A man with a beard, wearing a white button-down shirt and blue jeans, stands in the rain. He is holding a large wooden paddle over a vast sea of papers that look like crumpled documents or newspaper clippings. The rain is falling heavily around him, creating a sense of being overwhelmed. The background is a dark, stormy sky.

Resolving Paperwork & Other Professional Work Issues

A UFT Manual

This manual provides information for chapter leaders regarding the resolution of paperwork and Other Professional Work issues.



(UFT Department of Contract Empowerment, November 2017)

UFT United Federation of Teachers • *A Union of Professionals*

Table of Contents

- I Introduction**
- II Paperwork Reduction & Other Professional Work (OPW) Reporting and Resolution Procedures**
- III Paperwork Reduction Reporting Form (includes OPW) and Instructions**

Appendix

- A. Paperwork Reduction Contract Language**
- B. Citywide Paperwork Reduction Standards**
- C. Pilot workday letter (renewed December 2016)**
- D. Jointly Agreed “Procedures for District Paperwork Reduction Committees”**
- E. Precedent-setting Arbitrations (excerpts)**
- F. 2016-17 “Paperwork Reduction & OPW Resolutions” (nonprecedential)**
- G. Parent Outreach Log**

I - Introduction

Enforcing a process to reduce and eliminate time spent on paperwork is a priority of the United Federation of Teachers. This manual will provide chapter leaders with information about the paperwork-reduction process negotiated in the 2014 Memorandum of Agreement covering teachers and members of all UFT functional chapters.

Paperwork Issues

The Department of Education and the UFT mutually agreed in the 2014 collective-bargaining agreement to reduce and eliminate unnecessary paperwork. Educators should spend their time productively working for the benefit of their students — not, as a 2015 arbitration award put it, “burdened by ministerial, administrative tasks.”¹

Paperwork issues include paper or electronic work.

Whether we serve in community district schools, high schools, campus schools, site annexes, guidance offices, main offices, classrooms or School Based Support Team offices, our contract empowers us to stand up for ourselves and the children we serve to ensure they get as much of our professional attention as we can give.

¹ The *Dewey* Decision (2015)

II - Reporting & Resolution Procedures for Paperwork Reduction and Other Professional Work (OPW)

School Level

Once a chapter leader becomes aware of a school-level paperwork or OPW issue affecting UFT-represented employees, the chapter leader should gather all relevant information, complete the **Paperwork Reduction Reporting Form** at www.uft.org/chapter-leaders/paperwork in the chapter leader section of the UFT website (you must be logged in to access it) and attempt to resolve the paperwork or OPW issue with the principal.

The first step in solving a school-level paperwork or OPW issue is filling out the Paperwork Reduction Reporting Form.

The vast majority of paperwork issues will be solved by chapter leaders and school leaders working collaboratively through the consultation process, through documented one-on-one conversations or via email. Regardless of how far an issue must be escalated through the resolution process before a solution is found, the first step in *every* resolution process for *every* paperwork issue is the completion of the Paperwork Reduction Reporting Form.

The chapter leader's district representative, borough representative and Director of Contract Empowerment Debra Poulos will receive the report upon submission. The information in the submissions will be used to address trends in citywide paperwork issues. The data collected create evidence for a pattern of paperwork issues and improper implementation of the citywide standards. Perhaps most important to chapter leaders is that these reports will notify the UFT that a chapter may need assistance in resolving their paperwork issues as quickly as possible.

These reports will not automatically escalate a complaint to the district level, but will make the district representative and the central UFT aware of the issue.

If a paperwork issue has been resolved at the school level after the reporting form has been filed, the chapter leader should notify his or her district representative and Debra Poulos (at

dpoulos@uft.org) so that it can be closed in the UFT system and recorded as successfully resolved.

Some paperwork issues may prove more difficult to resolve than others. The UFT is here to support chapter leaders and their members throughout the resolution process. If the paperwork issue is not resolved at the school level to the satisfaction of the UFT chapter, then the chapter leader should inform his or her district representative that the issue has not been resolved and request that the paperwork issue be raised in front of the district paperwork committee.

District Level

Paperwork issues not satisfactorily resolved at the school level may be escalated to the District Paperwork Reduction Committee for resolution. Chapter leaders who wish to escalate their issue to their district committee should contact their district representatives.

The goal is to reduce and eliminate redundant, excessive, duplicative, unreasonable and/or unnecessary paperwork.

