

**NTA Proposal**  
**w/Summary of Current Agreements and Proposals**  
**December 18, 2023**

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# NTA Proposals:

## 1. Salaries and other Compensation: Salary Cost of Living Adjustments (COLAS)

Status	Contract/Unit	Date	Proposals/Counters												
	Appendices; <b>Unit A</b> , Article 39; <b>Unit B</b> , Article 31; <b>Unit C</b> , Article 21; <b>Unit D</b> , Article 15; <b>Unit E</b> , Article 30	11-21-22	<b>NTA Initial Proposal #1:</b> <i>All Units Pay scales, stipends, coaches salaries</i> •Salary COLA's: <ul style="list-style-type: none"> <li>• FY20 7.75%</li> <li>• FY21 4.5%</li> <li>• FY22 4.5%</li> </ul>												
<b>NPS: Hold</b>		11-30-22	<b>NPS:</b> No response												
<b>NPS: Hold</b>		12-21-22	<b>NPS:</b> No response												
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<b>NPS Counter</b>		4-4-23	<b>NPS:</b> Counter <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Stepping</th> <th>Top Step</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.5%</td> <td>1.7%</td> </tr> <tr> <td>2</td> <td>1.6%</td> <td>1.8%</td> </tr> <tr> <td>3</td> <td>1.7%</td> <td>1.9%</td> </tr> </tbody> </table>	Year	Stepping	Top Step	1	1.5%	1.7%	2	1.6%	1.8%	3	1.7%	1.9%
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<b>NPS: Hold</b>		5-18-23	<b>No response from NPS</b>																														
		6-1-23	<b>NPS packages a slightly higher cola with all of their proposals, rejecting all of ours</b>																														
<b>NTA Counter</b>		12-18-23	<p><b>NTA: Counter:</b></p> <p><b>1 year contract:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, apply the below COLAs to the Units A, B, C, D, and E pay scales. and the stipend and coaches salaries pay scales.</li> </ul> <p><b>3 year contract:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2024 , 2025, and 2026, apply the below COLAs to the Units A, B, C, D, and E pay scales, and the stipend and coaches salaries pay scales.</li> </ul> <p><b>Units A, B, and E</b></p> <table border="1" data-bbox="1087 610 1539 786"> <thead> <tr> <th>Year</th> <th>COLA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5%</td> </tr> <tr> <td>2</td> <td>4%</td> </tr> <tr> <td>3</td> <td>4%</td> </tr> <tr> <td>4</td> <td>5%</td> </tr> </tbody> </table> <p><b>Unit C and D</b></p> <table border="1" data-bbox="1087 854 1539 1029"> <thead> <tr> <th>Year</th> <th>COLA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5%</td> </tr> <tr> <td>2</td> <td>4.5%</td> </tr> <tr> <td>3</td> <td>4.5%</td> </tr> <tr> <td>4</td> <td>6.0%</td> </tr> </tbody> </table> <p><b>Coaches Salary and Stipends</b></p> <table border="1" data-bbox="1087 1130 1539 1305"> <thead> <tr> <th>Year</th> <th>COLA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5%</td> </tr> <tr> <td>2</td> <td>4%</td> </tr> <tr> <td>3</td> <td>4%</td> </tr> <tr> <td>4</td> <td>5%</td> </tr> </tbody> </table>	Year	COLA	1	5%	2	4%	3	4%	4	5%	Year	COLA	1	5%	2	4.5%	3	4.5%	4	6.0%	Year	COLA	1	5%	2	4%	3	4%	4	5%
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#### 4. Salaries and Other Compensation: New Category 3 Unit C Salary Schedule

