chosen work location. They should consider such factors as safety, access to materials, and internet availability. If certificated staff choose to work on-site, they may not bring other family members on-site. If certificated staff chooses to work off-site, they must be able to report to the worksite within 48 hours if required.
- (1) If the District determines that a certificated staff member's work can only be completed onsite, the certificated staff member's supervisor will provide an explanation for requiring onsite work and the supervisor will identify what work the employee can accomplish remotely. If the certificated staff member has qualifying conditions or circumstances that prevent them from reporting to work when required, they can work with their immediate supervisor or district administration to request accommodation as listed in this agreement.
- e) Special education workload monitoring and conversation will continue under the provisions of the collective bargaining agreement in article XV, section 3.
- 7) **Substitutes:** The District and Association recognize that having highly-trained substitutes with access to virtual platforms promotes continuous student learning. Both parties agree to the following to ensure continuous student learning:
- a) The District agrees to provide technology training to substitutes so they are able to facilitate synchronous and asynchronous instruction
  - b) The District agrees to provide health and safety training to substitutes prior to in-person work with students
- 8) **Joint Committees:** The District and the Association will review the status of and contractual deadlines for joint DEA and DSD committees, and revise as appropriate.
- 9) **Communication:** The District will continue to provide updates regarding recommendations from appropriate Public Health – Pierce County and Public Health – agencies 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. The parties shall meet to discuss working conditions prior to schools reopening. In addition, the parties agree to continuous dialogue throughout the duration of this MOU to respond to the evolving needs of students and staff.
- 10) **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. 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 13 day of August, 2020. Signed this 20 day of August, 2020.

FOR THE ASSOCIATION:

A handwritten signature in dark ink, appearing to read "Eric Spring", written over a horizontal line.

Eric Spring, President – DEA

FOR THE DISTRICT:

A handwritten signature in dark ink, appearing to read "Michael Farmer", written over a horizontal line.

Michael Farmer, Superintendent  
on behalf of the Board of Directors

## Appendix A

### Dieringer Phases of Reopening

#### Phase 1

All students and staff participate in distance learning. School buildings are open for staff to deliver online instruction from their classrooms and other spaces.

#### Phase 2

Students in greatest need of additional support onsite with in-person instruction individually or in small groups. All other students participate in distance learning. School buildings are open for staff to deliver online instruction from their classrooms and other spaces.

#### Phase 3

All students participate onsite with in-person instruction a minimum of two days a week. Students will participate in distance learning the other days of the week. Staff will be onsite for the purpose of planning and delivering instruction. Students and families that are not comfortable returning to the buildings may stay in a 100% remote model.

