

HEA-HSD 2022-2024 Tentative Agreement - Language

In the summary below, new contract language is underlined, and a ~~strikethrough~~ indicates ~~prior language being eliminated~~. All CBA provisions not addressed here continue unchanged. All existing Letters of Agreement (LOAs) and Memoranda of Understanding (MOUs) not mentioned here will sunset.

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Compensation, Time & Professional Responsibility

Amend the first paragraph of Section 12.1 as follows:

Section 12.1. Basic Salary: The basic salaries of staff members covered by this Agreement are set forth in Appendix C. This schedule reflects a ~~4.6%~~ 7.5% increase in each cell for the ~~2020-21~~ 2022-23 school year. The base salary schedule shall be increased for the ~~2021-22~~ 2023-24 school year by the state's funded inflationary adjustment index for school district revenue formulas (currently the implicit price deflator) plus 1%. Base salaries reflect compensation for on- site work time and duties as well as professional responsibilities that may or may not take place on-site such as:

Amend Sections 11.1 and 11.2 as follows:

Section 11.1. Regular Contractual Work Year: In the 2022-23 school year, the regular contractual work year for staff members will be ~~one hundred eighty-three (183)~~ one-hundred eighty-four (184) days consisting of 180 student instructional days and ~~three (3)~~ four (4) District Initiative Days (professional learning days). In the 2023-24 school year, the regular contractual work year for staff members will be one-hundred eighty-five (185) days consisting of 180 student instructional days and ~~three (3)~~ five (5) District Initiative Days (professional learning days). Should the legislature change the number of required student days or the number of funded professional learning days, HSD and HEA will negotiate the impact of that change.

Section 11.2. District Initiative Days (DID). Within the regular contract year in Section 11.1 above, staff will work ~~three~~ four (4) District Initiative Days (DID) in the 2022-23 school year and five (5) DID in the 2023-24 school year.

- A. The District will plan the days to support the district-wide focus, recognizing that employees' professional development needs may differ depending on their job responsibilities. When appropriate, leadership teams are encouraged to plan for a variety of whole group, small group, and individual work related to implementing the district's initiatives.
- B. Staff may use leaves as described in Article 14 on these supplemental work days.
- C. ~~One~~ Two of these days will be on the calendar in Appendix B prior to the first student day of the school year and will be used to focus on District-wide initiatives and District departmental priorities relevant to the specific professional learning needs of educators in teaching and ESA roles. The fifth DID added in 2023-24 will be scheduled mid-year on the

calendar in Appendix B to support continued professional learning on District priorities and initiatives through the course of the school year. The remaining days will be scheduled through school leadership teams. DID days shall not be scheduled more than 10 calendar days prior to the first student day.

- D. Staff will be compensated for these days by the basic contract salary in Section 12.1 herein.
- E. Part-time staff will work a pro-rated portion of these days as scheduled with their administrative supervisor, unless offered additional time at the hourly rate in Appendix D to attend full days.

Amend Section 4.1.C as follows:

- C. **Flex hours:** Staff members may be required to contribute no more than twenty (20) additional hours per year over and above the on-site time specified in Section 4.1 and/or the work year calendar described in Section 11.1. This number will be reduced to fifteen (15) hours in the 2023-24 school year. Each staff member may be assigned to specific activities, provided such activities do not exceed four (4) hours in duration. This paragraph is not to be construed to include the required participation in staff meetings under the terms of paragraph H below and a school's annual open house or graduation, nor is it intended to imply that activities will be created for the sole purpose of utilizing all of the twenty (20) hours (or fifteen (15) hours in 2023-24). The additional hours in this paragraph are intended to give principals and building Shared Leadership Teams flexibility to coordinate staff presence at critical meetings, duties or events at school while respecting the individual autonomy and responsibility of certificated staff members as professionals to determine how and when to accomplish the educational goals and mission of their assigned positions. These hours encompass required time for involvement in supervision of student activities, maintenance of order and discipline, working for and with colleagues for common educational goals, and/or attendance at school related functions. The parties agree that staff members are encouraged to volunteer to participate in the supervision of student activities, maintenance of order and discipline, and/or attendance at school-related functions as the individual staff member chooses to do so in the furtherance of their own professional goals and activities.

Amend Appendix D, Section K as follows:

- K. **Extra Duty:** Staff members who are employed for extra work beyond the contractual work year will be paid at the extra service rate of \$38.86 per hour for the following: teaching students or adults, leading or facilitating an activity, preparing and delivering presentations or writing curriculum, and extra duties not otherwise listed in the collective bargaining agreement. This rate shall be increased annually by the state's funded inflationary adjustment index for school district revenue formulas (currently the implicit price deflator) is calculated as the per diem hourly rate of an employee placed at the BA+0/0 years of experience cell on the base salary schedule.

Amend Section 18.5.B. as follows:

Section 18.5. Professional Certification Recognition:

- B. National Certifications for ESAs: HEA members who hold national certifications other than NBPTS and are employed and working in their ESA-endorsed area will be paid at an annual stipend of \$2000 \$1600, unless they are already being paid a NBPTS stipend. Current ESA staff who may qualify for the stipend must provide documented evidence of their current national certification in their ESA endorsement area to Human Resources.

Revise Section 12.10.B. as follows:

Responsibilities:

- i. Self-directed participation in professional learning to support the employee's current assignment, aligned with District resources, practices, and initiatives;
- ii. Self-directed participation in professional learning to support an individual's professional goals within the education system (e.g., obtaining new endorsements, career ladder pathways);
- iii. Participation in enrichment opportunities that fall outside the basic education program.

Revise Section 4.26.B as follows:

- B. The District will maintain an annual, predictable, online calendar of professional learning opportunities available to staff, published each spring for the subsequent school year. Whenever possible, professional development opportunities shall be scheduled to avoid conflicts with other duties such as Jump Start, and to avoid conflicts with other content preferable or necessary for the same teachers to access.

Revise Section 13.3 as follows:

Section 13.3. Adoption Committees: At least one-half (1/2) of the members of an adoption committee shall be non-supervisory certificated staff members. The Association will recommend to the IMC names of staff members for potential membership on adoption committees. The District will publish the names of Adoption Committee members on the District website. Teachers selected for adoption committees should represent the content areas, grade levels and programs being addressed (including dual language), a broad representation from across the district, and the experience of current practitioners. Adoption committees will identify necessary training, support and timeline for successful implementation of the adopted curriculum. The District's implementation plan will include identified time for professional learning compensated in a manner consistent with this agreement. Adoption committees will actively pursue positive inclusion and representation of historically marginalized communities in committee membership and curriculum content in accordance with board policies and equity goals.

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K-12 calendar and Pre-K/ECE Calendar

Amend Appendix B as follows:

COMPONENTS OF A PERPETUAL CALENDAR

Section B.1. Components of a Perpetual Calendar: The Highline Education Association and the Highline School District agree to the following perpetual elements of a student calendar. If the law requires other bargaining units to become involved, the issue will be revisited. These components of the student calendar will be released to the public on the first Monday in June, regardless of whether agreement has been reached on other elements of the student and staff calendars.

- A. There will be no District Initiative Days (DID) until ten (10) calendar days prior to the start of school. A one-half (.5) Orientation Day shall be scheduled no more than one week prior to the first student day.
- B. The first day of school will be scheduled as follows. If Labor Day falls on September 1, 2, 3, or 4, the first student day of school will be the Wednesday after Labor Day. If Labor Day falls on Sept 5, 6, or 7, the first student day of school will be the Thursday before Labor Day.
- C. Elementary student conferences will be held on three consecutive non-student days during the week of Thanksgiving. Two non-student days will be scheduled for secondary family/teacher conferences: the Wednesday before Thanksgiving and the ~~first Friday of the fourth quarter~~ second Friday of March. Actual conference dates may vary by site (and will be marked as such on the school calendar). See Section 4.13.
- D. There will be a full two-week winter break. When possible, this will be scheduled as two weeks, Monday-Friday. This may be adjusted when the federal holidays fall on Sundays or Mondays.
- ~~E.~~ Midwinter break will be a four (4) day break including the Friday, Saturday and Sunday before President's Day and President's Day, ~~and the Tuesday following President's Day.~~
- F. There will be a full week spring break after the end of third quarter.
- G. Calendar for Emergency Closure. A student day lost due to emergency closure of a building or the district will be made up by staff members on the Tuesday after Memorial Day. Additional lost school days will be made up at the end of the school year (see Section 11.5).
- H. If the Highline School District is granted a state waiver day in the spring for the purposes of data review, secondary schools have the flexibility to hold student conferences, and/or senior projects on the third Friday in May.

- I. If HEA members are required to hold evening events in the fall or spring for student conferences ~~or senior projects~~, an equivalent amount of release time will be granted during non-student days on the Wednesday before Thanksgiving Break and/or - during the week of spring conferences the third Friday in May.
- J. Beginning in the 2023-24 school year, a mid-year DID will be scheduled on a day in November, December, January or February.

Section B.2 Components of the Pre-K Perpetual Calendar: The Highline School District and Highline Education Association agree to the following additional elements to create a perpetual calendar for Highline Preschools. These components will be based upon the K-12 Highline Calendar and reviewed annually in HEA-HSD Labor-Management prior to publication. Every effort will be made to publish the Pre-K calendar prior to July 15 for the subsequent year.

- A. First day of Preschool for all Highline Preschools will be five (5) school days after the start of school for Kindergarten -12th grade students.
- B. Preschool students are in attendance Monday-Thursday in a typical week; Fridays in a typical week are non-instructional days and provide the bulk of Preschool teachers' non-instructional time for planning and preparation, in addition to PCT and other meetings.
- C. The five (5) days when Preschool students are not in session will serve as an opportunity for the Preschool staff to engage in the following activities:
 - a. Professional learning led by HSD early learning staff (teachers and assistants).
 - b. Three days for TSGold Family Connection meetings, orientation, registration.
 - c. Supporting transitioning kindergarten students.
- D. Six (6) non-instructional days with be provided over the course of the year to facilitate TSGold Data Entry.
 - a. Teachers will assess all students on all TSGold metrics throughout the course of the school year (three times per year).
 - b. Two (2) non-instructional days per checkpoint during the school year will be used for TSGold data entry days; these days will be scheduled prior to the checkpoints on November 15, February 15, and May 15.
 - c. In the event holidays and/or breaks create difficulty in scheduling TSGold Data Days and providing sufficient weekly planning time, administratively-directed PCT may be converted to individually-directed PCT time to address the imbalance; if this is not sufficient to address the shortage, alternative solutions will be discussed in HEA-HSD Labor Management.

- E. Six (6) non-instructional Days will be provided over the course of the year to facilitate Family Conferences
 - a. These days provide opportunities for all Preschool staff to engage with families in a variety of areas, including student growth and development, IEP goals and/or TSGold data, supporting transitions to kindergarten, etc.
 - b. There are three distinct conference windows as follows.
 - i. Two (2) days in November, aligned with elementary conferences, for goal setting with families (share baseline data, IEPs/progress reports, etc.)
 - ii. Two (2) days in March for goal check-in with families (share TS GOLD progress data, IEPs/progress reports, etc.)
 - iii. Two (2) days in May, scheduled after May 15, for discussions about the transition to kindergarten (discuss placement options, progress sharing, etc.)

- F. The last day of Preschool will be the last full day of school for K-12 students (one day prior to K-12 students' last day, which is an early dismissal).

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Leaves - Personal Leave, Sick Leave & Substitute Plans

Amend Section 14.1 as follows:

Section 14.1. ~~Illness/Injury/Disability~~ Sick Leave: The District will provide ~~twelve (12)~~ ten (10) days of leave per year ~~up to a maximum accumulation of days as provided by law~~ for illness, injury, disabilities, and emergencies. The use of this leave for emergencies is described in greater detail in Section 14.7. ~~The twelve (12) days shall be posted to the credit of a 1.0 FTE employee effective the first day each school year. Staff members under contract as part-time employees will accumulate Illness/Injury/ Disability Leave proportionally based on their FTE.~~ In accordance with state law, unused sick leave shall accumulate from year to year up to a maximum of one hundred eighty (180) days for the purposes of cash out described in Section 14.16, and up to a maximum of the number of contract days in a single school year for the purposes of leave.

- A. The employee may use such leave for personal illness or injury, pregnancy, miscarriage, abortion, childbirth and recovery, parental bonding, care of a child of the employee under the age of eighteen (18) with a health condition that requires treatment or supervision; care for spouse, domestic partner or parent, parent-in-law, or grandparent with a serious or emergency health condition, and adult son or daughter incapable of self-care due to a disability. For the purposes of this section, "parental bonding" refers to time to bond and care for a child within twelve (12) months of the birth of the child or placement of the child for adoption or foster care.
- B. The ten (10) days shall be posted to the credit of a 1.0 FTE employee effective the first day each school year. Staff members under contract as part-time employees will accumulate sick leave proportionally based on their FTE. Should the employee leave school district employment before the end of the school year, sick leave will be prorated

based on the FTE worked and a deduction will be made from the employee's final paycheck. Leave will not accrue or be paid during any period of an unapproved absence.

- C. Staff members who are absent for five (5) working days or longer due to serious illness, injury, or disability may be required to provide a certificate from the staff member's health care provider upon their return to work indicating that the staff member is physically capable of performing the essential functions of their position. For any absence five (5) working days or longer, or when there is a recurring pattern of absences, the District reserves the right to request a health care provider's certificate as proof of disability.
- D. Staff may take such leave in one (1) hour increments providing coverage may be obtained within the building and is approved by the supervisor.
- E. Employees are entitled and encouraged to use sick leave for any of the purposes identified above in order to protect the health and safety of themselves and their families, students, and colleagues. The amount of sick leave provided each year, and the ability to accumulate such leave from year to year, is also intended to provide employees with an opportunity to build a short-term financial safety net for planned and unplanned health and family needs occurring in the future which may require more than the annual amount earned leave. The District and Association will periodically partner on informational initiatives to employees on the value of using and accumulating sick leave for these purposes.

Amend Section 14.8 as follows:

Section 14.8. Personal Leave: ~~For the duration of the contract, a maximum of four (4) days of personal leave. Personal leave shall be granted at the employee's discretion. No more than two (2) days may be used to extend a school holiday. Such leave shall be deducted from the Illness/Injury/Disability Leave as provided for in Section 14.1 of this article. The District will provide two (2) days per year of personal leave to be accessed for discretionary reasons determined by each employee. Unused personal leave shall accumulate from year to year, with a maximum of five (5) days carrying over to the following school year (see subsection B below). An employee may use up to a maximum of five (5) days in any single school year.~~

- A. The two (2) days shall be posted to the credit of a 1.0 FTE employee effective the first day each school year. Staff members under contract as part-time employees will accumulate personal leave proportionally based on their FTE. Should the employee leave school district employment before the end of the school year, personal leave will be prorated based on the FTE worked and a deduction will be made from the employee's final paycheck. Leave will not accrue or be paid during any period of an unapproved absence.
- B. Any amount of unused personal leave greater than five (5) days will be automatically cashed out at the extra service rate at the end of each school year. Any earned but unused days remaining upon an employee's separation from employment are automatically cashed out at the extra service rate.
- C. An employee who accesses five (5) or less days per year of sick and personal leave combined will be credited with a third (3rd) personal leave day at the beginning of the following school year. Types of leave other than sick and personal (e.g., bereavement leave, judicial leave, etc.) do not count against the five (5) days.

D. Any use of three (3) or more consecutive days of personal leave:

1. must be entered into the District's absence reporting system at least twenty-eight (28) calendar days (four (4) weeks) in advance;
2. requires written or email notice to the employee's administrative supervisor (with a cc to Human Resources) at least twenty-eight (28) calendar days (four (4) weeks) in advance;
3. cannot be taken during the first and last ten (10) student days of the school year; and
4. is limited on the school days immediately before and after a holiday or school break for employees who require a substitute to the first 2% of the District's total nonsupervisory certificated staff who request such leave through the District's absence reporting system.

The District will make available to all employees an online calendar identifying the number of absences already scheduled on the school days immediately before and after a holiday or school break.

Add a new Section 14.19 that reads as follows:

Section 14.19. Substitute Plans: Employees requiring substitutes when absent will provide lesson plans, including emergency plans for when absences are unplanned, to maintain instructional continuity and positive learning experiences for students. Daily lesson plans are not required for pre-arranged long-term leaves beyond the first two (2) weeks. The District's Technology department will work to streamline the process for including key information about students in teacher substitute plans. The District Teaching & Learning department will provide a bank of educational activities, including online activities, which may be accessed by substitutes and teachers filling in for teachers at the last minute. A checklist is provided in Appendix F as guidance for the minimum types of information that should be included in substitute plans. School leadership teams and/or instructional leadership teams may provide templates or elaborate on the expectation for information included in substitute plans. Emergency substitute plans should be reviewed and updated, if necessary, at least once midyear and principals are encouraged to remind employees to do so.

Add an Appendix F to read as follows:

Emergency Sub Folder Checklist (create by October 1, revise by March 1)

- 1) From front office:
 - a) 2 copies of roster (per period/class) – 1 for attendance, 1 for teacher (sub or in-house) with pictures to keep for the period
 - b) Building map
 - c) Schoolwide emergency procedures and maps

- 2) From elementary classroom certificated staff:
 - a) Student emergency medical plans (usually provided by nurse), and students who need medications at school and when

- b) Seating chart (with SPED and ML indicators next to names, and if possible, pronunciation of names)
 - c) Class systems (i.e., expectations, behavior support, techniques, student jobs, class or schoolwide incentives, etc., or reference if posted in classroom)
 - d) BIPs, behavior plans, safety plans (collaborate with case manager or point person for short version)
 - e) Emergency activity/option in case lesson plans are not left
- 3) From secondary classroom certificated staff:
- a) Student emergency medical plans (usually provided by nurse), and students who need medications at school and when
 - b) Seating chart if you have one (with SPED and ML indicators next to names, and if possible, pronunciation of names)
 - c) Class expectations (or reference to if posted in classroom)
 - d) BIPs, behavior plans, safety plans (collaborate with case manager or point person for short version)
 - e) Emergency activity/option in case lesson plans are not left
- 4) Other options to consider including:
- a) Student pronouns (if able to share)
 - b) Everyday links and to how to access online resources (i.e., Google Classroom codes, Seesaw, websites used, etc.) and/or a printed copy
 - c) Buddy room, if you have one
 - d) Helpful student(s)
 - e) IEP at-a-glance or a sentence about needs of each student with an IEP (collaborate with case manager)
 - f) Any push-in services and what time (i.e., LRC cert/para)
 - g) Elementary specific - Any students who attend some classes for their General Education time (from a self-contained SPED class) and at what time(s).

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Substitutes

Amend Section 15.2.A as follows:

- A. ~~There shall be three~~ Rates of pay for substitutes, are outlined in Appendix C~~;~~
 - i. ~~Employees with Emergency Substitutes Certificates will be consistent with the chart in Appendix C.~~
 - ii. ~~A daily rate of pay.~~
 - iii. ~~The contractual rate of pay shall be commensurate with the staff member's training and years of experience when placed on the salary schedule. This rate is to be paid only for single assignments which exceed twenty (20) consecutive work days.~~
 - iv. ~~Annually, these rates will be increased to reflect the inflationary adjustment to the state's revenue formulas.~~

Amend Section 15.2.C as follows:

- C. Substitutes on the daily rate on a half-day assignment will be expected to arrive forty-five (45) minutes before the student day to review educational plans and will have completed their obligation fifteen (15) minutes following the conclusion of their last class or assigned responsibility. Substitutes on a half-day assignment will be expected to arrive thirty (30) minutes before the student contact time begins and will have completed their obligation as soon as their last class or assigned responsibility ends. All other substitutes shall have the same duty day as the person they are replacing.

Section 15.5. Substitute Expectations:

- A. At the time of employment the District will provide each substitute teacher with a copy of district rules and regulations relative to substitutes. Biannual revisions will be distributed to all substitute teachers.
- B. The absent staff member will see that each substitute is provided with a folder when the substitute reaches their assignment for the day. The folder will include class rules, special information on that day's schedule, and lessons, and an applicable seating chart. See also Section 14.19 and Appendix F for additional information intended to maintain instructional continuity and provide a positive educational experience for students.
- C. The District will offer a minimum of five (5) hours each year of professional development aimed at substitute teachers. Clock hours will be provided free of charge. RSVPs may be required, and classes may be cancelled if there are fewer than five (5) confirmed attendees within two (2) weeks of the scheduled session. Topics will include, but not be limited to, professional development on the use of standard technology components in Highline classrooms, strategies for supporting the social-emotional learning of students, and strategies for maintaining positive classroom environments.
- D. Any investigation that might be necessary due to reported concerns and/or the removal of a substitute from the classroom shall be completed in a timely manner. Substitutes will be notified of the complaint and informed of their Weingarten rights. Any actions resulting from an investigation will be communicated promptly to the substitute.
- E. The provisions of Article 2 (Association Rights) and Article 7 (Grievance Procedure) shall apply to substitutes.
- F. The District will provide each school with laptops for substitute teachers so that they can access the digital tools and activities included in teacher substitute plans.

Amend Appendix C as follows:

The following rates are in effect for the ~~2020-21~~ 2022-23 school year:

		Monday-Friday
A	Daily Substitute	\$176.17 <u>\$200.00</u>
B	After 40 Nonconsecutive Days <u>Super Substitute</u>	\$196.90 <u>\$220.00</u>
C	Half-Day	½ of the daily rate + \$6.00
D	Emergency Sub Rate	\$143.26

ED	After 20th Day in Long-Term Assignment	*Contractual Rate
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Annually, these rates will be increased to reflect the inflationary adjustment to the state's revenue formulas.

Substitutes who (a) work 40 nonconsecutive days in the current school year; (b) work 100 days the previous year and work 20 days in the new school year; or (c) are retirees of the Highline School District will be moved to the Row B "Super Substitute" and receive the After 40 Nonconsecutive Days rate.

~~The daily rate for substitutes who are retirees of the Highline School District will be consistent with Row b - "After 40 Nonconsecutive Days."~~

In addition, when substitutes are asked to use a scheduled planning period to cover a class not part of their originally assigned job, the substitute will be paid for that time at the Extra-Duty Rate identified in Appendix D.

*The Highline School District pays a contractual rate of pay after the twentieth consecutive day in the same assignment. The contractual rate of pay is taken from the current teacher salary schedule and placement is based upon education and years of experience. Experience verifications from other school districts or educational institutions, along with official transcripts are required in order to calculate placement.

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Student Behavior Support

Amend Section 4.15.I as follows:

- I. **Counselors:** All counselors shall have full time counseling responsibilities. Pursuant to the rules established by the State Board of Education, all school counselors employed by the Highline Public Schools shall hold a valid Educational Staff Associate (ESA) Counseling Certificate. In accordance with RCW 28A.410.043, the purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling programs that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association (ASCA).
 - i. There shall be at least one (1) elementary counselor for each seven hundred ninety five (795) four hundred (400) elementary students with counselor FTE rounded to the nearest .5 FTE; provided any standard elementary school shall have at least a 1.0 FTE counselor; and provided further, a .5 FTE counselor may be added for choice schools impacted by enrollment caps. Elementary counselors will not be assigned to more than two (2) buildings.
 - ii. ~~Secondary school counselors shall be allocated using the following enrollment table. Comprehensive high schools and middle schools will maintain a minimum of 4.0 FTE counselors and 1.5 FTE counselors respectively. If an opening occurs, a high school or middle school's leadership team, including the principal, may decide to utilize a social worker or other ESA in place of a counselor, provided that the minimum amount of~~

counselor FTE is maintained. There shall be at least one (1) secondary counselor for each two hundred seventy-five (275) students with counselor FTE rounded to the nearest 1.0 FTE; provided, a .5 FTE counselor may be added for choice schools impacted by enrollment caps; and provided further that any school (including PSSC) with at least 100 students will have at least a .5 FTE counselor.

