

NTA Proposals/Responses Document

1/21/24

1. Response to NPS Tuition Free Attendance Proposal: TA conditional on incorporation into Unit B CBA

Unit A (Article 42), Unit B (New Article 37, renumbering subsequent sections), Unit C (Article 24), Unit D (Article 18), Unit E (Article 34)

Article 42: ~~Tuition-Free Attendance~~ Children of Non-Resident Newton Teacher Association Members Attending Newton Public Schools

Replace Section 1 with the following:

Section 1: A member employed by the Newton Public Schools who is not a resident of the City of Newton will have the option of having their child(ren) who resides in the member's residence, and for whom they have legal guardianship, attend one of the elementary, middle, or high schools in the Newton Public Schools, on a space available basis, which means the availability of space in a classroom. Once a child is accepted for enrollment, and so long as the member remains employed by the Newton Public Schools, and the child resides with the member, the child shall be allowed to attend Newton Public Schools through grade 12 subject to the rules and regulations that apply to students who reside in Newton.

Reasonable efforts will be made to place siblings in the same school if the member so requests.

Non-resident students requiring an out-of-district placement under Massachusetts or Federal special education law will be referred back to the school district of the student's residence and all rights and costs regarding such placements shall remain the obligation of the school district of actual residence. The benefit provided under this Article does not obligate the Newton Public Schools to pay out-of-district tuition costs for non-resident members' children attending the Newton Public Schools under this Article. The Newton Public Schools will work with the school district of the student's residence with a goal of providing a smooth transition.

It is further understood and agreed that if a child(ren) of a non-resident member is approved to attend the Newton Public Schools, such attendance shall not be grounds for a grievance concerning workload and/or class size, nor shall such attendance be calculated as part of teacher load and/or class size in cases of such grievances. If and when the School Committee authorizes School Choice, non-resident employees whose children attend the Newton Public Schools under this provision shall apply for available School Choice seats. The failure to obtain a School Choice seat shall not prevent the employee from continuing to utilize the benefit provided in this section.

2. Parental Leave– Parental Leave Unit A (Article 10), Unit B (Article 10), Unit C (Article 9), Unit E (Article 9)

- i. Effective for leaves commencing after ratification, increase total number of days of the current parental leave policy to 60 working (FMLA) days.
- ii. Effective September 1, 2024, increase the number of parent leave days paid by the district to 20;

Effective September 1, 2025, increase the number of parent leave days paid by the district to 30;

~~Effective September 1, 2026, increase the number of parent leave days paid by the district to 40;~~

~~Effective August 31, 2027, increase the number of parent leave days paid by the district to 45;~~

- iii. Effective for leaves commencing after ratification, an employee may take their leave in one or two continuous periods.
- iv. Effective September 1, 2023, eliminate the cap on total funds available for the option to forego using all parental leave days and receive a summer stipend. (TA'd 1/25/23)
- v. Effective September 1, 2023, parental leave must be taken within twelve (12) months after the birth or placement of a child. (TA'd 1/25/23)
- vi. Effective for leaves commencing after ratification, modify Article 5, Section 12 to allow equitable access to sick leave bank.

The NTA expects agreement on this reasonable, time-delayed compromise that helps Newton leave the dark ages of requiring parents to choose between financial stability and being with young children while also reinforcing patriarchal notions of family that hurt educators and their families.

