



## Part 1: FAQ on changes to the school day next year (2017-2018)

### Part 2: Considerations for Elementary School Schedules

#### 1. What are the essential changes to the school day next year?

The student day lengthens by 20 minutes each day, but the length of the work day for certificated and classified staff stays the same. On Wednesdays (except for the first day of school), students will be released 75 minutes early.

We will no longer have the five two-hour early releases that we have had in the past. Those will now take place during the Wednesday early releases (more on that below).

Elementary teachers will no longer be required to spend an additional hour each week in “collaboration time” outside of the work day (and for which they received an additional paid hour). That collaboration time will instead occur during the early release time on Wednesdays, and will include secondary teachers, too. All certificated staff will receive one hour of additional pay each week for work conducted outside of the work day as a result of collaboration time happening during the work day.

#### 2. What will happen during the early releases?

We have designated a category for each Wednesday on the calendar across the District. The basic categories are **professional development time**, **collaboration time**, and **common planning time**. The days designated for common planning time also include possibilities for **tech time** and **job alike** time.

The category for each Wednesday is set District-wide in order to facilitate staff collaboration and scheduling of District PD opportunities. Schools, therefore, cannot swap one kind of Wednesday for another.

#### 3. What is common planning time?

SPS and SEA have reached agreement that common planning time (CPT) means “teacher-directed time for educators to plan and prepare together with colleagues at their building or with colleagues at other buildings.”

Common planning time (CPT) will occur on these Wednesdays: 9/13, 10/18, 11/15, 1/17, 2/7, 3/21, 4/18, 5/2, 5/16, and 6/6. Since this designation is the same across the District, staff can pursue various “**job alike**” collaborations that may involve working with colleagues in other buildings. You may be the only French teacher at your school, so you may want to meet with French teachers from other schools on one or more of these days.

What you do during CPT may change from week to week. If you are a math teacher, you may wish to meet with other math teachers to co-plan some units or lessons. Another week you may wish to meet with other 8<sup>th</sup> grade teachers. It's teacher-directed time, so you get to decide.

4. What is professional development time?

Eight Wednesday early releases are set aside for professional development: 10/11, 11/8, 12/13, 1/10, 2/14, 3/14, 5/9, 6/13. This 10 hours of time replaces the 5 two-hour early releases we have been doing for years. Your school decides what to do on these Wednesday early releases in exactly the same way you have been deciding what to do with the five two hour releases – through a 2/3 vote (see Article II.B on page 15 of the Certificated contract).

5. What is collaboration time?

Ten Wednesday early releases will be for **collaboration time**: 9/20, 10/4, 11/1, 11/29, 1/3, 3/7, 4/4, 4/25, 5/23, 6/20.

Elementary teachers have had “collaboration time” for the last several years. The contract provides a long list of options for that time (see page XX), and that list is the same list we will use now that secondary also has collaboration time. Collaboration time is teacher directed within the broad contractual definition.

The change for elementary teachers is that now instead of having to do that hour outside of the regular work day, you do that during the early release on Wednesday. Elementary teachers have been paid an extra hour each week for that time, and now all certificated staff will be paid an additional hour each week.

6. What is tech time?

Certificated staff have the option to be paid up to eight hours for completing work under the heading of **tech time**. You will be able to do that work on your own time, or, if you prefer, you can do it during eight of the Wednesday early releases: 9/27, 10/25, 11/22, 12/6, 1/24, 2/28, 3/28, 5/30. If you aren't doing tech time work during those early releases, you can use the time as **common planning time**.

We are still working with the District as to what qualifies for tech time, as it is being paid out of a levy that has certain parameters.

7. What will Paraprofessionals and SAEOPs do during the **common planning time/job alike** early releases?

You will still be working and paid during that time. On the common planning time/job alike days (9/13, 10/18, 11/15, 1/17, 2/7, 3/21, 4/18, 5/2, 5/16, and 6/6), we are encouraging Paraprofessionals and SAEOPs to participate in your own professional development, either in PLCs that may be organized or other PD opportunities around the District. You may also work in your building during that time as you would during other early releases.

