

Letter of Agreement  
between  
Highline Education Association  
and  
Highline School District

Highline Virtual Academy  
Effective school year 2023-2024

The Highline Virtual Academy (HVA) is a flexible learning model that blends self-paced and school-directed structures. HVA's learning model is aligned within HSD's academic year calendar; its learning model is primarily virtual with some in-person opportunities. HVA serves students in grades 6-12 and utilizes Washington State's Alternative Learning Experience (ALE) model requirements, providing opportunities for self-paced learning for students. Core instruction will be delivered through HSD-approved online learning management systems and will also incorporate instructor-customized material. HVA teachers will provide virtual and in-person instruction for content classes, advisory, small group, and individual support; this includes both academic and social-emotional learning based on student need. HVA teachers and staff will have additional planning and professional learning days during the summer of 2023, paid at per diem. In the event that significant additional time is needed for programmatic development during the 2023-24 school year, extra-service contracts and/ or release time will be offered, consistent with the CBA.

This Letter of Agreement (LOA) is intended to replace the HVA section of the New School and Special Program Implementation LOA in the current CBA.

- A. Overall Structure:** Students at HVA will take up four classes per quarter. Teachers will be assigned no more than three classes per quarter. The HSD curriculum will be implemented in all classes, modified as needed for compatibility with the online learning management system. Third-party educational curriculum may be used as a supplement. HVA teachers will be the teacher of record for their content courses, which will consist of a blend of synchronous, asynchronous, and concurrent instruction. Each teacher will provide direct instruction, small group support, grade assignments, and track progress. In addition, each teacher will be assigned an advisory class, with whom they will meet daily and complete the required ALE Learning Plans (WSLP) for each advisory student. Teachers will also meet 1:1 once per week with each advisory student to help track progress and complete Monthly Progress Reviews.
- B. Daily Load, Advisory, and Class Preparations:** Each HVA classroom teacher will be the teacher of record for no more than three classes per quarter, and for up to 93 students across all classes for which they are the teacher of record. Advisory is not considered one of the three class preparation and student load is calculated separately; each teacher will be assigned up to 24 Advisory students.
- C. Mitigation:** Should a teacher's daily load exceed 93, they will receive \$10.00 per day, per student, for each day that an overload exists. Every effort will be made not to exceed 24 students in an Advisory class, but if a teacher's Advisory load exceeds 24 students, they will receive \$10.00 per day, per student, for each day that an overload exists.

**D. Time Allocations:** Each HVA classroom teacher will have their instructional and non-instructional time allocated as follows. Descriptions of time allocations not addressed in the existing CBA are included below and intended to reflect a typical five-day week.

- Planning time and “WAC” non-instructional time: 600 minutes/week, adjusted for staff meetings and PCT as outlined in the CBA
- Lunch: 30 min/day
- Advisory: 150 minutes/week
- Synchronous Instruction & Small Group Support: 630 minutes/week
- 1:1 check-ins: 510 minutes per week (time per days varies depending on the schedule)
- Collaborative Alternative Learning Environment (CALE) Time: 120 minutes/week, 30 minutes per day M/T/W/Th
- It is the intent of the HVA program for ALE learning plans to be developed by the counselor. If this does not occur this task will take place during principal-directed time.

**1:1 Check-ins:** Weekly meeting (usually via Zoom or phone) between the student and certificated teacher for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP. Evidence of two-way contact must include the date of the contact, the certificated teacher who made the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication. Teachers may choose to develop a flexible schedule for 1:1 check-ins that meets outside of the school day to support student needs, and if they elect this option, will work with the principal to adjust their work times accordingly. Student attendance requirements are met through documentation of weekly 1:1 check-ins and WSLP progress monitoring.

**Small Group/Synchronous Instruction & Support:** Teachers will provide 630 minutes per week of direct instruction (synchronous full-class time and/or small group instruction and support) in accordance with the master schedule. During small group time, teachers group students to meet student needs.

**Collaborative Alternative Learning Environment Time (CALE Time):** 120 minutes per week (30 minutes M-Th) will be structured time for progress monitoring of Advisory students’ ALE requirements and Tier 2 academic and social emotional support. Shared Leadership Team will ensure a year-long schedule that includes individual, team and whole-school meetings depending on time of year and need

**E. Work From Home (WFH) Policy:** The HVA principal will establish a WFH schedule for staff within the following guidelines and parameters.

- **Default Option A - Principal-directed schedule to support building needs:** Principal will build a WFH schedule around building needs in order to have staff in the building for in-person support. An individual staff member will typically WFH one day per week on a consistent, set schedule.
- **Petition Option B (23-24 school year only):** Principal will build a WFH schedule around building needs on T, W, or Th in order to have staff in the building for in person support. An individual staff member will typically WFH two days per week with the exception of the last week of each month, which will be entirely in-person for monthly progress collaboration.

- **Each option includes the following:** Schedules must be arranged around in-person expectations so as to maintain the productivity of the team. Teacher leader positions, including counselors, will be scheduled to ensure someone is available on campus. The principal may designate T, W and or Th as work from home days to a maximum of two per person prioritizing the school's instructional needs.

In extenuating, temporary circumstances for an individual employee, the principal may petition HR for additional days. The final approval/denial is provided by HR to ensure parity and equitable application to exceptions.

Meetings scheduled in advance such as IEPs, team meetings, etc. and that impact a staff member's WFH day should be communicated at least one week in advance of the meeting. Unforeseen circumstances, such as a parent-requested family meeting, may present themselves. In these cases, the principal with at least 24-hour advance notice may require an employee to report to site on a regularly scheduled work from home day.

All HVA staff will work on site the first month of school, first two days of the quarter and for other school-wide scheduled needs such as SLCS or Open House.

Staff should respond to calls and emails in a timely manner such that the work of the school is not slowed as a result of working from home. The mode/method of timely response may be an expectation of their supervisor. Staff should be available to be contacted throughout the work day via text, phone or in a Zoom room. When staff need to work at another district site, they should notify the front office of location and times. When using leave, staff must follow all leave reporting procedures. When seeking to take leave in one-hour increments, Section 14.1 D of the CBA applies. All staff must be able to call and text families from home. Classroom phones and extensions should be in working order through the call forwarding feature on district telephones.

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.

Quarterly WFH schedules will be reassessed for possible changes needed for the coming quarter. Prior to switching a staff member's regular work from home day a conversation will happen between the principal and any impacted staff member.

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

**G. Ongoing Implementation:** HEA and HSD will continue to work collaboratively to monitor and address any challenges that may arise throughout the school year, and will meet in the spring of 2024 to make any necessary adjustments to the above HVA language through negotiations and/or Labor-Management.

**HIGHLINE EDUCATION ASSOCIATION**



Jeb Binns, MAT  
President

8/25/23

Date

**HIGHLINE SCHOOL DISTRICT NO. 401**



Dr. Steve Grubb  
Chief Talent Officer

8/17/23

Date