3. **Response to NPS Health Insurance Proposal**—*NTA rejects the NPS proposal to shift health insurance costs onto NTA members through a reduction of premium contributions and an increase to educator copays, reducing educator compensation amidst a nationwide and statewide educator shortage.*

4. **Response to NPS Proposal: Add Assistant Athletic Director and Athletic Trainer to Unit E Recognition Clause and Place them in the Group E-1 10-month basis salary schedule**
Article 1, Appendix A

Section 1: For purposes of collective bargaining with respect to wages, hours, and other conditions of employment and the negotiations of collective bargaining agreements, the Committee hereby recognizes Unit E of the Association as the exclusive collective bargaining representative and agent of all regularly appointed full and part-time employees in the following positions: Administrative Technology Specialist, Network Specialist, Research Assistant, Student Information Systems Specialist, Business Information Systems Specialist, Administrative Information Specialist/Trainer, Financial Analyst, Transportation Assistant, Director of Transportation, Purchasing Manager, Theater Technical Assistant, Children's Program Coordinator, Senior Adult Program Coordinator, Adult/ESL Program Coordinator, Newton Community Education Administrative Assistant, Lifetime Learning Program Coordinator, School Information Specialist, Production Center Manager, Support Services Project Assistant, Instructional Technology Support Specialist, Technology Support Assistant, Student Information Specialist Assistant, ~~and~~ Creative Arts Committee Coordinator, Assistant Athletic Director, and Athletic Trainer.

5. **Increase Elementary Prep Time**—*the NTA has heard many times from the School Committee over the past 16 months a commitment to increase preparation time for elementary teachers, knowing this allows educators to give their best to our district's youngest students. This*

compromise proposal memorializes that commitment.

Effective September 1, 2024, Article 43, "Elementary Preparation Time," Section 1, shall be modified to increase elementary preparation time to a minimum of 220 minutes per week, with a minimum of 45 minutes of preparation time each day at least three days per week.

Effective September 1, 2024, the Committee agrees to indemnify teachers who lose their preparation time.

Unit A-ARTICLE 44

Elementary Preparation Time

Section 1: Each elementary teacher will be scheduled for a minimum of ~~180~~ 220 minutes of preparation time per week (during the regular school day), which is to be scheduled in meaningful units, pro-rated by FTE. Given the minimum scheduled preparation time of ~~180~~ 220 minutes per week, elementary teachers will receive a minimum of ~~30~~ 45 minutes of duty-free preparation time (excluding their duty-free lunch time) for three (3) days per week, and the Committee will make reasonable efforts to continue providing, subject to economic factors, a minimum of ~~30~~ 45 minutes of duty-free preparation time (excluding their duty-free lunch time) on two (2) additional days per week for a total of five (5) days per week.

Section 2: The Committee will indemnify a teacher in an elementary school who loses preparation time such that their total preparation time falls below 220 minutes per week. Teachers shall be reimbursed in the next pay period. They shall be paid at their regular per diem rate.

- Effective September 1, 2023, add a side letter to the collective bargaining agreement that reads as follows:

The parties agree that, during the 2023-2024 school year, they shall continue to meet in a labor management working group to review the elementary pilot program put in place in the Franklin, Memorial-Spaulding, and Williams elementary schools to increase elementary classroom teacher preparation time to 220 minutes. The lessons learned from this pilot shall be used to inform both the Elementary School Day Working Group (NPS proposal #2) and the steps that will be taken in September, 2024 to increase elementary preparation time to 220 minutes for all classroom, special education, and specialist teachers in the 2023-2024 school year and going forward.

6. **Volunteering non-precedent setting**– *The NTA expects the school committee without delay to agree to this common sense proposal which dictates actions which educators take voluntarily shall not be used as a precondition or excuse to add additional expectations, requirements, and demands on educators.*

ARTICLE 21 **Non-Teaching Duties**

Section 3: No voluntary action or activity on the part of any member constitutes an obligation to repeat or continue that action or activity, and no voluntary action or activity on the part of any member constitutes the obligation for any other member to do likewise.

