

PROPOSED 2023-24 INSTRUCTIONAL BARGAINING UNIT
PROPOSED CONTRACT LANGUAGE CHANGES

Note: Below are the actual proposed changes to your Instructional Bargaining Unit Agreement. Only those articles or sections containing changes are included. You may assume that any language that does not appear below remains unchanged. Please take the time to read all the proposed changes very carefully.

Key: Underlined text is new contract language
~~Strikethrough~~ text is existing contract language that is to be deleted
Regular text is existing contract language that is to remain as is
Language that does not appear below is not being altered or deleted

ARTICLE II – DEFINITIONS

~~PROFESSIONAL LEARNING COMMUNITIES — Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Collaborative Planning within a Professional Learning Community utilizes a systematic process in which people work together, interdependently, to analyze and impact professional practice, to improve individual and collective results. Collaborative teams consist of a team of teachers (small groups, departments, common curriculum content, or grade level, academy or SLC teams) that meet regularly, share expertise and work together to improve their teaching skills and the academic performance of students. These sessions are planned and led by teachers during the weekly collaboratively planning time. Administrators provide support and feedback to maximize student outcomes.~~

Professional Learning Community (PLC)

A professional learning community, or PLC, is a group that meets regularly, shares expertise, and works collaboratively as a team to improve teaching skills and the academic performance of students.

Collaborative Planning Time

Collaborative planning time is an opportunity for teachers to work together as a professional learning community to improve their practice and student outcomes. Collaborative planning activities (with a focus on small groups, departments, or grade levels) are teacher-driven, occur during the school day, and involve grade level teams, content-based teams, departments, and/or academy teams, and they may include administrators, school counselors, instructional facilitators, literacy and data coaches, and other support personnel as they are relevant to the topics being discussed

These changes represent a “modernizing” of PLC process. It goes into much greater detail than the old definition.

<p><u>and/or presented. Collaborative planning time activities may include, but are not limited to, establishing team norms and protocols; studying content standards and identifying essential standards; reviewing district curriculum; curriculum mapping and alignment activities; grade level planning, including setting grade level goals; designing common grade level, content-specific, or department assessments; analyzing student work and developing common-grading practices; analyzing individual student, class, department, and/or schoolwide data to drive instruction; planning for Tier 1, Tier 2, and Tier 3 instruction; planning for the implementation of best practice aligned strategies for effective Tier 1 instruction of the current content; working on lesson plans as a team; peer coaching and mentoring; integrating instructional units; and developing positive and supportive relationships with colleagues.</u></p> <p><u>Each collaborative team will have a designated facilitator who will lead the PLC activities identified for the session aligned to school and district initiatives. The activities led by the facilitator will support the process embedded in answering the Four Critical Questions, as these questions focus on providing teachers with data to drive instructional decision-making and ongoing action planning. Facilitators will be focused on supporting teachers in the work outlined in the collaborative planning time section, analyzing student data, developing needed instructional supports, and coordinating Professional Learning as needed. The designated Facilitator may be a classroom teacher, guiding coalition member, instructional support staff member, program specialist, team leader, department chair, or other teacher leader.</u></p> <p><u>The role of school administrators in the PLC process is to support, facilitate, and monitor the collaborative work of teachers and other stakeholders to improve student learning outcomes by creating a safe and supportive environment for collaborative teams, ensuring meaningful data is used to ground collaborative team conversations; providing professional learning opportunities and guidance on related topics; guiding the collaborative teams to set clear and measurable goals, prioritize standards, and use data to inform decisions; encouraging innovation, risk-taking, and reflection among collaborative team members; building collegial relationships and trust among collaborative team members; aligning the PLC work with the school and district vision and goals; and celebrating and sharing the successes and challenges of PLCs.</u></p>	
<p><u>ARTICLE IX - TEACHER DUTY DAY</u></p> <p>A. Duty Day</p> <p>4. Planning Time</p> <p>Planning time will consist of blocks of time no less than 15 minutes and may include time outside the student day. Except as noted below, each teacher will have at least one continuous block of no less than 45 minutes per day of planning time during the student day. Meetings will not occur during a teacher’s individual planning time.</p>	<p>This change makes it clear that one collaborative planning session per month can be principal driven.</p>

The provisions for planning time apply only to teachers with full-time classroom teaching responsibilities.