Regular Head count plus 1.5 Weighted*

	Special Student	Counselor
1-450	449	1
451-850	399	2
851-1300	449	3
1301-1650	349	4
1651-2100	449	5
2101-2550	449	6

~~*Students with IEPs, McKinney-Vento students, and students who are English Language Learners; weighting of special populations is unduplicated.~~

iii. ~~At PSSC, there will be a .5 FTE counselor. When an opening occurs, except through an administrative transfer, PSSC may use this allocation to support other ESA positions. The student numbers above are based on student headcount including Running Start students at high schools.~~

Amend Section 4.15.C as follows:

C. **Special "Flex" Allocation:** In addition to the staff allocations provided for elementary and secondary schools ~~above~~, a total of twenty-one (21) additional staff will be allocated district-wide. An HEA representative (President or designee) will be invited to weekly meetings in September to analyze class sizes and caseloads by school and determine best courses of action (possible use of flex teachers or ESA staffing, split classes, student balancing, etc.) to meet class size limits and case load impacts of staffing in ~~of~~ this agreement.

Amend Section 4.15.N as follows:

N. **Nurses:** The District will maintain at least ~~46.2~~ 18 FTE nurses. In addition to these ~~46.2~~ 18 FTE, the District will also allocate ~~.4~~ 1.0 FTE to be used as a substitute or float position.

Amend Section 4.15.O and add a new subsection P as follows:

~~O. **Social Workers and Audiologists:** The District will maintain six social workers. The District will maintain one audiologist.~~

~~P. **Assistive Technology:** The District will allocate .6 FTE for the purpose of facilitating implementation of assistive technology.~~

O. **Social Workers:** The District will maintain a minimum of eight (8) social workers assigned

out of the Department of Social Services and Mental Health.

- P. **Assistive Technology and Audiologists:** The District will allocate a minimum of .6 FTE for the purpose of facilitating implementation of assistive technology. The District will maintain at least one (1) audiologist.

Amend section 4.15. K as follows.

- K. **Psychologists:** In accordance with RCW 28A.410.044, the purpose and role of a school psychologist is to provide comprehensive and integrated school psychological services based on the standards identified by the National Association of School Psychologists (NASP). School psychologists provide direct and indirect services to children and their families, including: student-level services, interventions, and instructional supports to develop academic skills; student-level interventions and mental health services to develop social and life skills; systems-level school-wide practices to promote learning; systems-level preventive and responsive services; and systems-level family school collaboration services. Throughout all areas of service delivery, school psychologists' practice is supported by: data-based decision making; consultation and collaboration; knowledge and skills related to diversity in development and learning; research and program evaluation; and legal and ethical practice.

Psychologists shall be assigned using a 900:1 total student enrollment ratio as determined by the October 1 enrollment figures. An additional 1.7 FTE will be allocated to support Child Find. An additional .2 FTE will be allocated to support the "Psychologist Designee" leadership position(s).

Continue the Family Connections LOA with revisions as follows:

Letter of Agreement
Family Connections
Effective School Year 2022-23

1. Window for engagement with families

The District is expecting staff to contact, conference and engage with families at the launch of the 2022-23 school year before September 30, 2022. The purpose is to invite families and students back to school, encourage energy and excitement for the new school year, and get to know the student and their families.

2. Who is assigned the work

Elementary classroom teachers will be expected to engage with the families of students assigned to their class. Secondary certificated staff assigned to an advisory group will be expected to engage with the families of students assigned to their advisory group. Secondary schools will coordinate the assignment of students who do not have an advisory teacher (e.g., Running Start or students shared with PSSC), or who share an Advisory teacher, to an appropriate staff member, capitalizing on existing relationships when possible, to make sure that each student's family has a staff member connecting with them during the engagement window. PSSC teachers will be asked to assist with this

work. Elementary LRC case managers will work with classroom teachers, once conferences have been scheduled, to attend as many conferences as possible for the students on their caseload. The same ratios of students and days mentioned below will be used based on the number of conferences attended.

3. Application to Kindergarten

Family engagement conferences and associated stipends are applicable Pre-K through grade 12. Pre-K and Kindergarten teachers may add this family engagement work to extend their existing TS Gold/WaKIDS family connections conferences or hold separate conferences, and will remain eligible for the per diem stipend described below.

4. Formula/method for compensation

Staff who are assigned to complete this engagement work will be compensated with a stipend for 1 day at per diem for up to 5 students; 2 days at per diem for up to 16 families of students; and 3 days at per diem for up to 27 families of students. If it's not possible to reassign students to keep these numbers at 27 or fewer (e.g., using specialists or other staff in the building), the District will compensate the staff member for an additional half-day of per diem for engaging with more than 27 families of students.

5. Support

Prior to August 22, the District will provide clear direction on possible formats available to meet the needs of students, families and staff (e.g., in-person, video conferencing, telephone); expected length; and information to be shared or gathered. The District will provide a sample script or framework (in English, Spanish and Vietnamese) for staff to use at their discretion as they set up and lead conferences. Buildings have the autonomy to organize scheduling assistance based on current building practices and available personnel. Interpretation services will be provided by school-based bilingual paras, Language Line, and other services to be coordinated through school office staff and central office, as in other situations.

6. Documentation expectations

Educators will document conversation date, the name of the student whose family was engaged, the length of time, and any additional required data in the platform identified in the District guidance.

Continue the Student Behavior Support LOA with Revisions as follows:

Letter of Agreement
Student Behavior Support Team
Effective school years 2022-2024

The District and Association shall form a Student Behavior Support Team (SBST) for the purpose of supporting effective implementation of culturally-responsive student engagement; identification

and elimination of existing barriers and practices that hinder equity; and implementation of instructional strategies that minimize exclusions of students from educational environments. For the duration of this agreement, the SBST will continue to focus their efforts on the following ~~During the 2020-21 school year, the committee shall initially consider five specific topics/initiatives:~~

1. The types of data that would be helpful for pursuing the three goals of the committee identified above, the staff members and systems necessary to gather such data, and a plan for how such data will be gathered and used. The Team shall specifically consider what training may be necessary to ensure the consistency and accuracy of this data.
2. Developing and distributing fact sheets and videos accessible upon demand to all Highline educators explaining (a) changes in state law regarding exclusionary practices; (b) the process for special education referrals; and (c) accessing other social-emotional support for students; (d) de-escalation and behavior support strategies. This item shall be accomplished in collaboration with other HSD departments such as Human Resources, Public Policy, and Special Education. The prioritization of this work for development should be based on need, as informed by data.
3. Working with schools to determine ~~Developing and distributing a tool for the staff at each school building to inventory their current needs~~ and capacity for additional professional development in concepts identified by the Team SBST as critical to an effective, just and equitable student behavior support system such as trauma informed practices, de-escalation techniques, restorative justice, social emotional learning, culturally-responsive student engagement and multi-tiered systems of support. ~~(See also the professional development resource identified for the 2020-21 school year below.)~~
4. The training, skills and capacity of current specialists employed by the District (e.g., counselors, school psychologists, social workers, occupational therapists, mental health and behavioral specialists); training, skills and capacity of specialists not currently employed by the District; and the redeployment of existing types of staff to lead and support effective, just and equitable District- and building-level systems of student behavior support. The Team shall consider whether and how job descriptions for positions might change to support this work, and the impact of such changes on existing workload and District financial resources.
5. How to embed the work identified above within the broader District efforts around race and equity.

The SBST will have equal representation from the District and Association. District and Association leaders will collaborate to appoint co-chairs to lead the committee. The committee shall have representation from building-level and district-level administration, general education classroom teachers, special education staff, and certificated specialists. ~~The SBST Team shall begin its work no later October 1, 2020, (or such other date mutually agreed-upon) and shall periodically provide updates on its progress to the District and Association bargaining teams. The future work and continuation of the Team shall be reviewed by the bargaining teams in the spring of~~ 202X 2024.

The District will support the work of the SBST with an allocation of \$100,000 in the 2022-23 school year. ~~\$25,000 in the 2020-21 school year and \$225,000 in the 2021-22 school year to provide professional learning for schools in their areas of need identified in the 2020-21 school year as~~

described in numbered paragraph 3 above. The method for distributing this resource shall be developed by the SBST.

Add a new Letter of Agreement on Comprehensive Counseling Plan Development as follows:

Letter of Agreement
Comprehensive Counseling Plan Development
Effective School Years 2022-24

Plan Development

The Highline Education Association (“Association”) and Highline School District (“District”) have a mutual interest in supporting a Comprehensive Guidance and Counseling model that is consistent with the requirements in SB 5030 and responsive to the needs of Highline’s students, families and staff. The District has assembled a Project Planning Team comprised of administrators and counselors from both the elementary and secondary levels.

During the 2022-23 school year, this team will collect data, solicit input from stakeholder groups (students, staff, and families) and begin to develop system and school-level plans that meet state requirements and support students’ social/emotional development, academic development, and college and career readiness. An additional 1.0 FTE in counseling specialist staff (.5 elementary and .5 secondary) will be hired for 2022-23 to support planning and implementation. Each spring, this project planning team, and/or the administrators coordinating school counselors, will provide a copy of their recommendations and implementation plans to the HEA President and the Executive Director of Human Resources in order to address any impacts on staff working conditions through negotiations and/or Labor-Management.

Interim Agreements and Clarifications

For the duration of this agreement, unless modified by subsequent negotiations or Labor-Management agreements as referenced above, the District and the Association agree to the following guidelines to support Highline’s counseling program.

- Clarification of expectations for providing class coverage in the event of substitute unavailability, in order to provide consistency in expectations for counselors at all levels.
 - Counselors should not be included in a school’s coverage “rotation” for substitute unavailability (ref. CBA section 4.5), and should not be asked to provide classroom coverage as a substitute for entire class periods. They may, however, be asked to provide classroom supervision for short periods of time (typically 15 minutes or less) in an emergency situation until a substitute can be arranged.
 - When a counselor is facilitating a classroom-based lesson (e.g. SEL, college/career), that class’s teacher(s) should still be present and/or available to assist during the lesson. While it is acceptable for the teacher to leave the room for a few minutes, they should remain onsite and be available to return if requested; the teacher should not be pulled

to substitute in another class during that time, nor should a counselor-led lesson be used to provide planning time for the teacher.

- Clarification of expectations for Advisory.
 - Secondary counselors may be assigned an Advisory class similar to that of other certificated staff. Or, if not assigned their own Advisory, they may be placed into a rotation to provide substitute coverage for Advisory classes in the event of substitute unavailability.
 - If a school's counselors are assigned Advisory classes or provide regular substitute coverage for Advisory, this should be factored into their overall task expectations and assignments.
 - If providing substitute coverage during Advisory becomes a barrier to completing a time-sensitive task that cannot be reprioritized, delegated, or eliminated, a principal may authorize "Make-up time" per Section 4.5.B.iii for task completion outside of the contract day.

- Providing a "fair share" of support for school operations.
 - SB 5030 includes expectations that counselors spend 80 percent of their worktime on direct and indirect services to students and families, and also that they provide a "fair share" of support for school operations (e.g. supervision of arrivals and dismissals, test proctoring). The definition of fair share currently in use by HSD and OSPI would include participation in "activities that all members of the school staff take equal turns doing to ensure the school's smooth operation." (Gysbers & Henderson, 2012)
 - While the Counseling Project Planning Team will be developing guidelines for implementation of this provision in future years, administrators should exercise intentionality and care in assigning operational tasks on a regular basis to counselors that are not expected of other school staff, including teachers.
 - Regarding lunchtime expectations for counselors:
 - At the elementary level, counselors may be expected to have a presence in the lunchroom and/or the playground as part of their weekly schedule. The purpose of this presence is not as an additional recess/lunchroom monitor but to make connections with specific students or groups of students for whom they are providing counseling or behavioral supports.
 - At the secondary level, individual student needs should take priority during lunch and passing time. However, building administrators may ask counselors to be visible and accessible to students during lunch or passing time when they are not meeting with individuals or small groups of students. The purpose of this counselor presence is not to provide lunchroom or hallway supervision, but to make connections with specific students or groups of students for whom they are providing counseling or behavioral supports.

- Impact of managing 504 plans.

- During the 2022-23 school year, HSD will work on ways to streamline the processing, implementation, and management of 504 plans, as well as to differentiate more quickly and easily medical 504 plans from other 504 plans in order to delegate responsibility appropriately between nurses, counselors, or other staff. Progress on these efforts will be provided in the Spring of 2023 to the HEA-HSD District-level Labor-Management Committee.

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Dual Language

Amend Section 3.14 as follows:

Section 3.14. Interpretation and Translation: The District will continue to provide interpreters for meetings as needed. Bilingual teachers/ESAs may not be asked to serve as interpreters for IEP meetings, disciplinary meetings, or other meetings for which an interpreter is needed unless documented steps have been taken to schedule an interpreter and no other interpreter was available. In that case, a teacher/ESA may agree to provide interpretation, but may not be required to do so. Compensation for interpretation, either due to additional time or additional responsibility, will be provided at the Extra Duty Rate identified in Appendix D.

To address translating school and classroom-level family communication materials and interpreting for family meetings and phone calls, each building’s Shared Leadership Team (SLT) will develop and review their building’s protocol for providing translation and interpretation duties (including interpretation for family meetings and phone calls, translation of written family communication, etc.) among building staff including bilingual paraeducators, bilingual family liaison, and/or district-provided interpretation and translation services. All SLTs should review their protocol to ensure alignment with the CBA and HSDs Language Access Plan and then administration share their protocol along with HSD’s Translation and Interpretation Services Training annually with staff. (See Section 4.12).

Amend Section 4.12.E to correct a typo in the intro and add another sub-bullet.

Section 4.12.E. Shared Leadership:

E. Each Shared Leadership Teams shall determine what issues will be addressed. However, each leadership team will address the following either directly or through delegation to sub-committees or other distributive leadership groups:

- xiii. Develop and review the building’s protocol for providing translation and interpretation duties annually (See Section 4.14).

Amend Section 4.6 as follows.

Section 4.6. Preparations - Non-Elementary: Non-elementary teachers will not have more than three (3) preparations plus an Advisory preparation. If four (4) or more content area preparations are necessary, the HEA president shall be notified, to ensure that any additional preparation is assigned by mutual agreement between the teacher and the building administrator. Dual Language school administrators, with Central Office support, will consult with their Dual Language teacher team each spring in an effort to limit Dual Language teachers

to two (2) preparations whenever possible for the subsequent year. If three (3) preparations are assigned to a secondary Dual Language teacher, the HEA President will be notified to ensure there are supports in place and there are no alternative options to reduce the number of preparations. If four (4) content area preparations are assigned to a secondary Dual Language teacher, and at least two of those preparations are in the target language, the teacher will be provided with an additional planning period as mitigation.

Amend Section 4.23.A to add new sub-bullets:

A. School-wide Implementation:

- i. For schools offering Dual Language models, school leadership will ensure that responsibilities related to the school-wide implementation of the program shall not be the responsibility of the classroom teacher.
- ii. Teachers in the Dual Language Program will be provided specific District-designated training in dual language instruction and provided the instructional materials necessary to implement the program.
- iii. Teachers in Dual Language program will not be expected to assume the role of interpreters for other conferences or communication in the school. The District will continue to provide interpreters as needed. See Section 3.14 for additional details.
- iv. Bilingual teachers, including teachers in the dual language program, are not responsible for translating school-based materials and must be offered an extra service contract if they are asked and volunteer to do that translation. This section does not apply to translating their own or their partner teacher's classroom materials.
- v. Bilingual teachers in the Dual Language program are not responsible for translating district-approved curriculum materials. If the translated materials for a target language class cannot be located, the teacher should contact the DL Coordinator for their building and/or a member of the District Language Learning team to determine the appropriate support or mitigation. Section 4.23.M outlines a teacher's options.
- vi. Dual language teaching partners are expected to collaborate around teacher-initiated communication with families to distribute that type of workload equitably.
- vii. SLTs are charged with reviewing and communicating a school's interpretation and translation protocols annually to the staff. (See Section 3.14).

Amend Section 4.23 as follows:

- C. **Secondary Stipends.** A stipend of \$1000 will be paid to target language secondary Dual Language teachers teaching one or more DL classes to cover extra duties specifically related to the program, including the items identified below. ~~English-side Dual Language cohort in core content classes on the English-side and are intentionally teamed with target language Dual Language teachers. English-side teachers will only receive the Dual Language stipend~~

if they are consistently engaged in the work below, in collaboration with their target language teacher(s).

Amend Section 4.23.M as follows, and add a new N.

M. Secondary Course Creation: Spanish language courses are developed for 6th-12th grades, and will continue to be refined and improved. Vietnamese courses are implemented in 6th-8th grade, and will be rolling up annually for the next four years. A secondary Dual Language teacher who is asked by the District a school principal to develop a new Dual Language course that has not been offered in the district or does not have a target language curriculum framework will be provided with significant support to develop the course with a robust curriculum framework that will be usable districtwide. This support may include one (1) period of release time daily for the duration of the course and/or compensation to complete this work outside of the school day/year. The nature of the support will be based on the teacher's preference beginning in 2023-24 when a release period could reasonably be arranged. For new courses offered in the 2022-23 school year, existing structures to support class development will be reviewed in HEA-HSD Labor-Management no later than Sept 30 to ensure adequate supports. The Language Learning department will develop a process for course approval. Course approval will follow the standard district process, and the HEA President will review and approve plans for course development support, including a procedure for determining a sufficient amount of release time and/or compensation to accomplish the development of curricula and materials for a particular course. When an administrator on the Language Learning Team or in any other district department asks a Dual Language teacher to develop a course, the compensation model outlined here also applies.

N. Allocation of FTE in DL Secondary Schools: The allocation of certificated FTE in DL Secondary Schools will support staffing for classes at their projected size, rather than regular averages, in a manner that does not adversely affect other programming in the school.

Amend 13.2 to add an item C.

Section 13.2 Instructional Materials Committee:

C. If a curriculum adoption takes place that requires materials in a target language for dual language programs, the IMC will ensure the recommendation to the board includes commensurate materials in the target language or a budget to develop commensurate materials.

Add a new Letter of Agreement establishing a Secondary DL Study Committee as follows:

Letter of Agreement
Dual Language Study Committee
Effective School Years 2022-24

The Dual Language (DL) Leadership Team has identified a need to provide additional research and recommendations related to secondary Dual Language programming. As a result, Highline Education Association (HEA) and Highline School District (HSD) agree to create a Dual Language Study Committee during the 2022-2x school year(s) in order to complete the necessary research and analysis to make recommendations to the appropriate decision-making bodies as outlined below.

The charges of the “Dual Language Study Committee” are as follows.

- Locate and review recommended practices (based on academic research and school district results across the nation) that support the development and maintenance of a viable 6-12 grade dual language pathway.
- Compile research findings to make pertinent recommendations for changes to the Collective Bargaining Agreement
- Provide recommendations to the Language Learning Department for District Policies and practices that would guide system implementation of the HSD dual language program.

Current issues to be addressed by the DL Study Committee: Study findings would be used to make recommendations for the CBA that would help to build out the program and better align HSD’s DL secondary programs with DL research findings in areas such as:

- Number of preps per DL teacher
- DL teacher planning time
- DL teacher collaboration time within and across schools
- DL teacher stipend
- Program Support/Mitigation needed for smaller DL class sizes
- Recommended language allocation model
- Advisory program in target language impacts
- Course offerings and scheduling including changes in offerings from year to year
- Procedures to access materials in the language of instruction
- Extracurricular and family engagement activities required as part of the program
- Access to the program across the district (student choice?)
- Student recruitment and retention strategies
- Teacher recruitment and retention strategies

The DL Study Committee will be composed of ten (10) members, including seven (7) non-supervisory certificated staff appointed by the HEA president (specifically: three middle school DL teachers, three high school DL teachers, HEA president or designee) and three (3) HSD administrators (specifically: one middle school DL principal, one high school DL principal, Secondary Director of Language Learning). Committee members will be identified in Fall 2022 and begin work as soon as possible thereafter. The DL Study Committee will provide reports and potential recommendations to HEA and HSD Leadership by February 1st and May 15th of each year during this contract cycle.

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Special Education – IEP Support & ESA Workspace

Amend Section 4.14.A and B as follows:

Section 4.14. Special Education IEPs: All special education teachers, with the exception of B and C below, shall have a total of 1.5 hours of release time and/or compensation per student for every annual IEP conference and/or preparation.

A. Special Education Teachers: I.E.P. compensation shall be paid as follows:

- i. In September, each special education employee shall receive advanced payment

for fifteen (15) hours of time at the extra-duty pay rate.

- ii. Staff will be paid on a monthly basis for any timely IEPs written in excess of ten (10). This is in addition to the September payment. Any out of compliance IEP of a new move-in student completed within 30 day validation window will be compensated. If an IEP deadline is not met due to extenuating circumstances beyond the staff member's control, the IEP case manager may submit a request for consideration of payment to the director of Special Education along with documentation and building administrator's signature. The request for consideration shall be submitted within 30 days of the IEP deadline and after IEP is completed. Reasonable requests will be honored.
- iii. Additional compensation may be granted for extenuating circumstances at the discretion of the director of Special Education.
- iv. Teachers of students in self-contained settings (ILC, IAC, EBC, CBS) will receive an additional 1.5 hours at the extra-duty pay rate for completed IEPs of students on their caseloads. Additionally, Integrated Kindergarten (IK) and Learning Resource Center (LRC) teachers will receive an additional 1.5 hours at the extra-duty rate for students on their caseloads whose completed IEPs required a Functional Behavior Analysis Behavior Intervention Plan (FBA/BIP) or a standalone Behavior Intervention Plan (BIP). This additional compensation, will be provided in a lump sum payment at the end of the year for each qualifying IEP.

B. Nurses, Occupational Therapists, Physical Therapists, Speech- Language Pathologists and Vision Specialists:

- i. In September each Speech-Language Pathologist shall receive advance payment for thirty (30) hours of time per employee FTE at the extra-duty pay rate for participation and contributions to IEP goals and objectives. In September each ~~above~~ employee in the other groups named above shall receive advance payment for fifteen (15) hours of time per employee FTE at the extra-duty pay rate for participation and contributions to IEP goals and objectives.
- ii. Staff will be paid on a monthly basis for any IEPs written in excess of ten (10). This is in addition to the September payment.
- iii. If an in-district IEP is not completed in time to qualify it for funding, the special education administrator will consult with the IEP manager to determine a plan to complete the IEP. If there is reasonable concern that it will not be completed in a timely fashion, then the District offer the IEP to another qualified staff member.
- iv. Additional IEP compensated time may be granted by the director of special education (but not to exceed .2 times the number of that employee's students with IEPs).

Revise Section 4.8.H as follows.

