

MVLA and DTA Initial Public Proposals
Required by Government Code Section 3547

Proposed 2019-2020 Revisions to the Parties' Collective Agreement

MVLA and DTA met to discuss potential topics for 2019-2020 negotiations. As required by California Government Code Section 3547, MVLA and DTA provide public notice of these initial proposals and offer the public an opportunity to comment on these initial proposals at a public Board meeting. The negotiating parties intend to utilize an interests-based process that is expected to result in amendments to the current Collective Agreement between the District and the DTA.

I. Teacher Workday, Workyear, and Work Schedule

Issue: How should the work hours, the workday, the instructional day, the school calendar, and teacher work year be redesigned to enhance teacher and student wellness, workload and workflow?

District Interests:

- Enhancing student wellness through altering the instructional schedule;
- Sustaining and improving student achievement and engagement;
- Meeting state-required school start time and minimum instructional minutes;
- Acceptance from District stakeholders regarding school calendar;
- Balancing the instructional time in each semester;
- Utilizing summer school to provide more curricular opportunities;
- Accommodating work schedules to better serve students with special needs;
- Maintain equity and accountability in relation to teacher work schedule

DTA Interests:

- Provide additional compensation for increased teacher work time;
- Providing more scheduled time within the workday for:
 - teacher collaboration,
 - student tutorials, and
 - individual teacher planning and grading;
- Providing flexibility in the workday to care for teacher exterior time issues, such as commuting and childcare;
- Meeting state-required school start time and minimum instructional minutes;
- Enhancing teacher and student wellness by revising the work time and workload
- Revise the school calendar to reflect the educational needs of students and staff
 - wellness
 - Instructional minutes
 - Instructional days

II. Additional Support for Regular Classroom Teachers Assigned Special Pupil Populations

Issue: What additional support can be provided for classroom teachers who are serving students with special needs in the least restrictive environment and other special pupil populations?

District Interests:

- Assuring District compliance with legal requirements for placement in the least restrictive environment and providing all legally required services;
- Allowing flexibility when providing support for regular classroom teachers assigned with pupils in the least restrictive environment.
- Revise, review, and incorporate the existing MOU on Co-Teaching

DTA Interests:

- Providing additional instructional support for regular classroom teachers assigned with pupils in the least restrictive environment and other special pupil populations;
- Involving regular classroom teachers in the IEP process to discuss supplement instructional services for students assigned to the least restrictive environment;
- To the extent reasonable, providing equitable distribution of instructional workload resulting from students being placed in the least restrictive environment.
- Revise, review, and incorporate the existing MOU on Co-Teaching

III. Class Size and Staffing Ratios

Issue: To what extent should the class sizes be reduced and balanced among teachers?

District Interests:

- Maintain current contract staffing ratio to assure a consistent and predictable budget expenditure;
- Allowing for current flexibility in staffing to maximize student instructional needs and choices.

DTA Interests:

- Providing equity among teachers in the assignment of pupils, including identified as high needs students;
- Avoiding [disproportionately] larger class sizes that will increase teacher workload and negatively affect student services.
- Provide teachers with identified additional instructional support and processes

IV. Leaves -- Combining Sick and Personal Necessity Leaves, and Limiting Long Term Part-time Leave

Issue: Should Sick and PN Leave be combined? Should the current practice of providing long-term part-time leave be revised?

District Interests:

- Providing efficiency in administering sick and PN leave provisions;
- Providing part-time leave with right-of-return that is balanced against:
 - The newly hired teachers' right to be placed on a tenure track, and
 - The need to attract and retain newly hired teachers;
- Providing part-time leave with right-of-return that is comparable to other school districts.
- Comply with State and Federal legal requirements.

DTA Interests:

- Providing more flexibility in utilization of sick and PN leave;
- Continuing a benefit of part-time leave with right-of-return;
- Continuing part-time leave with right-of-return to avoid a disparate impact on female employees.

V. I.S.T. and Teachers on Special Assignment

Issue: Should the purpose of IST be defined differently? And, should classroom teachers have more access to these positions?

District Interests:

- Maintaining individuals in mentoring positions who have developed specialized skills over a number of years;
- Updating the job duties and responsibilities to:
 - provide mentoring assistance, and
 - specific terms and conditions.

DTA Interests:

- Providing more opportunities for classroom teachers to serve in these positions;
- Orienting job duties and responsibilities to provide mentoring assistance.