



May 13, 2021

JOINT MEMORANDUM

Important Information for the 2021-2022 school year

TO: All APS Principals and Staff

FROM: APS Chief Negotiator, Valerie Hoose
ATF Chief Negotiator, Ellen Bernstein

RE: Important Information for the 2021-2022 school year

Attached is the Memorandum of Understanding 2021-2022 Professional Development Days and Teacher Preparation Day for both the ELTP 194-day calendar and the 184-day calendar.

In addition, below are some reminders about contract language that was agreed to last year. Given that most of this year was remote, we thought it would be important to resend this information from negotiations completed in 2020 as these agreements may impact your scheduling. We highlighted the contract language that we feel is of particular importance.

ELEMENTARY RECESS

ATF and APS recognize that recess for elementary students provides children with opportunities to engage in physical activity that helps to develop healthy bodies and practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate and problem solving in real life situations.

In addition, research shows:

- An unmistakable link between movement and thinking because performing complex movements like dancing, throwing a ball or playing tag engage the same area of the brain, the cerebellum, as those used for problem solving, planning and sequencing.
- A person's capacity to master new and remember old information is improved by biological and chemical changes in the brain caused by exercise.
- Brain functioning, attention, memory, social and emotional development, and language development all reveal the unmistakable advantages of physical exercise.

All elementary schools will schedule a minimum of three (3) recess times for children in the

morning, at lunch and in the afternoon no later than the 2021-2022 school year.

APS and ATF recommended that each elementary school, through the Instructional Council, explore the benefits of scheduling the lunch recess time for student before, rather than after, they eat.

Note: According to NM Administrative Code, Chapter 6.29.1, "The student lunch period each day shall be at least 30 minutes. Lunch recess shall not be counted as part of the instructional day." However, morning and afternoon recess is counted as a part instructional time during the five and one-half (5 and 1/2) hours per day or 990 hours per year.

MIDDLE AND HIGH SCHOOL ADVISORIES

Article 5, CONDITIONS OF PROFESSIONAL SERVICE

H) Advisories and Student Led Conferences

- a) The primary purpose of Advisory is to focus on building relationships between students and a significant adult, but the time may require addressing other issues.
 - i) The Instructional Council, in collaboration with all staff, shall decide how to differentiate Advisory by grade level.
 - ii) The administration and Instructional Council shall monitor, adjust and support the Advisory program to meet the needs of each site.
 - iii) District personnel will provide additional guidance and resources, which may be implemented at the discretion of the Instructional Council.
 - iv) Teachers will take attendance for their advisory.
 - v) As an integral part of the program, advisors shall distribute report cards.
 - vi) Advisory shall include the Next Step Plan in grades 8-12.
 - (1) Advisory shall not be tied to a curricular course of study and shall not be attached to a graded course.
 - (2) Advisory shall not be graded, including pass/fail.
 - (3) Advisory may not be used for academic interventions and remediation.
 - (4) Advisory groupings may not be organized based remediation for student behaviors.
- b) To the extent practicable, students shall loop with their advisory teacher for three years in middle school and the entirety of their education in high school.
 - i) To the extent practicable, advisors shall keep the same group of students within a single grade level throughout the students' years in the school site. Exceptions may be made for students in specialized programs (SES, IGS, etc.).
- c) All staff within the ATF bargaining unit at each school site shall be assigned an Advisory group.
 - i) All staff includes counselors, librarians, and any other staff who are assigned to a school site during the regularly scheduled Advisory period.
 - ii) Employees who are assigned to more than one school site shall be assigned an Advisory group at only one school site, which shall be decided by mutual agreement between both supervising principals.
 - iii) If feasible site administrators will serve as an advisor.
 - (1) Administrative teams can share an Advisory group.

- iv) It is highly recommended that all Advisory groups be limited to no more than 15 students.
 - (1) If an advisory group exceeds 15 due to staffing issues, the school shall schedule all Advisory groups with the smallest number of students possible, equitably distributed among all advisors.
- d) Middle school Advisories shall meet for no more than 20 minutes, no more than twice per week, and one longer period on an assembly or special schedule once every six weeks.
 - i) The Instructional Council at each school site shall determine where in the schedule it would be appropriate to place Advisory.
 - (1) Advisory shall not be scheduled before the first class of the school day.
- e) High school Advisories shall meet for a minimum of 15 minutes once per week and one longer period on an assembly or special schedule once every six weeks.
 - i) The weekly Advisory period shall meet on Mondays (C-Schedule Day) between 3rd and 4th periods.
- f) Any changes or additions of advisory times should be determined in collaboration with the staff by each school's administration and Instructional Council.