- H. Each building will provide appropriate space designated for use by speech language pathologists (SLPs), occupational therapists (OTs) and physical therapists (PT). Building administrators will communicate plans for therapy spaces to impacted staff at least fourteen calendar days (14) prior to the beginning of the school year. For a space to be considered appropriate, it must include the following criteria/materials:
- i. Sufficient in size for both individual and small group therapy to be conducted and accessible for all students;
 - ii. An educator desk/table, chair and locking filing cabinet;
 - iii. Locked storage space for equipment and/or materials;
 - iv. Student table(s) and chair(s);
 - v. Chalkboard/whiteboard and mat;
 - vi. A door that can be locked for security and closed to provide privacy for students during therapy
 - vii. It is acceptable for the space to be shared, so long as schedules can be arranged to ensure 1) privacy and confidentiality of student information during staff work time and 2) student therapy time does not overlap between staff members. Each individual sharing a space must have their own locking filing cabinet/storage.
 - viii. When there is a shortage of available space, impacted ESAs will meet with the building leader and collaboratively develop a shared space plan. In the absence of an agreed upon plan, the building leader shall make a final decision consistent with the provisions above.

Add a new Section 4.8.I and re-letter subsequent sections.

- I. Each building will provide appropriate space designated for use by psychologists, school counselors, social workers. Building administrators will communicate plans for office spaces to impacted staff at least fourteen calendar days (14) prior to the beginning of the school year. For a space to be considered appropriate, it must include the following criteria/materials:
- i. Sufficient in size and furnishings for both individual and small group work to be conducted and accessible for all students;
 - ii. An educator desk/table, chair and locking filing cabinet;
 - iii. A door that can be locked for security and closed to provide privacy;
 - iv. It is acceptable for the space to be shared, so long as schedules can be arranged to ensure 1) privacy and confidentiality of student information during staff work time

and 2) student therapy time does not overlap between staff members. Each individual sharing a space must have their own locking filing cabinet/storage.

- v. When there is a shortage of available space, impacted ESAs will meet with the building leader and collaboratively develop a shared space plan. In the absence of an agreed upon plan, the building leader shall make a final decision consistent with the provisions above.

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Staff Meeting Expectations for Itinerant Staff

Revise Section 4.1.F as follows

- F. Staff members are required to attend staff meetings, unless specifically excused. Staff meetings will be scheduled on an as needed basis and as far in advance as possible. Staff meetings may be scheduled before, during or after the instructional day. Administrators are encouraged to end morning staff meetings at least ten (10) minutes before the instructional day begins. Staff meetings will be scheduled so that no staff member shall be required, except in emergencies, to attend more than one (1) staff meeting in any one calendar week. Building administrators are encouraged to conduct staff meetings, as much as possible, within the work day; however, if it is necessary for the staff meeting to exceed the normal work day, staff members will not be required to remain beyond the normal work day for more than forty-five (45) minutes unless the principal chooses to use flex hours described in Section E above, and provides at least one week's advance notice of the extended length; in no case shall the extended length be more than seventy-five (75) minutes beyond the normal work day. Principals may not hold individual staff members beyond the contract day and attribute the time to staff meetings. Principals will encourage staff participation by allowing all staff to generate agenda items and work collaboratively to create a balance of topics. HEA and HSD recognize that a range of issues will be covered at staff meetings including building operations (nuts and bolts), collaboration among staff teams and professional development.
 - i. Itinerant teaching staff who are divided between buildings are expected to attend staff meetings and administratively-directed PCTs (see Section 4.4) at their scheduled building that Wednesday or Friday. If the principal at the alternate building would like to have them attend a specific staff meeting or specific administratively-directed PCT at their school, the principals must arrange for participation at the alternate site for that day, so long as that can be accomplished within contractual parameters.
 - ii. Itinerant ESAs who are divided between two buildings are expected to attend staff meetings and administratively-directed PCTs at their scheduled building that Wednesday or Friday only when the content is relevant to their job assignment. Itinerant ESAs who are divided between three or more buildings are not expected to attend staff meetings; they may be expected to attend administratively-directed, non-job-alike PCTs at the building where they are scheduled that day only when the content is relevant to their job assignment.

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Elementary Art/Music Weekly Schedules

Replace the existing Section 4.25 F with the language below:

F. For schools with arts specialists in two different disciplines (e.g. visual art and music), there are two options if each specialist is 1.0 FTE, as outlined below. If one or more of the specialists are less than 1.0 FTE at that building, please see Option “c” below. Notice shall be given to both HEA and the District HR department prior to any school implementing arts specialists in two different disciplines.

a. Each specialist shall teach half of the students for one semester and the other half of the students for the other semester (two days per week in each case). Grades will be reported in March for the first semester group and in June for the second semester group. The number of sections and classes taught at any one time shall be consistent with the chart above. This is the “default” option and will be implemented if the arts specialists and building principal do not all agree to implement option b below for the subsequent school year.

b. Each specialist will teach all students year round one day per week, rather than two. Participation grades only will be reported in November and March and both Content and Participation Grades will be reported in June. The building principal will provide two (2) hours in November and March; three (3) hours in June of additional time at grading periods through non-instructional time (during the work day/week) or via ESC, to address the impacts of completing grades for double the usual number of students. The number of sections taught at any one time shall be consistent with the chart above, but the number of classes may be up to double the numbers in the chart. If the arts specialists and building principal all agree to implement this option, they will inform HSD Human Resources and the HEA President at least five (5) days before Spring Break.

c. In the event one or more of the arts specialists is less than 1.0 FTE, the arts specialists and principal will come to agreement about whether to follow option “a” and conform to the parameters of the chart above, or to follow option “b” and craft a one day/week schedule that accommodates the FTE of each arts specialist involved. If option “b” is agreed upon by all parties, a planned distribution of classes must be submitted to HSD Human Resources and the HEA President no later than Spring Break, but will be subject to approval by the HEA-HSD Labor-Management Team. The status of approval will be communicated back to school teams prior to individual employment contract distribution.

~~F. For schools with arts specialists in two different disciplines (e.g. visual art and music), the specialist shall teach half of the students for one semester and the other half of the students for the other semester. Grades will be reported in March for the first semester group and in June for the second semester group. The number of sections taught at any one time shall be consistent with the chart above. Notice shall be given to both HEA and the District HR department prior to any school implementing arts specialists in two different disciplines.~~

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Duration & Reopeners

Amend Article 16 as follows:

Section 16.1. Agreement: This Agreement shall be effective as of September 1, ~~2020~~ 2022, and shall continue in effect until August 31, ~~2022~~ 2024.

Section 16.2. Maintaining Mutual Interest Mutual Agreement: It is the intent of the parties to ~~be able to discuss and potentially modify any section of the Agreement during the term of the Agreement. Before October 1 of each year, the parties shall determine an initial list of mutually agreed upon sections to reopen for negotiations during the school year. Additionally, each school year, each party may select up to three (3) sections of the Agreement for re-negotiation. Any modification mutually agreed to in writing by the parties shall be incorporated into the Agreement upon ratification by both of the parties unless another effective date is specified. The HEA bargaining team shall be provided release time for all meetings scheduled during the student day. These monthly meetings shall be intended to further develop or refine the collaborative bargaining process and the skills necessary for same, and to discuss and resolve problems and issues either or both teams believe to be appropriate. This Agreement may be modified by mutual agreement of the parties.~~

- ~~A. The Association agrees that during the term of this Agreement and regardless of whether an unfair labor practice is alleged that (1) there shall be no strike or walkout and (2) the Association shall not directly or indirectly authorize, encourage or approve any such action by employees. Any employee who violates this clause 21 shall be subject to discipline. The District agrees that there will be no lockout of employees during the term of this Agreement.~~
- ~~B. Either party may, upon written notice to the other, but not later than ninety (90) days prior to aforesaid expiration date of this Agreement, indicate their desire to negotiate a new successor Agreement. Absent such notice, the term of this Agreement shall continue for an additional two (2) years.~~
- ~~C. Annually, the following will be open for negotiations:
 - ~~i. New legislation.~~
 - ~~ii. Appendix B, work year calendar.~~
 - ~~iii. Article 12, Section 12.6. District Insurance Contribution.~~
 - ~~iv. Substitute Salary Schedule.~~
 - ~~v. Article 11, Contractual Work Year for the second year of this Agreement.~~~~

Section 16.3. Labor/Management Meetings: Frequent and purposeful communication is one tool for meeting the common and separate interests of the District and Association. For that reason, HEA and HSD representatives (usually the HEA President, UniServ Director and District Human Resources administrator) will continue to meet on a recurring basis throughout the school year to monitor implementation of this Agreement, identify new issues that have arisen after the completion of negotiations, and seek solutions to problems that do not require changes in the

collective bargaining agreement. At the beginning of each school year, the Labor/Management team will identify an annual schedule with meetings occurring at least monthly (and often more frequently). The Labor/Management team may consult with or invite other subject-matter experts to join the meetings as determined necessary or helpful.

Section 16.4. Modifications/Reopeners: Either the District or Association may reopen relevant provisions of this agreement prior to the start of a subsequent school year in any of the following circumstances:

- A. Subsequent legislative action which mandates change in wages, hours or working conditions of employees in this bargaining unit;
- B. Certificated instructional staff salary funding is revised by the legislature including, but not limited to: (1) changes in the District's qualification for regionalization funding (currently 18%) and/or any additional experience factor; (2) non-inflationary revisions in the salary base for funded certificated instructional units; (3) changes to the inflationary factor used by the legislature (currently the implicit price deflator); (4) changes to the legal limitations on certificated instructional staff salaries; or (5) changes to the District's levy authority or how levy funds may be used; and
- C. The District fails to pass an enrichment levy.

The HEA bargaining team shall be provided release time for all meetings scheduled during the student day. These meetings shall be intended to further develop or refine the collaborative bargaining process and the skills necessary for same, and to discuss and resolve problems and issues either or both teams believe to be appropriate.

Section 16.5. No Strike/No Lockout: The Association agrees that during the term of this Agreement and regardless of whether an unfair labor practice is alleged that (1) there shall be no strike or walkout and (2) the Association shall not directly or indirectly authorize, encourage or approve any such action by employees. Any employee who violates this clause shall be subject to discipline. The District agrees that there will be no lockout of employees during the term of this Agreement.

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Additional NEW Letters of Agreement

Add a new LOA to clarify options for mitigation related to paraprofessional absences/vacancies:

Letter of Agreement
Clarification of Mitigation Options for Paraprofessional Vacancies/Absences
2022-2024

The Highline School District (District or HSD) and the Highline Education Association (Association or HEA) recognize that many programs outlined in the Collective Bargaining Agreement (CBA) are supported by

negotiated paraprofessional assistance, specifically: Special Education (Section 4.15.E, F, G), Library (Section 4.15.J), and All Day Kindergarten (Section 4.18). The parties also acknowledge that when these paraprofessional staff positions are unfilled for extended amounts of time due to vacancies and/or long-term absences, this impacts the certificated staff in these programs, as well as students being served by the programs.

The District will continue to work to fill paraprofessional positions and provide substitutes for longer-term paraprofessional absences, but the parties wish to clarify the mitigation available to certificated staff in the above programs when a paraprofessional vacancy or unfilled extended absence exists.

In addition, the parties wish to clarify some of the existing options available for paraprofessional absences of any length that impact certificated staff planning time, “WAC” time (non-instructional time before and after the student day), and/or Duty-Free Lunch. This section applies to any certificated educators impacted as described by paraprofessional absences.

Mitigation Available for Special Education Teachers, Librarians, and Kindergarten Teachers for Programmatic Paraprofessional Vacancies/Extended Unfilled Absences

Certificated educators impacted by programmatic paraprofessional vacancies and/or extended absences may submit requests for Extra Service Contracts (ESC) up to the weekly limits below for work actually performed outside the contract day (including on weekends) that was a result of the paraprofessional vacancy/extended absence. Examples of this type of work might include, but are not limited to: altered instructional planning, materials preparation, library collection management or shelving, station set up, etc. It is not required that this work take place on-site.

Kindergarten Teachers: Up to 7.5 hours per week

Librarians (schools up to 450 students): Up to 7.5 hours per week

Librarians (schools over 450 students): Up to 10 hours per week

Special Education Teachers: Up to 10 hours per week

In the case of a programmatic paraprofessional vacancy, this ESC mitigation is available immediately. In the case of an extended programmatic paraprofessional absence, the District will have up to two weeks to attempt to fill the position with a substitute. During this two-week period, the building administrator may reorganize to provide some temporary support until a substitute can be arranged. If such a reorganization is not possible, the building administrator may submit a recommendation to HSD Human Resources to allow the teacher to access mitigation immediately. After two weeks of an extended absence, the District must provide mitigation if no substitute has been placed in the position.

Certificated Staff Mitigation for Lost Planning Time, “WAC” time, or Duty-Free Lunch due to Paraprofessional Absences of Any Length

Lost planning time: HEA and HSD agree that the mitigation available in Section 4.5.B.i also applies to teachers who lose their planning time due to a paraprofessional vacancy/absence in their own classroom or a colleague's classroom.

Lost "WAC" time: HEA and HSD agree that certificated educators should not lose the non-instructional time before/after the student day due to a paraprofessional absence without first problem-solving with their administrator to develop a plan for mitigation. If the teacher still has Flex hours available, lost WAC time could be credited toward their Flex time balance. If not, the teacher should receive compensation at the Extra Service Rate for the lost WAC time.

Lost Duty-Free Lunch: HEA and HSD agree that certificated staff have a legal and contractual right to a 30-minute duty-free lunch that should be honored in all circumstances except a true emergency. Educators should consult with their administrator in the case of such an emergency, or in the event that the administrator needs to assist with non-emergency coverage to enable the teacher to take a duty-free lunch. In the event missing lunch is unavoidable, the teacher should receive compensation for that lunch period at the Extra Service Rate.

Add a new LOA regarding time and calendar flexibility for central office specialists, peer mentors, and psychologists:

Letter of Agreement
Position Specific Schedule Adjustment 2022-2025

The Highline School District (District or HSD) and Highline Education Association (Association or HEA) recognize that there is an increasing need for flexibility in scheduling of the work calendar, work week, and/or work location to meet both the needs of the District and the needs of educators.

Some certificated instructional staff roles require work to be completed between the last day of school and beginning of the DID window of the coming school year. Types of work necessary during the summer calendar break include, but are not limited to, facilitating professional development, programmatic planning, and mentoring new educators.

Some certificated staff roles regularly require work to be completed outside normal contract hours during the school year. Examples include Central Office specialists who facilitate professional development after the workday, psychologists who attend IEP, MTSS and other meetings on a regular basis before and after the workday to accommodate families' schedules, and building-level specialists who may supervise evening events that are not otherwise compensated.

In addition, some certificated staff may be offered the opportunity to work from home (WFH) on certain days in order to alleviate space constraints, assist with remote delivery of professional learning, and respond to staff requests for WFH opportunities when this does not interfere with District operations.

The District and Association have mutual interest in supporting a variety of Schedule Adjustment Plans that address both the programmatic needs of the District and the scheduling needs of educators, while also ensuring that contractual provisions are honored. This Letter of Agreement is intended to document:

- 1) Agreements regarding “Mandatory Calendar Adjustment” to address a change in scheduled days that may be required of certificated staff in certain positions during the summer break;
- 2) Agreements regarding “Optional Calendar Adjustment” to address a change in scheduled days that may be exercised by certificated staff in certain positions at their election during the summer break;
- 3) Agreements regarding “Modified Work Hours” that are intended to clarify expectations and processes to be followed regarding modifications of scheduled work hours during the school year on a regular or intermittent basis for certificated staff in certain positions; and
- 4) Agreements regarding “Work from Home (WFH)” opportunities that are available for certificated staff in certain positions that would modify their scheduled work location except in certain circumstances.

Certificated Instructional staff groups for whom these agreements currently apply are outlined in each section below. However, HEA and HSD both reserve the right to bring forward additional staff groups for consideration via the District Labor-Management Process outlined in Section 16.3 of this agreement, and additional groups may be added upon mutual agreement and communicated out accordingly.

Mandatory Calendar Adjustment – Central Office Specialists

Central Office Specialists may be required to work up to ten (10) days between the last day of school and the beginning of the DID window of the coming school year. These days will be included in the 183 base contract workdays for the coming school year, therefore these employees will choose an equal number of days during the usual contract year to have as non-work days. For example, days worked during the summer 2023 will be part of specialists’ 2023-2024 contract, and result in non-work days during the 2023-2024 school year. Mandatory Calendar Adjustment days must be worked and adjusted for in whole-day increments.

Central Office specialists and their supervisors will begin to discuss potential summer work days in January. Each Central Office Specialist will be notified by their supervisor no later than *March 1* of the existing school year of the specific dates of any days they will be required to work during that summer break. Modifications, through mutual agreement, for summer dates may be made based on shifting needs and opportunities through May 15. By one week prior to the last student day of school, each impacted Central Office Specialist will submit a tentative outline for which days during the subsequent school year they plan to take as “schedule adjustment” or “comp” non-work days in order to compensate for the required summer workdays. No more than five (5) days during the school year may be schedule-adjusted in a row. The supervisor will review the tentative outline, and may request modifications before approving to align with system priorities. This tentative Calendar Adjustment Plan may be modified by the employee up through September 15 of the new school year, when it will be considered finalized.

In the event a Central Office Specialist is hired after March 1, any summer work plans must be made by mutual agreement between the specialist and their supervisor, and their Calendar Adjustment Plan finalized by September 15th.

Should a supervisor require a Central Office Specialist to work more than ten (10) days over the summer, the additional days beyond ten (10) would be paid at the specialist's per diem rate.

By September 20, through collaboration across supervisors, a table with all specialists, number of summer days worked, and the "non-work" days in the base contract calendar will be published and shared with supervisors, timekeepers, HR and HEA.

Optional Calendar Adjustment – Peer Mentors

Peer mentors may choose to exercise an Optional Calendar Adjustment process between The first day of August and the first student day of the coming school year in order to provide support for their mentees prior to the start of school. Each peer mentor may identify up to ten (10) specific days, in half-or whole-day increments, prior to the first student instructional day to work with new educators outside of normal work-days. These days will be scheduled by the peer mentors in collaboration with their mentees.

The mentors will then select the same amount of work time, in whole-day increments, after the first day for students, to be non-work "schedule adjustment" or "comp" days in exchange. No more than five (5) days during the school year may be schedule-adjusted in a row. Each mentor's Calendar Adjustment Plan, including dates worked during the summer and the days they intend to schedule-adjust or comp during the work year, must be submitted to their supervisor no later than September 15 of the new school year. The supervisor will review the tentative outline, and may request modifications before approving to align with system priorities.

Peer Mentors are compensated at per diem for three mandatory days of work during teacher induction over the summer. However, an individual peer mentor may elect to take one or more days of induction as a calendar schedule adjustment, rather than as additional pay, if they have a balance of days after their mentee support has been scheduled. The priority for their ten (10) schedule adjustment days is to provide support for their mentees.

By September 20, through collaboration their supervisor, a table with all peer mentors, number of summer days worked, and the "non-work" days in the base contract calendar will be published and shared with their supervisor, timekeepers, HR and HEA.

Modified Work Hours (during the school year) – Central Office Specialists, Building-Based Specialists, School Psychologists

Certificated instructional staff who work in roles that involve regular and/or frequent required meetings or events that occur outside the usual contract day have the following options they may exercise in consultation with their supervisors. The currently identified staff groups in the category are Central Office Specialists, Building-based Specialists, and School Psychologists.

In many cases, staff are expected to work beyond the usual contract day about once a week. Additional events and needs may increase the frequency. Likewise, there may be periods of lower frequency. As these occur, staff can work with their supervisor to adjust their hours accordingly within in a two-week

time frame, and set up recurring adjustments when feasible. For example, if a specialist will regularly be working an hour beyond regular contract time every Thursday, they could adjust their schedule to arrive an hour after their regular start time every Thursday. The staff person and their supervisor will establish a tracking system to document this.

These schedule adjustments should take into account that staff in these roles, with some exemptions for itinerant ESAs, have the same responsibility to participate in staff meetings and Flex Time as all other HEA staff.

Specialists will receive extra service pay, rather than schedule adjustment, when requested to facilitate and/or participate in teams or workgroups outside of work hours when extra service is offered to participating school-based certificated staff.

Scheduled Location Adjustments – “Work from Home (WFH)” Provisions

Certificated Instructional Staff at Highline Virtual Elementary (HVE) and Highline Virtual Academy (HVA) have WFH agreements documented via the “New & Special Programs LOA.”

Central Office specialists may schedule up to fourteen (14) hours of remote work from home (WFH) over the course of a five-day work week. Hours are prorated by FTE and number of days in the work week. Schedules must be arranged around in-person expectations so as to maintain the productivity of the team.

- Individuals must document work from home plans on their calendars (which are accessible by their supervisors) by the end of the first workday of the week prior to the next work week. (For example, a WFH plan for the week of December 13 must be documented by end-of-day December 6.)
- Supervisors have the right to name a standard in-person workday for their staff.
- Supervisors may require specific and/or additional required in-person work time if staff are notified by noon on the first work day of the week the week prior to the applicable work week. (For example, specific required in-person time for the week of December 13 would need to be communicated no later than noon on December 6.)

Specialists should respond to calls and emails in a timely manner such that the work of the department is not slowed as a result of working from home. The mode/method of timely response may be an expectation of their supervisor. Specialists should consider the needs of the team and preferences of their colleagues when deciding whether meetings should be remote or in-person.

In the event of a concern regarding remote work from home, supervisors should meet to discuss the concern(s) with the applicable person as soon as identified, with the goal of resolving the issue so that continued work from home remains a viable option. If concerns persist, the work at home option may be rescinded for the individual. These steps are non-disciplinary.

Add a new LOA outlining the implementation of new state required rubrics for Professional Growth & Evaluation (PGE):

Letter of Agreement

New PG&E Rubrics Implementation Plan

Effective school year 2022-2024

Office of the Superintendent of Public Instruction (OSPI) has established a timeline for the implementation and adoption of a revised Charlotte Danielson Instructional Framework (CDIF) and new Student Growth Goal Rubrics (SGG Rubrics). This will impact all teachers currently evaluated under the Professional Growth and Evaluation system described in Article 19 of the Collective Bargaining Agreement (CBA), as well as all evaluators of these teachers. The Highline Education Association (Association or HEA) and the Highline School District (District or HSD) have a shared interest in implementing the revised rubrics and frameworks in a supportive and measured way to allow both teachers and evaluators time and opportunity for learning and growth.

The OSPI timeline for adoption is outlined below.

- 2022-23 - Both old and new versions of the SGG rubrics and CDIF are available. New versions could be piloted or implemented with various-sized groups.
- 2023-24 – Both old and new versions of the SGG rubrics and CDIF are available. New versions could be piloted or implemented with various-sized groups.
- 2024-25 – The new versions of the SGG rubrics and CDIF must be used for all teachers on PG&E.

Based on the recommendations of the Joint Evaluation Team (JET), HEA and HSD have agreed upon the following implementation plan, including a “Mini-Pilot” in 2022-23, Districtwide Pilot in 2023-24, as well as plans for necessary professional learning (PL) to support both the pilots and full implementation. The new SGG Rubrics and CDIF will require intentional training, including development of a shared understanding of vocabulary and calibration of expectations. As PL is developed around the new CDIF and SGG rubrics, HEA and HSD agree to provide joint training of evaluators and teachers to the extent possible, because this builds trust, relationships, and professional knowledge for both groups.

