

March 10, 1998

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE CHANCELLOR

TO: COMMUNITY SCHOOL BOARD PRESIDENTS, ALL SUPERINTENDENTS,
PRINCIPALS OF ALL DAY SCHOOLS, ALL PA/PTA PRESIDENTS, UFT
DISTRICT REPRESENTATIVES, CSA DISTRICT CHAIRPERSONS, DC 37 -
LOCAL 372 DISTRICT REPRESENTATIVES, UFT CHAPTER LEADERS

FROM: RUDOLPH F. CREW *R.F.C.*
CHANCELLOR

SUBJECT: PROCEDURES FOR IMPLEMENTATION OF THE PROVISION OF THE
AGREEMENT COVERING TEACHERS REGARDING THE "ELIMINATION OF
ADMINISTRATIVE DUTIES AND PROVISION OF PROFESSIONAL ACTIVITY
OPTIONS" FOR 1998-99

ABSTRACT

In support of the Chancellor's effort to raise academic standards and achievement for all students, a provision entitled "Elimination of Administrative Duties and Provision of Professional Activity Options" (Articles 7-A10, 7-B11, 7-C4g and 7-K3e) has been included in the Agreement covering teachers.

The provision establishes the principle that all teachers will be relieved of traditional administrative and/or compensatory time assignments including homeroom, cafeteria duty and other non-professional duties and select a professional activity from a menu appropriate to the school's needs. This circular sets forth a plan to assist in the implementation of this provision while ensuring the safety and security of all students.

The goal of this contractual provision is to reduce the amount of administrative and compensatory time required of teachers so that they may further engage in educational activities that will raise academic standards and promote student achievement.

Special Circular No. 6, 1996-97, issued on April 3, 1997, described the implementation plan for the new contractual provision for the 1997-98 school year and provided for the process to be evaluated to determine whether any modifications may be required for succeeding school years. After consultation with affected parties, modifications have been made and are incorporated in this circular. These modifications allow for the process to be enhanced as a result of the experience obtained during the 1997-98 implementation year.

I. Introduction

Enhanced student achievement based upon high standards and expectations must be the goal of every school. Roles and responsibilities of staff must be defined to support our students in meeting rigorous academic standards. Change must be service-oriented, supportive and sufficiently flexible so that each school's educational vision can become a reality.

To this end, the article, "Elimination of Administrative Duties and Provision of Professional Activity Options," was included in the current Teachers' Agreement (Agreement) between the Board and the United Federation of Teachers (UFT). This article provides for teachers to select professional activities from a menu of activities appropriate to their schools' needs instead of the traditional administrative and/or compensatory time assignments.

The Chancellor convened a committee to assist in the initial implementation of this provision. The Chancellor's Committee (Committee) included teachers designated by the UFT, principals recommended by the Council of Supervisors and Administrators (CSA), Superintendents representing the community school districts, high schools and special education and representatives of the Chancellor's Parent Advisory Council. The Committee was reconvened in February 1998 to discuss recommendations for improving the process.

The process that was developed enables each school to identify a menu of professional activity options in lieu of traditional administrative assignments. This includes procedures for teachers to select their assignments. Attached is a list of acceptable topics that can be used in developing the menu. Practices currently employed by schools for covering administrative duties such as, but not limited to, homeroom, cafeteria, yard, bus and hall patrols and study hall were reviewed and the role of compensatory time was examined. This review identified a variety of techniques and alternatives to cover administrative duties, ensuring that every school can continue to provide an orderly and safe environment for the students and staff, which is the paramount concern.

This circular is designed to encourage and support collaboration among principals, staff members and parents. It sets parameters for each school's principal and chapter committee who will meet every spring to establish a list of professional activities and complete all other responsibilities required of them under this new provision.

The first implementation plan was in effect for one year, 1997-98. Recommendations have been received from affected parties including the UFT and

CSA, parent associations, teachers, assistant principals, principals and superintendents. The Committee was reconvened and considered these recommendations and, where appropriate, they have been included in this circular. This circular covers the 1998-99 school year only and will be evaluated to determine whether any modifications may be required for succeeding school years. It should be noted that the implementation of this provision of the Agreement is subject to audit by the Chancellor to ensure compliance. This provision supplements and does not supplant any other educational program in the school.

Many decisions concerning how the provision is implemented will be made at the school level. The circular describes the Time Table for Implementation (Att. A.1 and A.2) and the overall process and parameters, as well as options and/or suggestions for each stage. It also reiterates certain requirements set out in the Agreement. This circular is designed to assist each school in properly planning its program for September 1998.

