

Paperwork and Operational Standards/Process Overview



**Department of
Education**



UFT

Evolution

- In the 2014 UFT contract, the DOE and UFT established System-wide Standards and a process to resolve concerns regarding paperwork.
- Successful UFT and DOE collaboration with the Paperwork Standards were the basis for expanding this process to other Operational Issues in the 2019 contract.

Operational Issues

- **Paperwork** (paper or electronic)
- **Curriculum**
- **Professional Development**
- **Basic Instructional Supplies**
- **Workload** of UFT-represented employees who are not classroom teachers or paraprofessionals.
- **Space**

Paperwork

- General Standard
- Quality Review
- Special Education/District 75
- Data Systems and Attendance
- Parent Engagement, Other Professional Work and Professional Development

Curriculum

As part of the 2014 Collective Bargaining Agreement (CBA) with the UFT, the Department of Education agreed to provide teachers with either a year-long or semester long **curriculum** that is aligned with state standards in all **core subjects**.

In the CBA, curriculum is defined as:

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

Core Subjects are defined as: 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.

Can Teachers Write Curriculum?

- There are instances where teachers may want to participate in the development of curriculum and/or may be asked to write curriculum provided that there is sufficient time during the workday to do so, or given sufficient time after school (in accordance with collective bargaining agreement).
- If there is a specific request by the DOE or school administrator for a teacher to write curriculum then the teacher must be given sufficient time during the work day to do so, as per the collective bargaining agreement, or given sufficient time after school with the agreement pertaining to Per Session.

SDC Committee

(PD Committee)

Who is required to have a Staff Development Committee (“SDC”)?

- Each school (and program functioning as a school) shall form a School-Based Staff Development Committee (“SDC”).
- The SDC includes the chapter leader and is composed of an equal number of members selected by the chapter leader and the principal, respectively.

City-wide SDC

- For each UFT-represented functional chapter employed by the Board (“DOE”) there shall be a citywide Staff Development Committee (“SDC”).
- The committee consists of the Functional Chapter Leader and equal numbers of members selected by the DOE and the Functional Chapter Leader.

What Does the SDC do?

School SDC

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

City-wide SDC

- School SDCs and city-wide functional chapter committees shall each meet during the last clerical (half) day scheduled in June and/or a portion of the time during the workdays, during OPW time, or prior to the start of the instructional year when students are not in attendance.
- Each citywide functional chapter committee shall collaboratively review, consider and develop professional development programs that are relevant to the respective chapter's duties and are reasonable to prepare and complete within the chapter's existing workday.

Basic Instructional Supplies

- Appropriate and sufficient **basic instructional supplies and books** in order 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
 - Assessments

Workload

Agreements are set forth in the contracts for the following Functional Chapters:

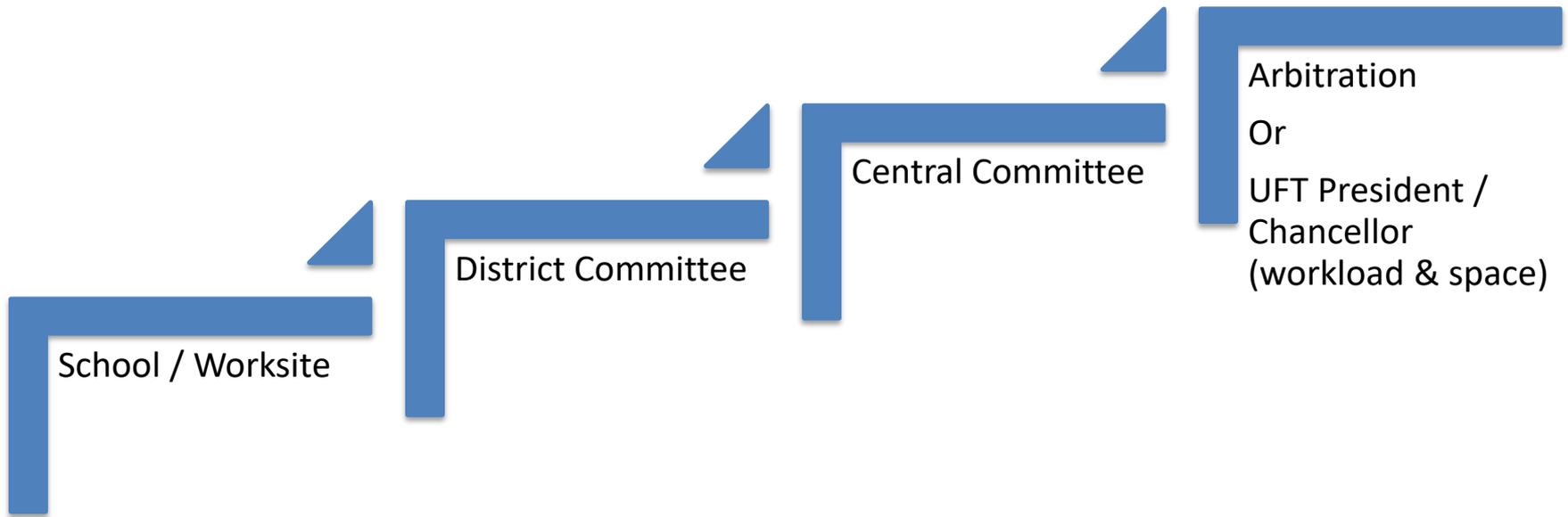
- School Secretaries
- School Nurses
- Therapists
- Supervisors of Nurses and Therapists
- Guidance Counselors
- Social Workers
- Psychologists
- Attendance Teachers
- Lab Specialists

Space (Functional Chapters)

Space for the proper performance of UFT-represented employees' job duties.

