



Welcome to New Employee Orientation!

Thank you for being here

Labor & Representation

And what it means to work in public education

Ultimately, what guides your role & work?

Board Policies

Found on the district website (Home > About > Board Policies)

500 Series =
Personnel Policies

Directives

*(site-level or district-level)
Expectations may be given verbally or in written form.
Unclear? Ask questions!*

Job Description

Attached to job posting & available upon request from HR

CBAs

*(Collective bargaining agreement)
Found on the district website
(Home > Staff Hub > HR > Contract)*

Teamsters & HEA

Labor & Representation

And what it means to work in public education

What does it mean to work a represented position?

- Collective bargaining means that being an employee of Highline Public Schools, you benefit from a contract that's bargained on behalf of the full employee group.
 - *For example: sick leave accrual, vacation, holidays, mutually agreed working conditions, etc.*
- Contract includes access to union representation to resolve issues (Read: Grievance Procedures)
- Membership includes added benefits as outlined in the CBA or through the labor partner directly. Non-membership has no impact on employment.

CBAs
(Collective bargaining agreement)

Found on the district website

(Home > Staff Hub > HR > Contract)

Teamsters & HEA



Union Representatives

Certificated Staff are represented by the Highline Education Association

www.highlineea.org

Jeb Binns

j.binns@washingtonea.org

HEA President

Teachers & ESAs



School Support Staff are represented by Teamsters, local 763

WWW.teamsters763.org

Jason Powell

jason.powell@teamsters763.org

Teamsters 1 & 2

Security, Transportation (T1)

Maintenance & Grounds (T2)

Nutrition Services (T2)

Chad Baker

chad.baker@teamsters763.org

Teamsters 3

Instructional & Office Support

Melissa Mafua

melissa.mafua@teamsters763.org

Teamsters 3

Instructional & Office Support



Welcome to New Employee Orientation!

Thank you for being here



**Meet Your
Facilitators and Host!**

LAND ACKNOWLEDGEMENT

“We begin by acknowledging that we are on the ancestral land stewarded since time immemorial by the Salish people of the Duwamish, Green, White, Cedar, and Upper Puyallup Rivers, many of these giving birth to the contemporary citizens of the Muckleshoot Indian Tribe. We honor and give thanks that we are able to collectively engage in this conversation on their sacred homelands about the future of teaching and caring for our sacred children and youth.”



Norms

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race*

Stay Engaged

Speak Your Truth

Experience Discomfort

Expect and Accept Non-Closure

Listen to Understand



Nice to meet you!

- Name
- Pronouns
- Role + Location
- A hope to share!!! Or, a “fun fact” about yourself

Agenda

This is Highline **9:30 a.m.**

- Highline Promise & Strategic Plan
- Equity in Highline
- Being part of a diverse team

Professional Conduct **10:45 a.m.**

- Our Policies
- Real-life Scenarios
- Vector Trainings

Growing in Highline **11:30 a.m.**

- Professional Learning
- What pathways exist
- Reflect on your goals

Get a Great Start! **Noon**

- Highline staff hub
- Explore your job
- Get your questions answered

Optional:
Learn about your employee services
12:30 pm

For Teamsters 3 CBA
Schedule A-1 Training:
Fundamental Course of Study Training
1:15-4:00 pm

Taking notes, the easy way! Use the interactive handouts provided to take notes on each section of your orientation today.

Take notes about the videos and topics presented.

Take notes about the videos and topics presented.

Orientation
Note-catcher

As you join our team! Use this graphic organizer to add any questions that may come up.

| | Questions |
|---|-----------|
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Orientation </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Teamster </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Vision and Mission </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Video: Our Strategic Plan </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Video: Our Promise: High School Graduation </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Video: Our Promise: School Culture </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Video: Our Promise: Growth & Mastery </div> | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Video: Our Promise: Bilingual & Biterate </div> | |

Write down any questions that come up.

Write down any questions that come up.

New Employee Orientation
Important/New Concepts Glossary

Use this space to catch important concepts you want to remember, want to learn more about, or that are new to you.

[illegible]

Keep track of important new concepts you will need to remember, or any new ones you learn today

An Overview of

This is Highline

(and what to expect in our time today)



**Overview of
Highline &
Who We Are**

**A look into our
Equity Policy &
Anti-racist stance**

**Working as part of
a richly diverse
team**



Our Promise

Every student in Highline Public Schools is known by **name**, **strength** and **need**, and graduates prepared for the **future** they choose.

Turn & Talk: In your new job, how can you help fulfill the Highline Promise?



CULTURE OF BELONGING

A culture where all are welcome, valued, and safe.