For 2022-23, grant funds are available from OSPI that may be used to assist with costs associated with the Mini-Pilot. Any potential costs beyond that year will be addressed via recommendations of the PL Consulting Group to HEA-HSD Labor-Management, and related problem-solving or impact bargaining.

2022-23 School Year Mini-Pilot and Professional Learning

Up to five schools may participate in a Mini-Pilot of the new CDIF and SGG rubrics in order to “try on” and participate in training on the new language using the Comprehensive Cycle process. This group will also help determine what professional learning will be needed for evaluators and teachers to support a successful implementation of the new rubrics and framework moving forward.

- Evaluator Participation
 - The two elementary principals currently serving on the JET have agreed to participate in the Mini-Pilot, and they may be joined by principals from up to three additional schools, giving preference to secondary and/or virtual school principals.
 - Assistant principals from those schools may also participate in the Mini-Pilot, if they volunteer to do so. In addition, up to three certificated administrators from Human Resources may join the Mini-Pilot group.
 - For any evaluators joining the Mini-Pilot, the following parameters would apply.
 - At least one Mini-Pilot Evaluator from each participating school will be required to join the “Professional Learning (PL) Consulting Group,” as their pilot experience is intended to inform PL development and recommendations for the larger pilot and full implementation.
 - Mini-Pilot Evaluators will be using two different frameworks and rubrics with their teachers, as teacher participation in the pilot is voluntary and limited to no more than five (5) teachers per evaluator.
 - Mini-Pilot Evaluators must understand that a teacher’s overall summative evaluation may not be negatively impacted by their participation in the pilot.
 - Mini-Pilot Evaluators must be willing to dedicate some of their principal-directed PCT time to training on the new SGG rubrics for themselves and the participating teachers; this time will be aligned with mandatory job-alike dates when possible.
- Teacher Participation
 - Up to five (5) teachers per evaluator at a participating school may participate in the Mini-Pilot.
 - Any participating HR-based evaluators will work with principals and teachers to solicit voluntary teacher participation; additional details regarding this option may be addressed in HEA-HSD Labor-Management discussions.
 - Teacher participation in the Mini-Pilot is voluntary and by mutual agreement with the evaluator, in order to allow the evaluator to focus the evaluator’s efforts on a particular grade-level or content area team, should the evaluator so choose.
 - For any teachers joining the Mini-Pilot, the following parameters would apply.
 - Up to five teachers per evaluator may participate, and volunteer solicitation communications must make it clear that participation in the Mini-Pilot is voluntary.
 - Mini-Pilot teachers must agree to participate in training on the new SGG rubrics, which will take place within the contract day to the extent possible.
 - Mini-Pilot teachers must document their decision to opt-in via email (i.e., in writing).
 - Mini-Pilot teachers’ overall summative evaluation ratings may not be negatively impacted by their participation in the pilot. If a teacher does not receive a Summative Proficient or Distinguished rating, the teacher’s annual evaluation will not be scored, and will include a note that the teacher was participating in a pilot of the new SGG rubrics and CDIF.
 - Mini-Pilot teachers will receive a \$100 stipend in recognition of the additional responsibility associated with their participation.
 - At least one Mini-Pilot teacher from each participating school will join the PL Consulting Group. If an HEA Representative in that school is participating in the

Mini-Pilot, they will be the first to be invited, and if they decline, the Rep work with the principal to recruit another teacher-volunteer.

- Professional Learning for 2022-23
 - All Mini-Pilot evaluators and teachers will participate in WEA’s New Student Growth Goal training in the fall of 2022. HEA and HSD leadership will work collaboratively to schedule this training, utilizing administratively-directed PCT time, and aligning with mandatory job-alike dates to the extent possible.
 - WEA is also a resource that may be explored for SGG training for administrators, and as a way to create a cadre of Highline teacher/evaluator co-training teams to support the SGG professional learning necessary for the Districtwide pilot in 2023-24. HEA and HSD will work collaboratively to implement options that are of mutual interest based on recommendation from the PL Consulting Group and labor-Management Discussions.
 - PL Consulting Group: The JET will be expanded for this year to form a “PL Consulting Group” including at least one evaluator and teacher from each participating Mini-Pilot school. This group will monitor the progress of the Mini-Pilot and explore available PL options (e.g., WEA, OSPI, Danielson Group, and HSD/HEA) to make recommendations to HEA and HSD related to the Districtwide Pilot in 2023-24 and full implementation in 2024-25.
- HSD Human Resources will investigate the feasibility of updating Standards for Success (SFS) for 2022-23 with the CDIF and SGG rubric language only for those teachers participating in the Mini-Pilot. If this is not possible, the PL Consulting Group will work with HEA and HSD leadership to develop an alternative documentation mechanism.

2023-24 School Year Districtwide Pilot and Professional Learning

In the 2023-24 school year, all teachers on the PG&E system and their evaluators will use the new CDIF and SGG rubrics district-wide in a “pilot” fashion. This means that, with very few exceptions, there will be no adverse impact to teachers in this year; while both teachers and evaluators are becoming familiar with the new framework language and SGG rubrics.

- All PG&E-applicable teachers and evaluators will utilize the new CDIF language and new SGG rubrics districtwide.
- SFS will be updated to reflect the new language system-wide.
- All PG&E evaluators and teachers will receive professional learning during district-directed time (e.g., DID, admin-directed PCT) on the new CDIF and SGG rubrics; training will be based on the recommendation of the PL Consulting Group and subsequent agreements reached via Labor-Management and/or impact bargaining.
 - This will likely include some “upfront” training in fall 2023 and some “just in time” trainings throughout the 2023-24 year.
 - Teacher trainings will be jointly attended by PG&E teachers and evaluators, but evaluators may receive additional training separately.
- Teachers’ overall summative evaluation ratings may not be negatively impacted the Districtwide pilot, with very few exceptions, in order to provide a supportive environment for learning and growth for both teachers and evaluators.
 - If a teacher’s criteria scores would not result in a Proficient or Distinguished rating on the summative evaluation, the teacher’s annual evaluation will not receive a summative

- rating, and will include a note that the teacher was participating in a pilot of the new SGG rubrics and CDIF.
- Any teacher who did not receive a summative rating on the 2023-24 annual evaluation will be added to the list of teachers placed on the Comprehensive Evaluation cycle for 2024-25.
- If there is a perceived performance concern with any provisional teacher, the evaluator must notify HSD Human Resources no later than October 31, 2023, in order to develop a support plan and next steps consistent with CBA language and state law. HSD will notify HEA no later than November 15, 2023, and engage in Labor-Management problem-solving around these situations as needed.
- In the event there are any teachers with more than five (5) years of experience who received a summative Basic or Unsatisfactory rating in 2022-23, HSD will notify HEA no later than September 15, 2023, in order to problem solve any logistical complications with implementing the relevant sections of Article 19 due to the District-wide pilot.
- The JET will make recommendations to the Joint Bargaining Teams no later than Spring 2024 about any recommended professional learning and/or modifications to existing CBA language that arise as a result of the new SGG rubrics, CDIF language, and experiences during the 2022-23 and 2023-24 pilot years.

Add a new LOA to form a joint committee to monitor impacts of more inclusive special education models:

Letter of Agreement
Joint Inclusive Services Team (JIST)
Effective school year 2022-2024

Highline School District (District or HSD) is moving towards more inclusive models of special education services, and will be piloting a variety of approaches intended to move toward a more inclusive continuum of services. More inclusive models may have impacts on working conditions that should be identified, assessed, and addressed as they are tried in pilot schools. In order to proactively mitigate for these impacts, the District and the Highline Education Association (Association or HEA) agree to form a Joint Inclusive Services Team (JIST) to monitor the progress of pilot models and approaches, and assess implications of model changes. No more than half of the members of the team shall be district/building leaders with the balance of the team comprised of certificated educators appointed by the HEA president with first-hand experience with the more inclusive models. The JIST will include a broad range of involved educators, including general education and special education teachers, as well as related services staff. The team will make regular recommendations to HEA and HSD Leadership for Labor-Management problem-solving and/or bargaining, as appropriate.

Add a replacement LOA related to Highline’s new schools and special programs (sunset old LOA):

Letter of Agreement
New School & Special Program Implementation
Effective School Year 2022-23

Beginning in the 2021-2022 school year, the Highline School District began implementing several new schools and special programs in order to meet the needs of the Highline community and provide innovative learning experiences for students. This trend will continue during the 2022-23 school year, with one new school and changes to some existing schools and programs. This agreement is intended to document the structures of these schools and programs that differ from those of traditional schools and therefore may impact the working conditions of certificated staff. Any provisions of the Collective Bargaining Agreement (CBA) that are not altered by the agreements below remain in effect for the educators working in these schools/programs.

The Highline School District (HSD) and Highline Education Association (HEA) have mutual interest in supporting the needs of the educators and students participating in these new schools and programs and understand that some flexibility may be needed to respond to changing circumstances during the school year. To that end, HEA and HSD agree to utilize the Labor-Management Problem-Solving Process to work through any additional challenges or necessary changes that occur throughout the year and are not covered by the agreements below.

Maritime High School

Maritime High School (MHS) is an innovative high school utilizing project-based learning to support students interested in the environment, marine science, and maritime careers working on or near the water. Its structure differs from traditional high schools and it utilizes Washington State’s Alternative Learning Experience (ALE) model requirements.

Class Sizes and Advisory: For the 2022-23 school year, MHS will have two cohorts – 9th and 10th graders. The class of 2025 will consist of up to 50 students, split into two Advisory groups called “Crews.” The class of 2026 will consist of up to 100 students, which will be split into up to four Crews. The program will be supported by up to seven (7) certificated teachers, dependent upon enrollment, as well as administrative, classified, and community support staff. Students will also have access to certificated LRC and Related Services support, consistent with their IEPs. Counseling support will be provided per CBA, but may be shared with other schools co-located on the same campus. Each classroom teacher will be assigned a Crew and will be responsible for conducting Crew Circles (Advisory), Crew Check-ins/Check-outs, and managing the ALE Learning Plans for their assigned Crew students.

Mitigation: Each Crew will have no more than 24 students when possible. Should a teacher receive a 25th student in their Crew, they will receive \$10.00 per day for each day that an overload of one student exists. Accepting a 26th student into a Crew would be handled as an “extreme hardship” situation: the teacher, after consultation with the HEA president, may agree to take a 26th student, and would receive \$25 per days for the two overload students.

Class Preparations: Students will receive instruction through a combination of in-person classroom-based instruction, field work experiences, and hybrid remote learning days. Classroom-based instruction will be grouped into a Humanities block and a STEM block. Students will attend their block courses in their assigned Crew groupings. While each classroom teacher will have only one “preparation” for

classroom instruction, they will also participate in collaborative planning for instructional projects, field work experiences and Crew Circles/Advisories.

Non-Instructional Time: Certificated staff at Maritime HS will receive planning time and other non-instructional time consistent with the CBA. However, on days when students are participating in field work, this time may be scheduled flexibly to accommodate student learning needs, so long as each segment is no less than 30 minutes in duration. Additionally, on Hybrid Learning Days (generally Fridays), 150 minutes of instructional time will be set aside for Crew Advisors to conduct 1-1 Learning Plan meetings with their Crew members.

Programmatic Planning Needs and Professional-Collaboration Time (PCT): Every effort will be made to ensure sufficient time during principal-directed PCT for ongoing programmatic planning such as: collaboration with community partners and industry experts, development of Crew/Advisory structures and lessons consistent with the mission of Maritime HS, and family engagement that exceeds generally expected professional practice. MHS teachers and staff will have additional planning and professional learning days during the summer of 2022, paid at per diem. In the event that significant additional time is needed for this purpose during the school year, extra-service contracts and/or release time will be offered, consistent with the CBA.

Ongoing Implementation: HEA and HSD will continue to work collaboratively to monitor and address any challenges that may arise throughout the school year, and will meet in the spring of 2023 to make any necessary adjustments to the above Maritime language through negotiations and/or Labor-Management.

Highline Virtual Academy

The Highline Virtual Academy (HVA) is a flexible, remote learning model for students in grades 6-12 that utilizes Washington State's Alternative Learning Experience (ALE) model requirements, providing opportunities for self-paced learning for students. Core instruction will be delivered through HSD-approved online learning management systems, incorporating instructor-customized material. . Highline teachers will provide virtual instruction for content classes, Advisory, small group and individual support, including both academic and social-emotional learning. HVA teachers and staff will have additional planning and professional learning days during the summer of 2022, paid at per diem. In the event that significant additional time is needed for programmatic development during the 2022-23 school year, extra-service contracts and/or release time will be offered, consistent with the CBA.

Overall Structure: Students at HVA will take up four classes per quarter. Teachers will be assigned no more than three classes per quarter. The HSD curriculum will be implemented in all classes, modified as needed for use on the online learning management system. Third-party educational curriculum may be used as a supplement. Highline teachers will be the teacher of record for synchronous and/or asynchronous classes and will provide small group support, grade assignments and track progress. In addition, each teacher will be assigned an Advisory class, with whom they will meet daily and complete the required ALE Learning Plans (WSLP) for each Advisory student. Teachers will also meet 1:1 once per week with each Advisory student to help track progress and complete Learning Plans.

Daily Load, Advisory, and Class Preparations: Each HVA classroom teacher will be the teacher of record for no more than three classes per quarter, and for up to 93 students across all classes for which they are the teacher of record. Advisory is not considered one of the three class preparation and student load is calculated separately; each teacher will be assigned up to 24 Advisory students.

Mitigation: Should a teacher's daily load exceed 93, they will receive \$10.00 per day, per student, for each day that an overload exists. Every effort will be made not to exceed 24 students in an Advisory class, but if a teacher's Advisory load exceeds 24 students, they will receive \$10.00 per day, per student, for each day that an overload exists.

Time Allocations: Each HVA classroom teacher will have their instructional and non-instructional time allocated as follows. Descriptions of time allocations not addressed in the existing CBA are included below.

- Planning time and "WAC" non-instructional time: 120 minutes/day or 600 minutes/week, adjusted for staff meetings and PCT as outlined in the CBA
- Lunch: 30 min/day
- Advisory: 30 minutes/day or 150 minutes/week
- Small Group/Synchronous Instruction & Support: 90 minutes/day, depending on the schedule for a total of 450 minutes/week
- 1:1 check-ins: 570 minutes per week, time per days varies depending on the schedule
- Learning Plan Support: 200 minutes/week, 50 minutes per day M/T/W/Th
- PLC & PCT: 130 minutes on Friday

1:1 Check-ins: Weekly meeting (usually via Zoom or phone) between the student and certificated teacher for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP. Evidence of two-way contact must include the date of the contact, the certificated teacher who made the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication. Teachers may choose to develop a flexible schedule for 1:1 check-ins that meets outside of the school day to support student needs, and if they elect this option, will work with the principal to adjust their work times accordingly.

Small Group/Synchronous Instruction & Support: Teachers will provide 90 minutes per day of direct instruction (synchronous full-class time and/or small group instruction and support) in accordance with the master schedule. Teachers may choose how they group students and allocate time within the designated minutes to meet student needs.

Learning Plan Support: Teacher-directed time for progress monitoring of Advisory students' Learning Plans. Teachers may work independently or in teams during this time, at their discretion. Student attendance requirements are met through documentation of weekly 1:1 check-ins and WSLP progress monitoring.

Work From Home Policy: HVA staff may work from home (WFH) on Tuesdays and/or Thursdays and must work onsite Mondays, Wednesdays, and Fridays.

- The allowable WFH days will remain consistent and unchanged even during non-five day work weeks.

- If staff must report on site on a Tuesday or Thursday for a meeting (e.g. IEP meeting, student-led conferences), the supervisor or meeting scheduler must notify them at least one week in advance.

In the event of a concern regarding remote work from home, the supervisor should meet to discuss the concern(s) with the applicable person as soon as identified, with the goal of resolving the issue so that continued work from home remains a viable option. If concerns persist, the work at home option may be rescinded for the individual. These steps are non-disciplinary.

Edgenuity Teachers: HEA and HSD have a shared interest in having Highline teachers be the teachers of record for HVA students whenever possible. In the event there is an unusual circumstance in which this is not practicable (e.g., a student needing an advanced course not offered at HVA), Edgenuity, or a similar online platform, may be used to provide a teacher of record as well as the curriculum/lessons. HSD Human Resources will provide a monthly report to HEA of any instances in which online teachers outside the bargaining unit are being used as the teacher of record for HVA classes/students. HEA reserves the right to utilize the Labor-Management Problem-Solving process to explore alternate options for these circumstances if they become frequent.

Ongoing Implementation: HEA and HSD will continue to work collaboratively to monitor and address any challenges that may arise throughout the school year, and will meet in the spring of 2023 to make any necessary adjustments to the above HVA language through negotiations and/or Labor-Management.

Highline Virtual Elementary

Highline Virtual Elementary (HVE), a new online school, will open in September 2022. Highline Virtual Elementary will be the only all-remote option for students in grades K-5 in the 2022-23 school year. For this initial year, enrollment in HVE will be limited, and is currently anticipated to include six classrooms. Except as outlined in this letter of agreement, HVE will follow all existing Collective Bargaining Agreement (CBA) language as it applies to elementary staff.

HVE will utilize the Continuous Learning 2.0+ model of remote instruction. At least 70% of elementary learning time will be in synchronous (real-time) instruction, an up to 30% will be asynchronous instruction. PE, Art/Music and Library will be provided through asynchronous instruction in order to provide collaborative planning time for teachers. HVE will utilize Canvas as their Learning Management System (LMS). HVE staff will be provided sufficient technology equipment to support remote instruction.

HVE will serve students who qualify for English language learning services. Special education services and programming will be provided with some limitations, dependent on a student's Individualized Education Plan (IEP). The dual language learning program will not be available.

Workday Structure: HVE teachers will receive non-instructional time (planning and "WAC" time) consistent with other elementary teachers. In addition, HVE will provide "Collaboration Time" daily to focus on family partnerships and curriculum design. Collaboration Time will be fifty (50) minutes daily Monday through Thursday and thirty (30) minutes on Friday.

Teachers will utilize some of their synchronous learning time to conduct one-one conferences with two-three students daily, with a goal of connecting individually with each student every two-three weeks.

Teachers will be provided time to meet with each family for up to twenty minutes on a regular basis. This time will be allocated out of Collaboration Time and staff meeting time.

Programmatic Planning:

HVE teachers and staff will have additional planning and professional learning days during the spring of 2022 at the extra-duty, and during the summer of 2022, paid at per diem. In the event that significant additional time is needed for programmatic development during the 2022-23 school year, extra-service contracts and/or release time will be offered, consistent with the CBA.

Work From Home Policy: HVE staff may work from home (WFH) on Tuesdays and/or Thursdays and must work onsite Mondays, Wednesdays, and Fridays.

- The allowable WFH days will remain consistent and unchanged even during non-five day work weeks.
- If staff must report on site on a Tuesday or Thursday for a meeting (e.g. IEP meeting, student-led conferences), the supervisor or meeting scheduler must notify them at least one week in advance.

In the event of a concern regarding remote work from home, the supervisor should meet to discuss the concern(s) with the applicable person as soon as identified, with the goal of resolving the issue so that continued work from home remains a viable option. If concerns persist, the work at home option may be rescinded for the individual. These steps are non-disciplinary.

Ongoing Implementation: HEA and HSD will continue to work collaboratively to monitor and address any challenges that may arise throughout the school year, and will meet in the spring of 2023 to make any necessary adjustments to the above HVE language through negotiations and/or Labor-Management.

Renacer Educational Support Program

The Highline School District has entered into an agreement to provide educational support for students in the Renacer Youth Treatment Program. These students are engaging in remote learning, taking one class at a time, and students are enrolled in a wide variety of different courses. During the 2021-22 school year, the Renacer program did not involve Highline's certificated staff, but in the event the program expands, any impacts on certificated staff will be addressed via negotiations and/or Labor Management.

Learning Center

Highline's Learning Centers are alternative programs embedded at New Start High School and the four comprehensive high schools. These are not new programs, but are in transition, both in terms of leadership and programming. The schools involved will collaborate during the 2022-23 school year to evolve programming to meet student needs.

Caseload limits and other working conditions for Learning Center teachers have not yet been negotiated. The current District policy for student-teacher ratio in for ALE programs is 33 students to 1

teacher, but this may not be the correct ratio for all of the configurations the Learning Center may take in each location.

Therefore, HSD and HEA agree to monitor Learning Center configurations and caseloads during the 2022-23 school year and ensure working conditions for the involved teachers are within reasonable limits given the evolving structure of the program configurations at each school. A representative group of HEA leadership, HSD administrators and Learning Center staff will meet at least quarterly to monitor workload and develop recommendations to be addressed through negotiations and/or Labor-Management in spring of 2023 for the subsequent school year.

New Start High School

New Start High School provides an alternative educational experience for students who have experienced challenges in the traditional system. The program utilizes personalized support and independent learning contracts to provide meaningful learning experiences for students while they recover or advance in credits leading toward high school graduation. While New Start is not a new school, it is in transition, both in terms of leadership and programming.

It is anticipated that the 2022-23 school year will focus on programmatic assessment and planning for future implementation. It is therefore expected that current CBA language will apply to certificated staff at New Start without modification unless a separate LOA is agreed upon prior to the start of the school year. In the spring of 2023, building administration, in collaboration with the New Start SLT (Shared Leadership Team) will present a report and recommendations to HEA leadership and HSD Human Resources to be addressed through negotiations and/or Labor-Management for the subsequent school year.

WELS (Waskowitz Environmental Leadership Service)

The Waskowitz Environmental Leadership and Service (WELS) is an innovative program for high school graduation with a Career and Technical Education (CTE) focus, providing multiple 21st-century skills learning opportunities and skills for jobs in the outdoor recreation/education and marine tech fields. The WELS program is relocating from the Woodside campus to become a program at Tyee High School. It is also in the midst of a leadership transition. Both of these changes may result in programmatic adjustments over the coming few years.

In order to provide time for additional programmatic planning over the summer, HEA leadership and HSD Human Resources plan to address any needed modifications to existing contract provisions through the District Labor/Management process, including a separate Letter of Agreement if necessary.

Add a new LOA to address the impacts of "No Credit" grades at secondary:

Letter of Agreement
Impact of "No Credit" Grade Option

Effective School Years 2022-24

The Highline School District and the Highline Education Association agree to the following provisions regarding the “No Credit” Grade Option for the duration of the current collective bargaining agreement. In August 2021, the School Board revised policy 2420 to remove “F” as a grade option, and added “NC” as an option, providing this guidance:

Students who receive an NC may have a credit recovery plan that is developed between the school or teacher and the student. A student who fails to complete the recovery plan within the designated time shall have the NC permanently on their transcript.

For situations in which a student has demonstrated significant progress in a course, and demonstrating sufficient proficiency to earn a grade is a reasonably achievable goal, teachers may offer a student who receives an NC in their class an opportunity to demonstrate additional mastery to convert an NC to an A, B, or C grade through an NC credit recovery plan. This plan may involve completing an independent student project, or another option deemed sufficient by the teacher to demonstrate sufficient mastery to receive credit in the course. Plans will be timebound, typically requiring completion within 2-4 weeks. Teachers will indicate a credit recovery plan is available through the use of a common report card comment code.