Shall include any space requirements in an applicable collective bargaining agreement.

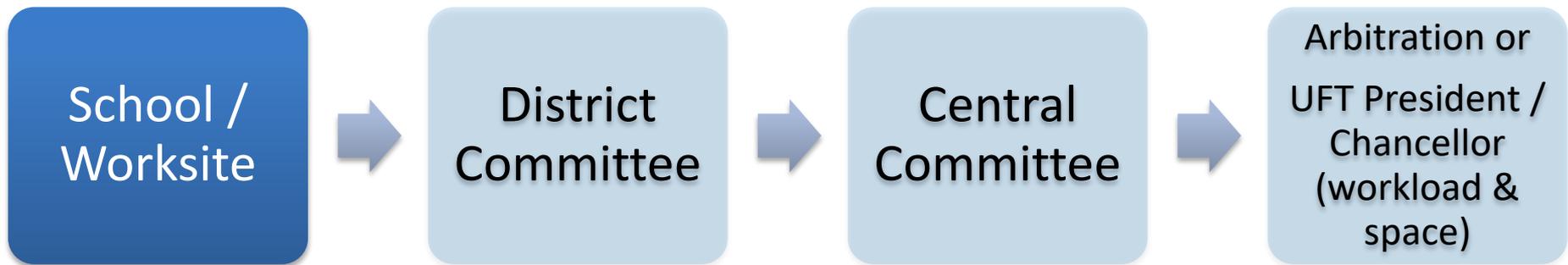
Resolution/Escalation Process



Resolution at School Level

Chapter leaders may attempt to resolve issues with the principal/supervisor through:

- Consultation committee
- One-on-one conversations
- Email notification to the principal/supervisor



**** The principal and chapter leader have five school days to resolve the issue before it can be escalated to the district**

- *All resolutions are school-specific, non-precedential and do not create school and Department of Education policy.*

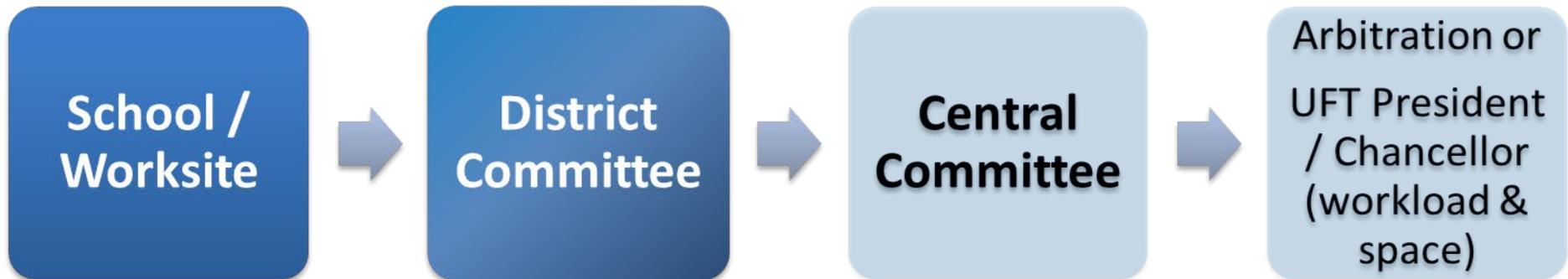
District Committee

- The District Committee are comprised of an equal number of representatives from UFT and DOE. The Committee will consist of the District/High School Superintendent, his/her appointee(s), the UTF District Representative, and his/her appointee(s).
- The Core Committee members are the UFT District Representative, one additional representative of his/her choice, the Superintendent, and one additional representative of his/her choice. The Core Committee should be consistent from meeting to meeting.
- If either the UFT District Representative or the Superintendent plans on being additional representative(s) to the meeting, he/she will notify the others no later than 3 school days before the meeting in order to allow for equal representation at the meeting.
- If a school(s) raises a school specific operational concern substantially similar to a previously resolved issue, the District Paperwork and Operational Reduction Committee at the request of either the Superintendent or District Representative must meet as soon as reasonably possible (prior to the next scheduled District Paperwork and Operational Committee meeting) to resolve the issue in a timely manner. **All committee decisions may be informed by prior resolutions.**



Resolution at the District Committee

1. If the chapter leader and the principal are unable to reach a resolution, the DR may escalate the issue to the District Operational Committee.
2. The DR will send an escalation email to the superintendent with a cc to the chapter leader, the principal, the borough representative, and the Director of Contract Empowerment outlining the unresolved issue and the resolution requested.
3. The unresolved issue will be discussed at the monthly District Operational Committee meeting.
4. If a resolution is reached at the District-level, and approved by the Chancellor, the Superintendent will ensure the decision is implemented at the school in question.



- *All resolutions are school-specific, non-precedential and do not create school and Department of Education policy.*

Central Committee

Who is on the Central Committee?

- Made up of equal number of UFT and DOE members as determined by the Chancellor and the UFT President
- Minimum of monthly meetings

What happens at this level?

1. If there is no resolution at the District Committee, the issue is referred to Central Committee.
2. The issue is resolved if the Central Committee reaches agreement and the Chancellor approves.
3. Resolution is enforced by district or high school superintendent.
4. If a Standard for Operational issue (paperwork, curriculum, PD, basic instructional supplies) is not resolved by the Central Paperwork and Operational Committee, or the Committee's decision is rejected by the Chancellor, the UFT may file a grievance directly with the Office of Labor Relations. Matters of space and workload not resolved will go to the UFT President and Chancellor.



All resolutions are school-specific, non-precedential and do not create school and Department of Education policy.