Status	Contract/Unit	Date	Proposals/Counters																																																												
	Unit C, Article 1, Recognition; Article 21, Salaries; Article 29, Reduction in Force	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Create a Category 3 salary schedule for Social Emotional Learning Interventionists that has six (6) steps and two lanes (BA and MA).</li> </ul> <p>Category 3, Step one, Lane BA, corresponds to the February 2023, Category 2, step 4, rate +15% with Category 3, steps 2, 3, 4, 5 and 6 corresponding to the Category 2 steps 5, 6, 7, 8 and 9, +15%, respectively.</p> <p>Category 3, Step one, Lane MA, corresponds to the February 2023, Category 2, step 4 rate +20%, with Category 3, steps 2, 3, 4, 5 and 6 corresponding to the Category 2 steps 5, 6, 7, 8 and 9, +20%, respectively</p> <table border="1"> <thead> <tr> <th>Step</th> <th>BA Hourly Rate</th> <th>BA 40 Hours</th> <th>MA Hourly Rate</th> <th>MA/Cert 40 Hours</th> </tr> </thead> <tbody> <tr><td>1</td><td>\$37.83</td><td>\$55,987.97</td><td>\$39.47</td><td>\$58,422</td></tr> <tr><td>1.5</td><td>\$38.96</td><td>\$57,659.51</td><td>\$40.65</td><td>\$60,166</td></tr> <tr><td>2</td><td>\$40.12</td><td>\$59,379.88</td><td>\$41.87</td><td>\$61,962</td></tr> <tr><td>2.5</td><td>\$41.32</td><td>\$61,153.03</td><td>\$43.12</td><td>\$63,812</td></tr> <tr><td>3</td><td>\$42.55</td><td>\$62,979.11</td><td>\$44.40</td><td>\$65,717</td></tr> <tr><td>3.5</td><td>\$43.82</td><td>\$64,859.99</td><td>\$45.73</td><td>\$67,680</td></tr> <tr><td>4</td><td>\$45.13</td><td>\$66,796.86</td><td>\$47.10</td><td>\$69,701</td></tr> <tr><td>4.5</td><td>\$46.49</td><td>\$68,799.95</td><td>\$48.51</td><td>\$71,791</td></tr> <tr><td>5</td><td>\$48.41</td><td>\$71,648.75</td><td>\$50.52</td><td>\$74,764</td></tr> <tr><td>5.5</td><td>\$49.86</td><td>\$73,797.52</td><td>\$52.03</td><td>\$77,006</td></tr> <tr><td>6</td><td>\$51.93</td><td>\$76,857.89</td><td>\$54.19</td><td>\$80,200</td></tr> </tbody> </table>	Step	BA Hourly Rate	BA 40 Hours	MA Hourly Rate	MA/Cert 40 Hours	1	\$37.83	\$55,987.97	\$39.47	\$58,422	1.5	\$38.96	\$57,659.51	\$40.65	\$60,166	2	\$40.12	\$59,379.88	\$41.87	\$61,962	2.5	\$41.32	\$61,153.03	\$43.12	\$63,812	3	\$42.55	\$62,979.11	\$44.40	\$65,717	3.5	\$43.82	\$64,859.99	\$45.73	\$67,680	4	\$45.13	\$66,796.86	\$47.10	\$69,701	4.5	\$46.49	\$68,799.95	\$48.51	\$71,791	5	\$48.41	\$71,648.75	\$50.52	\$74,764	5.5	\$49.86	\$73,797.52	\$52.03	\$77,006	6	\$51.93	\$76,857.89	\$54.19	\$80,200
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			<ul style="list-style-type: none"> <li>SEL Interventionists will crosswalk from the step on the Category 2 salary schedule they were on during the 2022-2023 school year to the Category 3 salary schedule according to the table below. This crosswalk includes the step increase earned in the 2022-2023 school year</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category 2</th> <th>Category 3</th> </tr> </thead> <tbody> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>1</td></tr> <tr><td>3</td><td>1</td></tr> <tr><td>4</td><td>2</td></tr> <tr><td>5</td><td>3</td></tr> <tr><td>6</td><td>4</td></tr> <tr><td>7</td><td>5</td></tr> <tr><td>8</td><td>6</td></tr> <tr><td>9</td><td>6</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>The Category 3 salary schedule shall not be subject to the September 2023 Cost of Living Adjustment, but will be subject to any subsequent Cost-of-Living Adjustments forward.</li> </ul> <p>Make commensurate changes to language in Article 1, Recognition, and Article 23, Reduction in Force</p>	Category 2	Category 3	1	1	2	1	3	1	4	2	5	3	6	4	7	5	8	6	9	6
Category 2	Category 3																						
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<b>NPS Reject</b>		4-4-23	<b>NPS:</b> Reject																				
<b>NTA Reassert</b>		4-4-23	<b>NTA:</b> Reassert																				
<b>No change</b>		4-26-2023	<b>No change in status</b>																				
<b>No change</b>		5-18-2023	<b>No change in status</b>																				
<b>No change</b>		12-18-23	<b>NTA: Reassert</b>																				

