

Reopening Schools Memorandum of Understanding Addendum

Secondary Hybrid Transition

Part 1: Ongoing Commitments & Discussions

- A. Shared Agreements:** As we continue to navigate the ever-changing circumstances related to COVID-19's impact on our schools, the Highline Education Association (HEA) and Highline School District (HSD) continue to develop shared agreements in various forms as new challenges and transitions arise that are not fully addressed either under the existing [Collective Bargaining Agreement](#) (CBA) or the [Memorandum of Understanding on Reopening Schools](#) (MOU) or other formal documentation. These shared agreements are documented in various ways, including direct communications to impacted staff, weekly admin packets, and more formal documents such as this one and our Elementary MOU Addendum.
- B. Ongoing Discussions:** Consistent with the Problem-Solving provisions outlined in the [Reopening Schools MOU](#) Part F, HSD and HEA will continue to monitor the transition to hybrid instruction, and engage in problem-solving discussions around challenges and/or impact bargaining if there are unforeseen impacts. Our ongoing discussions are guided by some overarching principles including, but not limited to, the following:
1. 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;
 2. We will prioritize the health and safety of staff, students and community through strict adherence to Labor & Industries (L&I) safety requirements, while following guidance from state and federal agencies such as OSPI, the Governor's Office, Washington Department of Health (DOH), and the Center for Disease Control (CDC);
 3. 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 needs as we expand hybrid instruction;
 4. As guidance from state and federal agencies change, we will monitor, adjust, and respond to these changes through the communication channels identified above;
 5. We will prioritize frequent communication and feedback mechanisms to allow staff, students, and community to feel confident about the measures put in place to ensure as safe a return to in-person instruction as is possible, as additional groups are phased in.
- C. Alignment Between Documents:** HEA and HSD are committed to honoring the agreements reached through all of the communication channels, problem-solving mechanisms, impact bargaining, etc. as outlined above. If there are any discrepancies between the myriad

documents related to Hybrid and/or Remote Learning, they will be addressed and corrected in a timely fashion once noted, using the HEA/HSD Problem-Solving Process when necessary.

Part 2: Secondary Hybrid Model & Impacts

A. Timing of Transition

1. The transition to hybrid instruction for Secondary students, grades 6-12, will occur on April 19.
2. Hybrid instruction will continue in consultation with King County Public Health, and continue to follow the guidance in the [K-12 Decision Tree](#) and other DOH documents.

B. Model Details: In the secondary hybrid model, students will attend school in person two days per week: Monday & Tuesday (A cohort) OR Thursday & Friday (B cohort). On the alternate two days, the hybrid students will attend school remotely. Wednesdays will remain remote for all students, both hybrid and remote-only. Teachers are afforded professional discretion for how to best structure in-person/hybrid instruction and remote-only instruction for their classes. Additional information may be found in the [HSD Hybrid Phase I & II Guidebook](#). Class reconfigurations and school schedule changes will be minimized, but adjustments may be made as necessary to allow students to access the learning mode, remote or hybrid, selected by their families.

C. Adjustments of Time Expectations: In order to address the impact of this model, the Time Expectations outlined in the reopening Schools MOU Part A will be necessary to accomplish the parameters below regarding Advisory, Family Connections, Homeroom and Wednesday non-instructional time.

1. **Advisory:** Advisory will continue with the same frequency as existed prior to secondary hybrid implementation, and the duration of each session will remain as close to the same as is feasible based on district transportation. If necessary, the days of the week Advisory is conducted may be adjusted to ensure equal access to in-person Advisory sessions for both A and B cohorts. Students will physically transition to class with their current Advisory teachers, with the exception of Wednesdays, which are remote for both students and teachers.
2. **Homeroom:** If there are time periods on in-person days necessitated by building schedules in excess of the preexisting Advisory times, those periods will become Homeroom periods. During Homerooms, students may complete independent work or be available for consultation with other staff (counselors, Special Education teachers, administrators, etc.). The primary expectation of the teacher during homeroom is supervision of in-person students, but at their election, teachers might choose to use some Homeroom time to build connections with new groups of students. Homeroom periods must be connected to an existing class period, not Advisory, so that they do not involve an additional physical transition beyond scheduled classes and lunch on in-person days.
3. **Family Connections:** HEA and HSD recognize the importance of building in structured time for connecting with families during remote and hybrid learning. At least 35 minutes

will be provided on Wednesdays for individually-directed Family Connections time. If building administration directs staff to complete specific Family Connections tasks, time for this will be provided during principal-directed time on Wednesdays.

