

7.2.6 **Site-based Meetings**

7.2.6.1 Site-based meetings shall not exceed six (6) hours per month for all TK-5 teachers, exclusive of faculty meetings but including at least two (2) hours per month for grade level planning time. These six (6) hours shall be considered part of the work week described above. Teachers shall provide input and suggestions into the agenda for one (1) such hour of grade-level planning time based on the site's academic goals.

7.2.6.2 **Planned Meeting Time:** Planned meeting time is essential to teacher effectiveness and student success. Teachers may be required to attend no more than two (2) faculty meetings per month, such time to be considered part of the work week described above. Meetings within the work day may include:

7.2.6.2.1 Improving curriculum, instruction, and assessment in all classrooms (e.g., Instructional Leadership Teams, Grade Level Teams, and Department Teams).

7.2.6.2.2 Supporting teachers through opportunities for their professional growth (e.g., site-based and other non-District-wide professional development).

7.2.6.2.3 Planning with non-classroom teachers, as well as support staff, paraprofessionals/paraeducators, teacher librarians, and itinerant teachers assigned to the site.

7.2.6.2.4 Planning time for special education teachers, related service providers and general education teachers who have students in common, or who teach the same student(s).

7.2.6.3 Site administration shall have the right to convene meetings necessitated by health and safety emergencies at reasonable times and will notify staff as soon as possible.

7.2.7 The site administrator of each school may require teachers to perform related duties on a reasonable and equitably distributed basis among teachers, such time to be considered part of the work week described above. Such duties may include after school parent or student events, athletic events, and activities.

7.2.8 **Preparation time within the workday for classroom teachers**

7.2.8.1 Whenever the term "preparation time" or "preparation period" is used, it is to mean the time within the workday of teachers set aside for planning, grading papers, contacting parents and other instructional tasks to be determined by the teacher.

7.2.8.1.1 **Secondary** – Within the workday, high school and middle school teachers shall have a duty-free preparation period equal in length to a teaching period. The specific schedule for the work day shall be set by the site administrator.

7.2.8.1.2 Middle Schools and High Schools shall be encouraged to provide consultation periods for Special Education teachers, equal in length to a teaching period, to be derived from increased site allocations and increased Central Office support for sites to attend to duties including but not limited to the following:

7.2.8.1.2.1 Student Instructional Needs (e.g., secure materials, communicate with parents/guardians, tutor and advise students).

7.2.8.1.2.2 File Maintenance (e.g., IEP, SEIS, meet and discuss IEP goals/objectives with general education teachers).

7.2.8.1.2.3 Scheduling and facilitating IEP meetings and ensuring paper work is complete.

7.2.8.1.2.4 Assessment (e.g., prepare assessment plans, inform team members of due dates, ensure compliance with legal deadlines).

7.2.8.1.2.5 Support paraprofessionals/paraeducators (e.g., organize schedules, provide training, and provide appropriate access to the current IEPs and goals).

