

ARTICLE VIII

SMALL LEARNING COMMUNITIES

1.0 Central Small Learning Community Committee:

a. Pursuant to policies and procedures governing the development and implementation of Small Learning Communities in middle schools and high schools, the District will establish a district wide Central Small Learning Community Committee ("the Committee").

b. The Committee is responsible for reviewing Small Learning Community ("SLC") proposals and for recommending SLC proposals to the Superintendent. In addition, this Committee advises the Superintendent on specific issues related to the implementation of SLCs, including but not limited to the proposal format and procedures, the resources and professional development support to be provided to potential SLCs, and the quality review process to be utilized for the evaluation of SLCs.

(1) The School Site Council shall initially review all proposed SLC plans, and if it recommends that a plan should proceed, shall send it to the Local District Superintendent for review. This shall occur within 30 calendar days of receipt of the proposed plan, subject to the scheduling of School Site Council meetings.

(2) The Local District Superintendent shall complete its review of the plan within 30 calendar days of its receipt. If the LDS does not approve the plan within 30 calendar days, it shall be sent to the Central Committee.

(3) The Central Committee shall review the plan and within 30 calendar days of receipt make a recommendation to the Superintendent.

(4) The Superintendent shall approve or deny the plan within 30 calendar days of receipt. If the Superintendent's decision is to deny the SLC plan, the SLC design team may appeal the decision directly to the Board of Education for final action.

c. One third of the Committee members are to be appointed by the President of UTLA.

d. Requests for reconsideration may be made to the Committee by SLC candidates who have been denied permission to proceed by the Committee.

~~Article VIII — Small Learning Communities~~

~~2.0 — Process For Conversion Schools:~~

~~a. — The school Principal works with all school stakeholders, including the UTLA Chapter Chair, to initiate the design process and to determine the impact of potential SLCs on all other programs and on the entire school campus. Issues to be discussed and considered shall include the attributes, including equitable services in the utilization of school facilities, schedules, grade spans, and staffing.~~

~~b. — The Principal presents the general work plan and school impact report to the School Site Council for input and guidance.~~

~~c. — Individual SLC design teams, composed of representatives from all stakeholders, submit a letter of intent to the School Site Council.~~

~~d. — Acting with the assistance of the school's planning team and Local District support staff, the SLC design team shall develop a proposal and school impact report for presentation to the Principal and the School Site Council. The Principal, the Chapter Chair, and the School Site Council may recommend that the proposal and the report be forwarded to the Local District Superintendent for review and comment.~~

~~e. — Pursuant to State and Federal law, the Superintendent shall retain the authority to create SLCs as part of restructuring, building upon the progress already being made to create SLCs at the school and incorporating these efforts into the new plan.~~

~~3.0 — Process for New Construction Schools:~~

~~a. — The Local District Superintendent and the school Principal, with the teachers or the design team and community stakeholders, create the vision, initiate the design, and determine the recommended focus of each Small Learning Community in the host school.~~

~~b. — Based upon the design created by the stakeholders and the Local District Superintendent, the Local District Superintendent completes and submits a proposal for a new school SLC design proposal to the Committee (see Section 1.0 above) for recommendation to the Superintendent for approval.~~

~~4.0 — Staffing, Vacancies and Transfers: — The faculty members of the SLC's design team (assuming that they fairly reflect the overall staff at the site in terms of demographics and subject matter, and their assignments are consistent with other district staffing policies such as Staff Integration, Rodriguez Decree and the like) shall be assigned to the SLC upon its approval, and from~~

~~that time forward the SLC shall be treated the same as a separate school for purposes of staffing, transfers, displacements and filling of openings. Thus, after~~

~~Article VIII—Small Learning Communities~~

~~the design team has been assigned, the initial remaining positions with the SLC shall be filled first with volunteers, if any, from the site pursuant to Article XI, Section 16.0. Once that process is completed, the SLC shall be able to fill the remainder of the planned faculty positions (and any later new openings) the same as any other separate school site. Similarly, for purposes of future staff reductions/displacements, the SLC will be treated the same as a separate school site. Once the initial full faculty is identified, assignments to classes etc. shall be made in compliance with Article IX.~~

~~5.0—Protection of Employee Rights: Subject to the provisions of this Article, and unless otherwise agreed to by UTLA and the District, all provisions, rights, obligations, duties, and other requirements set forth in the Agreement shall be applicable to approved SLCs as separate schools, including but not limited to uniform staffing procedures (Art. IX-A, Sec. 2.0), transfers (Art. XI), and UTLA rights (Art. IV), and the implementation of SLCs is not intended to diminish the rights contained in this Agreement. The contract waiver process available under Article XXVII, Sections 3.2 and 3.4 shall also be available to SLCs.~~

~~6.0—SLC Leadership:~~

~~a. If an SLC design includes provisions for department chairs, grade level chairs, deans or other out-of-the-classroom positions, they shall be chosen according to the procedures of this Agreement. However, a SLC may choose not to propose these positions.~~

~~b. SLCs shall be led by a principal, an assistant principal, or a coordinator under the supervision of an administrator. A SLC may choose through its design to have a coordinator as a school leader, with the approval of the local school administrator responsible for faculty evaluation. The coordinator shall be chosen and shall serve pursuant to the election of full-time school site coordinator provisions (Article IX-A, Sec. 4.0, 5.0, 5.1, 6.0).~~

~~c. In those approved SLCs led by an AP (an evaluating administrator), the SLC may choose to select a Lead Teacher to assist the SLC's administrator. The duties of the Lead Teacher in assisting the administrator shall be worked out collaboratively, with the final approval of the Superintendent or Central designee of the Superintendent. Lead Teachers shall be provided, through District funding, release time of one additional period to perform the duties required. Lead Teachers shall be elected annually by the faculty of the SLC, excluding substitutes and contract pool teachers. Lead Teachers shall have one additional period of~~

~~release time to perform the duties required. Lead Teachers must have permanent status as a District employee prior to election to a Lead Teacher position. The Superintendent or central designee may request that there be a change in the Lead Teacher when such action is deemed to be in the best interest of the educational program of the District. In that case, the faculty of the SLC shall elect a replacement.~~

~~Article VIII — Small Learning Communities~~

~~7.0 — SLC Task Force: Upon approval of a tentative agreement for this 2008-2011 Agreement, UTLA and the District shall form a committee to review this article. The committee shall be composed of three District and three UTLA members. The committee shall submit a report and recommendations to both the LAUSD Board of Education and the UTLA Board of Directors with comments and recommendations for changes to this article. The Committee may address the following issues: Selection of classes by faculty members, displacement issues, process for collapsing of SLCs, composition of local SLCs, delineation of roles of SLC Lead Teachers and chapter chairs, issues between the District and SLCs regarding mandated curriculum, and transfers between SLCs.~~