4. **Modified Wednesdays:** In order to mitigate the increased workload related to teaching both hybrid and remote students, the 150 minutes of Collaborative time on Wednesdays, outlined in the Reopening Schools MOU, will be modified to 60 minutes upon Secondary hybrid transition to allow for 90 minutes of additional individually-directed planning time. The remaining 60 Collaborative planning minutes will continue to be allocated for consistent collaborative teams comprised of teachers who share content areas and teach the same standards, and should be focused on instructional needs and the essential four PLC questions.
5. **Student 1-1 Connections:** It is anticipated that most teachers will maintain the same students for the purposes of 1-1 Connections. However, flexibility will be provided to reassign students to new teachers for the purpose of 1-1 Connections if/when necessary. Teachers are expected to exercise professional discretion to utilize Advisory time, family connections time, small group instructional time, individual planning time, etc. in order to accomplish these 1-1 Connections.
6. **Time Adjustments:** A revised Secondary Time Expectations Chart is provided here:

| Secondary Model Minutes | | | |
|-------------------------|---------------------|------------|----------------------------------|
| M,T,Th,F | | W | |
| 60 | WAC (external plan) | 90 | principal-directed |
| 60 | internal planning | 150 | internal planning |
| 30 | advisory/homeroom | 35 | family connections |
| 270 | instruction | 60 | collab planning |
| 30 | lunch | 30 | lunch |
| | | 85 | advisory/small group instruction |
| 450 | total | 450 | total |

- D. **Equipment:** In order to identify additional technology/equipment necessary to effectively implement hybrid instruction (webcams, additional monitors, microphones, etc.), the Instructional Leadership Team (ILT/IPT) will develop a process to assess building needs for additional equipment and prioritizing staff requests. Building leaders will elevate their school’s prioritized list to the District Labor Management Team and the Chief Technology Officer for review and approval of as many requests as feasible. Instructional Leadership Teams are encouraged to complete their assessment and prioritization process as soon as possible, with

lists submitted no later than Friday, April 9th. If there are funds remaining after the first round of submissions, a second round will be implemented in early May.

E. Supervision Expectations:

1. **Arrival/Dismissal:** Each building will include supervision plans for students related to arrival and dismissal. Certificated staff who are not assigned to a classroom may be assigned tasks related to student supervision and check-in, and their other responsibilities would be adjusted accordingly. If there is a need for classroom teachers to assist with student supervision before and/or after school, they will be paid for that time on an extra-service contract. If there is a need for students to congregate for supervision before and/or after school, instructional spaces (e.g. gyms, libraries, classrooms) will not be used for this purpose.
2. **Lunch:** Each building will create a plan for supervising students at lunch that ensures all certificated staff receive their 30-minute duty-free lunch. Certificated staff who are not assigned to a classroom may be asked to assist with lunch supervision, and their other responsibilities adjusted accordingly.
3. **Passing time:** If classroom teachers are expected to assist with student supervision during passing times, and a paraeducator is not available to assist with cleaning tasks between classes, those teachers should assign a responsible student to spray down student desks and chairs prior to leaving class in order to accomplish the necessary cleaning in between classes.
4. **Restrooms:** Classroom teachers will not be individually responsible for enforcing building safety protocols around student bathroom use. Each building will develop a reporting plan so that if those protocols are not being followed, this can be addressed by the administrative team. Additionally, each building will develop a plan to ensure that classroom teachers have opportunities during the day to access staff restrooms, since they will be needed for cleaning or supervision tasks during passing time.

- F. Continuation of Remote Instruction:** Secondary students whose families have elected to continue remote instruction will continue to engage in the remote learning model in place since fall. Class reconfigurations and school schedule changes will be minimized, but adjustments may be made as necessary to allow students to access the learning model selected by their families.

Part 3: Asynchronous Instruction Transition Days & Classroom Preparation

- A. Transition Days:** All Secondary educators who have not previously transitioned will be provided time to prepare for the transition through asynchronous learning days, as outlined below.
1. **Wednesday, March 31**
 - a. Teachers will hold advisory as usual (20-30 minutes) and take attendance for the day during the meeting. They will plan asynchronous instruction for students in lieu of any Wednesday synchronous lessons or small groups.
 - b. The staff meeting (90 minutes), lunch (30 minutes) and individual planning (60 minutes) times will occur as usual, but the remainder of the workday is set aside

for individually-directed preparation for the transition to hybrid instruction, including both collegial collaboration and individual planning.