The District Paperwork Reduction Committee shall meet monthly at a regularly scheduled time for the purposes of addressing paperwork issues (whether paper or electronic) at the school level and to ensure that the systemwide paperwork reduction standards are being implemented properly in schools. The core members of the district committee are the district or high school superintendent and the UFT district rep as well as one additional appointee by each, with the core members remaining consistent from one meeting to the next. The DOE and the UFT are entitled to equal representation on the District Paperwork Reduction Committee. As such, if either the UFT district rep or the superintendent intends to bring one or more additional representatives (i.e., a chapter leader) to the meeting, then that person will inform the other side no later than three school days before the meeting to allow for equal representation. The UFT district rep should notify the superintendent of the specific paperwork issue or issues as far in advance of the monthly District Paperwork Reduction Committee meeting as possible.

Through a spirit of good-faith collaboration, it is anticipated that paperwork issues raised at the District Paperwork Reduction Committee will be resolved amicably during the meeting in accordance with the collective-bargaining agreement. Once the district committee's resolution

has been approved by the chancellor, the superintendent is responsible for implementing the resolution.

If the District Paperwork Reduction Committee is unable to reach a mutually agreeable resolution, the UFT district rep may refer the issue to the Central Paperwork Reduction Committee for review.

Central Level

The Central Paperwork Reduction Committee will review the unresolved paperwork issues referred by UFT district representatives. The central committee is made up of an equal number of representatives appointed by the UFT president and the chancellor. The representatives appointed by the chancellor must include someone from the Office of the deputy chancellor for Teaching and Learning. The central committee meets at least once monthly, on the first Wednesday of the month or at a mutually agreeable time, to review systemwide paperwork issues and to review unresolved paperwork issues from the District Paperwork Reduction Committees.

***The Central Paperwork Reduction Committee has two functions:
to review unresolved district-level issues and
to review systemwide paperwork issues.***

If the central committee reaches consensus on the resolution of an issue, subject to the approval of the chancellor, the resolution shall be implemented by the district or high school superintendent at the school or schools in question.

Arbitration

If the Central Paperwork Reduction Committee proves unable to resolve an issue that has progressed through the normal committee process, the Central UFT may elect to pursue violations of the systemwide paperwork reduction standards further and request arbitration under the Article 22 grievance procedures.

Functional Chapters

Functional chapter members who have school-level paperwork issues should bring the issue to their school chapter leader, who will complete the Paperwork Reduction Reporting Form and attempt resolution at the school level. All district and central paperwork procedures apply.

Functional chapter members who have a paperwork issue that is **not a school-based paperwork issue** should notify their functional chapter leader and provide all relevant documents. The functional chapter leader will complete the **Functional Chapter Paperwork Reduction Reporting Form** and attempt resolution with the appropriate supervisor. All district and central paperwork procedures apply. If a functional chapter member's paperwork issue is referred to the district paperwork committee, it is recommended that the functional chapter leader attend the District Paperwork Reduction Committee meeting to address that paperwork issue. The UFT will also request that the appropriate supervisor be invited to promote resolution.

III - Paperwork Reduction Reporting Form and Instructions

Filling out the Paperwork Reduction Reporting Form is the first step to take as soon as you are aware of a paperwork issue in your school.

Even if you know the issue will be amicably resolved at the school level, please fill out this form and report the issue. The data will be used to identify trends in paperwork issues across the city.

If you have not previously reviewed the citywide paperwork standards, do so before describing your issue. You should report your issue even if the specific paperwork standards do not seem to apply. Be factual, be specific: Who is being made to do what? When? Why?



United Federation of Teachers
a union of professionals

Paperwork Reduction Reporting Form

As per the 2014 Memorandum of Agreement agreed upon by the UFT and the DOE, as a system we seek to reduce and eliminate unnecessary paperwork for teachers and other school professionals.

In May 2015, the UFT and the DOE negotiated a set of [paperwork standards](#) intended to reduce unnecessary paperwork.

Chapter leaders should use this form to notify the UFT about a paperwork issue at their schools. This is the first step toward establishing a resolution. A copy of this form will automatically be sent to your district representative.

Name

First Last

Non-DOE Email Address

School

Borough Code *

Cell Phone Number *

- ### -

Name of Principal or Relevant Supervisor *

First Last

Briefly describe your issue. *

III - Paperwork Reduction Reporting Form and Instructions

Please indicate which, if any, paperwork standards you feel are not being implemented properly.

