



Highline Public Schools Board Action Report

1DATE: June 25, 2024

FROM: Dr. Ivan Duran, Superintendent

LEAD STAFF: Christina Larsen, Executive Director Human Resources

For Introduction: July 10, 2024

For Action: July 10, 2024

I. TITLE Ratification of the 2024-26 Collective Bargaining Agreement between Highline Education Association (HEA) and Highline School District.

Select one: ☐ New Item ☒ Renewed Item ☐ Annual Item ☐ Revised Item

II. WHY BOARD ACTION IS NECESSARY

The School Board is the authorizing authority for negotiated agreements such as this with the Highline Education Association.

III. BACKGROUND INFORMATION

The current agreement with the Highline Education Association expires August 31, 2024. The proposed changes to the agreement would be effective September 1, 2024 through August 31, 2026. The Highline Education Association membership voted to ratify the proposed agreement on June 26, 2024. Introduction and action are recommended for the same meeting to enable employees to be compensated in a timely manner.

IV. RECOMMENDED MOTION

I move that the Highline School Board approve the negotiated agreement between Highline Education Association and Highline Public Schools, effect September 1, 2024 through August 31, 2026.

V. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be: \$8,063,943

The revenue source for this motion is BEA, General Fund and Categorical.

Expenditure: ☐ One-time ☒ Annual

VI. APPLICABLE POLICY(S)

This action is in compliance with the following:
School Board Policy 5020, Collective Bargaining

VII. ALTERNATIVES

The alternative to approving this resolution is the risk of not agreeing to a new successorship agreement with employees represented under the Highline Education Association collective bargaining agreement, and not adhering to the principles of negotiating in good faith.

VIII. COMMUNITY ENGAGEMENT

Community Engagement Required: ☐ Yes ☒ No

If yes, list community engagement conducted for this issue

IX. ATTACHMENTS

HEA-HSD 2024-26 Tentative Agreement - Highlights

HEA-HSD 2024-26 Tentative Agreement - Language (Ratified HEA General Membership Meeting 6.26.24)

2024-25 HEA Salaries strike through

2024-25 HEA Salaries clean

2024-25 HEA Sub Rates strike through

HEA-HSD 2024-26 Tentative Agreement - Highlights

HEA General Membership Meeting 6.26.24

(Page numbers in parentheses refer to location in TA language Summary.)

Duration (p1)

- **Two-year duration – 2024-26**

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Calendar (p1 & 83-86)

- **No changes to Perpetual calendar.**
- **CBA will include 2024-26 and 2025-26, plus projected 2026-27.**

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Financial/Time/Inclusion Package (p1- p21)

- **Compensation (p1-2):**

- Year 1: IPD (3.7%) + 1% = total 4.7% increase
- Year 2: IPD (% TBD per legislature)+ Longevity Compression
 - Longevity Compression moves the \$2500 step to years 18-19 (from 20-24) and the \$5000 step to year 20 (from year 25)
- See the 2024-25 Full Time Salary Schedule on p79-82
- Substitute Salary Schedule increased by IPD – see on p78

- **Elementary Planning Time (p2-3):**

- Year 2: Increased by 60 minutes weekly to be consistent with secondary.
 - Note: how that additional time will be provided is TBD – to be decided during SY 2024-25.
- Also clarifies the PCT adjustment in weekly planning time at secondary.

- **Elementary Inclusion Factor (p3-4):**

- Elementary students with IEPs traditionally in a self-contained program who are included in general education will be counted on the general education teacher's roster when they spend at least 25% of the student day in the gen ed classroom (down from 50% of the student day).

- **New LOA re Inclusion Training/PD and Time to Collaborate (p4-5)**

- First-come first-served bank of 2,000 hours of paid optional inclusion training/professional development paid at the extra duty rate.
- An average of one principal-directed PCT or staff meeting per month will be dedicated to collaboration among educators to support District priorities focusing on inclusion for these two school years; to be used for the intentional planning of instruction and adaptation of materials or lessons to support the successful inclusion of students.
- During the first six (6) weeks of the school year, special education and general education educators shall meet and discuss support for included students with IEPs -

may use employee-directed PCT, planning time, ACT time, and/or the October Collaboration Day for this work.

- SY 2025-26 at least one-half (1/2) of one (1) District Initiative Day used for professional development on inclusion.
- **Section 3.5 Revised to Increase Communication re Included Students (p5-6)**
 - Gen ed teachers should receive copies of an included student's IEP in advance or as soon as available
 - Gen ed teachers should receive communication and a student profile or work samples for secondary MLs transitioning out of newcomer classes
- **Revise Section 4.25.A to allow for flexibility in elementary specialist allocation as needed by the inclusion phase-in. (p6)**
 - Allocation provided to teachers needing specialist time to receive planning.
 - SY 24-25 DHH allocation phase-out (have not been self-contained for some time)
 - Criteria and process developed for additional phase-outs before SY 25-26
- **Expand Inclusive Case Management Pilot at Elementary and establish one at Secondary and secondary level through a revised elementary LOA and a new secondary LOA. (p6-15)**
 - Elementary LOA continues with Cohort 1 as mandatory and expands to Cohort 2 as optional
 - Secondary LOA optional for both Cohort 1 and 2 schools
 - Major components of LOAs include:
 - Case management by grade level or grade band rather than programmatic with few exceptions
 - Students Leveled by amount of support needed and a workload crosswalk is established, referencing existing programmatic staffing levels with workload percentages.
 - Percentages established to trigger overload mitigation.
 - Centralized scheduling for paraprofessional time and flexible service delivery
 - Flexible use of space
 - Blending of LRC and self-contained ACT Time structures allowable
 - Both anticipate revised LOAs for 2025-26 so that pilots can monitor and adjust through the JIST (Joint Inclusive Services Team)
- **New LOA re Inclusive Staffing Allocation and IEP Compensation for Elementary Inclusion Cohort Schools (p16-17)**
 - Part I outlines a process for allocating staffing to inclusion cohort schools who elect to accept all of their incoming kindergarten students with IEPs in SY 24-25 (also applies to 1st grade SY 25-26), regardless of programmatic designation.
 - Part II clarifies IEP compensation for case managers in Cohort schools using the Inclusion Staffing LOA, with case managers for students with Level 2 and 3 support needs receiving IEP compensation at the self-contained program levels. (Case managers of students with Level 1 needs whose IEPs involve an FBA/BIP also receive the additional IEP compensation.)
- **Year 2: Increase Dual Language Stipends to \$1500 and adjust responsibility language. (p17-18)**
 - Stipend continues at \$1000 in Year One but includes special education teachers at Dual Language elementary schools who work to support students in partner languages.

- **Additions to, and restructuring of, language in Section 4.15 relating to several ESA categories. (p18-20)**
 - TVIs – Teachers of the Visually Impaired – process for determining itinerant model caseload added
 - O&Ms – Orientation and Mobility Specialists – added to the CBA for the first time and process for determining itinerant model caseload included
 - BCBAs – Board Certified Behavior Analysts - added to the CBA for the first time and minimum staffing ratios established (.5 BCBA FTE for every 2250 students)
 - Audiologists – caseload language added (limit of 100 students with IEPs/504s) with additional audiologist/DHH teacher FTE added in increments of .5 FTE
 - ACAT (Assistive Technology) – separated into their own section and .4 FTE added
- **New section added to Appendix D: Counselors and nurses will be compensated for timely completion of Section 504 plans at the rate of \$50 per plan. (p20)**
 - Safety Net IEP training/support LOA expires to create this compensation (repurpose)
- **Update the Appendix D language on compensation for overnight field trips (p20-21)**
 - Overnight rate now \$150 per night
 - Rate consistent across schools and programs
 - Does not apply to teacher-initiated overnight field trips
 - Intramural rate of \$13.78/hour eliminated to help with funding the overnight increase. (Remember extracurricular funds are available in Appendix D1.)
- **Expand opportunities via Appendix D to serve as a Principal Designee to Secondary (previously only Elementary). (p21)**
 - Provides annual stipends to Principal Designees
 - Provides annual stipends to Deans when the school does not have an AP (Note: BEA-funded Deans – not specialists, instructional coaches, or interventionists)

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Additional Substantive CBA Changes - cost-neutral or low cost (p21-33)

- **Clarification of planning time expectations regarding field trips in Section 4.3 (p21-22)**
 - Mandatory field trip attendance – planning time must be mitigated in close proximity to the field trip
 - Voluntary field-trip attendance or teacher-initiated field trips – no mitigation
- **Continue to include Developmental Pre-Kindergarten (DPK) teachers in additional (self-contained) IEP compensation and clarify that ECE and DPK refer to the same program. (p22)**
 - Sunset the Letter of Agreement on Developmental Pre-K IEP Compensation and revise Section 4.14.A accordingly.
 - Revise 4.15.D in order to introduce Developmental Pre-Kindergarten/DPK as synonymous with Early Childhood Education/ECE.

- **Updates to Section 4.21 language on Outdoor Education at Waskowitz reflecting changes in program name and training structure (one day instead of two). (p24-25)**
- **Create a new Section 4C.2 in the newly reorganized Article 4C – Leadership and Professional Development – to outline the hiring process and terms for Central Office Specialists. (p25-26)**
 - CO Specialists will be selected through a hiring process that includes administrators and certificated staff (central office and building based)
 - Placement into a CO Specialist position not allowed except to avoid RIF
 - Hired in the context of four-year terms
 - Check in conference for fit mandated in Year 1
 - Reapplication required in Year 4 in order to continue in the position
 - Priority Transfer Process applied to any CO Specialist returning to the classroom after year 1 due to mutual agreement re fit and after year 4 if the specialist reapplies and is not selected for the position.
 - Notes:
 - Parallel language to Peer Mentors
 - Schedule for Re-Application for existing CO Specialists to be developed and communicated
 - *Additional non-contractual agreement: CO Specialists will no longer be included in school-based substitute rotations.*
- **Create a new Section 11.7 to outline parameters and processes for a limited number of role-specific, non-standard calendars. (p26-27)**
 - Must still contain same number of days as the standard calendar but distributed differently
 - Limited to five roles and three individuals in each role annually
 - Non-standard calendar may be for one year or ongoing with an annual check in
 - Established and documented via the HEA-HSD Labor Management process and will involve existing employees when applicable
- **Re-visioning of New Staff Liaison Role and Compensation Structure in Section 17.10 (p27-28)**
 - Responsibilities updated
 - Principals and HEA Reps must submit at least two nominees for selection by the Peer Mentor Team (admin and cert)
 - Required paid training/meetings added for Liaisons at extra duty rate
 - Compensation shifted to a scaled stipend structure instead of hourly for work with new staff (\$500-2000 depending upon number of new staff)
- **PG&E (A19) modifications based upon recommendations of Joint Evaluation Team (JET) (p28-33)**
 - Multiple subsections modified to reflect full implementation of:
 - Use of rubrics from the 2022 version of the Charlotte Danielson Framework for Teaching (FFT or CDIF)
 - New WA state student growth goal rubrics and process
 - Sunset old resources tied to the 2013 CDIF

- Reminder that critical attributes should be considered in the context of the educational environment (e.g. Special Education, Music, PE, kindergarten vs. high school, etc.).
- Observation timelines adjusted to allow two observations to be conducted as part of a coaching cycle before Jan 1, or separately.
- Provisional Less than Proficient notifications to be delivered in a meeting with HEA Representation offered
- Additional Non-Bargaining Implementation Recommendations:
 - *Update Comprehensive & Focused Cycle Flowcharts*
 - *Continue to support new and experienced teachers with PG&E*

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NEW Letters of Agreement (LOAs) – (p33-43)

- **Non-Traditional Secondary Models LOA: Addresses working conditions in non-traditional secondary schools (replaces multiple LOAs in place for a variety of small/alternative/choice schools).**
 - Two types of school structures: Period Structures or Cohort Structures
 - Period Structures follow general secondary class size, student load, and overload mitigation per section 4.3, plus Advisory language per 4.20.
 - Cohort Structures have up to 28 students per cohort and mitigation mirrors elementary. Advisory is embedded in the cohort.
 - Plans for instructional programs must be submitted for L/M preview by May 15.
 - Planning time may be distributed flexibly across the week so long as there is at least 30 min of daily planning and the weekly average is correct.
 - Schools of less than 250 student FTE may require additional preps beyond three as standard.
 - Priority transfers will be available for placements (via displacement) that are not a good fit.
 - Mitigation must be provided for ALE when appropriate.
 - Learning Centers currently function in the period structure
- **Leadership and Extra-Curricular Stipends LOA: Creates two pilots: one for a variety of educator leadership stipends and another for a revised Appendix D.1.**
 - Part 1: Teacher/ESA Leadership Stipends may be offered (acceptance is voluntary on the part of the educator).
 - Product/Project Leadership Stipends range from \$500-\$1500 depending on the nature of the work.
 - Role/Responsibility Stipends range from \$500-\$2000 depending upon the nature of the work and/or number of people supported.
 - Part II: The existing Appendix D.1 is replaced by the language in the LOA.
 - All Levels: Minor Club Funds are scaled to school size based on student FTE
 - Middle School and High School: Major Club Stipends are allocated on the basis of “Units” worth \$1000 each, with the following parameters.

- The number of Major Club Units a school receives is based on level (Middle vs High) and size based on student FTE.
- Major Club Units may be awarded in .5 increments (and Minor Club funds could, in theory, be used to fund additional Major Clubs).
- Examples of expectations for Major Club Units are provided in the categories of Product-Based, Performance-Based, Competition-Based, Pep-Based, and Production-Based.
- Secondary schools will be asked to submit information related to their Major Clubs in the fall.
- Decisions about the expenditure of these funds are to be made jointly by staff and administrators; this could take a variety of forms (e.g., all staff, SLT).
- **Athletic Directors LOA: Addresses the distinctive working conditions of Athletic Directors (ADs).**
 - Clarifies standard expectations for ADs as part of their Base and PLE salaries, including:
 - Adjusted workday (late start) to compensate for evening responsibilities, including practices and meetings
 - Availability of flex days for events during school breaks
 - Directed Athletics
 - Provides a stipend of \$7500 activated in the fall for all HS school ADs for managing at least two evening events/week, being a booster club liaison, and working additional days prior to the start of school.
 - Provides a scaled stipend for ADs at the end of the year based on the size of their program (WIAA categorization), number of teams supervised, number of events held, number of coaches supervised.
 - Provides additional compensation for post-season work as needed.
- **Create a new Letter of Agreement to address additional communication and collaboration regarding support for secondary students who qualify for the Transitional Bilingual Instructional Program.**
 - Clarifies that sheltered classes should aim to provide an average class size of 18:1 over the course of the year to provide sufficient support for newcomer students. This may mean smaller class sizes in the fall and larger in the spring, depending on enrollment.
 - HSD will provide quarterly update to HEA via Labor-Management on sheltered class sizes and other areas of program implementation and will hold an annual stakeholder meeting.
- **Create a new Letter of Agreement to reflect current practice regarding mitigation of overload for Occupational Therapists (OTs) and Physical Therapists (PTs), mirroring recent mitigation language for SLPs.**

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Significantly Revised Letters of Agreement (LOAs) – (p43-56)

- ***Amend the existing JIST (Joint Inclusive Services Team) LOA to reflect a more accurate description of the charges and adjust composition of the team.***
- ***Replace the existing Comprehensive Counseling Plan Development LOA.***
 - Creates a Joint Committee to Continue the development work
 - Provides additional clarifications for substitute unavailability, Advisory, “Fair Share” duties, and expectations for lunch, recess, and passing time.
- ***Amend the Position Specific Calendar Adjustment LOA to reflect the end of regular work from home schedules at the end of 2024-25.***
 - Additional non-contractual solutions:
 - HEA has been given confirmation that Central Office Directors will also have their WFH provisions phased out.
 - Coaching is being provided to supervisors to allow reasonable and logical flexing of schedules with notice and supervisor approval (e.g. no need to drive to CAB first before an 8:30 am meeting at a school...should be allowed to start there and work on email etc. before the meeting)
- ***Amend the Student Behavior Support Team LOA to reflect updated charges of the committee and associated impacts to schools, especially as regards Synergy and use of the TFI.***
- ***Amend the Additional Support for ChildFind LOA to reflect a reduced need for additional FTE for OT (.4 FTE for ACAT) but continued need for additional SLP and psychologist FTE.***
- ***Amend the ReadyK! LOA to reflect the legislative shift from “Transitional Kindergarten” to “Transition to Kindergarten” AND to combine these positions with Floater Substitute positions in order to make them Continuing (or Provisional Continuing) positions.***
- ***Amend the Fostering Equity and Anti-Racism LOA to continue the HEART committee, move provisions regarding displacement into the CBA (see language below re transfers, displacements) and clarify additional resources available.***

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Existing Letters of Agreement (LOAs) moved into the CBA (p56-63)

- *Amend Sections 8.8 and 8.9 to move two provisions from the Fostering Equity and Anti-Racism LOA into the body of the CBA (early transfer process and Provisional 2&3 protections from displacement).*
- *Sunset the Secondary Planning Time LOA and revise Section 4.3 to allow additional flexibility in secondary planning time schedules with a staff vote so long as at least 30 minutes of daily planning is in place.*
- *Sunset the Learning Resource Center (LRC) Caseload Mitigation LOA and revise Section 4.15.F to reflect mitigation beginning with the 26th LRC student.*

- *Sunset the LOA on Speech-Language Pathologist Staffing & Overload Mitigation and replace Section 4.15 L with the language from the LOA.*
- *Sunset the PG&E and Counselor Eval LOA and replace Appendix A, Section A.3 with the revised Counselor evaluative criteria.*
- *Sunset the Middle School Health/PE LOA and amend Section 4.16.D to reflect standard class size for middle school PE classes that include at least eight hours of health content per semester.*

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Slightly revised, renewed Letters of Agreement (LOAs) – (p64-68)

- *Continue the Electronic Devices in Instructional Spaces LOA; years updated.*
- *Revise the ACT Time LOA to require submission of building ACT structures.*
- *Revise the Impact of No Credit Grade Option LOA as follows to reflect grading changes (the return of the D).*
- *Revise the Clarification of Mitigation Options LOA to include ReadyK! and change terminology regarding extra service compensation from Extra Service Contract (ESC) to Extra Service Form (ESF).*

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Housekeeping - non-substantive edits or clarifying language (p68-75)

- *Conceptual: Appx D budget codes are being updated and will be added during CBA compilation.*
- *Amend Section 1.3.H to update gender references.*
- *Amend Sections 4.1C and 4.1.D to reflect current Flex hours (15).*
- *Amend Section 4.13.B.2 to require selection of pre-approved options for changing secondary conference schedules.*
- *Amend Section 4.15.I to reflect accurate allocation process of rounding up for Counselors.*
- *Amend 4.16.D and 4.19.B to clarify how to calculate student load for less than six-period schedules.*
- *Delete Section 4.23.E; HAT LOA is expiring.*
- *Delete Section 4.24.D to eliminate the WAKIDS committee and re-letter subsection E to D. (Legislation has not significantly changed in recent years.)*
- *Amend Section 4.25.G to clarify the number of sections (vs classes) qualifying for each level of elementary specialist overload.*
- *Amend the preface of Section 9.5 to reflect the current number of days in the base calendar year (185).*
- *Amend Sections 11.1 and 11.2 as follows to remove unnecessary calendar references.*
- *Amend Section 11.3 to correct CBA section reference.*

- *Amend Section 12.7 to reflect current process for mileage compensation (usually designee approval).*
- *Amend Section 14.1.A to clarify that use of sick leave for parental bonding requires an approved leave (i.e., is not for daily absences).*
- *Re-title Article 17 as follows from Peer Mentor Program to New Educator Support to reflect addition of more programs in recent years.*
- *Amend Section 18.4.B.2 as follows to clarify “advance planning” for NBCT release means at least one week’s notice.*
- *Amend Section 10.10 and Section 19.11 to reflect shared understanding that these sections are evaluation-related.*

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Housekeeping – Article 4 Re-organization (p75-78)

- A4 has been reorganized into Articles 4A, 4B, 4C and all existing TAs will be added to the existing TAs into the reorganized articles.
 - 4A – Working Conditions
 - 4B – Staffing Allocations, Class-Size/Caseload and Mitigation
 - 4C – Leadership and Professional Development
- The Visitor Section of Article 4 has been consolidated with the Visitor Section of Article 3
- Potential additional reorganization of 4B has been discussed for a future round of negotiations

HEA-HSD 2024-26 Tentative Agreement - Language

HEA General Membership Meeting 6.26.24

Reminders about reading a Tentative Agreement (TA):

- In the summary below, new language in the Collective Bargaining Agreement (CBA) is underlined, and a strikethrough indicates prior language being eliminated.
 - Keep in mind that there may be multiple TAs on the same contract section, modifying different subsections, or the same subsection in different ways. These will be reconciled when the new CBA is being assembled for publication.
 - Note that when language is being moved from one CBA location to another, the language in the old location will be in strikethrough and the language in the new location is underlined, even if there has been no change to the language itself.
- All CBA provisions not addressed here continue unchanged.
- All existing Letters of Agreement (LOAs) and Memoranda of Understanding (MOUs) not mentioned here will sunset (i.e., expire - not be renewed, replaced, or continued).

Duration

➤ **Two-year duration**

Amend Section 16.1 as follows:

Section 16.1 – Agreement

This Agreement shall be effective as of September 1, ~~2022~~ 2024, and shall continue in effect until August 31, ~~2024~~ 2026.

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Calendar

- #### ➤ **No changes to Perpetual calendar. Calendars for 2024-26 and 2025-26, as well as a projected calendar for 2026-27, are included at the end of this document.**

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Financial/Time/Inclusion Package

- #### ➤ **Compensation: IPD (3.7%) + 1% Year 1; IPD + Longevity Compression Year 2. (See the 2024-25 Salary Schedule and 2024-25 Substitute Salary Schedule at the end of this document.)**

Amend Section 12.1 to read as follows:

Section 12.1 – Basic Salary

The basic salaries of staff members covered by this Agreement are set forth in Appendix C. This schedule reflects a ~~7.5%~~ 4.7% increase in each cell for the 2022-23 2024-25 school year.

The base salary schedule shall be increased for the ~~2023-24~~ 2025-26 school year by the state's funded inflationary adjustment index for school district revenue formulas (currently the implicit price deflator) ~~plus 1%~~. Base salaries reflect compensation for on-site work time and duties as well as basic contract professional responsibilities that may or may not take place on-site such as:

- A. ~~Basic contract expectations such as~~ Preparing the classroom or workspace for quality instruction or support of instruction, planning of instruction and curriculum, assessing and evaluating student work, preparing summative progress and grade reports for timely distribution, and communicating with families and students;
- B. Participating in a reasonable and equitable number of MDT, SST, IEP, and/or Section 504 meetings, and communicating with families and students, as well as the intentional planning of instruction and adaptation of materials or lessons to support the successful inclusion of all students in general education classes and programs;
- ~~B-C.~~ Participation in activities involved in the evaluation of professional performance; and
- ~~E-D.~~ Participation in reasonable compliance training (i.e., flexible digital forms of asynchronous training that employees may access at their own chosen times and places).

Amend Section 12.10.C.2 as follows:

- 2. For the 2024-25 school year, the PLE contract will be supplemented by a longevity step of \$2,500 for employees with 20-24 years of experience, and \$5,000 for employees with 25 or more years of experience. For the 2025-26 school year, the PLE contract will be supplemented by a longevity step of \$2,500 for employees with 18-19 years of experience, and \$5,000 for employees with 20 or more years of experience.

- **Elementary Planning Time: Increased by 60 minutes weekly in YEAR 2 to be consistent with secondary. (Notes: 1. how that additional time will be provided is TBD – to be decided during SY 2024-25; 2. also clarifies the PCT adjustment in weekly planning time at secondary.)**

Amend Section 4.3 to read as follows:

Section 4.3 – Non-Instructional Time and Class Coverage

The following two paragraphs will be in effect for the 2024-25 school year.

Elementary teachers shall be provided with a minimum average of one hundred five (105) minutes of non-instructional time each work day, exclusive of lunch and recesses, which includes planning time and thirty (30) minutes before and the thirty (30) minutes after the student instructional day. Elementary students (K-5) will be provided two hundred twenty-five (225) minutes per week of instruction by specialists/librarians.

Non-elementary teachers shall be provided with a minimum of one hundred twenty (120) minutes of non-instructional time each work day, exclusive of lunch and recesses, which includes planning time and the thirty (30) minutes before and the thirty (30) minutes after the student instructional day. Secondary schools may adopt schedules that regularly provide less

than one hundred (120) minutes of non-instructional time on a particular work day as long as employees have a daily planning time of at least thirty (30) minutes during each student instructional day and a total weekly amount of planning time that meets the minimum provided in the preceding sentence. Such a schedule may be adopted upon completion of a staff meeting discussion and subsequent anonymous voting process, if the alternative schedule passes with at least seventy (70) percent of certificated staff voting in favor. If a staff member chooses not to participate in the vote, they will be counted as an abstention. Secondary schools may choose to implement alternative schedules that do not include daily planning time using the waiver process in Section 1.10.

Daily Planning: ~~HEA members at secondary schools may choose to implement alternative schedules that do not include daily planning time using the waiver process in Section 1.10.~~

The following two paragraphs will be in effect for the 2025-26 school year and thereafter.

As long as the District maintains the professional collaboration time (PCT) described in Section 4.4, all teachers shall be provided with a minimum average of two hundred and eighty-five (285) minutes per week of non-instructional time for planning during the student instructional day, exclusive of lunch and recesses. For secondary teachers, at least sixty (60) minutes of this time on a non-PCT day and at least forty-five (45) minutes on a PCT day will be provided daily (except as provided in the following paragraph). In addition, all teachers will be provided thirty (30) minutes before and thirty (30) minutes after each student instructional day for non-instructional responsibilities (colloquially called "WAC time").

Secondary schools may only adopt schedules that regularly provide less than sixty (60) minutes of non-instructional time during the non-PCT student instructional day as long as employees have a daily planning time of at least thirty (30) minutes during each student instructional day and a total weekly amount of planning time that meets the minimum provided in the preceding paragraph. Such a schedule may be adopted upon completion of a staff meeting discussion and subsequent anonymous voting process, if the alternative schedule passes with at least seventy (70) percent of certificated staff voting in favor. If a staff member chooses not to participate in the vote, they will be counted as an abstention. Secondary schools may choose to implement alternative schedules that do not include daily planning time using the waiver process in Section 1.10.

- **Elementary students with IEPs traditionally in a self-contained program who are included in general education will be counted on the general education teacher's roster when they spend at least 25% of the student day in the gen ed classroom (down from 50% of the student day).**

Amend Section 4.19.A to read as follows:

- A. Elementary Level:** Student enrollment will be counted on October 1 for purposes of addressing class size overload. When a student is included in a general education classroom for ~~at least~~ at least 25% of the student day or above, the student shall be counted on both the general education and special education (e.g., DHH, EBC, IAC, ILC) teachers' rosters. Students who are pulled out of the general education classroom for instructional support are not deducted. Any combination or split-grade class shall be at least one (1) student less than the equivalent regular class. Beginning on October 1 of each year the District will assign compensation or paraeducator hours to mitigate class size overload as

indicated below. HSD will exhaust all practical options to maintain class size limits established by Section 4.16, Class Size and Workload, Paragraph C; however, if overloads are necessary to avoid balancing of students to another school the following applies:

1. One student over class size the teacher receives \$10.00 per day for the extra student for each day that an overload of one student exists.
2. Two students over class size the teacher receives \$15.00 per day for the extra two students for each day that an overload of two students exists.
3. Three students over class size the teacher receives \$20.00 per day for the extra three students for each day that an overload of three students exists.
4. In extreme hardship cases, and after consultation with the HEA President, a teacher may agree to take a fourth student over class size, and the teacher will receive \$25.00 per day for the four extra students for each day that an overload for of four students exists.
5. Prior to October 1, the building principal will consult with teachers anticipated to have counts two or three students over the class size limits regarding the option of paraprofessional support. If four or more teachers of those teachers (in increments of four teachers) would prefer to have one hour each of paraprofessional support in lieu of financial mitigation, that option shall be provided by the District. The District reserves the right to assign paraeducator time when and where necessary, provided that if more teachers are overloaded than paraeducator time is to be assigned, the most senior teachers may choose first whether to receive paraeducator time or financial mitigation.
 - a. Additional paraeducator time will not be assigned after the initial allocation based on the October 1 count each year; however, paraeducator hours may be reduced if student losses eliminate class size overloads.
 - b. If paraeducator time is assigned but the paraeducator is absent for more than 10 consecutive school days without a substitute, the teacher will be paid financial mitigation as above for the duration of the absence.
6. In the event two or more teachers share an elementary classroom that qualifies for class size mitigation pursuant to Section 4.19.A. (e.g., due to departmentalization or Dual Language), the mitigation funds for that class shall be split proportionally between the teachers, based on the average time per day spent with that class of students.

➤ **Create a new Letter of Agreement (LOA) to support inclusion-related training/professional learning and time to collaborate (LOA Title TBD).**

Add new LOA that reads as follows:

Highline School District (District) and the Highline Education Association (HEA) have a shared interest in supporting the successful and meaningful inclusion of special education students in general education classes and programs. To support the successful

implementation of inclusion, the following provisions will be in effect during the 2024-25 and 2025-26 school years.

1. Professional Development

The District shall offer, on a first-come first-served basis, a bank of 2,000 hours of paid optional training/professional development over the course of these two school years regarding the inclusion of students with IEPs in general education classes and programs. This training/professional development will be paid at the extra duty rate.

2. District Initiative Day (DID)

In the 2025-26 school year, the District shall devote at least one-half (1/2) of one (1) District Initiative Day for professional development related to the inclusion of students with IEPs in general education classes and programs.

3. Principal-Directed Collaboration

An average of one principal-directed PCT or staff meeting per month will be dedicated to collaboration among educators to support District priorities focusing on inclusion for these two school years. This time will be used for the intentional planning of instruction and adaptation of materials or lessons to support the successful inclusion of students.

4. Teacher/ESA-Directed Collaboration

During the first six (6) weeks of the school year, special education and general education educators shall meet and discuss the implementation of services and/or specially designed instruction for the students assigned to the general education teacher's classes. Employees may use employee-directed PCT, planning time, ACT time, and/or the October Collaboration Day for this work.

- **Revise Section 3.5 to support increased communication regarding students with IEPs and newcomer Multilingual Learners included in general education classes.**

Amend Section 3.5 as follows:

Section 3.5 – Students with Individualized Educational Programs (IEPs) and Students who are ~~English Language~~ Multilingual Learners (MLs)

The District shall provide each staff member with an updated copy of the District special education guidelines and procedures. When a student with an IEP is included in a general education setting, the receiving classroom teacher(s) will be informed and must have access to the IEP prior to placement in order to understand the needs of the student and the support that will be provided by special education teachers and staff. In the event a student transfers into the District and is believed to have an IEP, the general education teacher will receive access to the IEP as soon as it has been received by the District and is available to staff. General education and special education teachers are expected to work together to support the needs of students with IEPs included in a general education classroom. All educators working with a students with an IEP are encouraged to bring any concerns to the attention of the student's IEP team and the school's multi-disciplinary team (MDT). ~~Before a student is to~~

~~be mainstreamed from a special education or English Language Learner class into a specific general education class, the receiving classroom teacher is to be informed and permitted to participate in the multi-disciplinary team process regarding the appropriateness of the class for the student.~~

When an ML-qualified student transitions from a sheltered (self-contained) ML classroom to general education, the receiving teacher(s) will be informed and invited to participate in regularly scheduled ML team meetings. As soon as practicable, the teacher will be provided a student profile or work samples to support that student in a general education setting.