## 5. Salaries and Other Compensation: New Unit D Salary Schedules

Status	Contract/Unit	Date	Proposals/Counters																
	Unit D, Article 15, Wages	11-21-22	<p><b>NTA Proposal:</b></p> <p style="text-align: center;"><b>Daily Substitutes</b></p> <ul style="list-style-type: none"> <li>The below salary schedule shall apply to daily substitute teachers (up to three (3) days per week), subject to COLAs in subsequent years. This salary schedule shall replace the salary schedule for daily substitute teachers from the 2020-2023 Unit D collective bargaining agreement, and will be subject to COLAs after September 1, 2023.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Step</th> <th>Daily Rate</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>\$150</td> </tr> <tr> <td>2</td> <td>\$160</td> </tr> <tr> <td>3</td> <td>\$175</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Five day per week Substitutes</b></p> <ul style="list-style-type: none"> <li>The below salary schedule shall apply to substitute teachers who work five (5) or four (4) (prorated) days per week. This salary schedule shall replace both the regular and the grandfathered salary schedules for weekly substitute teachers from the 2020-2023 Unit D collective bargaining agreement, and will be subject to COLAs in after September 1, 2023.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Step</th> <th>Yearly Salary</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>\$34,000</td> </tr> <tr> <td>2</td> <td>\$36,000</td> </tr> <tr> <td>3</td> <td>\$38,000</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>These salary schedule will not be subject to the September 2023 Cost of Living Adjustment, but will be subject to any subsequent Cost of Living Adjustments.</li> </ul>	Step	Daily Rate	1	\$150	2	\$160	3	\$175	Step	Yearly Salary	1	\$34,000	2	\$36,000	3	\$38,000
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NPS Hold		3-16-23	NPS: Will respond April 4																
NPS Counter		4-4-23	<p><b>NPS: Counter:</b></p> <ol style="list-style-type: none"> <li>Nothing changes with current stepping patterns</li> <li>Add \$5 to each step for daily subs;</li> <li>Add \$900 for yearly subs (180 X \$5)</li> </ol>																



			<table border="1"> <thead> <tr> <th>Step</th> <th>Daily Rate Feb 23</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>\$129.71</td> </tr> <tr> <td>2</td> <td>\$129.71</td> </tr> <tr> <td>3</td> <td>\$129.71</td> </tr> <tr> <td>4</td> <td>\$144.55</td> </tr> <tr> <td>5</td> <td>\$144.55</td> </tr> <tr> <td>6</td> <td>\$144.55</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Step</th> <th>Grandfathered Five Day - March 1, 2020</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>\$33,650.40</td> </tr> <tr> <td>2</td> <td>\$35,362.67</td> </tr> <tr> <td>3</td> <td>\$38,155.68</td> </tr> </tbody> </table>	Step	Daily Rate Feb 23	1	\$129.71	2	\$129.71	3	\$129.71	4	\$144.55	5	\$144.55	6	\$144.55	Step	Grandfathered Five Day - March 1, 2020	1	\$33,650.40	2	\$35,362.67	3	\$38,155.68
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<b>Partial TA</b>		12-18-23	<b>NTA</b> <ol style="list-style-type: none"> <li><b>1. Holds</b> on proposal for annual step increases for daily and 4 or 5 day per week ISS</li> <li><b>2. Holds</b> on daily rate increase</li> <li><b>3. Accepts NPS</b> salary proposal on 4 or 5 day per week ISS</li> </ol>																						