7. **Longevity:** *the NTA expects agreement on its most recent compromise proposal on longevity making sure that all Newton educators, regardless of Unit, are rewarded for their years of service, paving the way for increased educator retention.*

Effective September 1, 2023, longevity payments and timelines for all Units shall be changed to the following:

Years of Service	Payment
After 10 years of service	\$900
After 15 years of service	\$1,250
After 20 years of service	\$1,800
After 25 years of service	\$4,500

8. **Modify Unit C Hours:** *the NTA expects agreement on its proposal to pay Unit C members as full fledged, important members of the school community, paid for all the time they are in the schools working, meeting with their colleagues, and otherwise preparing for work with students.*

Article 3

1. Effective September 1, 2023, Article 3, "Work Day – Work Year," Section 5 shall be renumerated as Section 4, and the current Section 4 shall become section 5.
2. Effective September 1, 2023 full time Category 1 and Category 2 Educational Support Professionals at the elementary and middle schools shall all be assigned, minimally, 35 hours per week and 36.25 hours per week at the high schools. Category 3 Social Emotional Learning Interventionists and ABA Behavior Technicians working in Sub-Separate Programs and SEL Interventionists shall be assigned, minimally, 40 hours per week.

ARTICLE 3

Work Day – Work Year

Section 5: ~~The parties agree that Educational Support Professionals must work time above and beyond the time during which they provide direct services to students. This is delineated as follows:~~

~~_____ All full-time Educational Support Professionals (ESPs), Category 1 and Category 2, shall be expected to arrive at school 10 minutes before the arrival of students. All full time Category 2, shall leave school 10 minutes after the departure of students.~~

~~_____ All Category 1 full-time ESPs shall be assigned, minimally, to work an additional 150 minutes per month.~~

~~_____ All Category 2 full-time ESPs shall be assigned, minimally, to work an additional 300 minutes per month.~~

~~_____ Additional time may be used flexibly to (1) plan with teachers, including attending PLC meetings, common planning time meetings, consults with Special~~

~~Education staff, (2) attend building based and other staff meetings, (3) work with Unit A members on planning lessons and modifying curriculum, (4) record data, including, for ABA Behavior Technicians, discrete trial data, and for both ABA Behavior Technicians and Flexible Behavioral Support Technicians, Medicaid reimbursement data, and (5) participate in professional development.~~

Section 4: Full time Category 1 and Category 2 Educational Support Professionals shall be assigned to work, minimally, 35 hours per week in elementary or middle school, and 36.25 hours per week in high school. Full-Time Category 3 Educational Support Professionals shall work 40 hours per week.

These hours allow that ESPs arrive ten minutes before students arrive, depart ten minutes after students depart, and attend Tuesday or Wednesday faculty meetings. Assigned hours may be scheduled to (1) allow for planning with teachers, including attending PLC meetings, common planning time meetings, consults with Special Education staff, (2) plan lessons and modify curriculum with Unit A members, (3) attend building based and other staff meetings, (4) record data, including, for ABA Behavior Technicians, discrete trial data, and for both ABA Behavior Technicians and Flexible Behavioral Support Technicians, Medicaid reimbursement data, and (5) participate in professional development.

Section 4 5 The Principal (or his/her designee) will meet with each Unit C member assigned to the Principal's school at the beginning of the school year to schedule that Unit C member's assigned hours.

After the meeting, the Principal (and or his/her designee) will send written confirmation to unit C members of their scheduled working hours. The NPS and the NTA will mutually agree upon a form for this communication.

9. **Time & Learning**– *The NTA offers this counter as a compromise on an NPS priority. The NTA expects agreement on this compromise which incorporates many of the NPS demands while continuing key protections for NTA members and their ability to deliver high quality instruction to Newton students.*

TIME AND LEARNING AGREEMENT

ELEMENTARY SCHOOLS

1. The weekly hours for students will be:
 - four (4) days of six (6) hours and ~~40~~ 30 minutes, “regular school day” (~~8:10~~ 8:20am to 2:50 pm) and
 - one (1) day (Wednesday) of four (4) hours ~~and 10 minutes~~, “weekly short day”. (~~8:10~~ 8:20 am to 12:20 pm) (*New #1 added to replace #7*)
 - student arrival shall be at 8:10 when the first bell rings
2. The regular work day for all elementary teachers will begin 10 minutes before students are expected to report to their classroom/homeroom for attendance purposes. The regular work day shall conclude at the same time daily, which shall be 10 minutes after student dismissal time on a regular school day.