- ~~A. On the student enrollment form, the District shall request information from the parent(s)/guardian(s) of each incoming student regarding their child's assessment for or enrollment in a special program in the last two (2) years. This information will be provided to staff members by counselors / administrators within twenty-four (24) hours of placement of the student in an educational program.~~
- ~~B. A general education classroom teacher has the right to bring concerns about a mainstreamed student with an IEP's performance in their class to the attention of the multi-disciplinary team.~~

➤ **Revise Section 4.25.A to allow for flexibility in elementary specialist allocation as needed by the inclusion phase-in.**

Amend Section 4.25.A as follows:

- A. The number of elementary grade classes (including IAC, ILC, EBC and DHH classes) for which instructors receive their planning through class coverage will determine the overall FTE for Music and PE based on the chart below above. A "Class" is defined as one homeroom teacher's class of students; a "Section" is defined as one class period. For the 2024-25 school year, FTE will not be allocated for self-contained DHH classes. Prior to February 1, 2025, the District and the Association will utilize the Labor-Management process to develop criteria for determining which classes require specialist coverage for planning as elementary schools phase in more inclusive service models.

➤ **Continue work to explore alternative case management structures to support inclusion at both the elementary and secondary level through a revised elementary LOA and a new secondary LOA.**

Amend the Inclusive Staffing Model Pilot Letter of Agreement to as follows:

Elementary Inclusive Staffing Model Pilot
Effective School Year ~~2023-2024~~ 2024-2025

A. Introduction

As the Highline School District (District or HSD) moves towards more inclusive models of special education services, the District and the Highline Education Association (Association or HEA) formed the Joint Inclusive Services Team (JIST) to monitor the progress of pilot

models and approaches, to assess implications of model changes, and to make regular recommendations to HEA and HSD Leadership. For the ~~2023-24~~ 2024-25 school year, upon recommendation of the JIST, HEA and HSD agree to pilot the following alternative special education staffing model as outlined below in order to support Inclusive Practices.

B. **Cohorts**

The Inclusive Education Cohort 1 elementary schools (McMicken, Marvista, Hilltop, Gregory Heights, Des Moines, Bow Lake) will ~~be eligible to~~ participate in this Inclusive Staffing Model Pilot structure. The Inclusive Education Cohort 2 elementary schools (Shorewood, Hazel Valley, Parkside, North Hill, Cedarhurst) will be eligible to participate in the Inclusive Staffing Model Pilot if a super-majority (60% or higher) of their K-5 special education teaching staff vote to proceed and the building principal is in agreement. Each school's HEA Representative(s) will assist in conducting the vote to ensure anonymity and participation by all impacted special education teachers.

ESAs, general education teachers, and/or paraprofessional staff ~~may~~ can and should be involved in the discussions about the pilot alternative staffing model but will not be considered voting, K-5 special education teachers in the Cohort 2 decision-making about whether to proceed with the alternative model.

Should a Cohort 2 school elect to participate in the pilot, the building principal must send email notification by June 31, ~~2023~~ 2024 to the Executive Director of Human Resources, the HEA President, and the appropriate Director of Special Education; the school's HEA building representative(s) and the WEA UniServ Director should be copied on the email. Such notification should include the results of the vote (vote count and percent) and a copy of the Student Need Leveling Document they will be using. All Cohort 1 schools should send a copy of the Student Need Leveling Document they will be using for the 2024-25 school year to the same parties listed above by June 3.

~~Additionally, should a school elect to participate in the pilot for all schools participating in the pilot staffing model,~~ the building principal will schedule dedicated time for a staff discussion during principal-directed time (e.g. staff meeting, DID, PCT) to review this Letter of Agreement, explain its impact on building staff, and allow ample time for questions and discussion. The building principal and inclusion specialist will co-facilitate this discussion.

C. **Staffing Allocation**

Special education staffing allocations to each building will proceed consistent with CBA language and current practice, as outlined in Article 4 of the Collective Bargaining Agreement (CBA). If the number of students enrolled at a specific building in a specific program have met the "hard cap" specified by the CBA, any potential incoming student will need to be balanced or an additional section added, consistent with current practice. Likewise, paraprofessional support will be allocated to the buildings consistent with the CBA, current practice, and as outlined in students' IEPs.

D. **Staffing Model**

~~Schools participating in~~ The intent of the Inclusive Staffing Model Pilot ~~may~~ is to allow participating schools to utilize their contractual staffing allocation to distribute caseloads on the basis of grade levels or grade bands using a system of leveling students' need for support, rather than by assigned program. ~~The intent~~ One goal of this flexibility is to allow special

education teachers to participate more effectively in grade level planning and Professional Learning Communities (PLCs), thereby positively impacting student outcomes both through direct service to students, and by supporting general education teachers' delivery of Specially Designed Instruction (SDI).

E. Leveling Process

Using a Student Need Leveling document with three levels, such as the one attached, each participating school's special education staff, in consultation with building administration and the assigned inclusion specialist, will collaboratively determine whether the needs identified for each student with an IEP fall into Level 1, Level 2, or Level 3 in each area in which they receive services. The This Leveling team (special education staff, building administration, and inclusion specialist) will then use the mode of those scores to attain an overall impact level for that student. If there are two levels constituting the mode, the higher level will be assigned. Additionally, if an individual student's behavior rating is a Level 3, then that student will be considered a Level 3; likewise, if a student's DHH rating is a Level 3, then that student will be considered a Level 3.

This initial leveling process for students in schools joining the pilot for the first time should occur prior to the end of the 2023-24 school year, and may be adjusted until October 1, 2024. For schools beginning their second year in the pilot, a review of student levels should begin this spring and be complete by October 1, 2024. Once the 2024-25 school year begins, a Leveling Team member can initiate a process to change levels by emailing the case manager, administrators, inclusion specialist and all other IEP team members for that student to request a meeting to discuss the proposed level change.

Every effort should be made to calibrate assignment of students within buildings, and calibration between buildings is encouraged when possible. Part of the assessment of the staffing model pilot in the spring of 2025⁴ will include a calibration discussion about each school's leveling document and process.

F. Assignment of Case Managers and Workload Calculation

Participating schools will then distribute students to case managers in a way that aligns with grade levels or grade bands, taking special education teacher preference for specific grade levels/bands into account to the extent possible. Schools with EBC or DHH programs may choose to utilize a hybrid of the alternative staffing model and the contractual staffing model, should they choose to retain one or more of those special education teachers as programmatically based (e.g., EBC or DHH).

As students are distributed to case managers during the pilot, workload/caseload limits will be determined by a "crosswalk" of student need levels and existing programmatic staffing limits as follows. The percentages below were determined through referencing existing programmatic allocations; however, the actual level of support needed by individual students is not dictated by existing programs. Once an individual case manager's workload exceeds 100%, overload mitigation (as outlined below) would apply. In addition, every effort will be made to ensure that each special education teacher is case managing no more than 15 students with IEPs.

Student Need Level	Existing Program (Allocation numbers)	Workload Percentage
Level 1	Learning Resource Center/LRC (25)	4%
Level 2	Integrated Academic Center/IAC (13)	8%

Level 3	Integrated Learning Center/ILC (8) Emotional Behavioral Center/EBC (8) Deaf & Hard of Hearing Intermediate (8)	12%
Level 3	Deaf & Hard of Hearing Primary (6)	16%

G. Overload Mitigation

Since in the alternative staffing model, students will not be programmatically distributed, an alternative mitigation pilot is necessary, as well. Any required paraprofessional staffing mitigation will be allocated per CBA and distributed according to the Paraprofessional Staffing Section below. Any financial mitigation will be allocated as follows.

Initial student pushing workload above 100%:

- One student over 100% up to 4% \$5/day
- One student over 100% 5% - 8% \$15/day
- One student over 100% 9% - 12% \$25/day

Each additional student overload over the initial student exceeding 100%:

- Student at Level 1 \$5/day
- Student at Level 2 \$15/day
- Student at Level 3 \$25/day

In the event that any individual special education teacher exceeds a 116% caseload, this would be considered a “hardship” requiring an agreement between the principal and the teacher to acknowledge the overload and notification of the HEA president, all documented in writing (email is acceptable).

In the event that the building-wide total percentage equals 110% times the number of allocated case managers and/or the number of students with IEPs exceed the CBA programmatic numbers, this will trigger a conversation between building teams and Special Education administrators about potential additional staffing.

~~At no time will any individual special education teacher exceed an equivalent of 116%.~~

Mitigation Example: If a teacher's workload was at 98% and they received an additional student with Level 1 needs on their caseload, that would bring their workload to 102% and they would receive \$5/day in mitigation. If they received another student with Level 2 needs, they would receive \$20/day: \$5 for the initial student and \$15 for the second. ~~(This would put them at 110% workload, so they would only have capacity to accept a student with Level 1 needs as an additional overload.)~~

If a building has elected to do a certificated/classified staff conversion, the above workload percentages will be adjusted to reflect a building-wide percentage total of the allocated case managers, prorated by the number of case managers after the conversion; mitigation percentages would be adjusted accordingly. Example: A school is allocated four case managers, but have five due to a conversion. Their building-wide workload total would be 400%, and each of the five existing case managers would qualify for mitigation when they exceed 80% rather than 100%.

H. Paraprofessional Support & Scheduling

Paraprofessional support for special education will be allocated to each building consistent with current CBA language, departmental practice, and student IEP needs. Programmatic paraprofessional staffing for participating alternative staffing model schools ~~may~~ will be allocated using the following process.

1. Each school's building administration and K-5 special education teachers/case managers will develop a draft schedule for paraprofessional support based upon student/classroom need, in a meeting/format that allows comment, discussion, questions, revision etc.
2. Special education teachers/case managers will be allowed a feedback/requested adjustment period of not less than one week when they can request changes to the proposed draft schedule.
3. A finalized schedule will be presented to special education teachers/case managers by building administration. Any requests for changes that were not honored will be specifically addressed in writing explaining the rationale for not making the change.
4. The paraprofessional schedule will be re-examined and potentially adjusted on a regular basis to address evolving student needs.

I. Special Education Teacher Schedule & Flexible Service Delivery

Participating schools may ~~also elect~~ continue to utilize a flexible service delivery model alongside the alternative staffing model for case management. This means that the case managers for students at one grade level may be called upon to help deliver Specially Designed Instruction (SDI) to students at other grade levels or not on their caseload. In this event, a similar process may be utilized for teacher schedules as for paraprofessional schedules.

1. Each school's building administration and K-5 special education teachers/case managers will develop a draft schedule for flexible service delivery based upon student/classroom need, in a meeting/format that allows comment, discussion, questions, revision etc.
2. Special education teachers/case managers will be allowed a feedback/requested adjustment period of not less than one week when they can request changes to the proposed draft schedule.
3. A finalized schedule will be presented to special education teachers/case managers by building administration. Any requests for changes that were not honored will be specifically addressed in writing explaining the rationale for not making the change.
4. The flexible service delivery schedule will be re-examined potentially adjusted on a regular basis to address evolving student needs.

Note: Schools not engaging in the staffing model pilot for case management adjustments may still engage in the above process to utilize a flexible service delivery model with their special education staff.

J. ACT (Assessment, Collaboration, Teaming) Time

Special education teachers in schools utilizing the alternative staffing model will be allocated ACT time during the workweek whenever possible, minimizing the need for release days covered by substitute teachers. If special education teachers in LOA schools have a schedule in which they receive less than 225 minutes/week of ACT, a proportional amount of release days will be provided annually. (For example, 180 min/week=1 release day, 135 min/week = 2 release days, etc.) Lost ACT time due to providing substitute coverage will be compensated consistent with lost planning time.

Consistent with the HEA-HSD Letter of Agreement regarding ACT time, case management roles and responsibilities to be addressed during ACT Time may include, but are not limited to:

- Communication with teachers, administrators, parents, school psychologists, para-educators, counselors and other relevant individuals about students
- Planning, collaboration, and consultation with other educators on implementation of specially designed instruction
- IEP planning and development with others
- Testing/assessment of students
- Monitoring and reporting on progress of students
- Transition planning and assessment
- Providing direct services to students in a variety of formats

K. Flexible Spaces

An inclusive staffing model requires access to multiple spaces throughout the building for use by small groups and/or individual students. As such, schools adopting this alternative staffing model will be required to consult with special education teachers and ESA staff to determine an appropriate plan for shared space usage.

Such a plan must ensure that each staff member has secure storage for confidential materials, and time for individual access to the space to allow for private meetings, evaluations, and phone conversations. A recommended protocol is to develop a schedule for all potentially shared spaces to provide protected planning/ACT/case management times for staff members utilizing that space, and times when the space may be utilized for flexible service delivery.

L. Ongoing Monitoring and Modification

It is anticipated that schools will need to monitor and adjust to both student and staff reactions to the alternative staffing model as the year progresses. Any adjustments that cannot be made within the parameters of this LOA and/or existing CBA language will be referred to HEA/HSD Labor-Management to address via problem-solving or impact bargaining.

Additionally, this LOA contemplates the need for an LOA for the 2025-26 school year. The JIST will make recommendations for such an LOA no later than May 15, 2025 and it will be addressed by Labor-Management or impact bargaining as appropriate based on mutual agreement of the HEA President and HSD Executive Director of Human Resources.

Create a new Inclusive Staffing Model Pilot LOA for Secondary as follows:

Secondary Inclusive Staffing Model Pilot

Effective School Year 2024-2025

As the Highline School District (District or HSD) moves towards more inclusive models of special education services, the District and the Highline Education Association (Association or HEA) formed the Joint Inclusive Services Team (JIST) to monitor the progress of pilot models and approaches, to assess implications of model changes, and to make regular recommendations to HEA and HSD Leadership. For the 2024-25 school year, upon recommendation of the JIST, HEA and HSD agree to pilot the following alternative special education staffing model as outlined below.

The Inclusive Education Cohorts 1 and 2 secondary schools (Highline High School, Tyee High School, Sylvester Middle School) will be eligible to participate in this Inclusive Staffing Model Pilot if a super-majority (60% or higher) of their special education teaching staff vote to proceed and the building principal is in agreement. Each school's HEA Representative(s) will assist in conducting the vote to ensure anonymity and participation by all impacted special education teachers.

ESAs, general education teachers, and/or paraprofessional staff may be involved in the discussions about the pilot alternative staffing model but will not be considered voting special education teaching staff in the decision-making about whether to proceed with the alternative model.

Should a school elect to participate in the pilot, the building principal must send email notification by June 10, 2024 to the Executive Director of Human Resources, the HEA President, and the appropriate Director of Special Education; the school's HEA building representative(s) and the WEA UniServ Director should be copied on the email. Such notification should include the results of the vote (vote count and percent) and a copy of the Student Need Leveling Document they will be using.

Additionally, should a school elect to participate in the pilot, the building principal will schedule dedicated time for a staff discussion during principal-directed time (e.g. staff meeting, DID, PCT) to review this letter of Agreement, explain its impact on building staff, and allow ample time for questions and discussion.

Staffing Allocation

Special education staffing allocations to each building will proceed consistent with CBA language and current practice, as outlined in Article 4 of the Collective Bargaining Agreement (CBA). If the number of students enrolled at a specific building in a specific program have met the "hard cap" specified by the CBA, any potential incoming student will need to be balanced or an additional section added, consistent with current practice. Likewise, paraprofessional support will be allocated to the buildings consistent with the CBA, current practice, and as outlined in students' IEPs.

Staffing Model

Schools participating in the Inclusive Staffing Model Pilot may utilize their contractual staffing allocation to distribute caseloads on the basis of grade levels or grade bands using a system of

leveling students' need for support, rather than by assigned program. The intent of this flexibility is to allow special education teachers to participate more effectively in grade level planning and Professional Learning Communities (PLCs), thereby positively impacting student outcomes both through direct service to students, and by supporting general education teachers' delivery of Specially Designed Instruction (SDI).

Leveling Process

Using a Student Need Leveling document with three levels, such as the one attached, each participating school's special education staff, in consultation with building and district administration and the assigned inclusion specialist, will collaboratively determine whether the needs identified for each student with an IEP fall into Level 1, Level 2, or Level 3 in each area in which they receive services. The team will then use the mode of those scores to attain an overall impact level for that student. If there are two levels constituting the mode, the higher level will be assigned. Additionally, if an individual student's behavior rating is a Level 3, then that student will be considered a Level 3; likewise, if a student's DHH rating is a Level 3, then that student will be considered a Level 3. Every effort should be made to calibrate assignment of students within buildings, and calibration between buildings is encouraged when possible. Part of the assessment of the staffing model pilot in the spring of 2025 will include a calibration discussion about each school's leveling document and process.

Workload Calculation

As students are distributed to case managers during the pilot, workload/caseload limits will be determined by a "crosswalk" of student need levels and existing programmatic staffing limits as follows. Once an individual case manager's workload exceeds 100%, overload mitigation (as outlined below) would apply.

<u>Student Need Level</u>	<u>Existing Program (Allocation numbers)</u>	<u>Workload Percentage</u>
<u>Level 1</u>	<u>Learning Resource Center/LRC (25)</u>	<u>4%</u>
<u>Level 2</u>	<u>Integrated Academic Center/IAC (13)</u>	<u>8%</u>
<u>Level 3</u>	<u>Integrated Learning Center/ILC (8)</u> <u>Emotional Behavioral Center/EBC (8)</u> <u>Deaf & Hard of Hearing (9)</u>	<u>12%</u>

Overload Mitigation

Since in the alternative staffing model, students will not be programmatically distributed, an alternative mitigation pilot is necessary, as well. Any required paraprofessional staffing mitigation will be allocated per CBA and distributed according to the Paraprofessional Staffing Section below. Any financial mitigation will be allocated as follows.

Initial student pushing workload above 100%:

- One student over 100% up to 4% \$5
- One student over 100% 5% - 8% \$15
- One student over 100% 9% - 12% \$25

Each additional student overload over the initial student exceeding 100%:

- Student at Level 1 \$5
- Student at Level 2 \$15
- Student at Level 3 \$25

In the event that any individual special education teacher exceeds a 116% caseload, this would be considered a “hardship” requiring an agreement between the principal and the teacher to acknowledge the overload and notification of the HEA president, all documented in writing (email is acceptable).

In the event that the building-wide total percentage equals 110% times the number of allocated case managers and/or the number of students with IEPs exceed the CBA programmatic numbers, this will trigger a conversation between building teams and Special Education administrators about potential additional staffing.

Mitigation Example: If a teacher’s workload was at 98% and they received an additional student with Level 1 needs on their caseload, that would bring their workload to 102% and they would receive \$5/day in mitigation. If they received another student with Level 2 needs, they would receive \$20/day: \$5 for the initial student and \$15 for the second.

In the event that any individual special education teacher exceeds a 116% caseload, this would be considered a “hardship” requiring an agreement between the principal and the teacher to acknowledge the overload and notification of the HEA president, all documented in writing (email is acceptable).

In the event that the building-wide total percentage equals 110% times the number of allocated case managers and/or the number of students with IEPs exceed the CBA programmatic numbers, this will trigger a conversation between building teams and Special Education administrators about potential additional staffing.

Paraprofessional Support & Scheduling

Paraprofessional support for special education will be allocated to each building consistent with current CBA language, departmental practice, and student IEP needs. Programmatic paraprofessional staffing for participating alternative staffing model schools will be allocated using the following process.

- Each school’s building administration and special education department chair, in consultation with special education teachers/case managers, will develop a draft schedule for paraprofessional support based upon student/classroom need, in a meeting/format that allows comment, discussion, questions, revision etc.
- Special education teachers/case managers will be allowed a feedback/requested adjustment period of not less than one week when they can request changes to the proposed draft schedule.
- A finalized schedule will be presented to special education teachers/case managers by building administration. Any requests for changes that were not honored will be specifically addressed in writing explaining the rationale for not making the change.
- The paraprofessional schedule will be re-examined and potentially adjusted on a regular basis to address evolving student needs.

Special Education Teacher Schedule & Flexible Service Delivery

Participating schools may continue to utilize a flexible service delivery model alongside the alternative staffing model for case management. This means that the case managers may be called upon to deliver Specially Designed Instruction (SDI) to students with IEPs not on their caseload, regardless of program.. In this event, a similar process may be utilized for teacher schedules as for paraprofessional schedules.

- Each school's building administration and special education department chair, in consultation with special education teachers/case managers will develop a draft schedule for flexible service delivery based upon student/classroom need, in a meeting/format that allows comment, discussion, questions, revision etc.
- Special education teachers/case managers will be allowed a feedback/requested adjustment period of not less than one week when they can request changes to the proposed draft schedule.
- A finalized schedule will be presented to special education teachers/case managers by building administration. Any requests for changes that were not honored will be specifically addressed in writing explaining the rationale for not making the change.
- The flexible service delivery schedule will be re-examined and potentially adjusted on a regular basis to address evolving student needs.

ACT (Assessment, Collaboration, Teaming) Time

Special education teachers in schools utilizing the alternative staffing model will be allocated ACT time during the workweek whenever possible, minimizing the need for release days covered by substitute teachers. If special education teachers in LOA schools have a schedule in which they receive less than 225 minutes/week of ACT, a proportional amount of release days will be provided annually. (For example, 180 min/week = 1 release day, 135 min/week = 2 release days, etc.) Lost ACT time due to providing substitute coverage will be compensated consistent with lost planning time.

Consistent with the HEA-HSD Letter of Agreement regarding ACT time, case management roles and responsibilities to be addressed during ACT Time may include, but are not limited to:

- Communication with teachers, administrators, parents, school psychologists, para-educators, counselors and other relevant individuals about students
- Planning, collaboration, and consultation with other educators on implementation of specially designed instruction
- IEP planning and development with others
- Testing/assessment of students
- Monitoring and reporting on progress of students
- Transition planning and assessment
- Providing direct services to students in a variety of formats

Flexible Spaces

An inclusive staffing model requires access to multiple spaces throughout the building for use by small groups and/or individual students. As such, schools adopting this alternative staffing model will be required to consult with special education teachers and ESA staff to determine an appropriate plan for shared space usage.

Such a plan must ensure that each staff member has secure storage for confidential materials, and time for individual access to the space to allow for private meetings, evaluations, and phone

conversations. A recommended protocol is to develop a schedule for all potentially shared spaces to provide protected planning/ACT/case management times for staff members utilizing that space, and times when the space may be utilized for flexible service delivery.

Ongoing Monitoring and Modification

It is anticipated that schools will need to monitor and adjust to both student and staff reactions to the alternative staffing model as the year progresses. Any adjustments that cannot be made within the parameters of this LOA and/or existing CBA language will be referred to HEA/HSD Labor-Management to address via problem-solving or impact bargaining.

Additionally, this LOA contemplates the need for an LOA for the 2025-26 school year. The JIST will make recommendations for such an LOA no later than May 15, 2025 and it will be addressed by Labor-Management or impact bargaining as appropriate based on mutual agreement of the HEA President and HSD Executive Director of Human Resources.

- **Create a new LOA to outline a process for allocating staffing to inclusion cohort schools who elect to accept all of their incoming kindergarten students with IEPs (1st grade also in SY 25-26), regardless of programmatic designation. LOA also clarifies IEP compensation for case managers in Cohort schools using the Inclusion Staffing LOA.**

Inclusive Staffing Allocation Process and IEP compensation **Effective School Years 2024-26**

Part I: Inclusive Staffing Allocation Process - Elementary

As the Highline School District (District or HSD) continues to move toward more inclusive educational models for students, elementary Inclusion Cohort Schools will gradually begin to keep all of their attendance area students, including those students with IEPs who might historically been enrolled in a self-contained special education program at another District school. During the 2024-25 school year, nine (9) Inclusion Cohort Schools will begin this process with their kindergarten students. During the 2025-26 school year, it is anticipated that these nine schools will expand to kindergarten and first grade students, while some additional Inclusion Cohort Schools will begin the process with kindergarteners.

The District and The Highline Education Association (Association or HEA) recognize that this process will eventually require a different staffing allocation process for students with IEPs than has historically been used. The District and Association agree for the duration of this agreement to utilize the following collaborative process for the 2024-25 and 2025-26 school years, while discussions continue regarding a longer-term allocation process.

In the spring, the Director of Special Education for elementary schools will work collaboratively with the HEA-HSD Labor-Management Committee to determine the special education staffing allocations for the impacted inclusion schools using the following parameters.

- Calculate contractual programmatic allocations as determined by Section 4.15.D for certificated staff and Section 4.15.E for classified staff.

- Calculate certificated staffing allocations determined by the Leveling process reflecting student needs and corresponding case manager workload per the Elementary Inclusive Staffing Letter of Agreement. Special attention should be paid to reflect appropriate percentages for those schools who have made a classified to certificated staff conversion.
- For 2024-25, incoming kindergarten students with IEPs will not receive a programmatic designation, but their needs for support will be identified as Level 1, Level 2, or Level 3. This will apply to K-1 students in 2025-26.
- Incoming kindergarten students with Level 2 and 3 needs will drive self-contained staffing allocations in increments of .5 FTE for certificated case managers and 14 hours of paraprofessional time per each 1.0 FTE of case manager staffing.
- Allocations of inclusive staffing in addition to the FTE driven by the programmatic allocations in Section 4.15 will be addressed in two different ways as noted below.
 - Certificated and classified FTE that is necessary to support incoming kindergarteners in 2024, and K-1 students in 2025-26, who have Level 2 or 3 needs will be considered “standard” staffing, because those students would typically have contributed to programmatic self-contained staffing needs at another school, were they not remaining at their neighborhood schools.
 - Certificated FTE that is necessary to proactively prevent overloaded staffing percentages per the Elementary Inclusive Staffing LOA will be considered “additional” staffing and will be deducted from the Special “Flex” Allocation outlined in Section 4.15.C of the CBA.

Additionally, consistent with current practice, the Director of Special Education for elementary schools may allocate additional paraprofessional staff on a temporary basis to support students with IEPs with Level 3 needs. The purpose of this temporary support is to determine whether there will be an ongoing need for additional paraprofessional support that should be reflected in those students’ IEPs.

Part II: Inclusive Staffing IEP Compensation

At Inclusion Cohort Schools participating in the Inclusive Staffing Letters of Agreement, the District and the Association recognize that special education case managers will be responsible for IEPs for students from a variety of programmatic designations. Therefore, when implementing Section 4.14.A regarding IEP compensation for special education teachers, HEA and HSD agree that case managers of students with Level 2 and Level 3 needs will receive the additional 1.5 hours of compensation reflected in 4.14.A.4 for those students’ IEPs. Additionally, case managers of Level 1 students whose IEPs require a Functional Behavioral Assessment/Behavioral Intervention Plan (FBA/BIP) or a standalone Behavioral Intervention Plan (BIP) will also receive the additional 1.5 hours per 4.14.A.4.

➤ **Increase Dual Language Stipends in Year 2 and adjust responsibility language.**

Replace Sections 4.23 B & C with the language below.

B. Elementary Stipends: A stipend of \$1000 will be paid to elementary Dual Language program teachers (English and partner language, as well as Special Education teachers engaged in Dual Language program implementation) to cover extra duties specifically related to the program as outlined below. The amount will increase to \$1500 beginning in the 2025-2026 school year.

1. Report Cards

a. Report grades across both partner languages.

2. Planning time (ongoing)

a. Coordinating Special Education services across languages of instruction, including across partner teaching classrooms.

b. Reviewing and analyzing bilingual and biliteracy data to inform instruction across both partner languages.

c. Coordinating instruction that crosses both languages.

d. Collaborating on Dual Language specific features.

3. Planning time (August)

a. Collaborating to establish a schedule within or across the multiple classrooms to support language learning through the dual language model.

b. Coordinating on unit and semester level planning for instruction across two languages, as well as coordinating classroom management procedures.

C. Secondary Stipends: A stipend of \$1000 will be paid to target language secondary Dual Language teachers teaching one or more DL classes to cover extra duties specifically related to the program; the amount will increase to \$1500 beginning in the 2025-2026 school year. The stipend supports the following:

1. Program Support

a. Supporting and promoting the use of the target language(s) throughout the school.

b. Attending any school Dual Language trainings or meetings that are relevant to their position.

2. Planning time (ongoing)

a. Collaborating regularly to monitor and support students' language and literacy development in both partner languages, including vocabulary development.

b. Developing materials and structures to support bridging and translanguaging.

c. Coordinating instruction that crosses both partner languages.

3. Planning time (curricular)

a. Collaborating to supplement curriculum with cross-curricular projects and enrichment activities that support development in both partner languages.

b. Identifying culturally responsive materials in the target language.

- **Additions to, and restructuring of, CBA language related to TVIs, O&Ms, BCBA's, Audiologists and ACAT (Assistive Technology), including additional FTE for Audiology and ACAT.**

Modify Section 4.15.D as follows:

D. Special Education: Staffing will be reviewed after the October 1 and February 1 counts. For additional resources at any time, school teams (special education teacher, principal, and program specialist as a minimum) in collaboration can jointly determine and request additional resources to meet student needs. Student, staff and/or classroom schedule matrix will be used to formulate resource recommendations. A response to the request will be made to the school team within ten (10) school days.

1. Special Education will use the following certificated staff ratios:

District Program	Student to Teacher Ratio
Early Childhood *8 students with IEPs + 4 typically developing peers	12*:1
Integrated Kindergarten *7 students with IEPs + 11 typically developing peers	18*:1
Learning Resource Centers (LRC)	25:1
Realistic Transition Program (RTP)	25:1
Self-Contained - Integrated Learning Centers (ILC)	8:1
Community Based Services (CBS)	8:1
Intensive Academic (IAC) Program will have a cap of 13:1	13:1
Self-Contained - Emotional and Behavioral Center (EBC)	8:1
Self-Contained - Deaf and Hard of Hearing: Preschool - Primary	6:1
Self-Contained - Deaf and Hard of Hearing: Intermediate	8:1
Self-Contained - Deaf and Hard of Hearing: Secondary	9:1
Visually Impaired (TVI)	Itinerant Model

2. Staffing for Learning Resource Centers (LRC) will be rounded up to the nearest 0.5 FTE.

3. Itinerant model student to teacher ratio for Teachers of the Visually Impaired (TVIs) will be determined by distributing TVI caseloads based on a matrix of factors, so that each teacher's itinerant schedule is within contractual time parameters, pro-rated by FTE. These factors include: number of required minutes/hours of direct service for each student, planning and preparation time (average of 60 minutes/day, possibly modified by exceptional circumstances), related service time, other non-instructional time ("WAC" time, ACT time, duty-free lunch), and required travel time between worksites.

Add a new Section 4.15.Q and 4.15.R and renumber existing Q and R as T and U (inserting a new S for assistive tech):

Q. Orientation and Mobility Specialists (OMS): Caseloads for OMSs will be determined by distributing OMS caseloads based on a matrix of factors, so that each employee's itinerant schedule is within contractual time parameters, pro-rated by FTE. These factors include: number of required minutes/hours of direct service for each student, planning and preparation time (average of 60 minutes/day, possibly modified by exceptional circumstances), related service time, other non-instructional time ("WAC" time, ACT time, duty-free lunch), and required travel time between worksites.

- R. **Board Certified Behavior Analysts (BCBA):** The District will maintain a minimum level of BCBA FTE assigned out of the Department of Special Education based on a ratio of .5 FTE BCBA for each 2,250 student FTEs district wide.

Amend Section 4.15.P as follows:

- P. **Assistive Technology and Audiologists:** ~~The District will allocate a minimum of .6 FTE for the purpose of facilitating implementation of assistive technology.~~ The District will maintain at least one (1) audiologist. When the audiology caseload exceeds 100 students on IEPs and/or Section 504 plans, an additional .5 FTE audiologist or DHH teacher will be hired. Should the audiology caseload exceed 175 students on IEPs and/or Section 504 plans, the District will staff a minimum of 2.0 FTE, at least 1.0 of which will be an audiologist; the other 1.0 FTE may be an audiologist or DHH teacher.