## 7. Salaries and Other Compensation: New Top Level Steps to Unit E Salary Schedules

Status	Contract/Unit	Date	Proposals/Counters
	Unit E, Article 30, Salaries	11-21-22	<b>NTA Proposal:</b> <ul style="list-style-type: none"> <li>• Add a 2% increment half step (7.5) to the top of the Unit E Salary Schedules. Anyone on Step 6.5 or 7 at the time of this change shall be advanced to the new top step effective September 1, 2023.</li> <li>• Prior to the application of the COLA, add a 2.75% increment half step (8) to the top of the Unit E Salary Schedules. Anyone on Step 7 or 7.5 at the time of this change shall be advanced to the new top step effective September 1, 2024.</li> </ul>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Hold</b>		1-25-23	<b>NPS:</b> No response until after override (March 14)
<b>NPS Hold</b>		2-13-23	<b>NPS:</b> No response
<b>NPS Hold</b>		3-16-23	<b>NPS:</b> Will respond April 4
<b>NPS Reject</b>		4-4-23	<b>NPS:</b> Reject
<b>NTA Reassert</b>		4-4-23	<b>NTA:</b> Reassert
<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>No change</b>		12-18-23	<b>NTA reasserts</b>

## 8. Salaries and Other Compensation: Longevity

Status	Contract/Unit	Date	Proposals/Counters																																						
	<p><b>Unit A</b>, Article 35, Longevity</p> <p><b>Unit B</b>, Article 29, Longevity</p> <p><b>Unit C</b>, Article 22, Longevity</p> <p><b>Unit D</b> Article 16, Longevity</p> <p><b>Unit E</b>, Article 28, Longevity</p>	11-21-22	<p><b>NTA Proposal:</b></p> <p style="text-align: center;"><b>UNITS A AND B</b></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023, longevity payments and timelines shall change as below:</li> </ul> <table border="1" data-bbox="835 386 1791 565"> <thead> <tr> <th data-bbox="835 386 1312 423">Current Years of Service</th> <th data-bbox="1312 386 1791 423">Current Payment</th> </tr> </thead> <tbody> <tr> <td data-bbox="835 423 1312 461">After 13 years of service</td> <td data-bbox="1312 423 1791 461">\$825</td> </tr> <tr> <td data-bbox="835 461 1312 498">After 19 years of service</td> <td data-bbox="1312 461 1791 498">\$1100</td> </tr> <tr> <td data-bbox="835 498 1312 535">After 24 years of service</td> <td data-bbox="1312 498 1791 535">\$1650</td> </tr> <tr> <td data-bbox="835 535 1312 565">After 27 years of service</td> <td data-bbox="1312 535 1791 565">\$3300</td> </tr> </tbody> </table> <table border="1" data-bbox="835 597 1791 776"> <thead> <tr> <th data-bbox="835 597 1312 634">Proposed Years of Service</th> <th data-bbox="1312 597 1791 634">Proposed Payment</th> </tr> </thead> <tbody> <tr> <td data-bbox="835 634 1312 672">After 10 years of service</td> <td data-bbox="1312 634 1791 672">\$1,000</td> </tr> <tr> <td data-bbox="835 672 1312 709">After 15 years of service</td> <td data-bbox="1312 672 1791 709">\$1,500</td> </tr> <tr> <td data-bbox="835 709 1312 747">After 20 years of service</td> <td data-bbox="1312 709 1791 747">\$2,500</td> </tr> <tr> <td data-bbox="835 747 1312 776">After 25 years of service</td> <td data-bbox="1312 747 1791 776">\$5,000</td> </tr> </tbody> </table> <p style="text-align: center;"><b>UNIT C</b></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023, longevity payments and timelines shall change as below.