3. The Newton Public Schools will provide citywide professional development during the regular school day. Teachers will be released from their regular teaching duties and the district will provide appropriate coverage.
4. ~~The parties acknowledge and agree that the time after the weekly student short day release shall be designated for the purposes of professional collaboration, meetings (e.g. staff meetings, grade level/PLC meetings, department meetings, committees), and learning in support of school, department, and district goals, and these activities will continue to be subject to the direction and approval of the principal or principal's designee.~~
5. The parties agree that Wednesday early release time shall be used as follows: the schedule below shall guide the use of time after the weekly student short day release. It is understood that the principal/designee may, on occasion, make alterations to this schedule as necessary to respond to building and/or district needs:
 - a. One staff meeting per month from 1:05pm-3:00pm
 - b. Three (3) meetings of Professional Learning Communities (PLCs) per month or four (4) in a month containing 5 weekly short days
 - c. One department meeting per month (Specialists [e.g. Library, Art, Music, PE teachers], ELL teachers, Special educators [e.g. Special Education teachers, SW/Psych, Speech Language pathologists])
 - d. Three hours of personal planning time per month (four hours in a month that has five weekly short days), one hour on each early release Wednesday when there is not a staff meeting.
 - e. The district reserves the right to use 4 hours per year from this personal planning time for urgent, unexpected, or mandated district-wide staff training or professional development.
 - f. Specialists, special educators, and ELL teacher schedules shall include the equivalent of the additional weekly short day personal planning time (180 minutes of planning time per month; 240 minutes in a month with 5 weekly short days). ~~Such time may occur on weekly short day afternoons and/or during the regular school day.~~
 - g. Instructional coaches will develop their schedules to allow for the equivalent of the weekly short day planning time during the school day so that they can dedicate weekly short day afternoons to professional collaboration and consulting with colleagues.
 - h. Teachers will continue to use the weekly short day afternoons adjacent to the two District-wide early release teacher discretion days ~~Thursdays~~ at their discretion (e.g., planning and preparation, meetings, etc).
6. The Elementary Oversight Committee, with an equal number of members appointed by the Committee and the Association, will convene ~~as needed~~ when either party requests for the purposes of overseeing implementation of the Agreement and resolving related problems.
7. The district will schedule up to and including six (6) District-wide early release days per year. Of these six, four may be used for district or building based professional development or training, and two shall continue to be used at the teachers' discretion during the elementary conference periods.
5. ~~The Committee will have the option to permanently change the weekly short day dismissal~~

~~time by extending the dismissal time by fifteen (15) minutes.~~

~~If the Committee exercises this option, all work days for elementary teachers will remain the same length, even with contact time increasing by fifteen (15) minutes on the weekly short days. The thirty (30) minute duty free lunch time, as well as allocation of adequate travel time for teachers, would remain in effect.~~