Add new subsection S to Section 4.15 that reads as follows (additional .4 FTE repurposed from a reduction in the LOA re Additional FTE for ChildFind):

- S. **Alternative Communication and Assistive Technology (ACAT):** The District shall staff 1.0 FTE for the purpose of facilitating implementation of assistive technology in addition to the SLP and OT staffing in subsections L and M above. A portion of this FTE will be SLP services (.6 FTE) and a portion will be OT (.4 FTE) services. The split of FTE between SLP and OT may be changed after review by the parties in a Labor/Management meeting no later than March 15 each year.

- **Create a structure for additional compensation for counselors and nurses who manage 504 plans.**

Add new Section D.2.AA to read as follows:

- AA. 504 Plans:** Counselors and nurses will be compensated for timely completion of Section 504 plans at the rate of \$50 per plan.

Due to recent legislative changes regarding Safety Net IEPs and consistently low usage of the support provided via the LOA for Safety Net IEPs, allow the LOA "Support for IEPs Submitted for Safety Net Funding" to expire/sunset. Funds are repurposed to support the 504-plan compensation as above.

- **Update the Appendix D language on compensation for overnight field trips to reflect an increase (funds re-purposed from Appx D.2.N) and consistency across programs and schools.**

Amend Appendix D.2.J as follows:

- J. **Outdoor Overnight Education:** Teachers participating in the outdoor education program ~~will receive \$120.00~~ District directed overnight educational experiences will receive

\$150.00 per overnight stay for additional time and responsibility. Overnight educational experiences initiated by teachers are exempt from additional compensation.

~~All first time Waskowitz teachers will receive per diem equal to the number of clock hours for completing the two day camp orientation training.~~

Budget #tbdupdate

Delete Appendix D.2.N to repurpose funds and re-letter subsequent sections.

~~**N. Intramural Supervisor and Elementary School Chorus Advisor:** Intramural funds will be expended as determined by the building principal. Staff members who accept assignments from the building principal to supervise intramural activities shall be compensated at the rate of \$13.78 per hour. Each supervisor will be paid up to a maximum of 28 hours per activity. The total amount expended for all intramural activities for a building shall not exceed the building's intramural allocation. For schools with Catch 21 grants, the 28 hour limit and intramural allocation limit will not apply.~~

~~Budget #011A-28-LOC-4233 Athletic; 0118-28-LOC-4233 Non-Athletic~~

- **Expand opportunities via Appendix D to serve as a Principal Designee to Secondary (previously only Elementary).**

Amend Appendix D.2.B to read as follows:

B. Elementary Principal Designee/Dean: ~~Elementary~~ Principal Designees and Deans shall receive responsibility stipends and additional time as outlined below:

	Dean Stipend	Designee Stipend
With 1.0 AP	N/A	\$750
With 1.0 Dean (assuming no AP)	\$1,000 stipend + 3 days paid at per diem*	\$500
With .5 Dean (assuming no AP)	\$750 stipend + 1 day paid at per diem**	\$750
<u>With at least 1.0 AP</u>	<u>N/A</u>	<u>\$750</u>
With no Dean or AP	N/A	\$1,500

*Full time Dean two days prior to the start of school and one after (or as determined by mutual agreement of dean and principal).

** .5 Dean one day prior to the start of school (or as determined by mutual agreement of dean and principal).

+++++

Additional Substantive CBA Changes (cost-neutral or low cost)

- **Clarification of planning time expectations regarding field trips**

Amend Section 4.3.D as follows:

- D. For days on which an employee is taking or chaperoning students on a field trip at the direction of a District- or building-level administrator, the administrator will either arrange to provide an equivalent amount of planning time identified above for the employee, ideally within a week of the originally scheduled time, or compensate for the loss of planning time within the student day at the extra service rate of pay. For days on which an employee is taking or chaperoning students on a field trip as an individual professional choice or as a volunteer, the employee will be responsible for completing their planning responsibilities outside the student day or arranging with colleagues for a change of schedules that provides an equivalent amount of planning time identified above for the employee, ideally within a week of the originally scheduled time. No employee will be coerced to (1) volunteer to chaperone a field trip that results in a loss of planning time within the student day, nor (2) agree with colleagues on a change in schedules to accommodate planning time for someone else.

- **Continue to include Developmental Pre-Kindergarten (DPK) teachers in additional IEP compensation and clarify that ECE and DPK refer to the same program.**

Sunset the Letter of Agreement on Developmental Pre-K IEP Compensation and revise Section 4.14.A accordingly.

Revise 4.15.D in order to introduce Developmental Pre-Kindergarten/DPK as synonymous with Early Childhood Education/ECE.

Section 4.14 – Special Education IEPs

All special education teachers, with the exception of B and C below, shall have a total of 1.5 hours of release time and/or compensation per student for every annual IEP conference and/or preparation.

A. Special Education Teachers: IEP compensation shall be paid as follows:

1. In September, each special education employee shall receive advanced payment for fifteen (15) hours of time at the extra-duty pay rate.
2. Staff will be paid on a monthly basis for any timely IEPs written in excess of ten (10). This is in addition to the September payment. Any out of compliance IEP of a new move-in student completed within 30 day validation window will be compensated. If an IEP deadline is not met due to extenuating circumstances beyond the staff member's control, the IEP case manager may submit a request for consideration of payment to the director of Special Education along with documentation and building administrator's signature. The request for consideration shall be submitted within 30 days of the IEP deadline and after IEP is completed. Reasonable requests will be honored.
3. Additional compensation may be granted for extenuating circumstances at the discretion of the director of Special Education.
4. Teachers of students in self-contained settings (ILC, IAC, EBC, CBS, DPK) will receive an additional 1.5 hours at the extra-duty pay rate for completed IEPs of students on

their caseloads. Additionally, Integrated Kindergarten (IK) and Learning Resource Center (LRC) teachers will receive an additional 1.5 hours at the extra-duty rate for students on their caseloads whose completed IEPs required a Functional Behavior Analysis Behavior Intervention Plan (FBA/BIP) or a standalone Behavior Intervention Plan (BIP). This additional compensation will be provided in a lump sum payment at the end of the year for each qualifying IEP.

Revise Section 4.15.D and E (to add a new and interchangeable acronym)

D. Special Education: Staffing will be reviewed after the October 1 and February 1 counts. For additional resources at any time, school teams (special education teacher, principal, and program specialist as a minimum) in collaboration can jointly determine and request additional resources to meet student needs. Student, staff and/or classroom schedule matrix will be used to formulate resource recommendations. A response to the request will be made to the school team within ten (10) school days.

1. Special Education will use the following certificated staff ratios:

District Program	Student to Teacher Ratio
Early Childhood/Developmental Pre-Kindergarten (ECE/DPK) *8 students with IEPs + 4 typically developing peers	12*:1
Integrated Kindergarten *7 students with IEPs + 11 typically developing peers	18*:1
Learning Resource Centers (LRC)	25:1
Realistic Transition Program (RTP)	25:1
Self-Contained - Integrated Learning Centers (ILC)	8:1
Community Based Services (CBS)	8:1
Intensive Academic (IAC) Program will have a cap of 13:1	13:1
Self-Contained - Emotional and Behavioral Center (EBC)	8:1
Self-Contained - Deaf and Hard of Hearing: Preschool - Primary	6:1
Self-Contained - Deaf and Hard of Hearing: Intermediate	8:1
Self-Contained - Deaf and Hard of Hearing: Secondary	9:1
Visually Impaired	Itinerant Model

2. Staffing for Learning Resource Centers (LRC) will be rounded up to the nearest 0.5 FTE.

E. Instructional Assistant Time: Instructional Assistant time shall be allocated to special education programs according to the following process:

District Program	IA Time (in hours) per Certified FTE
Early Childhood Special Education (ECE/DPK)	12
Integrated Kindergarten (IK)	14
Learning Resource Centers (LRCs)	4
Self-Contained – Integrated Learning Centers (ILC)	14
Intensive Academic (IAC) Program	

• Primary (Grades K-3)	14
• Intermediate & Secondary (Grades 4-12)	7
Community Based Services (CBS)	14
Self-Contained - Emotional and Behavioral Center (EBC)	14
Self-Contained - Deaf and Hard of Hearing: Preschool - Primary	6.5
Self-Contained - Deaf and Hard of Hearing: Intermediate	4
Self-Contained - Deaf and Hard of Hearing: Secondary	4
The Realistic Transition Program (RTP) will be allocated 16 hours of Instructional Assistant time for the program, not tied to Certified FTE.	
When a student is included in a regular classroom, the use of the allocation of instructional assistant time shall be determined by the multi-disciplinary team. When circumstances require, the use of the allocation may be temporarily adjusted by the special education teacher and the principal.	

****Levy Contingency:** ECE/DPK Paraeducator staffing shall reopen at the request of either party should the District fail to pass a levy to support the maintenance and operations of the District with two levy collections for any particular school year or should the Legislature reduce, invalidate, or otherwise limit the District's authority to collect a maintenance and operations levy at the level in effect at the time of ratification of this Agreement.

- **Updates to language on Outdoor Education at Waskowitz (see financial package also) reflecting changes in program name and training structure.**

Modify Section 4.21 as follows:

**Section 4.21 – Outdoor School at Waskowitz Outdoor Education Center (Waskowitz)
~~Outdoor Education at Camp Waskowitz and Waskowitz Environmental Leadership Service (WELS)~~**

While supervising students at ~~Camp~~ Waskowitz, the following will apply:

- A. Teacher attendance for meals ~~and meal programs~~ will be rotated except for dinner on the first day of camp, which all teachers are expected to attend.
- B. Teacher responsibility for activities before 9:00 am and after 4:00 pm will be rotated where appropriate. Teachers are expected to attend campfires and be available for emergencies with their students. Teachers shall have at least 90 minutes of duty free time between 4 pm and 9 pm.
- C. Teachers will have at least 30 consecutive minutes of time available for planning lessons during the instructional day (between the hours of 9 am and 4 pm).
- D. On days when learning activities extend beyond three hours, teachers may request 30 minutes of duty free time during the instructional block. The request shall be granted if the teacher and their class is within the 30 acres of Waskowitz. If the teacher chooses to be outside the 30 acres, the request shall receive serious consideration.
- E. Teachers who wish to return home for a single overnight stay may submit a request to the site administrator within a reasonable timeframe (on or before the first day of camp). Such

a request will receive serious consideration and will be approved unless, in the opinion of the site administrator, the safety and well-being of the students and program needs will be compromised. Emergencies may override regular requests for overnight leave. In addition, if a teacher leaves for a night, the expectation is to return at 7:30 am the following day.

- F. Upon returning from Waskowitz Camp, teachers will be released from duty 30 minutes after the buses leave school.
- G. All first time Waskowitz teachers will be required to attend a one-day Waskowitz Outdoor School training ~~the camp orientation training weekend~~ and will receive per diem equal to the number of clock hours for completing the ~~two-day~~ training. ~~Participants in this training will not be required to spend the night at camp; however, if a teacher wishes to spend the night at camp, the District will provide accommodations with no additional overnight compensation.~~
- H. See Appendix D for the per overnight rate.
- I. ~~WELS programming requires WELS teachers to be present for overnights. WELS teachers can trade instructional overnight hours for class time when their students are in attendance serving as leaders at Waskowitz.~~

➤ **Create a new Section in the newly reorganized Article 4C – Leadership and Professional Development – to outline the hiring process and terms for Central Office Specialists.**

Create a new Section 4C.2 with the following language (new Section reference consistent with Article 4 re-organization; see Housekeeping.).

4C.2 Central Office Specialists Central Office Specialists will be selected through an application and hire process. This role is not eligible for the more simplified transfer process. Qualified applicants will be interviewed by a committee composed of administrators/designees and educator representatives. Educator representatives should include both central office and building-based staff. Employees displaced through Section 8.9 will not be appointed to a Central Office Specialist position except when required in order to preserve jobs and avoid a Reduction in Force.

Central Office Specialists will be hired in the context of four-year terms, with the following provisions:

- A. Central Office Specialists ending their assignment will be placed using a “Priority Transfer” process, in which they will be placed in a new assignment prior to certificated staff displaced per Section 8.9, so long as there is an opening for which they are qualified.
- B. No later than March 15 of the first year of a specialist’s term, the specialist and their supervisor will have a conversation about whether the specialist role aligns well with the skills and dispositions of that educator and matches program needs. If it is determined through that conversation that a return to the classroom is in the best interest of the educator and the program, the teacher will be reassigned for the subsequent school year using the “Priority Transfer” process, and the Specialist position will be posted for a new four-year term.

C. In the spring of the fourth year of a specialist's term, that specialist position will be re-posted, and the existing specialist may choose to re-apply for the position. If the existing specialist is selected, they will begin a new four-year term. If a new individual is hired, the exiting specialist will be reassigned for the subsequent school year using the "Priority Transfer" process.

Additional non-contractual agreement: *CO Specialists will no longer be included in school-based substitute rotations.*

- **Create a new section in Article 11 to outline parameters and processes for establishing a limited number of role-specific, non-standard calendars.**

Add a new Section 11.7

Section 11.7 – Non-Standard Calendar Year Parameters and Approval Process

In limited circumstances when a non-standard calendar year is necessary for staff members serving in particular roles the following parameters will apply.

- A. The necessity for a non-standard calendar year must be due to the timing of essential work falling outside the standard calendar year. A non-standard calendar year will include the same number of scheduled work days as the contractual work year as defined in Article 11 (including both Base and PLE), pro-rated by FTE.
- B. No more than five (5) roles each year will be allowed to utilize a non-standard calendar year, and no more than three (3) staff members may be working in each role at any given time. The District and Association must jointly agree to authorize these roles to use a non-standard calendar utilizing the Labor-Management approval process outlined below.
 - 1. Either the District or the Association may bring a request for approval of a non-standard calendar year role through the regularly occurring Labor Management process with HSD Human Resources and HEA Leadership. In the event the request is for a position currently held by a staff member(s), the staff member(s) and their supervisor will be consulted during Labor-Management discussions about a potential non-standard calendar.
 - 2. Joint agreement on a non-standard calendar for that role would need to include the following components: FTE for the role, the actual days to be worked that differ from the standard calendar, and whether the approval would be for one year only or ongoing.
 - 3. The joint agreement on a non-standard calendar will be documented in writing (email is acceptable) by the District and the Association, with copies to any impacted employees and their supervisor(s). Documentation will also be placed in the employee's personnel file
 - 4. For any on-going, role-specific non-standard calendar, a Labor-Management check-in will be scheduled at least every other year to ensure that the elements of the calendar are still working as intended, or if adjustments are needed.

- C. A non-standard calendar will still observe the holidays outlined in Section 11.6 above. Make-up days for emergency closure will follow the pattern outlined in Section 11.5 to the extent possible, but may be adjusted as part of the non-standard calendar approval process when needed.

➤ **Re-visioning of New Staff Liaison Role and Compensation Structure**

Amend Section 17.10 as follows:

Section 17.10 – New Staff Liaisons

Certificated staff new to a building will be offered support by a New Staff Liaison; if this is not feasible, the HEA building representative(s) and principal will confer on how to provide support. New Staff Liaisons will work closely with Peer Mentors to support staff in buildings.

The role of a New Staff Liaison is to serve as a school-based partner to supplement the work of Peer Mentors. New Staff Liaison Responsibilities include supporting new certificated staff in the areas of: (1) orientation to the school site, review of general school expectations and procedures; (2) addressing school specific concerns and urgent issues (3) addressing urgent issues supporting understanding of professional growth and evaluation processes (4) introduction to school history/context encouraging staff to build relationships that contribute to a culture of belonging; (5) local orientation to materials and resources connecting new staff to expertise in the building/District; and (6) referral to expertise in the building/District promoting new staff self-sufficiency.

Each school's principal and HEA Representative(s) will jointly nominate at least two potential New Staff Liaisons who have (1) three+ years of experience; (2) training and/or experiences consistent with effective mentoring practice (3) capacity and willingness to support new staff in their building; (4) agreed to participate in mandatory New Staff Liaison training and collaboration meetings. Nominations will be submitted to the Director of Professional Learning by May 15 each year. The New Staff Liaisons will be selected from the nominees by the Peer Mentor Team, including the Director of Professional Learning. New Staff Liaisons will be identified by recommendation of their principal and/or HEA building representatives and are selected by mutual agreement based on following criteria: (1) Five+ years of experience; (2) Significant training in mentoring; (3) Capacity to work 3-5 hours/month with new staff in their building; and will be compensated at the extra duty rate identified in Appendix D. New Staff Liaisons will agree to participate in a mentor training program. New Staff Liaisons will work closely with Peer Mentors to support staff in buildings.

New Staff Liaison training and collaboration meetings will be mandatory and paid at the extra duty rate identified in Appendix D. Liaisons must attend at least 75 percent of the total meeting time to receive the New Staff Liaison Stipend. New Staff Liaisons are also encouraged to attend up to four (4) hours of New Educator Induction in the fall and will be paid at the extra duty rate for that time. New Liaison Stipends are intended to recognize the work Liaisons do to support new staff in their schools throughout the year. Stipends will be scaled based upon the number of new staff a liaison supports, as

outlined below. If a worksite has twelve (12) or more new staff members, they must be split into at least two groups for New Staff Liaison support.

<u>1 new staff member</u>	<u>\$500</u>
<u>2-5 new staff members</u>	<u>\$1000</u>
<u>6-8 new staff members</u>	<u>\$1500</u>
<u>9-11 new staff members</u>	<u>\$2000</u>

➤ **PG&E (A19) modifications based upon recommendations of Joint Evaluation Team (JET)**

Modify Section 19.1.A as follows:

Section 19.1 – Introduction/General Principles

A. Introduction

The Professional Growth and Evaluation (PG&E) process and procedures set forth herein for classroom teachers are intended to improve the educational program by improving the quality of instruction. The PG&E process shall recognize that teaching involves a continuous growth process. The PG&E process supports growth through dialogue between the teacher and evaluator, objective standards and a broad array of professional growth opportunities. The PG&E system will encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluation by valuing the importance of objective standards and minimizing subjectivity. The District and Association believe that all teachers can be proficient and accomplished.

The parties have agreed to the adopted evidence-based instructional framework developed by Charlotte Danielson and approved by OSPI (CDIF). Beginning in school year 2024-25, HEA and HSD have mutually agreed to utilize the rubrics in the 2022 update to the Charlotte Danielson Framework for Teaching (FFT). ~~In addition, as provided for in RCW 28A.405.100, HEA and HSD have mutually agreed to minor modifications to the 2013 CDIF that reflect the Highline School District's policy on Equity through the inclusion of Equitable Practices within the Critical Attributes of the 2013 CDIF. These Equitable Practices reflect the belief that education of superior quality for all students must include appreciation of and respect for cultural differences, and must correct policies and practices that have resulted in negative and disparate educational impacts. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge. Subsequent references to the CDIF include Highline's Equitable Practices modifications. The acronyms CDIF and FFT may be used interchangeably throughout the rest of this Article.~~

The parties agree that the Professional Growth and Evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW 28A.405.110 “(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills,

techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.”

Additionally, the parties agree that the PG&E process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191-025: “To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve their performance.”

Modify Section 19.2 as follows:

Section 19.2 – Implementation & Professional Development

All applicable staff must be on the PG&E evaluation system. Prior to being evaluated under the PG&E system, the District shall provide professional development relevant to the framework and evaluation process.

An HEA-HSD Joint Evaluation Team (JET) shall be established and maintained to monitor implementation of the PG&E system and address questions and concerns as they arise. The District and Association may each appoint up to six representatives to the JET. When possible, membership of the JET will include one teacher and one administrator from each level – elementary, middle, and high school, as well as representatives for Specialists (e.g., Arts, PE), Special Education, Human Resources, Teaching & Learning, and HEA Leadership.

HEA and HSD will mutually agree to a collection of PG&E Support Documents to be made available to teachers electronically or in paper copy. These support documents will be reviewed and updated by the JET at least annually, and will include, but not be limited to:

- Crosswalk of the CDIF Components with the Eight State Evaluative Criteria
- Comprehensive Cycle Flowchart
- Focused Cycle Flowchart
- ~~· Pre-conference Suggested Protocol~~
- ~~· Post-Conference Suggested Protocol~~
- ~~· Examples of Evidence & Artifacts~~
- ~~· Danielson Group Extended Special Education Scenarios~~

Modify Section 19.3.B as follows:

B. Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by Charlotte Danielson and approved by OSPI (~~includes including~~ the state-mandated components related to student growth), ~~including negotiated modifications to reflect HSD's Equitable Practices (CDIF). A copy of the CDIF will be provided electronically or in print to all classroom teachers.~~ Beginning in the 2024-25 school year, the 2022 updated version of the FFT will be used in the state-mandated "crosswalk" between the evaluative criteria and the FFT components.

Nothing in the instructional framework will be binding on either party if it is contrary to the terms and conditions described in this agreement. Upon mutual agreement, the parties may select a revised or different instructional framework approved by OSPI.

Modify Section 19.4.D as follows:

D. Critical Attributes shall mean examples of characteristics and qualities that provide guidance in distinguishing between practice at adjacent levels of performance as described in the CDIF rubric. The Critical Attributes are not to be used as a checklist when scoring components. They are examples to help determine levels of proficiency, and should be considered in the context of the educational environment (e.g. Special Education, Music, PE, kindergarten vs. high school, etc.).

Modify Section 19.6.B.4 and 19.6.B.6 as follows:

4. First Observation

- a. The first of at least two required observations shall be scheduled in advance and conducted after September 15 and before January 1; it must take place after the CCC1 (as outlined above). It shall be a minimum of thirty (30) minutes in duration; when possible, the evaluator will attempt to observe a complete lesson.
- b. If a teacher has received a Summative Evaluation of Unsatisfactory or Basic in the prior year, this scheduled observation will not take place on the last student day before Thanksgiving or the day before winter break.
- c. The evaluator will promptly document the required observations on the appropriate electronic form(s) and make the forms available to ~~provide a copy to~~ the employee within three (3) working days of such documentation having been prepared, but no later than ~~five (5)~~ seven (7) working days after the observation. This report will include initial performance level scoring on the components observed.
 - i. Criteria or components not observed shall not be negatively construed except in a situation where a skill/practice should have been employed during the observation and it was not.
 - ii. It is neither necessary nor likely possible to address all components within the context of one observation cycle.

d. After receiving the observation documentation/report, the teacher may provide to the evaluator additional artifacts/evidence related to the observation to aid in the assessment of the teacher's professional performance against the instructional framework rubric and evaluative criteria. The evidence provided by the teacher shall be documented and considered in the scoring of the observation. If possible, this evidence shall be provided at least one (1) day prior to the post-observation conference.

6. Second Observation

a. The second of at least two required observations may be scheduled in advance or unscheduled. It shall be conducted after the CCC2 and before May 1 (~~as outlined above~~). It shall be a minimum of thirty (30) minutes in duration.

b. If a teacher has received a Summative Evaluation of Unsatisfactory or Basic in the prior year, this observation will not take place on the last student day before spring break.

c. The evaluator will promptly document the required observations using the appropriate electronic forms(s) and make the forms available ~~provide a copy to~~ to the employee within three (3) working days of such documentation having been prepared, but no later than ~~five (5)~~ seven (7) working days after the observation. This report will include initial performance level scoring on the components observed.

i. Criteria or components not observed shall not be negatively construed except in a situation where a skill/practice should have been employed during the observation and it was not.

ii. It is neither necessary nor likely possible to address all components within the context of one observation cycle.

d. After receiving the observation documentation/report, the teacher may provide to the evaluator additional artifacts/evidence related to the observation to aid in the assessment of the teacher's professional performance against the instructional framework rubric and evaluative criteria. The evidence provided by the teacher shall be documented and considered in the scoring of the observation. If possible, this evidence shall be provided at least one (1) day prior to the post-observation conference.

Modify Section 19.7.C.3 as follows:

3. Required Observations

a. Two required observations must take place after the FCC1 (as outlined above). Each shall be a minimum of thirty (30) minutes but may be non-continuous within a 10-workday period.

- b. Pre- and/or post-observation conferences are encouraged, but not required. A post-observation conference may be requested by either the teacher or evaluator.
- c. The first required observation cycle, including written documentation and any related conferences, must be complete prior to February 1; the second must be complete prior to May 1. These observation cycles may be clustered in the first semester, clustered in the second semester, or distributed between both.
- d. As appropriate the observations need not be limited to the classroom, but may include the observation of duties that occur outside of the classroom setting.
- e. The evaluator will promptly document the required observations using the appropriate electronic form(s) and make the forms available to provide a copy to the employee within three (3) working days of such documentation having been prepared, but no later than five (5) working days after the observation. If the observation is non-continuous within a 10-workday period, the report will be provided within ~~five (5)~~ seven (7) working days of the last observation.
- f. This report will include initial performance level scoring on the components observed within the Criterion of Focus.
 - i. Components not observed shall not be negatively construed except in a situation where a skill/practice should have been employed during the observation and it was not.
 - ii. It is neither necessary nor likely possible to address all components within the context of one observation cycle.
- g. After receiving the observation documentation/report, the teacher may provide to the evaluator additional artifacts/evidence related to the observation to aid in the assessment of the teacher's professional performance against the instructional framework rubric and evaluative criteria. The evidence provided by the teacher shall be documented and considered in the scoring of the observation. If possible, this evidence shall be provided at least one (1) day prior to the post-observation conference.

Modify Section 19.11 as follows:

Section 19.11 – Provisional Employees

Before non-renewing a provisional teacher, the evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies.

If, after the first 90 days of the school year, an evaluator believes a provisional teacher may receive less than a Proficient - 3 rating on their final summative evaluation, written notice shall be provided to the teacher and the Association prior to March 1, or within thirty (30) calendar days of the employee's 90th day of employment, if the employee is new to the District.

Such written notification will be hand-delivered unless the employee is on leave, in which case email will suffice. In-person delivery will take place with an HEA Representative present, unless the employee declines union representation.

Any notification of non-renewal shall be issued no later than May 15, as provided in RCW 28A.405.220.

Non-Bargaining Implementation Recommendations:

- *Update Comprehensive Cycle Flowchart*
- *Update Focused Cycle Flowchart*
- *Continue to support new teachers with PG&E via Peer Mentor Program*
- *Publicize any PG&E trainings to all teachers and invite experienced teachers to attend for clock hours*

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NEW Letters of Agreement (LOAs)

- *Create a new LOA to address working conditions in non-traditional secondary schools (replaces multiple LOAs in place for a variety of small/alternative/choice schools).*

Non-Traditional Secondary Models

This letter of agreement between the Highline School District (“District”) and the Highline Education Association addresses exceptions from and application of the current collective bargaining agreement for non-traditional secondary school models. References to section numbers below refer to the current District/HEA collective bargaining agreement and the provisions described below override current CBA language except where noted.

Non-traditional secondary school models tend to provide instructional services in secondary schools of 400 or fewer students. The term is not exclusive to schools of this size; however, smaller schools tend to host more unique programs than schools over 400 FTE students.

A. Types of Non-Traditional Secondary School Structures

1. Period Structure

Period-structured schools organize students into classes of at least two periods/blocks where the enrollment in each period/block differs from class to class.

2. Cohort Structure

Cohort-structured schools organize students into a minimally-changing group of students who attend classes together. Cohorts often remain with the same one or two teachers throughout the day. However, it is not the fewer number of teachers,

but rather, the keeping of students together as a cohort which defines a cohort-structured school.

B. Class Size & Mitigation

1. Period-structured schools must abide by the current class size and workload language of Section 4.16.D.1 & 2 and the class size mitigation language of Section 4.19.B.
2. Cohort-structured schools will have a class size ratio of 28:1 with the following mitigation:
 - a. For one student over the class size ratio, the teacher receives \$10.00 per day for the extra student for each day that an overload of one student exists.
 - b. For two students over the class size ratio, the teacher receives \$15.00 per day for the extra two students for each day that an overload of two students exists.
 - c. For three students over the class size ratio, the teacher receives \$20.00 per day for the extra three students for each day that an overload of three students exists.
 - d. In extreme hardship cases, and after consultation with the HEA President, a teacher may agree to take a fourth student over the class size ratio, and the teacher will receive \$25.00 per day for the four extra students for each day that an overload for of four students exists.

C. Instructional Program

Instructional programs/schedules for non-traditional secondary schools must be submitted to HEA/HPS labor management for review by May 15 of the spring prior to the academic year for which the program/schedule is proposed to be implemented.

D. Flexible Planning

1. In lieu of the language in Section 4.3, teachers in non-traditional secondary model schools will have an average of 285 minutes of planning per week during the student day with at least a minimum of 30 consecutive minutes each day. Given the unique programming of non-traditional schools, a vote by the staff is not needed to implement a planning time schedule that meets these conditions. Unique programming requires an approach not seen in most secondary schools. In addition, teachers will be provided thirty (30) minutes before and thirty (30) minutes after each student instructional day for non-instructional responsibilities (colloquially called "WAC time").
2. Use of additional non-instructional time within the student day may be at the direction of the principal.
3. Plans that vary from the above parameters are subject to the waiver process of Section 1.10.

E. Small School Preps Exception

Period-structured schools of less than 250 student FTE may have teachers assigned to more than three preps in order to serve the content and grade level needs of students (as an exception to Section 4.6). When this is necessary, the teacher should be limited to no more than two different content areas.

F. Transfers

Teachers who have been assigned to a small school through a displacement placement process may seek a priority transfer to a more traditional school the following year. A teacher who accepted a position at a small school must utilize the voluntary transfer process of Section 8.8 to transfer to another school within the District.

G. Advisory

1. Period-structured schools must comply with the current language of Section 4.20.
2. Cohort-structured schools may have advisory embedded within the cohort and, therefore, advisory will reflect the class size of the cohort.

H. Non-Traditional Programming: Alternative Learning Experience (ALE)

Schools who are implementing ALE programs, whether fully or partially, will support the drafting, review and management of student ALE plans in one of two ways:

1. Dedicated FTE for managing all student plans; or
2. Regularly scheduled non-instructional time (in addition to the normal planning period) to support a caseload of students. Caseload and scheduled time plans will be reviewed by HEA/HPS by June 1 for the upcoming year.

I. Non-Traditional Programming: Learning Centers

Learning Centers function under the period structure and are subject to the class size provisions of Section 4.16.D.1 & 2, the mitigation provisions of Section 4.19.B, and the planning time provisions of Section 4.3.

J. Problem-Solving

Any additional issues or questions arising about the application of the current CBA or this Agreement to non-traditional secondary model schools will be first referred to Labor-Management for problem-solving. The intent is to maintain ongoing conversation about such programs and to proactively address issues that arise and programmatic changes that occur in such programs.

- *Create a new LOA to pilot a variety of educator leadership stipends and also pilot a revised Appendix D.1 to scale extra-curricular funds by school size and provide secondary schools more flexibility in major club offerings.*

Leadership and Extra-Curricular Stipends

Effective School Years 2024-26

The Highline School District (District or HSD) and the Highline Education Association (Association or HEA) have a mutual interest in recognizing educators for additional work they do beyond their basic professional responsibilities and standard professional learning and enrichment. The parties also recognize that some tasks and roles cannot easily be quantified in a time-bound framework, in which case a stipend may be a more appropriate method of compensation. The District and Association would like to promote access to such stipends for additional work in an equitable manner to staff across the district and to foster equitable access for students to extracurricular activities.

The parties have therefore agreed to pilot the following Stipends for Teacher/ESA Leadership and Revisions to Appendix D.1 for the duration of this agreement. Any challenges with implementation of either of these stipend structures will be brought to the HEA-HSD Labor-Management Committee for discussion and problem-solving. Prior to the negotiations for a successor agreement, the District and Association will solicit feedback from stakeholders about the implementation of this LOA.