#### Phase 4

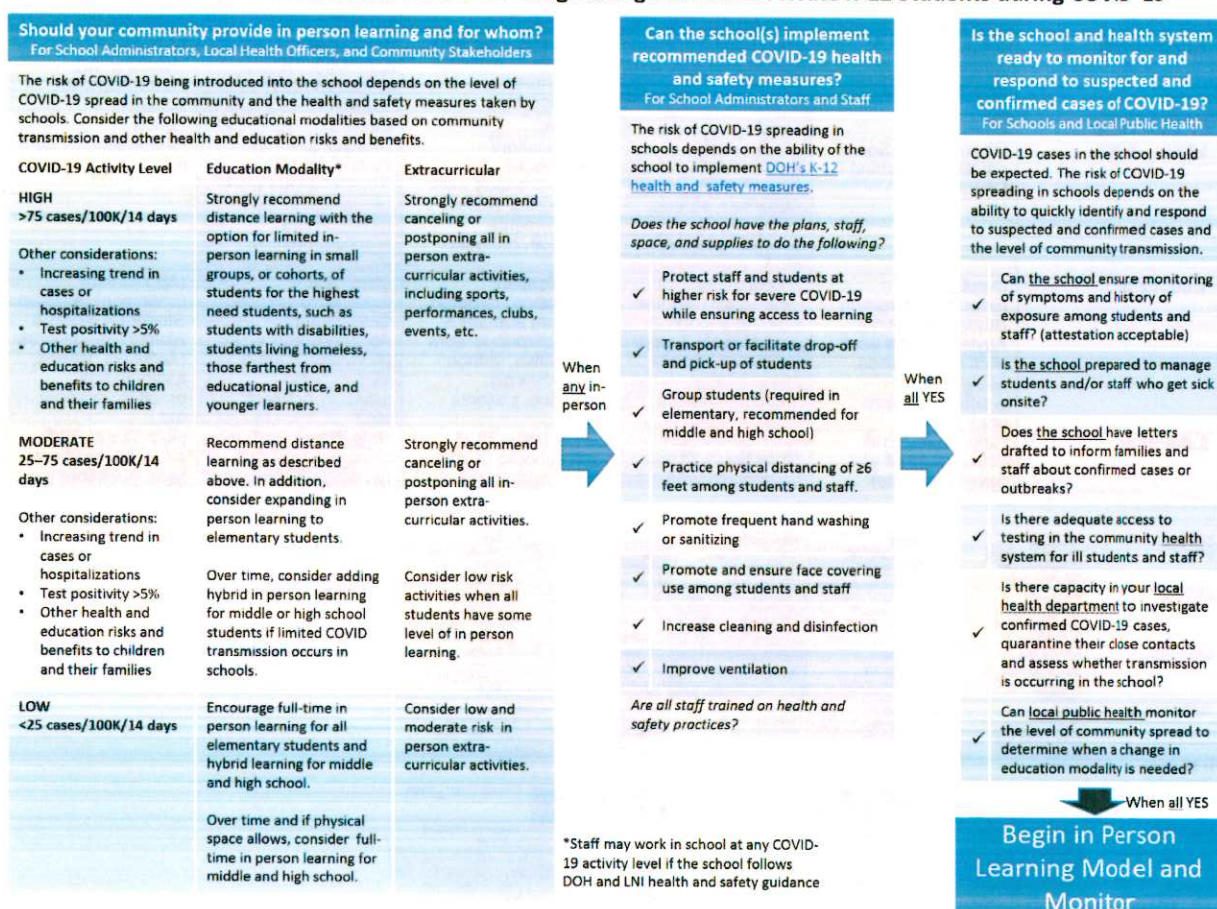
All students and staff participate onsite with in-person instruction five days a week.

The decision tree below was designed to assist local health officials and school administrators in determining the degree of in-person learning that is advisable in their school and ensuring that the school is able to implement comprehensive health and safety measures and is ready to



respond swiftly if a person with confirmed COVID-19 is identified in the school environment. The Department of Health favors a slow, cautious, phased-in approach to resuming in-person instruction beginning with staff, small groups of our youngest learners, and students who are unable to learn or receive critical services asynchronously. Over time, we can add additional students to in-person models. In-person learning will be prioritized for elementary school students because they may be less likely to spread COVID-19 than older children, have more difficulty learning asynchronously and may otherwise need to be in a childcare setting if their parent(s) are working. While extracurricular activities are important to a child's growth and development, the Washington State Department of Health also prioritizes educational opportunities over extracurricular activities in the school setting and other discretionary activities in the surrounding community.

### Decision Tree for Provision of in Person Learning among Public and Private K-12 Students during COVID-19



The Dieringer School District will work with the community, our families, and our staff as we consider the guidance provided above. It is clear from communication over the summer that families prefer their children in school, and research shows that students learn best from in-person learning. Before making a change from one phase to another, the district will make every effort to provide at least two weeks notice.



# Appendix B

## North Tapps Middle School Reopening plans

Student	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:30	1 <sup>st</sup> period Synchronous instruction and support	4 <sup>th</sup> period Synchronous instruction and support	Students should have 35 minutes of asynchronous work to work on for 1 <sup>st</sup> - 6 <sup>th</sup> class period	1 <sup>st</sup> period Synchronous instruction and support	4 <sup>th</sup> period Synchronous instruction and support
9:40 – 10:40	2 <sup>nd</sup> Period Synchronous instruction and support	5 <sup>th</sup> Period Synchronous instruction and support	Asynchronous work (Activities, videos, assignments, practice etc.)	2 <sup>nd</sup> Period Synchronous instruction and support	5 <sup>th</sup> Period Synchronous instruction and support
10:50 - 11:50	3 <sup>rd</sup> period Synchronous instruction and support	6 <sup>th</sup> period Synchronous instruction and support	Asynchronous work (Activities, videos, assignments, practice etc.)	3 <sup>rd</sup> period Synchronous instruction and support	6 <sup>th</sup> period Synchronous instruction and support
11:50 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00	Ohana Time: Social emotional learning / Check-in	(Application/ Extension) Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) Asynchronous work (Activities, videos, assignments, practice, projects etc.)	Ohana time : Check in
1:00 – 2:30	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)	(Application/ Extension) targeted Student support & Asynchronous work (Activities, videos, assignments, practice, projects etc.)
2:00- 3:00	Help Table / Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)	Help Table/ Staff office hours (if you have questions)