- ☐ [Standard I: General Standard](#)
- ☐ [Standard II: The Quality Review](#)
- ☐ [Standard III: Special Education/District 75](#)
- ☐ [Standard IV: Data Systems and Attendance](#)
- ☐ [Standard V: Parent Engagement, Other Professional Work and PD](#)
- ☐ Other paperwork issues

Have you attempted to resolve this issue with your principal or relevant supervisor? *

- ☐ Yes ☐ No

What UFT members are affected by this issue?

- ☐ Teachers
- ☐ Other functional chapter members

Resolution Sought *

Maximum Allowed: 512 characters. Currently Used: 0 characters.

Please attach all relevant documents that support the report you are making.

No file chosen

Indicate which paperwork standards you believe are being violated.

If you don't think your issue is covered by one of the standards, choose "Other Paperwork Issues."

Let us know if you have already attempted to resolve this issue at the school level. Ideally, you have submitted this form before attempting resolution. We ask this question to find out where you are in the resolution process.

If you select "other functional chapter members," we'll ask you which functional chapters are affected. That information is important in tackling the issue.

Do your best to be clear about what precisely you would like the resolution to your paperwork issue to be. Keep in mind that the process is solution-driven as much as is practicable, so consider proposing an alternative that is contractual and reasonable. You can also simply request that the activity cease.

Do you have any documents (i.e. pictures of documents, PDFs, copies of emails) that support your complaint? Attach them before submitting the form.

APPENDIX

a. Paperwork Reduction Contract language (2014 Memorandum of Agreement)

The following shall replace Article 81 of the collective-bargaining agreement covering teachers and shall be added to the other UFT-BOE collective-bargaining agreements:

A Central Paperwork Reduction Committee (the “central committee”) will convene within 30 days of the ratification of this agreement by the UFT. The central committee will be made up of an equal number of representatives appointed by the UFT president and the chancellor. The representatives appointed by the chancellor will include someone from the office of the deputy chancellor for Teaching and Learning. The central committee will meet at least monthly, on the first Wednesday of the month or at a mutually agreeable time, to review systemwide paperwork issues (whether paper or electronic), including, but not limited to, the requests for data in connection with the Quality Review process. The central committee will also establish, subject to agreement by the chancellor and the UFT president, systemwide standards for the reduction and elimination of unnecessary paperwork (“systemwide standards”). Should the central committee fail to establish systemwide standards approved by the chancellor within 60 days of their first meeting, either the UFT or the board (DOE) may request the assistance of a member of the Fact-Finding Panel of Martin F. Scheinman, Howard Edelman and Mark Grossman, or another mutually agreeable neutral, to help facilitate the central committee’s discussions. Should the intervention of a neutral not result in an agreement by the central committee approved by the chancellor within 60 days of the neutral’s involvement, the DOE and UFT will submit position statements to said neutral who will issue a binding decision. The neutral’s decision setting the systemwide standards shall be subject to Article 75 of the New York State Civil Practice Law and Rules.

Once the systemwide standards have been established they will be distributed to all schools and key stakeholders (including SLT Chairpersons, PA/PTA presidents, UFT chapter leaders, UFT district representatives, district superintendents and CSA representatives). Thereafter, District/High School Superintendency Paperwork Committees (“district committees”) shall be established in each community school district and high school superintendency. The district committees shall meet monthly, at a regularly scheduled time, for the purpose of addressing paperwork issues (whether paper or electronic) at the school level and to ensure the systemwide standards are being implemented properly in schools. These district committees will be made up of an equal number of representatives appointed by the UFT president and the chancellor. The representatives appointed by the chancellor shall include the district/high school superintendent or his/her designee.

Employees (including those in functional chapters) may request that their chapter leader raise school-specific paperwork issues (whether paper or electronic) before the district committee. Subject to approval by the chancellor, if a district committee agrees on the resolution of the paperwork issue, the resolution shall be enforced by the district or high school superintendent. In the event that a district committee cannot agree on the resolution of an issue raised by a chapter leader of an individual school, the district committee shall refer the issue to the central committee for review. Subject to approval by the chancellor, if the central committee agrees on the resolution of an issue raised by a chapter leader, the resolution shall be enforced by the district or high school superintendent.

