

ARTICLE V
HOURS OF EMPLOYMENT

A. Starting and Ending Times

Will not vary more than ten (10) minutes from the current or previous year unless the District and the Association meet to seek a mutually acceptable solution, unless new legislation is enacted requiring a change in start or end times. The change in start or end time shall not exceed mandated changes enacted by the legislation. Notification of a change in given starting or ending times will be given to all affected parties as soon as a decision is made or at least six weeks prior to the implementation of the change. Should new legislation require changing starting or ending times, that change shall be made in one increment, rather than over multiple years.

B. Preschool Teacher's Workday:

1. General Education Preschool Teacher:

- a. Minutes of instruction
 - i. 180 minutes of instruction with a morning preschool class.
 - ii. 180 minutes of instruction with an afternoon preschool class.
- b. A 35-minute duty free lunch.
- c. A 25-minute prep period in between sessions.
- d. Preschool teachers are not required to participate in non-preschool year duty/NIDS.
- e. Site administration will update preschool teachers with faculty meeting information if teachers are unable to attend due to conducting class.

2. Preschool Special Day Class:

- a. 180 minutes of instruction with either a morning or afternoon preschool class.
- b. A 35-minute duty free lunch.
- c. 205 minutes of preparation and caseload management time.
- d. Preschool teachers are not required to participate in non-preschool year duty/NIDS.
- e. Site administration will update preschool teachers with faculty meeting information if teachers are unable to attend due to conducting class.

C. Kindergarten Teacher Workday

1. The morning/afternoon Kindergarten Teacher's Workday will include:

- a. 15 minutes prior to their students' day. This will include supervision as determined at the site.
- b. 190 minutes of instruction with their own class. (Traditional) or 200 minutes of instruction with their own class. (YR)
- c. 15 minutes morning break.
- d. 15 minutes afternoon break.
- e. 35 minutes lunch.
- f. 75 minutes will be spent in the classroom of the partnered Kindergarten teacher. In the event that the Kindergarten teacher is without a partner, the principal will assign the Kindergarten teacher 75 minutes of time to be directly involved in the areas of assessment, instruction, and/or diagnostic processes

with students in Kindergarten through 3rd grades. These assignments will be made with consideration of the needs of the school after joint consultation with Kindergarten through 3rd grade teachers. The assignment will include covering a 15-minute break (or breaks) for the other Kindergarten teachers. Unit members will be given one (1) weeks' notice prior to the assignment or to a change in the agreed on assignment.

g. 10 minutes after their own class session for supervision.

2. See Appendix D for description of morning/afternoon Kindergarten Minutes.
3. The District may implement a full-day Transitional Kindergarten/Kindergarten option at District-designated sites:
 - a. A full-day Transitional Kindergarten/Kindergarten teacher will be given one (1), six and one half (6.5) hour aide per day.
 - b. Transitional Kindergarten teachers will be provided appropriate additional support staff to ensure mandated staffing ratios are met.

D. Workday (Time at Work) K-12 Grade.

1. Teachers will begin fifteen (15) minutes prior to student day and end at the end of student day except on days when staff meetings or collaboration meetings are scheduled, or on early release days.

a. Traditional/Traditional Modified

TK-K	368 minutes/day.
1-6	385 minutes/day.
Middle School	420 minutes/day.
9-12	432 minutes/day. (includes Continuation)
Career Technical Education, Virtual/in-class instruction and Independent Study Programs	432 minutes/day.

b. K-8 schools.

TK-K	368 minutes/day.
1-6	385 minutes/day.
7-8	420 minutes/day.
Career Technical Education, Virtual/in-class instruction and Independent Study Programs	432 minutes/day.

2. Psychologists, Counselors, Nurses, Speech Language Pathologists and Social Workers will work a regular 8-hour day. Time will be built into the eight hours for breaks and a 35-minute lunch. Job descriptions for each of these positions will be developed that defines the essential duties to be completed within the work hours. Starting times

may differ among individual positions and sites.