INNOVATIVE LEARNING

Academic experiences that engage, empower, and challenge every student.



BILINGUAL & BILITERATE

Multicultural skills that enable students to live, work, and communicate across cultures.



FUTURE READY

Students explore possibilities and develop mindsets that prepare them for a changing future.

Our Promise: Every student is known by name, strength and need, and graduates prepared for the future they choose.

A photograph of a family of three smiling at an outdoor event. In the foreground, a young boy with dark hair and a white t-shirt with a red 'ROAR' graphic is smiling. Behind him, a woman with dark hair pulled back, wearing a white polka-dot shirt, is smiling. To her right, a man with short dark hair, wearing a yellow t-shirt, is also smiling. They are standing in a crowd of other people in an outdoor setting with trees and utility poles in the background. A large white circle is overlaid on the right side of the image, containing the title and subtitle text.

CULTURE OF BELONGING

*A culture where all are
welcome, valued, and safe.*

Our Promise: Every student is known by name, strength and need, and graduates prepared for the future they choose.

A young man with dark hair, wearing a black and red jacket with a circular patch on the chest, is looking down at a map spread out on a table. He is holding a pen in his right hand and pointing at the map with his left hand. The background shows a wooden interior with a red fire extinguisher and a sign that says "REST ROOM".

INNOVATIVE LEARNING

*Academic experiences that engage,
empower, and challenge
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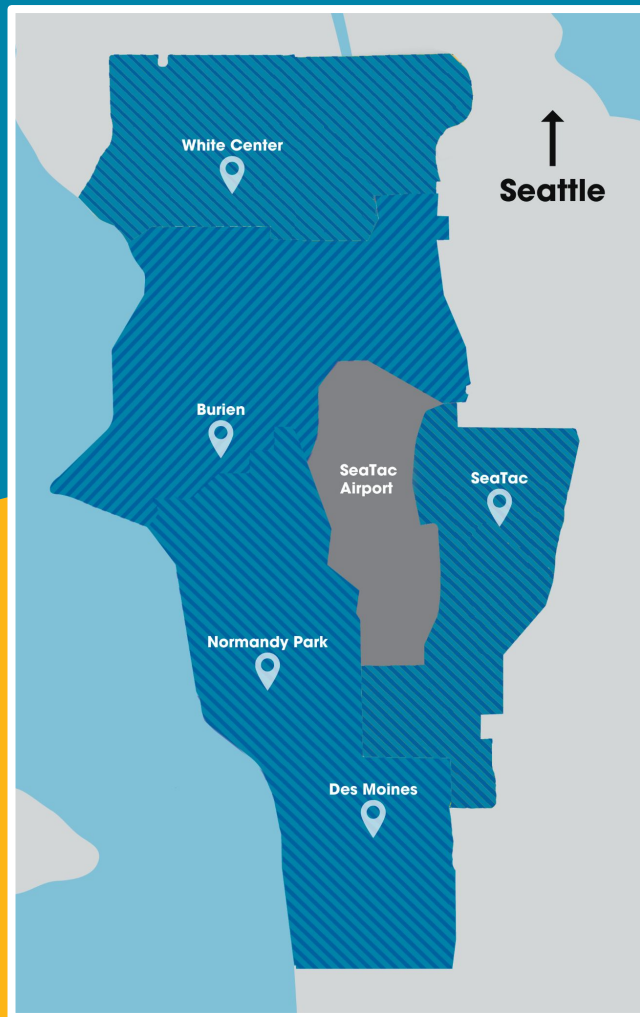
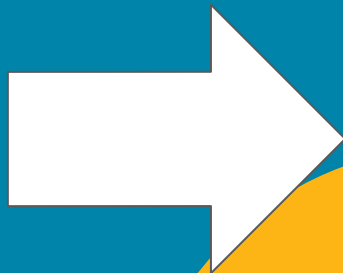
WHO WE ARE:

- **5 richly diverse communities**
(culturally, racially, socioeconomically, linguistically)
- **Connection to our land and history**



həli? čəda wələx^w

"I am alive and strong!"