Part I: Teacher/ESA Leadership Stipends

Teacher/ESA Leadership Stipends allow certificated staff not otherwise employed in a leadership role to receive financial compensation for accepting leadership in addition to their regular role. Specific initiatives that are novel and/or time-bound benefit from educator leadership in the launching and/or implementation of the work. Acceptance of Teacher/ESA Leadership is at the discretion of the staff member.

Stipends will be allocated as outlined in the chart below.

<u>Project/Product Leadership</u>		
<u>Designer:</u> Independent and/or collaborative creation of a resource for use in facilitating implementation of a specific building or district initiative/goal.		<u>\$500</u>
<u>Collaborative Design Team:</u> Collaborative creation of resources facilitating implementation of specific building or district initiatives. Resource is transferrable to others within the organization	<u>Per trimester (approx. 3 months)</u>	<u>\$1,000</u>
	<u>Summer project</u>	<u>\$1,500</u>
<u>Role/Responsibility Leadership</u>		
<u>Consultant:</u> Individual with unique expertise directly related to building or district initiative who is identified as the “go to” for initial and ongoing Qs. May require some initial preparation and/or presentation of information to colleagues.		<u>\$500</u>
<u>Facilitator:</u> Individual charged with planning and presenting learning opportunities for which they hold unique expertise	<u>Launching event</u>	<u>\$500</u>
	<u>Interconnected events per semester</u>	<u>\$1,000</u>
<u>Lead:</u> Individual who accepts responsibility for ongoing coordinating and leading others in a scope of work on behalf of progressing school or district initiative/priority	<u>Supporting 2-5 people</u>	<u>\$1,000</u>
	<u>Supporting 6-8 people</u>	<u>\$1,500</u>
	<u>Supporting 9+ people</u>	<u>\$2,000</u>

Part II: Revisions to Appendix D.1 – Extracurricular Salary Schedule

For the duration of this agreement, Appendix D.1 will be replaced with the following language.

Section D.1 – Extra-Curricular Salary Schedule

- A. High School Extra Curricular Salary Schedule:** Each high school will be annually allocated a fund for Minor Club advisors, scaled as a percentage of the base salary schedule depending on student FTE, as outlined in the chart below. Each high school will also be allocated a number of Major Club Units, each constituting a \$1000 stipend amount, also scaled based on student FTE as outlined in the chart. Units may be allocated in .5 increments, depending upon the nature and complexity of the work.

Examples of Major Clubs and generalized expectations for what constitutes a “Unit” of responsibility are included in the Examples of Major Clubs and Expectations Chart following the allocations chart. Schools are not limited to only these Major Clubs, and principals will be asked to submit a list of their school’s planned Major Clubs and their associated number of units; this submission will be due by October 15, 2024 for SY 2024-25 and by May 31 for subsequent years. Adjustments/clarifications may be requested by the HEA-HSD Labor-Management Committee. Additional examples of Major Clubs and expectations will be developed during the duration of this LOA.

Decisions about distribution of the Minor Club funds and Major Club units shall be made jointly by the principal and staff, taking into account student course enrollment, interests and needs.

Minor Club Funds and Major Club Units Chart – High School			
Student FTE	Minor Funds Calculation		Major Club Units (\$ Total)
<300	$BA/0+0*.10$		3 (\$3,000)
301-500	$BA/0+0*.11$		4 (\$4,000)
501-800	$BA/0+0*.12$		7 (\$7,000)
801-1200	$BA/0+0*.13$		10 (\$10,000)
1201+	$BA/0+0*.14$		13 (\$13,000)

Examples of Major Clubs and Expectations – additional examples TBD

<u>Product-Based</u> <u>e.g., Annual, Journalism, Literary Journalism</u>	<u>1-2 units depending on complexity and outside of school time needed to create one or more community-facing publications.</u>
<u>Performance-Based</u> <u>e.g., Band (any type), Choir, Orchestra, Dance</u>	<u>1 unit for a minimum of 3-5 evening/weekend concerts annually, depending on length, and related outside-of-school rehearsals; 1 unit for performance at graduation, associated outside-of-school rehearsals, and regular extra-curricular practices/club for a minimum of one semester.</u>

<u>Competition-Based</u> e.g., Band (any type), Choir, Robotics, Debate	1 unit for participating in multiple outside-of-school competitive events and related outside of school rehearsals/practices (in addition to, or separate from, performance-based and pep events).
<u>Pep-Based</u> e.g., Band (any type)	1 unit for performing at all but one home football games and at least 4 basketball games (an equitable balance of boys/girls basketball or other teams).
<u>Production-Based</u> e.g. Theater, Musical Theater	1 unit for a campus-wide multi-night full production run plus related outside-of-school rehearsals; 1 unit for a one-acts type production, associated outside-of-school rehearsals, and regular extracurricular practices/ club for a minimum of one semester.
Reminders: <ul style="list-style-type: none"> • Units may be divided in half to reflect an appropriate level of work and responsibility. (e.g., Theater might be 1.5 units if that seems appropriate for the responsibilities/structure.) • Schools may have Major Clubs not listed above and should make a best-guess estimate of the unit value based on structure/responsibilities. • These apply to clubs that are not WIAA coached teams. 	

Budget #tbupdate

- B. Middle School Extra Curricular Salary Schedule:** Each middle school will be annually allocated a fund for Minor Club advisors, scaled as a percentage of the base salary schedule depending on student FTE, as outlined in the chart below. Each middle school will also be allocated a number of Major Club Units, each constituting a \$1000 stipend amount, also scaled based on student FTE as outlined in the chart.

Examples of Major Clubs and generalized expectations for what constitutes a “Unit” of responsibility at the middle school level will be developed during the implementation of this LOA. Schools are not limited to only these Major Clubs, and principals will be asked to submit a list of their school’s planned Major Clubs and their associated number of units; this submission will be due by October 15, 2024 for SY 2024-25 and by May 31 for subsequent years. Adjustments/clarifications may be requested by the HEA-HSD Labor-Management Committee.

Decisions about distribution of the Minor Club funds and Major Club Units shall be made jointly by the principal and staff, taking into account student enrollment, interests and needs.

<u>V2 Minor Club Funds and Major Club Units Chart – Middle School</u>		
<u>Student FTE</u>	<u>Minor Funds Calculation</u>	<u>Major Club Units (\$ Total)</u>
<600	$BA/0+0*.09$	1.5 (\$1,500)
601-750	$BA/0+0*.10$	2 (\$2,000)
751+	$BA/0+0*.11$	2.5 (\$2,500)
Reminder: Major Club Units may be divided in half to reflect an appropriate level of work and responsibility.		

- C. **Elementary School Extra Curricular Salary Schedule:** Each elementary school shall be annually allocated a fund for Minor Club advisors, scaled as a percentage of the base salary schedule depending on student FTE, as outlined in the chart below. These funds are intended to support projects such as, but not limited to, math competitions, spelling bee competition, Young Author's conference, computer related issues, curriculum fairs, leader positions and after school activities. The principal and staff shall jointly determine the expenditure of the fund.

Minor Club Funds – Elementary Schools	
Student FTE	Minor Funds Calculation
<400	$BA/0+0*.06$
401-500	$BA/0+0*.07$
501+	$BA/0+0*.08$

- *Create a new LOA to address the distinctive working conditions of Athletic Directors.*

Athletic Directors
Effective School Years 2024-26

The Highline Education Association (“Association”) and the Highline School District (“District”) have a mutual interest in defining the roles and responsibilities of Secondary Athletic Director (AD). A team was developed to assess the responsibilities that are common amongst all ADs and separate those responsibilities from site specific responsibilities. Additionally, both parties recognize the distinctive nature of this position and its need to have a special calendar and work hours to create thriving and competitive athletic programs across the district. In order to be available for student athletes, their families, and their schools, Athletic Directors may not engage in activities that interfere with the hours, work, and responsibilities of their AD position. This includes being ineligible to coach a team inside or outside of the Highline School District.

Athletic Directors at the four comprehensive high schools will be allocated as a 1.0 FTE. Building Athletic Directors will be evaluated by the Director of District Athletics with input from building administrators. Athletic Directors may seek support from building administrators on day-to-day issues needing supervisory input.

Athletic Director Base and PLE Expectations

A. School Year Calendar:

1. During the regular school year ADs are expected to be part of their school community but because of the evening requirements of the position their start time will flex with the evening demands of the athletic program. Because athletic practices occur after the student day concludes, ADs may arrive on campus after the student day begins to offset the hours required by a 7.5-hour workday. In order to be available to students, ADs are

- expected to be on campus and available no later than fifteen (15) minutes prior to the first student lunch period.
2. During scheduled school calendar breaks (winter/spring) ADs are expected to be available to facilitate sporting events and practices in coordination with the Director of District Athletics. Mitigation for additional workdays during regularly scheduled breaks may take two forms.
 - a. In .5 day increments up to 5 days, work conducted on school calendared breaks may be mitigated through equivalent days off on otherwise scheduled work days. Scheduling of mitigation days must be coordinated with the building principal with notification to the Director of District Athletics.
 - b. The Supplemental Athletic Director Stipend outlined below provides mitigation for additional days worked beyond those outlined above.
- B. Directed Athletics: Athletic Directors have the responsibility to oversee/facilitate the online, asynchronous, credit-bearing "Directed Athletics Course" for students wishing to earn PE credit through athletics participation and coursework.
- C. Sport Specific Meetings: As part of the positional expectations ADs are expected to plan and facilitate the following events.
- a. Three (3) evening parent/family seasonal meetings
 - b. Three (3) evening district coach meetings
 - c. Three (3) evening season banquet meetings
 - d. Four (4) to six (6) evening league pre-season/post-season meetings
- D. Certification: Complete the Certified Athletic Administrator coursework and earn CAA designation by passing the exam before the start of the fourth year as an AD. Successfully complete the CMAA exam and required coursework before the eighth year as an AD.

Highline School District Building Athletic Director Stipend:

A supplemental Athletic Director stipend of \$7,500, activated in the fall, will be awarded to each AD for the following expectations:

- A. Manage home events a minimum of two days per week.
- B. Special Calendar:
 - 1) Building AD positions begin two Mondays prior to the beginning of football. ADs will be on site for a minimum of four (4) hours/day in week one and six (6) hours/day the week football starts. These hours will be advertised to the appropriate stakeholder groups.
 - a. If one specific site does not offer or host football practice, the AD will post and follow the same schedule as above, aligned with the school offering the football program for those students to ensure students, families and coaches have access to their site-specific Athletic Director. These hours may be worked at their home school or at the location hosting their students' football practice. The schedule and location will be clearly communicated to stakeholders.
 - b. Mandatory league and/or WIAA meetings may take the Athletic Director off site prior to the beginning of school.
 - 2) Once all sports are in progress the AD will be on site for a clearly published 7.5-hour day. Those hours continue until the first contracted certificated workday or as mutually arranged with the Director of District Athletics.

- 3) After the certificated calendar ends in June, the AD will work four (4) on-site advertised hours/day until the last workday in June or as mutually arranged with the Director of District Athletics.
- C. Serve as liaison to the school's booster club where applicable.

Highline School District Building Athletic Director Stipend for Program Productivity and Coach Evaluation:

Recognizing that the practical workload of each AD is not the same at each worksite the following table will be utilized to compensate ADs for event supervision and athletic coach evaluations. The minimum possible number of work units for an individual AD is four (4); the maximum possible for an individual is sixteen (16). (Example: An AD for a 2A school with 28 teams, running 250 events and supporting 42 coaches would have 9 work units.)

<u>Unit Value</u>	<u>WIAA</u>	<u>Teams</u>	<u>Events</u>	<u>Coaches</u>
<u>1</u>	<u>1A</u>	<u>9 to 15</u>	<u>100-300</u>	<u>15-30</u>
<u>2</u>	<u>2A</u>	<u>16 to 27</u>	<u>301-450</u>	<u>31-40</u>
<u>3</u>	<u>3A</u>	<u>28 to 36</u>	<u>451-600</u>	<u>41-50</u>
<u>4</u>	<u>4A</u>	<u>37+</u>	<u>600+</u>	<u>51+</u>

Utilizing the table above the number of “work units” will be calculated for each athletic program, totaled and divided into a stipend pool of at least \$16,000 annually, and then distributed on the basis of the number of work units calculated for each AD. This calculation will take place no later than May 31 of each year; the stipend amounts will be communicated to ADs by the office of the District Director of Athletics and paid on the June pay warrant.

Postseason:

In recognition of additional workload for post-season appearances ADs will be awarded the following compensation per team advancing, \$250 per week for team sports (for a maximum of three (3) weeks), and \$300 per week for individual sports (for a maximum of three (3) weeks).

Ongoing Implementation:

HEA and HSD will continue to work collaboratively through Labor-Management to monitor and address any challenges that may arise regarding the implementation of this LOA throughout the 2024-25 and 2025-26 school year school year. In spring of 2026, these discussions will include any necessary adjustments during the negotiations for a successor agreement to the CBA.

- *Create a new Letter of Agreement to address additional communication and collaboration regarding support for secondary students who qualify for the Transitional Bilingual Instructional Program.*

Secondary Language Learning Programs **Effective School Years 2024-26**

The Highline Education Association (“Association”) and Highline School District (“District”) have a mutual interest in implementing and sustaining effective language learning programming for secondary students who qualify for the Transitional Bilingual Instructional Program. The District will continue to implement structures that provide secondary schools with resources to support language learning, with a focus on alignment to overall literacy strategies.

Secondary Language Learning programming includes intentionally designed courses, such as those that provide sheltered, clustered, and co-taught instruction which require intentional coordination and support. Guidance for programming will be outlined in the ML Service Guide the District provides. This includes planning for specific classes during spring master scheduling for the following year at an average class size of 18 across the year to both support instruction and create capacity for fluctuations in enrollment. The implementation plan is reviewed regularly throughout the year and adjusted as needed through regular ML team meetings. The meeting schedule will be shared and open to any staff to raise concerns, which will be addressed by school-level teams and district level support as needed.

Additional work planned by the District in secondary language learning includes providing clarity on translanguaging pedagogy, dual language enrollment, and supporting older arriving newcomers.

To support communication on these topics, the District will prepare quarterly updates to the Association on program implementation, including class sizes and progress in additional areas of program development. These reports will be shared and discussed during Labor-Management.

A stakeholder meeting convened by the District with Association support will take place annually to provide input to the District on planning and priorities to further academic success for language learners. This input will be considered by HEA and HSD leadership for Labor-Management problem-solving and/or bargaining as appropriate.

- *Create a new Letter of Agreement to reflect current practice regarding mitigation of overload for Occupational Therapists (OTs) and Physical Therapists (PTs):*

Occupational and Physical Therapist Staffing & Overload Mitigation
Effective School Years 2024-26

The Highline School District (District) and Highline Education Association (Association) agree upon the following process to address caseload overages for Occupational and Physical Therapists (OTs and PTs). Pending smooth implementation of this process during the next contract cycle, the parties intend to incorporate language documenting this process into a successor agreement when it is negotiated in 2026.

The District will allocate FTE for OTs and PTs so as to provide an average caseload of 31:1. FTE is calculated by dividing the total OT and total PT IEP count by 31. To determine the FTE allocation for each new school year, OT and PT Designees and the Special Education administrator overseeing the OT and PT department will review the total IEP count for students receiving OT and/or PT services on the first of each month beginning on February 1 and continuing through June 1 of the current school year to determine the FTE allocation for the next school year. Any new programs added or removed will be considered in determining the FTE

allocation. An additional 0.6 FTE will be allocated to support Child Find, and an additional 0.2 FTE will be allocated to support the OT and PT Designee leadership position(s). Sufficient OT FTE will be provided to Developmental Preschool classrooms to anticipate full enrollment when staffing is allocated for the next school year. Staffing for OTs and PTs will be rounded to the nearest .5 FTE in order to facilitate hiring for any vacancies.

During each school year, OT and PT caseloads will be reviewed monthly to determine any additional FTE needs. OTs and PTs with lower caseloads may be asked to support the department by taking on additional students, assisting in Childfind, etc. When the total caseload average for the OT and PT group reaches 10 students above the average of 31:1, an additional .5 FTE will be added. When the average caseload reaches 20 students above the total caseload average an additional 1.0 FTE will be added. FTE will be rounded to the nearest .5 FTE to facilitate hiring for vacancies.

In the case that an OT or PT cannot be hired or hiring is delayed to fill additional FTE needs, there are two mitigation options as outlined below; these options may be used separately or in conjunction.

1. Students not receiving services will receive compensatory services for the minutes missed during the summer of that school year or when the additional FTE is hired. The schedule of compensatory services will be determined by the Special Education administrator overseeing the OT and PT department in consultation with the OT and PT Designees.

2. Upon request, OTs or PTs from the department who are willing can add a student/s eligible for services to their caseload until an OT or PT is hired or compensatory services are determined. If OTs or PTs from the department choose to add a student/s eligible for services to their caseload, an Extra Service Form at the per diem rate will be provided for the times of service in 30-minute increments.

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Significantly Revised Letters of Agreement (LOAs)

➤ *Amend the existing JIST (Joint Inclusive Services Team) LOA as follows:*

Joint Inclusive Services Team Effective School Years 2022-2024 2024-26

~~Highline School District (District or HSD) is moving towards more inclusive models of special education services, and will be piloting a variety of approaches intended to move toward a more inclusive continuum of services. More inclusive models may have impacts on working conditions that should be identified, assessed, and addressed as they are tried in pilot schools. In order to proactively mitigate for these impacts, the District and the Highline Education Association (Association or HEA) agree to form a Joint Inclusive Services Team (JIST) to monitor the progress of pilot models and approaches, and assess implications of model changes. No more than half of the members of the team shall be district/building leaders with the balance of the team comprised of certificated educators appointed by the HEA president with first hand experience with the more inclusive models. The JIST will include a broad range of involved educators, including general education and special education teachers, as well as related services staff. The team will make~~

regular recommendations to HEA and HSD Leadership for Labor-Management problem-solving and/or bargaining, as appropriate.

As the Highline School District (District or HSD) continues to move toward more inclusive models of special education services, the District and the Highline Education Association (Association or HEA) agree to continue the Joint Inclusive Services Team (JIST) to work collaboratively to promote successful implementation as a more inclusive continuum of services is phased in across the district. This work may include, but is not limited to: monitoring and providing feedback on the phase-in of inclusion cohort schools across the district, helping to develop and recommend pilot models and structures to facilitate inclusion in cohort schools, monitoring the implementation and effectiveness of those pilot approaches, and assessing the impacts of more inclusive service models on the workloads of certificated staff in order to proactively mitigate these impacts.

The JIST will include a broad range of involved educators from inclusion cohort schools, including general education and special education teachers, as well as related services staff. No more than half of the members of the team shall be district/building leaders, with the balance of the team comprised of certificated educators appointed by the HEA president. The District and Association will communicate early and often regarding JIST appointments to facilitate committee membership from a range of schools at different stages of the inclusion cohort phase in, with intentional focus given to ensure representation from dual language inclusion cohort schools.

No later than May 1 of each year, the JIST will make a report and recommendations to HEA and HSD Leadership for Labor-Management problem-solving and/or bargaining, as appropriate.

Additionally, it is important to note that because the roll-out of inclusion schools district-wide will eventually include all special education and related services staff, the HEA-HSD Joint Special Education Committee has been put on hiatus. Because the District's long-term vision for inclusion is broader than special education and related services, the JIST report and recommendations in bargaining years should include feedback regarding future committee structures to provide a collaborative approach to addressing issues related to special education and related services as well as inclusive approaches to education in a broader sense.

- *Replace the existing Comprehensive Counseling Plan Development LOA with the following.*

Comprehensive School Counseling Plan Development **Effective School Years 2024-26**

The Highline Education Association (Association or HEA) and Highline School District (District or HSD) have a mutual interest in supporting a Comprehensive Guidance and Counseling model that is consistent with the requirements in SSB 5030 (see [Guidance Bulletin 083-21](#)) and is responsive to the needs of Highline's students, families and staff.

Joint Committee

The District and the Association agree to convene a joint HEA-HSD Comprehensive School Counseling Plan Committee (CSCPC) that consists of central office and building administrators appointed by HSD and certificated counselor or other teacher/ESA representatives appointed by

HEA. Every effort will be made to include representation from elementary, middle and high school levels. At least fifty percent of committee members will be representatives appointed by HEA. The work of the CSCPC will be informed by the information, timelines, and recommendations included in the spring report on the implementation of the 2022-24 Comprehensive Counseling Plan Letter of Agreement.

The CSCPC will collect data and solicit input from stakeholder groups to support system and school-level implementation and provide resources for Highline's Comprehensive School Counseling Plan. However, the intent is for the committee to make recommendations on how to implement effective programming that also takes into account other supports provided across the system to efficiently and effectively address student needs.

Each spring by May 15, the CSCPC will provide a copy of their recommendations and implementation plans to the HEA President, the Deputy Superintendent, and the Executive Director of Human Resources in order to address any programmatic adjustments or impacts on staff working conditions through system planning, negotiations and/or Labor-Management, as appropriate.

Interim Agreements and Clarifications

For the duration of this agreement, unless modified by subsequent negotiations or Labor Management agreements as referenced above, the District and the Association agree to the following guidelines to support Highline's counseling program.

- **Clarification of expectations for providing class coverage in the event of substitute unavailability**
 - Counselors should not be included in a school's coverage "rotation" for substitute unavailability (ref. CBA section 4.5), and should not be asked to provide classroom coverage as a substitute for entire class periods. They may, however, be asked to provide classroom supervision for short periods of time (typically 15 minutes or less) in an emergency situation until a substitute can be arranged.
 - When a counselor is facilitating a classroom-based lesson (e.g., SEL, college/career), that class's teacher(s) should still be present and/or available to assist during the lesson. While it is acceptable for the teacher to leave the room for a few minutes, they should remain onsite and be available to return if requested; the teacher should not be pulled to substitute in another class during that time, nor should a counselor-led lesson be used to provide planning time for the teacher.
- **Clarification of expectations for Advisory**
 - Using their professional discretion, counselors are expected to leverage Advisory time to provide support for students.
 - Secondary counselors may be placed into a rotation to provide substitute coverage for Advisory classes in the event of substitute unavailability.
 - If a school's counselors are assigned to a rotation to provide regular substitute coverage for Advisory, this should be factored into their overall task expectations and assignments. Schools may want to consider how to ensure counselor availability for students during Advisory in the event their counselor(s) are utilized for a substitute coverage rotation.

- If providing substitute coverage during Advisory becomes a barrier to completing a time-sensitive task that cannot be reprioritized, delegated, or eliminated, a principal may authorize “Make-up time” per Section 4.5.B.3 for task completion outside of the contract day.
- **Program planning and providing a “fair share” of support for school operations**
 - SSB 5030 includes expectations that counselors spend 80 percent of their worktime on direct and indirect services to students and families and 20 percent of their worktime on program planning and support which includes activities such as analyzing data, goal setting, lesson planning, developing an annual schedule, and the annual administrative conference. This 20 percent also includes providing a “fair share” of support for school operations (e.g., supervision of arrivals and dismissals, test proctoring). The definition of fair share currently in use by HSD and OSPI would include participation in “activities that all members of the school staff take equal turns doing to ensure the school’s smooth operation” (Gysbers & Henderson, 2012).
 - While the CSCPC will continue to refine guidelines for implementation of this provision of SSB 5030 for future years, building administrators should exercise intentionality and care in assigning operational tasks on a regular basis to counselors that are not expected of other school staff, including other ESAs and teachers.
 - In addition, during the 2024-25 and 2025-26 school years, the District, in consultation with the CSCPC, will explore technological resources that may be made available to support master scheduling at the secondary level.
- **Lunchtime, recess and passing time expectations for counselors:**
 - At the elementary level, building administrators may ask counselors to be visible and accessible to students during lunch or recess when they are not meeting with individuals or small groups of students. The purpose of this presence is not as an additional recess/lunchroom monitor but to make connections with specific students or groups of students for whom they are providing counseling or behavioral supports.
 - At the secondary level, individual student needs should take priority during lunch and passing time. However, building administrators may ask counselors to be visible and accessible to students during lunch or passing time when they are not meeting with individuals or small groups of students. The purpose of this counselor presence is not to provide lunchroom or hallway supervision, but to make connections with specific students or groups of students for whom they are providing counseling or behavioral supports.
 - If counselors are asked to be available during student lunchtimes to support the needs of individuals and small groups of students, a reasonable alternative must be provided to ensure access to a 30-minute duty free lunch consistent with Section 4.1.A. In the event a school has only one lunch period for students and staff, schools are encouraged to develop a lunchtime rotation so that at least one counselor is available to address emergent student needs during every lunch period, while other counselors may elect to take their duty-free lunch with other staff. In the event a school has only one counselor and one lunch period, this

rotation may involve access to students on some days and lunch with other staff on other days each week.

Ongoing Monitoring and Problem-Solving

Any challenges regarding the implementation of this LOA will be brought to the HEA-HSD District Labor Management Committee for problem-solving and determination of next steps.

- *Amend the Position Specific Calendar Adjustment LOA to reflect the end of regular work from home schedules at the end of 2024-25.*

Position Specific Schedule Adjustment Effective School Years 2024-26

The Highline School District (District or HSD) and Highline Education Association (Association or HEA) recognize that there is an increasing need for flexibility in scheduling of the work calendar, work week, and/or work location to meet both the needs of the District and the needs of educators.

Some certificated instructional staff roles require work to be completed between the last day of school and beginning of the DID window of the coming school year. Types of work necessary during the summer calendar break include, but are not limited to, facilitating professional development, programmatic planning, and mentoring new educators.

Some certificated staff roles regularly require work to be completed outside normal contract hours during the school year. Examples include Central Office specialists who facilitate professional development after the workday, psychologists who attend IEP, MTSS and other meetings on a regular basis before and after the workday to accommodate families' schedules, and building-level specialists who may supervise evening events that are not otherwise compensated.

In addition, some certificated staff may be offered the opportunity to work from home (WFH) on certain days in order to alleviate space constraints, assist with remote delivery of professional learning, and respond to staff requests for WFH opportunities when this does not interfere with District operations.

The District and Association have mutual interest in supporting a variety of Schedule Adjustment Plans that address both the programmatic needs of the District and the scheduling needs of educators, while also ensuring that contractual provisions are honored. This Letter of Agreement is intended to document:

1. Agreements regarding "Mandatory Calendar Adjustment" to address a change in scheduled days that may be required of certificated staff in certain positions during the summer break;
2. Agreements regarding "Optional Calendar Adjustment" to address a change in scheduled days that may be exercised by certificated staff in certain positions at their election during the summer break;
3. Agreements regarding "Modified Work Hours" that are intended to clarify expectations and processes to be followed regarding modifications of scheduled work hours during the school year on a regular or intermittent basis for certificated staff in certain positions; and

4. Agreements regarding “Work from Home (WFH)” opportunities that are available for certificated staff in certain positions that would modify their scheduled work location except in certain circumstances.

Certificated Instructional staff groups for whom these agreements currently apply are outlined in each section below. However, HEA and HSD both reserve the right to bring forward additional staff groups for consideration via the District Labor-Management Process outlined in Section 16.3 of this agreement, and additional groups may be added upon mutual agreement and communicated out accordingly.

Mandatory Calendar Adjustment – Central Office Specialists

Central Office Specialists may be required to work up to ten (10) days between the last day of school and the beginning of the DID window of the coming school year. These days will be included in the base contract workdays for the coming school year, therefore these employees will choose an equal number of days during the usual contract year to have as non-work days. For example, days worked during the summer 2023 will be part of specialists’ 2023-2024 contract, and result in non-work days during the 2023-2024 school year. Mandatory Calendar Adjustment days must be worked and adjusted for in whole-day increments.

Central Office specialists and their supervisors will begin to discuss potential summer work days in January. Each Central Office Specialist will be notified by their supervisor no later than March 1 of the existing school year of the specific dates of any days they will be required to work during that summer break. Modifications, through mutual agreement, for summer dates may be made based on shifting needs and opportunities through May 15. By one week prior to the last student day of school, each impacted Central Office Specialist will submit a tentative outline for which days during the subsequent school year they plan to take as “schedule adjustment” or “comp” non-work days in order to compensate for the required summer workdays. No more than five (5) days during the school year may be schedule-adjusted in a row. The supervisor will review the tentative outline, and may request modifications before approving to align with system priorities. This tentative Calendar Adjustment Plan may be modified by agreement of the employee and supervisor up through September 15 of the new school year, when it will be considered finalized.

In the event a Central Office Specialist is hired after March 1, any summer work plans must be made by mutual agreement between the specialist and their supervisor, and their Calendar Adjustment Plan finalized by September 15.

Should a supervisor require a Central Office Specialist to work more than ten (10) days over the summer, the additional days beyond ten (10) would be paid at the specialist’s per diem rate.

By September 20, through collaboration their supervisor, a table with all specialists, number of summer days worked, and the “non-work” days in the base contract calendar will be published and shared with their supervisor, timekeepers, HR and HEA.

Optional Calendar Adjustment – Peer Mentors

Peer mentors may choose to exercise an Optional Calendar Adjustment process between The first day of August and the first student day of the coming school year in order to provide support for their mentees prior to the start of school. Each peer mentor may identify up to ten (10) specific days, in half-or whole-day increments, prior to the first student instructional day to work with new educators outside of normal work-days. These days will be scheduled by the peer mentors in collaboration with their mentees.

The mentors will then select the same amount of work time, in whole-day increments, after the first day for students, to be non-work “schedule adjustment” or “comp” days in exchange. No more than five (5) days during the school year may be schedule-adjusted in a row. Each mentor’s Calendar Adjustment Plan, including dates worked during the summer and the days they intend to schedule-adjust or comp during the work year, must be submitted to their supervisor no later than September 15 of the new school year. The supervisor will review the tentative outline, and may request modifications before approving to align with system priorities.

Peer Mentors are compensated at per diem for three mandatory days of work during teacher induction over the summer. However, an individual peer mentor may elect to take one or more days of induction as a calendar schedule adjustment, rather than as additional pay, if they have a balance of days after their mentee support has been scheduled. The priority for their ten (10) schedule adjustment days is to provide support for their mentees.

By September 20, through collaboration their supervisor, a table with all peer mentors, number of summer days worked, and the “non-work” days in the base contract calendar will be published and shared with their supervisor, timekeepers, HR and HEA.

Modified Work Hours (during the school year) – Central Office Specialists, Building-Based Specialists, School Psychologists

Certificated instructional staff who work in roles that involve regular and/or frequent required meetings or events that occur outside the usual contract day have the following options they may exercise in consultation with their supervisors. The currently identified staff groups in the category are Central Office Specialists, Building-based Specialists, and School Psychologists.

In many cases, staff are expected to work beyond the usual contract day about once a week. Additional events and needs may increase the frequency. Likewise, there may be periods of lower frequency. As these occur, staff can work with their supervisor to adjust their hours accordingly within in a two-week time frame, and set up recurring adjustments when feasible. For example, if a specialist will regularly be working an hour beyond regular contract time every Thursday, they could adjust their schedule to arrive an hour after their regular start time every Thursday. The staff person and their supervisor will establish a tracking system to document this.

These schedule adjustments should take into account that staff in these roles, with some exemptions for itinerant ESAs, have the same responsibility to participate in staff meetings and Flex Time as all other HEA staff.

Specialists will receive extra service pay, rather than schedule adjustment, when requested to facilitate and/or participate in teams or workgroups outside of work hours when extra service is offered to participating school-based certificated staff.