</li> </ul> <table border="1" data-bbox="835 938 1791 1076"> <thead> <tr> <th data-bbox="835 938 1312 976">Current Years of Service</th> <th data-bbox="1312 938 1791 976">Current Payment</th> </tr> </thead> <tbody> <tr> <td data-bbox="835 976 1312 1013">After 10 years of service</td> <td data-bbox="1312 976 1791 1013">\$550</td> </tr> <tr> <td data-bbox="835 1013 1312 1050">After 18 years of service</td> <td data-bbox="1312 1013 1791 1050">\$675</td> </tr> <tr> <td data-bbox="835 1050 1312 1076">After 25 years of service</td> <td data-bbox="1312 1050 1791 1076">\$850</td> </tr> </tbody> </table> <table border="1" data-bbox="835 1109 1791 1287"> <thead> <tr> <th data-bbox="835 1109 1312 1146">Proposed Years of Service</th> <th data-bbox="1312 1109 1791 1146">Proposed Payment</th> </tr> </thead> <tbody> <tr> <td data-bbox="835 1146 1312 1183">After 10 years of service</td> <td data-bbox="1312 1146 1791 1183">\$1,000</td> </tr> <tr> <td data-bbox="835 1183 1312 1221">After 15 years of service</td> <td data-bbox="1312 1183 1791 1221">\$1,500</td> </tr> <tr> <td data-bbox="835 1221 1312 1258">After 20 years of service</td> <td data-bbox="1312 1221 1791 1258">\$2,500</td> </tr> <tr> <td data-bbox="835 1258 1312 1287">After 25 years of service</td> <td data-bbox="1312 1258 1791 1287">\$5,000</td> </tr> </tbody> </table>	Current Years of Service	Current Payment	After 13 years of service	\$825	After 19 years of service	\$1100	After 24 years of service	\$1650	After 27 years of service	\$3300	Proposed Years of Service	Proposed Payment	After 10 years of service	\$1,000	After 15 years of service	\$1,500	After 20 years of service	\$2,500	After 25 years of service	\$5,000	Current Years of Service	Current Payment	After 10 years of service	\$550	After 18 years of service	\$675	After 25 years of service	\$850	Proposed Years of Service	Proposed Payment	After 10 years of service	\$1,000	After 15 years of service	\$1,500	After 20 years of service	\$2,500	After 25 years of service	\$5,000
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**UNIT D**

- Effective September 1, 2023, longevity payments and timelines shall change as below:

For Unit D members who work five days per week:

<b>Current Years of Service</b>	<b>Current Payment</b>
After 10 years of service	\$550
After 15 years of service	\$675

<b>Proposed Years of Service</b>	<b>Proposed Payment</b>
After 10 years of service	\$1,000
After 15 years of service	\$1,500
After 20 years of service	\$2,500
After 25 years of service	\$5,000

For all other Unit D members who have completed at least ten (10) years of service, longevity payments shall increase from \$275 to a pro-rated amount of the above payment:

<b>Proposed Years of Service</b>	<b>4 day</b>	<b>3 day</b>	<b>2 day</b>	<b>1 day</b>
After 10 years of service	\$800	\$600	\$400	\$200
After 15 years of service	\$1,200	\$900	\$600	\$300
After 20 years of service	\$2,000	\$1,500	\$1,000	\$500
After 25 years of service	\$4,000	\$3,000	\$2,000	\$1000

**UNIT E**

- Effective September 1, 2023, longevity payments and timelines shall change as below.