Who we are:



35 schools



17,500 students



2,800 staff

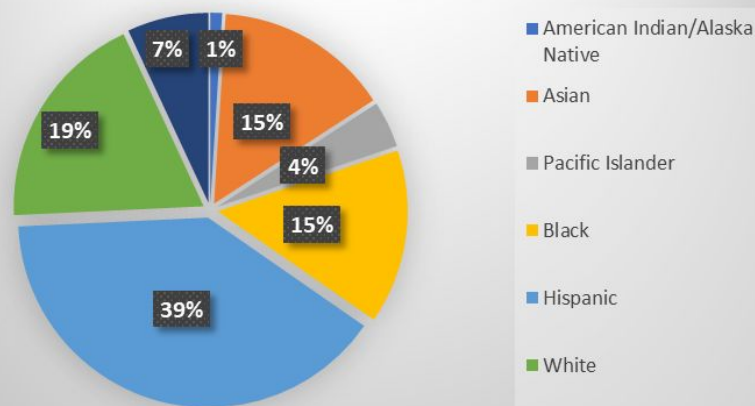


5 communities served



89 languages spoken

Highline Student Demographics



Updated as of Winter 2023

Stop and Jot #1

Reflect on:

Who you are as staff and who we serve (our students and families). How does what you've learned help you feel better prepared as an employee to work within our community? What else do you want to learn?

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This is Highline

(and what to expect in our time today)



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*Who We Are***

**A look into our
Equity Policy &
Anti-racist stance**

**Working as part of
a richly diverse
team**

Ultimately, what guides your role & work?

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Teamsters & HEA



The **policies** are principles adopted by the board to **chart a course of action**, while the **procedures** are the detailed directions that put policy into practice and guide the operation of the school district.



Highline School Board Policies

Board Policies
*Found on the district
website (Home >
About > Board
Policies)*

500 Series =
Personnel Policies

The policies are categorized into the following areas:

0000 - Planning. Policies related to strategic plan, mission and goals, objectives and strategies.

1000 - Board of Directors. Policies related to Highline School Board meetings, board member elections and governance.

2000 - Instruction. Policies related to student learning programs, school organization, and instructional requirements.

3000 - Students. Policies related to admission and attendance, rights and responsibilities, and student activities.

4000 - Community Relations. Policies related to communications with the public, public participation in schools, public access to staff and students, and relations with other agencies.

5000 - Personnel. Policies related to recruitment, hiring, employment, compensation, leaves, and benefits.

6000 - Management Support. Policies related to minimum funds and school property.

7000 - Financial Management. Policies related to financial planning, revenues and purchasing,

8000 - Non-instructional Operations. Policies related to risk management, transportation and food service.

9000 - School Facilities. Policies related to capital projects.

A closer look at

Equity, Race, & Identity

Policy 0010



206-631-3000 15675 Ambaum Blvd. SW

HIGHLINE PUBLIC SCHOOLS

2021-22 Learning About School & Learning Sites

HOME > ABOUT > BOARD POLICIES

Policy 0010 - EQUITY, RACE & IDENTITY

Highline Public Schools is deeply engaged in work around equity, race and identity to better foster and support an environment in which our students, families, and staff grow, thrive, and succeed. This work, and the language used to describe it, is rapidly evolving. This policy will be reviewed at least annually to reflect current practices and language.

Vision

Highline Public Schools' promise is to know every student by name, strength and need so that they graduate prepared for the future they choose. To do this requires knowing our students and their families deeply, honoring their cultures and identities, ensuring materials and instruction are culturally relevant, and being willing to engage with students, families and the community.

Historic decisions and current inequitable practices advantage certain students while disadvantaging others. Students of color; students with disabilities; English language learners; immigrants and refugees; LGBTQ+ students; and Native American and Alaska Native students have all been negatively impacted by the institution of education.

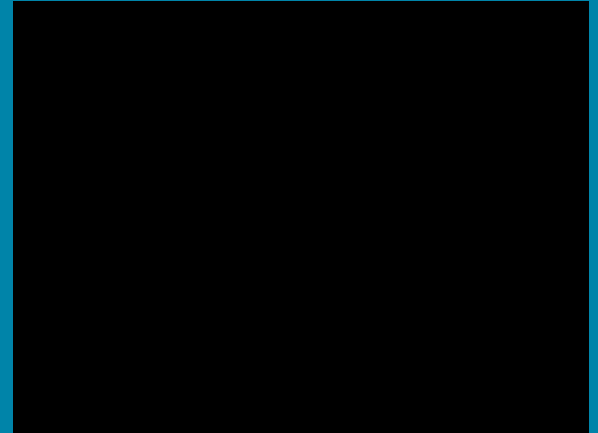
Highline seeks to be a leader in being an anti-racist organization focused on eliminating racism, racial and other identity inequities, and institutional bias. This intentional focus, when implemented well and with fidelity, should result in increased achievement by our students, both in school and after graduation.

A closer look at

Equity, Race, & Identity

Policy 0010

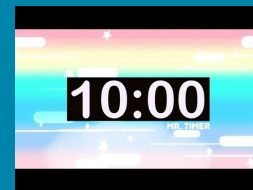
“We will disrupt institutional biases & end inequitable practices so that all students have an equal chance at success.”



