

Reopening Schools Memorandum of Understanding Addendum

Elementary Hybrid Transition Version 2.0

Preamble: Ongoing Commitments

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).

Among these shared agreements are some overarching principles guiding this work, including, but not limited to the following:

- 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 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);
- As guidance from state and federal 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 place to ensure as safe a return to in-person instruction as is possible, as additional groups are phased in.

Some of our shared agreements are specific adaptations needed to address specific problems raised during remote learning, and by transitions for particular groups to in-person, hybrid learning. These adaptations are documented in various ways, such as direct communications to impacted staff, weekly admin packets, etc. Given the impact on working conditions of hybrid instruction in elementary schools, agreements and related documents current to this date are presented and referenced in this Addendum to the August HEA/HSD MOU on Reopening Schools.

Part 1: Elementary Hybrid Model

- A. Model Details:** Elementary students who return to in-person instruction will follow the AM/PM cohort model outlined on the [HSD website](#) as well as in the [HSD Hybrid Phase I & II Guidebook](#). Class reconfigurations and school schedule changes will be made as necessary to allow students to access the learning mode selected by their families.

- B. Model Variations:** Due to the nature and structure of certain programs, and/or as a result of teacher-team choice, there may be variations of the model, such as where a single teacher has one cohort of their class in-person and the other remote, or where an Integrated Kindergarten (IK) teacher is case managing students in a different teacher's class.
1. If this model variation is selected through teacher or teacher-team choice, no additional workload mitigations will be available, beyond those available to all elementary staff transitioning to hybrid in the typical model.
 2. Where an IK teacher is case managing students in another teacher's class, and the model variation is necessary due to programmatic need/structure, the teacher shall be offered (a) Wednesday instructional time as asynchronous and use of this time during the work day for case management activities (class meeting still occurs for attendance); (b) PM instructional time during the work day on Monday, Tuesday, Thursday and/or Friday for case management activities; or (c) mitigation in the form of an extra-service contract (ESC) through Human Resources to compensate additional time and responsibility for case management outside of the normal workday.
 3. Where a single teacher has one cohort of their class in-person and the other remote, inclusive of both general education, dual language, and special ed programs, and the model variation is necessary due to programmatic need/structure, the teacher shall be offered (a) the opportunity to shift the start and end time of remote class time as long as the change does not disrupt specialists and other schoolwide release and service schedules; and (b) mitigation in the form of an extra-service contract (ESC) through Human Resources to compensate additional time and responsibility planning and grading outside of the normal workday.
 4. HSD Human Resources will communicate directly with the teachers impacted by Provision 1.B.2 and 1.B.3 regarding the ESC process, and HEA will receive a list of all teachers utilizing a model variation, including a notation of which teachers are impacted by these provisions. Additionally, if the model variation is necessary due to programmatic need/structure, HEA and HSD will utilize the existing problem-solving process to consider any other mitigation options suggested by the teacher or administrator involved in the situation.
- 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 in the Preamble 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.
- D. Continuation of Remote Instruction:** Elementary 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 made as necessary to allow students to access the learning model selected by their families.

Part 2: Hybrid Transition Timing and Triggers for Home Quarantine Remote Instruction

A. Timing of Transitions

1. Students in Phase 1 (ILC and CBS) continue with hybrid instruction, which began in November 2020.
2. Phase 2 will begin March 11, with hybrid instruction beginning for Pre-K, Kindergarten, Grade 1.
3. Most elementary class reconfigurations will take place on March 1, but a phase-in is allowable and will continue on the dates previously approved.
4. Phase 3 (hybrid instruction for grades 2 and 3) will begin no sooner than March 22.
5. Phase 4 (hybrid instruction for grades 4 and 5) will begin no sooner than April 1.
6. Hybrid instruction phase-ins for elementary will proceed in consultation with King County Public Health, and continue to follow the guidance in the [K-12 Decision Tree](#) for High, Moderate, and Low transmission levels, as well as the DOH considerations below across all levels:
 - a. *“When trends in cases and hospitalizations are flat or decreasing, and the school can demonstrate the ability to limit transmission in the school environment, expand access to in-person learning.*
 - b. *When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not required to reduce in-person learning or revert to remote learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment*
 - c. *Consider other health and education risks and benefits to children and their families At any COVID-19 level, transition temporarily to full distance learning for 14 days when school meets criteria in [DOH’s K-12 Health and Safety Guidance](#) (p 16) or on recommendation of the local health officer.”*
 - d. Additionally, while we are [tracking COVID rates](#) in all neighborhoods within Highline’s boundaries, decisions will be made based on the highest rates in Highline.