Scheduled Location Adjustments – “Work from Home (WFH)” Provisions

For the 2024-25 school year, Central Office Specialists may schedule up to fourteen (14) hours of remote work from home (WFH) over the course of a five-day work week. Hours are prorated by FTE and number of days in the work week. Schedules must be arranged around in-person expectations so as to maintain the productivity of the team.

- Individuals must document work from home plans on their calendars (which are accessible by their supervisors) by the end of the first workday of the week prior to the

next work week. (For example, a WFH plan for the week of December 13 must be documented by end-of-day December 6.)

- Supervisors have the right to name a standard in-person workday for their staff.
- Supervisors may require specific and/or additional required in-person work time if staff are notified by noon on the first work day of the week the week prior to the applicable work week. (For example, specific required in-person time for the week of December 13 would need to be communicated no later than noon on December 6.)

Specialists should respond to calls and emails in a timely manner such that the work of the department is not slowed as a result of working from home. The mode/method of timely response may be an expectation of their supervisor. Specialists should consider the needs of the team and preferences of their colleagues when deciding whether meetings should be remote or in-person.

In the event of a concern regarding remote work from home, supervisors should meet to discuss the concern(s) with the applicable person as soon as identified, with the goal of resolving the issue so that continued work from home remains a viable option. If concerns persist, the work at home option may be rescinded for the individual. These steps are non-disciplinary.

These “work from home” provisions for Central Office Specialists expire at the end of the 2024-25 school year.

- *Amend the Student behavior Support Team LOA to reflect updated charges and associated impacts to schools.*

Student Behavior Support Team
Effective School Years 2022-24 2024-26

The District and Association shall ~~form~~ continue a Student Behavior Support Team (SBST) for the purpose of supporting effective implementation of culturally-responsive student engagement; identification and elimination of existing barriers and practices that hinder equity; and implementation of instructional strategies that minimize exclusions of students from educational environments. For the duration of this agreement, the SBST will continue to focus their efforts on the following topics/initiatives:

1. ~~The types of data that would be helpful for pursuing the three goals of the committee identified above, the staff members and systems necessary to gather such data, and a plan for how such data will be gathered and used. The Team shall specifically consider what training may be necessary to ensure the consistency and accuracy of this data.~~

In order to continue to work toward the goals outlined above, the following annual action steps will be implemented beginning in the 2024-25 school year:

- A. By October 1st, all schools must provide at least one annual staff training on how to enter all discipline incidents into Synergy. This is in support of District guidance around entering all discipline incidents into Synergy as either major or minors.
- B. Each school site must have a School Discipline Leadership Team comprised of administrators AND certificated staff and may include classified staff. Existing

examples of a School Discipline Leadership Team include, but are not limited to: Shared Leadership Team, MTSS Team, Tier 1 Team.

- i. By November 1st, all School Discipline Leadership teams must be provided at least annual training on how to utilize behavior data to inform Tier 1 decisions that are preventative, proactive, and responsive with their teams.
- ii. By November 1st, School Discipline Leadership teams must be trained in how to run the necessary Synergy reports that analyze the number of Office Discipline Referral (ODR)s each staff member is submitting.

C. At least quarterly, the School Discipline Leadership team will review the ODRs submitted by staff and identify appropriate strategies to coach staff with high referral numbers around classroom management, proactive behavior systems, and culturally responsive practices.

- ~~2. Developing and distributing fact sheets and videos accessible upon demand to all Highline educators explaining (a) changes in state law regarding exclusionary practices; (b) the process for special education referrals; and (c) accessing other social-emotional support for students; (d) de-escalation and behavior support strategies. This item shall be accomplished in collaboration with other HSD departments such as Human Resources, Public Policy, and Special Education. The prioritization of this work for development should be based on need, as informed by data.~~

Resources and professional learning should be made available to support educators in the following areas: (a) changes in state law regarding exclusionary practices; (b) the process for special education referrals; and (c) accessing other social-emotional support for students; (d) de-escalation and behavior support strategies. During the 2024-25 and 2025-26 school year, the Student Behavior Support Committee will meet with members of the following teams/departments to ensure that all necessary training materials and resources are created and made accessible to school leadership teams: Human Resources, Public Policy, Special Education, Social Emotional Learning, Teaching and Learning, Building Based Administrators and any others as mutually agreed upon.

- ~~3. Working with schools to determine their~~ In order to determine each school's current needs and capacity for additional professional development in concepts identified by the SBST as critical to an effective, ~~to implement a just and equitable student behavior support system, such as trauma informed practices, de-escalation techniques, restorative justice, social emotional learning, culturally responsive student engagement and multi-tiered systems of support. all schools will be required to use the Culturally Responsive Tiered Fidelity Inventory (CR-TFI) at least once annually in the spring, though schools are encouraged to engage in this process up to four (4) times annually as is considered best practice. All schools will create an Action Plan based on their CR-TFI results that they will integrate into their Annual Action Plan around SEL and Behavior goals using an MTSS model of support.~~
- ~~4. The training, skills and capacity of current specialists employed by the District (e.g., counselors, school psychologists, social workers, occupational therapists, mental health and behavioral specialists); training, skills and capacity of specialists not currently employed by the District; and the redeployment of existing types of staff to lead and support effective, just and equitable District and building-level systems of student~~

~~behavior support. The Team shall consider whether and how job descriptions for positions might change to support this work, and the impact of such changes on existing workload and District financial resources.~~

- ~~5. How to embed the work identified above within the broader District efforts around race and equity.~~ 4. The SBST will continue to prioritize data driven work across all tiers of implementation using the CR-TFI to determine disproportionality and bias. In addition, this team will provide systemwide training resources and coaching recommendations with the goal of shifting practices to promote equity of experience regardless of identity for all students.

The SBST will have equal representation from the District and Association. District and Association leaders will collaborate to appoint co-chairs to lead the committee. The committee shall have representation from building-level and district-level administration, general education classroom teachers, special education staff, and certificated specialists. Each year by May 15, the SBST shall periodically will provide updates on its progress to the District and Association Labor-Management and/or bargaining teams. The future work and continuation of the Team shall be reviewed by the bargaining teams in the spring of 2026 ~~2024~~.

~~The District will support the work of the SBST with an allocation of \$100,000 in the 2022-23 school year. to provide professional learning for schools in their areas of need as described in numbered paragraph 3 above. The method for distributing this resource shall be developed by the SBST.~~

- *Amend the Additional Support for ChildFind LOA to reflect a reduced need for additional FTE for OT screenings (repurposed into additional FTE for ACAT – see above) and a two-year duration.*

**Additional Support for Child Find
Effective school year ~~2023-2024~~ 2024-26**

The Highline Education Association (Association) and Highline School District (District) have recognized an increased need for Child Find screenings/evaluations in recent school years. ~~during the 2022-23 school year, and anticipate this need continuing into the 2023-24 school year.~~ In order to provide more consistent support for these screenings/evaluations moving forward, the District and Association agree to a ~~two~~ one-year increase in staffing dedicated to Child Find for Occupational Therapists (OTs), Physical Therapists (PTs), Speech Language Pathologists (SLPs), and Psychologists. The additional FTE outlined below is intended to support two additional weekly Child Find sessions.

~~An additional 0.4 FTE will be allocated for OTs and PTs combined (0.2 FTE for each session). This is in addition to the 0.6 FTE already allocated in the Collective Bargaining Agreement (CBA). The distribution of the 0.4 FTE between the groups will be determined jointly by the Special Education Directors and OT and PT designees.~~

An additional 0.3 FTE will be allocated for SLPs (0.15 for each session). This is in addition to the 1.2 FTE already allocated in the CBA.

An additional 0.5 FTE will be allocated for Psychologists (0.25 for each session). This is in addition to the 1.7 FTE already allocated in the CBA.

While this addition of FTE is temporary and non-precedent-setting, the Special Education Directors and Educational Staff Associate (ESA) designees will closely monitor Child Find screenings/evaluations during the 2023-24 2024-25 and 2025-26 school years in an effort to determine whether the increased screening need appears to be temporary or ongoing. The information gleaned from this monitoring will be taken into account during negotiations for a successor agreement during the spring/summer of 20246.

- *Amend the ReadyK! LOA to reflect the legislative shift from “Transitional Kindergarten” to “Transition to Kindergarten” AND to combine these positions with Floater Substitute positions in order to make them Continuing (or Provisional Continuing) positions*

Ready K!
Effective School Years 2024-2026 ~~2022-24~~

The Highline Education Association (HEA) and Highline School District (HSD) have a shared interest in implementing a Transition to Kindergarten ~~transitional kindergarten~~ program, consistent with OSPI guidelines and contingent upon continued availability of state funding, to support kindergarten readiness for Highline students. Highline’s Transition to Kindergarten ~~transitional kindergarten~~ program will be known as *Ready K!* Except as outlined below, all provisions of the Collective Bargaining Agreement (CBA) apply to *Ready K!* just as they would to other kindergarten classes.

1. **Pro-rated Calendar and Contract Year:** *Ready K!* teachers will be hired for transitional programming in combination with a Floater Substitute assignment to create a full 1.0 FTE assignment. Teachers will follow the regular calendar year of 187 days, including five (5) DID and two (2) PLE days. The DID and PLE days will be worked at the teacher’s assigned Ready K! site, based on the number of student days between the first Monday after Thanksgiving and the end of the school year, plus three non-student District Initiative Days (DID). The pro-rated FTE may vary slightly based upon each year’s calendar; for 2022-23 it will be 0.694 FTE, reflective of a 127-day calendared work year. 124 of those days will be considered student days, including two days for WA KIDS Family Connections; the remaining three (3) days will be considered non-student District Initiative Days (DID). Teachers will also receive prorated PLE (Professional Learning & Enrichment) days and stipends, based on their contracted FTE. The calendar (and consequent contracted FTE) for Ready K! will be determined collaboratively between HSD and HEA using the following parameters, and may be adjusted as a result of emergency/inclement weather closures:
 - The first *Ready K!* day for students will be the first Monday after Thanksgiving Break. The two student days used for WaKIDS Family Connections will be scheduled during elementary conference week.
 - ~~Three (3) DID days~~ Two (2) non-student professional learning will be scheduled during the week prior to elementary conference week. ~~One of these DIDs will be self-directed; the other two will be District-directed.~~
 - One self-directed preparation PLE day will be scheduled during the conference week prior to elementary conference week.
 - ~~The last Ready K! student day will be consistent with the HSD School Calendar for all students, unless impacted differentially by emergency/inclement weather closures.~~

~~For example, in the case of an emergency closure day that occurs prior to the start of Ready K!, Ready K! staff and students would not work on the emergency make-up day.~~

2. **Class Size:** The class size for *Ready K!* will be 17:1 per day as the “Soft Cap” referenced in CBA Section 4.16.C. The “Hard Cap” for *Ready K!* will be 18:1, reflecting that *Ready K!* class size may not exceed 18:1. In addition, teachers will *not* receive overload mitigation (per Section 4.19) if their *Ready K!* class is at 18:1, rather than 17:1 or below.
3. **Paraprofessional Support:** Each *Ready K!* classroom will be allocated six hours of paraprofessional support to assist at lunch, recess, and in the classroom.
4. **Report Cards and Progress Reports:** In lieu of traditional report cards as outlined in Section 3.3.D, *Ready K!* students will receive WA KIDS progress reports at the Winter and Spring grading periods.
5. **Professional Growth & Evaluation (PG&E) & Coaching Cycles:** *Ready K!* teachers on a continuing contract will participate in the Comprehensive PG&E process as outlined in Article 19, as required by state law. ~~Teachers on PG&E will be evaluated by the TLL Director of Pre-K and Elementary Success. Teachers will be encouraged to create nested student growth goals as a Ready K! team, consistent with Section 19.6.B.2. Due to the modified student year contract year and calendar, certain Comprehensive PG&E timelines and dates in Section 19.6 will be adjusted as follows.~~
 - Comprehensive Cycle Conference (CCC) 1 to be completed by December 15.
 - CCC 2 to be completed between January 1 – February 28.
 - CCC 3 to be completed between March 1 – May 15.
 - Artifacts due June 1 (Note: PCTs may be focused on the Danielson Framework/artifacts).
 - Dates for CCC 4 and the Summative Evaluation are consistent with the CBA.
 - ~~Ready K! teachers on a leave replacement contract will participate in observations and coaching cycles with the Director of Pre-K and Elementary Success and the Pre-K and Elementary Success TLL Specialist as described below.~~
 - ~~The TLL Director of PreK – Elementary Success collaboratively sets required observation and coaching dates with each teacher, two times per school year. Each coaching cycle includes:~~
 - Observation
 - Debrief and discussion about next steps/goals
 - Teachers may use this discussion to launch a specialist coaching session
 - ~~The PreK – Elementary Success TLL Specialist offers optional coaching cycles for each teacher consisting of:~~
 - Goal setting
 - Classroom observations
 - Collaborative conversations to set/revise goals
6. **Flex Time:** ~~Ready K! teachers may be required to contribute up to twelve (12) hours of Flex Time, per Section 4.1.C, as allocated by the building principal and SLT at their worksite.~~
7. **Family Engagement Nights:** *Ready K!* teachers will be expected to attend Family Engagement Nights up to three times per year, which will be focused on student data.

Preparation for these events will be included in regular PCTs, but extra service contracts will be provided for time actually spent at the events.

8. **PCT:** ~~The allocation ratios for Professional Collaboration Time (PCT) for Ready K! teachers will be worked at their assigned Ready K! site. Ready K! teachers will be included in mandatory job alikes if job specific work is planned. During the period of time that Ready K! teachers are working as floater substitutes, they will join their Ready K! school for PCT when possible within the contract day, depending upon the location of their daily assignment, consistent with Section 4.4. However, the schedule of PCTs and the 50% administratively directed time will be determined by the Director of Pre-K and Elementary Success or other designee in the Teaching, Learning & Leadership Department, rather than by their building principal. In addition, for the 25% collaboratively directed time, Ready K! teachers will be expected to work with their Ready K! teacher team, which may necessitate notification of their building principals that they are leaving their usual worksite.~~
 9. **Staff meetings:** During the Ready K! student year, Ready K! teachers will attend staff meetings at their usual buildings, consistent with Section 4.1.F.
 10. **SEBB:** ~~Ready K! teachers are considered SEBB eligible unless hired for only a portion of the Ready K! year, in which case their eligibility will be determined by their contracted FTE in accordance with SEBB rules. HSD Human Resources will work with teachers individually to address any issues related to benefits coverage arising from their modified contract year.~~
 11. **Continuing Conversations:** The parties shall continue to monitor the implementation and Ready K! through regular District-level labor-management meetings, and will address any additional complications or anomalies with a problem-solving approach.
- *Amend the Fostering Equity and Anti-Racism LOA to continue the HEART committee, move provisions regarding displacement into the CBA (see language below re transfers, displacements) and clarify additional resources available.*

Fostering Equity and Anti-Racism **Effective School Years 2022-24 2024-26**

The Highline School District (HSD) and Highline Education Association (HEA) share a commitment to high quality educational outcomes for all students and to disrupting institutional racism and inequity, consistent with Board Policy 0010. To enhance and improve our collective efforts to provide equitable and inclusive working and learning environments for all students, families, staff and communities, this Letter of Agreement outlines steps to be taken during the duration of this agreement to co-create, enact, and evaluate new equitable practices, policies, and procedures that foster racial/cultural affirmation and promote a culture of belonging. The parties share an intent to include successful practices, policies, and procedures arising from these efforts in the negotiations for a successor Collective Bargaining Agreement (CBA), District operating principles, and/or Board Policy, as appropriate.

Establish Continue a Highline Equity and Anti-Racist Team (HEART)

- Composition

- At least 3 and up to 8 members selected by HSD; and
- At least 3 and up to 8 members selected by HEA.
- Charge
 - Provide vision, expectations, and support for School/Site-Based Equity Teams. The District will provide \$25,000 annually to the HEART to support this work.
 - Plan and support training for and collaboration amongst and between School/Site Based Equity Teams.
 - Develop recommendations for how to expand and strengthen Equity Teams across the system.

~~Pilot Innovative Practices to Foster Diversity in the Workforce~~

- ~~• In an effort to provide more stability and support for teachers new to the profession and/or new to Highline, Section 8.9 of the CBA will be modified to exempt teachers with a Provisional Continuing Contract in their first two years of teaching in Washington State, unless there are no other teachers with the same certification and endorsements.~~
- ~~• In collaboration with HEA leadership through the District-Level Labor-Management Team, HSD Human Resources will enact a predictable Early Volunteer Transfer Process consistent with Sections 8.8 and 8.9 of the CBA to facilitate opportunities for earlier career teachers to have more stability in their worksites. An outline of this process will be shared with all HEA-represented employees no later than February 15 of each year.~~

Providing Additional Support for Educators of Color and from Other Historically Marginalized Communities

- HSD will continue to support voluntary Affinity Groups ~~with additional compensation during the 2022-23 school year. Financial support beyond that year is yet to be determined.~~ Details and guidelines will be shared regularly annually through District communication channels, and additional compensation will be provided when possible.
- HSD will provide ~~additional~~ mentoring opportunities for educators of color and those from historically marginalized communities who are in their first three years of employment, ~~including building upon structures of the Affinity Groups.~~

+++++

Existing Letters of Agreement (LOAs) moved into the body of the CBA

- *Amend Sections 8.8 and 8.9 to move certain provisions from the Fostering Equity and Anti-Racism LOA into the body of the CBA (see language above in revised LOA).*

Section 8.8 – Voluntary Transfer

An employee interested in a transfer of assignment will submit a written request to the Human Resources Department as early as practicable, but no later than June 30, stating as specifically as possible the desired transfer, including preferred subject(s), building(s), and grade level(s). Requests for transfer will be kept on file for consideration until the beginning

of the next school year. Employees are encouraged to submit cover letters and up-dated resumes, but no employee shall be required to provide these documents or update applications in order to apply for a transfer.

- A. Prior to the beginning of each school year, vacancies determined by the Employer to exist for the ensuing school year may be filled by transfer of qualified in-district employees or out-of-district applicants. Hiring officials must consider all in-district requests for transfer and will select the most qualified person based on program needs, experience, academic preparation, affirmative action and seniority, as provided above, for the assignment; if more than one applicant is judged by the District to be equally qualified and best suited for the position, the applicant with the greater seniority shall be appointed to the position. In the event an applicant is selected over a senior employee, the senior employee may request that the reason(s) for the bypass be put in writing.
- B. All teaching vacancies that occur after October 1 and prior to June 15 (or the end of the school year whichever is the latest date) will be posted as early as possible, but no less than 5 work days prior to declaration by the District that the position has been assigned to a specific person. During the school year, employees requesting transfer will, as practicable, receive first consideration for vacancies before new employees are hired.
- C. The District will provide the HEA with a list of individuals requesting transfers, individuals returning from leave, surplus individuals as of April 15 and periodic updates on the status of these employees. The District will also provide a list of current vacancies.
- D. Employees requesting transfer will be notified, in writing, of the disposition of their requests. An employee may elect to meet with a Human Resources Department representative regarding transfer requests.
- E. An employee who receives a voluntary transfer shall not be eligible for another voluntary transfer for the balance of the school year plus one additional year.
- F. After ten (10) consecutive years in a building, a staff member shall receive two (2) days pay at per diem as an incentive when transferred.
- G. To facilitate opportunities for earlier career teachers to have more stability in their worksites, the District will open an early volunteer transfer process consistent with language above no later than March 15 of each year. An outline of this process will be shared with all HEA-represented employees no later than February 15 of each year.

Section 8.9 – Involuntary Transfer/Displacement

- A. **Administrative Transfer:** When, in the judgment of the District, the best interests of the educational program will be served by a transfer of an employee, the transfer will be made after a conference between a Human Resources Department representative and the employee involved. Employees administratively transferred cannot be administratively transferred again for two years except by mutual agreement between the District and the affected employee.
- B. **Building or Program Excess:** Positions, a position or a part of a position may be declared excess by the District when the positions, position or part of a position is no longer needed due to economic reasons, levy failure, loss of state or federal funds, declining enrollment

in a building and/or program or insufficient course enrollment or a combination of these factors.

1. When building or program staff allocations are reduced and attrition will not alleviate the situation, the total building or program staff shall be surveyed to determine if there are any volunteers for transfer.
2. If displacements result from "position excess" due to a drop of program funds or enrollment, the employee(s) selected for such transfer shall be the employee(s) with the least seniority, who have the specific endorsement adversely affected by the reduction in staff allocations can be transferred and maintain all essential elements of the school's total educational program (for example, the most junior teacher at an elementary school may be a teacher who has an ELL and K-8 endorsement; if the reduction is in regular education and there are no other teachers in the school who have the ELL endorsement the next junior teacher with a K-8 endorsement would be selected for involuntary transfer).

3. Teachers with a provisional continuing contract in their first two years of teaching in Washington State are exempt from displacement for building or program excess, unless there are no other teachers with the same certification and endorsements.

~~3.4.~~ In the event two or more employees have the same seniority ranking, their rankings will be determined by experience at their current site. In the event two or more employees have the same seniority ranking after applying site experience, all employees so affected will be ranked in accordance with the total number of education credits earned after the BA Degree as documented in their personnel files.

~~4.5.~~ The immediate supervisor shall notify in writing a staff member whose position was declared excess as soon as such is determined.

- C. In the event a school is closed, employees to be reassigned shall have an opportunity to list preferences, in writing, and shall be given preference in consideration for reassignment in accordance with the best interests of the educational program, as determined by the District. An employee may elect to meet with a Human Resources Department representative regarding reassignment priorities.
- D. Every effort will be made to assure that no employee will be involuntarily transferred more often than once during any two consecutive-year period, even if that employee is the least senior.
- E. The Employer may provide the involuntarily transferred employee the opportunity to visit schools where vacancies exist.
- F. In making the initial placement and for two (2) years thereafter, employees involuntarily transferred shall have preference over employees seeking voluntary transfer and reassignment.

➤ *Sunset the Secondary Planning Time LOA and revise Section 4.3 as follows to allow additional flexibility in secondary planning time schedules with a staff vote.*

Section 4.3 – Non-Instructional Time and Class Coverage

Elementary teachers shall be provided with a minimum average of one hundred five (105) minutes of non-instructional time each work day, exclusive of lunch and recesses, which includes planning time and thirty (30) minutes before and the thirty (30) minutes after the student instructional day. Elementary students (K-5) will be provided two hundred twenty-five (225) minutes per week of instruction by specialists/librarians.

Non-elementary teachers shall be provided with a minimum of one hundred twenty (120) minutes of non-instructional time each work day, exclusive of lunch and recesses, which includes planning time and the thirty (30) minutes before and the thirty (30) minutes after the student instructional day. Secondary schools may adopt schedules that regularly provide less than one hundred (120) minutes of non-instructional time on a particular work day as long as employees have a daily planning time of at least thirty (30) minutes during each student instructional day and a total weekly amount of planning time that meets the minimum provided in the preceding sentence. Such a schedule may be adopted upon completion of a staff meeting discussion and subsequent anonymous voting process, if the alternative schedule passes with at least seventy (70) percent of certificated staff voting in favor. If a staff member chooses not to participate in the vote, they will be counted as an abstention. Secondary schools may choose to implement alternative schedules that do not include daily planning time using the waiver process in Section 1.10.

~~**Daily Planning:** HEA members at secondary schools may choose to implement alternative schedules that do not include daily planning time using the waiver process in Section 1.10.~~

- *Sunset the Learning Resource Center (LRC) Caseload Mitigation LOA and revise Section 4.15.F as follows.*

F. Learning Resource Centers Caseload Mitigation: If a certificated staff member has more than 25 IEPs, then IA time will be increased to 6.5 hours.

1. If a 1.0 FTE LRC teachers' caseload exceeds 34 IEPs then .5 special education endorsed substitute teacher will be assigned for as long as the caseload exceeds 34; the assignment of a .5 FTE special education substitute will reduce the IEP count by assigning IEP's to the .5 FTE substitute; any excess will be paid in accordance with the IEP Mitigation Table; for example, a caseload of 34 IEPs divided between the 1.0 FTE SPED teacher and .5 FTE sped teacher would be 25 IEPs for the 1.0 FTE and nine IEPs for the .5 FTE teacher. Should the 1.0 SPED teacher receive additional IEPs any over 25 would be paid in accordance with the IEP Mitigation Table, similarly, should the .5 FTE SPED teacher receive more than 13 IEPs the teacher would be paid in accordance with the IEP Mitigation Table. If sufficient FTE is not available to mitigate for LRC caseloads above 34, the mitigation table shall be extrapolated in the established pattern to mitigate the overage.
2. HSD will mitigate (not to exceed \$150,000) excess LRC IEPs. HSD will monitor the total cost of mitigation beginning on the first day of school. A mid-year Labor Management session with HEA and Special Education department will be convened to review the expenditures to date and determine adjustment of the IEP Mitigation

Table to maximize LRC teacher compensation without exceeding \$150,000 ceiling. Mitigation for LRC overloads begins October 1 in accordance with the following table:

IEP Mitigation Table

26 IEPs = 1 student over caseload limit of IEPs= \$3 per IEP per day

27 IEPs = 2 students over caseload limit of IEP's = \$4 per IEP per day

28 IEPs = 3 students over caseload limit of IEP's = \$5 per IEP per day

29 IEPs = 4 students over caseload limit of IEP's = \$6 per IEP per day

30 IEPs = 5 students over caseload limit of IEP's = \$7 per IEP per day

31 IEPs = 6 students over caseload limit of IEP's = \$8 per IEP per day

32+ IEPs =7 students over caseload limit of IEP's =\$9 per IEP per day

Case load limits for less than 1.0 FTE will be prorated

~~28 IEPs = 1 student over caseload limit of IEPs = \$3 per IEP per day~~

~~29 IEPs = 2 students over caseload limit of IEPs = \$4 per IEP per day~~

~~30 IEPs = 3 students over caseload limit of IEPs = \$5 per IEP per day~~

~~31 IEPs = 4 students over caseload limit of IEPs = \$6 per IEP per day~~

~~32 IEPs = 5 students over caseload limit of IEPs = \$7 per IEP per day~~

~~33 IEPs = 6 students over caseload limit of IEPs = \$8 per IEP per day~~

~~34+ IEPs =7 students over caseload limit of IEPs = \$9 per IEP per day~~

~~Case load limits for less than 1.0 FTE will be prorated~~

3. Alternatives to the mitigation chart, (including converting certificated FTE to IA hours), may be allowed if mutually agreed to by the principal and LRC teacher(s) and after consultation with the HEA President. If LRC teacher current caseload exceeds 25 ~~27~~ IEPs and IA time is mutually agreed upon, IEP compensation will be two hours at the extra duty pay rate per IEP.

- *Sunset the LOA on Speech-Language Pathologist Staffing & Overload Mitigation and replace Section 4.15 L with the following language.*

Speech-Language Pathologists (SLP): The District will allocate FTE for Speech-Language Pathologists to provide an average caseload of 44:1. FTE is calculated by dividing the total SLP IEP count by 44.

1. To determine the FTE allocation for each new school year, SLP Designees and the Special Education administrator overseeing the SLP department will review the total IEP count for students receiving SLP services on the first of each month, beginning on February 1 and continuing through June 1 of the current school year, in order to determine the FTE allocation for the following school year. Any new programs added or removed will be considered in determining the FTE allocation. An additional 1.2 FTE will be allocated to support Child Find and an additional .2 FTE will be allocated to support the SLP Designee leadership position(s). Sufficient SLP FTE will be provided to Developmental Preschool classrooms to anticipate full enrollment when staffing is allocated for the next school year.

Staffing for SLP's will be rounded to the nearest .5 FTE in order to facilitate hiring for any vacancies.

2. During each school year, SLP caseloads will be reviewed in October, January, and March to determine any additional FTE needs. SLPs with lower caseloads may be asked to support the department by taking on additional students, assisting in Childfind, etc. When the total caseload average for the SLP group reaches 15 students above the average of 44:1, an additional .5 FTE will be added. When the average caseload reaches 30 students above the total caseload average an additional 1.0 FTE will be added. FTE will be rounded to the nearest .5 FTE to facilitate hiring for vacancies.
3. In the event an SLP cannot be hired or hiring is delayed to fill additional FTE needs, there are two mitigation options outlined below; these options may be used separately or in conjunction.
 - a. Students not receiving services will receive compensatory services for the minutes missed during the summer of that school year or when the additional FTE is hired. The schedule of compensatory services will be determined by the Special Education administrator overseeing the SLP department in consultation with the SLP Designees.
 - b. Upon request, SLP(s) from the department who are willing can add a student/s eligible for services to their caseload until an SLP is hired or compensatory services are determined. If SLPs from the department choose to add a student/s eligible for services to their caseload, an Extra Service Contract at the per diem rate will be provided for the times of service in 30-minute increments.

~~**Speech-Language Pathologists (SLP):** The District will allocate FTE for Speech-Language Pathologists so as to provide an average caseload of 44:1 (using the February 1 caseload count from the previous school year). Individual caseloads may vary above or below 44. The SLP designee and special education administrator will determine assignments after consultation with the SLPs. An additional 1.2 FTE will be allocated to support Child Find. An additional .2 FTE will be allocated to support the "SLP Designee" leadership position(s). Staffing for SLPs will be rounded up to the nearest 0.5 FTE in order to facilitate hiring to fill vacancies.~~

- *Sunset the PG&E and Counselor Eval LOA and replace Appendix A, Section A.3 with the following:*

The following criteria will be used in the evaluation of Counselors:

<u>CRITERIA</u>	<u>INDICATORS FOR COUNSELOR</u>
<u>1. Preparation/Professional Growth</u>	<u>1.1 Possesses and maintains competence in current counseling practices.</u> <u>1.2 Understands current development in the counseling field and applies school counselor best practice.</u>

	<p><u>1.3 Takes initiative in seeking out professional development and other opportunities to improve practice.</u></p> <p><u>1.4 Understands counselor's professional role and exhibits enthusiasm for the work.</u></p>
<u>2. Program Planning</u>	<p><u>2.1 Establishes immediate and long-range objectives consistent with ASCA guidelines, school & district Comprehensive School Counseling Plans, Student needs and school & district mission.</u></p> <p><u>2.2 Prepares effective plans to meet objectives.</u></p> <p><u>2.3 Evaluates plans on a regular basis and utilizes results to adjust school counselor practice to meet objectives.</u></p> <p><u>2.4 Demonstrates leadership through the development and implementation of a school counseling program.</u></p>
<u>3. Relationships with Students & Families</u>	<p><u>3.1 Demonstrates belief all students should have access to the comprehensive school counseling program.</u></p> <p><u>3.2 Establishes relationships and maintains rapport with students and families in a professional manner:</u></p> <ul style="list-style-type: none"> <u>a. Practices active listening</u> <u>b. Shows empathy and compassion</u> <u>c. Respects different values</u> <u>d. Encourages independent decision making</u> <p><u>3.3 Respects parental concerns and individual needs.</u></p> <p><u>3.4 Deals with personal information and communication in a confidential manner.</u></p> <p><u>3.5 Is a liaison between school, family, and community support services.</u></p>
<u>4. Relationships with Staff</u>	<p><u>4.1 Develops rapport with administrators and school staff in a professional and respectful manner.</u></p> <p><u>4.2 Demonstrates clarity and professionalism in written and oral communication with staff.</u></p> <p><u>4.3 Understands the importance of teamwork and believes that all staff work as a team to serve students and families.</u></p> <p><u>4.4 Actively participates in teams by clarifying roles, articulating concerns or problems, contributing</u></p>

	<u>information & solutions, and facilitating decision making.</u> 4.5 <u>Consults and collaborates with school staff and other student support persons to serve the general needs of students and families.</u> 4.6 <u>Responds to staff concerns, functions effectively as a resource and case consultant and makes appropriate referrals.</u>
<u>5. Personal/Professional Qualities</u>	5.1 <u>Adheres to ASCA professional ethical standards within the school counseling role.</u> 5.2 <u>Demonstrates ability to give and receive feedback constructively.</u> 5.3 <u>Functions in a well-organized manner.</u> 5.4 <u>Meets responsibilities as laid out in the HPS Comprehensive School Counseling Program in a punctual and reliable manner.</u> 5.5 <u>Demonstrates awareness of one's own strengths and limitations to improve or enhance the school counseling program.</u> 5.6 <u>Adaptability - is flexible, responsive to, and able to prioritize needs as they arise.</u>

ASCA School Counselor Professional Standards and Competencies linked [here](#)

ASCA Ethical Standards ASCA Ethical Standards for School Counselors linked [here](#)

➤ *Sunset the Middle School Health/PE LOA. Amend Section 4.16.D as follows:*

D. Secondary (Middle and High School) Class Size:

1. Class size in middle and high schools with less than a six period schedule will be at a student to teacher ratio of 33:1 (99 per day) with individual class capacity limited to 35 students. PE classes will be at a student to teacher ratio of 38:1 (114 per day) with individual class capacity at 40 students. Integrated Health/PE classes in grades 6, 7, or 8 with at least 8 hours of Health content per semester will be at a student to teacher ratio of 33:1 (99 per day) with individual class capacity limited to 35 students.
2. Class size in middle and high schools with a six period schedule will be at a student to teacher ratio of 29:1 (145 per day) with individual class capacity limited to 32 students. PE classes will be at a student to teacher ratio of 33:1 (165 per day) with individual class capacity limited at 36. Integrated Health/PE classes in grades 6, 7, or 8 with at least 8 hours of Health content per semester will be at a student to teacher ratio of 29:1 (145 per day) with individual class capacity limited to 32 students.