II. Professional Activity Options

The goal of this contractual provision is to relieve teachers of administrative duties enabling them to select professional activities instead that will help raise academic standards and promote student achievement. Professional assignments (activities) will be self-directed and do not require a teacher to be in a specific location at a set time; however, certain activities which by their nature require a predetermined place and frequency may be scheduled (such as one-to-one tutoring and committee meetings). A list of acceptable professional activity topics for all levels is attached (Att. B). This list should not be considered to be all-inclusive. Additional items may be discussed, developed and added by individual schools based on their needs.

In order to develop the menu of professional activities from which teachers will choose, a meeting must be convened between the principal and the UFT chapter committee. The UFT chapter leader must submit the names of its chapter committee to the principal on the form entitled UFT Representation on Professional Activities Committee (Att. C). Before the initial meeting to establish the list of professional activities, the principal must consult with the Parents' Association/ Parent Teacher Association (PA/PTA) to discuss the educational needs of the school. The PA/PTA should forward its list of recommendations for professional activity options and expectations to the principal for possible inclusion on the menu. The PA/PTA should share these recommendations with the chapter leader.

Prior to meeting, both the principal and the chapter committee must complete the Professional Activity and Expectations form (Att. D.1; see Att. D.2 for the sample) for each professional activity they propose for inclusion on the menu. In order to

provide the necessary information for teachers to express their preferences for a professional activity, each activity is to be identified and the expectations for it defined. For each activity agreed upon by the principal and chapter committee, a description must be provided which includes:

- The maximum number of teachers who may be selected for activities that may be capped (e.g., chess club, redesign committee); and
- Duration of the activity (e.g., one term, full year); and
- Frequency of the activity (e.g., number of periods per week or term, if it must be scheduled); and
- Target date(s) for the completion of tasks associated with the professional activity; and
- Submission of work product(s) (e.g., curriculum), if required.

At the meeting to establish the menu of professional activities, the principal and the chapter committee will present the activities they would like included on the menu. An activity can be placed on the menu if it meets both of the following criteria:

- it is appropriate for the type of school facility (i.e., elementary, intermediate, junior high, high school or special education school); and
- it addresses the educational needs of the school.

In addition, each professional activity must meet at least one of the following criteria:

- it promotes the academic and social development of students; and/or
- it increases parental and community involvement; and/or
- it enhances the quality of teaching and learning.

Professional activities, including the descriptive summaries, will become part of the Menu of Professional Activity Options (Att. E) upon the agreement of the principal and the chapter committee. Further, any decision concerning professional activities placed on a school menu, including the descriptive details, must be jointly agreed upon by the principal and chapter committee. Professional assignments that were formerly assigned must be listed on the menu in order for them to continue; however, these activities must be excluded if they do not meet the criteria listed above.

In deciding on the number of activities that will be placed on the menu, the principal and chapter committee must take into account the number of teachers on staff and the caps they have established for some activities. An adequate number of menu options should be provided in order to honor as many teacher preferences as possible.

The principal and the chapter committee must attempt to resolve any disagreements which may arise in developing the menu. Disagreements which they cannot resolve must be referred to the Superintendent, UFT District Representative and CSA District Chair who will meet in an effort to reach a resolution. Prior to the meeting, the Superintendent must consult with the principal. The Professional Activity Option Resolution form (Att. F) must be submitted for this purpose. Resolutions at the district level are binding and must be returned to the school in accordance with the Time Table for Implementation (Time Table). If no resolution can be reached at the district level, the issue will be referred to a joint Chancellor-UFT committee (Joint Committee) for review. If a resolution cannot be reached at either the district or Chancellor's level in time for the school menu to be issued in accordance with the Time Table, the menu should be issued without the item in question.

Prior to the spring recess, a preliminary Menu of Professional Activity Options must be distributed to all teachers in the school for review. Teachers must be informed of any activities which are in dispute. Disputed activities will be noted on the menu as "Professional Activities to be Resolved." After the spring recess, a Menu of Professional Activity Options which includes those disputed activities that have been approved for inclusion by the Joint Committee will be distributed together with the Selection of Preferences form (Att. G). Teachers will be given an activity in accordance with their choices as expressed on the Selection of Preferences form. They must indicate a minimum of four preferences in rank order from the menu; however, teachers serving in compensatory time positions or any administrative assignments except homerooms, or who teach an additional period pursuant to Article 7-0 of the Agreement (i.e., shortage license area compensation provision) or in accordance with Articles 7-A(10)(j) or 7-B(11)(j) of the Agreement and chapter leaders will be relieved of professional assignments. In the case of homerooms, a School-Based Option that recreates these assignments must state the effect, if any, of the assignment of homerooms on the requirement to perform professional activities, i.e., whether all, some or no homeroom teachers will be relieved of performing professional activities. The Selection of Preferences form must be returned to the principal in accordance with the Time Table.

