

HEA General Membership Meeting 8.25.21 – Reopener Documents

1) 2021-22 Calendar:

<https://resources.finalsite.net/images/v1629328906/highlineschoolsorg/qqralxi9dpzcbtp0cgb/YearAtAGlanceCalendar.pdf>

August 2021						September 2021					October 2021					November 2021					December 2021					January 2022									
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
2	3	4	5	6				1	2	3						1		1	2	3	4	5				1	2	3		3	4	5	6	7	
9	10	11	12	13		6	7	8	9	10		4	5	6	7	8		8	9	10	11	12*		6	7	8	9	10		10	11	12	13	14	
16	17	18	19	20		13	14	15	16	17		11	12	13	14	15		15	16	17	18	19		13	14	15	16	17		17	18	19	20	21	
23	24	25	26	27		20	21	22	23	24		18	19	20	21	22		22	23	24	25	26		20	21	22	23	24		24	25	26	27*	28	
30	31					27	28	29	30			25	26	27	28	29		29	30					27	28	29	30	31		31					
Window for District Initiated Days (DID), 1/2 Day Staff Orientation and 1/2 Day Individually Directed Day to be completed within window.						2 FIRST STUDENT DAY Grades 1-12 6 Labor Day 8 First Day of Kindergarten 13 No School - Grades PK-12 Family Engagement Time 14 First Day of Pre-K					15 Collaborative Work Day for Teachers No School PK-12					11 Veterans Day - No School 12* End of 1st Quarter / 6-12 (48 days); End of Elementary Reporting Period / K-5 22-23 Student Conferences No School Grades PK-5 24 No School PK-12 Grades 6-12 conference dates will vary by school 25-28 Thanksgiving Break - No School					Dec. 20-31 Winter Break - No School					3 Return to School 17 MLKing Jr. Day - No School 27* End of 2nd Quarter / 1st Semester / 6-12 (38 days) 28 No School Grades 6-12 Early Release Grades K-5									
school days in month / total						19					20/36					19/58					13/71					20/91 ES									
February 2022					March 2022					April 2022					May 2022					June 2022					July 2022										
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						1*	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5						
7	8	9	10	11	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						
14	15	16	17	18	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						
21	22	23	24	25	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						
28					28	29	30	31		25	26	27	28	29	30	31				27	28	29	30		25	26	27	28	29						
18 Mid-Winter Break - No School 21 President's Day - No School					11 No School - Grades PK-12 Grades 6-12 Conferences (dates will vary by school)					1* End of 3rd Quarter/ 6-12 (43 Days) 4-8 Spring Break - No School					30 Memorial Day - No School					18 LAST DAY OF SCHOOL 20 Juneteenth					4 Independence Day										
school days in month / total					22/131 ES					19/147					21/168					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)					Early Dismissal - Job-alike PCT					Early Dismissal - Job-alike Optional					Emergency Make-up Days if needed										

APPENDIX B

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2) Letter of Agreement: Speech Language Pathologist Staffing & Overload Mitigation (SLP LOA)

Letter of Agreement
between
Highline Education Association
and
Highline School District

Speech Language Pathologist Staffing & Overload Mitigation
Effective School Year 2021-22

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 2021-22 school year, the parties intend to incorporate language documenting this process into a successor agreement when it is negotiated in 2022.

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). 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. 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.

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3) Letter of Agreement: Evaluation Criteria for Occupational Therapists and Physical Therapists (OT/PT Eval LOA)

Letter of Agreement
between
Highline Education Association
and
Highline School District

Evaluation Criteria for Occupational Therapists and Physical Therapists
Effective School Year 2021-22

The Highline School District (District) and Highline Education Association (Association) agree upon the attached evaluation criteria for Occupational Therapists and Physical Therapists beginning in school year 2021-2022, consistent with the provisions of Article 10 of the Collective Bargaining Agreement (CBA). The parties intend to include these criteria charts in Appendix A when a successor agreement is negotiated in 2022.