- a. All non-block high school teachers (except as provided in e, below) shall have at least 425 minutes of planning time a week, of which one class period per week may be reserved for collaborative planning time. All high school teachers will have at least one class period planning period per day scheduled during the student day. One of the weekly collaborative planning sessions per month may be administrator or his or her designee driven.

- b. All block high school teachers shall have at least 525 minutes per week of total planning time, of which one class period per week may be reserved for collaborative planning time. All block-scheduled high school teachers will have at least one class planning period per day scheduled during the student day. One of the weekly collaborative planning sessions per month may be administrator or his or her designee driven.

- c. All middle school teachers shall have at least 425 minutes per week of total planning time, of which 55 minutes may be reserved for collaborative planning. All middle school teachers will have at least one 55-minute planning period per day scheduled during the student day. One of the weekly collaborative planning sessions per month may be administrator or his or her designee driven.

- d. All elementary school teachers shall have at least 350 minutes per week of total planning time, of which 55 minutes may be reserved for collaborative planning time. All elementary school teachers will have at least one 55-minute planning period per day scheduled during the student day except as provided below. For Special Area Teachers, the 55-minute planning period must occur within the instructional day (i.e., defined as the time period beginning 15 minutes before and ending duty 15 minutes after the student day). Special area teacher instructional and duty time will not exceed that of the average core academic teacher's time at a given elementary school. One of the weekly collaborative planning sessions per month may be administrator or his or her designee driven. During their collaborative planning sessions, elementary school teachers may be required to attend school-wide support team meetings when discussing students assigned to their class.

- e. All Suncoast Technical College teachers to include Career and Technical Education teachers at Suncoast Polytechnic High School, shall have at least 450 minutes per week of total planning time. Clinical or field trip days are excluded from day or weekly planning time allocations. A Career and Technical Education teacher may be assigned courses other than those defined as Career and Technical Education in the State Course Code Directory (CCD) such as Art, as long as those courses are part of a comprehensive sequence of courses that constitute a program area and enrollment in those courses are limited to students in the program. All planning time must occur during the teacher duty day. All other teachers assigned to Suncoast Polytechnical High School shall have planning time as detailed in Article IX, Section A, subsection 4 b (above). One of the weekly collaborative planning sessions per month may be administrator or his or her designee driven.

- f. The waiver process for PLC days will no longer exist.

<p>ARTICLE XX – TEACHER ASSIGNMENT AND TRAVEL</p> <p>K. Substitute Teachers</p> <p><u>3. Teachers instructing an extra class period will be compensated at their normal hourly rate for the extra time involved. Teachers absorbing students from an absent teacher’s classroom will be compensated at a rate of \$150.00 per day. In the case where students are split among more than one teacher’s classroom, the \$150.00 will be proportionately divided by the number of teachers absorbing the students for the full day. Volunteers will be sought among eligible teachers. This option is only available for full day teacher absences when a sub cannot be secured and must be approved by administration for that day. Teachers will be responsible for processing the appropriate documentation to receive compensation.</u></p>	<p>The provides classroom teachers some additional compensation when they receive extra students due to a colleague being absent.</p>
<p><u>ARTICLE XXI - PAID LEAVES OF ABSENCE</u></p> <p>A. Categories of Paid Leaves</p> <p>d. Covid Days</p> <p>(1) Employees (other than those specified in 4, below) will be given up to 20 Covid days, which will not be charged to paid sick leave during the 2020-21 school year while on School Board or DOH imposed Covid-19 quarantine. The Board retains the right to require Covid-19 testing of any employee utilizing these days. Employees experiencing Covid symptoms will be required to take a Covid test and will be entitled to these days only upon receipt of a positive result or as required by federal law.</p> <p>(2) Employees must first exhaust the 10 days provided under the Federal Emergency Paid Sick Leave Act, where applicable. These 10 days will be counted in the 20-day total.</p> <p>(3) The parties agree that, wherever possible, employees will work remotely from home during a short term Covid-19 quarantine and when so doing, will be considered in active duty status during this time.</p> <p>(4) An employee, who assists a student that has a medical mask exemption with activities of daily living (as indicated in the child’s IEP), and who becomes quarantined due to the student’s quarantine, will be given unlimited Covid days for mandatory quarantine(s).</p> <p>(5) This provision will expire at the end of the 2020-21 school year unless specifically extended by the parties, in writing.</p> <p><u>ARTICLE XXVIII - SALARIES</u></p> <p>A. Grandfathered Salary Schedule</p> <p>2022-23 <u>2023-2024</u> Salary Computation:</p>	<p>This change deletes outdated contract language.</p>