A closer look at

Equity, Race, & Identity

Policy 0010



Walk & Talk!
Then jot

In your job, what steps can you take to contribute to equity in Highline Public Schools?

Take a moment to:

1. Review Policy 010 Glossary
2. Highlight something new that caught your attention

Share!

AFFINITY GROUPS

Staff developed, led and directed equity learning spaces

1. Black Male
2. I See You! (Black Women)
3. EMH: Embracing Mixed Heritage
4. Mothers and More
5. White Educators Trying to Do Right by our BIPOC Students
6. American Indian/Alaskan Native (AIAN)
7. Latina Affinity Group
8. AANHPI: Asian|American Native|Hawaiian|Pacific Islander
9. Intergroup Dialogue
10. Trans and Non-binary Educators
11. Latinx
12. We Are Who We've Been Waiting For
13. TAF's Ally Engagement

...and more in the making...

You can submit your interest to start, lead, or participate in an affinity group on staff hub.

An Overview of


This is Highline

(and what to expect in our time today)



**Overview of
Highline &
*Who We Are***

**A look into our
Equity Policy &
Anti-racist stance**



**Working as part of
a richly diverse
team**

Norms

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race*

Speak Your Truth

Experience Discomfort

Expect and Accept Non-Closure

Understanding Social Identity



Socio-
Economic
Status

Gender

Sex

Sexual
Orientation

National
Origin

First
Language(s)

Ability

Age

Religious
Affiliation

Race

Ethnicity

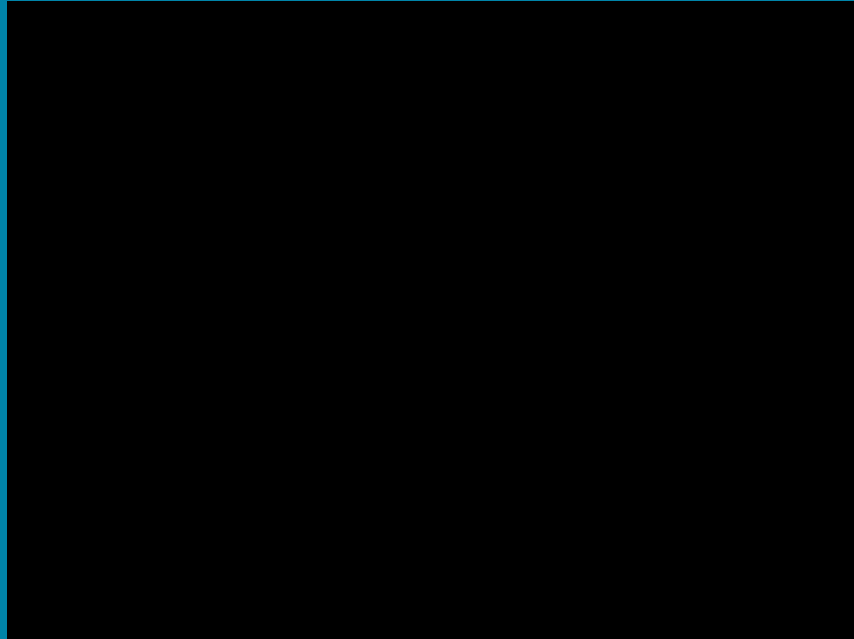
Understanding Social Identity

Stop and Jot

1. Which identities do you think about most often?
2. Which identities do you think about least often?
3. What are your own identities that you would like to learn more about?
4. What are identities that have the strongest effect on how you perceive yourself?
5. What are your identities that have the strongest effect on how others perceive you?

A closer look at Policy 0010:
Equity, Race, & Identity

“The Voices of Highline”



Use your note catcher!

- **Prompt:** watch the video and think about what stands out to you and what questions you have
- **Share** (pair/group)

A Quick note & norms reminder

A closer look at Policy 0010:
Equity, Race, & Identity

“The Voices of Highline”

Use your note catcher!

- **Prompt:** watch the video and think about what stands out to you and what questions you have
- **Share** (pair/group)

03:00

A closer look at

Workplace Environment & Culture

Policies are principles to chart a course of action.
Procedures are how the district plans to operationalize the policy.

Policy 500: It is the belief of the Highline School Board that our workplace environment should be a place that embodies the beliefs in our Equity Policy (0010), is productive, and supports the free flow of ideas without fear, intimidation or retaliation.

A closer look at

Policy 500: Workplace Environment & Culture

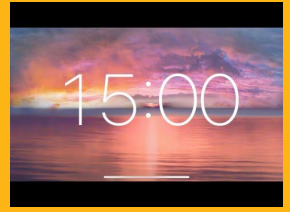
“Recognizing, accepting and addressing the impact of our actions” means that when made aware that our actions or words have harmed another person we will reflect and acknowledge, rather than become defensive or deny the impact. This does not imply that the action or words were *intended* to harm—simply that they did.

