

Letter of Agreement
between
Highline Education Association
and
Highline School District

New School/Program Implementation
Effective School Year 2021-22

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

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

Maritime High School

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

Class Sizes and Advisory: The initial cohort for Maritime HS will consist of up to 50 ninth graders, split into two Advisory groups called "Crews," with two (2) full-time certificated classroom teachers, as well as administrative, classified, and community support staff. Students will also have access to part-time certificated LRC and Related Services support, consistent with their IEPs. Each classroom teacher will be assigned a Crew consisting of half the enrolled students and will be responsible for conducting Crew Circles (Advisory), Crew Check-ins/Check-outs, and managing the ALE Learning Plans for their assigned Crew students.

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

Class Preparations: Students will receive instruction through a combination of in-person classroom-based instruction, field work experiences, and hybrid remote learning days. Classroom-based instruction will be grouped into a Humanities block and a STEM block, each taught by one of the two classroom teachers. Students will attend their block courses in their assigned Crew groupings. While the classroom teacher will have only one “preparation” for classroom instruction, they will also participate in collaborative planning for instructional projects, field work experiences and Crew Circles/Advisories.

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

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

Highline Virtual Academy

The Highline Virtual Academy is a flexible, remote learning model for students in grades 6-12 that utilizes Washington State’s Alternative Learning Experience (ALE) model requirements, providing opportunities for self-paced learning for students. Core instruction will be delivered through Edgenuity, an online learning platform. Highline teachers will provide virtual instruction for Advisory, small group and individual support, including both academic and social-emotional learning.

Overall Structure: Students at HVA will take three classes per quarter. Teachers will be assigned no more than three classes per quarter. Edgenuity will provide the majority of the curriculum/lessons for students, but Highline classroom teachers will be the teacher of record for students’ classes and will provide small group support, grade assignments and track progress. In addition, each teacher will be assigned an Advisory class, with whom they will meet daily and complete the required ALE Learning Plans (WSLP) for each Advisory student. Teachers will also meet 1:1 once per week with each Advisory student to help track progress and complete Learning Plans. For secondary students participating in dual language, the program will consist of a single course for middle school and single course for high school, taught by a Highline teacher.

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

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

teacher's Advisory load exceeds 24 students, they will receive \$10.00 per day, per student, for each day that an overload exists.

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

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

1:1 Check-ins: Weekly meeting (usually via Zoom or phone) between the student and certificated teacher for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP. Evidence of two-way contact must include the date of the contact, the certificated teacher who made the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication.

Small Group Instruction/Support: The schedule for small group instruction/support will be determined by the teacher, with designated times for each class. Teachers may choose to develop a flexible schedule that meets outside of the school day in order to support student needs, and if they elect this option, will work with the principal to adjust their work times accordingly.

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

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

Elementary Remote Learning Program

For the 2021-22 school year, families have the option of selecting a remote option for elementary schools and Pre-K. In general, these remote classrooms will follow similar instructional models and schedules as in-person classrooms. Elementary students participating in Dual Language programming and opting for a remote option in the 2021-2022 school year will access a limited program designed to maintain Spanish and

Vietnamese language skills. From K-5, this program will consist of two (2) forty-five-minute sessions each week.

Since the Elementary Remote Learning Program is a temporary, one-year option, 2022-23 teaching assignments for this year's remote teacher will be handled as follows.

- Teachers who volunteered in the spring of 2021 to teach in the elementary remote program, because their assigned school would have been overstaffed for in-person instruction without volunteers to shift to remote, remain assigned to the school to which they were assigned in the spring of 2021. They have the right to remain assigned at that school for the 2022-23 school year, subject to the existing displacement and RIF provisions in the CBA.
- Teachers who were involuntarily placed into an elementary remote position in the spring of 2021, because their assigned school would have been overstaffed for in-person instruction without volunteers to shift to remote, remain assigned to the school to which they were assigned in the spring of 2021. They have the right to remain assigned at that school for the 2022-23 school year; while the RIF provisions in the CBA would still apply to these teachers, they would not be subject to displacement in 2022-23, unless their assignment was changed back to in-person learning in the fall of 2021, in which case they would be subject to both the displacement and RIF provisions in the CBA.
- Teachers who were newly hired into a remote "pool" to teach in the elementary remote program for the 2021-22 school year, or who voluntarily transferred into the remote pool, will be assigned to open positions districtwide for the 2022-23 school year. HSD Human Resources will solicit grade level and school preferences from these teachers prior to making these assignments.

