

SCHOOL-BASED OPTIONS MANUAL

*School-Based Options (SBOs) allow your school to modify the collective bargaining agreement to better meet the needs and philosophy of your school community. They allow flexibility to collaboratively craft creative solutions specific to your school's needs. SBOs remain in effect for **one** school year.*

Types of Article 8B School-Based Options

Contractually an Article 8B SBO allows for modifications to the following provisions of the collective bargaining agreement or Department of Education regulations: class size, rotation of assignments/classes, teacher schedules and/or rotation of paid coverages for the entire school year.

Examples of Article 8B SBOs

- * Changing the configuration of the extended time
- * Moving evening and afternoon parent conferences to the same day
- * Creating larger blocks of time for professional development by combining faculty and departmental conferences
- * Creating a block program
- * Scheduling four periods in a row for a particular subject area
- * Starting the school day before 8:00 a.m. or ending after 3:45 p.m.
- * Holding faculty conferences or departmental conferences during lunch
- * Exceeding class size limits in special classes or programs
- * Allowing for floating preparation periods and lunch periods for absence coverage

Note: Changing from an 8-period day to a 7-period day requires an SBO vote as per Circular 6R. This type of SBO is the only kind that does not sunset at the end of the year. If a school wishes to return to an 8-period day, another SBO is required to do so.

Article 7 Professional Activities/Administrative Duties

In elementary schools with an 8-period day (Article 7C4g, p. 29-30), *all* middle schools (Article 7B8, p. 25-26), *all* high schools (Article 7A6, p. 19-20) and District 75 schools (Article 20, Circular 6, p. 7), a menu of professional activities has been established. Principals can **only** choose from this established list of professional assignments. They cannot create their own. However, teachers can suggest additional professional activities, and if the principal agrees, they can be added. [*These aforementioned contractual articles replace the menu described in Special Circular 6R for professional/administrative duties.*]

As outlined in Article 7U, **by April 15th** of each year, the principal, in consultation with the chapter leader, determines the number of positions and the qualifications for each professional activity. If the chapter leader and principal cannot agree, the chapter leader should file an appeal (Attachment 1) and send it to the district representative who should forward the appeal to Ellen Gallin-Procida in the Grievance Department.

A Note about K-8 Schools:

- * In K-8 schools, those teaching grades K-6 follow the program guidelines of elementary school.
- * Those teaching 7th and 8th grade follow the program guidelines of junior high school.

Once the menu of activities with the number of positions, and the qualifications for each position, has been agreed upon, teachers should indicate their three preferences for a professional activity. **Teachers should receive one of their three preferences in accordance with the selection procedures.** If that is not possible, teachers should submit three additional preferences. It is at the discretion of the principal to assign any teachers new to the school system or teachers in danger of receiving an unsatisfactory rating to professional development or common planning for their professional activity, regardless of their preferences. Teachers assigned to AM or PM bus duty who are in danger of receiving an unsatisfactory rating may be assigned by the principal to professional development or common planning in lieu of AM or PM bus duty. Teachers hired in the fall will be offered three choices by the principal from the menu (Article 7U3, p. 46).

In secondary schools, chapter leaders are relieved of a professional assignment and are to use such time to conduct union business. Teachers with compensatory time positions shall continue to do the work of their position during their professional periods. Athletic coaches may do their coaching work as their professional activity. Teachers assigned to homeroom or to AM or PM bus duty as an administrative duty may use the professional period as a preparation period. **No one should be given a split assignment (more than one activity) over the five periods a week. Each teacher is to be assigned only one activity.**

If sufficient teachers do not choose a particular activity with any of their six choices, the principal may involuntarily assign teachers to an activity on a rotational basis in inverse seniority order. **No teacher should be involuntarily assigned to an activity for two years in a row.** (Article 7U2, p. 45-46). However, a teacher can volunteer for the same assignment for consecutive years.

Prior to the end of the school year, teachers shall be notified by the principal **in writing** as to their professional/administrative assignment (Article 7U4, p. 46). If teachers believe that they have been unfairly assigned to an activity or that there were any improprieties with the process, a grievance should be filed.

Selection Procedures

(Article 7U2, p.45-46)

- * Selection should be made based on qualifications and availability of positions.
- * The principal should select the most qualified teacher.
- * If candidates are equally qualified, then the candidate with the **most school seniority** will be selected.