If the teacher does not offer a NC credit recovery plan, counseling staff and/or building administration, will work with the student to identify options for credit recovery.

While a teacher may be offered information and support around NC credit recovery plans, they will not be directed to change a grade from an NC when a student’s academic achievement definitively shows an NC level of understanding. Likewise, a teacher will not be asked to offer an NC credit recovery plan when, in their professional assessment, the student has not demonstrated sufficient progress to make such a plan feasible on the teacher’s part.

Add a new LOA to allow additional flexibility in secondary planning time schedules:

Letter of Agreement **Secondary Planning Time** **Effective School Years 2022-24**

The Highline School District and the Highline Education Association agree to modify the following language about secondary planning time for the duration of the agreement.

Section 4.3. Non-Instructional Time and Class Coverage: Elementary teachers shall be provided with a minimum average of one hundred five (105) minutes of non-instructional time each work day, exclusive of lunch and recesses, which includes planning time and thirty (30) minutes before and the thirty (30) minutes after the student instructional day. Elementary students (K-5) will be provided two hundred twenty-five (225) minutes per week of instruction by specialists/librarians.

Non-elementary teachers shall be provided with a minimum of one hundred twenty (120) minutes of non-instructional time each work day, exclusive of lunch and recesses, which includes planning time and the thirty (30) minutes before and the thirty (30) minutes after the student instructional day. Secondary schools may adopt schedules that regularly provide less than one hundred (120) minutes of non-instructional time on a particular work day as long as employees have a daily planning time of at least thirty (30) minutes during each student instructional day and a total weekly amount of planning time that meets the minimum provided in the preceding sentence. Such a schedule may be adopted upon completion of a staff meeting discussion and subsequent anonymous voting process, if the alternative schedule passes with at least seventy (70) percent of certificated staff voting in favor. If a staff member chooses not to participate in the vote, they will be counted as an abstention. Secondary schools may choose to implement alternative schedules that do not include daily planning time using the waiver process in Section 1.10.

~~**Daily Planning:** HEA members at secondary schools may choose to implement alternative schedules that do not include daily planning time using the waiver process in Section 1.10.~~

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Additional REVISED Letters of Agreement

Amend the Ready K! LOA as follows:

Letter of Agreement

Ready K!

The Highline Education Association (HEA) and Highline School District (HSD) have a shared interest in implementing a transitional kindergarten program, consistent with OSPI guidelines and contingent upon continued availability of state funding, to support kindergarten readiness for Highline students. Highline's transitional kindergarten will be known as *Ready K!* Except as outlined below, all provisions of the Collective Bargaining Agreement (CBA) apply to *Ready K!* just as they would to other kindergarten classes.

1. **Pro-rated Calendar and Contract Year.** *Ready K!* teachers will be hired on a pro-rated contract, calculated based on the number of student days between the first Monday after Thanksgiving and the end of the school year, plus three non-student District Initiative Days (DID). ~~of .508~~ The pro-rated FTE may vary slightly based upon each year's calendar; for 2022-23 it will be 0.694 FTE, reflective of a 127 94-day calendared work year. 92 124 of those days will be considered student days, including two days for WA KIDS Family Connections; the remaining ~~two~~ three (3) days will be considered non-student District Initiative Days (DID). Teachers will also receive ~~.508~~ prorated PLE (Professional Learning & Enrichment) days and stipends, based on their contracted FTE. The calendar (and consequent contracted FTE) for *Ready K!* will be determined collaboratively between HSD and HEA using the following parameters, and may be adjusted as a result of emergency/inclement weather closures:

- The first *Ready K!* student day for students will be the first Monday after Thanksgiving Break. The two student days used for WAKids Family Connections will be scheduled during elementary conference week, determined by applying the .508 *Ready K!* contract to District School Calendar, taking into account the number of days needed for DID and PLE.
- ~~Two~~ Three (3) DID days will be scheduled during the ~~five (5)-day period~~ week prior to elementary conference week. One of these DIDs will be self-directed; the other two will be district-directed. ~~the first *Ready K!* student day.~~
- One self-directed PLE day will be scheduled during the ~~five (5)-day period~~ week prior to elementary conference week.
- ~~The first two student days of the *Ready K!* calendar will be used for WA-KIDS Family Connections.~~
- The last *Ready K!* student day will be consistent with the HSD School Calendar for all students, unless impacted differentially by emergency/inclement weather closures. For example, in the case of an emergency closure day that occurs prior to the start of *Ready K!*, *Ready K!* staff and students would not work on the emergency make-up day.

2. **Class Size.** The class size for *Ready K!* will be 17:1 per day as the “Soft Cap” referenced in CBS Section 4.16.C. The “Hard Cap” for *Ready K!* will be 18:1, reflecting that *Ready K!* class size may not exceed 18:1. In addition, teachers will *not* receive overload mitigation (per Section 4.19) if their *Ready K!* class is at 18:1, rather than 17:1 or below.

3. **Paraprofessional Support.** Each *Ready K!* classroom will be allocated six hours of paraprofessional support to assist at lunch, recess, and in the classroom.

4. **Report Cards and Progress Reports.** In lieu of traditional report cards as outlined in Section 3.3.D, *Ready K!* students will receive WA KIDS progress reports at the Winter and Spring grading periods.

5. **Professional Growth & Evaluation (PG&E) & Coaching Cycles.** ~~As classroom teachers,~~ *Ready K!* teachers on a continuing contract will participate in the Comprehensive PG&E process as outlined in Article 19, as required by state law. Teachers on PG&E will be evaluated by the TLL Director of Pre-K and Elementary Success. Teachers will be encouraged to create nested student growth goals as a *Ready K!* team, consistent with Section 19.6.B.ii. Due to the modified contract year and calendar, certain Comprehensive PG&E timelines and dates in Section 19.6 will be adjusted as follows.

- Comprehensive Cycle Conference (CCC) 1 to be completed by Dec. 15th. ~~Feb 15th.~~
- CCC 2 to be completed between Jan 1st – Feb. 28th. ~~Feb 15 – March 31st.~~
- CCC 3 to be completed between April March 1st – May 15th.
- Artifacts due June 1 (Note: PCTs may be focused on the Danielson Framework/artifacts).
- Dates for CCC 4 and the Summative Evaluation are consistent with the CBA.

Ready K! teachers on a leave replacement contract will participate in observations and coaching cycles with the Director of Pre-K and Elementary Success and the Pre-K and Elementary Success TLL Specialist as described below.

- The TLL Director of PreK - Elementary Success collaboratively sets required observation and coaching dates with each teacher, two times per school year. Each coaching cycle includes:
 - Observation
 - Debrief and discussion about next steps/goals
 - Teachers may use this discussion to launch a specialist coaching session
- The PreK- Elementary Success TLL Specialist offers optional coaching cycles for each teacher consisting of:
 - Goal setting
 - Classroom observations
 - Collaborative conversations to set/revise goals

6. **Flex Time.** *Ready K!* teachers may be required to contribute up to twelve (12) ~~ten (10)~~ hours of Flex Time, per Section 4.1.C, as allocated by the building principal and SLT at their worksite.

7. **Family Engagement Nights.** *Ready K!* teachers will be expected to attend ~~one Family Engagement Night per month~~ Family Engagement Nights up to three times per year, which will be focused on student data. Preparation for these events will be included in regular PCTs, but extra service contracts will be provided for time actually spent at the events.

8. **PCT.** The allocation ratios for Professional Collaboration Time (PCT) for *Ready K!* teachers will be consistent with Section 4.4. However, the schedule of PCTs and the 50% administratively directed time will be determined by the Director of Pre-K and Elementary Success or other designee in the Teaching, Learning & Leadership Department, rather than by their building principal. In addition, for the 25% collaboratively-directed time, *Ready K!* teachers will be expected to work with their *Ready K!* teacher team, which may necessitate notification of their building principals that they are leaving their usual worksite.

9. **Staff meetings.** *Ready K!* teachers will attend staff meetings at their usual buildings, consistent with Section 4.1.F.

10. **SEBB.** *Ready K!* teachers ~~on a .508 FTE contract~~ are considered SEBB eligible unless hired for only a portion of the *Ready K!* year, in which case their eligibility will be determined by their contracted FTE in accordance with SEBB rules. HSD Human Resources will work with teachers individually to address any issues related to benefits coverage arising from their modified contract year.

11. **Continuing Conversations.** The parties shall continue to monitor the implementation and *Ready K!* through regular District-level labor-management meetings, and will address any additional complications or anomalies with a problem-solving approach.

Amend the SLP Staffing and Overload Mitigation LOA as follows:

Letter of Agreement
Speech Language Pathologist Staffing & Overload Mitigation
Effective School Year 2022-2024

The Highline School District (District) and Highline Education Association (Association) recognize District and the Association agree upon the following process to address caseload overages for Speech Language Pathologists (SLPs). Pending smooth implementation of this process during the next contract cycle 2021-22 school year, the parties intend to incorporate language documenting this process into a successor agreement when it is negotiated in 2024.

The district will allocate FTE for Speech-Language Pathologists so as to provide an average caseload of 44:1. FTE is calculated by dividing the total SLP IEP count by 44. To determine the FTE allocation for each new school year, SLP Designees and the Special Education administrator overseeing the SLP department will review the total IEP count for students receiving SLP services on the first of each month, beginning on February 1 and continuing through June 1 of the current school year, in order to determine the FTE allocation for the following school year. Any new programs added or removed will be considered in determining the FTE allocation. An additional 1.2 FTE will be allocated to support Child Find and an additional .2 FTE will be allocated to support the SLP Designee leadership position(s). Sufficient SLP FTE will be provided to Developmental Preschool classrooms to anticipate full enrollment when staffing is allocated for the next school year. Staffing for SLP's will be rounded to the nearest .5 FTE in order to facilitate hiring for any vacancies.

During each school year, SLP caseloads will be reviewed in October, January, and March to determine any additional FTE needs. SLPs with lower caseloads may be asked to support the department by taking on additional students, assisting in Childfind, etc. When the total caseload average for the SLP group reaches 15 students above the average of 44:1, an additional .5 FTE will be added. When the average caseload reaches 30 students above the total caseload average an additional 1.0 FTE will be added. FTE will be rounded to the nearest .5 FTE to facilitate hiring for vacancies.

~~In the case that an SLP cannot be hired or hiring is delayed to fill additional FTE needs, students not receiving services will receive compensatory services for the minutes missed during the summer of that school year or when the additional FTE is hired. The schedule of compensatory services will be determined by the Special Education administrator overseeing the SLP department and the SLP Designees. Additionally, if SLPs from the department are willing to add a student/s eligible for services to their caseload, an Extra Service Contract at the~~

~~per diem rate will be provided for the times of service in 30-minute increments until an SLP is hired or compensatory services are determined.~~

In the case that an SLP cannot be hired or hiring is delayed to fill additional FTE needs, there are two mitigation options as outlined below; these options may be used separately or in conjunction.

1) Students not receiving services will receive compensatory services for the minutes missed during the summer of that school year or when the additional FTE is hired. The schedule of compensatory services will be determined by the Special Education administrator overseeing the SLP department in consultation with the SLP Designees.

2) Upon request, SLP(s) from the department who are willing, can add a student/s eligible for services to their caseload until an SLP is hired or compensatory services are determined. If SLPs from the department choose to add a student/s eligible for services to their caseload, an Extra Service Contract at the per diem rate will be provided for the times of service in 30-minute increments.

Amend the ACT Time LOA as follows:

Letter of Agreement
ACT Time
Effective school year 2022-2024

The Highline School District and Highline Education Association recognize that a well-supported system of inclusive practices within a continuum of services requires time within the scheduled work day for assessment, consultation, teaming, and other responsibilities associated with case management for students with IEPs. Students benefit from coordinated services that leverage the expertise of all stakeholders.

Building administration will ensure that all certificated special education staff in the building have ACT (Assessment-Collaboration-Teaming) Time within the work day. The practice for providing case management time has included models colloquially known as “3:1, 4:1, and/or field period” to support these case management duties. Administrators and special education staff within a building will work collaboratively to determine the most appropriate structure/model for ACT Time based on the unique context of each school setting.

Each special education teacher in a self-contained setting, who does not operate under the models described above, will be provided up to five (5) days of release time for ACT case management duties, to be scheduled upon request in consultation with the building administrator.

Integrated Kindergarten teachers will receive their ACT time through the release day model. Adapted PE teachers will receive their ACT time through the 4:1 model.

Day-to-day decisions about how to utilize ACT Time within this each structure/model will be made by individual special education staff. ACT Time is not intended to be used for only one case management role or responsibility on a consistent basis to the exclusion of others.

Case management roles and responsibilities to be addressed during ACT Time may include, but are not limited to:

- Communication with teachers, administrators, parents, school psychologists, para-educators, counselors and other relevant individuals about students
- Planning, collaboration, and consultation with other educators on implementation of specially designed instruction
- IEP planning and development with others
- Testing/assessment of students
- Monitoring and reporting on progress of students
- Transition planning and assessment
- Providing direct services to students in a variety of formats

~~Each special education teacher in a self-contained setting, who does not operate under the models described above, will be provided up to five (5) days of release time for ACT case management duties, to be scheduled upon request in consultation with the building administrator.~~

~~During the 2020-21 school year, Adapted PE teachers may receive their ACT time through either a 4:1 or release day model. Beginning in the 2021-22 school year, Adapted PE teachers will receive their ACT time through a 4:1 model.~~

In the event scheduling challenges arise that interfere with consistent provision of ACT Time, building administrators and/or special education staff may submit a request for support to the appropriate Director of Special Education with notice to the HEA president and Executive Director of Human Resources.

Amend the Equity and Anti-Racism LOA as follows:

Letter of Agreement
Fostering Equity and Anti-Racism
Effective school years 2022-2024

The Highline School District (HSD) and Highline Education Association (HEA) share a commitment to high quality educational outcomes for all students and to disrupting institutional racism and inequity, consistent with Board Policy 0010. To enhance and improve our collective efforts to provide equitable and inclusive working and learning environments for all students, families, staff and communities, this Letter of Agreement outlines steps to be taken during the duration of this agreement to co-create, enact, and evaluate new equitable practices, policies, and procedures that foster racial/cultural affirmation and promote a culture of belonging. The parties share an intent to include successful practices, policies, and procedures arising from these efforts in the negotiations for a successor Collective Bargaining Agreement (CBA), District operating principles, and/or Board Policy, as appropriate.

Establish a Highline Equity and Anti-Racist Team (HEART)

- Composition
 - 4-Up to 8 members selected by HSD HPS;

- ~~4 Up to 8~~ members selected by HEA;
- ~~4~~ members from classified employee groups;
- ~~4~~ members from the community using a selection criteria and process developed by the Team at their initial meeting.
- Charge
 - ~~In collaboration with the student Behavior Support Team and HSD Teaching & Learning, recommend anti-racist professional learning from the lens of historically marginalized groups.~~
 - ~~Work with the Instructional Materials Committee (IMC) to recommend intentional selection and inclusion of teachings in content area classes of important cultural/historical events for historically marginalized communities.~~
 - ~~Develop guidelines for the structure, tasks/charges, and support for School/Site-Based Equity Teams (SBETs) for implementation in 2021-22. The District will provide \$25,000 district wide to support SBETs in 2021-22.~~
 - ~~Select/create a framework or tool for School/Site-Based Equity Teams to use to conduct an equity analysis and an anti-racist analysis at their worksites.~~
 - Provide vision, expectations, and support for School/Site-Based Equity Teams. The District will provide \$25,000 annually to the HEART to support this work.
 - Plan and support an annual meeting for district-wide training for and collaboration amongst and between School/Site Based Equity Teams.
 - Develop recommendations for how to expand and strengthen Equity Teams across the system. ~~ongoing charges for the HEART to be recommended for inclusion in CBA language.~~

Pilot Innovative Practices to Foster Diversity in the Workforce

- In an effort to provide more stability and support for teachers new to the profession and/or new to Highline, Section 8.9 of the CBA will be modified to exempt teachers with a Provisional Continuing Contract in their first two years of teaching in Washington State, unless there are no other teachers with the same certification and endorsements. ~~on a Non-provisional Continuing Contract.~~
- In collaboration with HEA leadership through the District-Level Labor-Management Team, HSD Human Resources will enact design and pilot a predictable Early Volunteer Transfer Process consistent with Sections 8.8 and 8.9 of the CBA to facilitate opportunities for earlier career teachers to have more stability in their worksites. An outline of this process will be shared with all HEA-represented employees no later than ~~January~~ February 15 of each year, 2021.

Providing Additional Support for Educators of Color and from Other Historically Marginalized Communities

- ~~HEA and HSD will continue to support voluntary Educator Affinity Groups with additional compensation during the 2022-23 school year. Financial support beyond that year is yet to be determined. Details and guidelines will be shared regularly through District communication channels. no later than October 31, 2020.~~
- ~~During the 2020-21 school year, in collaboration with the HEART, HEA and HSD will develop provide additional mentoring opportunities for educators of color and those from historically marginalized communities who are in their first three years of employment, including building upon structures of the Affinity Groups affinity groups., for implementation no later than 2021-22.~~

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Continuing Letters of Agreement (date changes only)

Letter of Agreement
Joint Assessment Review Committee (Highline Assessment Team)
Effective School Year 2022-2024

For the duration of the current collective bargaining agreement, HEA and HSD shall continue the ongoing Highline Assessment Team (HAT) to monitor assessment issues and make recommendations to the HSD Board of Directors and/or Joint Bargaining Teams regarding assessments and assessment support. The committee shall explore issues including, but not limited to: implementation, assessment coordination and appropriate support that minimizes disruption to learning time, minimizing or eliminating testing redundancies and increasing efficiency, systems to monitor assessment practices in order to share effective testing practices and use of data, financial impacts of mandated assessments. The committee shall be comprised of an equal number of non-supervisory certificated staff members appointed by the Association President and supervisory staff members and/or community members appointed by the District Superintendent and shall include broad representation across grade levels and departments.

Letter of Agreement
Support for IEPs Submitted for Safety Net Funding
Effective school year 2022-2024

For the duration of this agreement, the District shall offer a paid training opportunity each year for all special education staff in the safety net funding process and the drafting of compliant IEPs submitted for safety net funding.

The District shall offer paid work sessions outside the regular work day on an approximately once-per-month basis to support case managers in the drafting of compliant IEPs submitted for safety net funding, and the gathering of data to assess the progress of students under such IEPs.

The rate of pay for this work is identified in Appendix D.2.K.

Letter of Agreement
Middle School Health/PE Class Sizes
Effective School Year 2022-2024

With the transition of sixth grade into middle school, approximately 20 hours of 6th grade Health curriculum content has been integrated in PE, Science, and/or Advisory classes. Health instruction for 7th and 8th grades may include stand alone Health classes and/or the integration of

Health content into other classes (PE, Science, and/or Advisory). The curricular impact of this integration for 7th and 8th grades will be reviewed throughout the duration of this agreement.

Therefore, the Highline School District (HSD) and Highline Education Association (HEA) agree, for the duration of this agreement, to suspend the larger class size language for 7th and 8th grade PE classes that will include integrated Health content. If the Health content included in 6th grade PE exceeds eight (8) hours during first semester, this agreement will also apply to second-semester 6th grade PE classes. For schools that maintain stand-alone Health classes at one or more grades, the larger class size allowance for PE will remain for those grade levels with stand-alone Health.

For integrated Health/PE classes, however, class size ratios will be consistent with other subject areas, reflected by the strikethrough of PE provisions in Section 4.16.D. below. Again, this change does not apply to 7th and 8th grade PE classes that do not include Health content, nor to 6th grade PE classes, so long as the Health content remains less than eight (8) hours per semester.

D. Secondary (Middle and High School) Class Size:

- i. Class size in middle and high schools with less than a six period schedule will be at a student to teacher ratio of 33:1 (99 per day) with individual class capacity limited to 35 students. ~~PE classes will be at a student to teacher ratio of 38:1 (114 per day) with individual class capacity at 40 students.~~
- ii. Class size in middle and high schools with a six period schedule will be at a student to teacher ratio of 29:1 (145 per day) with individual class capacity limited to 32 students. ~~PE classes will be at a student to teacher ratio of 33:1 (165 per day) with individual class capacity limited at 36.~~

When a successor agreement is negotiated, HEA and HSD will examine the amount of Health content integrated into combined Health/PE classes and address appropriate class-size ratios accordingly.

Letter of Agreement
Special Education Joint Committee
Effective school year 2022-2024

For the duration of the current collective bargaining agreement, the Highline Education Association (HEA) and Highline School District (HSD) shall establish an ongoing Joint Committee on Special Education to monitor special education issues and make recommendations to the joint bargaining team about mandatory subjects of bargaining including, but not limited to: special education delivery models, staffing and workload issues, curriculum, and stipend compensation to recognize additional work. The committee shall be comprised of an equal number of supervisory staff members appointed by the District Superintendent and non-supervisory certificated staff members appointed by the Association President.

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Continuing COVID MOU

Add a revised COVID MOU to the LOA section of the CBA:

Memorandum of Understanding
Continuing Impacts of the COVID-19 Pandemic
Effective School Year ~~2021-22~~ 2022-23

The Highline School District (District or HSD) and the Highline Education Association (Association or HEA) have developed this Memorandum of Understanding (MOU) to address the ongoing impacts of the COVID-19 pandemic on school district operations and related certificated instructional staff working conditions. ~~As we begin the 2021-22 school year, the District and the Association continue to be guided by the following commitments.~~

- ~~• We will work as collaboratively as possible and strive to maintain open channels of communication in multiple forms, including but not limited to; impact bargaining, weekly Labor/Management Problem-Solving meetings, frequent District-level Safety Team meetings, and various regular and ad hoc meetings between HEA leadership and HSD Cabinet members;~~
- ~~• We will prioritize the health and safety of staff, students and community through strict adherence to the laws, regulations and guidance applicable to PreK-12 schools, such as that from Labor & Industries (L&I), Office of the Superintendent of Public Instruction (OSPI), the Governor's Office, Washington Department of Health (DOH), and Public Health Seattle & King County (PHSKC);~~
- ~~• Consistent with the Governor's Proclamation regarding the Child and Youth Mental Health Crisis, HEA and HSD will continue to explore and prioritize additional ways to support students' social-emotional and mental health;~~
- ~~• As regulations and guidance from governmental agencies change, we will monitor, adjust, and respond to these changes through the communication channels identified above;~~
- ~~• We will prioritize frequent communication and feedback mechanisms to allow staff, students, and community to feel confident about the measures put in place to promote safe, effective delivery of in-person instruction.~~

This MOU reflects current agreements. As additional changes and challenges are identified, we will address them via Labor/Management Problem-Solving meetings, District-level Safety Team meetings, impact bargaining, and/or various regular and ad hoc meetings between HEA leadership and HSD Cabinet members. ~~the appropriate collaboration and communication channels outlined above.~~

Part I: Health & Safety

- 1. Priority Commitments:** Staff and student safety is the top priority of both HEA and HSD ~~in the reopening of schools for the 2021-22 academic year.~~ District-wide health and safety

protocols will remain consistent and current with current laws, regulations, and legal guidance applicable to PreK-12 schools. Evolving guidance will be addressed using a problem-solving or impact bargaining process. Strict compliance with all relevant District safety and health rules will be an essential function of each employee's job. The District will adhere to all State mandates and requirements concerning the vaccination of employees.