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. Class: If two or more laboratory positive (PCR or antigen) COVID-19 cases occur within an A or B cohort within a 14-day period, who do not share a household, that entire class will switch to remote learning for 14 days to allow for home quarantine.
 - a. The cases do not need to be proven as epidemiologically linked for this to occur.
 - b. Both cohorts of that class will switch to remote to allow the teacher to home quarantine while still teaching both groups of students.
 - c. In the case of Dual Language (DL) partner classes, where a teacher works with two classes of students every week, both DL teachers will be switched to remote learning for home quarantine along with the class in which the cases occurred. Students in the partner class who do not need to home quarantine will be offered the following two options.

- i. Engage in remote learning with their usual teachers from home during the period of home quarantine.
 - ii. Engage in remote learning with their usual teachers from school during the period of home quarantine, supervised by another staff member in a proctored classroom environment.
- 3. School: A school will switch to remote learning for home quarantine for at least 14 days when:
 - a. 2 or more classrooms are dismissed to remote learning for home quarantine in schools with 10 or fewer classrooms.
 - b. 10% or more of classrooms are dismissed to remote learning for home quarantine in schools with greater than 10 classrooms.
 - c. The school cannot function due to insufficient teaching or support staff.
- 4. 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. A process for addressing alternative schools will be developed through HEA-HSD problem-solving prior to additional phase-ins.

Part 3: Asynchronous Instruction Transition Days & Classroom Preparation

- A. Time Expectations:** The instructional and non-instructional time expectations outlined in Part A of the [Reopening Schools MOU](#) continue to be the same for elementary staff, regardless of modality (hybrid vs remote), except in the cases of Transition Days and Modified Wednesdays, as outlined below in Sections 3.C and 3.E.
- B. Family Connections:** At some point prior to March 1, classroom teachers will connect with the families of students new to their class, in support of facilitating a smooth transition.
- C. Transition Days:** All PreK-5th grade elementary teachers and specialists will be provided time to prepare for the transition through asynchronous learning days, as outlined below.
 - 1. Wednesday, February 17 – All elementary teachers & specialists
 - a. Teachers will hold class meetings as usual (20-30 minutes) and take attendance for the day during the meeting. They will plan asynchronous instruction for students in lieu of the usual Wednesday synchronous lessons.
 - b. The staff meeting (60 minutes), lunch (30 minutes) and individual planning (60 minutes) times will occur as usual, but the remainder of the workday (270-280 minutes) is set aside for teacher-directed collaborative preparation for the transition to hybrid instruction and new class configurations.
 - c. During this collaborative preparation time, teachers could connect with each other about students and families who will be changing teachers, staff members leaving one team to join another could use this time to connect with new team members and/or familiarize themselves with new grade levels, teachers would

work to develop communication plans to build relationships with new students and families, or any other tasks that will help to facilitate a smooth transition for all.