Cert Staff	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time
8:30-9:30	1 <sup>st</sup> period Synchronous instruction and support	4 <sup>th</sup> period Synchronous instruction and support	Virtual Curriculum Development 8:30-10:30	1 <sup>st</sup> period Synchronous instruction and support	4 <sup>th</sup> period Synchronous instruction and support
9:40-10:40	2 <sup>nd</sup> Period Synchronous instruction and support	5 <sup>th</sup> Period Synchronous instruction	Virtual Curriculum Development 8:30-10:30	2 <sup>nd</sup> Period Synchronous instruction and support	5 <sup>th</sup> Period Synchronous instruction and support
10:50-11:50	3 <sup>rd</sup> period Synchronous instruction and support	6 <sup>th</sup> period Synchronous instruction and support	District/Building Directed Time 10:30-11:30	3 <sup>rd</sup> period Synchronous instruction and support	6 <sup>th</sup> period Synchronous instruction and support
11:50-12:30	Lunch	Lunch	Lunch 11:30-12:00	Lunch	Lunch
12:30- 1:00	Ohana Time: Social emotional learning	Virtual Curriculum Development	District/ Building Directed Time 12:00-1:00pm	Virtual Curriculum Development	Ohana Time: Check in
1:00-1:30	Targeted Student support	Targeted Student support	Student Support	Targeted Student support	Targeted Student support
1:30-2:00	Virtual Curriculum Development	Virtual Curriculum Development	Student Support	Virtual Curriculum Development	Virtual Curriculum Development
2:00-3:00	Help Table/Office hours	Help Table/Office hours	Help Table/Office hours	Help Table/Office hours	Help Table/Office hours
3:00-3:30	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time	Communication/ Collaboration/ Meeting time

### Monday, Tuesday, Thursday Friday:

- Each period will be 60 minutes long with a 10-minute passing period.
- Students are expected to have 60 minutes additional work (Activities, videos, assignments, practice, projects, reading, labs etc.) per period each day that class is held.
- Students must be provided with an alternate learning activity if they cannot attend the required zoom sessions at the specific time.
- Attendance will be taken each period.
- Advisory class
  - Monday's advisory class will be guided by character strong curriculum provided to staff
  - Friday's Class will be a follow up on that as well as a check in and relationship building.

### Wednesday:

- Students should have 35 minutes of asynchronous work to work on for each class.
- Wednesday's meeting times may change however Wednesdays will be broken up into three categories each for a total of two hours each Wednesdays. (Virtual curriculum development, Building /district time, and student support). Plus the one hour of WAC time.



Time	First	Second	Third	Specialist Schedule										
8:30-9:00	Math/Science/History/Physical Education/Art/Foreign Language/Health/Computer/Other	Whole Class Meeting	Math/Science/History/Physical Education/Art/Foreign Language/Health/Computer/Other											
9:00-9:30		ELA												
9:30-10:00	Whole Class Meeting	ELA		Monday	Tuesday	Wednesday	Thursday	Friday						
				Hurt-PE	Foley-IA	Hernandez-PE	Hargan-IA	Hurt-IA	Foley-PE	Hernandez-IA	Hargan-PE			
10:00-10:30	ELA			8:40-9:10										
10:30-11:00	ELA		Whole Class Meeting	9:20-9:50	Golden-PE	Ridge-IA	Allen-PE	Stewart-IA	Class Meetings with whole class	Golden-IA	Ridge-PE	Allen-IA	Stewart-PE	
				9:50-10:20	Fochs/Kris-PE	Crivello-IA	Vining-PE	Laramore-IA	(Applied and/Or Math/Science/History/Physical Education/Art/Foreign Language/Health/Computer/Other)	Fochs/Kris-IA	Crivello-PE	Vining-IA	Laramore-PE	
11:00-11:30	Lunch/Break No screen time	Lunch/Break No screen time	ELA	1:10-1:40	Brand-PE	Stanton-IA	Cromwell-PE	Reese-IA		Brand-IA	Stanton-PE	Cromwell-IA	Reese-PE	
11:30-12:00			ELA	1:50-2:20	Neubauer-PE	Miller-IA	Zulauf-PE	Brull-IA	Staff will be participating in staff meetings, grade level meetings, subject planning/teacher meetings, and professional development	Neubauer-IA	Miller-PE	Zulauf-IA	Brull-PE	
12:00-12:30	Math	Math	No screen time	2:30-3:00	Nyberg-PE	Millen-IA	Batten-PE	Romano-IA		Nyberg-IA	Millen-PE	Batten-IA	Romano-PE	
12:30-1:00														
1:00-1:30	Math		Math											
1:30-2:00	Math		Math											
2:00-2:30	Math/Science/History/Physical Education/Art/Foreign Language/Health/Computer/Other		Math/Science/History/Physical Education/Art/Foreign Language/Health/Computer/Other											
2:30-3:00														
3:00-3:30														