A grandfathered teacher will receive a total ~~6%~~ 3.5% increase and an additional one-time payment of \$1,500 2% of the teacher's normal annual salary, per teacher, to be paid in December of 2023. The ~~6%-3.5%~~ and the ~~\$1,500~~ under this Agreement will automatically carry over into future years. The ~~6%~~ 3.5% increase is in addition to the .5% retention adjustment for the prior year's service where applicable.

This is the salary settlement for this school year. Under state law (1012.22), the raise for a highly effective performance teacher must be at least 25% greater than any other teacher raise. It includes an across the board increase and a one-time supplement that is fully pensionable.

B. Performance Salary Schedule

~~2022-23~~ 2023-2024 Salary Computation

Performance Salary Schedule teachers will receive a total ~~6%~~ 4.25% if their last evaluation was rated as highly effective and 3.5% for all other performance teachers. ~~This increase and~~ Performance teachers will also be paid an additional ~~\$2,000~~ 2% of the teacher's normal annual salary as a one-time payment, to be paid in December of 2023 for highly effective performance or ~~\$1,500~~ for effective performance for the ~~2022-23~~ school year. The ~~6%~~ salary increase and the ~~\$2,000~~ or ~~\$1,500~~ under this Agreement will automatically carry over into future school years. This amount is in addition to the .5% retention adjustment for the prior year's service where applicable. First year teachers will receive a ~~6%-3.5%~~ total increase.

Minimum Teacher Salary

~~2022-23~~ 2023-24

The minimum teacher salary for the ~~2022-23~~ 2023-24 school year will be a total of ~~\$53,000~~ \$55,000.

ARTICLE XXXIII - DURATION OF AGREEMENT

- A. This Agreement shall be effective as of July 1, ~~2024~~ 2023 and shall continue in effect until June 30, ~~2024~~ 2026. This Agreement may be extended only in writing.
- B. This Agreement may not be assigned by either party.
- C. This Agreement is subject to salary and benefit re-openers for the ~~2022-23~~ 2024-25 and ~~2023-24~~ 2025-26 school years.

The contract is going to be extended by a year for another two years. There will be salary and benefit re-openers in each of those two years, as always.

Contract language can only be reopened for negotiation if mutually agreed to by the parties.

IN CONSIDERATION OF THE MUTUAL COVENANTS THIS AGREEMENT IS MADE AND ENTERED INTO THIS ~~FIFTEENTH~~ TWENTY EIGHTH DAY OF ~~FEBRUARY~~ NOVEMBER ~~2022~~ 2023, BY AND BETWEEN THE SARASOTA CLASSIFIED/TEACHERS ASSOCIATION AND THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA.

Rex Ingerick
President, Sarasota Classified/

Karen Rose
Chairperson of the School Board of

Teachers Association, Inc.	Sarasota County, Florida	
<hr/> Barry J. Dubin Executive Director, Sarasota Classified/Teachers Association, Inc.	<hr/> Terry Connor Superintendent of Schools, School Board of Sarasota County, Florida	