

LWSD/LWEA Contract Training FAQ

August 24, 2017

Team Collaboration Days

Q. What is the definition of Team Collaboration Days?

A. The contract states that Team Collaboration time is for PCC Teams to meet to work on their PGE goals and for work consistent with the cycle of inquiry as outlined in the PCC guiding document.

Q. Who determines what work is done on Team Collaboration Days?

A. Each PCC/PGE team will determine the focus of each Team Collaboration Day. Each team should align their work with the PGE process or continue focusing their work in alignment with the PCC guiding document and the cycle of inquiry, which is described in the document.

Q. Can a team work on the Continuous Improvement Process (CIP) on Team Collaboration Days?

A. Yes, building CIP work is directly connected to PCC and PGE work, so CIP work is an appropriate focus for Team Collaboration Days.

Q. What information is available about PCCs?

A. The Association and District developed Appendix Q in the new contract, which outlines the agreement for LWEA members to participate on PCC teams. Additionally, the district has developed a PCC guidance document to provide information about the actions and activities of a PCC.

Q. The PCC document states that teams should use “valid protocols” to analyze data. What if my team doesn’t have any protocols?

A. The PCC document describes, at a high level, what a data process should include. Additionally, school administrators can help guide your team to select a process or protocol to analyze your student data.

Q. Is a team required to keep meeting minutes?

A. The Association and District agree that high functioning teams should align with best practice for team collaboration. Best practice for team collaboration has teams assign roles and responsibilities prior to meeting. One of the assigned roles is a note taker when notes are appropriate for the situation. Notes are a natural harvest of information and should reflect the teams progress in relation to the cycle of inquiry or the PGE process.

Q. Who decides when notes are appropriate for a PCC meeting?

A. Notes should be taken when it’s a natural result of the meeting. For example, if a team makes a decision that should be recorded for future reference, taking notes would make sense. What we’re

trying to avoid is requiring notes at times when they would not be useful or helpful. If there is a disagreement over whether notes are appropriate, then the parties should use the conflict resolution process.

Q. Is a team required to share their meeting notes?

A. A team should keep their meeting notes, when notes are taken, in a place where the entire team has access to the discussions and agreements from prior meetings. Administrators should also have access to meeting notes so they can support PCC Teams and the overall success of each student in the school.

Q. Can PCC/PGE meeting notes for the team be used by individual teachers to upload to PGE Online?

A. Yes.

Q. Are PCC and PGE the same?

A. In contract negotiations, the bargaining teams were hoping to create a way to connect PCC, PGE, and data team work to avoid having these highly-connected items being done separately. In the ideal scenario, the PCC, PGE, and data team would all be the same group (although it's not required). The best resources to find information on this are Appendix Q in the collective bargaining agreement and the PCC Guiding Document.

Q. If a teacher belongs to more than one PCC, is the teacher responsible for what goes on in the PCCs when he/she is not there?

A. Each teacher should fully participate in one main PCC. If a teacher chooses to participate in other PCCs as well, the level of participation would be considered "adjunct," meaning the teacher is not fully responsible for the additional PCC content. (See Appendix Q in the contract for detailed explanation of PCC participation.)

Q. If a teacher's (e.g. PE, Music, Library) PGE team is from another building, does the team meet on Team Collaboration Days?

A. Yes. All staff are required to meet with their teams on Team Collaboration Days. Staff are encouraged to have the PCC and PGE team be the same teams. If PCC and PGE teams are different, then the staff member would determine which Team Collaboration Days he/she would meet with the team focused on PGE. The PGE team should meet four (4) times per year.

LEAP

Q. The new contract has the types of Wednesday LEAP days scheduled the same district-wide. Are buildings allowed to switch around those LEAP days if they choose to do so?

A. No. The configuration of the days should remain the same at every building. This allows for cross-building teams and individuals from other buildings to be able to collaborate with each other.

Q. Will the same configuration of Wednesday LEAP days be in place for all four years of the contract?

A. Not necessarily. The Wednesday LEAP calendar will be developed on an annual basis jointly by the District and Association, so if changes are needed in future years, there is the ability to do that.

Q. When does Wednesday LEAP time start and how long is it?

A. For secondary teachers, LEAP time on Wednesdays starts 30 minutes after students are dismissed and goes until the end of the contractual work day 2 hours later. The 30 minutes after students are dismissed is individual planning time, and the remaining 2 hours are dedicated to whatever particular LEAP day is taking place on that Wednesday. For elementary, LEAP time on Wednesdays starts as soon as students are dismissed.