- 7.2.8.1.3 **TK/Elementary** – Within the work day, TK-5 teachers shall have one hundred fifty (150) minutes of duty free preparation time during the work week, in blocks no smaller than twenty (20) minutes. The specific schedule for the TK-5 preparation time shall be determined by the site administrator and the UBC.
- 7.2.8.1.4 **Teachers Who Co-Teach** – Using resources made available by the Weighted Student Formula or non-general fund sources, high and middle school sites are encouraged to provide teachers in co-teaching assignments, including special education/general education co-teaching assignments, with concurrent preparation time to the extent feasible. Every good faith effort shall be made for co-teaching assignments, including special education/general education co-teaching assignments, to be by mutual agreement of the teachers and administrator(s) involved.
- 7.2.8.1.5 **Relief Time** - Using resources made available by the Weighted Student Formula or non-general fund sources, sites are encouraged to provide additional preparation time in the form of relief time for teachers within the instructional day. Relief time, as distinguished from preparation time, is the time provided elementary school teachers during the instructional day when teachers, exclusive of pull-out music teachers, who may be subject specialists, teach art, music, library, technology, or physical education, for example, assume responsibility for student instruction.
- 7.2.8.1.5.1 To support student learning at the beginning of each instructional cycle, elementary classroom teachers whose students are receiving instruction from teacher librarians or subject specialist teachers shall provide necessary support as determined by the site administrator, the Union Building Committee, the classroom teacher, and the teacher librarian or subject specialist(s). No later than the fourth instructional session of each instructional cycle, classroom teachers shall be provided with relief time, pursuant to section 7.2.8.1.5.
- 7.2.8.2 **Preparation time within the workday for non-classroom teachers**
 Within the work day, high school and middle school teachers, not meeting regularly scheduled classes for five (5) periods a day, shall have preparation time during the school day. Within the work day, elementary school teachers not meeting regularly scheduled classes during the instructional day shall have preparation time during the school day. Central and site administrators are responsible for establishing procedures and constructing schedules for non-classroom regularly scheduled teachers in a manner which shall reflect the need for preparation appropriate to the tasks of each position.
- 7.2.9 Time for common planning time, site-based meetings, after school parent events, student events, and all other meetings shall be considered part of the workweek described above. This time shall be scheduled with the concurrence of the UBC, except in case of emergency. Site administrations and UBC's are encouraged to complete the year's schedule within the first two weeks of the school year.
- 7.2.10 Every good faith effort shall be made to assign no more than three (3) subject matter preparations per day to teachers regularly assigned to middle and high schools. Multiple preparations required in core programs in middle schools should be taken into consideration.
- 7.2.11 The District shall provide two (2) additional conference/preparation periods to each comprehensive high school for Advanced Placement (AP) classes, plus an additional conference period based on a fixed \$600 per exam taken at each school the prior year. This funding shall be used to provide one (1) additional conference/preparation period for each teacher of AP classes with classes of twenty-five (25) students or more. Teachers of AP

classes with fewer than twenty-five (5) students shall receive an annual stipend of \$3000. Teachers of AP classes may make recommendations to the principal for allocating AP additional conference/preparation periods.

8. Parent-Teacher Conferences

8.1 Elementary

- 8.1.1 There shall be five (5) mandated minimum days during the fall semester and five (5) mandated minimum days during the spring semester. The regular instructional day shall be shortened by sixty (60) minutes for each of the ten (10) days designated for parent conferences, and state mandated requirements defining a minimum day shall be met.
- 8.1.2 These minimum days require extended instructional minutes on other days throughout the school year to meet the state mandated annual instructional minutes to receive state apportionment money.
- 8.1.3 Situations differ from site to site in terms of staff preference and program requirements. Decisions on how to make up the minutes for minimum days are best determined on a site-by-site basis and shall become a part of the shared decision making process involving the site administration and UBC. Each plan must be approved by the District for conformance with minimum instructional requirements and compatibility with bus schedules. A copy of the plan, including UBC sign-off, shall be sent to the union.

8.2 Small necessary high schools

- 8.2.1 Two conference days shall be provided at each of the following time periods:
 - 8.2.1.1 mid Fall semester
 - 8.2.1.2 end of Fall semester
 - 8.2.1.3 mid Spring semester
 - 8.2.1.4 end of Spring semester
- 8.2.2 Students shall be included in at least one of the two conferences scheduled for each of the time periods.
- 8.2.3 Classrooms, such as computer labs and typing rooms, shall be made available for independent practice for students by other certificated personnel not involved in parent conferences designated above.

9. Class Size

- 9.1 The Union and District recognize both the desirability and the importance of classes being maintained at sizes which aid effective teaching.
 - 9.1.1 The Union and District agree to work together to create a process which, in consideration of limited monetary resources, produces the lowest class size possible.
 - 9.1.2 The District and Union agree that the process of reducing class size requires accurate, verifiable, and timely reports of current and projected enrollment and attendance, coordination and cooperation between District Office and school sites in assigning students, and participation of the UBC with the principal in the shared decisions determining utilization of allocated staff.
- 9.2 The Union and the District agree on the following definition of terms and processes in order to describe the process of determining class size:
 - 9.2.1 Class Size is the number of students enrolled in and attending a given class.
 - 9.2.2 Class Size Goals for a given class are those listed in Section 9.5.