E. Student Instructional Day (Time in class)

1. Elementary/TK-8 Schools

Morning/Afternoon TK-K	204 minutes/day.
Full-day TK-K	288 minutes/day.
1-3	305 minutes/day.
4-6	320 minutes/day.
Middle School	370 minutes/day.
9-12	372 minutes/day. (includes Continuation)

2. Elementary and TK-8 Minimum Days

- a. All grades will dismiss one hour and twenty minutes prior to their regular day dismissal time, with the exception of grades 7-8 at TK-8 schools, which will dismiss at the same time as grade 5.

F. Teacher Instructional Day (Time Teaching)

1. Traditional or Single Track Calendar

- a. TK-K 288 minutes/day (1,440 minutes/week including 60 minutes prep). Plus an additional 30 minutes for a total of 90 minutes per week (see V.6 below)
- b. 1-3 305 minutes/day (1,525 minutes/week including 90 minutes prep).
- c. 4-6 320 minutes/day (1,600 minutes/week including 90 minutes prep).
- d. 6 (middle school) 5 out of 7 periods/day.
- e. 7-8 (K-8) 5 out of 6 periods/day.
- f. 7-8 5 out of 7 periods/day.
- g. 9-12 5 out of 6 periods/day.
- h. 9-12 (Continuation High School) teachers shall teach 6 of 7 periods, with an additional 8th period reserved for collaboration and implementing individual student supports.

2. Career Technical Education, Virtual/in-class (alternative learning) instruction and Independent Study Program teachers shall have a workday equal in length to that of a high school teacher. Preparation time will also be equal to a high school teacher. Start and end times will be adjusted to meet program needs.

3. In order to meet program needs, increase state-mandated UC/CSU A-G access, and to increase student elective courses, middle school, 7th and 8th grades in TK-8 schools, and high school sites can choose to implement non-traditional schedule(s) in alignment with specific programmatic needs.

a. These possible schedules:

- i) Must be from a vote initiated by the principal (in consultation with the site teacher leadership structure) with approval from the Superintendent or designee.
- ii) Potential schedules shall be introduced at a staff meeting, fully written out

with exemplars to be eligible for a vote. Final votes shall be due no sooner than one (1) work week after the schedule is introduced. A copy (physical and electronic) of the potential change shall be made available for voter review immediately following the meeting where the potential change is proposed.

- iii) The vote must take place by February 15th if the plan is to implement an approved change the following school year.
- iv) The vote must be approved by 55% of the active bargaining unit members assigned and working at that site. It is an expectation that all active bargaining unit members assigned and working at the site participate in the vote.
- v) The vote shall be by secret ballot counted by an Administrator and Association Designee.
- vi) The implementation provisions of a non-traditional schedule shall not waive or supersede any contractual provisions of the parties' collective bargaining agreement.
- vii) Approved new schedules will be in effect for a minimum of two years. At the December staff meeting of the 2nd year of implementation, the active bargaining unit members will vote to either continue the new schedule, return to the previous schedule, or revise the new schedule. It is an expectation that all active bargaining unit members assigned and working at the site participate in the vote. The option with the most votes shall be accepted. Should revision be the outcome of the vote, administration and staff will have two months to revise and follow voting procedures on the revised schedule. Should the subsequent revision vote have a "no" result, the existing schedule shall remain in effect.

G. Faculty Meetings

1. The purpose of faculty meetings is to share, disseminate and discuss information that pertains to the operation of the school sites. Priority will be given to topics such as school policies, discipline issues, campus security, health and safety, schedules, calendars and other school business.
2. Elementary and TK-8 schools: Faculty meetings shall be held on the first Wednesday of each month that school is in session. When the first Wednesday is a non-school day, the faculty meeting will be rescheduled the following week, not on a Wednesday. Faculty meetings shall not exceed forty-five (45) minutes in length. The total amount of time beyond the regular workday for such meetings shall not exceed sixty (60) minutes per month except in the case of emergency. Faculty meetings will begin no later than fifteen (15) minutes after the end of the grades 1-6 dismissal for faculty. On one Wednesday per month, grade 7-8 students will dismiss at the same time as grades 1-6 at TK-8 schools to allow for whole-staff faculty meetings.
3. Middle schools and Continuation High Schools: Faculty meetings shall be held on the first Wednesday of each month that school is in session. When the first Wednesday is a non-school day, the faculty meeting will be rescheduled the following Wednesday. The total amount of time beyond the regular workday for such meetings shall not exceed seventy-five (75) minutes per month except in the case of an emergency. Faculty meetings shall begin no later than ten (10) minutes after the end of the regular instructional day. In addition, the sites may schedule a seventy-five (75) minute meeting on the third Wednesday of each month that school is in session for the purposes of

school-wide program training. These meetings shall begin no later than ten (10) minutes after the end of the regular instructional day.