2. Wednesday, April 7

- a. Secondary educators being recalled to in-person instruction may be required to work onsite.
- b. Teachers will hold advisory as usual (20-30 minutes) and take attendance for the day during the meeting. They will plan asynchronous instruction for students in lieu of any Wednesday synchronous lessons or small groups.
- c. The staff meeting (90 minutes), lunch (30 minutes) and individual planning (60 minutes) times will occur, but the remainder of the workday is set aside for individually-directed preparation for the transition to hybrid instruction, including both collegial collaboration and individual planning.
- d. The staff meeting time may be scheduled in staggered fashion throughout the day to facilitate small group safety plan walkthroughs. These walk-throughs should occur in groups of 15 or fewer.

3. Thursday, April 8 & Friday April 9

- a. Teachers will hold advisory as usual (20-30 minutes) and take attendance for the day during the meeting. Lunch (30 minutes) and individual planning (60 minutes) times will occur as usual, but the remainder of the workday is set aside for individually-directed preparation for the transition to hybrid instruction.
- b. Teachers will plan asynchronous instruction for students in lieu of any synchronous lessons or small groups.
- c. These days are primarily set aside for work to prepare classrooms for in-person instruction, but teachers have the professional discretion to use the time for any tasks that will facilitate a smooth transition to hybrid.

B. Extended Grades Due Date: In order to account for transition time and grading, the window in which grades are due has been extended. Third quarter grades will be due by midnight Friday, April 23.

C. Classroom Access: Currently, on Mondays, Tuesdays, Thursdays, and Fridays, staff may access their classrooms from 6:00 AM-5:30 PM. With the exception of April 7, on Wednesdays, only administrators and office staff will be allowed in the building to allow for deep cleaning (except sites with childcare). Staff will also have access to buildings on Saturday April 3 and Saturday April 10, and Monday-Tuesday April 12-13 during that building's normal weekend hours. Guidelines for building access will be provided to staff, and access to any building spaces outside of an individual's own classroom will be extremely limited.

Part 4: Additional Impacts of Hybrid Transition

A. Attendance and Student Absences: Teachers will continue to follow OSPI guidelines that allow flexibility in taking attendance, to include in-person attendance, synchronous remote attendance, and asynchronous remote participation and work completion.

1. If a student cannot pass attestation and must be absent for a day, the student may be marked as present if they attend synchronous class sessions remotely or participate asynchronously in work completion.
2. If secondary hybrid students need to quarantine for an extended period of time, students would attend school remotely for the duration of their quarantine, and would be marked as present if they attend synchronous class sessions or participate asynchronously in work completion.
3. If a student is too ill to attend class in person, participate in classes remotely, or complete asynchronous work, they would be marked as absent.

B. Cleaning Expectations and Space Usage: Teachers working in-person will be asked to utilize non-toxic cleaning spray on surfaces (desks and chairs) in between class periods and Advisory when students are physically transitioning between classes. As noted above, if teachers are needed for passing time supervision, an alternate plan must be made for classroom cleaning. Students may not eat meals (lunch, breakfast, snack) in classrooms or other instructional spaces (e.g. gym, library). Buildings will provide a plan for alternate spaces that may be used for mealtimes. If there is no school cafeteria and meals in the classroom are the safest option for students, the building's plan must be vetted by the HEA President, the building ILED and the Health Services Team.

C. Impacts on PG&E Processes: It is understood that with the changes to class configurations and/or grade levels, it may be difficult to complete the Professional Growth & Evaluation Process for some teachers. Teacher evaluations should not be adversely impacted by the changes. HEA and HSD will collaborate on guidance for teachers and evaluators on circumstances when a summative evaluation should not be completed due to unusual circumstances on a case-by-case basis.

1. Student Growth Goals: All classroom teachers will be asked to write a short (3-5 sentences) reflective statement about what they have learned this year through the student growth goal process and submit this reflection to their evaluator through Standards for Success. Upon submission of their reflection prior to May 1, the teacher will receive a 3 – Proficient score for component 3.2 or 6.2, as appropriate.
2. Observations: Observations to be used for the PG&E scoring process will not occur within the first two weeks of a teacher's in-person learning start date.

Part 5: Impacts on Specialists, LRC teachers, ESAs, & Substitutes

In addition to the job duties performed by these staff members, it is possible that individuals may be called upon to assist in-person within the functioning of the school, including providing coverage for substitute unavailability, unless they have received an alternative assignment for remote instruction, per the [Reopening Schools MOU](#). In general, if a staff member is itinerant and works in more than one building, that individual should not be included in regular daily plans for supervision or coverage, but may be called upon to assist in an emergency. If individual staff members find that their workload is regularly being impacted excessively by building supervision duties, they may initiate the HEA-HSD Problem-Solving Process.

