

ARTICLE 7
WORKDAY

- 7.1 Except as provided by Article 16, paid extended responsibility assignments, paid extra duty assignments, and voluntary attendance at in-service classes are excluded from this Article and are covered by Article 16 and Appendix B.
- 7.2 Workdays for professional educators shall only be Monday through Friday.
- 7.3 The standard workday for professional educators, except as provided in Section 7.4 and 7.5 below, shall be eight (8) hours. On ten (10) Tuesdays, planning time outside of the student day may be used for professional learning for up to 60 minutes. This will not extend the professional educators' work day beyond eight (8) hours.
- 7.4 ~~The standard workday for professional educators working at High Schools shall be seven hours and 45 minutes. The last fifteen (15) minutes of the work day shall be designated as individual planning time for professional educators, except on Tuesdays on which educator professional learning is held. On those Tuesdays, the last fifteen (15) minutes of time during the workday will be used as the first part of the 90-minute staff meeting. Up to 1 minute per daily class period of the duty time referenced in Section 7.5 below may be converted to student instructional time.~~
- NEW PROVISION TO BE RENUMBERED:**
- The standard work day for a professional educator in High School will be eight (8) hours Tuesday through Thursday and seven (7) hours and forty-five (45) minutes on Monday and Friday. The first 30 minutes of each work day on Tuesday through Thursday will be administrative-directed time (which would include PLC time). For Mondays and Fridays, the first 15 minutes will be administrative-directed time. [NOTE: Linked to change related to staff meetings.] From those 30 minutes, the building administrator will allocate a total of at least three hours at the beginning of the year (before the deadline for completion of mandatory training) for educators to complete mandatory online training. Note: Will conform 7.6 to this provision.***
- 7.5 8-hour workday for all Child Development Specialists, School Social Workers, School Psychologists, Audiologists and Student Services Specialists. ***[Add School Counselors, with agreement on 7.13.1.1.]***
- 7.5.1 The workday for Child Development Specialists, School Social Workers, School Psychologists, Audiologists and Student Services Specialists shall be eight (8) hours, including a minimum of thirty (30) continuous minutes for duty-free lunch. The daily work schedules shall allow for a fifteen (15) minute rest period in the a.m. and p.m. ***[Add School Counselors, with agreement on 7.13.1.1.]***
- 7.5.2 With mutual agreement, Child Development Specialists, School Social Workers, School Psychologists, Audiologists and Student Services Specialists may arrange their daily schedule so that time required outside of normal business hours, such as evening or weekend meetings with the parents and students, fall as nearly as possible within the regular eight (8) hour workday and 40-hour work week. The current practices in existence for scheduling the workday for School Psychologists, Social Workers, Child Development Specialists, Audiologists and Student Services Specialists will continue throughout the duration of the Agreement. ***[Add School Counselors, with agreement on 7.13.1.1.]***
- 7.6 The workday for professional educators in the building shall begin at least fifteen (15) minutes before the student day and shall extend at least fifteen (15) minutes beyond the student day. Professional educators shall not be required to perform duties for more than seven-and-one-half (7½) minutes of the fifteen (15) minutes immediately before and/or for more than seven-and-one-half (7½) minutes of the fifteen (15) minutes immediately after the student day. No professional educators shall be required to report prior to 7:45 a.m. or remain later than 4:30 p.m. For program reasons, the afternoon ending time can be adjusted to 5:30 p.m. for a few professional educators in a building providing that volunteers will be solicited whenever possible. The two above exceptions will not extend the number of hours in a standard workday.
- 7.7 Professional educators may make reasonable adjustments to their daily and weekly schedule, with prior written approval of their building administrator, to accommodate professional obligations and to meet

personal needs. Any adjustments may not impact student instructional time or other required responsibilities.

7.8 If an administrator requests that a professional educator provide instruction (e.g. tutoring or small group instruction), complete required training, or tasks as referenced in 12.5.1, outside of the professional educator's workday, and the professional educator volunteers to do so, such professional educator shall be compensated at their hourly rate of pay.

7.9 Duty-free Lunch

7.9.1 All professional educators who work two-thirds (2/3) or more shall have a minimum of thirty (30) continuous minutes of duty-free lunch. Regardless of FTE, any professional educator who works a full day shall have thirty (30) continuous minutes of duty-free lunch on that day.

7.9.2 Passing time during which a professional educator has direct responsibility for students shall not be part of the thirty (30) minutes duty-free lunch. Professional educators who leave the school site during such period shall notify the school office.