	K	4th	5th	Monday	Tuesday	PE and Music **Wednesday	Thursday	Friday	**Wednesday
8:30-8:45	Class Meeting	Morning Meeting							Class Meeting
8:45-9:00									Instructional Planning/Prep
9:00-9:15			Morning Meeting						Asynchronous Instruction
9:15-9:30	ELA	Math							Targeted Student Support
9:30-9:45									Office Hours/Student Support
9:45-10:00			Math						Team Meetings
10:00-10:15									Building Meetings
10:15-10:30									District Meetings
10:30-10:45									Professional Development
10:45-11:00									
11:00-11:15									
11:15-11:30									
11:30-11:45	Lunch	ELA		4th A/B	4th A/B		4th C/D	4th C/D	
11:45-12:00				5th A/B	5th A/B		5th C/D	5th C/D	
12:00-12:15			ELA						
12:15-12:30	Math	Lunch		K A/B	K A/B		K C/D	K C/D	
12:30-12:45			Lunch						
12:45-1:00									
1:00-1:15									
1:15-1:30				4th E/F	4th E/F		5th E/F	5th E/F	
1:30-1:45									
1:45-2:00	Social Studies Science Specialists	Social Studies Science Specialists	Social Studies Science Specialists						
2:00-2:15				K E/F	K E/F		K G	K G	
2:15-2:30									
2:30-2:45				5th G1	5th G2				
2:45-3:00									

\*TBD--within specific class schedule--Targeted Student Support, Office Hours, Instructional Planning

Library will be Asynchronous and have drive through check out/pick up

Draft Schedule

Class Meeting  
Instructional Planning/Prep  
Asynchronous Instruction  
Targeted Student Support  
Office Hours/Student Support  
Team Meetings  
Building Meetings  
District Meetings  
Professional Development

## Appendix C

### Daily Health Screening Plan

A screening protocol for students and visitors will be in place for all schools and each district facility, including school buses. Screening will include all symptoms required by health officials and methods will conform to allowable options provided by state and local health officials/agencies. Screening will occur at the beginning of each school day, and as needed in the event any symptoms are observed during any school day.

Part of the screening process may be by parent attestation, in person screening, or a combination of the two. Students for whom an attestation was not provided will be identified by a designated staff member and screened on site. Each school will determine which staff will be assigned student screening duties and District Nurse will provide training.

District staff will self screen each day prior to coming to work on site in district buildings. Staff will also complete the screening attestation via the already established Google Form that has been used since the end of the previous school year.

Staff and students with any illness must stay home. Parents and when appropriate, students will be taught to be on the alert for signs of illness in their children and to keep them home, or stay home, when they are sick.

Every day, staff, parents, guardians, and students (grades 6-12) will be asked to review the following questions and stay home if the answer is yes.

1. Do you have any of the following symptoms that are not caused by another condition?

- Fever (100.4°F) or chills
- Cough
- Shortness of breath or difficulty breathing
- Unusual fatigue
- Muscle or body aches
- Headache
- Recent loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

2. Have you been in close contact with anyone with confirmed COVID-19?

3. Have you had a positive COVID-19 test for active virus in the past 10 days?



4. Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID19 infection?