Once the principal receives all Selection of Preferences forms, assignments can be made. Teachers, on the basis of school seniority, will be given their first choice

as indicated on their preference form, within the cap established for the professional activity by the principal and the chapter committee. Other contractual obligations concerning program preferences as established by contract and arbitration decisions will be followed. Teachers will be told which of their preferences they received or that none of their preferences could be honored. The List of Professional Assignments (Att. H) must be posted and shared with the chapter leader. The principal will send the Summary List of Professional Assignments (Att. I) to the Superintendent and the school's PA/PTA. The Superintendent will forward the summary lists to the UFT District Representative and the CSA District Chair. The summary list will include the number of teachers who have been assigned to each activity, as well as activities that were not selected.

In the rare event that a teacher is not assigned a professional activity based on a preference, the teacher will submit another Selection of Preferences form after the principal makes assignments from the Menu of Professional Activities.

Disputes sent to the Joint Committee will be resolved in time for those activities, approved for inclusion, to appear on the menu to be issued after the spring recess. Decisions concerning disputed professional activities will be forwarded to the Superintendent, UFT District Representative, CSA District Chair, principal, and chapter leader. Activities that have been approved for inclusion must appear on the menu and, if not filled in the spring, on the September menu. Activities that have not been resolved will be excluded from the menu. Any further dispute over their inclusion will be handled through an expedited binding arbitration procedure.

The following teachers will use the September menu to select their professional activities: those who did not receive a professional activity assignment in the spring; those who have returned from sabbatical or other leaves of absence and who had not expressed a preference; and those who are newly assigned to the school including transferees and excesses. When the assignments of professional activities are made based on the September menu, the Summary List of Professional Assignments must be updated.

Teachers new to the school system should be given the opportunity to select mentoring or peer coaching as their professional activity. All other newly assigned teachers, regardless of when they are assigned, must select a professional activity from the menu of activities which remain available. Whenever a newly assigned teacher receives a professional assignment, the Summary List of Professional Assignments must be updated, posted and distributed to all appropriate parties.

In the event a professional activity is not meeting the educational needs of the school, it can end by mutual agreement of the principal and teacher(s) involved. That

activity will then be replaced for the duration of the original assignment by another activity of the teacher's choice from the remaining available menu options.

All teachers will be required to submit an Activity Evaluation Report (Att. M.) at the completion of the activity.

This contractual provision will not create additional teaching periods, including in those schools that have eliminated homerooms, except as noted in Articles 7-A(10)(j) and 7-B(11)(j). In addition, it does not change the number of preparation periods to which teachers in any level, division or program are contractually entitled.

The following provisions are additional parameters that pertain to specific levels or organizations.

A. Elementary Schools

The implementation of this contractual provision has made additional time available due to the elimination of administrative duties. As a result of time freed up and the educational need for more time for planning and professional development, all teachers in elementary schools or other schools organized as such (some District 75 schools) which are programmed on the basis of a forty (40) period week, eight (8) period day, must receive one (1) professional period per week.

The Chancellor, in consultation with the UFT, has established a pre-approved list of activities and objectives in support of his educational priorities. From this list, the chapter committee and principal will select topics to include on a menu that meets the needs of the school. When programming the school for September 1998, the activity should be programmed to maximize the effectiveness of the professional period. For example, Early Childhood Teachers who select a professional activity concerning the implementation of New Standards should, where possible, be programmed to meet at the same time each week for this purpose.

Teachers who serve in elementary schools organized on a thirty-five (35) period week, seven (7) period day, do not have to be programmed to receive a professional period.

In recognition of the diverse needs of each school and its students, the principal, after consultation with the parents, will collaborate with the Chapter Committee as to which program (e.g., seven (7) or eight (8) period day) is most appropriate. The Chapter Committee will arrive at its decision through a process developed by the union. If the principal and the chapter committee agree, the recommendation will be forwarded to the Superintendent for approval. If the

recommendation is not approved by the Superintendent, the reasons will be given to the affected parties. In this case, as in all other cases pertaining to this circular, the decision may be referred to the Joint Committee for an expedited resolution.

Chancellor's Memorandum No. 2, 1996-97, dated April 4, 1997 Re: Elementary School Implementation of the New Provision of the Agreement Covering Teachers Regarding the "Elimination of Administrative Duties and Provision of Professional Activity Options" provides the list of activities and objectives to be utilized in developing the Menu of Professional Activity Options for elementary schools. In addition, a list of topics appropriate for the elementary level derived from Chancellor's Memorandum No. 2, 1996-97 has been incorporated into Attachment B. Any additional topics must be aligned with this pre-approved list of activities and objectives.