Types of Article 7 School-Based Options

Elementary Schools

For elementary schools with a 7-period day, a list of examples of administrative duties subject to the SBO process can be found to the right.

Examples of Administrative Duties

- * **AM Duty**
- * **Breakfast Duty**
- * **PM Duty**
- * **Lunch Duty**
- * **Bus Duty**
- * **Hall Duty**

All elementary schools that wish to create or restore any *out of classroom* positions must do so with an Article 7 SBO. Below is a list of examples of *out of classroom* positions that may be created or restored with an Article 7 SBO.

- * **Dean**
- * **Testing Coordinator**
- * **Bilingual Coordinator**
- * **Technology Coordinator**
- * **Treasurer**
- * **Staff Developer**
- * **AIS Coordinator**

Middle and High Schools

- * **Dean** (*see important note at right*)
- * **Administrative Assistant**
- * **Student Government Organization Advisor**
- * **HS Articulation**
- * **Site Coordinator**
- * **Unit Coordinator**
- * **Related Service Coordinator**
- * **IEP Coordinator**
- * **Testing Coordinator**
- * **Conflict Resolution Coordinator**
- * **Senior Advisor**
- * **Treasurer**
- * **Web Master**
- * **Technology Coordinator**
- * **Staff Developer**
- * **College Advisor**
- * **Yearbook Advisor**
- * **AIS Director/Coordinator**
- * **Assistant Programmer**
- * **Departmental Coordinator**
- * **Data Analysis Coordinator**
- * **Attendance Coordinator** (*in middle schools*)

For middle and high schools, a list of examples of compensatory time jobs subject to the SBO process is to the left. If a job is not restored, the teacher returns to a full teaching program, despite the length of term in the original posting. If the job is restored in a subsequent year, the same teacher will continue in the position until the term expires

Positions NOT Subject to the SBO Process

There are compensatory time positions that are **NOT** subject to the SBO process. Every school, at all levels, is entitled to a lunchroom coordinator position (Articles 7A6e, 7B9e, 7Cg(2)). In high schools, the programmer position does not require an SBO (Article 7A6e(3)). In middle schools and high schools, up to two dean positions can be created without an SBO vote—one for every 1000 students (Articles 7A6e, 7B9e).

In middle and high schools there may also be existing dean positions. If the chapter committee and principal agree, these positions may be restored or eliminated without an SBO vote. Any new additional dean positions must be created with an SBO vote. Once created, they become existing dean positions, and the process outlined above applies. Additionally, the positions of crisis intervention teacher, grade advisor, attendance coordinator (in high schools) and programmer (in middle schools) can be restored or eliminated without an SBO vote as long as the chapter

committee and principal agree.

The following positions have been adjudicated and have been determined to be instructional, not administrative. They are not compensatory time positions and are **NOT** subject to an SBO vote (Special Circular No. 6R, Attachment L):

- * **Coordinator of Student Activities (COSA) (Case #Y615)**
- * **Activities Coordinator (Case #6146)**
- * **ESL Coordinator (Case #Y161)**
- * **Bilingual Coordinator (Case #1546)**
- * **Title VII Project Director (Case #1546)**
- * **Narcotics Education Coordinator (Case #Y757)**
- * **LAB (NYSESLAT)/BESIS Coordinator (Case #Y161)**
- * **Peer Mediation Facilitator (Case #OLR880)**

In addition, the positions of **math coach** or **literacy coach** and **mentor** are not compensatory time jobs and are **NOT** subject to an SBO vote. Mandatory positions that receive dedicated funds such as **Virtual Enterprise director**, and **transition linkage coordinator**, are **NOT** subject to an SBO vote.

Although an SBO vote is not required for these positions, they must be posted and filled according to contractual provisions.

The Process

Consultation

Each year, beginning in late March or early April, the chapter committee and the principal should meet to review and discuss the School-Based Options that your school would like to create or restore.

Either before or after consultation with the principal, the chapter leader should survey the staff to gauge interest in the SBOs being contemplated. The purpose of a survey is to help the chapter leader decide whether or not a particular SBO should even be put up for a vote. Surveys can be done either formally (on paper) or informally (show of hands at a union meeting, not at a faculty conference, or through conversations with members of the staff).

It is at the sole discretion of the chapter leader whether or not an SBO goes to a formal vote.