ATHLETIC TRAINERS

1. The Athletic Trainer (AT) position is a full-time equivalent consisting of a 6.5-hour duty day.
 - a. The duty day may vary from a continuous period of time by mutual agreement between the administrator(s), and the Athletic Trainer.
 - b. The duty day may be flexed based on a consensus agreement between the school's administrator(s) and the Athletic Trainer.
2. A 1.0 FTE for the Athletic Trainer position will be phased for each comprehensive High School as follows:
 - a. 2019-2020 SY: All Athletic Trainers will have a minimum of a .6 Athletic Trainer position and a maximum of a .4 teaching position. ATs can be assigned to teach up to two (2) classes. Additional class assignments within the duty day shall be subject to the approval of the Principal and the Zone Associate Superintendent.
 - b. 2020-2021 SY: All Athletic Trainers will have a minimum of a .8 Athletic Trainer position and a maximum of a .2 teaching position. ATs can be assigned to teach one (1) class. Additional class assignments within the duty day shall be subject to the approval of the Principal and the Zone Associate Superintendent.
 - c. 2021-2022 SY: All Athletic Trainers will be allocated a 1.0 to fulfill their athletic training duties. Additional class assignments within the duty day shall be subject to the approval of the Principal and the Zone Associate Superintendent for a .2 extended contract.
 - 1.) Should funding of this phase in become an issue, the parties will revisit the time line with the possibility of agreeing to an extension.
3. Athletic trainers will receive a differential of \$7,092.
 - 1.) The differential is intended to compensate for additional related duties outside of the 6.5 hour duty day including but not limited to:

- a.) Assignments that begin prior to the start of the school year.
- b.) Weekday evenings, Saturdays and other time periods as specified in the APS Athletic Handbook.
- 2.) Athletic trainers shall be reimbursed up to \$500 for CEU's necessary to keep their license.
4. Unless licensed as a teacher, Athletic Trainers are on the APS/ATF Career Pathway System for purposes of career advancement.

A Professional Workday Pilot 2020-2021 (time differential)

Goal: To create a pilot for an 8-hour professional workday for the employees represented by the ATF

Notes:

- The intention of this pilot is to include all of the time needs above in a professional day while preserving student instructional time.
- At pilot schools all staff will have a flexible 7.5 professional day plus a duty free thirty-minute lunchtime.
 - Flexible means that time may be banked so that, if needed, staff can choose to add time to one day and take time from another.
- Licensed staff at the pilot school will earn a time differential of \$5,000 on their base pay.
- Educational assistants will be included in the additional time at their hourly rate.

There are many needs for time to be added to the 6.5 hour duty day. For this pilot APS and ATF created the guidance below in order to address these needs to the extent possible.

How the additional time will be used (pilot study year)

- One day a week for Collaboration with a minimum of 30 Collaborative Time meetings for the year. Collaborative Time will be moved out of the traditional instructional/duty day.
- One day a week for School Leadership or Professional Learning Time.
- One day a week for Committee Time. Through the Instructional Council, each school will be responsible for defining committee needs and creating a method for all staff to sign up for a committee assignment.
- One day a week for Professional Duties Time. This time is self-directed and based on the individual needs of the staff.
- One day a week for Planning and Preparing Time. This time can be self-directed or collaborative.

During the pilot year each site will be responsible for collecting qualitative and quantitative data based on a study designed by the Office of Accountability and Reporting. The study will be designed to determine the effectiveness of the pilot, suggestions for change, and the potential for taking an 8-hour professional day to scale district wide.

The results of the study will be shared with the pilot sites and submitted to APS and ATF leadership.

Definitions:

- Collaborative Time – a team of educators committed to working together and collaborating in ongoing processes of collective inquiry and action research in order to improve teaching and learning.
- Professional Learning and School Leadership Time
 - School Leadership – building school culture, visioning, district/state mandates, site-based goal setting and implementation.
 - Professional learning – Teacher leader Facilitators collaborate with instructional council and administration to provide support for the professional development needs at the school level in conjunction with school goals and individual adult learning needs.
- Committee Time – Department Meetings, Instructional Council, SAT, other committees, etc....
- Planning and Preparing Time – self-directed and/or collaborative instructional planning and prep.
- Professional Duties Time – family communication, grading, entering data, mandatory paperwork, etc.

Note: If your school is interested in exploring the pilot for an 8-hour professional workday contact either Ellen Bernstein (ellen@atfunion.org, 505-262-2657) or Valerie Hoose (valerie.hoose@aps.edu, 505-889-4854).