## Hand Washing

Students and staff are expected to wash their hands or use a minimum 60% ethyl alcohol-based, fragrance-free hand sanitizer frequently throughout the day. Hands should be washed whenever visible dirt is present. Children and adults should not touch their eyes, nose, and mouth with unwashed hands.

Hand hygiene should occur:

- on arrival to school
- before eating
- after using the restroom
- after blowing one's nose, coughing, sneezing, or touching one's face
- when returning to class from another location
- before and after providing routine care for another person needing assistance (e.g., a child)
- before putting on and removing gloves
- before leaving for the day

Staff providing health care services should perform hand hygiene before and after contact with each student.

## Personal Protective Equipment

Wearing cloth face coverings helps prevent the spread of COVID-19 and all students, staff, and guests will be required to wear cloth face coverings in schools and district facilities. Exceptions to this mask requirement will be allowed within the parameters set forth in the guidance provided from OSPI and state/local health officials.

For staff, cloth facial coverings must be worn by every individual (except as described below) 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.

1. Cloth face coverings should not be worn by:

- Those with a disability that prevents them from comfortably wearing or removing a face covering.
- Those with certain respiratory conditions or trouble breathing.
- Those who are deaf or hard of hearing, and those who provide instruction to such people, and use facial and mouth movements as a part of communication.

- Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
2. In rare circumstances when a cloth face covering cannot be worn, students and staff may use a clear face covering or a face shield with a drape as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.
  3. Younger students will be supervised when wearing a face covering or face shield and may receive help putting them on, taking them off.
  4. Even when cloth face coverings are worn, the practice physical distancing will continue.
  5. Students may remove face coverings to eat and drink and when they go outdoors for recess, physical education, or other outside activities when they can be physically distanced.

Additional Personal Protective Equipment (PPE) will be provided to staff whose positions require close contact with students or who work with students for whom wearing a mask or containing their secretions may be difficult. Additional PPE will also be provided to staff who care for students who may be ill (e.g., health room and isolation/waiting room staff). This PPE will be decided from guidance by L&I, OSHA, and the CDC.

Staff or students may be required to provide a doctor's note for health conditions that preclude that individual from wearing a face covering.

Training on the proper application and removal of PPE will be provided by the district nurse and/or district health technicians to all staff. Students will receive similar instruction from district health staff or their teachers.

## Sanitation, Cleaning, and Disinfecting

The District will clearly communicate all COVID-19 related cleaning and disinfection protocols to staff and families. Cleaning and disinfection protocols for a probable case of COVID-19 will comply with CDC recommendations. Access to areas visited by a probable case of COVID-19 will be restricted until cleaning and disinfection is completed.

All classrooms will be provided with disinfecting wipes and hand sanitizer that have been approved by the EPA for effectiveness and low toxicity. Additional disinfecting wipes and hand sanitizer will be made available in key administrative areas.

Ventilation will be set to maximize outside air flow continuously. Filters will be used that provide the maximum filtration recommended for the HVAC equipment of the building and will be changed monthly.



Cleaning protocols and the frequency of those cleanings will vary based upon which Phase of Reopening the district is in. As more students come into school buildings, more time and potentially more staff will be required to ensure school buildings and surfaces are clean. A plan and schedule that meets the needs of the particular Phase of Reopening will be developed and shared at least one week prior to a change from one phase to the next. The plan will be developed in conjunction with the school nurse, custodians, and the Maintenance and Transportation Manager.

- Cleaning removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing or disinfecting.
- Sanitizing reduces germs on surfaces to levels that are safe.
- Disinfecting kills germs on surfaces of a clean object.
- The U.S. Environmental Protection Agency (EPA) regulates sanitizer and disinfectant chemicals. If you sanitize or disinfect without cleaning first, it will reduce how well these chemicals work and may leave more germs on the surface.

When groups of students move from one area to another or there is a change in the cohort of students using a space the space will be cleaned and disinfected before the new group enters the area.

High-touch surfaces will be cleaned and wiped down with sanitizing wipes frequently throughout the day. Surfaces will also be cleaned and disinfected each day after students and staff leave.

When cleaning, custodial or other staff will:

- 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 in a locked cabinet or room.