4. High schools: Faculty meetings shall be conducted during the first late-start Wednesday of the month.
5. Teachers, counselors, psychologists, social workers and speech and language pathologists are required to attend staff meetings as scheduled. Those assigned to more than one site will attend the staff meetings on a rotating basis with exceptions made according to agenda items. Psychologists and Speech and Language Pathologists shall attend staff meetings upon direction from administration. Notification should be provided at least two days prior to the meeting. On those staff meeting days when their presence is not required, these unit members shall use the time for other job requirements, which may include job-alike meetings.

H. Collaboration Time

1. Department chairs and grade-level leads will work in collaboration with their site administrator to develop collaboration agendas and how to report out the tasks accomplished during collaboration time. Collaboration meeting time shall be used at all grade levels for the purposes of:
 - a. Developing Common Assessments
 - b. Planning and modifying instruction in alignment with Grade-Level/Subject Standards
 - c. Unit Development
 - d. Sharing Best Practices
 - e. Analyzing Student Assessment Data
 - f. Student Placement
 - g. Interdisciplinary Planning
 - h. Student Social-Emotional Well-being
2. Elementary, and TK-8 schools: Collaboration meetings will be held on the second, third, and fourth Wednesday of each month that school is in session.

Collaboration meetings will be established through a school schedule and articulated with staff by the second week of the school year. Collaboration meetings shall not exceed forty-five (45) minutes in length. Collaboration meetings will begin no later than fifteen (15) minutes after the end of the grades 1-6 dismissal for TK-5 faculty and no later than fifteen (15) minutes after the end of the grades 7-8 dismissal for 7-8 faculty. In the event that there is a fifth instructional Wednesday in a month that school is in session, no mandatory meetings shall be scheduled on that day.

3. Middle School and High School Continuation: Collaboration meetings will be held during the daily collaboration period.
4. High School (non-Continuation): Collaboration meetings will be held on the second, third, and fourth Wednesday of each month that school is in session. Collaboration meetings will be established through a school schedule and articulated with staff by the second week of the school year. Secondary, grades 9-12, students shall report to school one hour later than the normal start time every Wednesday. Teachers shall report at their regularly scheduled start time and shall use this time for collaboration. In

the event that there is a fifth instructional Wednesday in a month that school is in session, no mandatory meetings shall be scheduled on that day. Courses offered before and after school (i.e. "0" period, 7th period) shall be reduced and adjusted to have equitable minutes to all other classes on such Wednesdays, SDER or other shortened contract days.

5. Special education service providers shall meet with their site (including general or special education staff), like-providers across the District, and/or a District initiated collaboration meeting to collaborate on case management issues and best practices. One collaboration period per month shall be reserved for district initiated collaboration meetings. The calendar of the district initiated meetings shall be collaboratively developed between special education providers and their supervisor, and articulated by the second week of the school year. The remaining collaboration periods shall be reserved for meetings with like-providers and site staff.