<b>Years</b>	<b>Current Payment</b>	<b>Proposed Payment</b>
After 10 years of service	\$715	\$1,000
After 15 years of service	\$900	\$1,500
After 20 years of service	\$1225	\$2,500
After 25 years of service	\$1650	\$5,000

<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response										
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> Provided longevity information (scattergram of recipients)										
<b>NPS Hold</b>		1-25-23	<b>NPS:</b> No response until after override (March 14)										
<b>NPS Hold</b>		2-13-23	<b>NPS:</b> No response, MJZ: Comment: With Sean’s financial analysis, scattergrams are helpful to understand where costs come from.										
<b>NPS Hold</b>		3-16-23	<b>NPS:</b> Will respond April 4										
<b>NPS Reject</b>		4-4-23	<b>NPS:</b> Reject										
<b>NTA Hold</b>		4-4-23	<b>NTA: Hold</b>										
<b>No change</b>		4-26-2023	<b>No change in status</b>										
<b>No change</b>		5-18-23	<b>No change in status</b>										
		6-1-23	<b>NTA Revised Proposal</b>										
			<p><b>For all units</b></p> <table border="1"> <thead> <tr> <th><b>Proposed Years of Service</b></th> <th><b>Proposed Payment</b></th> </tr> </thead> <tbody> <tr> <td>After 10 years of service</td> <td>\$900</td> </tr> <tr> <td>After 15 years of service</td> <td>\$1,250</td> </tr> <tr> <td>After 20 years of service</td> <td>\$1,800</td> </tr> <tr> <td>After 25 years of service</td> <td>\$4,500</td> </tr> </tbody> </table>	<b>Proposed Years of Service</b>	<b>Proposed Payment</b>	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
<b>Proposed Years of Service</b>	<b>Proposed Payment</b>												
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												
<b>NPS rejects</b>		6-12-23	<b>NPS rejects</b> revised proposal: “Not one of our priorities right now. We have limited resources and this is not where we want to invest.”										
<b>NTA Reasserts</b>		12-18-23	<b>NTA Reasserts</b>										

## 10. Salaries and Other Compensation: Step Increases Anniversary Date

Status	Contract/Unit	Date	Proposals/Counters
	<b>Unit A</b> , Article 39, Salaries <b>Unit B</b> , Article 31, Salaries <b>Unit D</b> , Article 15, Wages <b>Unit E</b> , Article 30, Salaries	11-21-22	<b>NTA Proposal:</b> <ul style="list-style-type: none"> <li>Effective September 1, 2023, for Units A, B, D, and E, September 1 is the new anniversary date for step increases.</li> <li>Effective September 1, 2023, modify Unit D, Article 13, Section 2 to allow for annual step increments.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 13</u></b></p> <p style="text-align: center;"><b><u>Wages</u></b></p> <p><b>Section 2:</b> Employees shall be eligible to advance to Step 2 <u>one step on the salary schedule for each after three (3) years of continuous year of</u> service as an ISS employee.</p> <p><b>Section 3:</b> <del>February</del> September 1<sup>st</sup> is the anniversary date of step increases for all Unit D members. <i>(This is currently what the district doe, but it is not required by contract.)</i></p>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Hold</b>		1-25-23	<b>NPS:</b> No response until after override (March 14)
<b>NPS Hold</b>		2-13-23	<b>NPS:</b> No response
<b>NPS Reject</b>		4-4-23	<b>NPS:</b> Reject
<b>NTA Counter</b>		4-4-23	<b>NTA:</b> Counter: Move step increase back to September 1 on September 1, 2024.
<b>NTA Reasserts</b>		4-26-23	<b>NTA</b> Holds on Counter packaged with NTA counter to NPS salary cola proposal #1 Counter this because moving the step date back to September part of accepting SC idea of differential of COLA for those stepping from those on top step.
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Counter</b>		12-18-23	<b>NTA Counter:</b> <b>3 year contract:</b> <ul style="list-style-type: none"> <li>Effective September 1, 2024, move anniversary date of Step Increase to November 1.</li> <li>Effective September 1, 2025, move anniversary date of Step Increase to October 1.</li> <li>Effective September 1, 2026, move anniversary date of Step Increase to September 1</li> </ul>

**Unit D**

**ARTICLE 15**

**Wages**

**Section 2:** Employees shall be eligible to advance to ~~Step 2~~ one step on the salary schedule for each after  
~~three (3) years of continuous~~ year of service as an ISS employee.