2. Wednesday, February 24 – All elementary teachers and specialists
 - a. Teachers will hold class meetings as usual (20-30 minutes) and take attendance for the day during the meeting. Highline’s Teaching, Learning, and Leadership Department (TLL) will plan asynchronous instruction for students for the remainder of this day.
 - b. The staff meeting (60 minutes) and lunch (30 minutes) times will occur as usual, but the remainder of the workday (330-340 minutes) is set aside for teacher-directed individual preparation for the transition to hybrid instruction and new class configurations.
 - c. During this individually-directed preparation time, teachers could continue to connect with colleagues to support collaborative planning or engage in other tasks facilitating a smooth transition – such as working on report cards for students moving to a new teacher, reaching out to students and families soon to join their class to build new relationships, familiarizing themselves with new grade level content, or choosing to work physically on-site setting up their classrooms for in-person instruction.
3. Thursday, February 25 & Friday February 26 – only for teachers moving to hybrid instruction and/or changing grade levels
 - a. Teachers and specialists remaining in Remote Instruction will conduct classes as usual.
 - b. Teachers transitioning to Hybrid Instruction will hold class meetings as usual (20-30 minutes) and take attendance for the day during the meeting. Highline’s Teaching, Learning, and Leadership Department (TLL) will plan asynchronous instruction for students for the remainder of these two days.
 - c. The remainder of these two days is set aside for teacher-directed individual preparation for the transition to hybrid instruction and new class configurations. These days are primarily set aside for work to prepare classrooms for in-person instruction, and/or prepare to teach a new grade level, but teachers have the professional discretion to use the time for any tasks that will facilitate a smooth transition to hybrid, as noted above for February 24.
4. Wednesday, March 3 – All elementary teachers and specialists
 - a. Teachers will hold class meetings as usual (20-30 minutes) and take attendance for the day during the meeting. They will plan asynchronous instruction for students in lieu of the usual Wednesday synchronous lessons.
 - b. The staff meeting (60 minutes) and lunch (30 minutes) times will occur as usual, but the remainder of the workday (330-340 minutes) is set aside for teacher-directed individual preparation for the transition to hybrid instruction and new class configurations.
 - c. During this individually-directed preparation time, teachers could continue to connect with colleagues to support collaborative planning or engage in other tasks facilitating a smooth transition – such as working on report cards for

students moving to a new teacher, reaching out to students and families soon to join their class to build new relationships, familiarizing themselves with new grade level content, or choosing to work physically on-site setting up their classrooms for in-person instruction.

- D. Classroom Access:** Staff will have access to buildings on Saturdays and Sundays for the remaining weekends through March 11 from 6:00 AM – 6:00 PM. Guidelines will be provided to staff, and access to any building spaces outside of an individual’s own classroom will be extremely limited. On weekdays through February 26, on Mondays, Tuesdays, Thursdays, and Fridays, staff may access their classrooms through 7:00 PM and on Wednesdays through 6:00 PM. Effective March 10, on Mondays, Tuesdays, Thursdays, and Fridays, staff may access their classrooms through 5:30 PM and on Wednesdays, only administrators and office staff will be allowed in the building to allow for deep cleaning (except sites with childcare).
- E. Modified Wednesdays:** From March 10 through Spring Break, the 150 minutes of Collaborative time on Wednesdays for elementary will be modified to allow for additional teacher-directed time to facilitate the hybrid transition, including class composition changes and grade level changes. HEA and HSD agree to utilize the problem-solving process prior to spring break to determine whether an extension of this modification is warranted. The modified time structure is therefore:
1. 60 minutes PLC Time: work by grade level/content teams that may include both certificated and classified staff in support of common learning standards and a shared group of students engaging in the four critical PLC questions to ensure a Guaranteed and Viable Curriculum (GVC).
 2. 45 minutes Natural Teams - *ad hoc* collaboration with individuals and teams who are not meeting regularly or who need additional time (e.g. to address immediate collaboration needs and/or develop targeted support for specific students).
 3. 45 minutes Transition Time: teacher-directed work to support the transition to hybrid instruction and its corresponding changes, such as: individual planning & preparation, family connections, collaboration with colleagues, safety planning reviews and adjustments, or other needs identified by the building, teacher and/or teacher teams.