- When was a moment when your words/actions had an **impact** (+ or -) on someone else? (2 minutes)
- What was your **intent**? The ***impact***? (3 minutes)
- After **reflecting**, what would you do differently? (3 minutes)

08:00

Stop & Jot!

Take a Break



We will come back at 10:45 am.

- Bathrooms: turn left when you exit the boardroom and the left again before the round tables in front of HR.
- Water is also in the same hallway as bathrooms.

An Overview of

Part 2: Professional Conduct

(and what to expect in our time today)

Intros

**A look into our
policies**

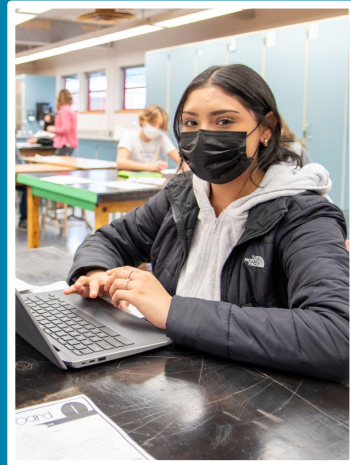
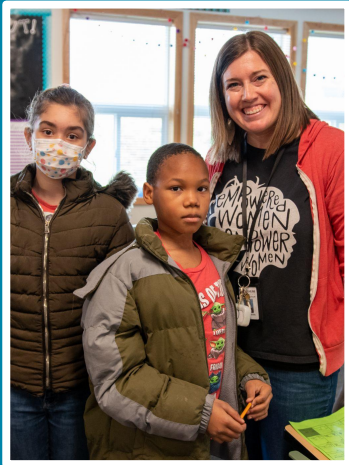
**Real-life
Scenarios**

Vector Trainings

A look at

OUR GOAL

You will demonstrate discernment over inappropriate, unethical or illegal behavior and evaluate real-world workplace scenarios that implicate ethical tensions.



A little more about

Our goals...



KNOWLEDGE

Knowledgeable about laws, norms,
and personal responsibility around
professional conduct and
Harassment, Intimidation, and
Bullying (HIB) prevention




EMPOWERMENT

Empowered to address issues
you see come up amongst
students, colleagues,
volunteers, admin, etc

A reminder about

OUR POLICIES & PROCEDURES





2021-22 Learning About School & Learning Sites Academic Programs Departments Get Involved

HOME > ABOUT > BOARD POLICIES > SERIES 5000

SERIES 5000

SEARCH

Policy 5000 - WORKPLACE ENVIRONMENT AND CULTURE

Policy 5001 - HIRING OF RETIRED SCHOOL EMPLOYEES

Policy 5002 - RECRUITMENT, SELECTION, AND RETENTION OF STAFF

Policy 5003 - STAFF WELLNESS

Policy 5005 - EMPLOYMENT: DISCLOSURES, CERTIFICATION REQUIREMENTS, ASSURANCES AND APPROVAL

Procedure 5005 - EMPLOYMENT: DISCLOSURES, CERTIFICATION REQUIREMENTS, ASSURANCES AND APPROVAL

Board Policies

Resolutions

Series 0000

Series 1000

Series 2000

Series 3000

Series 4000

Series 5000

Series 6000

Series 7000

Series 8000

Series 9000

Resources

I something comes up for you...



**Reminder:
We are
mandated
reporters.**

OUR POLICIES

A brief review



Policy 5271 - REPORTING
GOVERNMENTAL
MISCONDUCT

Procedure 5271 - REPORTING
GOVERNMENTAL
MISCONDUCT



Policy 5271 -
CONFLICT OF INTEREST

GOVERNMENT MISCONDUCT DEFINITION

“Improper governmental action” means any action by a district officer or employee:

1. That is undertaken in the performance of the officer or employee’s official duties, whether or not the action is within the scope of the employee’s job; and
2. That:
 - Is in violation of any federal, state or local law or rule,
 - Is an abuse of authority,
 - Is of substantial and specific danger to the public health or safety, or
 - Is a gross waste of public funds.