School safety teams should develop plans to implement the Health & Safety provisions outlined below. If, based on that plan, a school needs additional support, there is a process for building principals to reach out to their ILED for additional assistance, resources and support.

- 2. Safety Plan Development:** Each school building will have a worksite-specific Safety Plan which describes the modifications and protocols being adopted to limit, control and mitigate COVID-19 exposure for a safe and healthy work environment at that building. A detailed template for the School Safety Plans has been developed, and will continue to be updated, by the District Safety Team. Layered prevention strategies remain essential to safe delivery of in-person instruction and to help prevent COVID transmission in schools. A school's Safety Plan will be developed in conjunction with District operations staff and, based on current knowledge and public health guidance, ~~will include, but not be limited to, modifications or protocols for the following topics:~~
- ~~a. Building access points and walking patterns;~~
 - ~~b. Use of shared spaces for adults and students (e.g., offices, bathrooms, locker rooms, staff rooms), shared equipment (e.g., copy machines, refrigerators), and shared teaching materials (e.g., manipulatives, textbooks, technological devices);~~
 - ~~c. Building access for volunteers, visitors and other guests;~~
 - ~~d. Staff and student screening, isolation and supervision if symptomatic at the school site;~~
 - ~~e. Communication and responses regarding staff or student exposure events consistent with District protocols;~~
 - ~~f. Responses to staff or student breaches of safety protocols;~~
 - ~~g. Availability and access to all personal protective equipment (PPE) required for an employee's assignment, including alternative equipment necessary to accommodate student or staff disabilities;~~
 - ~~h. Cleaning schedules and protocols between student or staff use of shared spaces (including classrooms, bathrooms, etc., and access to sanitizing supplies);~~
 - ~~i. Ventilation and air quality status for rooms in which staff and/or students are expected to work;~~
 - ~~j. Classroom furniture necessary to implement current public health requirements;~~
 - ~~k. Student and staff expectations for handwashing and use of sanitizer;~~
 - ~~l. Protocols for lunches and recess;~~

- m. ~~Plans for physical distancing in classrooms, lunchrooms, playgrounds, and other shared spaces that promote safety and facilitate effective contact tracing.~~
- n. ~~Reporting mechanisms for concerns regarding plan content and compliance; and~~
- e. ~~Communication of the building plan and anticipated timing of updates to the plan.~~

3. ~~Plan Communication:~~ ~~The Safety Plans from the 2020-21 school year are considered to be still in place, with the updates that have been made since they were initially published. Any new changes will be communicated to staff during District Initiative Days (DID). Continued updates or amendments to the Plans will occur as scientific knowledge about the coronavirus grows and guidance from public health authorities is modified. Such changes to the site-specific plan will be reviewed by the school's safety committee for building-based implementation details and communicated to staff and students as soon as they are adopted and in effect. Communications with staff, student and families will be available in the home language of the targets of the communication.~~

4.3. ~~Plan Training:~~ ~~All staff, including substitutes, will be required to complete training on each of the elements in the Plan relevant to the employee's assignment, including opportunities for walk-throughs. All students, including those who enroll after the first day of returning to school, will be taught to comply with each element of the Plan relevant to students. Such instruction shall include, but not be limited to, opportunities to increase and assess student understanding of the protocols before and upon return to school buildings. Substitutes receive materials for asynchronous safety training upon hire.~~

5.4. ~~Plan Responsibility:~~ ~~Each work site shall have an administrator and Safety Committee an HEA-appointed safety representative (COVID co-captains) who will share responsibility for monitoring, adjusting, and training on the Plan implemented at each site. Necessary updates and modifications to the Safety Plan shall be shared with each site's safety committee (Section 4.8.O of the CBA) prior to publication to staff and students in order to solicit feedback, improvements, and ideas for successful implementation.~~

When a staff member has a concern with Safety Plan implementation or when there is a safety problem at the site, they should follow the steps below:

- a. For imminent/emergency safety concerns, notify a building administrator of the problem immediately. Follow up via email if the initial notification was verbal. For many individual problems, the administrator may be able to resolve the problem immediately.
- b. For system problems that are not imminent safety concerns, or if an issue was not immediately resolved through Step A, notify the principal and the HEA COVID co-captain (and the administrative COVID co-captain if that is not the principal) building rep via email in order to problem-solve solutions to the issue. ~~These concerns should be tracked on a building-based log of safety concerns. The log should minimally include: the name of the staff member submitting the concern, the nature of the concern, the outcome/resolution, the date submitted and the date resolved. The building safety~~

~~committee should regularly review the safety concern log and may be involved in the problem-solving conversations at their regularly scheduled meetings.~~

- c. If the problem cannot be resolved at the building level, the concern should be escalated to the district level by completing a "Safety Concern Form" ~~to be developed by HSD Human Resources and accessible via Frontline. Notification of form availability and a link to Frontline will be distributed via an administrative packet.~~

~~**6. Compensation for Building Safety Committee Members and COVID Co-Captains:** Five (5) hours paid on an extra-service contract at the extra-duty rate for the HEA COVID Co-Captain and a \$100 stipend for members of school safety committees (including the COVID Co-Captain). School Safety Committees should meet at least monthly.~~

~~**7.5. Personal Protective Equipment (PPE):** HEA and HSD will continue to jointly monitor and make any necessary updates to the HSD PPE spreadsheet/chart that defines school-specific scenarios and tasks determined by the DOH, L&I, and OSPI, where they fall within each of these risk categories, and what PPE is required for each category/level. ~~If the recommended three-foot physical distancing for students within a classroom is not possible due to room size/capacity, the building administrator will engage the teacher in a conversation regarding additional PPE and/or other layers of health & safety precautions. HSD will ensure that appropriate PPE is readily available for staff and students.~~~~

HEA and HSD have agreed that staff can request additional levels of PPE. If a particular context presents unique circumstances which may warrant additional PPE in quantity and/or type staff should email their request and rationale for additional PPE to ~~both Building COVID Co-Captains~~ their building administrator. If a request is not resolved to an employee's satisfaction, the employee may use the Safety Concern Form in #4 above.

- ~~• If the request is warranted and the PPE is already available in buildings, COVID Co-Captains authorize the request from the building supply.~~
- ~~• If the request is warranted and the PPE is not available in the buildings, the Administrator COVID Co-Captain will complete a work order requesting new PPE to be supplied to the school.~~
- ~~• If the COVID Co-Captains believe the request is not warranted, they will provide the staff member with the rationale for denial and an opportunity to submit an appeal.~~

~~**8.6. Responding to COVID Cases and Outbreaks and Working with Public Health:** HSD will strictly follow all health and safety provisions outlined by OSPI, DOH, and L&I, and HEA/HSD will continue to jointly monitor current guidance and adjust as changes are made. The District will maintain a protocol that will be used to respond to cases and outbreaks, including communication with substitutes, itinerant staff, and others who may work at an impacted work site. District Health Services Team will work in conjunction with Public Health and building administrators to perform required contact tracing, staff and family notifications, and other appropriate responses, including potential deployment of Highline's COVID testing team. Tests are available to any staff or student who may have been exposed to COVID. Testing is not mandatory.~~

The District will maintain a “[Dashboard](#)” available on the district website to document positive cases of COVID and close contacts. Aggregated data will be shared for the district and by building. If a staff member has a question or concern about the data shared on the Dashboard, they are encouraged to discuss it with their building administrator.

9.7. Ventilation: All classrooms and other workspaces potentially used to support in-person learning have been evaluated for ventilation. All spaces being used for in-person work, school, or other activities meet or exceed safety requirements. In buildings where ventilation is dependent on opening windows and/or doors, school-based safety plans and site training should include guidance and support on alternatives in the event of inclement weather and unhealthy air quality; including procuring additional supports, such as HEPA air cleaners to supplement ventilation.

The District will ensure regular monitoring of ventilation systems. In the event that a classroom and/or school building’s air quality falls below the standard, building administration, custodial and maintenance staff, will work with operations to take the corrective action(s) needed to get back to or above standard.

If unusual circumstances give rise to a ventilation concern, a staff member may request a ventilation review by Facilities to determine if ventilation enhancements or a room change are warranted. The staff member should send a request to ~~both Building COVID Co-Captains~~ their supervising administrator to have the building custodian submit a work order for this review. Reviews will be completed as soon as possible, but no later than one week after submission of the work order.

8. Physical Distancing: Consistent with current Department of Health guidance, district and building leadership will make every reasonable effort to maintain physical distance of three feet or more between students and staff in classroom settings while allowing for full-time, in person learning for all students. In the following circumstances, the District will maximize distance between students to the degree possible: for all students when masks cannot be worn, such as when eating lunch; in common areas outside of the classroom; and during high-risk activities when increased exhalation or aerosolization occurs. If the recommended three-foot physical distancing for students within a classroom is not possible due to room size/capacity, the building administrator will engage the teacher in a conversation regarding additional PPE and/or other layers of health & safety precautions.

9. Initial Class Size Adjustments: Prior to the first student day of school, building schedules will be monitored by ILEDs in collaboration with Human Resources for class sizes in excess of the contractual “soft cap” and/or where three-foot distancing cannot be maintained, and schedules will be adjusted to the greatest extent possible to proactively minimize overloads and promote three-foot physical distancing. Building leaders will ensure that HSD Human Resources is aware of situations in which class size exceeds the maximum occupancy guidelines for a classroom. In the event proactive adjustments to class size cannot be made, a school team that includes HEA representation, will develop a plan to provide safety mitigations (e.g., additional PPE, ventilation enhancements, CO₂ monitors, alternative teaching spaces), given the number of students.

10.8. Remote Meetings Access: ~~The District and the Association recognize that, with the return to in person work, space continues to be an issue both in the central office and in schools, and that many people are concerned about large, in-person meetings spaces where the recommended six-foot physical distancing between adults cannot be maintained. The parties agree that a remote option for adult-only meetings and professional learning should be provided whenever practicable, and expect employees to follow HSD's [Meeting Guidance for Fall 2021](#) until further notice. In the event a certificated staff member believes this guidance is not being followed due to remote options being unavailable when safe physical distancing cannot be maintained, they should bring their concern to the attention of both HEA and HSD COVID Co-Captains at their worksite using the process outlined in Section 5 above, starting at Step B. In scheduling meetings with staff members, administrators and teachers will be mindful of the size of the room, the number of attendees, and the individual needs of employees to provide social distancing when possible. Teachers may continue to hold meetings remotely with families when it meets the needs and interests of such families.~~

Part II: COVID-related Reassignments & Leaves

- 1.9. Assignments and Leaves:** ~~The District will maintain existing staff assignments to the greatest degree possible during the crisis. Requests for alternative assignments will be considered under currently applicable laws such as the Americans with Disabilities Act (ADA), the Washington Law Against Discrimination (WLAD) and the Health Emergency Labor Standards Act (HELSA) for employees with legally-recognized disabilities or high risk worker status. If alternative assignments are not available or if an employee is unable to fulfill their professional responsibilities, the District will work with affected employees to identify available paid and unpaid leave, insurance benefits, and other governmental benefits available under law or this Collective Bargaining Agreement.~~
- 2. Leaves:** ~~If alternative assignments are not available or if an employee is unable to fulfill their professional responsibilities, the District will work with affected employees to identify available paid and unpaid leave, insurance benefits, and other governmental benefits available under law or this Collective Bargaining Agreement. The employee may elect to combine all these leaves in a manner that is most generous in providing leave for the duration of any incapacitation or unavailability.~~
- 3. Temporary Remote Work:** ~~Certificated staff may be allowed to shift to temporary remote work during quarantine for work-based exposure or illness on a case-by-case basis as outlined below. In the event that implementation of this provision places an undue burden on the system, and/or if public health guidance on quarantine requirements changes, HEA and HSD will utilize the Problem-Solving Process to develop an appropriate solution.~~
- a. Classroom teachers:** ~~If a teacher is required to quarantine as the result of a school-based exposure that leads to a classroom quarantine or a switch to temporary remote instruction for a single class, they may continue to teach remotely, from quarantine, for the duration~~

~~of the quarantine. Teachers who are not required to quarantine in these scenarios would continue to work in-person even while teaching remotely. If a teacher is required by the district to quarantine but their students are still in person, and the teacher is well enough to continue teaching remotely, they may choose to do so with a proctor supervising their in-person students or through other viable options. Arrangements to allow teachers to continue working remotely in this situation will be coordinated by HSD Central Office.~~

- ~~b. Other certificated staff: If a certificated staff member is required by the district to quarantine, but the staff member is well enough to continue working remotely, they may work with their direct supervisor to develop plans to work remotely on a temporary basis, with notification provided to HSD Human Resources. If remote work is not an option for a particular employee in this situation, the alternative would be for the District to provide up to three days of administrative leave, pending a COVID test. If the employee tests negative, they may return to work; if the employee tests positive, they may file an L&I claim under HELSA and/or access any other available leaves, as referenced above.~~

Part III: Student Quarantines

~~Due to the ongoing impacts of the COVID-19 pandemic, there will be times when individual students, individual educators, or entire classrooms will need to be remote for periods of time due to exposure and necessary quarantine or illness.~~

4.11. Individual Quarantine: When individual students need to access learning remotely due to quarantine and/or illness, teachers will use their professional judgement judgment, based on their knowledge of students and their families, to determine the best specific plans and strategies to engage and support students in both academic and social-emotional learning during remote instruction.

Temporary remote learning for individual students will may include:

- a. Assigned work to be completed by the student via Seesaw, Google classroom, iReady, curricular workbooks or online activities, or other asynchronous learning activities as determined by the teacher.
- b. Periodic check-ins on a mutually agreed schedule between the teacher and student/family to take place via email, phone, text, Zoom, Seesaw, or Google classroom to facilitate student participation and progress. The expectation is that these will take place during the regular teacher workday, unless otherwise agreed between teacher and student/family.

~~Temporary remote learning may also include synchronous participation in large or small-group class sessions via Zoom, Google classroom, or another approved platform, on a schedule determined by the classroom teacher. There is no requirement nor expectation that teachers will provide concurrent instruction on a regular school schedule for temporary remote learning. However, synchronous learning opportunities, such as peer-peer interaction and small-group instruction, may be offered when the teacher determines it facilitates effective learning for both in-person and temporarily remote students.~~

In order to facilitate a smooth transition for students to temporary remote learning if/when needed, the teacher will:

- a. Continue to use Seesaw/Google classroom ~~at least once per week~~ regularly while in-person to maintain student fluency on these platforms.
- b. Maintain a collection of asynchronous lessons and assignments that can be easily and quickly available for students to access remotely.
- c. Reach out to the family of a student assigned to temporary remote learning in order to determine the student's ability to participate in various kinds of educational activities during their period of quarantine/illness.

Educators are encouraged to work collaboratively whenever possible to support each other in meeting the needs of students accessing temporary remote instruction.

~~**2. Classroom or School Quarantine:** In the event a classroom quarantine is necessary, all students in the class will be assigned to temporary remote learning, utilizing either the HSD Elementary Remote Learning Program Model for elementary or the Continuous Learning 2.0 model, following the live instruction schedule, for secondary.~~

~~In the event a school quarantine is necessary, all students at that school will be assigned to temporary remote learning, utilizing either the HSD Elementary Remote Learning Program Model for elementary or the Continuous Learning 2.0 model, following the live instruction schedule, for secondary. All staff at that school will be temporarily assigned to work remotely. Reference in the safety plan~~

~~**3. Quarantine Impacts – Secondary & Elementary:** In the event that more than a few individual students are quarantined, a teacher may opt for a class to switch to temporary remote instruction for the duration of quarantine. The majority of instruction will take place synchronously, under the Continuous Learning 2.0 model, following the live instruction schedule. Asynchronous learning evidenced through platforms will indicate attendance for students attending remotely.~~

~~During this time, students will access instruction remotely from home if they are quarantining or ill. If students are not required to quarantine, they will access remote instruction from school. The in-person students will be supervised by the classroom teacher, if the teacher is not required to quarantine, or by a proctor if the teacher is also in quarantine.~~

~~**4. Teacher Quarantine:** Provisions related to classroom teacher quarantines are addressed in the Leaves & Reassignment segment above.~~

Part IV Vaccination Requirement

1. ~~The District will adhere to all State mandates and requirements concerning the vaccination of employees. State law currently requires all District employees to be fully vaccinated against COVID-19 no later than October 18 as a condition of continued employment. Accordingly, employees must provide verification to the District of having received the first dose of a 1-shot regimen vaccine or the second dose of a 2-shot regiment vaccine by~~

~~October 4 (14 days prior to when the employee will be considered fully vaccinated). In accordance with the State mandate, any one of the following forms of verification will be recognized as evidence of compliance: a) a Centers for Disease Control (CDC) COVID-19 Vaccination Record Card, b) written verification from a licensed physician attesting to the employee's COVID-19 vaccination, c) verification from the State COVID-19 immunization data base, or d) for an individual who was vaccinated outside of the United States, a reasonable equivalent of any of the above.~~

- ~~2. For compliance purposes, the vaccination status of employees will be maintained confidentially by the District's designated COVID-19 records staff in a secure section of District personnel records. The District will not disclose the vaccination status of an employee unless required by law.~~
- ~~3. In accordance with the State mandate, an employee may seek a medical or religious exemption to the vaccination requirement. When determining whether to grant such an accommodation, the District will adhere to state and federal law. Such employees will be required to provide appropriate documentation of a medical condition or religious objection to vaccination. Exemptions will be considered based on individual case-specific facts. If an exemption is granted, the employee may be required to meet additional District requirements including, but not limited to, periodic COVID-19 testing, utilization of additional PPE, adherence to physical distancing guidelines beyond those otherwise applicable to employees, and/or other measures designed to protect the health and safety of all employees. If accommodations are necessary for the employee to perform the essential functions of the job, then consistent with prevailing law, the District will make a determination as to whether such accommodations are reasonable or an undue hardship.~~
- ~~4. If an employee requests an exemption that is not granted by the District, the individual may request an unpaid leave for the 2021-22 school year. HSD Human Resources will develop a process to impartially evaluate such requests.~~
- ~~5. HEA and HSD agree to utilize the impact bargaining and/or Labor-Management Problem Solving process to negotiate the impacts of any revision or update to the vaccination requirement that adds booster shots to the definition of "fully vaccinated."~~

+++++

Housekeeping

Amend Section 4.4.B.iii as outlined below.

Section 4.4. Professional Collaboration Time: HEA and HSD believe that time for collaboration among educational professionals for the purpose of promoting student learning is essential. The following principles will guide the use of PCT:

- A. Each school's Shared Leadership Team (SLT) will gather input from the certificated staff to consult with the principal regarding the content, type, and format of professional collaboration time.

B. PCT will be allocated as follows:

- i. 25% will be reserved for teacher/ESA-directed work by individuals;
- ii. 25% will be teacher/ESA-directed collaborative work by small teams of teachers/specialists on building or district priorities, with half of these PCT days identified and reserved on the work year calendar for optional teacher/ESA-directed cross-school collaboration with job-alike colleagues (principal notification will be provided in the event staff leave their usual worksite);
- iii. 50% will be determined by the building principal, with one-quarter of these PCT days identified and reserved on the work year calendar in Exhibit B for potential administratively-directed meetings of ESA/specialist groups (OT/PTs, Occupational Therapists, Physical Therapists, Psychologists, Nurses, Counselors, Social Workers, Speech Language Pathologists, Special Education, Librarians, Fine Arts and PE specialists, and CTE teachers) in cross-school collaboration with job-alike colleagues. Additional job-alike groups may be identified on an annual basis for administratively-directed subject area and/or grade level initiatives; notice of any additional job-alike groups will be provided to principals and HEA leadership as soon as possible, but no later than August 10.

Amend Section 4.15.M as outlined below.

M. Occupational and Physical Therapists: The district will allocate FTE for Occupational and Physical Therapists (~~OTs/PTs~~ OTs & PTs) so as to provide an average caseload of 31:1. Individual caseloads may vary above or below 31. The ~~OT/PT~~ OT & PT designee and special education administrator will determine assignments after consultation with the ~~OT/PTs~~ OTs & PTs. An additional .6 FTE will be allocated to support Child Find. An additional .2 FTE will be added to support the "OT/PT Designee" leadership position(s).

- i. In addition to allocating ~~OT/PT~~ OT & PT FTE as above, the District will also allocate a fund equivalent to an additional .5 FTE to be used for hiring assistant time, certificated time, or as an overload fund. The OT/PT administrator and designee will determine the use of these funds after consultation with the OTs & PTs ~~OT/PTs~~.
- ii. The District will provide OTs & PTs ~~OT/PTs~~ who lack appropriate phone access with at least a \$25 per month stipend to reimburse use of personal cell phones for work-related calls.

Delete Appendix D, Section M; re-letter subsequent subsections.

~~M. **Athletic Helper Rate:** Athletic helpers that take tickets do timing, statistics or gym supervision will be paid \$16.67 per hour.~~

Amend Sections 4.15.H, 4.16.B, 4.17, and 4.19.A as follows:

Section 4.15. Student Enrollment and Staff Allocation:

- H. English Language Learning Learner: English Language Learning Learner (ELL) staff will be determined by a student ratio of eighteen (18) to one (1).

Section 4.16. Class Size and Workload:

- ~~B. Mainstreaming Inclusion Factor: Students in elementary self-contained programs (e.g., DHH, EBC, IAC, ILC, ELL) will be counted as 1.5 FTE for staffing. Schools shall reserve spots in general education classrooms at the appropriate grade levels in order to include these students and provide access to instruction with their general education peers. In elementary schools with self-contained programs, a school-identified team shall review the students assigned to each self-contained program and determine the number of students who are projected to be mainstreamed throughout the year. These students are counted as 1.5 FTE for staffing. Elementary schools with self-contained classrooms that utilize mainstreaming to support student needs (e.g. DHH, EBC, IAC, ELL) shall reserve spots in one or more identified general education classrooms for anticipated mainstreaming.~~

Section 4.17. Multilingual English Language Learners – Elementary Schools: Elementary schools will serve the multilingual students (MLs) in their service areas who qualify for English Language Learning services. English Language Learners (ELL) in their service areas. The District will provide timely and appropriate training in ELL ML teaching methods, including initial training for new hires and transfers. The following applies to grades 1-5:

- A. ELL Per Student Allocation (EPSA): The District will allocate \$500 per ELL multilingual student who qualifies for English Language Learning (ELL) services per year to elementary schools for use in an ELL ML plan.
- B. Staff Development of ELL ML Plans: The staff and principal will collaboratively examine and discuss options for serving ELL ML students. Schools are encouraged to decide on their plan for the following school year thirty days after receiving notice of their allocation but no later than the end of the school year. The district and association may mutually agree to extend the timeline.
- C. Staff Approval of ELL ML Plan: Staff will choose its preferred plan by majority vote, using a secret ballot if desired.
- D. Lack of Consensus for ELL ML Plan: If agreement on an ELL ML Plan is not reached, the EPSA will be used to create certificated FTE to work directly with students (with leadership team (SLT) determining the use of any leftover amounts). The District will not approve plans that would create fewer classrooms than the number required by Section 4.14. Student Enrollment and Staff Allocation, Paragraph A, Elementary Schools, K-5. All plans must observe the following parameters:
 - ~~i. If a school creates an ELL classroom there will not be more than 21 students assigned to it. The added cost of staffing at this ratio is charged to the school's EPSA.~~

~~ii.~~ The EPSA may be used only for the following purposes; certificated FTE, certificated extra duty, classified classroom support, certificated professional development and classified professional development (no more than 4% of the EPSA may be used for other purposes).

