

HEA/HSD Shared Agreements

Secondary Integrated Academic Center (IAC) Hybrid Transition

Part I: 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). 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 impact, including but not limited to the impact of bringing additional small groups of students onto secondary campuses. Our ongoing discussions are guided by some overarching principles guiding this work, 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. As guidance from state and federal agencies change, we will monitor, adjust, and respond to these changes through the communication channels identified above;
 4. 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.
- 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.

Part II: Secondary IAC Hybrid Model & Transition Timing

- A. **Model Details:** Students in secondary IAC programs who choose to return to in-person instruction will be able to access their general education classes remotely while remaining at school physically. This will allow students in IAC to continue their work in all classes as well as advisory. School teams will establish locations for in-person instruction, as well as for students to log into and participate in remote instruction for their general education classes while being monitored by onsite staff. Additional information may be found 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, remote or hybrid, selected by their families.
- B. **Model Variations:** The typical Secondary IAC model is structured to avoid simultaneous in-person and remote teaching (“simultaneous teaching”) by an individual teacher. There may be circumstances when, due to singleton classes at a school and/or to avoid transferring students to a different school, it is necessary for simultaneous teaching to occur.
1. If the simultaneous teaching model variation is necessary due to programmatic need/structure and/or to maintain student placement in their current school, the teacher shall be offered (a) Wednesday instructional time as asynchronous and use of this time during the work day for case management activities, planning, or grading (advisory still occurs for attendance); or (b) 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.
 2. If the simultaneous teaching model variation was selected solely through teacher or teacher-team choice, no additional workload mitigations will be available, beyond those available to all Secondary IAC staff transitioning to hybrid in the typical model.
 3. 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. **Timing of Transition**
1. The transition to hybrid instruction for Secondary IAC students will occur on March 11.
 2. Hybrid instruction will continue 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.

Part III: 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 secondary 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, teachers will connect with the families of students new to their class, in support of facilitating a smooth transition.
- C. Transition Days:** All Secondary IAC teachers and specialists will be provided time to prepare for the transition through asynchronous learning days, as outlined below.
 - 1. Wednesday, February 24**
 - 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 the usual Wednesday synchronous lessons.
 - 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 teacher-directed collaborative preparation for the transition to hybrid instruction.
 - c. During this collaborative preparation time, teachers could connect with each other about students and families, teachers and paraeducators may meet for collaborative planning, room preparations may begin, or any other tasks that will help to facilitate a smooth transition for all.
 - 2. Wednesday, March 3**
 - 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 the usual Wednesday synchronous lessons.
 - 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 teacher-directed collaborative preparation for the transition to hybrid instruction.
 - c. During this collaborative preparation time, teachers could connect with each other about students and families, teachers and paraeducators may meet for collaborative planning, room preparations may begin, or any other tasks that will help to facilitate a smooth transition for all.
 - 3. Thursday, March 4 & Friday March 5 – Teachers will, upon request to the sub office, be provided a substitute in order to be released from instruction to prepare for transition.**

- a. Teachers will request a substitute from the sub office by end of day Monday, March 1. An email sent directly to Cheryl Rivera with the building principal and Christina Larsen will suffice.
 - b. Teachers will provide lesson plans for their sub to teach remotely.
 - 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, but teachers have the professional discretion to use the time for any tasks that will facilitate a smooth transition to hybrid.
- 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 Secondary IAC teachers 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 IV: Additional Impacts of Hybrid Transition

- A. 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.

- B. Student Absences:** If a student cannot pass attestation and must be absent for a day to two, they will still be able to access their remote general education classrooms from home. For their IAC classes, they will receive make-up work and online work, as with a normal absence. If hybrid students 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, but following the guidelines below:
1. If the student is in a singleton class where the teacher is engaged in simultaneous teaching, the student would switch to remote learning and maintain the same teacher.
 2. If the student attends a school with the double class model, the student would switch to remote learning; they may or may not change IAC teachers within the building, depending on building model.
 3. If neither of the above options are feasible, the building leader will work with their ILED and the Inclusive Education Department to pursue alternatives.
- C. Cleaning Expectations for Certificated Staff:** Teachers working in-person may be asked to utilize non-toxic cleaning spray on surfaces during the last five minutes of instructional time before the lunch break, while students prepare to go to lunch. This should take no more than five minutes per day. Neither students nor staff may eat lunch in IAC classrooms. Buildings will provide a plan for alternate spaces that may be used during this time.
- D. 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 Secondary IAC 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 Secondary IAC 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 significant change in student assignment between classes. Additionally, they shall not occur within the first two weeks of a teacher's in-person learning start date.

Part V: 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, 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. 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 in a case-by-case basis, if needed, unless an individual has received an alternative assignment to work remotely.
- C. 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.
- D. 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 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 per week.

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 VI: 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. Class: If two or more laboratory positive (PCR or antigen) COVID-19 cases occur within a class within 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. The cases do not need to be proven as epidemiologically linked for this to occur.
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.

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. 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.

D. 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.