Secondary

MIDDLE SCHOOL TIME AND LEARNING AGREEMENT

BIGELOW, DAY, AND OAK HILL MIDDLE SCHOOLS

1. The week shall consist of four (4) days of 6.5 hours and one (1) day of 5.75 hours, for a total of 31.75 hours (1905 minutes) per week. The goal is to minimize the spread in the start/stop time among the 4 schools.
2. The regular work day will begin 10 minutes before students are expected to report to their classroom/homeroom for attendance purposes. The regular work day will end 10 minutes after the students are dismissed from school, except for weekly student short days when the regular work day for teachers will end ~~at the end of the teacher work day.~~ 90 minutes after the dismissal of students. ~~Time during the regular work day not already assigned for direct work with students, collaboration, other meetings or lunch shall continue to be considered preparation time, for the general purpose of preparing for instruction or for additional collaboration with other educators, and teachers will be available as needed. Teachers may also volunteer to substitute during this time, s in accordance with the requirements in Article 16, Section 2 of the Parties' Collective Bargaining Agreement.~~
3. There may be up to and including six (6) special early release days during the year when students are dismissed after at least 3 hours of instructional time. One (1) special early release day shall be assigned each year to use exclusively at teacher discretion. Professional Development occurring on these special early release days shall last for three hours.
4. Teachers will have up to 1215 minutes/5-day week of contact time with students per week.
5. On weekly student short days, professional development meetings will begin 10 minutes after the students are dismissed from school and last no longer than 80 minutes.
- 5A. Teachers may be assigned up to ~~three~~ two duties per six-day cycle (which include advisory as an option).
6. Teachers will have one (1) duty-free lunch period/day based on the building schedule.
7. Team teachers will have up to five (5) periods every two (2) cycles for scheduled team and Grade Level Department meetings.

8. Teachers (e.g., SPED teachers) who are regularly scheduled for more than two (2) meetings per cycle will be compensated with additional preparation time for scheduled meetings above the two (2) per cycle.
9. LEFT INTENTIONALLY BLANK
10. All teachers will have an average of nine and one half (9.5) preparation periods/cycle or fifty-seven (57) preparation periods over a six-cycle period. Preparation time is defined as time during which the teacher has no direct service time with students. It is the goal of the Committee and the Association to balance the teaching load of all teachers equitably.
11. Homeroom, lunch and passing time are not counted as part of 1215 minutes/week.
12. Team teachers will have up to 24 teaching periods in their core subject per cycle. Multi-team teachers will teach up to ~~30~~ 28 periods per cycle. Team teachers will have up to and including 4 additional periods working with students.
13. LEFT INTENTIONALLY BLANK
14. The Committee and the Administration will consult the Association prior to any significant changes being made to the split between core contact time and OSLT/Academic Responsibilities.
15. The Middle School Oversight Committee, with an equal number of members appointed by the Committee and the Association, will convene ~~as needed~~ when requested by either party for the purpose of overseeing implementation of the Agreement and resolving related problems.

BROWN MIDDLE SCHOOL

1. The week shall consist of four (4) days of 6.5 hours and one (1) day of 5.75 hours, for a total of 31.75 hours (1905 minutes) per week. The goal is to minimize the spread in the start/stop time among the 4 schools.
2. The regular work day will begin 10 minutes before students are expected to report to their classroom/homeroom for attendance purposes. The regular work day will end 10 minutes after the students are dismissed from school, except for weekly student short days when the regular work day for teachers will end ~~at the end of the teacher work day. 90 minutes after the dismissal of students. Time during the regular work day not already assigned for direct work with students, collaboration, other meetings or lunch shall continue to be considered preparation time, for the general purpose of preparing for instruction or for additional collaboration with other educators, and teachers will be available as needed. Teachers may also volunteer to substitute during this time, s in accordance with the requirements in Article 16, Section 2 of the Parties' Collective Bargaining Agreement.~~
3. There may be up to and including six (6) special early release days during the year when students are dismissed after at least 3 hours of instructional time. One (1) special early release day shall be assigned each year to use exclusively at teacher discretion. Professional Development occurring on these special early release days shall last for three hours.
4. Teachers will have up to 1215 minutes/5-day week of contact time with students per week.