For alleged violations of the systemwide standards the UFT may file a grievance, in accordance with the grievance and arbitration procedures set forth in Article 22 of the collective bargaining agreement. It is understood that, prior to a grievance being filed, the paperwork issues shall go through the committee process as described above. Such grievances shall be filed directly with the DOE's Office of Labor Relations ("OLR"), which may be scheduled for arbitration within 20 days of notice to OLR. The parties shall negotiate pre-arbitration hearing procedures so that each party is aware of the allegations and defenses being raised at the arbitration. All arbitration days shall be part of the existing number of days as set forth in the CBA (as modified by this Agreement). An arbitrator may hear up to three (3) paperwork grievances on each arbitration date. The arbitrator will issue a brief award that is final and binding upon the parties, within five (5) school days of the arbitration.

b. Citywide Paperwork Reduction 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 recordkeeping 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. Exceptions: When expressly required by law or expressly required in order to receive federal, state or private grant funds, schools may have additional attendance systems.

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, schoolwide 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.)

Every spring, and at the request of either party, the Central Paperwork Reduction Committee shall review the standards to see if they need to be modified and/or updated.

c. December 19, 2016 Pilot Workday/Amplified OPW letter

December 19, 2016

Mr. Michael Mulgrew
UFT President
52 Broadway
New York, New York 10004

Dear Mr. Mulgrew:

Please allow this letter to confirm the mutual agreements and understandings The United Federation of Teachers ("UFT") and the Board of Education of the City School District of the City of New York ("DOE").

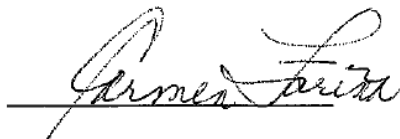
The pilot workday set forth in Article 6B of the UFT-DOE Collective Bargaining Agreement covering Teachers and section 5(II) and (III) of the UFT-DOE Memorandum of Agreement entered into on May 1, 2014, as modified by the May 8, 2015 Letter from Chancellor Carmen Fariña to UFT President Michael Mulgrew, is continued until the end of the 2017-2018 school year, with the following modifications:

I. "Other Professional Work" – First Paragraph:

Appropriate Other Professional Work for any period of time, during these specified blocks, during which Parent Engagement and/or Professional Development activities are not taking place are: collaborative planning; Lesson Study; Inquiry and review of student work; Measures of Student Learning ("MOSL") related work; IEP related work (excluding IEP meetings); work with or related to computer systems/data entry; preparing and grading student assessments; mentoring; as well as responsibilities related to teacher leader duties for all individuals in Teacher Leadership Positions. Teachers can choose from the listed activities over the course of the year. Principals can direct teachers to an activity on the list "on as needed basis" to improve class instruction and meet the needs of the school as outlined by the Comprehensive Education Plan. In addition to the activities listed here, a teacher or a group of teachers may propose additional activities that may include working with a student or students for any portion of the school year, which requires approval by the principal. In addition, as provided for in section b of this section B(1), an SDC may choose to also meet to continue its work during times when Other Professional Work is appropriate. The UFT and DOE agree that the current Paperwork Standard (Standard V) is amplified to include: that teacher's assignments during Other Professional Work shall not cause duplicative, unreasonable or unnecessary work and the parties also agree that these concerns shall be and are properly raised within the procedures set forth in Article 8 I of the collective bargaining agreement.

Should the parties wish to continue this model, they must agree in writing to do so by June 30, 2018.

If the above accords with your understanding please execute the signature line below.



Carmen Fariña
Chancellor



Michael Mulgrew
UFT President

d. Jointly Agreed “Procedures for District Paperwork Reduction Committees”

The goal of the paperwork reduction standards is to help us become more thoughtful — across the system — about the burden of paperwork and identify opportunities to reduce time spent on paperwork.

The role of the District Paperwork Reduction Committee is to collaboratively attempt to resolve paperwork issues (whether paper or electronic) at the school level and to ensure that central policy, as outlined in the Paperwork Reduction Standards, are being implemented at the school level.

The district committees are local problem resolution committees. Resolutions reached by these committees are only applied in the school(s) raising the issue and do not create new Department of Education policy.

Is the goal to eliminate all paperwork?

No. There will always be some paperwork, including electronic work, tied to certain professional responsibilities. However, the goal is to eliminate redundant, duplicative and unnecessary paperwork including electronic work.