B. Intermediate/Junior High Schools and Special Education Programs Covered by Article 7K2b3

Teachers serving in certain special education programs (formerly Special Day Schools, Day Treatment Centers or Institutional Settings) shall continue to be programmed for twenty-two (22) teaching periods, eight (8) preparation periods and five (5) relieved administrative/professional periods.

Teachers in intermediate and junior high schools will be scheduled for a basic maximum of twenty-five (25) teaching periods, five (5) preparation periods and five (5) relieved administrative/professional periods with the following exceptions:

- In Non-Title I schools, the same proportion of teaching and preparation time to total scheduled teaching time as presently exists in that school will continue, with a rotation policy established.
- In Title I intermediate and junior high schools, the program of twenty-two (22) teaching periods, eight (8) preparation periods and five (5) relieved administrative/professional periods will continue. The number of these programs will be fixed in each particular school at a percentage equal to the number of currently contractually eligible teachers or the number of homerooms that existed during the 1996-97 school year, whichever is less, compared to the total number of teacher programs. Until such time that there are no longer teachers serving in the school who are eligible for this program and the program ends, a rotation policy shall be in effect for those who are contractually eligible.

The principal and chapter committee will develop a rotation policy for this purpose and forward it to the Superintendent, UFT District Representative and CSA District Chair. The expedited dispute resolution process concerning the development of the professional activity menu will apply here, if a rotation policy cannot be jointly devised.

C. Secondary School Teachers

1. Shortage License Areas

Secondary school teachers may continue to serve in shortage areas in lieu of preparation periods. These teachers are also relieved of the professional assignments which replace administrative duties. The Agreement allows for additional teaching periods beyond the applicable contractual maximum compensated in accordance with Article 7-O (shortage license areas). Beginning with the 1998-99 school year and thereafter, the procedures require that the chapter concur with the principal that these additional teaching periods are supplemental and necessary.

2. Non-Shortage License Areas

Effective for the 1998-99 school year and thereafter, secondary school teachers may use the professional activity option time for a sixth teaching period in a non-shortage area, subject to Articles 7-A(10)(j) and 7-B(11)(j). They shall be compensated in accordance with Article 7-O (Shortage License Areas). These periods are to be used to supplement, not supplant the current school program. The chapter's concurrence to ensure that this is truly supplementary is necessary.

D. New Schools

New schools opening in September will be unable to meet the Time Table in the circular. To enable a smooth implementation of this provision, the UFT president will designate two representatives to perform the functions required of the chapter leader and chapter committee, until school representatives are duly elected. The two union representatives and the head of the new school will develop the professional activities menu in accordance with the parameters and procedures described above and will also devise the appropriate schedule for both the selection of professional activities and for planning the coverage of administrative duties. All other items contained in this circular apply.

E. Corrective Action Schools

For any new Corrective Action School, the principal will collaborate with the UFT and CSA to develop a plan that incorporates the procedures and parameters of this circular.

III. Administrative Duties

The principal is the administrative and pedagogical head of the school and is responsible for the supervision of all staff members and for carrying out all requirements of the Board of Education. In consultation with the chapter committee and the PA/PTA, the principal must develop a plan to cover administrative and compensatory time duties such as cafeteria, yard, bus, hall patrol, study hall and homeroom no longer assigned to teachers. In determining this plan, the principal must know whether compensatory time positions (i.e., dean or crisis intervention teacher, programmer, and grade advisor) and, for high schools, attendance coordinator are being re-created. The principal must also know which administrative assignments will be re-created for teachers. Compensatory time positions and administrative duties can only be re-created contractually using the processes described in this circular (e.g., School-Based Options).

A. Staffing of Non-Classroom Administrative Assignments

The principal must assess the needs of the school and the ability of available staff to meet those needs. When the principal believes that additional training of available staff is necessary, a decision must be made as to the level of training that is required. Additional training will be facilitated by the Division of Human Resources and, if necessary, supplemented by the district.

Other options must also be considered such as upgrading existing staff (e.g., new title of supervising school aide) or hiring new staff (e.g., school aide, supervising school aide). Personnel Memorandum No. 54, 1996-97 describes the requirements and procedures for hiring and assigning supervising school aides. Parent volunteers may continue to provide appropriate supplemental assistance in the schools. They must not supplant current employees or assume responsibilities performed by current staff.

Before a determination is made to hire new staff, the school should consider increasing the hours of existing hourly staff or upgrading staff to more appropriate titles. Additionally, a thorough review of the appropriateness of the assignments of all current staff must be conducted. Where appropriate, non-teaching staff should be reassigned in accordance with the needs of the school. For example, school aides who are not currently assigned to cafeteria duties should be so assigned, if necessary.