5. On weekly student short days, professional development meetings will begin 10 minutes after the students are dismissed from school and last no longer than 80 minutes.
- 5A. Teachers may be assigned up to ~~three~~ two duties per six-day cycle (which include advisory as an option).
6. Teachers will have one (1) duty-free lunch period/day based on the building schedule.
7. Team teachers will have up to four (4) periods every two (2) cycles for scheduled team and Grade Level Department meetings.
8. Teachers (e.g., SPED teachers) who are regularly scheduled for more than two (2) meetings per cycle will be compensated with additional preparation time for scheduled meetings above the two (2) per cycle.
9. LEFT INTENTIONALLY BLANK
10. All teachers will have an average of eight (8) preparation periods/cycle or forty-eight (48) preparation periods over a six-cycle period. Preparation time is defined as time during which the teacher has no direct service time with students. It is the goal of the Committee and the Association to balance the teaching load of all teachers equitably.
11. Homeroom, lunch and passing time are not counted as part of 1215 minutes/week.
12. Team teachers will have up to 20 teaching periods in their core subject per cycle. Multi-team teachers will teach up to ~~25~~ 24 periods per cycle. Team teachers will have up to and including 4 additional periods working with students.
13. LEFT INTENTIONALLY BLANK
14. The Committee and the Administration will consult the Association prior to any significant changes being made to the split between core contact time and OSLT/Academic Responsibilities.
15. The Middle School Oversight Committee, with an equal number of members appointed by the Committee and the Association, will convene ~~as needed~~ when requested by either party for the purpose of overseeing implementation of the Agreement and resolving related problems.

HIGH SCHOOL TIME AND LEARNING AGREEMENT

The following agreement allows that minor changes may be made to the current high school schedule developed by a joint committee of educators from Newton North, Newton South and the Newton Public Schools and completed during the 2018-19 school year, to allow for unanticipated contingencies, such as accommodation to bus schedules, response to faculty feedback, etc., by the High School Joint Oversight Committee.

1. The High School Joint Oversight Committee will convene ~~as needed~~ when requested by either party for the purpose of overseeing implementation of this Agreement and resolving related problems. The Association and Superintendent will appoint an equal number of representatives to the High School Joint Oversight Committee. Both the Association and the School Committee may appoint members of Unit B as their respective representatives, but for purposes of tallying the

number of members appointed by the Association and the Superintendent, a Unit B member shall count either as a representative of the Association or as a representative of the Superintendent.

The High School Joint Oversight Committee shall:

- Review the impact of a new schedule and assess its implementation, including the organization and administration of flexible learning time, effectiveness of professional development offered, and other impacts, and make recommendations for ~~minor~~ changes, if when needed.
- Make recommendations to the Committee and the Association about any changes to the start and end time for the high school day.
- Make recommendations to the Committee and the Association should any need arise for significant changes to the schedule for the two high schools. Any changes to the high school schedules other than those contemplated in this agreement shall be subject to bargaining and ratification by the parties ~~to the extent required by law.~~

2. The Committee recognizes its obligation to bargain with the Association over mandatory subjects of collective bargaining, including changes to the provisions of this High School Time and Learning Agreement, ~~to the extent required by law.~~

3. LEFT INTENTIONALLY BLANK

4. Teachers of English, English Language Learners, History and Social Science, Mathematics, Science, Engineering, World Language shall be required to teach four (4) year-long classes or the equivalent. Special education teachers teaching a full load of courses or supporting students in the above subject areas will also teach four (4) year-long classes or the equivalent. All other teachers shall teach five (5) year-long classes or the equivalent.

5. Teachers shall not be assigned traditional duties. Teachers who teach four (4) classes may be assigned academic duties with a maximum requirement of two (2) duties/week depending on teacher workload.

Teachers who teach five (5) classes may not be assigned duties. Unit B members may not be assigned regularly occurring duties.

Academic duties may include but are not limited to administering student assessments, including IEP-related testing, and attending or leading IEP team meetings.

Teachers may volunteer in writing, on a yearly basis, preferably prior to the close of the school year each June, to exchange up to two (2) academic duties for up to two (2) voluntary traditional duties.

Traditional duties shall be defined as hall duty, cafeteria duty, and detention duty.

Teachers who volunteer for traditional duties will send the signed form to the Principal/Vice Principal for assignment.