REPORTING GOVERNMENT MISCONDUCT

The Highline School District board of directors encourages the reporting of improper governmental actions by any district officers or employees and will protect employees against retaliatory employment actions for reporting improper governmental actions when the reports are made in compliance with this policy and related procedure

Policy 5271 - REPORTING
GOVERNMENTAL
MISCONDUCT

Procedure 5271 - REPORTING
GOVERNMENTAL
MISCONDUCT

Policy 5271 -
CONFLICT OF INTEREST

REPORTING GOVERNMENT MISCONDUCT-PROCEDURE

- Raise the issue with your own supervisor or other employee's supervisor
- If improper governmental action involves your own supervisor, you may raise the issue directly with the superintendent or the person whom the superintendent has designated to receive reports of improper governmental action
- In case of emergency where you believe that damage to persons or property may result if action is not taken immediately, or where you have a legal obligation to report (for instance, where child abuse is suspected), you shall report the improper governmental action directly to the appropriate government agency with responsibility for investigating the improper action

Procedure
GOVERNMENTAL
MISCONDUCT

OUR POLICIES

CONFLICT OF INTEREST

No district employee will engage in or have a direct financial interest in any activity which conflicts with their duties and responsibilities. Further, no district employee may employ or use any person, money, or school property under the employee's official supervision, control or direction for the private gain of that employee or another. Failure to comply with this policy may result in disciplinary action.

Procedure 5271 - REPORTING
GOVERNMENTAL
MISCONDUCT

OUR POLICIES

continued...



Policy 5011 - SEXUAL
HARASSMENT OF
DISTRICT STAFF
PROHIBITED



Policy 3421 -
CHILD ABUSE,
NEGLECT, AND
EXPLOITATION
PREVENTION



Policy 5253 -
MAINTAINING
PROFESSIONAL
STAFF/STUDENT
BOUNDARIES



Procedure 5253 -
MAINTAINING
PROFESSIONAL
STAFF/STUDENT
BOUNDARIES

SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult, or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body.

Under federal and state law, the term “sexual harassment” includes:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s employment performance or creates an intimidating, hostile, or offensive environment
- Unwelcome sexual advances
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit;
- Sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual

CHILD ABUSE, NEGLECT, AND EXPLOITATION PREVENTION

All staff are legally responsible for reporting all suspected cases of child abuse, neglect or exploitation to the proper authorities and/or an appropriate administrator. Under state law, staff are free from liability for reporting a reasonable suspicion of child abuse, neglect, or exploitation. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff are not required to verify a report that a child has been abused, neglected, or exploited. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

NE
EXPLOITATION
PREVENTION

STAFF/STUDENT
BOUNDARIES

STAFF/STUDENT
BOUNDARIES

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MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Staff members are required to maintain an educational environment conducive to learning, by consistently maintaining professional boundaries.

The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting, and consistent with the educational mission of the district.

The Board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have such a relationship to students to avoid violating this policy and procedure, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building.

Reporting Boundary Invasion Violations

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Staff members are required to promptly notify the principal or the supervisor of the employee suspected of engaging in inappropriate conduct that violates this policy.

The administrator to whom a boundary invasion concern is reported must document, in writing, the concern and provide a copy of the documentation to the Chief Talent Officer. The Chief Talent Officer, or designee, will maintain a separate file documenting reports of this nature.

You must report suspected abuse to CPS or law enforcement!

Real-Life Scenarios



Let's Discuss...

What do you notice?

What do you wonder?

What happens next?

Real-Life Scenario #1



Let's discuss... What do you notice? What do you wonder? What happens next?

A well-respected teacher has children in the same school where she teaches. There are many instances when her children have friends from the school over to play and sleep over. The teacher is also a private STEM club leader and some of the members of the club go to her school. STEM club meetings are often at her home, and she takes the club members on quarterly field trips.

Real-Life Scenario #2

Let's discuss... What do you notice? What do you wonder? What happens next?

As you are leaving the school parking lot, you see a district employee and a student walking toward a car. The student gets in the car with the district employee. The student is not related to the district employee. During the weekend you stop at a nearby coffee shop and notice the district employee sitting at a table with the student. A teacher approaches you the next day and says that he saw the student and district employee embracing before school. When you go to talk with the district employee, you notice the student is leaving the district employee's office.

Real-Life Scenario #3



Let's discuss... What do you notice? What do you wonder? What happens next?

A staff member becomes aware that a student and family have lost their home and are camping in the grocery store parking lot. Concerned for the student's safety, the staff member shares her personal cell phone number and instructs the student to call anytime if he is feeling unsafe or needs anything. The student calls frequently to report there is no food, parents are not around, and he is scared. The staff member agrees to go get the student and brings him to her house.

Real-Life Scenario #4



Let's discuss... What do you notice? What do you wonder? What happens next?

Highline Public Schools has a bond on the ballot. A teacher is wearing a “Vote Yes” button. A student raises his hand and asks about the button. The teacher explains that there is bond on the ballot and provides information about what the bond will provide for the district. She encourages students to register to vote if they are 18 and tells them to make sure their parents vote yes!