Paraprofessionals must continue to be assigned to activities that are required for special education students as a result of an Individualized Education Program (IEP). They may also continue to assist early childhood students with lunch, snacks and clean-up routines when these activities take place in the classroom. Educational paraprofessionals are not to be assigned to administrative duties formerly performed by teachers (e.g., supervision of school aides, coordination of bus activities).

Principals/administrators at multiple sites located in the same facility must meet among themselves, and with their respective chapter leaders/committees and PA/PTAs in planning for the coverage of administrative duties formerly performed by teachers. They should coordinate their efforts and resources in developing their plans in order to better ensure the safety and security of their students. Adequate time should be provided for chapter leaders/committees to meet with principals/administrators in order to plan for the coverage of administrative duties.

B. Safety and Security

Safety and security in the schools are of paramount concern; therefore, in accordance with the attached Time Table, each school's Safety Plan Committee must review its current safety plan in order to meet the changing needs of the school.

All school safety plans must be adjusted to include how each school will cover its cafeterias and hallways including the provision of coverage for absent employees for the 1998-99 school year. The Division of School Safety will assist by:

- Providing technical assistance to principals and to each school's safety committee in connection with patrol and regular security coverage of cafeterias and hallways in schools.
- Providing security assistance inside and outside of school buildings in order to protect students when entering and leaving schools.

As a result of the implementation of this contractual provision, teachers are not to be involuntarily assigned to cafeteria duties/homeroom coverage other than in an extreme emergency. An emergency is not only an unforeseen condition but one which is beyond the reasonable powers of the Board to foresee and to prevent. When teachers must be assigned on an extreme emergency basis, they are to be compensated in accordance with the coverage rate provided in Article 7-N of the Agreement.

Teachers providing homeroom coverage in secondary schools for teachers who are absent are entitled to be paid for such time when the amount of time covered is

equivalent to one full period. For each such full period, the teacher is entitled to a paid coverage as indicated in Personnel Memorandum No. 36, 1997-98 (Amended). If this teacher has not provided any preparation period coverage during the term, payment for homeroom coverage is only applicable when the time covered is in excess of the equivalent of one full period. All other provisions of Article 7-N apply. Day-to-Day Substitutes are to be assigned the program of the absent teacher; they are not to be assigned administrative duties.

C. Staffing Alternatives

After reviewing how various schools in our system and throughout the country handle non-classroom administrative assignments, a number of samples for all school levels have been developed and are included. These samples are presented as suggestions only. Each school may use one or more of these samples or develop its own model which may be reviewed and changed in the future. To facilitate this, the Chancellor will disseminate information, encourage intervisitations and provide other opportunities that enable schools to develop samples that most appropriately meet their specific needs.

1. Compensatory Time Positions

The contractual provisions governing compensatory time assignments remain in effect. Any compensatory time position that is re-created will continue in accordance with those provisions and will honor the incumbent's and/or selectee's contractual rights.

It should be noted that certain positions have been adjudicated through the arbitration process and have been determined to be instructional in nature (not administrative). These positions are not compensatory time positions and are not subject to the School-Based Option process. These positions are included on the listing entitled Positions Adjudicated As Instructional That Are Not Subject To The School-Based Option Process (Att L).

In addition, programs that are created by the federal, state or city government or judicial decisions which mandate compensatory time positions are not subject to the School-Based Option process. The position of Health Coordinator which emanates from a Jose P. Stipulation is a mandated position that is not subject to the School-Based Option process.

a. **Re-creation of compensatory time positions**

The Agreement allows for the re-creation of compensatory time positions (i.e., dean or crisis intervention teacher, programmer and grade advisor) and, for high schools, attendance coordinator. If the chapter committee agrees with the principal, any or all of these positions which currently exist can be re-created. An incumbent will continue serving in a re-created compensatory time position for the duration of the assignment and will have all contractual rights honored. If there is no incumbent, re-created compensatory time positions are filled through the regular contractual procedures. Each such re-created position is on a yearly basis since this process requires an annual approval.

b. **Creation of new compensatory time positions**

Other compensatory time positions can be created or re-created through the Special School-Based Option process described below. Each such newly created position is on a yearly basis since this process requires an annual approval. If the duration of the job exceeds one year, then the incumbent will continue serving in the re-created compensatory time position for each year it is re-created until the incumbent's term expires.

