

The System-wide Standards

The new contract between the DOE and the UFT groups together a set of system-wide standards for operational purposes. These System-wide Standards shall be, together, (1) the current System-wide Paperwork Standards, (2) the current provisions of Article 7(R)(2) of the UFT-Board collective bargaining agreement covering teachers (the "Teachers Agreement") defining a curriculum and when it must be provided to teachers, (3) the current provisions of Article 6(B)(1)(b) of the Teachers Agreement and the corresponding provisions of the other UFT-Board collective bargaining agreements (together, the "CBA") concerning professional development and (4) the current requirement to provide basic instructional supplies as set forth in the first paragraph of Article 7(R)(1) of the CBA. Nothing precludes the parties from agreeing to the addition of new System-wide Standards with respect to Operational Issues. The standards are set forth on the following pages.

Employees (including those in functional chapters) may request that their Chapter Leader raise school-specific Operational Issues with the principal, the employee's direct supervisor, and/or in a meeting pursuant to Article 19 of the UFT-Board Agreement covering teachers of the head of the school and the school chapter committee (the "Consultation Committee Meeting"). If the operational issue is not resolved within five school days of the chapter leader attempting to resolve it with the principal, the employee's direct supervisor, and/or in a Consultation Committee Meeting, the appropriate UFT district representative may raise the issue before the District Committee.

Employees in functional chapters may request that their Chapter Leader raise non-school specific Operational Issues before the functional Chapter Consultation committee.

System-wide Standard I – The System-wide Paperwork Standards

I. General Standard Educators and Related Service Providers shall not be required, whether on paper or electronically, to perform redundant, duplicative, unnecessary or unreasonable amounts of record keeping concerning the performance of, plans for or evaluation of students, unless necessary in order to comply with federal or state statutory or other legal requirements imposed on the DOE.

II. The Quality Review Schools are to present only existing curricular and existing school-level documents to contextualize the assessment of all Quality Indicators, especially 1.1, rather than create documents for the sole purpose of the Quality Review. Additionally, evidence can be verbal or observable in the classroom/school environment within existing school processes and will include a review of only those documents used in the normal course of teaching and learning. Reviewers and evaluators will consider the time of the year that the visit takes place and the work underway in each school when they review curricular and other school-level documents.

III. Special Education/D75 1. The DOE has discontinued the use of Interactive Voice Response (IVR) and CAP to record the provision of related services to K-12 students with Individualized Education Programs (IEPs), and will use SESIS encounter attendance as the primary system of record for related service provision, and BESIS for ESL provision. 2. The DOE will continue to engage UFT to prioritize how to streamline and enhance SESIS functionality to increase usability. The system enhancements will commence on a rolling basis as identified. 3. Each school or program shall continue to engage with all users of SESIS to provide adequate time and computer access to complete SESIS-related tasks.

IV. Data Systems and Attendance 1. Schools may adopt only one school-based system for tracking student attendance (not including SESIS) in addition to the DOE source attendance system, except when expressly required by law or expressly required to receive federal, state or private grant funds schools may have additional attendance systems as required. 2. The DOE will explore and pursue options to integrate attendance-taking systems with as many other tasks as possible as part of our commitment to the UFT to reduce teacher paperwork. 3. Educators and related service providers are not required to print collections or binders of documents that are available in electronic databases. Teachers are responsible for complying with reasonable requests for printing any documents for the purposes of parent interactions/communications and professional conversations with supervisors. 4. School staff will continue to be responsible, based on student need, for providing reports related to student achievement, report cards, a student's IEP, student behavior, and the social/emotional development of individual students. Such requests will not be routinized, school-wide or solely for the purpose of creating a binder for the storage of information. 5. Educators and Related Service Providers shall be required to keep grades and/or session notes in one manner, unless necessary in order to comply with federal or state statutory or other legal requirements imposed on DOE. Staff required to use online or electronic systems shall be provided adequate computer access during the workday. This is in addition to the DOE source system until such time as systems can be aligned.