Part 4: Additional Impacts of Hybrid Transition

- A. Kindergarten Paraprofessional Time:** For teachers who have transitioned to hybrid instruction, once in-person classroom routines are well established, kindergarten teachers will ensure that some of their allocated paraprofessional time will be used to support students during the remote portion of their day. School administrators will schedule kindergarten paraprofessional time to allow the assigned paraprofessional to work with both cohorts of students.
- B. Family Connections Time and 1-1 Connections:** Flexibility will be provided to reassign students to new teachers for the purpose of 1-1 connections when necessary. While these adjustments are made, 1-1 connections will be on a short-term hiatus. Building leaders will communicate with staff and families regarding the length of time needed for the transitions to be made. If

teachers are aware of a student who needs additional support during the transition, they may either continue check ins with that student or alert their building principal of the need. For hybrid students, 1-1 connections will most often occur during instructional time. Additional guidance from the Whole Child Committee will be provided through upcoming Administrator Packets.

- C. Grading & Report Cards:** The following provisions apply to Elementary Winter Report Cards.
1. Report cards will continue to go home the week of March 22. Teachers should use student performance through March 1 to complete report cards for any students transitioning to another teacher.
 2. March 19 continues to be an unpaid, non-school day. Teachers may choose to prioritize completing report cards between February 19th and 26th for current students who will transition to another teacher in hybrid.
 3. The official trimester end continues to be March 18; however, attendance will be run on February 19. Teachers may use that data, or choose to track attendance through March 1, but 2nd trimester report cards will reflect attendance only up through March 1 at the latest.
 4. Additional information:
 - a. Winter comments will be added to fall documents (cumulative) as in past years.
 - b. Kindergarten will use the HPS report card created in fall.
 - c. Schools will use identified processes from the fall to ensure access for more than one teacher (if needed).
 - d. Distribution of report card to families will continue as it did in the fall, as determined by the school.
 - e. Report Card Cover letter will be omitted in the winter (no change in information from fall).
- D. Student Absences:** If a student cannot pass attestation and must be absent for a day, the classroom teacher is expected to provide make-up work similar to a typical daily absence. If students in the hybrid cohort need to learn remotely for an extended period of time due to quarantine, providing educational services could take a variety of forms, to be determined on a case-by-case basis:
1. If the absent student is assigned to a class in which the teacher instructs one cohort in person and the other remote, the student may shift to the remote cohort.
 2. If there is space in remote classes at their grade level, the student may be assigned to a fully remote class for the time of their absence. If this results in a class overload, compensation will be provided per the HEA/HSD CBA.
 3. If there is a staff member who does not have a full load, they may be assigned to deliver educational services to students during an extended absence.
 4. If none of the above options are feasible, the building leader will work with their ILED to pursue alternatives.
- E. Cleaning Expectations for Certificated Staff:** Teachers working in-person may be asked to utilize non-toxic cleaning spray on surfaces between AM and PM sessions. This should take no more

than five minutes per day. All staff will need to leave their classrooms for an assigned 20 minutes to allow for the safe and efficient cleaning of their rooms in-between AM & PM sessions. Buildings will provide a plan for alternate spaces that may be used during this time.

- F. 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 elementary classroom 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 elementary 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 happen no earlier than two weeks after the start of a teacher’s class reconfiguration. Additionally, they shall 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 context pursuant to the typical tasks associated with their job assignment as outlined below, unless they have received an alternative assignment for remote instruction, per the [Reopening Schools MOU](#). See Section 5.E below.

A. Elementary Specialists

1. Music, Art & PE instruction will continue to be delivered remotely, in order to limit exposure to multiple cohorts and classes of students, as well as to serve as a key component of the remote portion of hybrid learning. Schedules will be adjusted in order to provide access for both hybrid and remote students, while remaining within contractual parameters.
2. Library instruction will continue to be delivered remotely, in order to limit exposure to multiple cohorts and classes of students, as well as to serve as a key component of the remote portion of hybrid learning. Schedules will be adjusted in order to provide access for both hybrid and remote students, while remaining within contractual parameters. The existing “mobile checkout” system will continue.
3. In-building Behavior Specialists/Instructional Specialists/Deans/TOSAs 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 in 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 provide specially-designed instruction (SDI) to students either in-person or remotely based on progress monitoring and any additional relevant data sources. This will be determined on a case-by-case basis, and SDI may be delivered by either teachers or paraprofessionals, as usual. Whenever possible, LRC services should be delivered remotely. In the event in-person services are warranted, the LRC teacher will consult with the building leader to establish a schedule that reduces exposure to multiple cohorts of students. HEA and HSD will provide guidelines to building leaders and LRC teachers for limiting exposure to multiple cohorts of students while delivering SDI in an in-person setting.
- 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.
 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 classrooms on the same day, in order to minimize possible cross-contamination between cohorts. 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 cohorts 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 hybrid classroom (including that class's AM/PM cohorts) 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 and remote staff (who do not have a remote-only accommodation), 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 hybrid classroom (including that class's AM/PM cohorts) per week.