2. **School-Based Options**

A School-Based Option pursuant to Article 8-B, as supplemented by the special process described below, is the only means to re-create administrative duties for teachers who volunteer to assume them. Article 8-B provides:

The Union chapter in a school and the principal may agree to modify the existing provisions of the Agreement or Board regulations concerning class size, rotation of assignments/classes, teachers schedules and/or rotation of paid coverages for the entire year. By the May preceding the year in which the proposal will be in effect, the proposal will be submitted for ratification in the school in accordance with Union procedures which will require approval of seventy-five (75) percent of those voting. Resources available to the school shall be maintained at the same level which would be required if the proposal were not in effect. The Union District Representative, the President of the Union, the appropriate Superintendent and the Chancellor must approve the proposal and should be kept informed as the proposal is developed. The proposal will be in effect for one school year.

The ratification process, including the seventy-five (75) percent approval requirement of UFT members who vote and an expedited process for obtaining required signatures for approvals of School-Based Options effective for September 1998, has been developed. These approvals must be obtained in accordance with the Time Table. School-Based Options are in effect for one year and require an annual renewal. The expedited approval process will ensure the timely planning of schools' programs.

If the Chapter Leader and Principal agree that compensatory time positions are needed at times other than the start of the school year, the approval of the Joint Committee must be granted prior to the commencement of the special School-Based Option process.

Schools may choose to utilize a Special School-Based Option process to re-create administrative duties which are otherwise prohibited by Article 7 of the Agreement.

a. **Special School-Based Options: Re-creation of administrative duties and certain compensatory time positions**

Teachers may assume re-created administrative duties which are otherwise prohibited by Article 7 or compensatory time positions other than dean, crisis intervention teacher, programmer or grade advisor and, in high schools, attendance coordinator only through a Special School-Based Option process which adds to the requirements of the standard School-Based Option process by requiring individuals to volunteer to undertake the activity. Only teachers who volunteer may fill these positions. The chapter leader will inform the principal of the volunteers. Assignments to these positions cannot be made on an involuntary basis.

After a special School-Based Option authorizing the use of volunteers has been approved, any additional volunteers (i.e., teachers newly assigned or returning from leave) must notify the UFT chapter leader if they are interested in volunteering. The principal and chapter leader must agree that additional volunteers have done so freely and that the positions are necessary.

The placement of any additional volunteers must be approved by the District Representative and the Superintendent. In this case as in all other cases pertaining to this circular, disputes should be referred to the Joint Committee for an expedited resolution.

**b. Standard Article 8-B School-Based Options:
Re-creation of homerooms**

The Standard Article 8-B School-Based Option process is utilized in the re-creation of homerooms. If deemed necessary, the intermediate and junior high schools may be regularly programmed for homerooms if approved through the standard Article 8-B process. Homeroom assignments will be filled by volunteers; however, if there is an insufficient number of volunteers to fill all homeroom assignments, the principal will assign teachers to fill the remaining positions on the basis of rotation and inverse school seniority. Assignments to these positions can be made on an involuntary basis. Alternatives to homerooms are described in the section entitled Suggested Samples for Coverage of Non-Classroom Administrative Assignments (Att. J).

If the UFT chapter committee and principal deem it necessary, an organizational period will be permitted but limited to a few days at the beginning and end of the school term/year, as well as rare occasional meetings during the school term/year.

D. Optional Use of Participants in the School's Work Experience Program

The principal, in consultation with the PA/PTA and chapter committee, will determine whether to accept Work Experience Program (WEP) participants into the school. All individuals assigned through the WEP program will be processed in the same manner as all employees. This screening includes fingerprint processing through the New York State Department of Criminal Justice Services, as well as the Federal Bureau of Investigation (FBI). In addition, they must be tested for tuberculosis and have their skills and past employment history reviewed.

The assignment of WEP participants to schools will enable public assistance recipients in the Aid to Families with Dependent Children (AFDC) category to provide schools with additional assistance. They will work four hours per day performing a variety of non-instructional functions such as providing assistance to school aides, family paraprofessionals, substance abuse prevention intervention specialists, community assistants, community associates, school health aides and school neighborhood workers.

Participants assigned through the WEP program will not supplant current employees or assume responsibilities that are performed by them. The assignments given to WEP participants will provide them with training and future employment opportunities by enabling them to acquire skills that are used by staff in the schools.

IV. Samples for Coverage of Non-Classroom Administrative Assignments

In order to offer schools suggestions for covering administrative assignments which were formerly performed by teachers, a review was conducted to ascertain the ways in which various schools in New York City and throughout the country handle administrative assignments.

Based on this review, sample models were developed that describe alternate methods utilized to cover non-classroom administrative assignments. Schools may want to use these sample models or develop a different plan; however, any plan can be utilized provided it meets the school's needs and is contractually correct. Each sample is detailed in the attachment entitled Suggested Samples for Coverage of Non-Classroom Administrative Assignments. The following areas are covered:

- A. Advisory Samples
- B. Cafeteria/Breakfast Supervision Samples
- C. Bus Duty Samples
- D. Hall Patrol Samples
- E. Study Hall Samples

V. Training

Any training concerning this process that is required will be provided jointly by each district and the Division of Human Resources. It is critical that the entire school community understands the procedures and goals of this contractual provision.