Q. Are the Professional Learning Wednesday LEAP days directed by the district or building?

A. The content and presentation of Professional Learning LEAP time should be planned collaboratively by the Building Leadership Team using the building's decision-making model, as well as the LEAP planning documents developed annually through the Strategic Planning Process.

Q. Can an elementary school decide to do student placement during team collaboration time in June?

A. The principal and building leadership team can discuss and determine if student placement will occur during that time. There is no prohibition to using this time for data-informed discussions regarding student placement.

Q. Since our work day has increased by 30 minutes, will our credits earned for LEAP days also increase?

A. No. Wednesday LEAP days remain the same length as in the past. Professional Development is offering up to 30 clock hours or 3 credits for that time. For full-day LEAP days, clock hours only are given for technology professional development, which is up to 10 clock hours.

Change in Work Day

Q. Is there flexibility for buildings and/or individuals to schedule the 30 minutes of planning time either in the morning or afternoon?

A. The bargaining teams had substantial discussions about this, but ultimately decided in order to meet the need to have common planning time throughout the building and the district, buildings and individuals would not have flexibility to change their planning time schedules.

Q. Is the additional 30 minutes for planning time or is it time that can be directed?

A. The additional 30 minutes to the contracted day is planning time. It is important to note that planning time, whether during the school day or outside of the school day, is for planning and other professional responsibilities of a teacher. Professional responsibilities include, but are not limited to, parent meetings, IEP/504 meetings, department meetings, updating PowerSchool Learning, scoring assessments, etc.

Q. Can principals determine what takes place during the 30 additional minutes of planning time?

A. The intent for the additional time is for teachers to plan and complete professional responsibilities. While it is not intended as time that principals determine the content, the time can be used for principals to meet with teachers (for example, on a student discipline matter or for an evaluation conference), parent meetings, IEP meetings, etc. Ideally, this time would be scheduled collaboratively between the teacher and the principal.

Q. Do secondary activities and athletics now start 30 minutes later than in the past due to the addition of 30 minutes of planning time at the end of the school day?

A. No. Activities and athletics can start at the same time they did last year to ensure that students are supervised after school. Coaches and advisors who miss their after-school planning time are expected to make up the time on their own.

Q. When should staff meetings occur?

A. The contract does not indicate when staff meetings should occur. The contract states that staff will provide input regarding, "scheduling, duration and content of staff meetings." Additionally, the contract states that "no more than an average of two (2) hours per month will be scheduled for required staff meetings." The District and Association agree that morning staff meetings may begin prior to the contract day, and afternoon staff meetings may end after the contract day. There was not an intent in negotiations to change the current time a building holds staff meetings. For example, the addition of 30 minutes of planning time does not mean that staff meeting starting times must also be adjusted by 30 minutes.

Q. Do "zero" period teachers also have 60 minutes of planning time at the end of their work day?

A. Yes. A full-time teacher who teaches a "zero" period would end their work day 60 minutes after 5th period. The final 60 minutes of the teacher's work day should be scheduled as planning time.

Caseload Management Time/Special Ed

Q. Is Caseload Management Time considered another planning period?

A. No. Caseload Management Time, or CMT, is not another planning period for special education teachers. Given the responsibility to teach and case manage, the district and association agreed to a CMT period.

Q. Does special education Caseload Management Time (CMT) occur during the school day or can it occur outside of that time?

A. CMT should be scheduled within the student day. The very nature of CMT dictates that it should be conducted while students are present.

Q. For Caseload Management Time (CMT), the CMT document reads as though a teacher will complete all the items listed on it. Is that correct?

A. The CMT document is meant as possible ways CMT time can be used. It does not mean that each item on the document is required to occur during CMT.

Q. Where can we access documents such as those for Caseload Management Time, PCC, LEAP calendars, LEAP planning, etc.?

A. These documents can be found on the district portal.

Q. What triggers additional pay for IEP meetings?

A. When it's clear that an individual student will require multiple meetings beyond the normal annual review, buildings can request compensation from the Special Ed department for IEP team members.

Remedy for Multiple Preps

Q. Do choice schools receive the remedy referenced in Section 12.3.2 for more than three (3) preps?

A. The intent of the contract language was to remedy teachers who teach traditional-sized classes of students and who are required to teach more than three (3) preps. Choice schools that use this model are eligible to receive the remedy. Choice schools that have a model of individualized instruction/independent learning are not included in the multiple preps remedy.

Q. Is differentiating for ELL students considered an extra prep that's eligible for the \$1,000 remedy (\$500 per semester).

A. No. Individual or small group differentiation does not qualify for the remedy for having more than 3 course preparations.

