ARTICLE IV

HOURS OF EMPLOYMENT

MCS Proposal for Elementary Instructional Day (Article IV – Hours of Employment)

The Parties agree to enter into a Memorandum of Understanding (MOU) to conduct a pilot program at identified school sites. The select school sites and parameters of the pilot program are as described in the MOU (attached).

Any alternate schedules shall be built within the current start and end times of respective school sites, with adjustment of start and end times subject to Article IV A.2. In no case shall the instructional day be extended to conduct the pilot program for Elementary Instructional Day ("EID") unless agreed upon in writing by the parties.

The Elementary Instructional Day pilot proposal has been created following the work of the joint Elementary Instructional Day Committee (2024-25), Elementary Instructional Day teams in concert with an outside consultant during the current year, and extensive discussions during current negotiations. The intent has been to create a proposal that takes into consideration and reflects the priorities of the respective parties identified throughout the aforementioned work sessions.

To that end, the District proposal includes sample schedules for three identified school sites – Franklin Elementary, Fairview Elementary, and El Vista Elementary. It is understood that the parties may select different sites for the pilot. Applying the priorities and common parameters to actual bell schedules as they currently exist at these schools is intended to provide a tangible visual to consider how concepts might play out in real schedules, and take into account current FTE, numbers of classes at respective grade levels, special education classes and students, and other factors (as of Spring 2026). These examples are just that – examples. The proposal intends to account for as many variables as possible and provide for a strong structural framework for the instructional day, while allowing flexibility for teachers, staff and administrators at the pilot sites to engage in productive collaboration to improve upon the framework provided – within agreed upon parameters – as well as allow for individual differences that may be unique to the respective school sites. The parties trust the professionals at the respective school sites to develop a schedule that works at their particular site within the parameters of the proposal.