Structuring and meeting as a District Paperwork Reduction Committee

Who: The district committees are composed of an equal number of representatives from the UFT and DOE. The committee will consist of the district/high school superintendent and his/her appointee(s) and the UFT district representative and his/her appointee(s).

- The core committee members are the UFT district representative and one additional representative of his/her choice and the superintendent and one additional representative of his/her choice. The core committee members should be consistent from meeting to meeting.
- If either the UFT district representative or the superintendent plans to bring an additional representative(s) to the meeting, he/she will notify the other no later than 3 school days before the meeting to allow for equal representation at the meeting.

What: The district committees shall meet monthly, at a regularly scheduled time, for the purpose of addressing paperwork issues (whether paper or electronic) at the school level and to ensure the systemwide standards are being implemented properly in schools.

How:

- UFT represented employees, including those in functional chapters, can request that their school's chapter leader raise school-specific paperwork (paper or electronic) issues at their school with the principal in an effort to resolve the matter.
- If the paperwork issue is not collaboratively resolved at the school level by the chapter leader and principal, then the chapter leader should notify their UFT district representative who may raise the aforementioned issue to the District Paperwork Reduction Committee.
- The UFT district representative should notify the superintendent in advance of the meeting about the issues expected to be raised.
- The District Paperwork Reduction Committee shall attempt to resolve the issue(s) in accordance with the collective-bargaining agreement.
- If the matter is not resolved at the district level the UFT may bring the matter to the Central Paperwork Reduction Committee.
- If the Central Paperwork Reduction Committee agrees on the resolution of an issue, subject to the approval of the chancellor, the resolution shall be implemented by the district or high school superintendent at the school(s) in question.
- If the matter is not resolved by the Central Paperwork Reduction Committee, or the committee's decision is rejected by the chancellor, the UFT may file a grievance directly with the Office of Labor Relations.

If a school(s) raises a school-specific paperwork concern substantially similar in nature to a previously resolved issue, the District Paperwork 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 Reduction Committee meeting) to resolve the issue in a timely manner. All committee decisions may be informed by prior resolutions.

e. Precedent-setting Arbitration Awards

- **Dewey Arbitration Award (Case # C20555, 04/03/2015; excerpt)**

Background

This grievance was brought pursuant to the parties' "Standards on Paperwork Reduction." This is a new provision, pursuant to Article 8I of the parties' Collective Bargaining Agreement ("Agreement").

The case presented stemmed from alleged violation of these standards by virtue of a requirement at John Dewey High School in Brooklyn.

The gravamen of the dispute involves the requirements of the "Do Now" assignment given to students. In a series of communications, the staff was told to "Start class promptly with a content-specific 'Do Now' assessment, which is graded and recorded" (John Dewey Staff Handbook 2014-15 under General Professional Responsibilities, No. 16). Similarly, the Handbook regarding "Do Now" assignments stated "These should be collected, scored, and returned to students the next day."

The union argued the principal's requirements regarding the "Do Now" assignment violated the parties' agreement to reduce paperwork. The union also asserted there were violations of the various contractual standards regarding paperwork reduction.

A hearing was held on March 10, 2015, at the Offices of the American Arbitration Association in New York City. At that time, both parties introduced evidence and argument in support of their respective positions. The record was declared closed on March 10, 2015.

Opinion

After hearing the evidence and arguments presented, it was clear the parties have a mutual understanding of what elements of the "Do Now" assignment are proper and which fall into the category of unnecessary paperwork. First, it is in the teachers' discretion to use the result of the "Do Now" when performed by students in their pedagogical discretion. That is, it is agreed the performance of a "Do Now" by a student is useful as a pedagogical tool. To this end, it is consistent that a "Do Now" be assigned, assessed and collected by the teacher. By doing so, this meets a pedagogical purpose, which is the essence of the "Do Now."

On the other hand, it is now agreed the prior announced intention that teachers grade and record each of the "Do Now" responses by individual students constitutes unnecessary paperwork. To grade and record the students' "Do Now" responses does not directly foster pedagogical considerations. Instead, it falls within the type of excessive and unnecessary paperwork the parties determined in their agreement to reduce. They did so because it was mutually determined educators should spend their time more productively; not burdened by ministerial, administrative tasks.

In light of the mutual agreement to follow the standards set forth, herein, it is unnecessary for me to sustain or deny the union's grievance. Instead, the principal is directed to conform to the standards set forth, herein, and cease and desist requiring educators to do unnecessary paperwork.