Carpets will be vacuumed regularly and in specific areas as needed. Outdoor spaces such as playgrounds will receive normal routine cleaning, but do not require disinfection. Playground equipment will not be sprayed with disinfectants. This practice is not an efficient use of supplies and is not proven to reduce risk of COVID-19. High-touch surfaces made of plastic or metal, such as grab bars and railings, will be cleaned routinely. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended, and the district will follow this recommendation.

# Managing COVID Cases & Contact Tracing

To prepare for the potential of students or staff showing symptoms while at school, each school will have a response and communication plan in place that includes communication with staff, families, and the Tacoma-Pierce County Health Department.

The following guidance reflects some of the latest CDC updates from 7/23/2020. More is learned about COVID-19 every day, and as more information becomes available. CDC and local health entities will continue to update and share information. As knowledge and understanding of COVID-19 evolves, this guidance may change. However, based on the best available evidence at this time:

- Staff, parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students/staff who are sick with any illnesses should not attend school in-person. Stay home when sick.
- Health screening daily by families and schools will help mitigate the need to respond to students or staff who may become ill during the school day.

Even with the precautionary steps followed above some staff or students may develop symptoms of infectious illness while at school. Students and staff who develop symptoms will be isolated from other students and staff until they can safely leave the school building. Students will be isolated in a non-threatening manner, within the line of sight of adults (or at a distance of 6 feet) and for very short periods of time. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask.

If students or staff have COVID-19 symptoms, but have not been around anyone diagnosed with COVID-19: the student will be excused from school in accordance with existing school illness management policy. The student should stay home and symptoms should be monitored. If symptoms get worse, staff or the students' family should contact their health care provider and get medical help right away. Individuals may be referred for evaluation by their healthcare provider and possible testing. Contact the local health department for reportable health condition hotline for additional steps and contact tracing considerations:

Staff, students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, staff/families should notify the contract tracer that the student attended school. In conjunction with the Tacoma-Pierce County Health Department the Dieringer School District will perform and needed contact tracing for other staff and students and also provide any allowable requested information to the Tacoma-Pierce County Health Department.

If a student or staff member is diagnosed with a confirmed COVID-19 illness, the infected person or the infected person's family member must notify the school (preferably the building COVID-19 Coordinator(s) or school nurse) and the Tacoma-Pierce County Health Department must be contacted;



they will advise on next steps. It is likely that many of the other students or staff who were in close contact with the infected individual will need to self quarantine for 14 days.

A "confirmed case" is defined as a person (with or without symptoms) who received a positive result from a COVID-19 laboratory test. Additionally, the district will consider possible contacts and exposures for any at risk students and staff under the guidance of the Tacoma-Pierce County Health Department. We will inform building administrators and the district nurse.

In conjunction with Tacoma-Pierce County Health Department recommendations, the District Superintendent, and District administration will consider any short or long term facility closures. Communications to families and staff exposed or in the school community at large may include:

- Guidance and as recommended by local health department
- Guidance of district COVID-19 Response Team Coordinator
- Maintenance of the confidentiality of each student or staff member as required by the American with Disabilities Act and the Family Education Rights and Privacy Act.

Staff, students, and their families should be advised that the local health department may contact the family for contact tracing.

Students and staff returning to school after having suspected signs of COVID-19 who were ill but without a known exposure to a confirmed COVID-19 cases, follow DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19. If a test for COVID-19 is not performed, stay home for at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.) If a test for COVID-19 is negative, stay home until 72 hours after fever resolves and symptoms are improving.

People who are ill and had known exposure to a person with confirmed COVID-19 are encouraged to be tested for COVID-19 and should stay out of school until at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.) Staff and students' parents or caregivers must inform the school right away if the ill person is diagnosed with COVID-19. If a student or staff member tests positive for COVID-19, the local health jurisdiction will provide advice, but it is possible that many of the student's classmates and teachers will be considered close contacts and need to be quarantined for 14 days.

A staff member or student who had confirmed COVID-19 can return to the school building when:

- At least 24 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.

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 with the person sick with COVID-19. They should not go to work, child care, school, or public places for 14 days. If a person develops symptoms of COVID-19 during their quarantine, they should seek testing for COVID-19, and follow guidance above for confirmed COVID-19 cases. Consider testing at day 10 even if no symptoms are present. A negative test after exposure does not shorten the 14 day quarantine period.

District staff and the district nurse will be available to assist staff and families and connect people to resources in any of the scenarios above.