ARTICLE IX: WORKDAY, WORKLOAD, ASSIGNMENT AND SCHEDULING OF EMPLOYEES

SECTION A: LENGTH OF SCHOOL WORKDAY


   The elementary contractual day will remain a seven and one-half (7.5) hour workday. The standard working day in the building or on site for elementary classroom teachers and non-teaching certificated non-supervisory employees shall be seven and one-half (7.5) hours inclusive of the thirty (30) minutes before the beginning of the student day and the thirty (30) minute duty-free lunch period, and shall include Preparation-Conference-Planning (PCP) time during the student day, as well as a period of thirty (30) minutes after the student day in order to bring the total contractual work time to seven and one-half (7.5) hours. The PCP time shall not be scheduled during the thirty (30) minutes preceding the student day or during the contractual time following the student day.

2. All K-8s will follow the elementary school schedule with equivalent student instructional minutes and equivalent staff work hours for elementary and middle school staff working at K-8 sites. PCP minutes will be assigned according to the elementary and middle school schedules, as referenced in Article IX, Sections C, D, and E.


   The standard working day in the building or on site for secondary classroom teachers and non-teaching certificated non-supervisory employees shall be seven and one-half (7.5) hours inclusive of the twenty (20) minutes before the beginning of the student day and the thirty (30) minute duty-free lunch period, and shall include PCP time, as well as the twenty (20) minutes after the student day in order to bring the total contractual work time to seven and one-half (7.5) hours. The PCP time shall not be scheduled during the thirty (30) minutes preceding the student day or the thirty (30) minutes following the student day.

4. These standard elementary, K-8, and secondary working day schedules would not necessarily hold for schools where staff and administrators have developed and arranged special variations in curriculum, instructional methods, and staff organization. This includes schools that staff certain individuals related to specialized job titles to assist with an extended learning day for students. All employees in these positions must agree on the altered schedule.

5. Professional Learning Time. The District will schedule one seventy-five (75) minute early release every Wednesday except for the first week of school, if the day between semesters is a Wednesday, or if the last day of school is a Wednesday.

   a. Any professional learning time on early release Wednesdays will be related to and in alignment with SPS’s strategic plan.
   b. Professional learning time, as defined in RCW 28A.415.430, means a comprehensive, sustained, job-embedded, and collaborative approach to improving teachers’ and principals' effectiveness in raising student achievement. Professional learning fosters collective responsibility for improved student performance and must comprise learning that is aligned with student learning needs, educator development needs, and school district, or state improvement goals. Professional learning shall have as its primary focus the improvement of teachers' and school leaders' effectiveness in assisting all students to meet the state learning standards.
   c. Professional learning time should be facilitated by well-prepared school and district leaders who incorporate knowledge, skills, and dispositions for leading professional learning of adults and meet the standards described in RCW 28A.300.602. These facilitators may include but are not limited to: Curriculum specialists, central office administrators, principals, coaches, mentors, master teachers, and other teacher leaders.
   d. BLTs will work collaboratively with departments and grade levels to develop a student outcome-based work plan that aligns with the CSIP and strategic plan and meets the definition
of Professional Learning Time as defined above. The building/program leader will make the final determination that the BLT work plan aligns with the CSIP and strategic plan.

e. BLTs will collaboratively develop common ways of communicating at the school level what PD/PLC work all staff are engaged in (including the PD/PLC work principals and assistant principals are doing) on early release days.

f. Common Planning time is professional learning time for educators to plan and prepare together with colleagues in the same grade and/or content area following the PLC process. The first early release day of each month (red days) will be for common planning time scheduled so as to allow “job alike” collaboration with colleagues across the District. Prioritizing grade level and/or departmental (i.e. content) collaboration with colleagues (1) at the same site, (2) with colleagues with the same or similar teaching assignments at other sites, or (3) in conjunction with collaborative professional learning sponsored via SPS CAI professional development, continuation of site determined professional learning, or district supported PD. There will be ten such early releases. Schools, with input from their BLTs, must establish a plan to ensure SAEOPs, Paraprofessionals, and other staff are able to attend out-of-building PD on job-alike days. Upon SAEOP and Paraprofessional notification to principals of job-a-like PD plans they will be released to attend, in accordance with this plan.

g. The second early release day of each month will be for building determined professional development (purple days). Proposals regarding the use of professional development time will be made by BLTs, with principal’s retaining final decision-making authority. This time may be used for scheduled activities like training, seminars, working together as collaborative teams in support of the CSIP or to incorporate the focus of training into delivery of instruction or support of students. The parties encourage buildings/programs to use the time in significant blocks, to the extent possible. In the absence of agreement, the principal will retain final decision-making authority.

h. Eight of the remaining early releases will be for Collaboration Time (yellow days). Collaboration time will be focused on student achievement and aligned with the SPS Strategic Plan. Certificated employees will be expected to meet in content specific and/or grade level specific small or large groups that will focus on prioritized areas that include: discussing instructional practices and meeting academic standards; sharing student and/or class dilemmas; collectively assessing student work; generating student growth objectives and discussing progress toward meeting them; collaborating around special education and ELL services; analyzing student data; further developing cultural competency; discussing current research and/or professionally-relevant books. This is not meant for individual planning time.

i. The remaining early release days (at least eight) will designated Racial Equity Wednesdays and will be for racial equity work.

1) BLTs with input from RETs and in alignment with the student outcome-based work plan will determine how early release Racial Equity Wednesdays will be used for improving practice in alignment with the SPS Strategic Plan with a focus on improving outcomes for students furthest from educational justice.

2) Departments and non-school based program educators will use the PLT/BLT and RET (if available) to plan the use of the racial equity early release time and may include attending school-based days.

j. For SAEOPs and Paraprofessionals, decisions about how to use early release time on days other than job alike days will be made in collaboration between the building principal and classified staff and may include participating in school-based professional development or collaboration, as well as attending to other duties that are associated with their positions.