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APPENDIX A OCCUPATIONAL THERAPIST

HIGHLINE SCHOOL DISTRICT EVALUATIVE CRITERIA OCCUPATIONAL THERAPIST

The following criteria will be used in the evaluation of Occupational Therapist:

CRITERIA	INDICATORS FOR OCCUPATIONAL THERAPIST
1. PREPARATION:	1.1 maintains appropriate licenses and certifications; 1.2 possesses and maintains competence in field of specialty; 1.3 compliant in required professional development; 1.4 adheres to safety regulations; 1.5 understands current development in the field of specialty and applies when appropriate.
2. PROGRAM PLANNING AND IMPLEMENTATION:	2.1 completes evaluations in a timely manner, using tools and materials appropriate to the student (presentation, referring concerns, culture, socio-economic factors); 2.2 establishes an accurate and appropriate student-centered plan based on the evaluation results, contexts, and/or practice models (examples: creates relevant and measurable goals in collaboration with the student and/or family/caregivers, recommends additional consultation and referrals); 2.3 conducts and modifies a treatment program; 2.4 keeps necessary records including, but not limited to, intervention notes; 2.5 communicates progress with families and teams.
3. CONSULTING TECHNIQUES:	3.1 utilizes techniques which are consistent with selected objectives; such techniques will: 3.1.1 make provisions for differences in teachers' backgrounds and levels of expertise; 3.1.2 assist teachers with making improvements to teaching techniques in the classroom; 3.1.3 include consultation with other staff, personnel, and caregivers, concerning the development and coordination of services; 3.2 enlists the assistance of other supportive personnel when appropriate, (e.g., paraprofessionals, therapy assistants, building staff).
4. COMMUNICATION SKILLS:	4.1 demonstrates clarity and professionalism in written and oral communication with staff, students, and caregivers; 4.2 establishes and maintains rapport with students, staff, and caregivers; 4.3 ability to give and receive feedback constructively.
5. PERSONAL/PROFESSIONAL QUALITIES:	5.1 meets responsibilities in a punctual and reliable manner; 5.2 takes initiative in seeking out professional development and other opportunities to improve practice; 5.3 demonstrates awareness of one's own strengths and limitations to improve or enhance competence.

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APPENDIX A

PHYSICAL THERAPIST

HIGHLINE SCHOOL DISTRICT EVALUATIVE CRITERIA PHYSICAL THERAPIST

The following criteria will be used in the evaluation of Physical Therapist:

CRITERIA	INDICATORS FOR PHYSICAL THERAPIST
1. PREPARATION:	1.1 maintains appropriate licenses and certifications; 1.2 possesses and maintains competence in field of specialty; 1.3 compliant in required professional development; 1.4 adheres to safety regulations; 1.5 understands current development in the field of specialty and applies when appropriate.
2. PROGRAM PLANNING AND IMPLEMENTATION:	2.1 completes evaluations in a timely manner, using tools and materials appropriate to the student (presentation, referring concerns, culture, socio-economic factors); 2.2 establishes an accurate and appropriate student-centered plan based on the evaluation results, contexts, and/or practice models (examples: creates relevant and measurable goals in collaboration with the student and/or family/caregivers, recommends additional consultation and referrals); 2.3 conducts and modifies a treatment program; 2.4 keeps necessary records including, but not limited to, intervention notes; 2.5 communicates progress with families and teams.
3. CONSULTING TECHNIQUES:	3.1 utilizes techniques which are consistent with selected objectives; such techniques will: 3.1.1 make provisions for differences in teachers' backgrounds and levels of expertise; 3.1.2 assist teachers with making improvements to teaching techniques in the classroom; 3.1.3 include consultation with other staff, personnel, and caregivers, concerning the development and coordination of services; 3.2 enlists the assistance of other supportive personnel when appropriate, (e.g., paraprofessionals, therapy assistants, building staff).
4. COMMUNICATION SKILLS:	4.1 demonstrates clarity and professionalism in written and oral communication with staff, students, and caregivers; 4.2 establishes and maintains rapport with students, staff, and caregivers; 4.3 ability to give and receive feedback constructively.
5. PERSONAL/PROFESSIONAL QUALITIES:	5.1 meets responsibilities in a punctual and reliable manner; 5.2 takes initiative in seeking out professional development and other opportunities to improve practice; 5.3 demonstrates awareness of one's own strengths and limitations to improve or enhance competence.