Next steps...

VECTOR TRAININGS

Look out for email with login info and required trainings

For example:

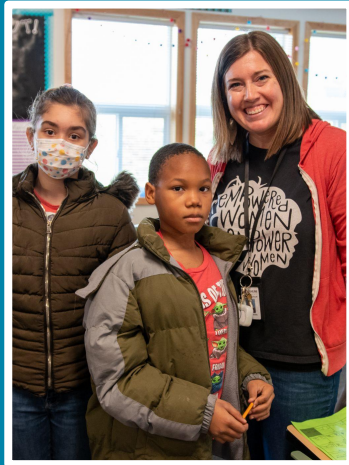
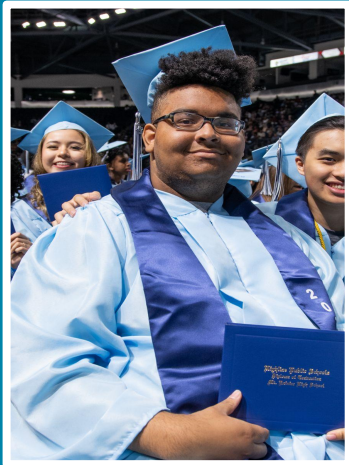
- Boundary Invasion, Sexual Misconduct and Sexual Harassment
- Workplace Bullying
- Cyber Security, Cyber Bullying
- Secondary Trauma Awareness
- What Every Employee Must Be Told - Sexual Misconduct
- What Every Employee Must Be Told - Professional Boundaries with Students



A look at

Part 3: Growing in Highline

Employees will reflect on and articulate their professional goals and will know how to access relevant career growth opportunities at Highline.



Reflect

What professional goals will you choose for your future?

Write a letter telling your future self
where you're going to go
professionally in 5, 10, or 15 years.

Professional Growth Funds by Employee Group

Teamsters II

- **\$1,500.00 per employee per year**, subject to a district limit of \$27,000.
- **Year is described as September 1 of the current school year to August 31**

Teamsters III

- **\$1,000.00 per employee for professional development or \$2,500.00 per school year towards college courses**, subject to a district limit of \$100,000
- **Year is described as September 1 of the current school year to August 31.**

Professional Tech

personnel are eligible for up to **\$1,000 per person, per contract year for professional growth.**

Requests must be submitted and approved in advance by the immediate supervisor and Human Resources for reimbursement. **The contract year begins September 1 and ends August 31 of each year.**

Requests must be submitted and paid for prior to August 31 of each year or funds will be posted to the next schools year's allocation.

Executive Assistants

are eligible for up to **\$500.00 annually plus three days at \$175.00 per day per person, per contract year** to cover costs related to approved professional growth activities

Administrators

are eligible for up to **\$1,800 per person, per contract year for professional development.** Requests must be submitted and approved in advance by the immediate supervisor and the Human Resources Office for reimbursement. **The contract year begins July 1st and ends June 30th of each year.**

Requests must be submitted and paid for prior to August 31st of each year or funds will be posted to the next schools year's allocation.

Professional Growth for HEA Employees

- Self-directed professional learning
- Building-based professional learning
- Salary scale advancement and clock hours
- Frontline Professional Growth is the hub for PD & clock hours

National Board Certification

National Board Certification was designed to **develop, retain and recognize accomplished teachers** and to generate ongoing improvement in schools nationwide. *It is the most respected professional certification available in K-12 education.*

- More than 185 Highline teachers have achieved certification. 18% of Highline Teachers are National Board Certified.
- Highline provides a financial support package as described in the Section 18.4 of the CBA.
- Highline Cohorts are facilitated by state trained Highline teacher leaders who are NBCT certified.
- Loans are available through OSPI.

Pathways to Growth at Highline

Paraeducator to Teacher - GYO

- Bilingual Teaching Fellows
- WIETS Special Education Program

Student Internship Program & Cadre Early Hiring Program

Masters Teaching Fellows Program

Supports bi/multilingual professionals to become certificated teachers with secondary and bilingual endorsements

Leadership Pathways

Administrative Interns

For more information about these programs, reach out to our Recruiting team: recruiting@highlineschools.org

WHAT ARE GROW -YOUR-OWN PROGRAMS?

Woodring Inclusive
Education
Teaching Scholars -
SPED pathway

Bilingual Teaching
Fellows (BTF) -
Dual Language
pathway

- Work as a paraeducator while earning your BA and teaching credentials
- Receive some financial aid
- District support

ADVANCE YOUR CAREER

Earn a Master's Degree While Working with Highline Public Schools

The Master Teaching Fellows (MTF) Program supports multilingual professionals to become certificated teachers with secondary and bilingual endorsements. Through the 17-month program, you will earn a master's degree with Western Washington University while working as a substitute teacher in Highline Public Schools.



