

DCTA Briefing Paper

ALL TEACHER INFORMATION MEETING

August 24, 2008

Side-By-Side Summary of Non-Economic Issues

	DCTA GOALS	TENTATIVE AGREEMENT
	TIME ISSUES	TIME ISSUES
1.	Making the School Leadership Team (SLT) a true decision-making body.	The SLT will function as a collaborative decision making body using a consensus model for making decisions. If there is a dispute, the issue will be resolved by the Instructional Superintendent after consulting with the Association.
2.	Monthly release days or district-wide late start/early release days to provide meaningful blocks of time as recommended by the interest based bargaining sub-group	During the 2008-2009 school year, the district will set 5 districtwide late start days for all schools. This will not interfere with a school's ability to maintain current late start/early release provided all state time requirements are fulfilled.
3.	Distribution of time on non-student contact days in a manner that maximizes the effectiveness of the self-directed planning hours.	<ol style="list-style-type: none"> 1. There will be the equivalent of 4.5 self-directed planning days during the year to be distributed in meaningful increments. 2. There will be the equivalent of 3 professional days to be determined by the principal. 3. There will be one conference day. 4. As long as the district continues the Benchmark Assessment program, there will be 3 or more days reserved to grade and analyze data.
4.	Allow time in daily schedule for differentiated professional development, including district required trainings, and other professional development. Trainings and professional development should be part of the 40 hour work week.	The SLT will determine the professional development schedule for the school and will consider all teacher obligations in scheduling this time. In addition, the SLT will prioritize and sequence professional development activities within the 40 hour work week.
5.	Evaluate the case load and time demands for Special Service Providers.	SSP Criterion for allocation.
	PEER ASSISTANCE & REVIEW	PEER ASSISTANCE & REVIEW
6.	Peer Assistance and Review	A joint Professional Practices Work Group will be established to study Peer Assistance and Review programs and make recommendations for improving the district's practices regarding induction, mentoring, remediation, review, and dismissal of teachers.

	STUDENT DISCIPLINE	STUDENT DISCIPLINE
7.	Provide support for teachers regarding student discipline.	The SLT will collaborate with the principal and the CSC on the school's discipline plan, and will be reviewed annually. Training will be provided, as requested, for the SLT.
	K- 8 & HYBRID SCHOOLS	K- 8 & HYBRID SCHOOLS
8.	Clarify the responsibilities of teachers in K-8 and other hybrid schools.	Schools that vary from the traditional elementary/secondary model must make the expectations known to all prospective applicants during the posting and/or interview process.
	RESTRUCTURE & REDESIGN	RESTRUCTURE & REDESIGN
9.	Acknowledgment of the criterion for redesigning and/or restructuring a school.	Agree to use the School Performance Framework as an indicator for restructure and/or redesign.
	ARTICLE 13	ARTICLE 13
10	Define the details of the rolling posting process.	Agreement on rolling postings. The district and Association will jointly review the effectiveness of rolling postings and make recommendations as necessary.

	DPS POSITION	TENTATIVE AGREEMENT
11.	Teachers who are reduced from a building and are not able to secure a position during the current cycle or at any time during the following 12 months after the cycle will be recommended for dismissal from the district. If a teacher secures a position through a direct placement and again becomes unassigned at the end of that year, he/she will be recommended for dismissal	Proposal withdrawn.