



## Governing Board Agenda Item

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Meeting Date: May 14, 2026

From: Denise Linsalata, Assistant Superintendent

Subject: Policy Revision

Priority: To recruit, retain, and support highly effective staff, teachers, and leaders

Consent  Action  Discussion

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### Background:

The following policy is being revised as a result of negotiations with the Marana Education Association and to reflect current practice:

### Policy GCL, Professional Staff Schedules and Calendars

There are three minor revisions:

- Adding that teachers will receive a minimum of 45 minutes of travel time for travel distances of 10 miles or more.
- Building Leadership Team will be referred to as Leadership Team.
- Number of preservice days for Induction increased from six to seven.

### Recommended Motion:

I move that the Governing Board approve the revision to Policy GCL, Professional Staff Schedules and Calendars, as presented.

Approved for transmittal to the Governing Board:

  
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Dr. Daniel Streeter, Superintendent

*Questions should be directed to: Denise Linsalata, Assistant Superintendent  
Phone: (520) 682-4757*

**GCL  
PROFESSIONAL STAFF  
SCHEDULES AND CALENDARS**

**(Workday/Calendar)**

The Governing Board recognizes the important role of the professional teacher in organizing and implementing an instructional program that will result in students achieving academic and personal success. It is acknowledged that professional responsibilities encompass time spent in direct instruction of students as well as time spent in planning, preparation, and other related professional duties. It is understood that the workday of the professional teacher varies in length and that some responsibilities are completed outside of the normal work day.

**Normal Work Day**

For the purpose of scheduling substitute teachers and tracking leave time, a *normal work day* is acknowledged to be seven and one-half (7 1/2) hours per day, which includes a thirty (30) minute duty-free lunch. Teachers are expected to be on campus or carrying out other approved professional responsibilities during the normal work day. The superintendent, or designee, may alter or extend the school day for meetings, special events, and activities.

The normal work day may be flexible, in order that a teacher may be compensated for time worked outside the student day in the following ways:

- A. Stipends for coaching and extracurricular activities.
- B. Extra duty pay for activities such as tutoring, teaching professional development classes, and curriculum development.
- C. Salary credit for participation in professional growth activities.

A teacher may not be compensated for voluntary giving up the thirty (30) minute duty-free lunch, planning period, or time beyond the normal work day, except under the conditions set forth in the "Prep Coverage" section of this policy.

**Professional Expectations**

The Governing Board holds the following expectations for professional teachers:

- A. Teachers will participate in school and/or District improvement activities and initiatives.
- B. Teachers are responsible for adequate planning and preparation at all times.
- C. Teachers will be responsible for attending all scheduled staff meetings, conferences, and staffings. Attendance will also be required during reasonable emergency meetings, conferences, and staffings. Principals will make every attempt to call meetings at least two (2) days in

advance. This provision does not prevent the calling of meetings by the principal on shorter notice if necessary. Some circumstances may warrant extended meetings.

D. Outside of scheduled open houses and parent-teacher conferences, teachers may be required to attend a maximum of two additional evening events per academic year. An "evening event" is defined as any school-related activity that begins after the regular contract time and for which no additional stipend or additional form of compensation is provided.

E. Equitable supervision duties will be required of all teachers during the normal work day (i.e., supervision at arrival/dismissal, cafeteria duties, playground supervision, and other like duties). In addition, reasonable supervision of extracurricular activities may be required with volunteer teachers being utilized first (i.e., dance supervision, campus supervision, bus supervision, performances, and other like duties).

F. Middle and high school teachers shall teach in no more than two (2) content areas per day or *have more than four (4) preparations per day within a content area without their approval.*

G. Teachers who are assigned to more than one (1) building shall have reasonable travel time between buildings. **Teachers will receive a minimum of 45 minutes of travel time for travel distances of 10 miles or more.** This time shall be in addition to time allocated for lunch and planning.

### **Planning Time**

Effective instruction depends on adequate planning time. Factors influencing the amount of individual planning time necessary include, but are not limited to:

- A. Implementation of curriculum(s)
- B. Number of special needs students
- C. Teaching assignment
- D. Class size
- E. Collaboration/consultation
- F. Technology
- G. Innovation
- H. Assessment of student progress
- I. Parent communication
- J. Professional Learning Communities

Specific activities such as evaluation conferences and IEP/504 meetings may be scheduled during a teacher's planning time in order to meet required deadlines. In addition, a teacher may engage in professional learning activities during his/her planning time.

## **Elementary**

One hundred twenty (120) minutes of uninterrupted preparation time per week, in no less than thirty (30) minute increments, shall be provided during the student day for elementary teachers. In addition, up to one hundred fifty (150) minutes outside the student day will be used for planning, depending on scheduled meetings.

Alternative time blocks may be scheduled by mutual consent of the building administrator and teachers involved. The Building Leadership Team (BLT) shall assist with development of an appropriate plan to achieve up to two hundred seventy (270) minutes of planning time per week. The Building Leadership Team will ensure a balance between collaborative and individual planning time.

In order to optimize planning time, the Building Leadership Team (BLT) in each building shall:

- A. consider individual teacher needs regarding planning time.
- B. define duties by consensus with administrators.
- C. assist administrators in scheduling duty assignments with consideration of teachers participating in the special education co-teaching model.
- D. assist administrators in developing a rotation system for duties.

