

MEMORANDUM OF UNDERSTANDING

Between

SHORELINE SCHOOL DISTRICT NO. 412 and SHORELINE EDUCATION ASSOCIATION

IMPACTS OF INTEGRATION OF SIXTH GRADE INTO THE MIDDLE SCHOOLS

THIS MEMORANDUM OF UNDERSTANDING regarding the Impacts of Integration of Sixth Grade into the Middle Schools is effective for the 2020-2021 school year and is supplemental to the 2018-2021 Collective Bargaining Agreement (CBA) between Shoreline School District (District) and Shoreline Education Association (SEA).

WHEREAS, beginning with the 2020-2021 school year, both Einstein Middle School and Kellogg Middle School will move from their current 7<sup>th</sup> and 8<sup>th</sup> grade configuration to a 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade configuration; and

WHEREAS, District and SEA stakeholders participated in a Middle School Committee charged with "...develop(ing) recommendations to the Superintendent regarding 1. Program offerings, instructional delivery models and supports that provide open access to rigorous coursework and best meet the needs of ALL Students", and "2. Schedules and configurations to support program offerings."; and

WHEREAS, throughout the stakeholder process and subsequently, there has been mutual agreement and discussion between the parties of the obligation to bargain the impact of any subsequent changes to the SEA collective bargaining agreement; and

WHEREAS, following Board approval of the committee's recommendations on January 28, 2019, detailed planning has continued, and those plans will be implemented beginning in the 2020-2021 school year;

NOW THEREFORE, the Parties agree to the following:

1. Electives for sixth graders:
  - a. Sixth grade students may be offered quarter-long electives as well as year-long electives.
  - b. Two quarterly electives taught in one semester will count as one secondary classroom preparation for the purpose of determining whether a teacher shall be assigned students during the advisory period, as defined in Article 33.2.
2. Supplemental Academic Support (SAS):
  - a. The definition of "Supplemental Academic Support (SAS)" in Appendix C, and Section 33.0 will apply.
  - b. All middle school students will participate in developmentally responsive supplemental academic support time designed to address the unique social, emotional and academic needs of adolescents.
  - c. To address the unique social and emotional needs of adolescents, middle schools will pilot newly adopted social emotional learning (SEL) curriculum in the 2020-2021 school year during the advisory period. The parties agree to evaluate the impact of teaching the pilot SEL curriculum as a part of bargaining the successor agreement to the current CBA.

(15)

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- d. Students who are assigned to a teacher only on their SAS roster shall be counted toward the calculation of overload in Section 32.2.1 and will be compensated through Option A, Compensation.
3. The District shall increase the middle school allocation in Section 59.2.3 and the corresponding Implementation MoU to one hundred fifty (150) hours.
4. Group advisors (examples: Leadership, WEB) and intervention teachers may meet with students during the SAS period to remove barriers to student participation. Students participation in clubs during SAS shall not count toward the calculation of overload.
5. Leadership, WEB and intervention teachers may meet with students during the SAS period to remove barriers to student participation. Student participation in Leadership and WEB during SAS shall not count toward the calculation of overload. As indicated through prior agreements (see SAS Menu finalized on April 26, 2016) ELO funds may be earned for activities offered during SAS.

Dated this 19<sup>th</sup> day of August, 2020.

FOR THE ASSOCIATION:

  
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Matt Reiman, SEA President

  
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Lyn Sherry, UniServ Director

FOR THE DISTRICT:

  
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Tam Osborne, Director of Human Resources

  
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Marla Miller, Deputy Superintendent