Now accepting applications!
Program starts March 2023

Learn eligibility requirements:
highlineschools.org/MTF



Questions?
Shirley Siloi
shirley.siloi@highlineschools.org
206-631-3414



Pathways to Growth at Highline

Pre-Service

Student Teaching and ESA Internships



- Internship for aspiring certificated teachers and ESA staff towards certification; part of educator preparation program requirement
- **Profile**: Equity-driven, anti-racist educator; commitment to students at HPS
- **Timeline**: Ongoing

Cadre

Cadre Early Hiring Program



- Hiring pathway for *targeted hard-to-fill content areas*
- **Profile**: Certificated & graduating teachers; High adaptivity, flexibility and competence & confidence across programs/grades
- **Timeline**: January through May

Retention & Recruitment Specialist
recruiting@highlineschools.org

Pathways for Leadership Growth

Admin Interns

Designed to build leadership capacity for emerging leaders in Highline

Certificated staff must be:

- + enrolled in a college or university **program**
- + have at least **two years** certificated experience
- + have **demonstrated excellence** as teachers or specialists

Leadership Pathways

[in progress]

*We are currently developing an 'in-house' administrative **preparation** program with the goals to:*

- + Lead from a **racial equity** lens
- + Develop **culturally affirming** leaders
- + Center **practical** leadership experiences

Growth in Highline



What are your professional goals for the next year?



What else do you want to know about how you can grow in Highline?

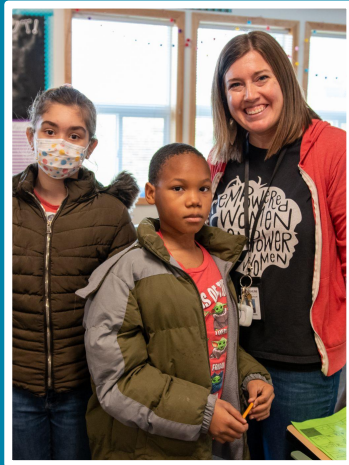


What opportunities exist for you to grow professionally in Highline?

A look at

Part 4: Getting a Great Start!

Employees will understand how to access the resources needed to *begin* their jobs effectively





Scavenger Hunt

Question #1

Find the name of an affinity group and where you can submit a request to participate in one or create your own.

Affinity Group Descriptions

To learn more our Affinity Groups, visit our Affinity Group Descriptions page.

[AFFINITY GROUP DESCRIPTIONS](#)

Establish or Lead an Affinity Group

We believe that this important work must be led by us, for us. As a community of learner leaders we can and should be empowered to lead our own learning. **Submit the linked form to share your interest in leading or providing an idea for an affinity group.**

[COMPLETE AN AFFINITY GROUP
APPLICATION](#)

Question #2



Who should you contact if you have a question about taking a leave of absence?

For questions about taking a leave of absence, reach out to:

Laura Castaneda, Leaves and Guest Employee Services Lead
laura.castaneda@highlineschools.org | (206) 631-3125



Question #3

What are two ways that you can request technology assistance?

You can submit an electronic help ticket through Incident IQ

<https://highlineschools.incidentiq.com> or email
servicedesk@highlineschools.incidentiq.com

You can also call:

206-631-7676 for questions about computers, networks, phones, software or the website

206-631-3333 for questions about business applications



Time for Bingo!

We're Here to Help!



Monica Droppelman
Ask me about
retirement/benefits



Bianca Castaneda
Ask me about
retirement/benefits



Laura Castaneda
Ask me about
leaves



Cheryl Rivera
Ask me about
Guest positions

Are you an HEA employee? come meet
one of our **peer mentors**!

New Employee Orientation Feedback Form

Please fill out your New Employee Orientation Feedback form located at the end of your packet before leaving today.

You have the option to complete the form online or on paper. Thank you!

Substitutes in the North Classroom at 12:30



If you are a substitute, please meet
with Cheryl Rivera in the North
classroom by 12:30.

Teamsters 3 CBA Schedule A-1 Training



Dianell
Salinas-Luchi

**Behavior Specialist
Bilingual Paraeducator
Bilingual Teaching Fellow
Brailist
Child Care Specialist
Dropout Prevention Specialist
Family Service Representative
Reengagement Student
Specialist
School Library Assistant**

**Behavior Specialist
Bilingual Paraeducator
Bilingual Teaching Fellow
Brailist
Child Care Specialist
Dropout Prevention Specialist
Family Service Representative
Reengagement Student
Specialist
School Library Assistant**