Voting

This is a secret ballot referendum and should be conducted in a manner similar to chapter leader elections. All UFT *members* are eligible to participate in any SBO vote, whether the proposal affects their titles or not. Agency fee payers are **NOT** permitted to vote. Notice must be given to chapter members of the date, time and place of the vote and where and when ballots will be counted. Absentee ballots are not permitted. Security for the ballot box must be arranged. It is recommended that a committee be formed to conduct the vote.

Ballots must be very specific. For Article 8B SBOs, the ballot should describe exactly what modification is being made to the contract, including the contractual article being modified. **Each SBO proposal must be voted on separately.** Ballots should not present two competing modifications. For instance, a ballot should not present the option of holding faculty conferences during lunch and a different option of moving faculty conferences to after school on Fridays. If an SBO proposal fails, the school reverts to the collective bargaining agreement. However, a new SBO can be proposed and voted on.

For Article 7 SBOs that create compensatory time positions, jobs should be described with the duties and time allotted. For Article 7 SBOs in elementary schools with a 7-period day, each administrative duty must list the number of periods allotted as well as the volunteers. **Each compensatory time position or administrative duty must be voted on separately.**

Ratification and Submission

An SBO is ratified if it attains **55% of the UFT members who vote**, not 55% of all the UFT members. After the referendum, the chapter leader should complete the online SBO form which will be emailed directly to the district representative for review and approval or denial. If the chapter leader or any members have questions or concerns about the SBOs being proposed, they should contact their district representative immediately and not wait until the process is over. The chapter leader will be able to print a summary/signature page after completing the online form. This should be kept as a record. In addition, an emailed confirmation will be sent to the chapter leaders who should forward it to the principal.

Appeal Form

Pursuant to Article ____ of the contract, I would like to file an appeal regarding a dispute between the administration and the chapter, which has not been resolved on the school level.

Circular 6R Activity in Dispute (*Complete a separate form for each Activity*):

Professional Assignment:	Administrative Duty:
<div style="margin-left: 20px;">Small Group Instruction</div> <div style="margin-left: 20px;"><input type="checkbox"/> One-to-one tutoring</div> <div style="margin-left: 20px;"><input type="checkbox"/> Club Advisory</div> <div style="margin-left: 20px;"><input type="checkbox"/> Student Assessments</div> <div style="margin-left: 20px;"><input type="checkbox"/> Professional Development</div> <div style="margin-left: 20px;"><input type="checkbox"/> Common Planning Time</div> <div style="margin-left: 20px;"><input type="checkbox"/> Conflict Resolution</div> <div style="margin-left: 20px;"><input type="checkbox"/> Interdisciplinary articulation</div> <div style="margin-left: 20px;"><input type="checkbox"/> Multicultural curriculum</div> <div style="margin-left: 20px;"><input type="checkbox"/> Technology integration program</div> <div style="margin-left: 20px;"><input type="checkbox"/> Other</div>	<div style="margin-left: 20px;"><input type="checkbox"/> Cafeteria Duty</div> <div style="margin-left: 20px;"><input type="checkbox"/> Schoolyard Duty</div> <div style="margin-left: 20px;"><input type="checkbox"/> Hallway Duty</div> <div style="margin-left: 20px;"><input type="checkbox"/> AM Bus Duty</div> <div style="margin-left: 20px;"><input type="checkbox"/> PM Bus Duty</div> <div style="margin-left: 20px;"><input type="checkbox"/> Homeroom</div> <div style="margin-left: 20px;"><input type="checkbox"/> Other</div>

NATURE OF DISPUTE

1. ____ **The number of positions set by the principal is inappropriate.**

Principal's proposal: _____ Chapter is requesting: _____
(Number of positions) (Number of positions)

Please provide a brief explanation with relevant details (e.g., number of affected periods):

2. ____ **The qualifications for the positions can not be agreed upon.**

Please provide a brief explanation with relevant details:

Chapter Leader Signature

Date

ELEMENTARY
SPECIAL SCHOOL-BASED OPTION
Article 7
Ballot

Date of Vote: _____

Number of UFT Chapter Members: _____

Administrative Duty/Out of Classroom Position	Description: Administrative Duty-periods and names of volunteers Out of Classroom: Duties and number of periods		YES	NO	

SPECIAL SCHOOL-BASED OPTION

Ballot

Number of UFT Chapter Members: _____

[illegible]