7.10 Individual-*Directed* Planning Time

7.10.1 Professional educators who work two-thirds (2/3) time who directly provide instructional services to students shall be provided planning time during the workday as follows:

7.10.1.1 High Schools (Grades 9-12): Not less than the equivalent of one (1) standard class period per day;

7.10.1.2 Middle Schools (Grades 6-8, except self-contained 6th grade classes): Not less than the equivalent of one (1) standard class period per day; Starting with the 2024-25 school year, Middle Schools shall provide not less than the equivalent of one (1) standard class period per day and no less than four hundred and ten (410) minutes per standard work week (prorated for partial weeks).

7.10.1.3 Not less than three hundred and twenty (320) minutes per standard work week (prorated for partial weeks). Starting with the 2024-25 school year, Elementary Schools shall provide no less than four hundred and ten (410) minutes per standard work week (prorated for partial weeks). There shall be at least one daily block of planning time of at least forty (40) continuous minutes.

7.10.1.4 Regardless of FTE, any professional educator who works a full day shall have planning time on that day.

7.10.2 Professional educators who work at least half time (0.5) but less than two-thirds (2/3) time who provide instructional services to students shall receive a prorated amount of weekly planning time called for in 7.10.1.1 through 7.10.1.3, and 7.10.1.4 if applicable, based upon the professional educator's FTE.

7.11 Co-Teaching

7.11.1 Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. This model differs from push-in (one educator responsible for certain students in a group) and team teaching (one educator is responsible for the students for only part of the curriculum).

7.11.2 Reasonable effort will be made to provide common planning periods to improve collaboration with general education teachers that are co-teaching. When common planning cannot be achieved, up to ten (10) hours per school year per partnership may be submitted by each co teacher for common co-planning outside the work day.

7.12 Restroom Breaks

The building principal shall ensure that arrangements are made for restroom breaks for professional educators.

7.13 Meetings/Trainings

7.13.1 Professional educators **in K-5, K-8 and 6-8 schools** may be required on ten (10) Tuesdays during the school year to attend meetings or training sessions starting at the beginning of the teacher's workday and ending fifteen (15) minutes prior to the start of the student day or starting fifteen (15) minutes after the student day ends for up to one hour. This will not extend the professional educators' work day beyond eight (8) hours. ***Middle schools may adjust the member work day schedule on these Tuesdays to ensure a continuous block of time for trainings or meetings, not to extend beyond 5:00 pm.***

~~7.13.1.1 Professional educators who work in High Schools may be required on thirty (30) Tuesdays during the school year to attend educator professional learning starting at the beginning of the fifteen (15) minute planning time at the end of the day and continuing for up to one hour and fifteen minutes beyond the workday.~~

7.13.1.1 Professional educators working in High Schools may be required to attend educator professional learning on up to ten (10) Tuesdays during the school year. These sessions will extend 60 minutes beyond the workday. may begin at the start of the fifteen (15) minute planning time or at the end of the student day and may continue for up to one hour and fifteen minutes (75) minutes beyond the regular workday.

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7.13.2 The District will publish a schedule of the staff meetings before the end of the prior school year.

7.13.3 Professional educators will be responsible for completing District mandatory online training during any administrative directed time. ~~For high school educators, there will be no staff meetings on at least two (2) Tuesdays between the start of the school year and the due date of the mandatory online training.~~

7.13.4 For professional educators working in High Schools as Child Development Specialists, School Social Workers, School Psychologists, Audiologists and Student Services Specialists may be required to attend trainings or meetings beyond the work day on Tuesdays only if the trainings or meetings fall within their workday/workweek provisions as set out in paragraph 7.5.

7.13.5 Part-time professional educators shall not be required to attend meetings/trainings that are not contiguous with their workday. Required attendance at meetings/trainings contiguous with the workday and at evening events / Parent/Teacher Conferences shall be pro-rated for part-time professional educators.

7.13.6 The District shall provide each professional educator professional development on implicit bias, anti-racism, and culturally responsive practices. These trainings will be available to all professional educators within the workday and standard work year. PAT will review providers prior and give feedback after trainings through the IPC.

7.13.7 Professional educators may be required to take part in Professional Learning Communities (PLCs) or similar meetings during the workday. PLC time scheduled by administration does not count as planning time.

7.14 Itinerants

7.14.1 The workday of a professional educator who works in more than one (1) building or is assigned outside the District shall not exceed the workday above and shall be covered by planning time and other provisions of this Article.

7.14.2 An adequate amount of travel time shall be allowed for professional educators who must change worksites during the workday.

7.14.3 Neither planning time nor the duty-free lunch time shall be used for travel time between worksites.

7.14.4 If there are disagreements over the itinerant professional educator’s schedule and workload, the supervisor(s) and the building representative(s) shall write a summary of the dispute and submit the summary to the Human Resources and the Association for resolution.

7.15 Work Spaces

7.15.1 All professional educators who are not assigned a dedicated classroom shall be provided adequate storage space (as collaboratively determined by the professional educator and the building administrator) in which to keep students’ work, supplies, and equipment.