I. Requirements Outside the Workday

1. Teachers, counselors, psychologists, social workers and speech and language pathologists may be required by the District to participate, at no additional compensation, in the following activities outside of the regular workday:
 - a. Teacher-scheduled parent-teacher conferences. The teachers shall have the responsibility for scheduling and completing regular parent-teacher conferences. Annual parent conference days will be held over a week of five (5) consecutive minimum days for Elementary and TK-8 schools.
 - b. Two (2) Back to School Night and/or Open House events each school year, one (1) per semester. Psychologists, social workers and speech and language pathologists shall only attend such events at the request of the site administrator. (Expectations shall be communicated at least one (1) week prior to the event.)
 - c. One (1) Promotion/Graduation ceremony program each school year for middle school/high school. The ceremony shall take place before the normal conclusion of the last contracted day of the Academic Calendar. If this is impossible for scheduling reasons, attendance by staff shall be voluntary.
 - d. Federal law requires at least one regular education teacher to attend IEP meetings of a student who is, or may be participating in the regular education environment. Teachers are required to attend IEP meetings including those that are outside of the regular workday. These meetings will be scheduled no earlier than thirty (30) minutes before, or later than sixty (60) minutes after, the student day; or unless otherwise mutually agreed upon.
 - e. Participation in principal or parent-initiated meetings for the purpose of student assessment is among a teacher's/counselor's required duties. These meetings will be scheduled no earlier than thirty (30) minutes before, or later than sixty (60) minutes after the student day; or unless otherwise mutually agreed upon.

J. Duty Before School, After School, Recess.

1. The duty schedule will include the following criteria:

- a. Duty assigned for calendar week.
- b. Only one duty per week.
- c. The same duty will not be assigned two weeks in a row.
- d. Duty will be assigned by rotation.
- e. Before school duty starts fifteen (15) minutes before instructional day.
- f. After school duty ends fifteen (15) minutes after the instructional day, and ten (10) minutes after the instructional day on staff meeting/collaboration days.
- g. Teachers may exchange duty as long as the exchange is noted on the master schedule in the office.
- h. Traveling teachers and eight-hour work day bargaining unit members are exempt from duty schedules.
- i. Duty schedules for Specialist teachers and Kindergarten teachers may vary, but the total duty minutes shall be equitable with other teachers.
- j. Teachers at the middle schools and high schools will be assigned an equitable number of duties.

K. Duty Free Lunch

- 1. All bargaining unit members shall have a duty free lunch period of not less than thirty-five (35) minutes daily.

L. District Committees

- 1. All bargaining unit members may be requested to provide input on District committees. Such participation shall be voluntary except where required by statute. Meetings of committees required by statute shall be scheduled no less than forty-eight (48) hours in advance except in cases of emergency.

M. Elementary Adjunct Duties/Activities/Committees.

- 1. It is recognized that bargaining unit members' professional duties and responsibilities continue beyond the normal workday. Elementary adjunct duties will be shared equitably by all bargaining unit members at each site and will be self-selected. Equitability will be based on the anticipated number of hours a teacher is involved in adjunct duties/activities/committees.
- 2. At the beginning of each school year the principal, in consultation with the leadership team at their site, will develop a list of adjunct duties/activities/committees for the school year. When the list is complete, teachers will be given the opportunity based on seniority to self-select their duties/activities/committees. The principal or their designee, after reviewing and analyzing the resulting work list for equity and adequate coverage, may make appropriate adjustments where needed and will provide a written explanation

to the member. Duties at the Elementary level will be no more than ten (10) work hours per year. In the event that a member is completing non-instructional duties in a situation that requires more than 10 hours, the member will receive extra duty pay for all required hours beyond the 10th hour.

N. Middle School Activities Supervision

1. Middle school teachers may be required to supervise activities in addition to those set forth in this Article V, paragraph H above, and such assignments shall be made by the principal on an equitable basis. Participation beyond a total of seven (7) hours per year for each middle school teacher shall be voluntary.