- A. In-building Specialists:** In-building Behavior Specialists/Instructional Specialists/Deans/TOSAs/Librarians may be called upon to fulfill their job responsibilities in person, unless they have received an alternative assignment to work remotely, depending upon building needs. They also may be temporarily reassigned to fill a hybrid teaching position, consistent with Section E of the Reopening Schools MOU.
- B. Central Office Specialists:** Central Office specialists will continue to perform most of their work remotely, but may be asked to work in-person on a case-by-case basis, if needed, unless an individual has received an alternative assignment to work remotely.
- C. Learning Resource Center Teachers (LRC):** Teachers will design and/or deliver specially-designed instruction (SDI) to students either in-person or remotely based on progress monitoring and any additional relevant data sources. LRC teachers who are co-teaching may be expected to work onsite with their usual classes, up to three per week, unless they have received a remote-only modification. Any progress-monitoring work should continue to take place remotely.
- D. ESAs**
1. Counselors will in most cases deliver counseling services remotely, but may be asked to work onsite if they have not received an alternative assignment, to support building needs. During the transition to hybrid instruction, HSD and HEA share an interest in prioritizing the social-emotional and mental health of our students. We also recognize limited resources and the need to ensure that buildings are able to implement building safety plans. For the first two weeks of secondary hybrid instruction, counselors will be visible and accessible on campus, with no lunch supervision required except in emergencies; any required supervision duties will not exceed 90 minutes weekly. Thereafter, the weekly limit on required supervision time will decrease to 60 minutes. Building leaders will identify times when student supervision support is needed, and counselors will collaborate on a schedule to meet those needs over the course of the week, within the weekly limits.
 2. Social Workers will continue to fulfill their responsibilities in a combination of remote and in-person, as they have since fall.
 3. Nurses are expected to work onsite, in-person. Limited alternative assignments will be available.
 4. Related services staff (Psychologists, SLPs, OT/PTs, etc.) will in most cases deliver services remotely. In the event that the therapist believes in-person services are warranted, they will consult with the Special Education Directors to establish a schedule that reduces exposure to multiple cohorts of students.
- E. Substitutes**
1. **Daily Substitutes:** These substitutes are at-will and a day of employment is dependent upon the will of the substitute. There is no limitation on how many days these guest employees may work; however, they will not be permitted to work in two different teachers' classrooms on the same day, in order to minimize possible cross-contamination. Daily substitutes will be offered a KN95 mask upon check-in, and may

request additional levels of PPE (such as face shields) due to their potential exposure to multiple groups of students.

2. **Annualized Substitutes:** Certificated staff who hold employment contracts with HSD will, in general, be assigned to cover extended absences, unless they have received an alternative assignment to continue working remotely. In the event they are needed to cover shorter-term absences, they may only work in one teacher's classroom per week.
3. **Plans for Daily Substitute Unavailability:** Human Resources has a list of trained substitutes who are ready to work in-building. However, there may be times when a substitute is unavailable for hybrid learning. HSD Human Resources will develop a plan to assist and support buildings with substitute coverage in the event a daily substitute is unavailable, consistent with CBA Section 4.5. In addition to in-building staff who do not have a remote-only assignment, central office specialists and administrators may be called upon to assist. No staff member in the district, except for daily substitutes, may work in more than one teacher's classroom per week. For buildings that have fewer than five individuals on their in-building coverage rotation, Human Resources will assign certificated staff from the central office rosters to ensure building-based rosters are not overused.
4. **Classified Substitute Coverage:** Sufficient classified substitute staffing continues to be a challenge. Buildings SLTs will develop plans, with the assistance of Human resources when needed, to prioritize and ensure coverage for in-person special education services and kindergarten classrooms with the goal of deploying coverage in a way that prioritizes student needs and meets CBA requirements for support.
5. **Training & Safety:** HSD Human Resources will ensure that all staff members substituting in-person have received the required trainings appropriate to their assignment(s), and have received a copy of the Building Safety Plan for the school(s) to which they are assigned.

Part 6: General Health and Safety Provisions

A. Consistent with Department of Health (DOH), Labor & Industries (L&I), and the Office of the Superintendent of Public Instruction (OSPI) requirements and guidance

1. Safety provisions for hybrid instruction will remain consistent and current with current L&I, DOH, and OSPI requirements and guidance, as well as with the HEA/HSD Reopening Schools MOU. Evolving guidance will be addressed using a problem-solving or impact bargaining process. Details are outlined in depth in the [HSD Hybrid Phase I & II Guidebook](#).
2. Each building offering in-person learning of any kind to students will develop, communicate, train, and implement a detailed Building Safety Plan that is consistent with the HEA/HSD Reopening Schools MOU and modeled on the template developed by the District Safety Team, taking into account all relevant local, state, and federal guidelines.
 - a. Building Safety Committees will continue to monitor and refine these plans as needed throughout hybrid instruction.
 - b. HEA and HSD COVID Co-Captains will continue to collaborate by problem solving issues related to safety in their buildings, including issues regarding adherence to the safety requirements outlined in this Addendum, the HSD Hybrid Guidebook, and

L&I requirements. They may reach out to HSD Human Resources and HEA Leadership for support if/when needed.