• **"OPW Stipulation," Settlement of Agreement, 03/06/2017)**

AMERICAN ARBITRATION ASSOCIATION

In the Matter of the Arbitration

-Between-

Local 2, United Federation of Teachers

-and-

The Department of Education of the City
School District of the city of New York

STIPULATION OF
SETTLEMENT

ARB #

UFT # C21752

AAA#

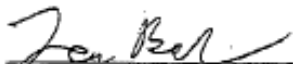
SETTLEMENT AGREEMENT

It is hereby stipulated by and between the respective parties in the above-entitled matter that the arbitration is settled under the following terms and conditions:

1. The United Federation of Teachers hereby withdraws the Demand for Arbitration and the grievance in the above captioned matter with prejudice.
2. The following message will be sent to all principals and superintendents during the week of March 6, 2017 and at the beginning of each subsequent year so long as the workday set forth in Article 6B of the Teachers' CBA and Article 4B of the Paraprofessionals CBA is in effect.

Please be aware that Other Professional Work that is done during time designated in the Teachers' and Paraprofessionals' Collective Bargaining Agreements for Other Professional Work should be self-directed by the teacher or paraprofessional from the menu of activities set forth in Article 6 and Article 4B respectively. On an as needed basis principals can direct teachers or paraprofessionals to activities on the contractual list but as per the contract this direction cannot be done on a regular basis and must be the exception rather than the rule.

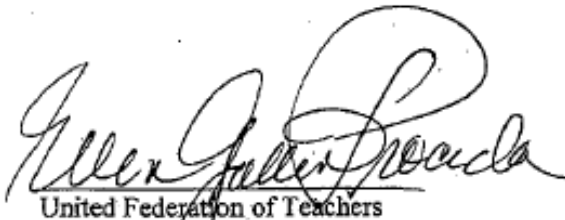
Agreed:



Department of Education

Lauren Becker

3/6/17



United Federation of Teachers

Ellen Gallin Procida

3/6/17

f. 2016-17 Paperwork Reduction & OPW Resolutions (non-precedential)



Paperwork Reduction and OPW Resolutions from the 2016-2017 school year

Note: unless otherwise indicated these are school specific resolutions from the 2016-2017 school year.

Standard I – “The General Standard” (Recordkeeping/Evaluating Students)

- ~~Skedula~~ is voluntary; participation is encouraged with proper supports and PD.
- Use of DDC and Atlas Rubicon is voluntary; participation is encouraged with proper supports/PD.
- Participation grades do not have to be measured using any particular rubric. Teachers may use their professional judgement.

Standard II – The Quality Review

- Creating Curriculum Maps, Pacing Calendars is voluntary.
- One-page Unit Plan template reaffirmed, reemphasized and is the only required Unit Plan. Unit Plans are not Curriculum Maps.
- Lesson Plans are not required to be copied, paper copies of Lesson Plans for visitors are not required; lesson plans do not have to be put in baskets, on clipboards outside of your classroom; lesson plans do not have to be emailed to anyone or uploaded into Atlas Rubicon or Google Docs. Principals may request a copy of your Lesson Plan as part of the Observation cycle.
- Bulletin Boards are not to be evaluated as part of Advance. Bulletin Boards and/or classroom displays exist within the good pedagogical judgment of the teacher. Checklists and Bulletin Board rubrics have been eliminated.
- Teachers teaching a sixth period are relieved of their Professional Activity assignment/C6 and may not be required to perform these activities or complete any paperwork related to the activities responsibilities.

Standard III – Special Education/District 75

- Google Docs cannot be mandated to collect SESIS data.
- SESIS “snapshot” documents are not required.

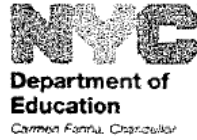
Standard IV – Data Systems & Attendance

- Use of ~~Skedula~~ for attendance is voluntary.
- Teachers cannot be made to keep “data binders” nor mandated to any particular method of maintaining student data
- Teachers cannot be mandated to take attendance more than 2 ways

Standard V – Parent Engagement, OPW, and Professional Development

- OPW stipulation. Sets city-wide precedent. Principals cannot direct OPW activities, except on an as-needed basis; “...must be exception rather than the rule.”

g. Agreed Parent Outreach Log



Appendix A

This is a possible format for briefly logging Parent Engagement time.

Sample Parent Engagement Log

Date	Student Name	Family Contact	Topics/Issues discussed