O. Adjunct Duties/Activities/Committees at the High School.

1. High school adjunct duties/activities/committees will be shared equitably by all bargaining unit members, except 8-hour bargaining unit members (i.e psychologists, social workers, etc.) at each site. Equitability will be based on the anticipated number of hours a teacher is involved in adjunct duties/activities/committees.
2. Bargaining unit members, except 8-hour bargaining unit members (i.e psychologists, social workers, etc.) will have the opportunity to self-select adjunct duties/activities/committees.
3. Prior to the teacher's last work day of the school year, the principal and the site leadership team will develop a list of adjunct duties/activities/committees for the ensuing school year. This list will contain at least the following: a list of anticipated events; proposed dates; the number of bargaining unit members needed for each event; the anticipated number of hours per unit member; and the total hours needed for each event. The completed list of adjunct duties will be given to each bargaining unit member for review. Suggestions and/or corrections will be forwarded to the principal or site leadership team.
4. Duties at the high school will be no more than ten (10) work hours. A committee of NTA site representatives and administrators from each comprehensive high school will meet in the summer or early fall of each school year to analyze and revise the process to more adequately fit the needs of the non-instructional high school programs.
5. Bargaining unit members will be notified when and where the agreed upon list of adjunct duties/activities/committees will be posted. Bargaining unit members by seniority will have one week to self-select their preferred adjunct duties.
6. The principal or their designee, after reviewing and analyzing the resulting list for equity and adequate coverage, may make appropriate assignments where needed.

P. Days Per Work Year

1. The traditional calendar work year shall consist of one hundred eighty-three point five (183.5) days (180 instructional + .5 teacher work day +3 staff development days) for returning teachers. It will be one hundred eighty-six (186) days (180 instructional +.5 meeting day + 3 staff development days + 2.5 mandatory orientation days) for new teachers. The year round calendar work year shall consist of one hundred and seventy

six point five (176.5) days (173 instructional + .5 meeting day + 3 staff development days) for returning teachers and one hundred and seventy-nine (179) days (173 instructional + .5 teacher work day + 3 staff development days + 3 mandatory days) for new teachers. New teachers will be compensated for the additional .5 day mandatory orientation on an extra duty timesheet at their prorated per diem rate. It is understood that the other two mandatory orientation days are included in their annual salary.

2. Teachers and bargaining unit members other than bargaining unit members contracted to work longer than the traditional 183.5 day school year shall be paid, with the approval of their supervisor, their per diem rate of pay for each additional day worked.
3. Counselors will work 195 days at their per diem rate. Counselors who work more than 195 days shall be paid, with the approval of their supervisor, their per diem rate of pay for each additional day worked.
4. Psychologists will work 195 days, which may include three (3) staff development days. Psychologists who are assigned additional workdays by the coordinator of Special Education will be paid at their daily rate. Each year, Psychologists will work with their supervisor to identify their 195 work days on a work calendar template provided to them, which must include all student days. This calendar must be submitted by the first day of school and approved by the supervisor to ensure appropriate coverage to serve students. It can be modified throughout the year as needs arise, with the ability to utilize up to six (6) of their non-student work days during weekends or other scheduled breaks (excluding observed holidays) at their request, with prior approval from their supervisor.
5. Speech and Language Pathologists will work 195 days, which may include three (3) staff development days. Speech Pathologists who are assigned additional workdays by their supervisor shall be paid at their daily rate. Each year, Speech and Language Pathologists will work with their supervisor to identify their 195 work days on a work calendar template provided to them, which must include all student days. This calendar must be submitted by the first day of school and approved by the supervisor to ensure appropriate coverage to serve students. It can be modified throughout the year as needs arise, with the ability to utilize up to six (6) of their non-student work days during weekends or other scheduled breaks (excluding observed holidays) with prior approval from their supervisor.
6. Nurses will work 188 days, which may include three (3) staff development days. Nurses who are assigned additional workdays by their supervisor shall be paid at their daily rate. Each year, nurses will work with their supervisor to identify their 188 work days on a work calendar template provided to them, which must include all student days. This calendar must be submitted by the first day of school and approved by the supervisor to ensure appropriate coverage to serve students. It can be modified throughout the year as needs arise, with the ability to utilize up to five (5) of their non-student work days during weekends or other scheduled breaks (excluding observed holidays) with prior approval from their supervisor.
7. Social workers will work 200 days, which will include three (3) staff development days. Social workers who work additional work days shall be paid at their daily rate, for up to twenty-three (23) work days as approved by their supervisor. Each year, social workers will work with their supervisor to identify their 200 work days on a work calendar template provided to them. This calendar must be approved by the supervisor to ensure appropriate coverage to serve students.