+++++

Slightly revised renewed Letters of Agreement (LOAs)

➤ *Continue the Electronic Devices in Instructional Spaces LOA; years updated.*

Electronic Recording Devices in Instructional Spaces Effective school years 2024-2026 ~~2022-2024~~

The Highline Education Association (Association) and Highline School District (District) have a negotiated agreement that mechanical or electronic devices will not be used to listen or record the procedures of any class without the prior knowledge and consent of the teacher, and the evaluator, if the recording is to be used for the purposes of evaluation (CBA Section 19.6.B.10). Furthermore, it is mutually understood that such video/audio recordings are typically confined to limited amounts of time, such as a class period, and for specific purposes, such as evaluation or professional growth (e.g. NBCTS), and are not intended to be used as a basis for potential disciplinary action.

The District agrees that, absent demonstrable operational need unrelated to evaluation or potential discipline, recording devices (such as video cameras or audio recorders) will not be installed in instructional spaces.

The District further agrees that in the event of an operational need to install a recording device in an instructional space, the following restrictions and procedures will apply.

Required Notification: If a recording device is installed in an instructional space due to operational need, the District must notify the Association, the individual educators who are assigned to that instructional space, and their direct supervisors. This notification will occur annually for existing installations and as needed for new installations, and must include the following elements:

- 1) a clear description of the operational need for the installation (e.g. “mandated by risk management in the event of a student injury in the gym” or “upon request of instructor to monitor the health of flora and fauna in an aquatic tank during weekends and school breaks”);
- 2) the typical schedule for use of the recording device (e.g. “24 hours per day, seven days per week” or “Monday through Friday, 7 AM – 7 PM”), and if a new installation, the date the device will begin recording;
- 3) a reminder that the recordings may not be used in a disciplinary context and may only be used in an evaluative context as pre-arranged in writing as outlined above;

Restrictions on Evaluative Use: If such a recording device is installed in an instructional space due to operational need, the recordings may not be used for evaluative purposes unless a teacher and evaluator have agreed, in writing, to utilize a pre-arranged, time-limited recording for the purposes of evaluation, as outlined in Section 19.6.B.10.

Restrictions on Investigatory Use: Any use of such video and/or electronic recording system records in employee discipline matters will occur only as a means to verify information otherwise obtained during an investigatory process, in compliance with the terms and

conditions of the CBA. If the District elects to use video and/or recording system records in connection with an investigation of employee conduct, the District will:

- 1) notify HEA in writing at the time an administrator determines that district video/audio records will be used as evidence verification;
- 2) furnish a copy of the records being used to the employee under investigation at least 24 hours prior to an investigatory meeting with the employee;
- 3) upon request of the employee, also furnish a copy of the records to the Association in advance of the investigatory meeting.

The parties intend to include these provisions in the Collective Bargaining Agreement (CBA) when a successor agreement is negotiated.

➤ *Revise the ACT Time LOA as follows to require submission of ACT plans:*

ACT Time
Effective School Years ~~2022-24~~ 2024-26

The Highline School District and Highline Education Association recognize that a well-supported system of inclusive practices within a continuum of services requires time within the scheduled work day for assessment, consultation, teaming, and other responsibilities associated with case management for students with IEPs. Students benefit from coordinated services that leverage the expertise of all stakeholders.

Building administration will ensure that all certificated special education staff in the building have ACT (Assessment-Collaboration-Teaming) Time within the work day. The practice for providing case management time has included models colloquially known as “3:1, 4:1, and/or field period” to support these case management duties. Administrators and special education staff within a building will work collaboratively to determine the most appropriate structure/model for ACT Time based on the unique context of each school setting.

Each special education teacher in a self-contained setting, who does not operate under the models described above, will be provided up to five (5) days of release time for ACT case management duties, to be scheduled upon request in consultation with the building administrator.

Integrated Kindergarten teachers will receive their ACT time through the release day model. Adapted PE teachers will receive their ACT time through the 4:1 model.

Day-to-day decisions about how to utilize ACT Time within this each structure/model will be made by individual special education staff. ACT Time is not intended to be used for only one case management role or responsibility on a consistent basis to the exclusion of others.

Case management roles and responsibilities to be addressed during ACT Time may include, but are not limited to:

- Communication with teachers, administrators, parents, school psychologists, para-educators, counselors and other relevant individuals about students
- Planning, collaboration, and consultation with other educators on implementation of specially designed instruction
- IEP planning and development with others
- Testing/assessment of students
- Monitoring and reporting on progress of students

- Transition planning and assessment
- Providing direct services to students in a variety of formats

In the event scheduling challenges arise that interfere with consistent provision of ACT Time, building administrators and/or special education staff may submit a request for support to the appropriate Director of Special Education with notice to the HEA president and Executive Director of Human Resources. Building principals must submit their school's ACT Time plans to the HEA President and Executive Director of Human Resources by September 15 of each year.

- *Revise the Impact of No Credit Grade Option LOA as follows to reflect grading changes:*

Impact of “No Credit” Grade Option Effective School Years 2024-2026 ~~2022-24~~

The Highline School District and the Highline Education Association agree to the following provisions regarding the “No Credit” Grade Option for the duration of the current collective bargaining agreement. In August 2021, the School Board revised policy 2420 to remove “F” as a grade option, and added “NC” as an option, providing this guidance:

Students who receive an NC may have a credit recovery plan that is developed between the school or teacher and the student. A student who fails to complete the recovery plan within the designated time shall have the NC permanently on their transcript.

For situations in which a student has demonstrated significant progress in a course, and demonstrating sufficient proficiency to earn a grade is a reasonably achievable goal, teachers may offer a student who receives an NC in their class an opportunity to demonstrate additional mastery to convert an NC to an A, B, C or D ~~or C~~ grade through an NC credit recovery plan. This plan may involve completing an independent student project, or another option deemed sufficient by the teacher to demonstrate sufficient mastery to receive credit in the course. Plans will be timebound, typically requiring completion within 2-4 weeks. Teachers will indicate a credit recovery plan is available through the use of a common report card comment code.

If the teacher does not offer an an NC credit recovery plan, counseling staff and/or building administration~~;~~ will work with the student to identify options for credit recovery.

While a teacher may be offered information and support around NC credit recovery plans, they will not be directed to change a grade from an NC when a student's academic achievement definitively shows an NC level of understanding. Likewise, a teacher will not be asked to offer an NC credit recovery plan when, in their professional assessment, the student has not demonstrated sufficient progress to make such a plan feasible on the teacher's part.

- *Revise the Clarification of Mitigation Options LOA as follows to include ReadyK! and change terminology regarding extra service compensation (ESC to ESF).*

Clarification of Mitigation Options for Paraprofessional Vacancies/Absences Effective School Years 2024-2026 ~~2022-24~~

The Highline School District (District or HSD) and the Highline Education Association (Association or HEA) recognize that many programs outlined in the Collective Bargaining Agreement (CBA) are supported by negotiated paraprofessional assistance, specifically: Special Education (Section 4.15.E, F, G), Library (Section 4.15.J), and All Day Kindergarten (Section 4.18) Ready K! (LOA). The parties also acknowledge that when these paraprofessional staff positions are unfilled for extended amounts of time due to vacancies and/or long-term absences, this impacts the certificated staff in these programs, as well as students being served by the programs.

The District will continue to work to fill paraprofessional positions and provide substitutes for longer-term paraprofessional absences, but the parties wish to clarify the mitigation available to certificated staff in the above programs when a paraprofessional vacancy or unfilled extended absence exists.

In addition, the parties wish to clarify some of the existing options available for paraprofessional absences of any length that impact certificated staff planning time, “WAC” time (non-instructional time before and after the student day), and/or Duty-Free Lunch. This section applies to any certificated educators impacted as described by paraprofessional absences.

Mitigation Available for Special Education Teachers, Librarians, and Kindergarten Teachers for Programmatic Paraprofessional Vacancies/Extended Unfilled Absences

Certificated educators impacted by programmatic paraprofessional vacancies and/or extended absences may submit requests for extra duty compensation via an Extra Service Form (ESF) Contracts (ESC) up to the weekly limits below for work actually performed outside the contract day (including on weekends) that was a result of the paraprofessional vacancy/extended absence. Examples of this type of work might include, but are not limited to: altered instructional planning, materials preparation, library collection management or shelving, station set up, etc. It is not required that this work take place on-site.

- Kindergarten Teachers: Up to 7.5 hours per week
- Librarians (schools up to 450 students): Up to 7.5 hours per week
- Librarians (schools over 450 students): Up to 10 hours per week
- Special Education Teachers: Up to 10 hours per week
- Ready K! Teachers: Up to 10 hours per week

In the case of a programmatic paraprofessional vacancy, this extra duty ESC mitigation is available immediately. In the case of an extended programmatic paraprofessional absence, the District will have up to two weeks to attempt to fill the position with a substitute. During this two-week period, the building administrator may reorganize to provide some temporary support until a substitute can be arranged. If such a reorganization is not possible, the building administrator may submit a recommendation to HSD Human Resources to allow the teacher to access mitigation immediately. After two weeks of an extended absence, the District must provide mitigation if no substitute has been placed in the position.

Certificated Staff Mitigation for Lost Planning Time, “WAC” time, or Duty-Free Lunch due to Paraprofessional Absences of Any Length

Lost planning time: HEA and HSD agree that the mitigation available in Section 4.5.B.i also applies to teachers who lose their planning time due to a paraprofessional vacancy/absence in their own classroom or a colleague’s classroom.

Lost “WAC” time: HEA and HSD agree that certificated educators should not lose the non-instructional time before/after the student day due to a paraprofessional absence without first problem-solving with their administrator to develop a plan for mitigation. If the teacher still has Flex hours available, lost WAC time could be credited toward their Flex time balance. If not, the teacher should receive compensation at the extra duty rate ~~Extra Service Rate~~ for the lost WAC time.

Lost Duty-Free Lunch: HEA and HSD agree that certificated staff have a legal and contractual right to a 30-minute duty-free lunch that should be honored in all circumstances except a true emergency. Educators should consult with their administrator in the case of such an emergency, or in the event that the administrator needs to assist with non-emergency coverage to enable the teacher to take a duty-free lunch. In the event missing lunch is unavoidable, the teacher should receive compensation for that lunch period at the extra duty rate ~~Extra Service Rate~~.

Housekeeping (non-substantive edits or clarifying language)

➤ *Conceptual: Appx D budget codes are being updated and will be added during CBA compilation.*

➤ *Amend Section 1.3.H to update gender references:*

H. Unless the context in which they are used clearly requires otherwise, any remaining words used in this Agreement denoting gender shall be considered gender-neutral ~~include both the masculine and feminine~~; and words denoting number include both the singular and plural.

➤ *Amend Sections 4.1C and 4.1.D to reflect current Flex hours.*

C. Flex hours: Staff members may be required to contribute no more than fifteen (15) ~~twenty (20)~~ additional hours per year over and above the on-site time specified in Section 4.1 and/or the work year calendar described in Section 11.1. ~~This number will be reduced to fifteen (15) hours in the 2023-24 school year.~~ Each staff member may be assigned to specific activities, provided such activities do not exceed four (4) hours in duration. This paragraph is not to be construed to include the required participation in staff meetings under the terms of paragraph F below and a school's annual open house or graduation, nor is it intended to imply that activities will be created for the sole purpose of utilizing all of the ~~twenty (20) hours (or fifteen (15) hours in 2023-24)~~. The additional hours in this paragraph are intended to give principals and building Shared Leadership Teams flexibility to coordinate staff presence at critical meetings, duties or events at school while respecting the individual autonomy and responsibility of certificated staff members as professionals to determine how and when to accomplish the educational goals and mission of their assigned positions. These hours encompass required time for involvement in supervision of student activities, maintenance of order and discipline, working for and with colleagues for common educational goals, and/or attendance at school related functions. The parties agree that staff members are encouraged to volunteer to participate in the supervision of student activities, maintenance of order and discipline, and/or

attendance at school-related functions as the individual staff member chooses to do so in the furtherance of their own professional goals and activities.

- D. Staff members who are required to commit in excess of ~~twenty (20) hours (or fifteen (15) hours in 2023-24)~~ as provided for in paragraph C above will be compensated at the rates identified in Appendix D.

➤ *Amend Section 4.13.B.2 to require selection of pre-approved options for changing secondary conference schedules.*

- B. Two non-student days will be scheduled for secondary family/teacher conferences: the Wednesday before Thanksgiving and the first Friday of the fourth quarter.

1. Teachers will conference with families for 3.5 hours after the regular school day on the day before the non-student day and for 3.5 hours in the morning of the non-student day. The remainder of the non-student day will be a non-workday for teachers as compensation for conferencing the previous evening.

2. Actual conference dates may vary from the default plan described above (and marked as such on the school calendar) as schools will have the flexibility to select from a menu of approved alternative conference schedules to meet the needs of families.

a. No later than September 1, the District Human Resources office will distribute a list of alternative conference plans that have been pre-approved by the District and Association through Labor-Management. The pre-approved options will be developed with the following parameters.

- i. Alternatively scheduled conferences must be scheduled by conferencing before or after regular school days in the fall between the end of the first quarter and the Thanksgiving break and in the spring within ten (10) school days before or after the end of the third quarter.
- ii. The designated non-student day will be a partial or full non-work day for teachers for an equivalent number of hours that employees have conferenced at other times.
- iii. The alternative conference plan may include the same scheduled day for all teachers in the building or a plan in which different teachers are responsible for conferencing with families on different days.

b. In early fall, each ~~Each~~ school's Shared Leadership Team (SLT) will review the list of preapproved alternative plans and make a recommendation to the staff regarding the use of an alternative plan. propose to the staff when conferences will be held. School staff will choose its preferred plan by majority vote, using a secret ballot if desired. The building's selected conference plan will be submitted to the District ~~Deputy Superintendent~~ District Chief Academic Officer and the Association President no later than October 15.

➤ *Amend Section 4.15.I as follows to reflect accurate allocation process of rounding up for Counselors.*

Counselors: All counselors shall have full time counseling responsibilities. Pursuant to the rules established by the State Board of Education, all school counselors employed by the Highline Public Schools shall hold a valid Educational Staff Associate (ESA) Counseling Certificate. In accordance with RCW 28A.410.043, the purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling programs that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association (ASCA).

1. There shall be at least one (1) elementary counselor for each four hundred (400) elementary students with counselor FTE rounded up to the nearest .5 FTE; provided any standard elementary school shall have at least a 1.0 FTE counselor; and provided further, a .5 FTE counselor may be added for choice schools impacted by enrollment caps. Elementary counselors will not be assigned to more than two (2) buildings.
2. There shall be at least one (1) secondary counselor for each two hundred seventy-five (275) students with counselor FTE rounded up to the nearest 1.0 FTE.; ~~provided, a .5 FTE counselor may be added for choice schools impacted by enrollment caps; and provided further that any school (including PSSC) with at least~~ However, a school with less than 100 students will have at least a .5 FTE counselor.
3. The student numbers above are based on student headcount including Running Start students at high schools.

➤ *Amend 4.16.D and 4.19.B to clarify how to calculate student load for less than six-period schedules.*

Amend 4.16.D as follows

D. Secondary (Middle and High School) Class Size:

1. Class size in middle and high schools with less than a six-period schedule will be at a student to teacher ratio of 33:1 (student load at 99 for a four-period schedule and 132 for a five-period schedule ~~99 per day~~) with individual class capacity limited to 35 students. PE classes will be at a student to teacher ratio of 38:1 (student load at 114 for a four-period schedule and 152 for a five-period schedule ~~114 per day~~) with individual class capacity at 40 students.
2. Class size in middle and high schools with a six-period schedule will be at a student to teacher ratio of 29:1 (145 student load ~~per day~~) with individual class capacity limited to 32 students. PE classes will be at a student to teacher ratio of 33:1 (165 student load ~~per day~~) with individual class capacity limited at 36.

Amend 4.19.B as follows

B. Secondary (Middle and High School) Level: Class size for secondary schools with a six-period schedule will be 29:1 ratio (145 student load) with individual class limitations at 32 students. PE will be 33:1 ratio (165 student load) with individual class limitations at 36. Classes in schools with less than a six-period schedule will be at a 33:1 ratio (not to exceed

99 student load for a four-period schedule and 132 student load for a five-period schedule) with individual class limitations at 35. PE will be 38:1 (not to exceed 114 student load for a four-period schedule and 152 student load for a five-period schedule) with individual class caps at 40. Beginning on October 1 of each year the District will mitigate class size overload using the following:

1. Principals will work to meet the above class size limits. All options aimed at reducing individual class overages will be exhausted before allowing an exception to class size.
2. Exceptions to individual class size will be mitigated by payment to adversely affected teachers of \$2 per student over class limit (32, or 36 for PE) per day.
3. Exceptions to student load limits will be mitigated by payment to adversely affected teachers of \$10 per student per day over the student load limit. Note: If a teacher has three periods with classes one student over the class size limit and exceeds the student load limit by one student the teacher receives \$14 per day (\$2 for two of the students and \$10 for the third student).
4. Schools opting for an alternative schedule (block) will use the student load cap formula for mitigation.

➤ *Delete Section 4.23.E; HAT LOA is expiring.*

~~**E. The Highline Assessment Team:** This team shall be tasked with reviewing impacts of assessments on instructional time and suggesting effective models and resources for assessment of dual language students.~~

➤ *Delete Section 4.24.D to eliminate the WAKIDS committee and re-letter subsection E to D. (Legislation has not significantly changed in recent years.)*

~~**D. Joint HEA-HSD Kindergarten Assessment Work Group:** HEA and HSD shall maintain a joint working group to continue monitoring the implementation of TS GOLD and Kindergarten assessment in general. No less than fifty percent of the members of the work group will be HEA members appointed by the HEA President. This group will meet at least once during each school year.~~

➤ *Amend Section 4.25.G to clarify the number of sections (vs classes) qualifying for each level of elementary specialist overload.*

G. Elementary PE, music and art Specialists will receive class size mitigation consistent with the provisions of Section 4.19, applied based on the number classes they teach that exceed the class size limits outlined in Section 4.16.

1. If 5-9 of the classes (10-18 sections) exceed the allowable class size limits, the teacher receives \$10 per day.

2. If 10-14 ~~(19-28 sections)~~ of the classes exceed the allowable class size limits, the teacher receives \$15 per day.
3. If all 15 of the classes ~~(29-30 sections)~~ exceed the allowable class size limits, the teacher receives \$20 per day.
4. The preceding ranges will be pro-rated for teachers who are on a partial FTE contract.

- *Amend the preface of Section 9.5 to reflect the current number of days in the base calendar year.*

Section 9.5 – Seniority

Seniority is defined as length of contracted certificated service with the District as of the employee's first working day, provided that any employee shall be granted full seniority credit for each year or portion thereof for contracted certificated experience from any public school district(s) in the State of Washington. Less than a full year of experience shall be computed as the actual number of days contracted by a district(s) excluding substitute service unless performed under a continuing contract and one hundred and eighty-five ~~(1850)~~ actual days will equal a school year.

- *Amend Sections 11.1 and 11.2 as follows to remove unnecessary calendar references.*

Section 11.1 – Regular Contractual Work Year

~~In the 2022-23 school year, the regular contractual work year for staff members will be one-hundred eighty-four (184) days consisting of 180 student instructional days and four (4) District Initiative Days (professional learning days). In the 2023-24 school year, the~~ The regular contractual work year for staff members will be one-hundred eighty-five (185) days consisting of 180 student instructional days and five (5) District Initiative Days (professional learning days). Should the legislature change the number of required student days or the number of funded professional learning days, HSD and HEA will negotiate the impact of that change.

Section 11.2 – District Initiative Days (DID)

Within the regular contract year in Section 11.1 above, staff will work ~~four (4)~~ five (5) District Initiative Days (DID) ~~in the 2022-23 school year and five (5) DID in the 2023-24 school year.~~

- A. The District will plan the days to support the district-wide focus, recognizing that employees' professional development needs may differ depending on their job responsibilities. When appropriate, leadership teams are encouraged to plan for a variety of whole group, small group, and individual work related to implementing the District's initiatives.
- B. Staff may use leaves as described in Article 14 on these supplemental work days.
- C. Two of these days will be on the calendar in Appendix B prior to the first student day of the school year and will be used to focus on District-wide initiatives and District

departmental priorities relevant to the specific professional learning needs of educators in teaching and ESA roles. ~~The fifth DID added in 2023-24~~ One DID will be scheduled mid-year on the calendar in Appendix B to support continued professional learning on District priorities and initiatives through the course of the school year. The remaining days will be scheduled through school leadership teams. DID days shall not be scheduled more than 10 calendar days prior to the first student day.

- D. Staff will be compensated for these days by the basic contract salary in Section 12.1 herein.
- E. Part-time staff will work a pro-rated portion of these days as scheduled with their administrative supervisor, unless offered additional time at the hourly rate in Appendix D to attend full days.

➤ *Amend Section 11.3 to correct CBA section reference.*

Section 11.3 – Orientation Day

In addition to the regular work year described in Section 11.1, staff are expected to attend the ½ day orientation prior to the first student day identified in the work year calendar in Appendix B. Orientation day shall not be scheduled more than one week prior to the first student day. Staff will also work ½ day of individually directed time within the ten work days prior to the first day of school. Depending upon the building administrator's preference, this individually directed time may be scheduled for the same day as the ½ day orientation or served on a date at the individual's discretion.

- A. Staff may use leaves as described in Article 14 on this supplemental work day.
- B. Staff will be compensated for this day by the Professional Learning/Enrichment contract in Section 12.10. 12.12 ~~herein~~.
- C. Part-time staff will work a pro-rated portion of these days as scheduled with their administrative supervisor, unless offered additional time at the hourly rate in Appendix D to attend full days.

➤ *Amend Section 12.7 to reflect current process for mileage compensation (usually designee approval).*

Section 12.7 – Mileage

Staff members covered by this Agreement will be eligible for reimbursement for mileage within and/or outside the District when approved by the Superintendent or designee on the basis of District assignments beyond those normally required in the staff member's regular duties. Travel and related expenses within the state or other locations within a 300 mile radius of the District must be approved by the Superintendent or designee. Travel beyond a 300 mile radius of the District must be approved by the Board. The following guidelines will prevail regarding staff member travel within the District or travel within a short radius of the District:

- A. Per mile reimbursement claims must be reported and filed monthly on a "Daily Mileage Record/Claim Form" with an odometer reading showing actual distance traveled unless the "District Mileage Chart" is used. Travel must be by the shortest routes;
- B. The "Daily Mileage Record/Claim form" must be submitted to the Business Office as prescribed on the form. Approved private car mileage is reimbursed at the current IRS allowable rate per mile;
- C. Regulations on private car mileage are set forth in the daily mileage card;
- D. Travel between the staff member's home and work at the school location or PTSA meetings are not reimbursable;
- E. Staff members are required to receive prior written approval from a school official to use private cars for transporting students. Such approval must be obtained by completing the "Approval for Use of Private Cars for School Transportation" form. By signing the form, the staff member warrants that they have automobile liability insurance in force on their personal car for at least the minimum amounts as required by law (see RCW 46.29.490: current minimums are \$25,000/\$50,000 bodily injury and \$10,000 property damage). The District carries an excess policy for insured drivers.

➤ *Amend Section 14.1.A to clarify that use of sick leave for parental bonding requires an approved leave (i.e., is not for daily absences).*

- A. The employee may use such leave for personal illness or injury, pregnancy, miscarriage, abortion, childbirth and recovery, parental bonding, care of a child of the employee under the age of eighteen (18) with a health condition that requires treatment or supervision; care for spouse, domestic partner or parent, parent-in-law, or grandparent with a serious or emergency health condition, and adult son or daughter incapable of self-care due to a disability. For the purposes of this section, "parental bonding" refers to time to bond and care for a child within twelve (12) months of the birth of the child or placement of the child for adoption or foster care in the context of a leave for parenting per Section 14.2.B.

➤ *Re-title Article 17 as follows.*

ARTICLE 17 – ~~PEER MENTOR PROGRAM~~ NEW EDUCATOR SUPPORT

➤ *Amend Section 18.4.B.2 as follows to clarify "advance planning" for NBCT release:*

- 2. First-time candidates will receive a stipend for 50% of the National Board assessment fee in the form of a forgivable loan upon verification of registration with NBPTS and payment of NBPTS fees. With advance planning, first time candidates will receive up to three (3) days of release time over a 3-year period; release days must be scheduled in collaboration with the Human Resources office at least one week in advance to reduce impacts on the substitute system. The District will pay 50% of the WEA member fee for WEA Jump Start and Home Stretch.

- *Amend Section 10.10 and Section 19.11 to reflect shared understanding that these sections are evaluation-related:*

Section 10.10 – Less than Satisfactory Performance – Provisional Employees

Before non-renewing a provisional employee for evaluative reasons, a supervisor shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the employee in making satisfactory progress toward remediating deficiencies.

If, after the first 90 days of employment, an evaluator believes that a provisional employee has not made significant progress toward remediating deficiencies despite support, the supervisor shall meet with the employee and the HEA President or designee no later than April 1.

Any notification of non-renewal shall be issued no later than May 15, as provided in RCW 28A.405.220.

Section 19.11 – Provisional Employees

Before non-renewing a provisional teacher for evaluative reasons, the evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies.

If, after the first 90 days of the school year, an evaluator believes a provisional teacher may receive less than a Proficient - 3 rating on their final summative evaluation, written notice shall be provided to the teacher and the Association prior to March 1, or within thirty (30) calendar days of the employee's 90th day of employment, if the employee is new to the District. Unless the leave status of an employee prevents a meeting, this written notice will be provided in the context of a conversation between the teacher and the evaluator, and the employee will be offered union representation for the meeting.

Any notification of non-renewal shall be issued no later than May 15, as provided in RCW 28A.405.220.

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Housekeeping – Article 4 Re-organization

- *In the context of the A4 reorganization, delete Section 4.11 and Amend Section 3.13 as follows.*

Section 4.11 – Visitors

~~All visitors to a classroom during the instructional day, other than District personnel, are required to obtain prior approval from the building principal. Prior to granting approval for such a visit, the principal will make arrangements with the teacher for a specific time, which is convenient for the involved parties. The teacher should verify that approval for the visit has~~

~~been granted. If electronic monitoring or recording devices are to be used by the visitor during an observation/conference, prior approval from the principal and classroom teacher is required. The teacher may avail themselves of the opportunity to confer with the visitor before and following the observation.~~

Section 3.13 – Disruptive Visitors

All visitors to a classroom during the instructional day, other than District personnel, are required to obtain prior approval from the building principal. Prior to granting approval for such a visit, the principal will make arrangements with the teacher for a specific time, which is convenient for the involved parties. The teacher should verify that approval for the visit has been granted. If electronic monitoring or recording devices are to be used by the visitor during an observation/conference, prior approval from the principal and classroom teacher is required. The teacher may avail themselves of the opportunity to confer with the visitor before and following the observation.

Communication with families is a critical support for the educational growth of students. Consistent with that need, parents and guardians have a statutory right, within the guidelines of District policy, to access their child's classroom and/or school sponsored activities for purposes of observing class procedure, teaching material, and class conduct, provided that such observation shall not disrupt the classroom procedure or learning activity. See Board Policy 4200 and Administrative Procedure 4200P. Staff members should seek administrative assistance whenever a parent, guardian or other school visitor becomes either verbally or physically abusive and may ask for such visitor to be removed or restricted from the staff member's classroom or workstation.

- *Reorder Article 4 into Articles 4A, 4B, 4C as follows and incorporate all existing TAs into the reorganized articles. In the interest of reducing confusion regarding language and keeping this TA Summary under 100 pages, only the Section numbers and titles are shown here. (Note: many CBA section references may need to be updated as the new language is compiled for publication.)*

ARTICLE 4A – WORKING CONDITIONS

Section 4A.1 – Length of Work Day

Section 4A.2 – Instructional Time

Section 4A.3 – Non-Instructional Time and Class Coverage

Section 4A.4 – Professional Collaboration Time (PCT)

Section 4A.5 – Equitable Class Coverage

Section 4A.6 – Preparations - Non-Elementary

Section 4A.7 – Elementary Itinerant Staff

Section 4A.8 4.13 – Conferences

Section ~~4A.9~~ 4.24 – Washington Kindergarten Inventory of Developing Skills (WaKIDS)

Section ~~4A.10~~ 4.23 – Dual Language Program

Section ~~4A.11~~ 4.21 – Outdoor Education at Camp Waskowitz and Waskowitz Environmental Leadership Service (WELS)

Section ~~4A.12~~ 4.8 – Facilities

Section ~~4A.13~~ 4.9 – Office Equipment

Section ~~4A.14~~ 4.10 – Classroom Interruptions

~~Section 4.11 – Visitors~~

~~Section 4.12 – Shared Leadership~~

~~Section 4.13 – Conferences~~

~~Section 4.14 – Special Education IEPs~~

~~Section 4.15 – Student Enrollment and Staff Allocation~~

~~Section 4.16 – Class Size and Workload~~

~~Section 4.17 – Multilingual English Learners – Elementary Schools~~

~~Section 4.18 – All Day Kindergarten~~

~~Section 4.19 – Class Size Mitigation:~~

~~Section 4.20 – Advisory~~

~~Section 4.21 – Outdoor Education at Camp Waskowitz and Waskowitz Environmental Leadership Service (WELS)~~

~~Section 4.22 – Secondary Assessment Coordination~~

~~Section 4.23 – Dual Language Program~~

~~Section 4.24 – Washington Kindergarten Inventory of Developing Skills (WaKIDS)~~

~~Section 4.25 – Elementary PE/Music Specialist~~

ARTICLE 4B – STAFFING ALLOCATIONS, CLASS-SIZE/CASELOAD AND MITIGATION

Section 4B.1 4.15 – Student Enrollment and Staff Allocation

Section 4B.2 4.16 – Class Size and Workload

Section 4B.3 4.19 – Class Size Mitigation:

Section 4B.4 4.20 – Advisory

Section 4B.5 4.18 – All Day Kindergarten

Section 4B.6 4.14 – Special Education IEPs

Section 4B.5 4.25 – Elementary PE/Music Specialist

ARTICLE 4C – LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Section 4C.1 4.12 – Shared Leadership Team (SLT)

Section 4C.2 – Central Office Specialists

Section 4C.3 4.17 – Multilingual English Learners – Elementary Schools

Section 4C.4 4.22 – Secondary Assessment Coordination

Section 4C.5 4.26 – Professional Development

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Salary Schedules & Calendars

Appendix C.3 – Pay Rate Information for Certificated Substitutes

The following rates are in effect for the ~~2022-23~~ 2024-25 school year:

		Monday-Friday
A	Daily Substitute	\$200.00 \$215.07
B	Super Substitute	\$220.00 \$236.58
C	Half-Day	½ of the daily rate + \$6.00
D	After 20 th Day in Long-Term Assignment	*Contractual Rate

Annually, these rates will be increased to reflect the inflationary adjustment to the state's revenue formulas.