3. HEA and HSD will continue to jointly monitor and make any necessary updates to the [PPE spreadsheet](#) 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.
4. HEA and HSD have developed a process by which 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.
 - a. If the request is warranted and PPE is already available in buildings, COVID Co-Captains authorize the request from the building supply.
 - b. If the request is warranted and 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.
 - c. 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.
5. All classrooms and other workspaces used to support in-person hybrid learning have been evaluated for ventilation. All spaces meet or exceed safety requirements. If unusual circumstances give rise to a ventilation concern, a staff member may request a ventilation review by Facilities to determine if ventilation enhancements are warranted. The staff member should send a request to both Building COVID Co-Captains 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.
6. Per state safety requirements, classrooms may have only one plexiglass shield installed for teachers to work 1-1 with a student for short periods of time. If a teacher would like to request a plexiglass shield be installed in their classroom for this purpose, they should send this request, including preferred location, to both Building COVID Co-Captains. The administrative Co-Captain will submit a work order request for the plexiglass shield to be provided and installed. Teachers transitioning to hybrid instruction are encouraged to submit a request prior to their in-person start date to allow adequate time for installation, if they choose to exercise this provision.

B. Provisions for Responding to COVID-19 Outbreaks in the Hybrid Context

1. HSD will strictly follow all health and safety provisions outlined by OSPI, DOH, and L&I, and HEA/HSD will continue to jointly monitor and adjust as changes are made. HEA and HSD have agreed to the following clarifications and enhancements of the [current guidance](#) specifically related to COVID-19 Outbreaks, regarding the need to temporarily switch to remote instruction.
2. **School Closures due to Outbreaks (as of March 25):** In the case of one or more COVID-19 cases occurring in a school, HSD will ensure the following:
 - a. Quarantine close contacts, and notify families if two or more laboratory positive (PCR or antigen) COVID-19 cases are reported in a 14-day period.
 - b. Evaluate to determine if transmission is occurring in the school.

- c. Consider the following to determine the need to close a school and switch to remote learning for 14 days when:
 - i. The school experiences a rapid increase in cases.
 - ii. There is a prolonged chain of transmission (2 or more generations) occurring in the school.
 - iii. School cannot function due to insufficient teaching or support staff.
- 3. **Service Area:** A service area (as defined by the feeder pattern for the four comprehensive high schools) will switch to remote learning for home quarantine for at least 14 days when two or more schools in that service area have been switched to remote learning for home quarantine.
 - a. Middle schools which span two service areas will be counted in both.
 - b. In the case of a school closure on a campus where schools share spaces and/or facilities, the contact tracing process will be conducted in a way to identify the scope of a site closure.

C. COVID-Related Leaves

- a. Certificated staff may continue to submit requests for leaves and reassignments, consistent with the provisions of the [Reopening Schools MOU](#), Section E, as needed, through the end of the 2020-21 school year.
- b. **Federal Leaves:** HSD will continue both federally authorized leaves (EPSL - Emergency Paid Sick Leave and EFML - Emergency Family & Medical Leave) through the end of the 2020-21 school year.
- c. **Vaccination Leave:** When necessary to attend a COVID-19 vaccination appointment during work hours, employees may access the 10 days of paid EPSL leave for such appointments without any loss of income. Such EPSL leave may also be used when employees are unable to return to work due to the temporary adverse side effects, if any, of such vaccination.

D. Additional Health and Safety Provisions

- a. **Community Vaccination Access:** HSD will cooperate with community providers to host vaccination clinics on school district property for the families in our community when requested by such community providers and will include information about such clinics in District publications and announcements. Due to the District's commitment to and experience with communicating with Highline's diverse communities, this information will be provided in multiple languages and modalities.
- b. **COVID Testing:** Highline's COVID test team is trained and available to test Highline staff and students. The COVID test team can be sent to a school or worksite upon being informed of a positive COVID case. The team can test students and staff who were exposed. The tests are available to any staff or student who may have been exposed to COVID. Testing is not mandatory. The COVID response and testing team will continue to work with schools and sites when impacted by COVID to determine contact tracing, who needs to quarantine and when they can return. HEA and HSD will continue to discuss testing models as additional research about testing model effectiveness emerges.