8. Athletic Directors and Activities Directors at the high school can work ten (10) extra work days over the non-school summer days and shall be paid at their daily rate.
9. Teachers in year-round schools can be offered an extended contract at the per diem rate on a year-by-year basis. They cannot be required to accept the offer nor forced into involuntary transfer as a result of refusal. The extended contract is a year-by-year offer and cannot be made into a permanent 230-day position. Teachers who accept the offer will have twelve (12) leave days, subject to the provisions of Article VI, for the year the offer is in effect.

Q. Mandatory Training

1. Each year, all unit members are required to complete specific mandated trainings in order to remain in compliance with State and/or federal law. Due to the number of trainings now required, unit members will be provided a one-time per diem payment each year for completing mandated trainings in addition to any virtual district-required trainings. The total amount of established training time shall not exceed the length of the bargaining unit member's work day hours as calculated on professional development days (7 hours unless they are an 8-hour employee).
2. The mandated trainings and virtual district-required trainings must be completed annually within 30 work days of the start of the staff member's work year or date of employment (if hired after the start of the work year). This compensated time completed outside of work hours/work day, will be provided as a per-diem, one-time payment, on the next possible pay warrant after verification of completed training is received by the District.
3. In the event that the state, federal, or district requires mandated training exceeding 7 hours (or 8 hours if they are an 8-hour employee), or the mandated training is assigned after the end of the first Academic Quarter, members must be provided time during work hours to complete training. If such time is not provided, members will time sheet for the time required to complete the training at the extra duty rate.
4. Members who do not complete the training in the timeline required will be referred to their supervisor to determine appropriate next steps in order to complete the required training.

R. Part-Time and Partial Year Employees

1. The purpose of this section is to clarify the work year for part-time and partial year employees.
2. Part-time employees work the full year, but do not work full time (not equivalent to 1 FTE).
3. Partial year employees work full time each day, but not for the full year.
4. Both part-time and partial year employees shall work a specified percentage of either the traditional or year-round student days. In addition, unit members shall work three (3) full staff development days.
5. For employees hired after the beginning of the school year, a work calendar will be

established to include remaining unit memberwork days and staff development days.

S. Defining an Emergency

1. For the purposes of substitute coverage, an "Emergency" as used in this article shall be as declared by the Superintendent or designee as any situation which could not reasonably be anticipated.

T. Outdoor Education and Extended Day Activities

1. Teachers' participation in "Outdoor Education" and/or "Extended Day Activities" will be voluntary. Teachers not participating with their class will either exchange with another teacher, or be used in some other educational capacity.

U. Preparation Time

1. Full time teachers will be given time during the instructional day in addition to the fifteen minutes before school to plan, correct papers, prepare lessons, conference with parents and students, and perform other professional duties. Meetings during teacher-directed prep time will only be scheduled with the consent of the teacher, except in emergencies. Time when the teacher is assigned school duties does not count towards their prep time allocation.
2. Part time teachers in grades 7-12 are paid a pro rata amount of salary and benefits and are expected to use the prep time as described in Article V.
3. When a middle school or high school teacher agrees to an administrative request to substitute or is assigned to substitute during their prep period, the teacher will be paid the extra duty rate per period. This rate for block periods shall be calculated at 1.75 x extra duty rate per block.
 - a. Each secondary site shall put together a list of teachers who wish to volunteer to work during their preparation period. This list will be done by period. The list will be kept updated throughout the year and utilized when a substitute is unavailable.
 - b. When there is a need for substitute teachers during a period, the site administrator will first go down the list of teachers who have volunteered to substitute during their preparation period. Should the need for substitute coverage remain, the administrator will next request volunteers from those teachers that are currently off contract (ex: last period of the day for a teacher that teaches a 0 period). Once the volunteer list is depleted for a period, the school shall:
 - A. Create a list of teachers by preparation period and share that list with all members at the site.
 - B. The list will be gone through in order until each teacher has been asked to substitute before the school can go back to the start of the list.
 - a. Unless there is an emergency situation (as defined previously) in which a class of students will go without coverage, teachers will not

be required to substitute during their prep period more than twice per week.