7.16 Part-time

7.16.1 The workday and work load for part-time professional educators shall be proportional to that of full-time professional educators.

7.16.2 The workday for part-time professional educators shall be stated as a percentage of full-time in accordance with the chart below. Other percentages shall be calculated in the same manner.

Workday – 7.0 Hours 45 Minutes

<u>Percentage</u>	<u>Time</u>
10% (.10)	47 minutes
20% (.20)	1 hr. 33 minutes
25% (.25)	1 hr. 56 minutes
30% (.30)	2 hrs. 20 minutes
40% (.40)	3 hrs. 06 minutes
50% (.50)	3 hrs. 53 minutes
60% (.60)	4 hrs. 39 minutes
66% 2/3%	5 hrs. 07 minutes
70% (.70)	5 hrs. 26 minutes
75% (.75)	5 hrs. 49 minutes
80% (.80)	6 hrs. 12 minutes
90% (.90)	6 hrs. 59 minutes
100% (1.0)	7 hrs. 45 minutes

Workday – 8 Hours

<u>Percentage</u>	<u>Time</u>
10% (.10)	48 minutes
20% (.20)	1 hr. 36 minutes
25% (.25)	2 hours
30% (.30)	2 hrs. 24 minutes
40% (.40)	3 hrs. 12 minutes
50% (.50)	4 hours
60% (.60)	4 hrs. 48 minutes
66% 2/3%	5 hrs. 20 minutes
70% (.70)	5 hrs. 36 minutes
75% (.75)	6 hours
80% (.80)	6 hrs. 24 minutes
90% (.90)	7 hrs. 12 minutes
100% (1.0)	8 hours

7.16.3 FTE for part-time professional educators may fluctuate from year to year from .5 FTE to .66 FTE, .67 FTE to .74 FTE, .75 FTE to .99 FTE based on the needs of the particular assignment. A reduction in FTE that results in a reduction of benefits/planning time/lunch etc. for the professional educator shall be considered a layoff subject to the provisions of Article 20.

7.16.4 If there are disagreements over the part-time professional educator’s schedule and/or workload, the supervisor and the building representative shall write a summary of the dispute and submit the summary to the Human Resources and the Association for resolution.

ARTICLE 10
ACADEMIC FREEDOM AND INSTRUCTION

10.1 Academic Freedom

10.1.1 Professional educators shall be guaranteed academic freedom in instructional

presentations and discussions and in faculty discussions of education policy. Professional educators may introduce controversial materials provided such presentations, discussions, and materials are appropriate and relevant to course content and grade level subject to accepted standards of professional responsibility (see PPS Academic Freedom in the Instructional Program 6.20.011-AD as of 03-15-13). ***The parties acknowledge that the relevant Administrative Directives outline a process for reviewing concerns related to curriculum content. When the District receives such a concern, it will be processed as outlined in the relevant Administrative Directive.***

- 10.1.2 The District shall consult with professional educators over decisions regarding the selection of districtwide textbooks. Within generally accepted professional and content standards, professional educators are responsible for determining the supporting materials and methods used for day to day instruction, including differentiating instruction based on student needs.

10.2 Student Grades

Student grades issued by a teacher shall not be changed by a supervisor or altered due to software limitations of the District's grading system unless a substantive reason clearly exists. This Section shall not be interpreted to cause a teacher(s) to assign grades in any manner which deviates from general district- wide practices. If an administrator changes a student grade, such administrator will notify the teacher in writing of such change, and the reason(s) for such change.

- 10.3 The parties will convene a work group to evaluate and seek mutually agreeable policies and procedures regarding intellectual property issues.

10.4 Instructional Time

The District and Association recognize and value instructional time. To that extent the district commits to having a standardized assessment footprint that, as a target, aims to have the total average time of all district mandated standardized assessments to not exceed 0.65% of instructional time at each grade level as calculated by the district based on the assessment guidelines of each assessment provider. This does not include State and Federal assessments, and assessments chosen by educators to inform their instruction or required for identification or monitoring of special education services, eligibility or determination of English language proficiency.

- 10.5 Ownership of Materials and Publications: Unless otherwise provided by a separate contract, the respective rights of an employee and the District as to ownership of materials and publications developed by the employee are to depend upon the origins of the material in question, as follows:

- 10.5.1 If the materials were developed by the employee as a project commissioned by the District, or in fulfillment of a specific job assignment, the materials are the exclusive property of the District (e.g., a course outline developed by a TOSA for that purpose).
- 10.5.2 If the materials were developed by the employee independent of regular duties, and on the employee's own time and without use of District resources, the materials are the exclusive property of the employee (e.g., working at home, English teacher with personal interest in computers develops a software package for tracking and computing grades; or teacher writes textbook on own time, drawing upon prior District experience).