~~iii.~~ ~~ii.~~ Mandatory District training on ~~ELL-ML~~ teaching methods, including initial training for new hires and transfers will not be charged against the school's EPSA.

Section 4.19. Class Size Mitigation:

- A. Elementary Level: Student enrollment will be counted on October 1 for purposes of addressing class size overload. When a student is ~~mainstreamed~~ included in a general education classroom for .5 or above, the student shall be counted on both the general education and special education (e.g., DHH, EBC, IAC, ILC, ~~ELL~~) teachers' rosters. Students who are pulled out of the general education classroom for instructional support are not deducted. Any combination or split-grade class shall be at least one (1) student less than the equivalent regular class. Beginning on October 1 of each year the district will assign compensation or paraeducator hours to mitigate class size overload as indicated below. HSD will exhaust all practical options to maintain class size limits established by Section 4.16, Class Size and Workload, Paragraph C; however, if overloads are necessary to avoid balancing of students to another school the following applies:
- i. One student over class size the teacher receives \$10.00 per day for the extra student for each day that an overload one student exists.
 - ii. Two students over class size the teacher receives \$15.00 per day for the extra two students for each day that an overload two students exists.
 - iii. Three students over class size the teacher receives \$20.00 per day for the extra three students for each day that an overload of three students exists.
 - iv. In extreme hardship cases, and after consultation with the HEA President, a teacher may agree to take a fourth student over class size, and the teacher will receive \$25.00 per day for the four extra students for each day that an overload for of four students exists.
 - v. Prior to October 1, the building principal will consult with teachers anticipated to have counts two or three students over the class size limits regarding the option of paraprofessional support. If four or more teachers of those teachers (in increments of four teachers) would prefer to have one hour each of paraprofessional support in lieu of financial mitigation, that option shall be provided by the District. The district reserves the right to assign paraeducator time when and where necessary, provided that if more teachers are overloaded than paraeducator time is to be assigned, the most senior teachers may choose first whether to receive paraeducator time or financial mitigation.

1. Additional paraeducator time will not be assigned after the initial allocation based on the October 1 count each year; however, paraeducator hours may be reduced if student losses eliminate class size overloads.
2. If paraeducator time is assigned but the paraeducator is absent for more than 10 consecutive school days without a substitute, the teacher will be paid financial mitigation as above for the duration of the absence.
 - i. In the event two or more teachers share an elementary classroom that qualifies for class size mitigation pursuant to Section 4.19.A. (e.g. due to departmentalization or Dual Language), the mitigation funds for that class shall be split proportionally between the teachers, based on the average time per day spent with that class of students

Amend Section 12.3 as follows:

Section 12.3. Staff Professional Growth Salary Schedule Placement: ~~Staff members will be provided salary increments consistent with the District salary schedule for earning approved professional credits beyond the BA degree (The parties agree that staff members who earned and recorded credits prior to September 1, 1983, will not be impacted by the phrase, "after receipt of the Bachelor's degree") as follows:~~ Except as otherwise provided in this CBA, employees shall be placed on the salary schedule in accordance with state rules for placement on the Salary Allocation Model (SAM) effective in the 2017-18 school year (Chapter 392-121 WAC and state rules for the S-275 report). Relevant rules from the 2017-18 version of Chapter 392-121 WAC are included in Appendix C-2. All education and experience recognized by the District prior to the 2018-19 school year shall continue to be recognized.

- A. The District agrees to accept all eligible academic credits, from an accredited community college, college or university ~~that generate state funding.~~
- B. The District shall accept all clock hours and in-service credits that meet State Board of Education approval ~~and generate state funding.~~ Ten (10) in-service credit hours shall be equal to one (1) quarter university credit and shall be recognized as equivalent on the salary schedule. Individual clock hours may be accumulated toward a quarter credit regardless of whether the activity was a minimum of three (3) hours in length as previously required by state rules.
- C. For ~~complete~~ participation in District sponsored and/or approved workshops, one (1) quarter hour incremental credit will be granted for each ten (10) hours of participation.
- D. All staff members shall receive credit on the salary schedule for recognized teaching experience performed under a valid certificated teaching credential, including substitute teaching, regardless of whether the school required certification for the teaching position. The person's training and experience is subject to verification by the Human Resources Department.
- E. Experience credit will be provided on a one (1) full year basis. A minimum of five tenths (.5) years experience will qualify a staff member for one (1) full year credit. All verifiable substitute teaching time is recognized for experience credit purposes.

- F. Experience will be calculated cumulatively. Experience in the military, Peace Corps or Vista which interrupted professional employment will be recognized by the District for placement on the salary schedule. ~~Sick leave accumulations are transferable from other districts as provided by state statute.~~
- G. Partial year experience credit will be recognized as follows: a proportion of days worked compared to the length of a complete work year for the position. For example, 92 days worked in a 183-day work year would be equivalent to .5 of a year of experience.

Actual Days	Years of Recognized Experience
0-8	0
9-26	1
27-44	2
45-62	3
63-80	4
81-98	5
99-116	6
117-134	7
135-152	8
153-170	9
171-180	10

- H. Educational Staff Associates (ESAs) shall receive credit for related job experience on a year-for-year basis without regard to the two-year limit in state rules.
- I. All employees in the District BA+135 column during the 2017-18 school year will be placed in the MA+0 column. No additional employees will enter this column without Masters Degrees.
- J. A non-degreed CTE teacher who earns an educational degree subsequent to beginning service in the District shall not be placed lower than previously placed using the state rules for non-degreed employees.
- K. Except as otherwise provided in Section 12.2, incremental movement for credits, degrees or years of experience shall be effective September 1.

Amend Section 12.9 as follows:

Section 12.9. Salary Increases Supplemental Contracts and Compliance: ~~Nothing contained in this Agreement is to be construed to preclude the District from complying with legislated limitations or vest employees with compensation in excess of such limitations. It is the intent of the parties to permit incremental movement on the salary schedule and then increase the salary schedules of Appendix C. All incremental movement shall be effective September 1.~~

- A. ~~Except as otherwise provided in this CBA, employees shall be placed on the salary schedule in accordance with state rules for placement on the Salary Allocation Model (SAM) effective in the 2017-18 school year (see Chapter 392-121 WAC and state rules~~

~~for the S-275 report). All education and experience recognized by the District prior to the 2018-19 school year shall continue to be recognized.~~

- ~~i. Educational Staff Associates (ESAs) shall receive credit for related job experience on a year-for-year basis without regard to the two-year limit in state rules.~~
- ~~ii. All employees in the District BA+135 column during the 2017-18 school year will be placed in the MA+O column. No additional employees will enter this column without Masters Degrees.~~
- ~~iii. A Doctorate Stipend of \$3,600 will be paid annually to each employee who has provided timely documentation of attaining such degree.~~

~~B.A. Supplemental compensation will be paid by separate contract pursuant to Highline School District Board Policy 5050, according to the rates and amounts specified in Appendix D. This compensation shall not be deemed an increase in salary or compensation for the purpose of state salary limitations.~~

~~B. In the event of receipt of notice by the District from any governmental unit (legislative, judicial, or executive) which alleges that the District is not in compliance with law due in whole or in part to the compensation paid to those employees covered by this Agreement, whether resulting in a penalty or not, the parties shall meet and discuss such issues within ten (10) school district business days of the District's notice to the Association. The parties shall have ten (10) additional business days in which to meet and exchange information and options on the most desired method of eliminating the compliance problems. Such options may include recapture of funds in excess of the control salary from employees if required by law.~~

~~C. A Doctorate Stipend of \$3,600 will be paid annually to each employee who has provided timely documentation of attaining such degree.~~

~~C. In the event the parties fail to mutually select an option then the District may recapture funds from employees in excess of the control salary by deducting excess payments from the staff members' pay warrants. The salary schedules (Appendix C) will be amended to reflect the difference.~~

~~D. Should the Legislature appropriate additional certificated compensation increases during the current school year, the parties will meet to discuss how such increases might be accomplished.~~

~~E. This Agreement shall not require the District to make an upward adjustment in compensation for the unit where this would involve less than \$20,000. The parties would meet to discuss the disposition of the remaining amount under \$20,000.~~

Add a new Appendix C-2 that reads as follows:

APPENDIX C-2 – SALARY SCHEDULE PLACEMENT REGULATIONS
Excerpts from Chapter 392-121 WAC in Effect for 2017-18 School Year

WAC 392-121-249 Definition—Accredited institution of higher education. As used in this chapter, "accredited institution of higher education" means an institution of higher education that has been

accredited by a national or regional accrediting association recognized by the Washington student achievement council and the secretary of the U.S. Department of Education pursuant to WAC 181-78A-010(7).

WAC 392-121-250 Definition—Highest degree level. As used in this chapter, the term "highest degree level" means:

(1) The highest degree earned by the employee from an accredited institution of higher education, pursuant to WAC 392-121-249; or

(2) "Nondegreed" for a certificated instructional employee who:

(a) Holds no bachelor's or higher level degree; or

(b) Holds a bachelor's or higher level degree and a valid vocational/career and technical education certificate, but:

(i) The bachelor's or higher level degree was not a requirement of any past or present education certificate or permit, including the vocational/career and technical education certificate, pursuant to chapter 181-77 or 181-79A WAC; and

(ii) Whose highest placement pursuant to WAC 392-121-270 is as a nondegreed certificated instructional employee.

WAC 392-121-255 Definition—Academic credits. As used in this chapter, "academic credits" means credits determined as follows:

(1) Credits are earned after the awarding or conferring of the employee's first bachelor's degree;

(2) Credits are earned on or before October 1 of the year for which allocations are being calculated pursuant to this chapter;

(3) Credits are earned from an accredited institution of higher education: Provided, That credits, determined eligible pursuant to subsections (1), (2), (4) and (6) of this section, earned from any other accredited community college, college, or university and reported on Form S-275 on or before December 31, 1992, shall continue to be reported;

(4) Credits are transferrable or applicable to a bachelor's or more advanced degree program: Provided, That for educational courses which are the same or identical no more credits for that educational course than are transferrable or applicable to a bachelor's or more advanced degree program at that institution shall be counted;

(5) Credits earned after September 1, 1995, must satisfy the additional requirements of WAC 392-121-262;

(6) Credits are not counted as in-service credits pursuant to WAC 392-121-257 or nondegree credits pursuant to WAC 392-121-259;

(7) The number of credits equals the number of quarter hours, units or semester hours each converted to quarter hours earned pursuant to this section; and

(8) Accumulate credits rounded to one decimal place.

WAC 392-121-257 Definition—In-service credits. As used in this chapter, "in-service credits" means credits determined as follows:

(1) Credits are earned:

(a) After August 31, 1987; and

(b) After the awarding or conferring of the employee's first bachelor's degree.

(2) Credits are earned on or before October 1 of the year for which allocations are being calculated pursuant to this chapter.

(3) Credits are earned in either:

(a) A locally approved in-service training program which means a program approved by a school district board of directors or charter school board, and meeting standards adopted by the professional educator standards board pursuant to the standards in WAC 181-85-200 and the development of which has been participated in by an in-service training task force whose membership is the same as provided under RCW 28A.415.040; or

(b) A state approved continuing education program offered by an education agency approved to provide in-service for the purposes of continuing education as provided for under rules adopted by the professional educator standards board pursuant to chapter 181-85 WAC.

(4) Credits are not earned for the purpose of satisfying the requirements of the employee's next highest degree.

(5) Credits earned after September 1, 1995, must satisfy the additional requirements of WAC 392-121-262.

(6) Credits are not counted as academic credits pursuant to WAC 392-121-255 or nondegree credits pursuant to WAC 392-121-259.

(7) Ten locally approved in-service or state approved continuing education credit hours defined in WAC 181-85-030 equal one in-service credit.

(8) Each forty hours of participation in an approved internship with a business, industry, or government agency pursuant to chapter 181-83 WAC equals one in-service credit.

(a) No more than two in-service credits may be earned as a result of an internship during any calendar-year period.

(b) Each individual is limited to a maximum of fifteen in-service credits earned from internships.

(9) Accumulate credits rounded to one decimal place.

WAC 392-121-259 Definition—Nondegree credits. As used in this chapter, "nondegree credits" means credits recognized for nondegree certificated instructional employees as follows:

(1) Zero credits shall be recognized for persons holding a valid certificate other than a certificate included in subsection (2) or (3) of this section.

(2) Thirty credits shall be recognized for persons holding a valid continuing or standard school nurse certificate.

(3) Persons holding valid vocational/career and technical education certificates as provided for in chapter 181-77 WAC shall accumulate recognized credits as follows:

(a) One credit for each one hundred clock hours of occupational experience as defined in WAC 181-77-003(7), subject to the following conditions and limitations:

(i) Clock hours of occupational experience used in determining nondegree credits must be earned after meeting the minimum vocational/career and technical education certification requirements of three years (six thousand hours) as established in WAC 181-77-041 (1)(a)(i), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.

(ii) Nondegree credits based on occupational experience shall be limited to a maximum of twenty credits per calendar year.

(iii) Nondegree credits based on occupational experience shall exclude experience determined pursuant to WAC 392-121-264 (1)(a) through (d).

(b) One credit for each ten clock hours of vocational/career and technical education educator training meeting the requirements of WAC 181-77-003 (2), (9), or (12). Clock hours of vocational/career and technical education educator training used in determining nondegree credits must be earned after meeting the minimum vocational/career and technical education certification requirements as established in WAC 181-77-041 (1)(b) and (c), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.

(4) Credits earned after September 1, 1995, must satisfy the additional requirements of WAC 392-121-262.

(5) Accumulate credits rounded to one decimal place.

WAC 392-121-261 Definition—Total eligible credits. As used in this chapter, "total eligible credits" means the total number of credits determined as follows:

(1) For an employee whose highest degree is a bachelor's degree, sum:

(a) Academic and in-service credits; and

(b) Nondegree credits, determined pursuant to WAC 392-121-259 and reported on Report S-275 prior to the awarding of the bachelor's degree for vocational/career and technical education instructors who obtain a bachelor's degree while employed in the state of Washington as a nondegree vocational/career and technical education instructor.

(2) For an employee whose highest degree is a master's degree, sum:

(a) Academic and in-service credits in excess of forty-five earned after the awarding or conferring of the bachelor's degree and prior to the awarding or conferring of the master's degree; and

(b) Academic and in-service credits earned after the awarding or conferring of the master's degree.

(3) For a nondegreed employee sum only nondegree credits.

WAC 392-121-262 Definition—Additional criteria for all credits. Credits earned after September 1, 1995, must satisfy the following criteria in addition to those found in WAC 392-121-255, 392-121-257, and 392-121-259:

(1) At the time credits are recognized by the school district or charter school, the content of the course must meet at least one of the following:

(a) It is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual school performance report, for the school in which the individual is assigned;

(b) It pertains to the individual's current assignment or expected assignment for the following school year;

(c) It is necessary for obtaining endorsement as prescribed by the Washington professional educator standards board;

(d) It is specifically required for obtaining advanced levels of certification;

(e) It is included in a college or university degree program that pertains to the individual's current assignment or potential future assignment as a certificated instructional staff;

(f) It addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW 28A.150.210, as applicable and appropriate for individual certificated instructional staff; or

(g) Beginning in the 2011-12 school year, it pertains to the revised teacher evaluation system under RCW 28A.405.100, including the professional development training provided in RCW 28A.405.106.

(2) Credits which have been determined to meet one or more of the criteria in subsection (1) of this section shall continue to be recognized in subsequent school years and by subsequent school district and charter school employers; and

(3) Credits not recognized in a school year may be recognized in a subsequent school year if there is a change in the qualifying criteria such as a change in professional educator standards board rules, a change in the district's or charter school's strategic plan, a change in the school-based plan for the school in which the individual is assigned, a change in the individual's assignment, or a change in the individual's employer.

WAC 392-121-264 Definition—Certificated years of experience. Regardless of the experience factors used by a school district or charter school for the purposes of its salary schedule(s), as used in this chapter, the term "certificated years of experience" means the number of years of accumulated full-time and part-time professional education employment prior to the current reporting school year in the state of Washington, out-of-state, and a foreign country. School districts and charter schools shall report all certificated years of experience including those beyond the experience limit of the school district's or charter school's salary schedule.

(1) Professional education employment shall be limited to the following:

(a) Employment in public or private preschools or elementary and secondary schools in positions which require certification where:

(i) Schools include the Centrum education program, the Pacific Science Center education program, educational centers authorized under chapter 28A.205 RCW, and Seattle Children's Hospital education program;

(ii) Certification means the concurrent public professional education licensing requirements established in the state, province, country, or other governmental unit in which employment occurred and which, for the state of Washington, refers to the certificates authorized by WAC 181-79A-140 and temporary permits authorized by WAC 181-79A-128;

(b) Employment in public or private vocational-technical schools, technical colleges, community/junior colleges, colleges, and universities in positions comparable to those which require certification in Washington school districts;

(c) Employment in a governmental educational agency with regional administrative responsibilities for preschool, elementary, and/or secondary education including but not limited to an educational service district, office of superintendent of public instruction, or United States department of education in any professional position including but not limited to C.P.A., architect, business manager, or physician;

(d) Experience in the following areas:

(i) Military, Peace Corps, or Vista service which interrupted professional education employment included in (a), (b), or (c) of this subsection; and

(ii) Sabbatical leave.

(e) For nondegreed vocational/career and technical education instructors, up to a maximum of six years of management experience as defined in WAC 181-77-003(6) acquired after the instructor meets the minimum vocational/career and technical education certification requirements of three years (six thousand hours) established in WAC 181-77-041 (1)(a)(i), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held. If a degree is obtained while employed in the state of Washington as a nondegreed vocational/career and technical education instructor, the eligible years of management experience pursuant to this subsection reported on Report S-275 prior to the awarding of the degree shall continue to be reported but shall not increase.

(f) Beginning in the 2007-08 school year, for occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers regulated under Title 18 RCW, years of experience may include employment as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, that does not otherwise meet the requirements of (a) through (e) of this subsection, subject to the following conditions and limitations:

(i) Experience included under this subsection shall be limited to a maximum of two years.

(ii) The calculation of years of experience shall be that one year of experience in a school or other nonschool position counts as one year of experience for the purposes of this subsection, per subsection (2)(a) of this section.

(iii) Employment as occupational therapists shall be limited to the following:

(A) In positions requiring licensure as an occupational therapist under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid occupational therapist license, or other comparable occupational therapist credential.

(iv) Employment as physical therapists shall be limited to the following:

(A) In positions requiring licensure as a physical therapist under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid physical therapist license, or other comparable physical therapist credential.

(v) Employment as nurses shall be limited to the following:

(A) In positions requiring licensure as a registered nurse under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid registered nurse license, or other comparable registered nurse credential.

(vi) Employment as speech-language pathologists or audiologists shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by speech-language pathologists or audiologists regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for conditional certification as a school speech-language pathologist or audiologist established in WAC 181-79A-231 (1)(c)(iv).

(vii) Employment as counselors shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by counselors regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school counselor established in WAC 181-79A-231(3).

(viii) Employment as psychologists shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by psychologists regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school psychologist established in WAC 181-79A-231(3).

(ix) Employment as social workers shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by social workers regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school social worker established in WAC 181-79A-231(3).

(x) Certificated years of experience as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, determined pursuant to this subsection and reported on Report S-275, by teachers and other certificated staff who are no longer employed as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, shall continue to be reported but shall not increase.

(2) Years of full-time and part-time professional education employment prior to the current reporting school year are accumulated as follows:

(a) For each professional education employment which is not employment as a casual substitute pursuant to subsection (1)(a) of this section:

(i) Determine the total number of hours, or other unit of measure, per year for an employee working full-time with each employer;

(ii) Determine the number of hours, or other unit of measure, per year with each employer, including paid leave and excluding unpaid leave;

(iii) Calculate the quotient of the hours, or other unit of measure, determined in (a)(ii) of this subsection divided by the hours, or other unit of measure, in (a)(i) of this subsection rounded to two decimal places for each year.

(b) For professional education employment as a casual substitute pursuant to subsection (1)(a) of this section:

(i) Determine the total number of full-time equivalent substitute days per year;

(ii) Calculate the quotient of full-time equivalent days determined in (b)(i) of this subsection divided by 180 rounded to two decimal places for each year.

(c) No more than 1.0 year may be accumulated in any traditional nine-month academic year or any twelve-month period.

(i) Accumulate, for each year, professional education employment calculated in (a)(iii) and (b)(ii) of this subsection.

(ii) Determine the smaller of the result in (c)(i) of this subsection or 1.00 for each year.

(d) Determine certificated years of experience as the accumulation of all years of professional education employment calculated in (c)(ii) of this subsection and report such years rounded to one decimal place.

WAC 392-121-266 Definition—LEAP salary allocation documents. As used in this chapter, "LEAP salary allocation documents" means the computerized tabulations prepared by the legislative evaluation and accountability program (LEAP) and identified in the state Operating Appropriations Act as part of the formula for determining average salaries for the purpose of allocating state moneys to school districts or charter schools.

WAC 392-121-270 Placement of certificated instructional employees on LEAP salary allocation documents. Each certificated instructional employee shall be placed on LEAP salary allocation documents with the highest placement based on the employee's highest degree level, total eligible credits, and certificated years of experience each defined in this chapter: Provided, That

(1) If an employee holds more than one degree of the same level, additional credits shall be counted after the first degree.

(2) An employee whose highest degree is a bachelor's degree, whose total eligible credits are ninety or greater, and whose total eligible credits earned prior to January 1, 1992, were less than one hundred thirty-five shall be placed on the BA + 90 column.

(3) An employee whose highest degree level is nondegree shall be placed on the BA columns except that such persons holding valid vocational/career and technical education certificates with one hundred thirty-five or more eligible credits shall be placed on the MA + 0 column.

(4) A vocational/career and technical education instructor who obtains a bachelor's degree while employed in the state of Washington as a nondegree vocational/career and technical education instructor and for whom one hundred thirty-five or more eligible credits determined pursuant to WAC 392-121-259 were reported on Report S-275 prior to the awarding of that bachelor's degree shall continue to be placed on the MA + 0 column and shall not advance to any other column unless a master's degree is obtained.

(5) For placement on LEAP salary allocation documents, total eligible credits and certificated years of experience shall be rounded to the nearest whole number. One-half credit or year shall be rounded to the next highest credit or year.

WAC 392-121-280 Placement on LEAP salary allocation documents—Documentation required. School districts and charter schools shall have documentation on file and available for review which substantiates each certificated instructional employee's placement on LEAP salary allocation documents. The minimum requirements are as follows:

(1) Districts and charter schools shall document the date of awarding or conferring of the highest degree including the date upon which the degree was awarded or conferred as recorded on the diploma or transcript from the registrar of the accredited institution of higher education.

(a) If the highest degree is a master's degree, the district or charter school shall also document the date of awarding or conferring of the first bachelor's degree.