Q. Does the remedy for multiple preps apply to special education teachers?

A. No. The remedy for multiple preps is specifically for general education teachers. There is other contractual language that applies to special education teachers.

Q. Are block classes (e.g. LA/SS) considered one or two preps?

A. Block classes such as LA/SS are counted as two preps when calculating remedies for having more than 3 preps.

Q. Who is eligible for the \$1,000 remedy (\$500 per semester) for not having access to their classroom during their planning time?

A. Teachers of hands-on lab classes in the areas of science, art, and CTE who do not have access to a work area containing equipment and supplies to aid in the preparation of instructional materials during their planning time are eligible for this remedy.

Extended Days

Q. What are “extended days?”

A. In the contract, certain categories of employees have the ability to work additional days beyond the 180-day base contract. These days are called extended days. Some extended days are scheduled to be worked on specific days, and some can be worked at the employee’s discretion. Refer to the contract under the specific job category to determine how many days and when those days can be worked.

Q. Are extended days worked as full days, half-days, or in hourly increments?

A. That depends on the group. For example, secondary counselors have three extended days that are scheduled during the three days prior to August LEAP, and 6 days that are scheduled collaboratively between the building administration and the counseling department. The 3 days in August are worked in full-day increments, but it’s possible for the other 6 days to be worked in half-day and/or hourly increments. Check Article 13 of the contract for specific group information.

Q. Can extended days be worked off campus?

A. No. Extended days are meant to be worked on campus and not at home or elsewhere, unless the day is being used to attend a conference or other such off-campus school-related activity.

Q. Can extended days be worked on weekends?

A. Yes. For example, the counselor/administration team could agree to come in to the building on a Saturday to work on the master schedule.

Q. Can extended days be worked in half-day or hourly increments?

A. Yes. The days can be scheduled in increments.

Q. Do kindergarten teachers have one additional extended day?

A. Yes. The time is intended for classroom setup prior to kindergarten orientation, but it can be worked at the kindergarten teacher’s discretion. The time should be submitted on a time card to the office manager. For more information on kindergarten teachers, check out this link: http://www.lakewashingtonea.org/file_viewer.php?id=7546

Salaries/Benefits/Leaves

Q. Did the salary schedule change because of the 2.3% COLA that was passed by the legislature?

A. The total compensation amount did not change, but the amounts in the base contract and responsibility contract subcategories did. In June, due to the uncertainty of the state's actions, the 12% base salary increase was placed entirely on the responsibility contract. When the state approved a 2.3% base salary increase, that equivalent dollar amount was removed from the responsibility contract and moved to the base salary.

Q. How does benefit pooling for spouses work?

A. Spouses who are both members of the LWEA bargaining unit can combine their state allocation and pool dollars (if applicable) to carry both members and/or their family on one medical policy instead of carrying separate policies. This is expected to save those families out-of-paycheck medical premium costs. There is a form on the portal under "Benefits" for teachers who would like to take advantage of this option.

Q. Can sick leave for child care leave be split over the summer, with some of the leave used before summer and some after?

A. Yes, as long as the work days are contiguous. Sick leave can be used for any continual work days that fall during the child care leave, even when those work days are interrupted by a vacation period, holiday, or other non-work day.

Substitutes/Sick Leave/Aesop

Q. What are the work hours for substitute teachers?

A. 7 hours for a full day, and 3.5 hours for a half day.

Q. Have the half-day points when a substitute is in the building changed with the new contract?

A. No. The 2017-18 half-day start and end times have not changed for subs as they are not working the extra 30 minutes and the student start and end times have not changed. Teachers, however, should enter the correct number of hours they are taking (e.g. 4.0 hours) in the absence box.

Q. If a teacher uses sick leave for less than a full day, how much sick leave will be deducted?

A. The exact number of hours actually used will be deducted from the teacher's sick leave balance.

Q. Will accrued balances in sick leave and annual leave be recalculated to reflect the 30-minute increase in the work day?

A. Yes. .5 hours will be added to each increment of 7 hours carried over from prior years.

Q. For the extra compensation for PE and music specialists and librarians when they cover classes due to a sub shortage, what budget is charged?

A. Payroll will treat this as an In-House Sub charged to Program 0105. If a specialist subs and misses their assigned planning time, they will receive pay per Section 12.8.1. If a specialist subs and classes are cancelled, they receive pay per Section 12.8.3 – 1-3.5 hours = 1 hour per diem; over 3.5 = 2 hours of per diem. It is possible for specialist to qualify for pay under both scenarios for the same day, or for only one of the scenarios. This part will need to be worked out at the building level and submitted on time sheets.