Substitutes who (a) work 40 nonconsecutive days in the current school year; (b) work 100 days the previous year and 20 days in the new school year; or (c) are retirees of the Highline School District will be moved to the Row B “Super Substitute” rate.

In addition, when substitutes are asked to use a scheduled planning period to cover a class not part of their originally assigned job, the substitute will be paid for that time at the Extra-Duty Rate identified in Appendix D.

*The Highline School District pays a contractual rate of pay after the twentieth consecutive day in the same assignment. The contractual rate of pay is taken from the current teacher salary schedule and placement is based upon education and years of experience. Experience verifications from other school districts or educational institutions, along with official transcripts are required in order to calculate placement.

Highline Public Schools #401
Teachers, Educational Staff Associates (ESAs), Career and Technical Education (CTE) Teachers
~~2023-24~~ **2024-25 HEA SALARY SCHEDULE**

Experience		BA	BA + 45	BA + 90	MA+0 (* BA + 135)	MA + 45	MA + 90 or Ph.D.
0 Years	Base	\$67,080	\$72,651	\$78,687	\$80,422	\$86,460	\$90,352
	PLE Days	\$725	\$785	\$851	\$869	\$935	\$977
	PLE Stipend	\$5,702	\$6,175	\$6,688	\$6,836	\$7,349	\$7,680
	Total	\$73,507	\$79,612	\$86,226	\$88,127	\$94,744	\$99,009
	Base	\$84,080	\$90,300	\$96,166	\$98,812	\$104,670	\$108,208
	PLE Days	\$803	\$750	\$812	\$830	\$803	\$833
	PLE Stipend	\$5,448	\$5,808	\$6,288	\$6,520	\$7,010	\$7,336
	Total	\$70,207	\$76,038	\$82,366	\$84,171	\$90,401	\$94,664
1 Years	Base	\$67,984	\$73,686	\$79,785	\$81,317	\$87,416	\$91,282
	PLE Days	\$735	\$797	\$863	\$879	\$945	\$987
	PLE Stipend	\$5,779	\$6,263	\$6,782	\$6,912	\$7,430	\$7,759
	Total	\$74,497	\$80,746	\$87,430	\$89,108	\$95,792	\$100,028
	Base	\$64,932	\$70,378	\$76,204	\$77,666	\$83,492	\$87,184
	PLE Days	\$702	\$764	\$824	\$840	\$893	\$943
	PLE Stipend	\$5,548	\$5,882	\$6,477	\$6,602	\$7,097	\$7,411
	Total	\$71,153	\$77,124	\$83,505	\$85,108	\$91,492	\$95,537
2 Years	Base	\$68,843	\$74,734	\$80,817	\$82,216	\$88,298	\$92,207
	PLE Days	\$744	\$808	\$874	\$889	\$955	\$997
	PLE Stipend	\$5,852	\$6,352	\$6,869	\$6,988	\$7,505	\$7,838
	Total	\$75,439	\$81,895	\$88,560	\$90,094	\$96,758	\$101,041
	Base	\$66,763	\$71,370	\$77,180	\$78,628	\$84,334	\$88,087
	PLE Days	\$711	\$772	\$834	\$840	\$912	\$962
	PLE Stipend	\$5,680	\$6,067	\$6,581	\$6,676	\$7,188	\$7,488
	Total	\$72,063	\$78,218	\$84,585	\$86,040	\$92,414	\$96,506
3 Years	Base	\$69,730	\$75,728	\$81,798	\$83,071	\$89,137	\$93,140
	PLE Days	\$754	\$819	\$884	\$898	\$964	\$1,007
	PLE Stipend	\$5,927	\$6,437	\$6,953	\$7,061	\$7,577	\$7,917
	Total	\$76,411	\$82,984	\$89,635	\$91,030	\$97,677	\$102,064
	Base	\$66,600	\$72,328	\$78,126	\$79,342	\$85,135	\$88,858
	PLE Days	\$720	\$782	\$845	\$858	\$920	\$962
	PLE Stipend	\$5,661	\$6,148	\$6,641	\$6,744	\$7,236	\$7,562
	Total	\$72,981	\$79,258	\$85,611	\$86,943	\$93,292	\$97,483
4 Years	Base	\$70,600	\$76,765	\$82,872	\$83,965	\$90,070	\$94,104
	PLE Days	\$763	\$830	\$896	\$908	\$974	\$1,017
	PLE Stipend	\$6,001	\$6,525	\$7,044	\$7,137	\$7,656	\$7,999
	Total	\$77,364	\$84,120	\$90,813	\$92,010	\$98,700	\$103,120
	Base	\$67,431	\$73,310	\$79,162	\$80,108	\$86,027	\$89,880
	PLE Days	\$720	\$793	\$858	\$867	\$930	\$972
	PLE Stipend	\$5,732	\$6,232	\$6,728	\$6,817	\$7,312	\$7,640
	Total	\$73,801	\$80,344	\$86,738	\$87,880	\$94,260	\$98,401
5 Years	Base	\$68,288	\$74,324	\$80,135	\$81,064	\$86,877	\$90,803
	PLE Days	\$738	\$804	\$866	\$876	\$939	\$982
	PLE Stipend	\$5,804	\$6,318	\$6,811	\$6,890	\$7,385	\$7,718
	Total	\$74,830	\$81,445	\$87,813	\$88,831	\$95,200	\$99,503
	Base	\$65,222	\$70,988	\$76,538	\$77,425	\$82,977	\$86,727
	PLE Days	\$705	\$767	\$827	\$837	\$897	\$938
	PLE Stipend	\$5,544	\$6,034	\$6,506	\$6,581	\$7,053	\$7,372
	Total	\$71,471	\$77,789	\$83,871	\$84,944	\$90,927	\$95,036

2024-25 base salaries have been increased by a total of 4.7% which includes 3.7% IPD + 1%, PLE stipend is 8.5% of base salary.

6/21/24

6 Years	Base	<u>\$69,168</u>	<u>\$75,344</u>	<u>\$81,127</u>	<u>\$81,954</u>	<u>\$87,739</u>	<u>\$91,684</u>
	PLE Days	<u>\$748</u>	<u>\$815</u>	<u>\$877</u>	<u>\$886</u>	<u>\$949</u>	<u>\$991</u>
	PLE Stipend	<u>\$5,879</u>	<u>\$6,404</u>	<u>\$6,896</u>	<u>\$6,966</u>	<u>\$7,458</u>	<u>\$7,793</u>
	Total	<u>\$75,796</u>	<u>\$82,563</u>	<u>\$88,899</u>	<u>\$89,806</u>	<u>\$96,145</u>	<u>\$100,468</u>
	Base	\$88,083	\$71,082	\$77,488	\$78,276	\$83,800	\$87,688
	PLE Days	\$744	\$778	\$838	\$848	\$908	\$947
	PLE Stipend	\$6,816	\$6,117	\$6,688	\$6,853	\$7,123	\$7,443
	Total	\$72,303	\$78,867	\$84,000	\$85,774	\$91,820	\$95,068
7 Years	Base	<u>\$70,719</u>	<u>\$77,076</u>	<u>\$82,944</u>	<u>\$83,620</u>	<u>\$89,487</u>	<u>\$93,547</u>
	PLE Days	<u>\$765</u>	<u>\$833</u>	<u>\$897</u>	<u>\$904</u>	<u>\$967</u>	<u>\$1,011</u>
	PLE Stipend	<u>\$6,011</u>	<u>\$6,551</u>	<u>\$7,050</u>	<u>\$7,108</u>	<u>\$7,606</u>	<u>\$7,951</u>
	Total	<u>\$77,495</u>	<u>\$84,461</u>	<u>\$90,891</u>	<u>\$91,632</u>	<u>\$98,061</u>	<u>\$102,510</u>
	Base	\$67,545	\$73,616	\$79,224	\$79,867	\$85,470	\$89,348
	PLE Days	\$730	\$786	\$856	\$863	\$924	\$966
	PLE Stipend	\$5,741	\$6,257	\$6,734	\$6,789	\$7,265	\$7,585
	Total	\$74,016	\$80,669	\$86,814	\$87,519	\$93,659	\$97,908
8 Years	Base	<u>\$72,986</u>	<u>\$79,700</u>	<u>\$85,648</u>	<u>\$86,244</u>	<u>\$92,192</u>	<u>\$96,397</u>
	PLE Days	<u>\$789</u>	<u>\$862</u>	<u>\$926</u>	<u>\$932</u>	<u>\$997</u>	<u>\$1,042</u>
	PLE Stipend	<u>\$6,204</u>	<u>\$6,775</u>	<u>\$7,280</u>	<u>\$7,331</u>	<u>\$7,836</u>	<u>\$8,194</u>
	Total	<u>\$79,979</u>	<u>\$87,337</u>	<u>\$93,854</u>	<u>\$94,507</u>	<u>\$101,025</u>	<u>\$105,633</u>
	Base	\$80,710	\$76,123	\$81,804	\$82,372	\$88,063	\$92,070
	PLE Days	\$754	\$823	\$884	\$891	\$952	\$995
	PLE Stipend	\$6,026	\$6,470	\$6,853	\$7,002	\$7,486	\$7,828
	Total	\$76,380	\$83,416	\$89,641	\$90,264	\$96,400	\$100,801
9 Years	Base		<u>\$82,352</u>	<u>\$88,440</u>	<u>\$88,895</u>	<u>\$94,983</u>	<u>\$99,334</u>
	PLE Days		<u>\$890</u>	<u>\$956</u>	<u>\$961</u>	<u>\$1,027</u>	<u>\$1,074</u>
	PLE Stipend		<u>\$7,000</u>	<u>\$7,517</u>	<u>\$7,556</u>	<u>\$8,074</u>	<u>\$8,443</u>
	Total		<u>\$90,243</u>	<u>\$96,913</u>	<u>\$97,412</u>	<u>\$104,084</u>	<u>\$108,852</u>
	Base		\$78,656	\$84,470	\$84,904	\$90,749	\$94,875
	PLE Days		\$850	\$913	\$918	\$981	\$1,026
	PLE Stipend		\$6,886	\$7,180	\$7,217	\$7,711	\$8,064
	Total		\$86,492	\$92,563	\$93,039	\$99,471	\$103,965
10 Years	Base		<u>\$85,141</u>	<u>\$91,310</u>	<u>\$91,685</u>	<u>\$97,856</u>	<u>\$102,346</u>
	PLE Days		<u>\$920</u>	<u>\$987</u>	<u>\$991</u>	<u>\$1,058</u>	<u>\$1,106</u>
	PLE Stipend		<u>\$7,237</u>	<u>\$7,761</u>	<u>\$7,793</u>	<u>\$8,318</u>	<u>\$8,699</u>
	Total		<u>\$93,299</u>	<u>\$100,058</u>	<u>\$100,469</u>	<u>\$107,231</u>	<u>\$112,152</u>
	Base		\$81,310	\$87,211	\$87,680	\$93,483	\$97,762
	PLE Days		\$870	\$943	\$947	\$1,010	\$1,067
	PLE Stipend		\$8,012	\$7,413	\$7,443	\$7,944	\$8,300
	Total		\$89,111	\$95,667	\$96,060	\$102,418	\$107,118
11 Years	Base		<u>\$88,011</u>	<u>\$94,313</u>	<u>\$94,555</u>	<u>\$100,859</u>	<u>\$105,440</u>
	PLE Days		<u>\$951</u>	<u>\$1,020</u>	<u>\$1,022</u>	<u>\$1,090</u>	<u>\$1,140</u>
	PLE Stipend		<u>\$7,481</u>	<u>\$8,017</u>	<u>\$8,037</u>	<u>\$8,573</u>	<u>\$8,962</u>
	Total		<u>\$96,444</u>	<u>\$103,349</u>	<u>\$103,614</u>	<u>\$110,522</u>	<u>\$115,543</u>
	Base		\$84,061	\$90,079	\$90,310	\$96,331	\$100,707
	PLE Days		\$909	\$974	\$976	\$1,041	\$1,089
	PLE Stipend		\$7,145	\$7,657	\$7,676	\$8,188	\$8,560
	Total		\$92,114	\$98,710	\$98,963	\$105,561	\$110,356
12 Years	Base		<u>\$90,790</u>	<u>\$97,399</u>	<u>\$97,539</u>	<u>\$103,943</u>	<u>\$108,665</u>
	PLE Days		<u>\$982</u>	<u>\$1,053</u>	<u>\$1,054</u>	<u>\$1,124</u>	<u>\$1,175</u>
	PLE Stipend		<u>\$7,717</u>	<u>\$8,279</u>	<u>\$8,291</u>	<u>\$8,835</u>	<u>\$9,237</u>
	Total		<u>\$99,489</u>	<u>\$106,730</u>	<u>\$106,885</u>	<u>\$113,902</u>	<u>\$119,077</u>
	Base		\$88,716	\$93,028	\$93,161	\$99,277	\$103,787
	PLE Days		\$937	\$1,008	\$1,007	\$1,073	\$1,122
	PLE Stipend		\$7,371	\$7,907	\$7,910	\$8,430	\$8,822
	Total		\$96,023	\$101,930	\$102,087	\$108,780	\$113,731

2024-25 base salaries have been increased by a total of 4.7% which includes 3.7% IPD + 1% PLE stipend is 8.5% of base salary.

6/21/24

Experience		BA	BA + 45	BA + 90	MA+0 (* BA + 135)	MA + 45	MA + 90 or Ph.D.
13 Years	Base			<u>\$100,560</u>	<u>\$100,627</u>	<u>\$107,103</u>	<u>\$111,965</u>
	PLE Days			<u>\$1,087</u>	<u>\$1,088</u>	<u>\$1,158</u>	<u>\$1,210</u>
	PLE Stipend			<u>\$8,548</u>	<u>\$8,553</u>	<u>\$9,104</u>	<u>\$9,517</u>
	Total			<u>\$110,195</u>	<u>\$110,268</u>	<u>\$117,365</u>	<u>\$122,693</u>
	Base			\$96,046	\$96,110	\$102,296	\$106,939
	PLE Days			\$1,038	\$1,039	\$1,106	\$1,156
	PLE Stipend			\$8,164	\$8,169	\$8,695	\$9,090
	Total			\$105,248	\$105,318	\$112,097	\$117,185
14 Years	Base			<u>\$103,735</u>	<u>\$103,806</u>	<u>\$110,488</u>	<u>\$115,391</u>
	PLE Days			<u>\$1,121</u>	<u>\$1,122</u>	<u>\$1,194</u>	<u>\$1,247</u>
	PLE Stipend			<u>\$8,817</u>	<u>\$8,824</u>	<u>\$9,391</u>	<u>\$9,808</u>
	Total			<u>\$113,674</u>	<u>\$113,752</u>	<u>\$121,074</u>	<u>\$126,446</u>
	Base			\$100,070	\$100,146	\$106,628	\$110,211
	PLE Days			\$1,071	\$1,072	\$1,141	\$1,191
	PLE Stipend			\$8,422	\$8,427	\$8,970	\$9,388
	Total			\$108,563	\$108,645	\$116,639	\$120,790
15 Years	Base			<u>\$106,436</u>	<u>\$106,504</u>	<u>\$113,360</u>	<u>\$118,392</u>
	PLE Days			<u>\$1,151</u>	<u>\$1,151</u>	<u>\$1,226</u>	<u>\$1,280</u>
	PLE Stipend			<u>\$9,047</u>	<u>\$9,053</u>	<u>\$9,636</u>	<u>\$10,063</u>
	Total			<u>\$116,633</u>	<u>\$116,709</u>	<u>\$124,221</u>	<u>\$129,735</u>
	Base			\$101,658	\$101,723	\$108,272	\$113,077
	PLE Days			\$1,099	\$1,100	\$1,174	\$1,222
	PLE Stipend			\$8,641	\$8,646	\$9,203	\$9,642
	Total			\$111,398	\$111,469	\$118,645	\$123,941
16 through 19 Years	Base			<u>\$108,563</u>	<u>\$108,633</u>	<u>\$115,626</u>	<u>\$120,759</u>
	PLE Days			<u>\$1,174</u>	<u>\$1,174</u>	<u>\$1,250</u>	<u>\$1,306</u>
	PLE Stipend			<u>\$9,228</u>	<u>\$9,234</u>	<u>\$9,828</u>	<u>\$10,265</u>
	Total			<u>\$118,965</u>	<u>\$119,041</u>	<u>\$126,704</u>	<u>\$132,330</u>
	Base			\$103,600	\$103,757	\$110,436	\$116,330
	PLE Days			\$1,121	\$1,122	\$1,194	\$1,247
	PLE Stipend			\$8,814	\$8,819	\$9,387	\$9,804
	Total			\$113,625	\$113,698	\$121,017	\$126,380
20 through 24 Years	Base	<u>\$72,986</u>	<u>\$90,790</u>	<u>\$108,563</u>	<u>\$108,633</u>	<u>\$115,626</u>	<u>\$120,759</u>
	PLE Days	<u>\$789</u>	<u>\$982</u>	<u>\$1,174</u>	<u>\$1,174</u>	<u>\$1,250</u>	<u>\$1,306</u>
	PLE Stipend	<u>\$6,204</u>	<u>\$7,717</u>	<u>\$9,228</u>	<u>\$9,234</u>	<u>\$9,828</u>	<u>\$10,265</u>
	Longevity	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>
	Total	<u>\$82,479</u>	<u>\$101,989</u>	<u>\$121,465</u>	<u>\$121,541</u>	<u>\$129,204</u>	<u>\$134,830</u>
	Base	\$69,710	\$86,715	\$103,690	\$103,757	\$110,436	\$116,339
	PLE Days	\$754	\$937	\$1,121	\$1,122	\$1,194	\$1,247
	PLE Stipend	\$5,925	\$7,371	\$8,814	\$8,819	\$9,387	\$9,804
	Longevity	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Total	\$78,889	\$97,523	\$116,125	\$116,198	\$123,517	\$128,889
25 through 30 or more Years	Base	<u>\$72,986</u>	<u>\$90,790</u>	<u>\$108,563</u>	<u>\$108,633</u>	<u>\$115,626</u>	<u>\$120,759</u>
	PLE Days	<u>\$789</u>	<u>\$982</u>	<u>\$1,174</u>	<u>\$1,174</u>	<u>\$1,250</u>	<u>\$1,306</u>
	PLE Stipend	<u>\$6,204</u>	<u>\$7,717</u>	<u>\$9,228</u>	<u>\$9,234</u>	<u>\$9,828</u>	<u>\$10,265</u>
	Longevity	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>
	Total	<u>\$84,979</u>	<u>\$104,489</u>	<u>\$123,965</u>	<u>\$124,041</u>	<u>\$131,704</u>	<u>\$137,330</u>
	Base	\$69,710	\$86,715	\$103,690	\$103,757	\$110,436	\$116,339
	PLE Days	\$754	\$937	\$1,121	\$1,122	\$1,194	\$1,247
	PLE Stipend	\$5,925	\$7,371	\$8,814	\$8,819	\$9,387	\$9,804
	Longevity	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total	\$81,389	\$100,023	\$118,625	\$118,698	\$126,017	\$131,389

Salaries shown in this schedule are based on 1.0 FTE. Actual salaries are prorated by assigned FTE.

Extra Service Contract (ESC) Hourly Rate:

\$51.80

\$49.74

1. CTE teacher placement determined according to WAC 392-121-259(3)(b)

2024-25 base salaries have been increased by a total of 4.7% which includes 3.7% IPD + 1% PLE stipend is 8.5% of base salary.

6/21/24

2. Experience credit will be provided on a full-year basis only
3. CTE teachers with Plan II (non-degree) certification will be placed on this schedule according to the Reporting Process Instructions for OSPI Form S-275.
4. Doctorate degree = \$3,600 stipend
- *5. The BA+135 column of this salary schedule was closed on Nov. 2, 2004. Salaries that appear in the BA+135 column are applicable only to HPS employees that reached this column on or before Nov. 1, 2004.
6. The district will pay 100% of the state retiree healthcare subsidy.
7. Longevity stipends: 20-24 years, \$2,500; 25+ years, \$5,000.

Approved by the Board of Directors: Draft - Not Final

2024-25 SCHOOL CALENDAR - Pending Ratification

August 2024					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	
27	District Wide Equity Symposium				
28	District Topic DID				
Window for District Initiated Days (DID), 1/2 Day Staff Orientation and 1/2 Day Individual Directed Day to be completed within widow.					
school days in month / total					
September 2024					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					
2	Labor Day				
3	DID continued				
4	FIRST STUDENT DAY Grades 1-12				
9	First Day of Kindergarten				
11	First Day of Preschool				
school days in month / total					
October 2024					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		
No School PK-12 Students, Collaborative Work Day for Cert. Staff/Non-workday for 9 month Class. staff *					
school days in month/total					
November 2024					
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	
1	No School PK-12 Students, District Initiated Day for Cert. Staff/Non-workday for 9 month Class. Staff *				
8	End of 1st Quarter / 6-12				
11	Veterans Day -No School				
22	End of 1st Trimester / K-5				
25-26	No School PK-5, Student Led Conferences, Cert. & Class. Staff Workday				
27	No School PK-12, Student Led Conferences, Work day for Cert. & Class. Staff				
28-29	Thanksgiving Break-No School				
school days in month/total					
December 2024					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				
Dec. 23-Jan. 3 Winter Break - No School					
school days in month/total					
January 2025					
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	
Dec. 23-Jan. 3 Winter Break - No School					
6	Return to School				
20	MLKing Jr. Day-No School				
30	End of 1st Semester / 6-12				
31	No School 6-12, Non workday Secondary Cert. & Secondary 9 month Class. Staff *				
E: 19/92 S: 18/91					
school days in month / total					
February 2025					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
14	Mid-Winter Break - No School				
17	President's Day-No School				
E: 18/110 S: 18/109					
school days in month / total					
March 2025					
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					
13	End of 2nd Trimester / K-5				
14	No School - PK-12, Conferences 6-12 according to schools' schedules / Non Workday Elementary Cert. & 9 month Class. Staff *				
E: 20/130 S: 21/130					
school days in month / total					
April 2025					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			
End of 3rd Quarter / 6-12					
7-11	Spring Break - No School				
school days in month / total					
May 2025					
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	
Memorial Day-No School					
27	No School: Emergency Make-up Day if needed				
school days in month / total					
June 2025					
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					
17	LAST DAY OF PRESCHOOL				
18	LAST DAY OF SCHOOL K-12				
19	Juneteenth				
20-30	No School: Emergency Make-up Days if needed				
school days in month / total					
July 2025					
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		
4	Independence Day				
No School: Emergency Make-up Day if needed					
school days in month / total					
Breaks/Holidays - All Schools Closed					
No School PK-12					
No School for either Elementary OR Secondary					
Professional Collaboration Time (PCT) provides 90 minutes weekly for teachers to share ideas, analyze student data, and work together to improve instruction and student learning.					
Early Dismissal (PCT)					
Early Dismissal - Job-alike PCT					
Early Dismissal - Job-alike Optional					

APPENDIX B

HIGHLINE PUBLIC SCHOOLS

2025-26 SCHOOL CALENDAR - PENDING RATIFICATION

August 2025	September 2025	October 2025	November 2025	December 2025	January 2026
M T W T F	M T W T F	M T W T F	M T W T F	M T W T F	M T W T F
1	1 2 3 4 5	1 2 3	3 4 5 6 7	1 2 3 4 5	1 2
4 5 6 7 8	8 9 10 11 12	6 7 8 9 10	10 11 12 13 14	8 9 10 11 12	5 6 7 8 9
11 12 13 14 15	15 16 17 18 19	13 14 15 16 17	17 18 19 20 21	15 16 17 18 19	12 13 14 15 16
18 19 20 21 22	22 23 24 25 26	20 21 22 23 24	24 25 26 27 28	22 23 24 25 26	19 20 21 22 23
25 26 27 28 29	29 30	27 28 29 30 31		29 30 31	26 27 28 29 30
	1 Labor Day		3 No School PK-12 Students, District Initiated Day for Cert. Staff/Non-workday for 9 month Class. Staff *		Dec. 22 - Jan. 2 Winter Break - No School
	2 DID Continued	10 No School PK-12 Students, Collaborative Work Day for Cert. Staff/ Non-workday for 9 month Class. staff *			5 Return to School
	3 FIRST STUDENT DAY Grades 1-12		11 Veterans Day- No School	Dec. 22 - Jan. 2 Winter Break - No School	19 MLKing Jr. Day-No School
	8 First Day of Kindergarten		21▲ End of 1st Trimester / K-5		29◆ End of 1st Semester / 6-12
	10 First Day of Preschool	31◆ End of 1st Quarter / 6-12	24-25 No School PK-5, Student Led Conferences, Cert. & Class. Staff Workday		30 No School 6-12, Non workday Secondary Cert. & Secondary 9 month Class. Staff *
			26 No School PK-12, Student Led Conferences, Work day for Cert. & Class. Staff		
			27-28 Thanksgiving Break-No School		
Window for District Initiated Days (DID), 1/2 Day Staff Orientation and 1/2 Day Individual Directed Day to be completed within widow.					
	school days in month 20	school days in month/total 22/42	school days in month/total 16/58	school days in month/total 15/73	school days in month / total E: 19/92 S: 18/91

February 2026	March 2026	April 2026	May 2026	June 2026	July 2026
M T W T F	M T W T F	M T W T F	M T W T F	M T W T F	M T W T F
2 3 4 5 6	2 3 4 5 6	1 2 3	1	1 2 3 4 5	1 2 3
9 10 11 12 13	9 10 11 12▲ 13	6 7 8 9 10	4 5 6 7 8	8 9 10 11 12	6 7 8 9 10
16 17 18 19 20	16 17 18 19 20	13 14 15 16 17	11 12 13 14 15	15 16 17 18 19	13 14 15 16 17
23 24 25 26 27	23 24 25 26 27	20 21 22 23 24	18 19 20 21 22	22 23 24 25 26	20 21 22 23 24
	30 31	27 28 29 30	25 26 27 28 29	29 30	27 28 29 30 31
13 Mid-Winter Break - No School	12▲ End of 2nd Trimester / K-5	3◆ End of 3rd Quarter / 6-12		16 LAST DAY OF Preschool	
16 President's Day-No School	13 No School - PK-12, Conferences 6-12 according to schools' schedules / Non Workday Elementary Cert. & 9 month Class. Staff *	6-10 Spring Break - No School	25 Memorial Day-No School	17 LAST DAY OF SCHOOL K-12	3 Independence Day Observed
			26 No School: Emergency Make-up Day if needed	18 No School: Emergency Make-up Day if needed	
				19 Juneteenth	
				22-30 No School: Emergency Make-up Days if needed	
school days in month / total E: 18/110 S: 18/109	school days in month / total E: 21/131 S: 22/131	school days in month / total 17/148	school days in month / total 19/167	school days in month 13/180	

Breaks/Holidays - All Schools Closed	Professional Collaboration Time (PCT) provides 90 minutes weekly for teachers to share ideas, analyze student data, and work together to improve instruction and student learning.	Early Dismissal (PCT)	No School: Emergency Make-up Day if needed
No School PK-12		Early Dismissal - Job-alike PCT	
No School for either Elementary OR Secondary		Early Dismissal - Job-alike Optional	

* See Employee Work Calendar

[Additional Preschool information at: highlineschools.org/preschool](https://highlineschools.org/preschool)

APPENDIX B

HIGHLINE PUBLIC SCHOOLS

PROJECTED - 2026-27 SCHOOL CALENDAR - PROJECTED

August 2026	September 2026	October 2026	November 2026	December 2026	January 2027
M T W T F	M T W T F	M T W T F	M T W T F	M T W T F	M T W T F
3 4 5 6 7	1 2 3 4	1 2	2 3 4 5 6	1 2 3 4	1
10 11 12 13 14	7 8 9 10 11	5 6 7 8 9	9 10 11 12 13	7 8 9 10 11	4 5 6 7 8
17 18 19 20 21	14 15 16 17 18	12 13 14 15 16	16 17 18 19 20	14 15 16 17 18	11 12 13 14 15
24 25 26 27 28	21 22 23 24 25	19 20 21 22 23	23 24 25 26 27	21 22 23 24 25	18 19 20 21 22
31	28 29 30	26 27 28 29 30	30	28 29 30 31	25 26 27 28 29
Window for District Initiated Days (DID), 1/2 Day Staff Orientation and 1/2 Day Individual Directed Day to be completed within widow.	DID Continued 3 FIRST STUDENT DAY Grades 1-12 7 Labor Day 9 First Day of Kindergarten 14 First Day of Preschool	9 No School PK-12 Students, Collaborative Work Day for Cert. Staff/ Non-workday for 9 month Class. staff *	2 No School PK-12 Students, District Initiated Day for Cert. Staff/Non-workday for 9 month Class. Staff * 6 End of 1st Quarter / 6-12 11 Veterans Day -No School 20 End of 1st Trimester / K-5 23-24 No School PK-5, Student Led Conferences, Cert. & Class. Staff Workday 25 No School PK-12, Student Led Conferences, Work day for Cert. & Class. Staff 26-27 Thanksgiving Break-No School	Dec. 21 - Jan. 1 Winter Break - No School 4 Return to School 18 MLKing Jr. Day-No School 28 End of 1st Semester / 6-12 29 No School 6-12, Non workday Secondary Cert. & Secondary 9 month Class. Staff *	Dec. 21 - Jan. 1 Winter Break - No School 4 Return to School 18 MLKing Jr. Day-No School 28 End of 1st Semester / 6-12 29 No School 6-12, Non workday Secondary Cert. & Secondary 9 month Class. Staff *
school days in month	19	school days in month/total 21/40	school days in month/total 17/57	school days in month/total 14/71	school days in month / total E: 19/90 S: 18/89

February 2027	March 2027	April 2027	May 2027	June 2027	July 2027
M T W T F	M T W T F	M T W T F	M T W T F	M T W T F	M T W T F
1 2 3 4 5	1 2 3 4 5	1 2	3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12	8 9 10 11 12	5 6 7 8 9	10 11 12 13 14	7 8 9 10 11	5 6 7 8 9
15 16 17 18 19	15 16 17 18 19	12 13 14 15 16	17 18 19 20 21	14 15 16 17 18	12 13 14 15 16
22 23 24 25 26	22 23 24 25 26	19 20 21 22 23	24 25 26 27 28	21 22 23 24 25	19 20 21 22 23
12 Mid-Winter Break - No School 15 President's Day-No School	11 End of 2nd Trimester / K-5 12 No School - PK-12, Conferences 6-12 according to schools' schedules / Non Workday Elementary Cert. & 9 month Class. Staff *	2 End of 3rd Quarter / 6-12 5-9 Spring Break - No School	31 Memorial Day-No School	16 LAST DAY OF Preschool 17 LAST DAY OF SCHOOL K-12 18 Juneteenth (Observed) 21-30 No School: Emergency Make-up Days if needed	5 Independence Day Observed
school days in month / total E: 18/108 S: 18/107	school days in month / total E: 22/130 S: 23/130	school days in month / total 11/141	school days in month / total 20/167	school days in month 13/180	