6. Flexible learning blocks in the schedule will be used for student flexible learning time facilitated by teachers, as well as teacher collaboration time, as specified below:

- The schedule will include no more than 260 minutes of flexible learning time per 5-day (NPS change accepted by NTA) week;

- Teachers may be assigned to work with students during flexible learning time up to three hundred and forty (340) minutes every two 5-day weeks;
- Educators (with exceptions noted below) shall be assigned at least 100 minutes of teacher collaboration time during flexible learning time every two 5-day weeks; educators may elect to work up to fifty minutes more every two weeks with students, taken from collaboration time.
- Counselors and psychologists shall be assigned 100 minutes of collaboration time every two 5-day weeks; collaboration time for counselors and psychologists may be assigned during teaching blocks rather than flexible learning blocks in order to maximize counselor and psychologist availability for students during flexible learning time. This time for collaboration is in addition to Tuesday shorter day weekly meeting time or professional half days.
- Educators shall not be assigned more than 10 flexible learning blocks, including student flexible learning time and collaboration time, every two 5-day weeks.
- Flexible learning blocks may be used to assign Unit C members collaboration and/or planning time.
- Unit B members will be fully engaged during flexible learning blocks. They will participate in supporting student learning and faculty collaboration during flexible learning blocks on a floating basis.
- Part-time staff will be assigned responsibilities proportional to their FTEs and respecting their part-time schedule.

7. High school students will have a minimum of 990 hours of time on learning via traditional and flexible learning time.

~~8. The English cap is eliminated. Any FTE reductions resulting from the elimination of the cap would be achieved through attrition and not through a Reduction in Force (RIF) wherever possible. The district and association agree that the will make every effort to achieve the goal is for the of an average class size in the English, Math, History, Science, and World Language departments is to remaining at 25 students or less, except in the cases of possible dual enrollment, early college and online elective courses not offered by NPS staff or offered by NPS staff in partnership with other parties (e.g. colleges, online services or collaboratives). Should, by some scheduling issue, an individual academic class in the departments listed above rise to more than 30, a stipend in the amount of \$XX (prorated for classes less than one full year) will be offered to the affected Unit A staff member. To protect the working conditions of High School educators, there shall be a cap of 24 students in English classes and there shall be a cap of 26 students in English Language Learners, Social Science, Engineering, Math, History, Science, and World Language departments. A snapshot of enrollment shall be taken on the first of every month. For any month in which a class exceeds 26 students in an English class or 28 students in English Language Learners, Social Science, Engineering, Math, History, Science, and World Language, the educator shall receive a monthly stipend of \$25 each for the first and second additional students (\$50 if two additional), \$50 for the third and fourth additional students (\$150 for four additional students), and \$75 for any additional students beyond. These amounts shall be cumulative. Any FTE reductions resulting from changes to the cap will be achieved through attrition and not through a Reduction in Force (RIF).~~

9. The current practice of scheduling at least one high school conference time between 4:30 pm and

7:30 pm will continue.

10. For the 2023-24 school year, faculty meetings and weekly professional development meetings will take place 10 minutes after the last class on the shorter student day each week and will be no longer than one hour and 20 minutes in length. During the 2024-25 school year, a shift of these meetings from after school to before school will be piloted. Starting in the fall of 2024, faculty meetings and weekly professional development meetings will begin no earlier than 7:50a.m., end 15 minutes before the first class each Tuesday, and will be no longer than one hour and 15 minutes in length. ~~these meetings will take place before school, starting no earlier than 7:40 AM, and will end 10 minutes before the first class on the shorter day each week, and will be no longer than one hour and 20 minutes.~~ The Superintendent The faculty will, by majority vote, after consultation with the High School Joint Oversight Committee, decide whether to make this change permanent. The Superintendent and shall notify high school staff members by email or similar method by March 31st, 2025 of this decision. ~~or any subsequent March 31st whether to continue the before-school meeting pilot during the subsequent year(s). If the decision is made to continue to hold meetings before school at that time, the Superintendent will retain the right to shift meetings to the after-school timing listed above if notice is given to high school staff members via email or similar method by any subsequent March 31st of the prior school year.~~