Each Superintendent will conduct a joint meeting with all principals and UFT chapter leaders to review the procedures and Time Table included in this circular. The UFT District Representative and CSA District Chair will be invited. Subsequently, principals will provide an overview for all school staff regarding changes in the procedures from last year as well as the new Time Table. Both new and current staff assigned to new administrative duties must be provided with an orientation and/or appropriate training concerning their new roles and responsibilities. This will enable them to perform their duties competently.

As a result of this contractual provision, the position of supervising school aide was established as an option available to schools to ensure that administrative duties are carried out in a manner that will protect the health and safety of students. All staff designated as supervising school aides are mandated to participate in a five day training program conducted by the Division of Human Resources. This training program was conducted during the summer of 1997 and several times during the fall term of the 1997-98 school year. It will continue to be offered to supervising school aides who are newly assigned.

While every school is different, common training needs exist for each position. A list of suggested topics for training is contained on the attachment entitled Areas of Staff Development (Att. K). The Division of Human Resources will assist in the development of a program to ensure that schools provide training as required. The Division will also be available to provide technical assistance and support.

Each Superintendent must ensure that adequate training is being provided at the school level. It is expected that district staff responsible for professional development will assist schools with support and technical assistance.

VI. Dispute Resolution

The Joint Committee which was established for the 1997-98 school year will continue to assist in the smooth implementation of this contractual provision. This committee will have the latitude to determine appropriate and, if necessary, expeditious remedies to all issues regarding this circular.

In addition, any grievance arising out of an alleged violation of this provision may be filed by either the affected employee or by the UFT on behalf of all affected staff. Employees in other bargaining units may grieve violations as permitted by their respective Agreements.

NOTE: Please refer to the Q & A which was included as Attachment L to Special Circular No. 6, 1996-97 for answers to questions concerning the implementation of this process. As questions regarding this circular arise and answers are provided, a new Q & A will be developed and distributed.

Acceptable Professional Activity Topics

Introduction

The following list of acceptable professional activity topics is provided for use in developing the Menu of Professional Activity Options. The list is divided into four categories. Some items appear more than once because they are appropriate for more than one category. This list should not be viewed as limiting or exhaustive. Schools may also consider the recommendations made by other groups such as the Council of Supervisors and Administrators, other professional and parent organizations and the United Federation of Teachers when developing a menu that will best meet the needs of our students, staff and school community.

There is a separate section that includes topics for elementary schools. In addition, Chancellor's Memorandum #2 dated April 4, 1997 provides a pre-approved list of activities and objectives to be utilized in developing the Menu of Professional Activity Options. Any additional topics must be aligned with this pre-approved list of activities and objectives.

Additionally, Section III entitled "Acceptable Professional Activity Topics for Special Education Programs" has been developed. The topics in the special education programs section may be selected by special education teachers only.

I. Acceptable Professional Activity Topics for Elementary Schools

- Producing School/Class Newspaper/Yearbook/Magazine
- Comprehensive Education Planning Committee
- Peer Computer Training
- Ensuring Student Literacy through Curriculum Development
- Designing/Presenting Topics for Staff Development
- Implementation of New Standards Committee
- Develop Programs to Integrate Technology in the Classroom
- Develop and Implement Peer Mediation/Conflict Resolution
- Designing Thematic/Interdisciplinary Instruction
- Small Group/One-to-one Tutoring
- Collaborative ESL Instructional Programming
- Peer Coaching/Mentoring
- Develop Innovative Programs through Grant Writing
- Develop Performance Standards and Assessment through Portfolios
- Develop Teacher made Materials for Early Grade Learning Centers
- Adopt a Child-Innovative (Intervention/Prevention) Program