Any additional, unforeseen impacts of the Elementary Learning Remote Program will be addressed via the HEA-HSD Labor-Management Problem-Solving Process.

Remote Learning Impacts on Self-Contained Special Education Programs

Secondary Special Education Programing 21-22: For the 2021-22 school year, families have the option of selecting a remote option for secondary students in special education programs, including IAC and ILC. These students will be enrolled in remote instruction for any self-contained IAC and ILC courses, as indicated by their IEP. The remainder of their classes will be offered in general education.

HEA and HSD share a common interest in ensuring students in these programs are fully engaged with general education peers as much as possible. To achieve this, the guidance below outlines principles how students will be scheduled. To ensure these plans are working well for students and adults, HEA and HSD will review and discuss Special Education remote enrollment in live general education classes on a monthly basis during the labor management structure to address and resolve any concerns.

Fully Remote Instruction Parameters for Secondary IAC and ILC

- Student schedules should prioritize remote access to general education experiences as appropriate based on the student's IEP.
- General education classes may be provided through Edgenuity, when and if the student's IEP team identifies and confirms the class will meet the students need; such courses may be supplemented by

program support staff identifying complementary learning activities, including remote engagement with live classes.

- General education classes may also be provided through enrollment in a live class and remote attendance, when and if the student's IEP team identifies and confirms the class will meet the students need; specific planning with the teacher and program support staff will take place to plan such course enrollments.
- When possible, course schedules should consider grouping students for remote participation in general education classes to minimize the singling out of individual students.
- Program staff will support remote access to in person general education classes.
- All students should have a clear a predictable daily schedule, determined based on student goals.
- Small groups and individual supports may be facilitated by the classroom teacher and/or and support staff, including the paraeducator assigned to the special education classroom. Support staff will be in-person for the general education classes in which remote students are included to better facilitate the remote student's learning.
- If the teacher requires additional support or the amount of work to prepare for teaching the in-person students with intermediary paraeducator support becomes unreasonable, the teacher will work with their building administrator to access mitigation in the form of either an extra service contract or work time (such as release time from a staff meeting or PCT).

Over-enrollment of Elementary Self-Contained Remote Classes: In the event any elementary self-contained classes become over-enrolled for remote learning, appropriate next steps, including mitigation for impacted educators, will be discussed in HEA-HSD labor management meetings.

Renacer Educational Support Program

The Highline School District has entered into an agreement to provide educational support for students in the Renacer Youth Treatment Program. These students are engaging in remote learning, taking one class at a time, and students are enrolled in a wide variety of different courses. They also require regular weekly check-ins with a teacher for support throughout the year, including during the summer and other school breaks.




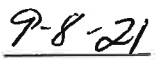
For the 2021-22 school year, the District is contracting with Edgenuity to provide the instruction for students in this program and paying Highline certificated staff members via extra service contracts for the hours necessary to set up each student as they join the program. However, both the District and the Association have an interest in keeping certificated work within the bargaining unit and minimizing the use of Edgenuity instructors as teachers of record. Therefore, the Renacer Program will be a standing item on the HEA-HSD Labor-Management agenda, with the goal of developing recommendations for how best to serve these students beyond this school year. If it is possible to reduce the use of Edgenuity teachers during this school year prior to negotiating new language, the parties intend to do so.

Learning Center

Highline's Re-Engagement & Learning Center is an Alternative Learning Experience (ALE) program embedded at New Start High School, and accessible through the comprehensive high schools. This is not a new program, but caseload limits and other working conditions for teachers in this program have not yet been negotiated.

The current District policy for student-teacher ratio in this program is 33 students to 1 teacher, but it has come to the attention of the Association that this caseload has been exceeded in the past, and that there is not an existing applicable CBA provision for appropriate mitigation of the existing workload.

Therefore, HSD and HEA agree to monitor Learning Center enrollment during the 2021-22 school year and develop recommendations for the spring 2022 negotiations regarding Learning Center working conditions such as: caseload ratios, mitigation and/or additional staffing triggers when caseload ratios are exceeded, and how to calculate workload when Learning Center teachers are “shared” between an ALE program and traditional seat-based programs.

			
Dr. Steve Grubb Chief Talent Officer Highline School District	Date	Dr. Sandra Hunt President Highline Education Association	Date