(b) If the degree was awarded by an institution which does not confer degrees after each term, and all degree requirements were completed at a time other than the date recorded on the diploma or transcript, a written statement from the registrar of the institution verifying a prior completion date shall be adequate documentation.

(c) If the degree program was completed in a country other than the United States, documentation must include documentation in English of degree equivalency for the appropriate degree as allowed by WAC 181-79A-260: Provided, That documentation of degree equivalency is not required if that institution of higher education is already accredited pursuant to WAC 181-78A-010(7).

(2) Districts and charter schools shall document academic credits by having on file a transcript from the registrar of the accredited institution of higher education granting the credits. For purposes of this subsection:

(a) An academic credit is deemed "earned" at the end of the term for which it appears on the transcript: Provided, That a written statement from the registrar of the institution verifying a prior earned date may establish the date a credit was earned;

(b) Washington state community college credits numbered one hundred and above are deemed transferable for purposes of WAC 392-121-255(4) subject to the limitations of that same subsection;

(c) Credits are not deemed "earned" at an institution of higher education which transfers-in credits. Such credits must be documented using a transcript from the initial granting institution and are subject to all the limitations of WAC 392-121-255;

(d) If the credits were completed in a country other than the United States, documentation must include a written statement of credit equivalency for the appropriate credits from a foreign credentials' evaluation agency approved by the office of superintendent of public instruction: Provided, That documentation of degree equivalency is not required if that institution of higher education is already accredited pursuant to WAC 181-78A-010(7); and

(e) For credits earned after September 1, 1995, districts and charter schools shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district or charter school representative and must be available to the employee's future employers.

(3) Districts and charter schools shall document in-service credits:

(a) By having on file a document meeting standards established in WAC 181-85-107; and

(b) For credits earned after September 1, 1995, districts and charter schools shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district or charter school representative and must be available to the employee's future employers.

(4) Districts and charter schools shall document nondegree credits.

(a) For vocational/career and technical education educator training credits pursuant to WAC 392-121-259(3) districts and charter schools shall have on file a document meeting standards established in WAC 181-85-107 and evidence that the training was authorized pursuant to WAC 181-77-003 (2), (9), or (12).

(b) For credits calculated from converted occupational experience pursuant to WAC 392-121-259(3) districts and charter schools shall have on file documents which provide:

(i) Evidence that the occupational experience meets the requirements of WAC 181-77-003(7);

(ii) Evidence of the individual's actual number of hours of employment for each year including dates of employment; and

(iii) The district or charter school calculation of converted credits pursuant to WAC 392-121-259(3).

(c) For credits earned after September 1, 1995, districts shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district representative and must be available to the employee's future employers.

(5) Districts and charter schools shall document certificated years of experience as follows:

(a) For certificated years of experience obtained and reported on Report S-275 prior to the 1994-95 school year districts and charter schools shall have on file documents that provide evidence of employment including dates of employment.

(b) For certificated years of experience reported on Report S-275 for the first time after the 1993-94 school year districts and charter schools shall have on file:

(i) The total number of hours, or other unit of measure, per year for an employee working full-time with each employer;

(ii) The number of hours, or other unit of measure (worked by the employee), per year and dates of employment with each employer, including paid leave and excluding unpaid leave: Provided, That documentation of hours in excess of one full-time certificated year of experience in any twelve-month period is not required;

(iii) The quotient of the hours, or other unit of measure, determined in (b)(ii) of this subsection divided by the hours, or other unit of measure, in (b)(i) of this subsection rounded to two decimal places for each year;

(iv) The name and address of the employer;

(v) For those counting experience outside of the school district or charter school pursuant to WAC 392-121-264 (1)(a), evidence whether or not the position required professional education certification pursuant to WAC 392-121-264 (1)(a)(ii);

(vi) For those counting experience pursuant to WAC 392-121-264 (1)(b), a brief description of the previous employment which documents the school district's or charter school's decision that the position was comparable to one requiring certification in the Washington school districts;

(vii) For those counting management experience pursuant to WAC 392-121-264 (1)(e), evidence that the experience meets the requirements of WAC 181-77-003(6);

(viii) For those counting experience (for educational staff associates) pursuant to WAC 392-121-264 (1)(f), evidence that the previous employment meets the requirements in the applicable subsections of WAC 392-121-264 (1)(f).

(6) Any documentation required by this section may be original or copies of the original: Provided, That each copy is subject to school district or charter school acceptance or rejection.

(7) The falsification or deliberate misrepresentation, including omission of a material fact concerning degrees, credits, or experience by an education practitioner as defined in WAC 181-87-035 shall be deemed an act of unprofessional conduct pursuant to WAC 181-87-050. In such an event the provisions of chapters 181-86 and 181-87 WAC shall apply.

Revise Section 2.5 as Follows:

Section 2.5. Right to Information: Upon written request, the District shall furnish the Association data and information concerning the operations and financial resources of the district, including, but not limited to: annual financial reports and audits, tentative budgeting requirements and allocations, agenda and minutes of all board meetings held in open session, student enrollment; bargaining unit employee data on a monthly basis, including the name, assignment, work site, FTE, employee identification number, salary schedule placement, home address, work and home personal phone numbers, work and personal email addresses of each employee; and any other information available in accordance with laws pertaining to the availability of district data. The District may charge a reasonable fee for any materials furnished.

Additionally, by August 1st of each year, the District shall provide the Association with a list of the names of newly hired or reassigned employees, and their contact information including the name, assignment, work site, FTE, employee identification number, salary schedule placement, home address, work and ~~home~~ personal phone numbers, and work and personal email addresses of each new hire. For the purpose of this section, the date of hire shall be considered to be the day on which the new employee accepted an offer of employment. The district will also include the names of any bargaining unit members who are on a leave of absence, the anticipated duration of such a leave, and any changes in contact information during the time of the leave. When new employees are hired following the August 1st report, the district will provide the information listed above within five business days of the date of hire.

Add OT & PT evaluation criteria to Appendix A per the 2021-22 LOA.

Highline Public Schools #401
Teachers, Educational Staff Associates (ESAs), Career and Technical Education (CTE) Teachers
2021-22 2022-23 HEA SALARY SCHEDULE

Experience		BA	BA + 45	BA + 90	MA+0 (* BA + 135)	MA + 45	MA + 90 or Ph.D.
0 Years	Base	\$58,446	\$63,300	\$68,559	\$70,070	\$75,332	\$78,722
	PLE Days	\$639	\$692	\$749	\$766	\$823	\$860
	PLE Stipend	\$4,968	\$5,381	\$5,828	\$5,956	\$6,403	\$6,691
	Total	\$64,052	\$69,372	\$75,136	\$76,792	\$82,558	\$86,274
		\$54,388	\$58,884	\$63,776	\$65,182	\$70,076	\$73,230
		\$604	\$644	\$687	\$712	\$768	\$800
		\$4,821	\$5,006	\$5,421	\$5,640	\$6,066	\$6,225
		\$60,584	\$64,632	\$69,804	\$71,435	\$76,708	\$80,255
1 Years	Base	\$59,233	\$64,201	\$69,516	\$70,850	\$76,164	\$79,533
	PLE Days	\$647	\$702	\$760	\$774	\$832	\$869
	PLE Stipend	\$5,035	\$5,457	\$5,909	\$6,022	\$6,474	\$6,760
	Total	\$64,915	\$70,360	\$76,184	\$77,646	\$83,471	\$87,162
		\$55,404	\$59,733	\$64,666	\$65,907	\$70,854	\$73,984
		\$602	\$653	\$707	\$720	\$774	\$808
		\$4,684	\$5,076	\$5,487	\$5,602	\$6,022	\$6,289
		\$60,386	\$65,454	\$70,869	\$72,329	\$77,647	\$81,084
2 Years	Base	\$59,982	\$65,115	\$70,415	\$71,634	\$76,933	\$80,338
	PLE Days	\$656	\$712	\$770	\$783	\$841	\$878
	PLE Stipend	\$5,098	\$5,535	\$5,985	\$6,089	\$6,539	\$6,829
	Total	\$65,736	\$71,361	\$77,169	\$78,506	\$84,313	\$88,045
		\$56,707	\$60,672	\$66,602	\$68,638	\$74,586	\$77,733
		\$640	\$683	\$748	\$768	\$829	\$867
		\$4,743	\$5,140	\$5,688	\$5,884	\$6,383	\$6,662
		\$61,150	\$66,383	\$72,088	\$73,020	\$78,430	\$81,002
3 Years	Base	\$60,755	\$65,981	\$71,289	\$72,378	\$77,663	\$81,152
	PLE Days	\$664	\$721	\$779	\$791	\$849	\$887
	PLE Stipend	\$5,164	\$5,608	\$6,058	\$6,152	\$6,601	\$6,898
	Total	\$66,583	\$72,310	\$78,106	\$79,321	\$85,113	\$88,937
		\$56,546	\$61,377	\$66,397	\$67,338	\$73,245	\$75,480
		\$648	\$674	\$725	\$736	\$790	\$825
		\$4,804	\$5,217	\$5,635	\$5,723	\$6,141	\$6,417
		\$61,828	\$67,265	\$73,657	\$74,787	\$80,475	\$83,732
4 Years	Base	\$61,513	\$66,884	\$72,205	\$73,158	\$78,477	\$81,992
	PLE Days	\$672	\$731	\$789	\$800	\$858	\$896
	PLE Stipend	\$5,229	\$5,685	\$6,137	\$6,218	\$6,671	\$6,969
	Total	\$67,414	\$73,300	\$79,132	\$80,176	\$86,005	\$89,857
		\$57,221	\$62,218	\$67,188	\$68,064	\$73,002	\$76,271
		\$636	\$680	\$734	\$744	\$798	\$824
		\$4,884	\$5,280	\$5,700	\$5,785	\$6,206	\$6,482
		\$62,710	\$68,188	\$73,811	\$74,682	\$80,006	\$83,588
5 Years	Base	\$62,294	\$67,801	\$73,102	\$73,950	\$79,252	\$82,834
	PLE Days	\$681	\$741	\$799	\$808	\$866	\$905
	PLE Stipend	\$5,295	\$5,763	\$6,214	\$6,286	\$6,736	\$7,041
	Total	\$68,270	\$74,305	\$80,115	\$81,044	\$86,854	\$90,780
		\$57,948	\$63,074	\$68,003	\$68,790	\$73,733	\$77,054
		\$632	\$689	\$743	\$752	\$806	\$842
		\$4,926	\$5,361	\$5,780	\$5,847	\$6,266	\$6,550
		\$62,507	\$68,434	\$74,525	\$75,289	\$80,795	\$84,446

6 Years	Base	\$63,098	\$68,732	\$74,007	\$74,761	\$80,038	\$83,637
	PLE Days	\$690	\$751	\$809	\$817	\$875	\$914
	PLE Stipend	\$5,363	\$5,842	\$6,291	\$6,355	\$6,803	\$7,109
	Total	\$69,151	\$75,325	\$81,106	\$81,933	\$87,716	\$91,660
	Base	\$68,808	\$73,037	\$78,843	\$80,646	\$74,464	\$77,802
	PLE Days	\$841	\$800	\$762	\$780	\$814	\$860
	PLE Stipend	\$4,080	\$5,425	\$5,862	\$6,011	\$8,220	\$8,812
	Total	\$84,238	\$79,070	\$76,447	\$78,217	\$81,608	\$86,286
7 Years	Base	\$64,513	\$70,311	\$75,664	\$76,281	\$81,634	\$85,337
	PLE Days	\$705	\$768	\$827	\$834	\$892	\$933
	PLE Stipend	\$5,484	\$5,976	\$6,431	\$6,484	\$6,939	\$7,254
	Total	\$70,701	\$77,056	\$82,923	\$83,599	\$89,465	\$93,523
	Base	\$60,042	\$65,406	\$70,386	\$70,960	\$75,938	\$78,382
	PLE Days	\$656	\$745	\$769	\$776	\$820	\$868
	PLE Stipend	\$5,104	\$5,559	\$5,982	\$6,022	\$6,455	\$6,748
	Total	\$65,798	\$71,690	\$77,138	\$77,767	\$82,223	\$86,998
8 Years	Base	\$66,581	\$72,705	\$78,131	\$78,675	\$84,101	\$87,937
	PLE Days	\$728	\$795	\$854	\$860	\$919	\$961
	PLE Stipend	\$5,659	\$6,180	\$6,641	\$6,687	\$7,149	\$7,475
	Total	\$72,968	\$79,680	\$85,626	\$86,222	\$92,168	\$96,372
	Base	\$61,038	\$67,822	\$73,880	\$73,188	\$78,222	\$81,802
	PLE Days	\$877	\$730	\$704	\$800	\$866	\$804
	PLE Stipend	\$6,266	\$6,740	\$6,178	\$6,221	\$6,860	\$6,062
	Total	\$67,877	\$74,124	\$70,662	\$80,208	\$85,738	\$80,640
9 Years	Base		\$75,125	\$80,678	\$81,093	\$86,647	\$90,616
	PLE Days		\$821	\$882	\$886	\$947	\$990
	PLE Stipend		\$6,386	\$6,858	\$6,893	\$7,365	\$7,702
	Total		\$82,331	\$88,417	\$88,872	\$94,959	\$99,309
	Base		\$69,882	\$75,049	\$75,435	\$80,602	\$84,294
	PLE Days		\$764	\$820	\$824	\$881	\$921
	PLE Stipend		\$5,940	\$6,278	\$6,442	\$6,854	\$7,465
	Total		\$76,587	\$82,248	\$82,671	\$88,234	\$92,380
10 Years	Base		\$77,669	\$83,296	\$83,638	\$89,267	\$93,364
	PLE Days		\$849	\$910	\$914	\$976	\$1,020
	PLE Stipend		\$6,602	\$7,080	\$7,109	\$7,588	\$7,936
	Total		\$85,120	\$91,287	\$91,661	\$97,831	\$102,320
	Base		\$72,260	\$77,486	\$77,802	\$82,020	\$86,860
	PLE Days		\$700	\$847	\$860	\$908	\$940
	PLE Stipend		\$6,141	\$6,688	\$6,812	\$7,068	\$7,382
	Total		\$79,101	\$84,019	\$85,286	\$90,006	\$95,182
11 Years	Base		\$80,287	\$86,036	\$86,256	\$92,007	\$96,186
	PLE Days		\$877	\$940	\$943	\$1,006	\$1,051
	PLE Stipend		\$6,824	\$7,313	\$7,332	\$7,821	\$8,176
	Total		\$87,989	\$94,289	\$94,531	\$100,833	\$105,414
	Base		\$74,686	\$80,022	\$80,228	\$85,588	\$89,476
	PLE Days		\$846	\$875	\$877	\$925	\$978
	PLE Stipend		\$6,248	\$6,802	\$6,820	\$7,275	\$7,605
	Total		\$81,850	\$87,714	\$87,925	\$92,798	\$98,059
12 Years	Base		\$82,822	\$88,850	\$88,979	\$94,821	\$99,128
	PLE Days		\$905	\$971	\$972	\$1,036	\$1,083
	PLE Stipend		\$7,040	\$7,552	\$7,563	\$8,060	\$8,426
	Total		\$90,767	\$97,374	\$97,514	\$103,917	\$108,638
	Base		\$77,044	\$82,862	\$82,774	\$88,206	\$92,242
	PLE Days		\$842	\$902	\$906	\$964	\$1,008
	PLE Stipend		\$6,640	\$7,026	\$7,028	\$7,407	\$7,828
	Total		\$84,435	\$90,580	\$90,711	\$98,667	\$101,058

Experience		BA	BA + 45	BA + 90	MA+U (* BA + 135)	MA + 45	MA + 90 or Ph.D.
13 Years	Base			\$91,734	\$91,796	\$97,703	\$102,139
	PLE Days			\$1,003	\$1,003	\$1,068	\$1,116
	PLE Stipend			\$7,797	\$7,803	\$8,305	\$8,682
	Total			\$100,534	\$100,602	\$107,076	\$111,937
	Base			\$85,334	\$85,394	\$90,887	\$95,042
	PLE Days			\$933	\$933	\$983	\$1,038
	PLE Stipend			\$7,253	\$7,258	\$7,725	\$8,076
	Total			\$93,520	\$93,585	\$99,605	\$104,156
14 Years	Base			\$94,631	\$94,696	\$100,791	\$105,263
	PLE Days			\$1,034	\$1,035	\$1,102	\$1,150
	PLE Stipend			\$8,044	\$8,049	\$8,567	\$8,947
	Total			\$103,709	\$103,780	\$110,460	\$115,361
	Base			\$88,020	\$88,080	\$93,760	\$97,010
	PLE Days			\$983	\$983	\$1,036	\$1,070
	PLE Stipend			\$7,482	\$7,488	\$7,970	\$8,323
	Total			\$96,485	\$96,551	\$102,766	\$106,403
15 Years	Base			\$97,094	\$97,157	\$103,411	\$108,001
	PLE Days			\$1,061	\$1,062	\$1,130	\$1,180
	PLE Stipend			\$8,253	\$8,258	\$8,790	\$9,180
	Total			\$106,409	\$106,477	\$113,331	\$118,361
	Base			\$90,230	\$90,278	\$96,497	\$100,466
	PLE Days			\$987	\$988	\$1,051	\$1,098
	PLE Stipend			\$7,677	\$7,682	\$8,177	\$8,540
	Total			\$98,894	\$98,948	\$105,725	\$109,104
16 through 19 Years	Base			\$99,035	\$99,099	\$105,478	\$110,161
	PLE Days			\$1,082	\$1,083	\$1,153	\$1,204
	PLE Stipend			\$8,418	\$8,423	\$8,966	\$9,364
	Total			\$108,536	\$108,605	\$115,597	\$120,729
	Base			\$92,138	\$92,186	\$98,440	\$102,478
	PLE Days			\$1,007	\$1,007	\$1,072	\$1,120
	PLE Stipend			\$7,831	\$7,836	\$8,340	\$8,710
	Total			\$100,982	\$101,029	\$107,850	\$112,308
20 through 24 Years	Base	\$66,581	\$82,822	\$99,035	\$99,099	\$105,478	\$110,161
	PLE Days	\$728	\$905	\$1,082	\$1,083	\$1,153	\$1,204
	PLE Stipend	\$5,659	\$7,040	\$8,418	\$8,423	\$8,966	\$9,364
	Longevity	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Total	\$75,468	\$93,267	\$111,036	\$111,105	\$118,097	\$123,229
	Base	\$61,836	\$77,044	\$92,126	\$92,185	\$98,418	\$102,475
	PLE Days	\$677	\$843	\$1,007	\$1,007	\$1,072	\$1,120
	PLE Stipend	\$5,265	\$6,548	\$7,831	\$7,836	\$8,340	\$8,710
	Longevity	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Total	\$70,378	\$86,935	\$103,463	\$103,528	\$109,668	\$114,805
25 through 30 or more Years	Base	\$66,581	\$82,822	\$99,035	\$99,099	\$105,478	\$110,161
	PLE Days	\$728	\$905	\$1,082	\$1,083	\$1,153	\$1,204
	PLE Stipend	\$5,659	\$7,040	\$8,418	\$8,423	\$8,966	\$9,364
	Longevity	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total	\$77,968	\$95,767	\$113,536	\$113,605	\$120,597	\$125,729
	Base	\$61,836	\$77,044	\$92,126	\$92,185	\$98,418	\$102,475
	PLE Days	\$677	\$843	\$1,007	\$1,007	\$1,072	\$1,120
	PLE Stipend	\$5,265	\$6,548	\$7,831	\$7,836	\$8,340	\$8,710
	Longevity	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total	\$73,877	\$89,435	\$105,963	\$106,028	\$112,528	\$117,305

Salaries shown in this schedule are based on 1.0 FTE. Actual salaries are prorated by assigned FTE.

1. CTE teacher placement determined according to WAC 392-121-259(3)(b)
2. Experience credit will be provided on a full-year basis only
3. CTE teachers with Plan II (non-degree) certification will be placed on this schedule according to the Reporting Process Instructions for OSPI Form S-275.
4. Doctorate degree = \$3,600 stipend
5. *The BA+135 column of this salary schedule was closed on Nov. 2, 2004. Salaries that appear in the BA+135 column are applicable only to HPS employees that reached this column on or before Nov. 1, 2004.
6. The district will pay 100% of the state retiree healthcare subsidy.
7. Longevity stipends: 20-24 years, \$2,500; 25+ years, \$5,000

**TA HIGHLINE PUBLIC SCHOOLS
2023-24 SCHOOL CALENDAR**

August 2023					September 2023					October 2023					November 2023					December 2023					January 2024									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6			1	2	3					1						1	2	3	4	5
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9*	10	4	5	6	7	8	8	9	10	11	12	15	16	17	18	19
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	22	23	24	25*	26
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	22	23	24	25*	26					
28	29	30	31	25	26	27	28	29	30	31						27	28	29	30	25	26	27	28	29	29	30	31							
					4	Labor Day									10	Veterans Day - No School									2-Jan	Winter Break - No School								
					6	FIRST STUDENT DAY Grades 1-12									9	District Initiated Day for Teachers No School PK-12									8	Return to School								
					11	First Day of Kindergarten				13	Collaborative Work Day for Teachers No School PK-12				13	End of 1st Quarter / 6-12 (46 days); End of Elementary Reporting Period / K-5				Dec.25 - Jan.5	Winter Break - No School				15	MLKing Jr. Day - No School								
					13	First Day of Preschool									20-22	Student Conferences No School Grades PK-5									25*	End of 2nd Quarter / 1st Semester / 6-12 (87 days)								
															22	No School PK-12 Grades 6-12 conference dates will vary by school									26	No School Grades 6-12 Early Release Grades K-5								
															23-24	Thanksgiving Break - No School																		15/89 S
																																		16/90 E
					school days in month				18	school days in month/total				21/39	school days in month/total				18/57	school days in month/total				15/73	school days in month / total									
February 2024					March 2024					April 2024					May 2024					June 2024					July 2024									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2					1	1	2	3	4	5			1	2	3	3	4	5	6	7	1	2	3	4	5					
5	6	7	8	9	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10	10	11	12	13	14	8	9	10	11	12					
12	13	14	15	16	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19					
19	20	21	22	23	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	24	25	26	27	28	22	23	24	25	26					
26	27	28	29	25	26	27	28	29*	29	30						27	28	29	30						29	30	31							
					8	No School - Grades PK-12 Grades 6-12 Conferences (dates will vary by school)														17	LAST DAY OF Preschool													
					19	President's Day - No School				1-5	Spring Break - No School				27	Memorial Day - No School				18	LAST DAY OF SCHOOL				4	Independence Day								
					29*	End of 3rd Quarter / 6-12 (43 Days)														19	Juneteenth													
					school days in month / total				20/110 E	school days in month / total				21/130 S	school days in month / total				21/167	school days in month				12/180										
					Breaks/Holidays - All Schools Closed	Professional Collaboration Time (PCT) provides 90 minutes weekly for teachers to share ideas, analyze student data, and work together to improve instruction and student learning.													Early Dismissal (PCT)	Emergency Make-up Days if needed														
					One or More Schools Closed														Early Dismissal - Job-alike PCT															
																			Early Dismissal - Job-alike Optional															
2023-24 School Calendar					Additional Preschool information at: highlineschools.org/preschool															Ratified														
																				Revised:														