II. Acceptable Professional Activity Topics for Intermediate, Junior High and High Schools

A. Activities that Promote the Academic and Social Development of Students

- Conduct one-to-one tutoring
- Provide school advisory (See Samples)
- Develop curriculum guides and classroom strategies to meet the challenge of the Chancellor's New Standards-Performance Standards
- Develop alternative and authentic assessments
- Develop programs to integrate various forms of technology into the daily life of the classroom (e.g., Project Smart Schools)
- Prepare classroom materials with a special emphasis on literacy, integrating the arts and culture
- Prepare and coordinate early intervention and prevention activities for Least Restrictive Environments for students
- Serve as Community Service Liaison (e.g., School-to-Work and Community Based Organizations)
- Develop educational and cultural resource guides for students (e.g., school trips and community resources)
- Provide community outreach to create and enhance school-community collaborations for job recruitment, placement and school to career activities
- Conduct Educational Planning Conferences for School Based Support Team members, Committees on Special Education and other appropriate school personnel (e.g., referring teacher, speech teacher)
- Provide general education and ESL/bilingual education conferencing
- Develop case studies and conferencing
- Modify and administer tests for students with special needs, including extended time for exams for resource room students
- Provide student-teacher conferencing
- Provide interdisciplinary articulation
- Plan student internship programs
- Plan and coordinate school-wide assembly programs
- Research and evaluate "state-of-the-art" vocational material, equipment and supplies
- Serve on school committees (e.g., Discipline, School Safety, School Redesign)
- Recruit students for vocational/occupational education programs
- Advise students in preparation of resumes/job applications/working papers
- Develop multi-cultural programs
- Serve as Student Service Coordinator
- Coordinate and develop a Big-Sibs (Big Siblings) program

- Establish and/or serve in Health Resource Center (e.g., AIDS information)
- Organize peer mediation for students
- Extend and expand existing extra-curricular student activities (e.g., School Newspaper, Yearbook, School Drama, TV/Media Center, School Weather Station, PSAL)
- Develop conflict resolution programs
- Prepare students for Specialized High School entrance examinations
- Participate in activities that enhance the Individualized Education Program (IEP) process (e.g., parental consultation, progress reports on the goals)
- Provide general education, special education, consultant teacher and related service providers conferencing
- Prepare students for industry-endorsed certification
- Prepare students for major projects for contests (e.g., Westinghouse, Columbia, NASA)
- Develop new approaches, authentic assessment tools to evaluate student achievement, intended to meet the demands of the new performance standards

B. Activities that Increase Parental and Community Involvement

- Participate in a School-Based Planning Committee (e.g., School-Based Planning/ Shared Decision Making, School-Wide Programs, Compact for Learning, School Redesign)
- Provide parent-teacher conferencing
- Serve as School Public Relations Coordinator
- Prepare students for industry-endorsed certification
- Provide outreach to parents of students in their class
- Provide community outreach to create and enhance school community collaborations for job recruitment, placement and school to career activities
- Develop case studies and conferencing
- Serve as Community Service Liaison
- Serve as Parent Association and Parent Teacher Association liaison
- Serve as Peer Mediation/Conflict Resolution Specialist to work with students and families
- Develop collaborative partnerships with school, community and industry

C. Activities that Enhance the Quality of Teaching and Learning

- Conduct one-to-one tutoring
- Develop programs that integrate the arts and promote partnerships in the arts across the curriculum spectrum

- Develop curriculum useful to general education, special education and English as a Second Language/bilingual teachers who work with the same children
- Prepare case studies in order to provide insights when designing appropriate early intervention and prevention strategies for students
- Review textbooks, classroom materials, software, manipulatives, learning games and develop school specific review criteria to identify materials for consideration
- Develop teacher made materials to meet the individual language needs and learning styles of students
- Provide outreach to local school community, seeking contributions of real materials (e.g., carpet mats, wallpaper, books)
- Consult and provide articulation among students' classroom teachers (e.g., Consultant Teacher, Resource Room Teacher, Related Service providers, Title I/PCEN, cluster and/or ESL/bilingual teacher)
- Develop curriculum, best pedagogical practices including model lesson plans
- Provide peer coaching, assisting new teachers
- Prepare and implement staff development workshops and demonstration lessons
- Conduct professional planning meetings for members of Houses and/or Grades
- Plan professional development based on Alternative Teacher Assessment: Teaching for the 21st Century
- Write proposal for grant
- Work with student teachers
- Prepare for National Board for Professional Teaching Standards
- Enhance student performance through the redesign and proper maintenance of shops
- Train students in the maintenance and repair of musical instruments
- Train students in the maintenance and repair of computer hardware and software
- Screen, test and assess ESL/bilingual students
- Prepare and engage in professional development to meet the new Regents Standards
- Prepare and engage in professional development to meet the Chancellor's Initiatives and High Standards
- Administer oral examinations for Regents or department examinations in foreign languages
- Develop alternative assessment models
- Develop conflict resolution programs

III. Acceptable Professional Activity Topics for Special Education Programs

A. School, District or High School Programs

- Serve on a school, district or high school superintendent's team as part of the Chancellor's Least Restrictive Environment Initiative
- Consult and plan meetings for general and special education staff who serve students participating in the Chancellor's Least Restrictive Initiative programs

B. Citywide (District 75) Programs

- Serve on a school team as part of a case management review
- Serve on a school, superintendent or Chancellor initiative team including, but not limited to, Least Restrictive Environment, Leadership, Behavior, Budget, etc.