

Purpose

The purpose of this handbook is to advise licensed staff and administrators of the rights and responsibilities of traveling teachers in District #623. It is important for all to recognize the unique circumstances and challenges that traveling teachers incur. It is necessary to recognize that traveling teachers are an integral part of each building staff.

Traveling Assignments

Whenever possible, it is strongly recommended that assignments between and among buildings be decided by the mutual agreement of the teacher, departments, and building administrators involved. **Principals or their designees working and meeting with a traveling teacher should be mindful that a probationary teacher may be hesitant to express concerns about their work situation therefore concerns might not be expressed directly. To best work with a teacher assigned to a traveling position each building in which the teacher works should designate the administrative liaison to which the traveling teacher can come with problems or concerns. During the initial meeting and the meeting at the beginning of a new term with the administrative liaison the following issues should be addressed:**

- the number of preparations within content areas
- the teaching workspace/ office area
- attempt to assign only one instructional space within each building assigned
- provide adequate travel time between sites that is mutually agreed upon
- designate specific parking spots reserved for traveling teacher near the entrance
- recognize the differences among the primary, intermediate, middle school and high school students and the complexity of servicing students across multiple age spans
- the support needed to elicit the cooperation of the classroom teachers to release students on time, where their assignment requires such release

When the traveling assignment includes schools with different start and end times it is important to keep in mind the impact this has on the teacher to:

- fulfill professional responsibilities
- attend conferences in more than one building
- attend staff and department meetings in more than one building
- fulfill extra curricular and coaching activities
- not exceed the contractual duty day minutes as per Article VI, Section 20 of the Teacher Contract
- arrange a substitute teacher when necessary. (The home building secretary will call the other site and notify their substitute of their traveling assignment to another building.)

Compensation

Article VI, Section 20 of the contract states, “Teachers who are assigned to more than one school district building in a single day shall be paid at an annual rate of \$1,500 per school year. This

amount shall be pro-rated for those teachers who do not travel every day; i. e., one (1) day per week: 20% x \$1,500 two days per week: 40% x \$1,500. This does not include occasional travel.”

When a teacher is teaching in both an ATPPS School and a non-ATPPS School, the staff member may choose to participate in ATPPS. If the teacher chooses not to participate in ATPPS, professional development and performance evaluation will take place at the other site. A traveling teacher participating in ATPPS will be eligible for the full amount of variable pay as it relates to their FTE assignment.

Mileage

Article VIII, Section 3 of the contract states, “Mileage shall be paid to teachers traveling between assigned schools and other assigned duties as approved by the supervising administrator at the rate identified by IRS guidelines.”

Teachers must keep a log of the miles traveled between buildings and turn in their mileage forms along with a verification form to Accounts Payable at the District Center. Mileage claims should be submitted monthly or semi-annually i.e. July to December and January to June. Please see the attached form for reference.

Building Responsibilities

Teachers with multiple building assignments will participate in parent/teacher conferences at each of their assigned buildings commensurate with their FTE for that building. Article X, Section 11 of the contract states, “Teachers in buildings which participate in regularly scheduled evening parent-teacher conferences, and who are required to conduct such conferences for which compensation is not provided, shall receive compensatory time. If teachers with multiple building assignments attend parent-teacher conferences with approval of respective building principals, compensatory time shall be provided. Compensatory time may be taken only during those times when the teacher is not regularly scheduled to fulfill instructional or supervisory responsibilities and with the approval of the supervising administrator. One (1) hour of compensatory time will be allowed for each hour of excess service.”

Traveling teachers are encouraged to establish one building as their home base and attend those staff meetings. The traveling teacher and the administrator of the “non-home building(s)” will determine a process for information and summaries of staff meetings in a timely manner. Teachers in a traveling assignment should work with the principals or designees to create a plan for staff development that best suits the assignment/responsibilities of the teacher and student learning.

TIME

Prep Time

There is a need to acknowledge that the actual mechanics of departing from and arriving at subsequent buildings diminishes the “real” number of minutes of preparation time. For example, teachers who travel to more than one building within the same day often do preparatory tasks more than once: such as: check e-mail and voice mail , return and initiate parent and staff communication, set up and take down equipment, pack and unpack teaching materials, review lesson plans, gather materials and supplies, and contend with environmental conditions.

Article X, Section 4 of the contract states, “Within the student day, for every twenty-five (25) minutes of instructional time, five (5) additional minutes of preparation time shall be provided licensed teachers. Preparation time shall be provided in one or two uninterrupted blocks of time during the student day. Creative implementation for teacher preparation time may be developed by mutual agreement between the building administration and the building licensed teaching staff.”

The addendum to the contract concerning parameters for elementary teacher preparation time states:

1. Teachers must receive at least 5 minutes of preparation time, within the student day, for every 25 minutes of contact time. Three hundred minutes of contact time per day would require 60 minutes of preparation time.

2. If teachers average 1500 minutes of student contact time per week, they must also average 60 minutes of preparation time per day or 300 minutes per week.

3. Each teacher should have a minimum of one uninterrupted 30 minute block of preparation time per day. On days that have more than 30 minutes of prep time, the prep time will be provided in one or two uninterrupted blocks of time.

Elementary Specialists

In addition to the parameters listed for elementary teachers, A specialist must have one scheduled ten minute break during the day.

Article X Section 10 of the contract states, “Full-time elementary and secondary teaching specialists who daily travel between buildings shall be provided with preparation time equivalent to other teachers and duty-free lunch period, and shall not be required to use such time for travel.

Special Time Schedules for Buildings

When circumstances such as early release necessitate changes in the normal daily schedule, the traveling teacher will be informed via the normal communication system in the building (e-mail, voice mail, p.o.).

Space

Teaching and Preparation

Every effort should be made to assign no more than 1 teaching space to a traveling teacher within the same building.

Each building should provide a suitable work and storage space equivalent to full-time building staff.

Parking

Parking spaces for traveling teachers should be clearly marked “Traveling Teacher Parking” and located as close to the building entrance as possible. Adequate parking should be provided for each teacher in a traveling position at all the sites to which they report.

Evaluations / Performance Review

Typically, performance review involves more than one administrator / supervisor. The administrator at the building where the traveling teacher has the majority of their assignment will normally be the primary evaluator. By October 15 the traveling teacher will be notified who their primary evaluator will be.

Resources, Equipment, and Technology

Traveling teachers will be provided with a P.O. Box, access to a computer terminal, and voice-mail (where applicable) at each building. Computer and technological support will also be provided at each site. **When new computers are being purchased for a building the purchase of laptops should be considered and assigned to teachers in a traveling position.**

Traveling teachers may copy and print materials at any of their assigned schools and bill the appropriate site. Building administrators will apprise the copy room staff of this agreement.

When possible, traveling teachers will be assigned a mentor who also travels or has recently traveled.

Mileage Claims

The District will reimburse employees for authorized use of automobile mileage. Claim forms are available in each building. To receive reimbursement for travel between schools complete the verification claim form and have your supervisor approve and submit the form to Accounts Payable at the District Center. **Claims should be sent in on a monthly basis.**

ROSEVILLE AREA SCHOOLS

TRAVELING TEACHER HANDBOOK

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