

Educator Working Conditions (School Operational Plan): Guidance



Introduction

According to the SEA-SEZP Agreement, each school must produce and publicly post an annual School Operational Plan (which will be referred to as “Educator Working Conditions” in the remainder of this document) that outlines certain teacher working conditions in the school. Since all schools are given flexibility to differentiate their school programs—including school schedule, hours, duties, and professional development—this document enables each school to inform current and prospective teachers of their employment expectations for the following school year. SEZP expects that principals and TLTs will work together to define teacher working conditions that create an academic environment and school culture aligned with their school’s priorities.

Like last year, this year’s planning process includes a standalone document that specifically addresses educator working conditions. The goal of separating out this document is to better clarify educator working conditions at each school, which the TLT and principal must vote on before submission to the SEZP Board.

Directions for Completing Educator Working Conditions (School Operational Plan)

To support schools in undertaking this work, SEA and SEZP have collaborated to produce default language and a template for educator working conditions outlined in Article 22 of the [SEA-SEZP contract](#).

To begin this process, principals, TLTs, and school faculty should review the current year’s Educator Working Conditions for their school. Principals and TLTs should solicit feedback from staff on what’s working, what’s not, and suggestions for improvement with the current year’s Educator Working Conditions. This document can be found in each school’s individualized planning folder in Google Drive and should serve as a baseline for principals and TLTs to create their next year (SY ’18-19) Educator Working Conditions.

All Educator Working Conditions documents must meet the specifications outlined in Article 22 of SEA-SEZP contract, including reference to all seventeen elements (see default language on next pages). SEZP expects that schools may customize different portions of this default language, particularly those in red.

Also, as a note, we have added language to implement the first element of the Educator Working Conditions document called “Allocation of Discretionary Funds made Available by the Principal.” Beginning this year, principals must specify an amount (e.g., \$15K in schools with fewer than 500 students; \$35K in schools with more than 500 students) to make available for joint decision-making with the TLT. This could be in areas such as school supplies, field trips, after-school programming, or wraparound services.

Each building’s Educator Working Conditions must be approved by the principal and TLT. All educators in the school must have an opportunity to review and provide meaningful feedback on the Educator Working Conditions before they are submitted in draft form via Google Drive to SEZP by Feb. 27.

If SEZP provides feedback after draft documents are finalized that requires a change, the Principal and majority of TLT must re-vote and faculty must be updated on the changes and have an opportunity to provide feedback. **Your final Educator Working Conditions will be a public document and part of your school’s overall plan.**

Deadlines & Review

Draft Phase I deliverables, including Educator Working Conditions, must be approved by the principal and TLT and submitted via Google Drive to SEZP by 5pm on Tuesday, Feb. 27. The SEZP team will review the Phase 1 documents and provide feedback by Tuesday, March 6. If needed, principals may be asked to revise and resubmit priorities by Monday, March 12. **The SEZP will post priorities on the website as “final draft pending Board approval” by Wednesday, March 14,** prior to the SPS transfer window. Phase I documents will also be shared with the SEA and SEZP Board.

Educator Working Conditions (School Operational Plan): Template



[Please note that the language below is default language agreed upon by SEZP leadership and the SEA. Principals and TLTs may customize this language as desired but at minimum should fill in the sections in red]

1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies. Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends.

For the 2018-19 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$7,000
- Home visit project: \$10,000
- Field trips: \$3,000
- Any transfer or use of additional funds received over the course of the school year will be determined by the principal

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2. School curriculum issues.

[School name] will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback.

3. Professional development activities applicable to the school as a body. This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week's notice will be given to teachers before any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- Up to X days of professional development and/or staff planning days before the school year begins;
- Up to X days of professional development and planning days during the school year;
- Up to X hours of PD after the school day ends for students during the year ("extended day")
- Up to X days after the last day of school for students, but before the end of the term of employment.

4. School calendar.

Please see the attached 2018-19 school year calendar for staff [attach final calendar template]. Any change to the school year calendar is subject to SEZP approval. If possible, at least one month's notice will be given to teachers before any change to the school calendar. In the event of a change during the year, accommodations may be made for individuals with critical scheduling conflicts on a case-by-case basis. The school calendar will include:

- Total number of school days and hours for students. Required total hours for students are a minimum of 1330 per year.
- Total number of days and hours for educators, including school days and professional development and planning days. Teachers are required to work a minimum of 1500 hours per year.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

5. Schedule for staff and students, provided that teachers will continue to receive duty-free lunch and regular preparatory time.

Teachers at each school will receive a duty-free lunch and regular preparatory time.

The standard workday for educators will be **X hours and X minutes**. For the majority of educators, required hours will be approximately **Xam–Xpm**.

Teachers will have approximately **X planning hours per day/week**. These hours will be allocated as evenly across the school week as possible. This time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings on **X days at X times**, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at **[School name]** may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

[List expected educational and administrative activities for staff – you may select from examples below or create your own]

- Participation in X family events during the school year;
- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Participating in staff recruitment and selection processes;
- Working regularly with school administrators to improve one's instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students.

6. Scheduling of school-wide parent/teacher meetings. This does not include individual parent-teacher meetings that may occur between school-wide meetings.

[School] will hold **[X] parent-teacher conferences** during the 2018-19 school year.

7. Work before and/or after the regular school year.

Returning teachers are expected to report to work on **August X, 2018**. The final work day for teachers is **June X, 2019**. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

8. Notices and announcements.

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

9. School health and safety issues.

Working with SEZP and SPS, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning.

Security of school premises will be maintained and visitors to the school will be required to check in upon entry.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

10. Staff dress code.

Staff at [School name] are asked to dress professionally for a school setting. Excessively casual clothing such as [ripped jeans, revealing clothing, beachwear, and flip flops] is not permitted.

11. Rotation of duties.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of [School name]. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

- Coverage of homeroom periods, not exceeding X minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding X minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Coverage of afterschool activities, not exceeding X minutes per week;

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

12. Class size.

[School name] commits to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

13. Bulletin boards.

Teachers may be asked to support in the development and maintenance of bulletin boards in hallways. The Springfield Education Association will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

14. Parent-teacher home visit project, if applicable.

[School name] may require staff to conduct family home visits throughout the school year. Teachers will be compensated for home visits if they occur outside of the regularly scheduled working hours for teachers (i.e. teachers will move into the next band for their ELT stipend, or participating teachers may be paid an additional stipend).

15. Family-teacher communication.

Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year.

16. Class coverage.

During a typical Monday-Friday week, all staff members may be required to cover classes as needed, except during teachers' duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis, including:

- Coverage of homeroom periods, not exceeding X minutes per day;
- Substitute coverage of classes of others who are absent from school. (When possible, PLC or common planning time should be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

17. Practicum teacher assignment practices, if applicable.

Teachers may be requested to supervise a student teacher during the school year. Teachers may express preference to the principal in requesting or declining a student teacher placement.