V. Parent Engagement, Other Professional Work, and Professional Development

Parent Engagement, Other Professional Work and Professional Development time shall not generate excessive or redundant paperwork or electronic work. This shall not preclude a principal from creating reasonable requirements requiring teachers to briefly track Parent Engagement time. (See appendix for sample.)

System-wide Standard II – Curriculum (Article 7R2 of Teachers’ CBA)

Curriculum

The Board of Education (DOE) agrees to provide teachers with either a year-long or semester-long Curriculum that is aligned with State Standards in all Core Subjects.

Curriculum is defined as:

- a) a list of content and topics;
- b) scope and sequence; and
- c) a list of what students are expected to know and be able to do after studying each topic.

Core Subjects are defined as follows: Math (including, but not limited to, Algebra and Geometry), Social Studies, English Language Arts, Science (including, but not limited to, General Science, Biology, Earth Science, Chemistry and Physics), Foreign Languages and other subject areas named by the DOE and shared with the UFT. It is understood that the DOE’s obligation to provide curriculum shall extend to Core courses that may be electives.

It is further understood by both parties that there are instances where teachers may want to participate in the development of curriculum. Such instances include, but are not limited to, the creation of new themed school or programs within a school, or where a teacher or group of teachers wishes to create or help create a set of lessons around a particular theme or subject, where approved by the principal. Nothing in this agreement is intended to prohibit voluntary collaboration or work by teachers and other school staff on curriculum.

However, if there is a specific request by the DOE or a school administrator for a teacher or teachers to write curriculum, then the teacher(s) must be given sufficient time during the work day to do so, in accordance with provisions of the collective bargaining agreement or given sufficient time after school, in accordance with the provisions of the collective bargaining agreement pertaining to Per Session.

The failure to provide curriculum as defined above shall be subject to the procedures set forth in Article 8(I) of the collective bargaining agreement. However, such procedure shall be strictly limited to whether a curriculum, as defined above, was provided. The sufficiency and quality of the curriculum provided shall not be grievable.

**System-wide Standard III – Professional Development
(Article 6B1b of Teachers’ CBA)**

Professional Development:

Each school (and program functioning as a school) shall form a School-Based Staff Development Committee (“SDC”). Such committee will include the Chapter Leader and consist of equal number of members selected by the Chapter Leader and the Principal, respectively.

The SDC shall collaboratively review, consider and develop the school-based professional development that is offered during the Professional Development block to be relevant to all participating staff members, supportive of pedagogical practices and programs at the school and reasonable to prepare and complete during the Professional Development block. The Principal shall review the SDC’s work but shall have final approval of Professional Development.

School and District and Functional Chapter Based Staff Development Committees, as described below and in corresponding agreements, shall each meet during the last clerical half day scheduled in June and/or a portion of the time during the workdays prior to the start of the instructional year when students are not in attendance, to begin their work regarding the following school year’s professional development. In addition, each may choose to also meet to continue their work during times when Other Professional Work, as defined herein, is appropriate.

It is recognized by the parties that some Professional Development activities will be appropriate for all staff and some will be most relevant to certain groups of staff members. Accordingly, schools are encouraged, where appropriate, to include differentiated professional development activities for groups or titles, including functional chapters, that are aligned to the groups’ or titles’ roles.

Standard IV – Basic Instructional Supplies (Article 7R1 of the UFT-Board Collective Bargaining Agreement Covering Teachers and the corresponding provisions of the other UFT-Board collective bargaining agreements):

The Board and the Union agree that schools should provide appropriate and sufficient basic instructional supplies and books to deliver an effective educational program. Basic instructional supplies and books are those that must be provided for use by students without which classroom instruction will be impaired, including but not limited to, paper, testing materials, and assessments. The failure to provide basic instructional supplies as defined above shall be subject to the procedures set forth in Article 8(I) of the collective bargaining agreement.