Classified staff play a critical role in getting students on buses and on their way home after school, and connecting with parents. But professional development is critical, too. We have reached agreement that **“requires schools, with input from their BLTs, to establish a plan to ensure SAEOP, Paraprofessional, and other staff are able to attend out-of-building PD on job-alike days.”** There may be occasional emergencies that prevent or delay attendance at a PD event, but the expectation is that SAEOPs and Paraprofessionals will be able to leave school in a timely fashion to attend PD. They may still have bus duty on those days, but

administrators and other staff may need to play more of a duty role on those days to enable classified staff to depart.

8. What will Paraprofessionals and SAEOPs do on other early releases?

Work with your supervisor on your plan for those days. Given SAEOP workloads, having time to simply attend to your regular job during the other early releases may make the most sense. Many paraprofessionals are part of special education or ELL teams, and there may be work to do together with your certificated colleagues on those days, or together with other paraprofessionals, or other work that you need to get done, such as contacting parents, or working out modifications with individual teachers or teams in your building.

9. What about staff meetings?

Staff meetings will continue to occur outside the regular work day. There still can be two staff meetings per month for business or PD (often called “principal -directed staff meetings” even though the PD aspect should be part of your staff-approved plan). But there is a change for the other staff meetings (often called “teacher directed” only change is that for the staff meeting days which are not business meetings or PD (which are limited to two per month), individual planning time is now an option for schools to designate. Currently your school decides collectively how to use those staff meetings, and they are often used for PLCs or other collaboration. Given all the collaboration that is now happening during the early releases, schools may choose to designate some or all of these staff meetings to be available for staff to use for individual planning time. The use of this staff meeting time, whether it is being used for collaborative or individual work, will be determined by a 2/3 vote as outlined in Article II.B on page 15 of the Certificated contract) must be consistent with your school’s CSIP and goals around equity. Here’s the exact language we agreed to:

“As provided in a school specific plan adopted in accordance with established site-based decision processes, certificated staff may, in addition to or instead of engaging in teacher-directed collaboration time or Professional Learning Communities (PLCs) during the “other meetings” described in Article IX.A.7.b, engage in individual preparation consistent with the school’s Continuous School Improvement Plan (CSIP) and in support of the school’s efforts to ensure equity in discipline, learning, and opportunity for all students.”

## **Considerations for elementary school schedules**

Ensuring all students have access to specialist class time is fundamental to Eliminating the Opportunity Gap. This past school year we worked together to determine how we might best support elementary schools in creating PCP schedules. We have outlined several guidelines and considerations for you to review as you work with your staff to finalize schedules for next school year.

Our new school schedules will entail important changes to how we schedule our elementary schools, particularly regarding PCP time. There is a significant increase in PCP time and specialist class time in the new schedule, and we want to be sure to consider developing a workable schedule that supports student learning and meets the needs of the educators providing the specialist class time.

Based on the discussion of our Joint SPS SEA bargaining teams, we offer the following reminders and guidelines, as well as further considerations for your scheduling.

Per our agreement (as embodied in our contract, and/or the newly negotiated Memorandum of Understanding and Letter of Agreement):

1. Elementary staff will have a minimum of 160 minutes of PCP per week, rather than the minimum of 165 minutes spelled out in our current CBA for the 2017-2018 school year.
2. PCP providers will be limited to 1280 minutes of scheduled instruction time per week (160 x 8).
3. Schedules do not have to provide PCP for classroom teachers every single day. Alternating or other kinds of PCP schedules may work better with the weekly early release.
4. Please ensure there is sufficient passing time provided for PCP classes.
5. PCP providers should be included in the development of the schedule in accordance with the contract.

Things to consider:

1. It is optimal to schedule consistent PCP times across a given grade level, rather than having varying lengths of class periods. This will facilitate manageable planning and to ensure that students are receiving equal benefit from a specialist program at a grade level.
2. Special circumstances (such as needing to set up in multiple spaces) should be recognized and accounted for in the schedule.
3. In order to facilitate set up and allow for more effective teaching, it is ideal to clump grade levels for specialists: for example, all primary in morning and intermediate in the afternoon or all K in one day if the PCP is weekly.
4. Please make every attempt to schedule classes in periods not less than 30 minutes, as it may not facilitate effective teaching and learning.
5. Given the shorter school day on Wednesday, schools may want to consider limiting the number of classes. Running a full schedule of shorter classes may limit the value of both specialist classes and the value of PCP time to homeroom teachers.