- a) 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.
 - b) If elementary subject area specialists (Library, Music, Art, PE) are called on to substitute for classroom teachers, there are three ways to address the mitigation provisions in Section 4.5.B, as follows.
 - i. If the specialist had synchronous lessons planned for that day, the synchronous lessons would be cancelled, consistent with Section 4.5.B.ii.
 - ii. If the specialist already had asynchronous lessons planned and posted for that day, they would be paid Make Up Time, per Section 4.5.B.iii, to complete the grading and lesson planning for future days they would have completed during that asynchronous day.
 - iii. If the specialist had both synchronous and asynchronous lessons planned for the day, the cancellation provision and Make Up Time provision should be applied proportionally to the day to provide mitigation.
 - c) For other certificated staff called on to provide coverage in the event of substitute unavailability, the provisions in Section 4.5.B would apply as written.
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. 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.
 6. The limitations on annually contracted certificated staff substituting in no more than one hybrid classroom per week will be revisited by HEA and HSD once all staff have had access to both rounds of the COVID-19 vaccine at an HSD vaccine clinic, plus appropriate wait time after the second vaccination.

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. 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. 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. The District Benefits Advisory Committee (BAC), which is comprised of representatives from all employee groups, is exploring options for additional COVID-related leaves; more information will be available after their March meeting.

C. Additional Health and Safety Provisions

- a. Vaccinations: HSD is working with a healthcare provider to hold a vaccination clinic for Highline employees consistent with the state's vaccination phased roll-out. The clinic will prioritize staff working directly with students in-person.
- b. COVID Testing: HSD is a pilot district in Washington State receiving technical support from the Health Commons Project to implement COVID testing.
 - i. Testing is available for HPS staff and students, it is not required
 - ii. To start, testing will be rolled out and deployed to a school/facility site upon notification of a positive COVID test on campus
 - iii. The COVID tests are PCR (the most reliable), self-administered oral swabs
 - iv. Tests are processed by Curative Labs in California, and test results are available within 2-3 business days.
 - v. The Student Support & Family Engagement Department is hiring a team lead and support staff to support the testing, using CARES funds.
 - vi. HSD is also considering expanding to surveillance testing (voluntary) once the initial testing is up and running. Any impacts would be negotiated prior to implementation.

Part 7: Ongoing Discussions

A. Continued Problem-Solving Discussions

1. Consistent with the Problem-Solving provisions outlined in the [Reopening Schools MOU](#) Part F, HSD and HEA will continue to monitor the transition to the elementary hybrid instruction, and engage in problem-solving discussions around challenges and/or impact bargaining if there are unforeseen impact.
2. Additionally, the parties agree to continue discussions on the following topics specifically, between now and March 31.
 - a. Additional indicators to gauge readiness for moving to stages 3 and 4 of the elementary hybrid transition process.

- b. Any additional leave entitlements available through decisions made by the Highline Benefits Advisory Committee.
- B. **Secondary IAC:** Impact bargaining, problem-solving, and health and safety discussions related to the return of Secondary IAC classrooms to in-person instruction has occurred, and Secondary IAC teachers will meet to review these on March 4, in order to have time to engage in the traditional problem-solving process prior to their March 11 transition date.
- C. **Secondary Small Groups:** Impact bargaining, problem-solving, and health and safety discussions will also continue related to in-person for small groups of secondary students who might benefit to a school-based, onsite context for their learning.