Breaks/Holidays - All Schools Closed	Professional Collaboration Time (PCT) provides 90 minutes weekly for teachers to share ideas, analyze student data, and work together to improve instruction and student learning.	Early Dismissal (PCT)	No School: Emergency Make-up Day if needed
No School PK-12		Early Dismissal - Job-alike PCT	
No School for either Elementary OR Secondary		Early Dismissal - Job-alike Optional	

* See Employee Work Calendar

Additional Preschool information at: highlineschools.org/preschool

APPENDIX B

Highline Public Schools #401
Teachers, Educational Staff Associates (ESAs), Career and Technical Education (CTE) Teachers
~~2023-24~~ **2024-25 HEA SALARY SCHEDULE**

Experience		BA	BA + 45	BA + 90	MA+0 (*5 BA + 135)	MA + 45	MA + 90 or Ph.D.
0 Years	Base	<u>\$64,069</u>	<u>\$69,390</u>	<u>\$75,155</u>	<u>\$76,812</u>	<u>\$82,579</u>	<u>\$86,296</u>
	PLE Days	<u>\$693</u>	<u>\$750</u>	<u>\$812</u>	<u>\$830</u>	<u>\$893</u>	<u>\$933</u>
	PLE Stipend	<u>\$5,446</u>	<u>\$5,898</u>	<u>\$6,388</u>	<u>\$6,529</u>	<u>\$7,019</u>	<u>\$7,335</u>
	Total	<u>\$70,207</u>	<u>\$76,038</u>	<u>\$82,356</u>	<u>\$84,171</u>	<u>\$90,491</u>	<u>\$94,564</u>
	Base	\$61,193	\$66,275	\$71,781	\$73,364	\$78,872	\$82,422
	PLE Days	\$662	\$716	\$776	\$793	\$853	\$891
	PLE Stipend	\$5,201	\$5,633	\$6,101	\$6,236	\$6,704	\$7,006
	Total	\$67,056	\$72,625	\$78,659	\$80,393	\$86,429	\$90,319
1 Years	Base	<u>\$64,932</u>	<u>\$70,378</u>	<u>\$76,204</u>	<u>\$77,666</u>	<u>\$83,492</u>	<u>\$87,184</u>
	PLE Days	<u>\$702</u>	<u>\$761</u>	<u>\$824</u>	<u>\$840</u>	<u>\$903</u>	<u>\$943</u>
	PLE Stipend	<u>\$5,519</u>	<u>\$5,982</u>	<u>\$6,477</u>	<u>\$6,602</u>	<u>\$7,097</u>	<u>\$7,411</u>
	Total	<u>\$71,153</u>	<u>\$77,121</u>	<u>\$83,505</u>	<u>\$85,108</u>	<u>\$91,492</u>	<u>\$95,537</u>
	Base	\$62,017	\$67,219	\$72,783	\$74,180	\$79,744	\$83,271
	PLE Days	\$670	\$727	\$787	\$802	\$862	\$900
	PLE Stipend	\$5,271	\$5,714	\$6,187	\$6,305	\$6,778	\$7,078
	Total	\$67,959	\$73,659	\$79,756	\$81,287	\$87,385	\$91,249
2 Years	Base	<u>\$65,753</u>	<u>\$71,379</u>	<u>\$77,189</u>	<u>\$78,526</u>	<u>\$84,334</u>	<u>\$88,067</u>
	PLE Days	<u>\$711</u>	<u>\$772</u>	<u>\$834</u>	<u>\$849</u>	<u>\$912</u>	<u>\$952</u>
	PLE Stipend	<u>\$5,589</u>	<u>\$6,067</u>	<u>\$6,561</u>	<u>\$6,675</u>	<u>\$7,168</u>	<u>\$7,486</u>
	Total	<u>\$72,053</u>	<u>\$78,218</u>	<u>\$84,585</u>	<u>\$86,049</u>	<u>\$92,414</u>	<u>\$96,505</u>
	Base	\$62,801	\$68,175	\$73,724	\$75,001	\$80,548	\$84,114
	PLE Days	\$679	\$737	\$797	\$811	\$871	\$909
	PLE Stipend	\$5,338	\$5,795	\$6,267	\$6,375	\$6,847	\$7,150
	Total	\$68,818	\$74,707	\$80,788	\$82,187	\$88,266	\$92,173
3 Years	Base	<u>\$66,600</u>	<u>\$72,329</u>	<u>\$78,126</u>	<u>\$79,342</u>	<u>\$85,135</u>	<u>\$88,959</u>
	PLE Days	<u>\$720</u>	<u>\$782</u>	<u>\$845</u>	<u>\$858</u>	<u>\$920</u>	<u>\$962</u>
	PLE Stipend	<u>\$5,661</u>	<u>\$6,148</u>	<u>\$6,641</u>	<u>\$6,744</u>	<u>\$7,236</u>	<u>\$7,562</u>
	Total	<u>\$72,981</u>	<u>\$79,259</u>	<u>\$85,611</u>	<u>\$86,943</u>	<u>\$93,292</u>	<u>\$97,483</u>
	Base	\$63,610	\$69,082	\$74,619	\$75,780	\$81,313	\$84,966
	PLE Days	\$688	\$747	\$807	\$819	\$879	\$919
	PLE Stipend	\$5,407	\$5,872	\$6,343	\$6,441	\$6,912	\$7,222
	Total	\$69,705	\$75,701	\$81,768	\$83,041	\$89,104	\$93,107
4 Years	Base	<u>\$67,431</u>	<u>\$73,319</u>	<u>\$79,152</u>	<u>\$80,196</u>	<u>\$86,027</u>	<u>\$89,880</u>
	PLE Days	<u>\$729</u>	<u>\$793</u>	<u>\$856</u>	<u>\$867</u>	<u>\$930</u>	<u>\$972</u>
	PLE Stipend	<u>\$5,732</u>	<u>\$6,232</u>	<u>\$6,728</u>	<u>\$6,817</u>	<u>\$7,312</u>	<u>\$7,640</u>
	Total	<u>\$73,891</u>	<u>\$80,344</u>	<u>\$86,736</u>	<u>\$87,880</u>	<u>\$94,269</u>	<u>\$98,491</u>
	Base	\$64,404	\$70,028	\$75,599	\$76,596	\$82,165	\$85,845
	PLE Days	\$696	\$757	\$817	\$828	\$888	\$928
	PLE Stipend	\$5,474	\$5,952	\$6,426	\$6,511	\$6,984	\$7,297
	Total	\$70,574	\$76,737	\$82,842	\$83,935	\$90,038	\$94,070
5 Years	Base	<u>\$68,288</u>	<u>\$74,324</u>	<u>\$80,135</u>	<u>\$81,064</u>	<u>\$86,877</u>	<u>\$90,803</u>
	PLE Days	<u>\$738</u>	<u>\$804</u>	<u>\$866</u>	<u>\$876</u>	<u>\$939</u>	<u>\$982</u>
	PLE Stipend	<u>\$5,804</u>	<u>\$6,318</u>	<u>\$6,811</u>	<u>\$6,890</u>	<u>\$7,385</u>	<u>\$7,718</u>
	Total	<u>\$74,830</u>	<u>\$81,445</u>	<u>\$87,813</u>	<u>\$88,831</u>	<u>\$95,200</u>	<u>\$99,503</u>
	Base	\$65,222	\$70,988	\$76,538	\$77,425	\$82,977	\$86,727
	PLE Days	\$705	\$767	\$827	\$837	\$897	\$938
	PLE Stipend	\$5,544	\$6,034	\$6,506	\$6,581	\$7,053	\$7,372
	Total	\$71,471	\$77,789	\$83,871	\$84,844	\$90,927	\$95,036

6 Years	Base	<u>\$69,168</u>	<u>\$75,344</u>	<u>\$81,127</u>	<u>\$81,954</u>	<u>\$87,739</u>	<u>\$91,684</u>
	PLE Days	<u>\$748</u>	<u>\$815</u>	<u>\$877</u>	<u>\$886</u>	<u>\$949</u>	<u>\$991</u>
	PLE Stipend	<u>\$5,879</u>	<u>\$6,404</u>	<u>\$6,896</u>	<u>\$6,966</u>	<u>\$7,458</u>	<u>\$7,793</u>
	Total	<u>\$75,796</u>	<u>\$82,563</u>	<u>\$88,899</u>	<u>\$89,806</u>	<u>\$96,145</u>	<u>\$100,468</u>
	Base	\$66,063	\$71,962	\$77,485	\$78,275	\$83,800	\$87,568
	PLE Days	\$714	\$778	\$838	\$846	\$906	\$947
	PLE Stipend	\$5,615	\$6,117	\$6,586	\$6,653	\$7,123	\$7,443
	Total	\$72,393	\$78,857	\$84,909	\$85,774	\$91,829	\$95,958
7 Years	Base	<u>\$70,719</u>	<u>\$77,076</u>	<u>\$82,944</u>	<u>\$83,620</u>	<u>\$89,487</u>	<u>\$93,547</u>
	PLE Days	<u>\$765</u>	<u>\$833</u>	<u>\$897</u>	<u>\$904</u>	<u>\$967</u>	<u>\$1,011</u>
	PLE Stipend	<u>\$6,011</u>	<u>\$6,551</u>	<u>\$7,050</u>	<u>\$7,108</u>	<u>\$7,606</u>	<u>\$7,951</u>
	Total	<u>\$77,495</u>	<u>\$84,461</u>	<u>\$90,891</u>	<u>\$91,632</u>	<u>\$98,061</u>	<u>\$102,510</u>
	Base	\$67,545	\$73,616	\$79,221	\$79,867	\$85,470	\$89,348
	PLE Days	\$730	\$796	\$856	\$863	\$924	\$966
	PLE Stipend	\$5,741	\$6,257	\$6,734	\$6,789	\$7,265	\$7,595
	Total	\$74,016	\$80,669	\$86,811	\$87,519	\$93,659	\$97,908
8 Years	Base	<u>\$72,986</u>	<u>\$79,700</u>	<u>\$85,648</u>	<u>\$86,244</u>	<u>\$92,192</u>	<u>\$96,397</u>
	PLE Days	<u>\$789</u>	<u>\$862</u>	<u>\$926</u>	<u>\$932</u>	<u>\$997</u>	<u>\$1,042</u>
	PLE Stipend	<u>\$6,204</u>	<u>\$6,775</u>	<u>\$7,280</u>	<u>\$7,331</u>	<u>\$7,836</u>	<u>\$8,194</u>
	Total	<u>\$79,979</u>	<u>\$87,337</u>	<u>\$93,854</u>	<u>\$94,507</u>	<u>\$101,025</u>	<u>\$105,633</u>
	Base	\$69,710	\$76,123	\$81,804	\$82,372	\$88,053	\$92,070
	PLE Days	\$754	\$823	\$884	\$891	\$952	\$995
	PLE Stipend	\$5,925	\$6,470	\$6,953	\$7,002	\$7,485	\$7,826
	Total	\$76,389	\$83,416	\$89,641	\$90,264	\$96,490	\$100,891
9 Years	Base		<u>\$82,352</u>	<u>\$88,440</u>	<u>\$88,895</u>	<u>\$94,983</u>	<u>\$99,334</u>
	PLE Days		<u>\$890</u>	<u>\$956</u>	<u>\$961</u>	<u>\$1,027</u>	<u>\$1,074</u>
	PLE Stipend		<u>\$7,000</u>	<u>\$7,517</u>	<u>\$7,556</u>	<u>\$8,074</u>	<u>\$8,443</u>
	Total		<u>\$90,243</u>	<u>\$96,913</u>	<u>\$97,412</u>	<u>\$104,084</u>	<u>\$108,852</u>
	Base		\$78,656	\$84,470	\$84,904	\$90,719	\$94,875
	PLE Days		\$850	\$913	\$918	\$981	\$1,026
	PLE Stipend		\$6,686	\$7,180	\$7,217	\$7,711	\$8,064
	Total		\$86,192	\$92,563	\$93,039	\$99,411	\$103,965
10 Years	Base		<u>\$85,141</u>	<u>\$91,310</u>	<u>\$91,685</u>	<u>\$97,856</u>	<u>\$102,346</u>
	PLE Days		<u>\$920</u>	<u>\$987</u>	<u>\$991</u>	<u>\$1,058</u>	<u>\$1,106</u>
	PLE Stipend		<u>\$7,237</u>	<u>\$7,761</u>	<u>\$7,793</u>	<u>\$8,318</u>	<u>\$8,699</u>
	Total		<u>\$93,299</u>	<u>\$100,058</u>	<u>\$100,469</u>	<u>\$107,231</u>	<u>\$112,152</u>
	Base		\$81,319	\$87,211	\$87,569	\$93,463	\$97,752
	PLE Days		\$879	\$943	\$947	\$1,010	\$1,057
	PLE Stipend		\$6,912	\$7,413	\$7,443	\$7,944	\$8,309
	Total		\$89,111	\$95,567	\$95,959	\$102,418	\$107,118
11 Years	Base		<u>\$88,011</u>	<u>\$94,313</u>	<u>\$94,555</u>	<u>\$100,859</u>	<u>\$105,440</u>
	PLE Days		<u>\$951</u>	<u>\$1,020</u>	<u>\$1,022</u>	<u>\$1,090</u>	<u>\$1,140</u>
	PLE Stipend		<u>\$7,481</u>	<u>\$8,017</u>	<u>\$8,037</u>	<u>\$8,573</u>	<u>\$8,962</u>
	Total		<u>\$96,444</u>	<u>\$103,349</u>	<u>\$103,614</u>	<u>\$110,522</u>	<u>\$115,543</u>
	Base		\$84,061	\$90,079	\$90,310	\$96,331	\$100,707
	PLE Days		\$909	\$974	\$976	\$1,041	\$1,089
	PLE Stipend		\$7,145	\$7,657	\$7,676	\$8,188	\$8,560
	Total		\$92,114	\$98,710	\$98,963	\$105,561	\$110,356
12 Years	Base		<u>\$90,790</u>	<u>\$97,399</u>	<u>\$97,539</u>	<u>\$103,943</u>	<u>\$108,665</u>
	PLE Days		<u>\$982</u>	<u>\$1,053</u>	<u>\$1,054</u>	<u>\$1,124</u>	<u>\$1,175</u>
	PLE Stipend		<u>\$7,717</u>	<u>\$8,279</u>	<u>\$8,291</u>	<u>\$8,835</u>	<u>\$9,237</u>
	Total		<u>\$99,489</u>	<u>\$106,730</u>	<u>\$106,885</u>	<u>\$113,902</u>	<u>\$119,077</u>
	Base		\$86,715	\$93,026	\$93,161	\$99,277	\$103,787
	PLE Days		\$937	\$1,006	\$1,007	\$1,073	\$1,122
	PLE Stipend		\$7,371	\$7,907	\$7,919	\$8,439	\$8,822
	Total		\$95,023	\$101,939	\$102,087	\$108,789	\$113,731

Experience		BA	BA + 45	BA + 90	MA+0 (*5 BA + 135)	MA + 45	MA + 90 or Ph.D.
13 Years	Base			<u>\$100,560</u>	<u>\$100,627</u>	<u>\$107,103</u>	<u>\$111,965</u>
	PLE Days			<u>\$1,087</u>	<u>\$1,088</u>	<u>\$1,158</u>	<u>\$1,210</u>
	PLE Stipend			<u>\$8,548</u>	<u>\$8,553</u>	<u>\$9,104</u>	<u>\$9,517</u>
	Total			<u>\$110,195</u>	<u>\$110,268</u>	<u>\$117,365</u>	<u>\$122,693</u>
	Base			\$96,046	\$96,110	\$102,296	\$106,939
	PLE Days			\$1,038	\$1,039	\$1,106	\$1,156
	PLE Stipend			\$8,164	\$8,169	\$8,695	\$9,090
	Total			\$105,248	\$105,319	\$112,097	\$117,185
14 Years	Base			<u>\$103,735</u>	<u>\$103,806</u>	<u>\$110,488</u>	<u>\$115,391</u>
	PLE Days			<u>\$1,121</u>	<u>\$1,122</u>	<u>\$1,194</u>	<u>\$1,247</u>
	PLE Stipend			<u>\$8,817</u>	<u>\$8,824</u>	<u>\$9,391</u>	<u>\$9,808</u>
	Total			<u>\$113,674</u>	<u>\$113,752</u>	<u>\$121,074</u>	<u>\$126,446</u>
	Base			\$99,079	\$99,146	\$105,528	\$110,211
	PLE Days			\$1,071	\$1,072	\$1,141	\$1,191
	PLE Stipend			\$8,422	\$8,427	\$8,970	\$9,368
	Total			\$108,571	\$108,646	\$115,639	\$120,770
15 Years	Base			<u>\$106,436</u>	<u>\$106,504</u>	<u>\$113,360</u>	<u>\$118,392</u>
	PLE Days			<u>\$1,151</u>	<u>\$1,151</u>	<u>\$1,226</u>	<u>\$1,280</u>
	PLE Stipend			<u>\$9,047</u>	<u>\$9,053</u>	<u>\$9,636</u>	<u>\$10,063</u>
	Total			<u>\$116,633</u>	<u>\$116,709</u>	<u>\$124,221</u>	<u>\$129,735</u>
	Base			\$101,658	\$101,723	\$108,272	\$113,077
	PLE Days			\$1,099	\$1,100	\$1,171	\$1,222
	PLE Stipend			\$8,641	\$8,646	\$9,203	\$9,612
	Total			\$111,398	\$111,469	\$118,645	\$123,911
16 through 19 Years	Base			<u>\$108,563</u>	<u>\$108,633</u>	<u>\$115,626</u>	<u>\$120,759</u>
	PLE Days			<u>\$1,174</u>	<u>\$1,174</u>	<u>\$1,250</u>	<u>\$1,306</u>
	PLE Stipend			<u>\$9,228</u>	<u>\$9,234</u>	<u>\$9,828</u>	<u>\$10,265</u>
	Total			<u>\$118,965</u>	<u>\$119,041</u>	<u>\$126,704</u>	<u>\$132,330</u>
	Base			\$103,690	\$103,757	\$110,436	\$115,339
	PLE Days			\$1,121	\$1,122	\$1,194	\$1,247
	PLE Stipend			\$8,814	\$8,819	\$9,387	\$9,804
	Total			\$113,625	\$113,698	\$121,017	\$126,389
20 through 24 Years	Base	<u>\$72,986</u>	<u>\$90,790</u>	<u>\$108,563</u>	<u>\$108,633</u>	<u>\$115,626</u>	<u>\$120,759</u>
	PLE Days	<u>\$789</u>	<u>\$982</u>	<u>\$1,174</u>	<u>\$1,174</u>	<u>\$1,250</u>	<u>\$1,306</u>
	PLE Stipend	<u>\$6,204</u>	<u>\$7,717</u>	<u>\$9,228</u>	<u>\$9,234</u>	<u>\$9,828</u>	<u>\$10,265</u>
	Longevity	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>
	Total	<u>\$82,479</u>	<u>\$101,989</u>	<u>\$121,465</u>	<u>\$121,541</u>	<u>\$129,204</u>	<u>\$134,830</u>
	Base	\$69,710	\$86,715	\$103,690	\$103,757	\$110,436	\$115,339
	PLE Days	\$754	\$937	\$1,121	\$1,122	\$1,194	\$1,247
	PLE Stipend	\$5,925	\$7,371	\$8,814	\$8,819	\$9,387	\$9,804
	Longevity	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Total	\$78,889	\$97,523	\$116,125	\$116,198	\$123,517	\$128,889
25 through 30 or more Years	Base	<u>\$72,986</u>	<u>\$90,790</u>	<u>\$108,563</u>	<u>\$108,633</u>	<u>\$115,626</u>	<u>\$120,759</u>
	PLE Days	<u>\$789</u>	<u>\$982</u>	<u>\$1,174</u>	<u>\$1,174</u>	<u>\$1,250</u>	<u>\$1,306</u>
	PLE Stipend	<u>\$6,204</u>	<u>\$7,717</u>	<u>\$9,228</u>	<u>\$9,234</u>	<u>\$9,828</u>	<u>\$10,265</u>
	Longevity	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>
	Total	<u>\$84,979</u>	<u>\$104,489</u>	<u>\$123,965</u>	<u>\$124,041</u>	<u>\$131,704</u>	<u>\$137,330</u>
	Base	\$69,710	\$86,715	\$103,690	\$103,757	\$110,436	\$115,339
	PLE Days	\$754	\$937	\$1,121	\$1,122	\$1,194	\$1,247
	PLE Stipend	\$5,925	\$7,371	\$8,814	\$8,819	\$9,387	\$9,804
	Longevity	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total	\$81,389	\$100,023	\$118,625	\$118,698	\$126,017	\$131,389

Salaries shown in this schedule are based on 1.0 FTE. Actual salaries are prorated by assigned FTE.

Extra Service Contract (ESC) Hourly Rate:

\$51.80

\$49.47

1. CTE teacher placement determined according to WAC 392-121-259(3)(b)
2. Experience credit will be provided on a full-year basis only
3. CTE teachers with Plan II (non-degree) certification will be placed on this schedule according to the Reporting Process

Instructions for OSPI Form S-275.

4. Doctorate degree = \$3,600 stipend

*5. The BA+135 column of this salary schedule was closed on Nov. 2, 2004. Salaries that appear in the BA+135 column are applicable only to HPS employees that reached this column on or before Nov. 1, 2004.

6. The district will pay 100% of the state retiree healthcare subsidy.

7. Longevity stipends: 20-24 years, \$2,500; 25+ years, \$5,000.

Approved by the Board of Directors: Pending

Highline Public Schools #401
Teachers, Educational Staff Associates (ESAs), Career and Technical Education (CTE) Teachers
2024-25 - HEA SALARY SCHEDULE

Experience		BA	BA + 45	BA + 90	MA+0 (*5 BA + 135)	MA + 45	MA + 90 or Ph.D.
0 Years	Base	\$64,069	\$69,390	\$75,155	\$76,812	\$82,579	\$86,296
	PLE Days	\$693	\$750	\$812	\$830	\$893	\$933
	PLE Stipend	\$5,446	\$5,898	\$6,388	\$6,529	\$7,019	\$7,335
	Total	\$70,207	\$76,038	\$82,356	\$84,171	\$90,491	\$94,564
1 Years	Base	\$64,932	\$70,378	\$76,204	\$77,666	\$83,492	\$87,184
	PLE Days	\$702	\$761	\$824	\$840	\$903	\$943
	PLE Stipend	\$5,519	\$5,982	\$6,477	\$6,602	\$7,097	\$7,411
	Total	\$71,153	\$77,121	\$83,505	\$85,108	\$91,492	\$95,537
2 Years	Base	\$65,753	\$71,379	\$77,189	\$78,526	\$84,334	\$88,067
	PLE Days	\$711	\$772	\$834	\$849	\$912	\$952
	PLE Stipend	\$5,589	\$6,067	\$6,561	\$6,675	\$7,168	\$7,486
	Total	\$72,053	\$78,218	\$84,585	\$86,049	\$92,414	\$96,505
3 Years	Base	\$66,600	\$72,329	\$78,126	\$79,342	\$85,135	\$88,959
	PLE Days	\$720	\$782	\$845	\$858	\$920	\$962
	PLE Stipend	\$5,661	\$6,148	\$6,641	\$6,744	\$7,236	\$7,562
	Total	\$72,981	\$79,259	\$85,611	\$86,943	\$93,292	\$97,483
4 Years	Base	\$67,431	\$73,319	\$79,152	\$80,196	\$86,027	\$89,880
	PLE Days	\$729	\$793	\$856	\$867	\$930	\$972
	PLE Stipend	\$5,732	\$6,232	\$6,728	\$6,817	\$7,312	\$7,640
	Total	\$73,891	\$80,344	\$86,736	\$87,880	\$94,269	\$98,491
5 Years	Base	\$68,288	\$74,324	\$80,135	\$81,064	\$86,877	\$90,803
	PLE Days	\$738	\$804	\$866	\$876	\$939	\$982
	PLE Stipend	\$5,804	\$6,318	\$6,811	\$6,890	\$7,385	\$7,718
	Total	\$74,830	\$81,445	\$87,813	\$88,831	\$95,200	\$99,503
6 Years	Base	\$69,168	\$75,344	\$81,127	\$81,954	\$87,739	\$91,684
	PLE Days	\$748	\$815	\$877	\$886	\$949	\$991
	PLE Stipend	\$5,879	\$6,404	\$6,896	\$6,966	\$7,458	\$7,793
	Total	\$75,796	\$82,563	\$88,899	\$89,806	\$96,145	\$100,468
7 Years	Base	\$70,719	\$77,076	\$82,944	\$83,620	\$89,487	\$93,547
	PLE Days	\$765	\$833	\$897	\$904	\$967	\$1,011
	PLE Stipend	\$6,011	\$6,551	\$7,050	\$7,108	\$7,606	\$7,951
	Total	\$77,495	\$84,461	\$90,891	\$91,632	\$98,061	\$102,510
8 Years	Base	\$72,986	\$79,700	\$85,648	\$86,244	\$92,192	\$96,397
	PLE Days	\$789	\$862	\$926	\$932	\$997	\$1,042
	PLE Stipend	\$6,204	\$6,775	\$7,280	\$7,331	\$7,836	\$8,194
	Total	\$79,979	\$87,337	\$93,854	\$94,507	\$101,025	\$105,633
9 Years	Base		\$82,352	\$88,440	\$88,895	\$94,983	\$99,334
	PLE Days		\$890	\$956	\$961	\$1,027	\$1,074
	PLE Stipend		\$7,000	\$7,517	\$7,556	\$8,074	\$8,443
	Total		\$90,243	\$96,913	\$97,412	\$104,084	\$108,852
10 Years	Base		\$85,141	\$91,310	\$91,685	\$97,856	\$102,346
	PLE Days		\$920	\$987	\$991	\$1,058	\$1,106
	PLE Stipend		\$7,237	\$7,761	\$7,793	\$8,318	\$8,699
	Total		\$93,299	\$100,058	\$100,469	\$107,231	\$112,152
11 Years	Base		\$88,011	\$94,313	\$94,555	\$100,859	\$105,440
	PLE Days		\$951	\$1,020	\$1,022	\$1,090	\$1,140
	PLE Stipend		\$7,481	\$8,017	\$8,037	\$8,573	\$8,962
	Total		\$96,444	\$103,349	\$103,614	\$110,522	\$115,543
12 Years	Base		\$90,790	\$97,399	\$97,539	\$103,943	\$108,665
	PLE Days		\$982	\$1,053	\$1,054	\$1,124	\$1,175
	PLE Stipend		\$7,717	\$8,279	\$8,291	\$8,835	\$9,237
	Total		\$99,489	\$106,730	\$106,885	\$113,902	\$119,077

Experience		BA	BA + 45	BA + 90	MA+0 (*5 BA + 135)	MA + 45	MA + 90 or Ph.D.
13 Years	Base			\$100,560	\$100,627	\$107,103	\$111,965
	PLE Days			\$1,087	\$1,088	\$1,158	\$1,210
	PLE Stipend			\$8,548	\$8,553	\$9,104	\$9,517
	Total			\$110,195	\$110,268	\$117,365	\$122,693
14 Years	Base			\$103,735	\$103,806	\$110,488	\$115,391
	PLE Days			\$1,121	\$1,122	\$1,194	\$1,247
	PLE Stipend			\$8,817	\$8,824	\$9,391	\$9,808
	Total			\$113,674	\$113,752	\$121,074	\$126,446
15 Years	Base			\$106,436	\$106,504	\$113,360	\$118,392
	PLE Days			\$1,151	\$1,151	\$1,226	\$1,280
	PLE Stipend			\$9,047	\$9,053	\$9,636	\$10,063
	Total			\$116,633	\$116,709	\$124,221	\$129,735
16 through 19 Years	Base			\$108,563	\$108,633	\$115,626	\$120,759
	PLE Days			\$1,174	\$1,174	\$1,250	\$1,306
	PLE Stipend			\$9,228	\$9,234	\$9,828	\$10,265
	Total			\$118,965	\$119,041	\$126,704	\$132,330
20 through 24 Years	Base	\$72,986	\$90,790	\$108,563	\$108,633	\$115,626	\$120,759
	PLE Days	\$789	\$982	\$1,174	\$1,174	\$1,250	\$1,306
	PLE Stipend	\$6,204	\$7,717	\$9,228	\$9,234	\$9,828	\$10,265
	Longevity	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Total	\$82,479	\$101,989	\$121,465	\$121,541	\$129,204	\$134,830
25 through 30 or more Years	Base	\$72,986	\$90,790	\$108,563	\$108,633	\$115,626	\$120,759
	PLE Days	\$789	\$982	\$1,174	\$1,174	\$1,250	\$1,306
	PLE Stipend	\$6,204	\$7,717	\$9,228	\$9,234	\$9,828	\$10,265
	Longevity	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total	\$84,979	\$104,489	\$123,965	\$124,041	\$131,704	\$137,330

Salaries shown in this schedule are based on 1.0 FTE. Actual salaries are prorated by assigned FTE.

Extra Service Contract (ESC) Hourly Rate: \$51.80

1. CTE teacher placement determined according to WAC 392-121-259(3)(b)
2. Experience credit will be provided on a full-year basis only
3. CTE teachers with Plan II (non-degree) certification will be placed on this schedule according to the Reporting Process Instructions for OSPI Form S-275.
4. Doctorate degree = \$3,600 stipend
- *5. The BA+135 column of this salary schedule was closed on Nov. 2, 2004. Salaries that appear in the BA+135 column are applicable only to HPS employees that reached this column on or before Nov. 1, 2004.
6. The district will pay 100% of the state retiree healthcare subsidy.
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Approved by the Board of Directors: Pending

Highline Public Schools
15675 Ambaum Boulevard Southwest
Burien, Washington 98166

~~2023-24~~ 2024-25 pay rate information for certificated substitutes.

		Monday - Friday
A	Daily Substitutes	\$207.40 215.07
B	Super Substitute	\$228.14 236.58
C	Half-Day	½ of the Daily Rate + \$6.00
D	After 20th Day in Long Term Assignment	*Contractual Rate

Annually, these rates will be increased to reflect the inflationary adjustment to the state's revenue formulas.

Substitutes who (a) work 40 nonconsecutive days in the current school year; (b) work 100 days the previous year and 20 days in the new school year; or (c) are retirees of the Highline School District will be moved to the Row B "Super Substitute" rate.

In addition, when substitutes are asked to use a scheduled planning period to cover a class not part of their originally assigned job, the substitute will be paid for that time at the Extra-Duty Rate identified in Appendix D.

*The Highline School District pays a contractual rate of pay after the twentieth consecutive day in the same assignment. The contractual rate of pay is taken from the current teacher salary schedule and placement is based upon education and years of experience. Experience verifications from other school districts or educational institutions, along with official transcripts are required in order to calculate placement.

PAY RATE INFORMATION FOR CERTIFICATED ANNUAL SUBSTITUTES'

Annual substitutes will be compensated as follows, reflective of a 0.85 FTE contract. Compensation will be a percentage of Base Salary, not to include Professional Learning and Enrichment (PLE).

Experience	BA	BA+45 (MA=45)	BA+90
0-2 years	85% of BA Step 0	85% of BA/45 Step 0	85% of BA/90 Step 0
3-6 years	85% of BA Step 3	85% of BA/45 Step 3	85% of BA/90 Step 3
7+ years	85% of BA Step 7	85% of BA/45 Step 7	85% of BA/90 Step 7