This shall be completed by the beginning of each school year.

Elementary specialists (music, physical education, art, etc.) shall be provided professional learning community collaboration time within their content area.

## **Secondary**

Secondary teachers shall have daily planning time equivalent to a typical class period in their building. Alternative blocks of planning time may be scheduled by consensus of the building administration and the teachers involved.

- A. At least one (1) teaching period of uninterrupted planning time shall be provided each day for teachers in the middle and high schools.
- B. When the schedule allows, common planning time shall be provided for teachers participating in the special education co-teaching model.

Required teacher attendance before students arrive or after students are dismissed shall not be considered as preparation time. Preparation period adjustments may be made with the approval by the teacher if the adjustment is equivalent to one (1) period per day.

## Prep Coverage

At the beginning of the school year, each school will develop a plan for coverage of preparation period/plan time, to be amended as needed and placed in the school staff handbook.

A. Preparation period/plan time coverage is defined as coverage that will be assigned to certificated personnel by the principal. The teacher who covers will be compensated at the current rate on the ancillary schedule for planning only if there is a loss of preparation period/plan time due to one (1) of the following circumstances:

1. The teacher is required by the principal to teach because no substitute is available,
2. An elementary teacher loses plan time because a specialty teacher (i.e., music or physical education) is unavailable,
3. Covering for an athletic or extracurricular activity when no substitute is requested, or
4. A special education teacher loses plan time to tutor special education students.

B. For any elementary special area teachers, any additional preparation periods over the four (4) regularly scheduled per week will not be compensated.

C. A special education teacher or a Title I teacher may be used only in an extreme emergency.

D. Preparation period/plan time minutes worked will be submitted to the payroll department according to the payroll schedule. The time slip should reflect the actual number of minutes worked.

E. If no substitute teacher is available and the students are distributed among other grade level teachers, the following formula will be used to compensate the teachers: the base cost of a substitute teacher divided by the number of teachers receiving those students.

F. The administrator will take utmost care to maintain a balanced allocation of coverage duty.

G. Loss of plan time for unexpected emergencies outside the control of the administrator, such as a lock-down or shelter in place, does not qualify for compensation.

## School Year Calendar

All returning teachers will be expected to work one hundred eighty-five (185) days, of which two (2) days will be preservice days, at least one (1) day will be a professional development day, and one (1) day at the end of each semester will be for work/grade preparation.

New teachers will be required to work **seven (7)** ~~six (6)~~ additional preservice days in addition to those worked by returning teachers. During this **seven (7)** ~~six (6)~~ day period the new teachers will attend professional learning presented by the District that will include development in the District vision and mission, the instructional model, classroom management, instructional

technology, and other specific instructional practices as appropriate based on experience level and content area.

A. If any portion of this preservice program is redundant for a teacher based on previous experience, as determined by District induction leaders, that teacher will be excused to work in the classroom.

B. Each teacher who is new to the profession (less than three [3] years experience) will be enrolled in the Marana Unified School District (MUSD) Induction Program for Developing Teachers. Teachers who are enrolled in this induction program will be required to participate for up to three (3) years, as determined through consultation with District induction leaders and building administration. The three (3) years of induction are outlined as follows:

In *year one* (1), the teacher is required to complete a minimum of twenty-four (24) clock hours of training in designated course work in effective instructional practices as provided through District induction leaders. This professional development will be made available during the school year, through either District-provided release time for recertification credit or after-school hours for professional growth credit.

In *year two* (2), the teacher is required to complete a minimum of twelve (12) clock hours of training in designated course work in effective instructional practices as provided through District induction leaders. This professional development will be made available during the school year, through either District-provided release time for recertification credit or after-school hours for professional growth credit.

In *year three* (3), the teacher may be required to complete a minimum of six (6) clock hours of training in designated course work in effective instructional practices as provided through District induction leaders. This professional development will be made available during the school year, through either District-provided release time for recertification credit or after-school hours for professional growth credit.

C. Each teacher who is a veteran to the profession (three [3] years or more of experience) will be enrolled in the Marana Unified School District (MUSD) Induction Program for Veteran Teachers. Teachers who are required to participate in this induction program will be required to participate for one (1) year. During their first year in the district, the teacher is required to complete designated course work in effective instructional practices as provided through District induction leaders. This professional development will be made available during the school year, through either District-provided release time for recertification credit or after-school hours for professional growth credit.

D. If any of the preservice days are missed, the teacher will not be paid for those days. In addition, the teacher will be responsible for arranging makeup sessions and/or obtaining the information/knowledge that was missed during those preservice days.

E. If any induction sessions are missed, the teacher will be responsible for completing a makeup sessions and/or demonstrating understanding of the information/knowledge that was missed during that session.

F. Failure to complete the required course of study prior to April 15 of the first year of employment will be considered grounds for not renewing a new teacher's contract and the employee will be submitted to the Governing Board for nonrenewal.

Adopted: ~~June 12, 2025~~ May 14, 2026

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[GCMF](#) - Professional Staff Duties and Responsibilities

[JLIA](#) - Supervision of Students