4. In a push-in or co-taught classroom, if a full time sub cannot be assigned to the classroom, the sub tree will not be utilized to provide a second teacher with exception of a class where only having one teacher would diminish IEP service minutes.
5. Principals shall make every effort not to place students in teachers' Elementary grade (self contained) classrooms unless there is an emergency situation in which a class of students will go without coverage. In the event students are separated into other teachers' classrooms, the teacher will receive \$10 per student that is placed in their room. In the event that a substitute is present to fill a position within the first hour of class, the students will return to their classrooms and no compensation will be due.
6. Teachers in grades TK and K have a minimum of (60) sixty minutes of preparation time provided by a Physical Education Specialist and/or other credentialed enrichment specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full instructional days, i.e., weeks with holiday, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow. NOTE: An additional (30) thirty minutes per week of preparation time is recognized between student dismissal time and the start time for staff meeting/collaboration time on Wednesdays.
7. Teachers in grades 1, 2, and 3 have a minimum of (90) ninety minutes of preparation time provided by a Physical Education Specialist and/or other credentialed enrichment specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full instructional days, i.e., weeks with holiday, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.
8. Teachers in grades 4, 5 and 6 at all Elementary schools have a minimum of ninety (90) minutes of Physical Education provided by a Physical Education Specialist per week for preparation in weeks of five (5) full instructional days. In weeks of less than five (5) full days of instruction, i.e., weeks with holidays, staff development days, minimum days, the prep time will be scheduled as equitably as the schedule will allow.
9. Teachers on the year round schedule receive approximately the same amount of prep time for the year as teachers on traditional schedule. Variation will be due to scheduling of the PE and prep time specialist teachers. Every effort will be made to have time be equitable and distributed consistently throughout the year.
10. Elementary RSP, TOSAs, reading, physical education and Title I teachers may schedule prep time within their own educational programs in an amount equitable to teachers of similar work hours. Elementary SDC teachers team with another class to ensure equitable prep time in an amount equitable to teachers of similar work hours. Prep time for these teachers shall be broken into consecutive minutes in a similar manner to teachers with similar work hours and not broken into multiple, shorter preps.
11. Elementary SDC teachers will be given two (2) full contract days of prep time per year and will be provided a substitute for those days. Scheduling prep days will be by mutual agreement with the site administrator.

12. Counselors, Psychologists and Speech, Language Pathologists, Social Workers and all other eight-hour bargaining unit members will schedule time within their workdays to prepare for assignments and duties.

V. Year Round Education

1. In the event that the year round program at a year round school changes, adds tracks or deviates from the current calendar structure, a committee consisting of four (4) teachers chosen by the Association from the year round school staff and administrators will meet to plan the implementation of the changes.

W. Hiring Substitutes

1. It is the intent of the District to hire substitute teachers for classroom teachers, P.E. teachers, and RSP teachers when they are absent. TOSA, Intervention and Specialist teachers will not be required to substitute except in emergency situations.

X. Before or After School Period

1. The workday of a teacher teaching a non-standard period is the same number of minutes as a teacher at the same grade level; however, the beginning and ending times will differ. If teachers teach more than five periods at the traditional calendar schools or six periods at the year round calendar schools, their salary will be increased by a pro rata amount.

- Y. The option to have up to five (5) current instructional days changed to early release day (with students following their site minimum day schedule) to allow for teacher collaboration (either by grade level or departments), or other entire staff development activities. It is understood that this collaboration/development time will not be used for faculty meetings and teachers will attend until what would be the end of a normal school day.

Z. Transition Time

1. Unit members in elementary programs who do not teach self-contained classes or who provide preparation or collaboration time for other unit members shall be able to schedule at least 5 minutes to transition between classes. If they must transition between sites in order to perform their duties during a single day, they will be given no less than 20 minutes to travel, and up to 40 minutes depending on the distance between school locations. This time shall not be counted as their lunch or their preparation time.

AA. Teacher Workday Calendar

1. Commencing the 2022-23 school year and thereafter, a committee will be implemented to develop, at minimum, two subsequent school calendars. Three (3) District representatives and three (3) bargaining unit representatives will meet starting in September in order to develop and complete the calendars with a goal of completion by November 1st of each biannual cycle to present to the Board for consideration.