**Section 3:** ~~February~~ September 1<sup>st</sup> is the anniversary date of step increases for all Unit D members.  
*(This is currently what the district doe, but it is not required by contract.)*

## 11. Salaries and Other Compensation: Initial Step Placement of Unit E Employees

Status	Contract/Unit	Date	Proposals/Counters
	Unit E, Article 10, Initial Staff Employment	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, each year of outside experience in a related field of work shall count as one year toward initial placement on the salary schedule.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 10</u></b></p> <p style="text-align: center;"><b><u>Initial Staff Employment</u></b></p> <p><b><u>Section 3:</u></b> Initial placement on the salary schedule shall be based on training and/or experience.</p> <p><b><u>Section 4:</u></b> With respect to initial placement, the Committee shall determine, based on reasonable criteria, the amount of credit which may be given for previous outside experience, related experience, and Peace Corps work, <u>but said experience shall not be counted for less than one year of credit for each year of previous related outside service.</u> Reasonable effort will be made to award such credit equitably for all new employees.</p>
<b>NPS Counter</b>		1-25-23	<p><b>NPS:</b> We currently have an MOA—place that language in the CBA—reject year to year credit</p> <p>Referenced MOA language from 5-16-13:</p> <p>“As part of the resolution to the Unit E placement grievance, the parties agree that effective today there will be a new placement protocol for new hires based on years of applicable experience in their field as determined by the School Committee to be added to Article 10, section 3 in the Unit E collective bargaining agreement. 1-5 years of applicable experience in their field – Placed on Step 1, 6-10 years of applicable experience in their field – Placed on Step 1.5, 11-15 years of applicable experience in their field – Placed on Step 2, 16+ years of applicable experience in their field – Placed on Step 2.5. <i>This placement protocol will be adjusted when the initial step on the salary scale is adjusted per this Collective Bargaining Agreement.</i>”</p>
<b>NTA Reassert</b>		2-13-23	<p><b>NTA: MJZ Explains context:</b> NTA filed grievance in 2013 because all Unit E new hires were being initially placed on step 1, regardless of experience.</p> <p>Contract states, in Article 10</p> <p><b><u>Section 3:</u></b> Initial placement on the salary schedule shall be based on training and/or experience.</p> <p><b><u>Section 4:</u></b> With respect to initial placement, the Committee shall determine, based on reasonable criteria, the amount of credit which may be given for previous outside experience, related</p>



			<p>experience, and Peace Corps work. Reasonable effort will be made to award such credit equitably for all new employees.</p> <p>While equitable, this came at the cost of no credit being given for prior experience. Resolution awarded some credit for prior experience. <b>NTA's position remains that we are bargaining for more.</b></p>
<b>NTA Reassert</b>		3-16-23	<b>NTA</b> reasserts proposal, says NPS response is reiteration of status quo. NPS responds that this is their counter, to put this in the contract since we hadn't done it to date.
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Reasserts</b>		12-18-23	<b>NTA Reasserts</b>

## 12. Working Conditions: Modify Unit C Hours

Status	Contract/Unit	Date	Proposals/Counters
	Unit C, Article 3, Work Day – Work Year	11-21-22	<p>NTA Proposal:</p> <ol style="list-style-type: none"> <li>1. Effective September 1, 2023, Article 3, “Work Day – Work Year,” Section 5 shall be renumbered as Section 4, and the current Section 4 shall become section 5.</li> <li>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.</li> </ol> <p style="text-align: center;"><b><u>ARTICLE 3</u></b></p> <p style="text-align: center;"><b><u>Work Day – Work Year</u></b></p> <p><b>Section 5:</b> <del>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:</del></p> <p><del>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.</del></p> <p><del>All Category 1 full time ESPs shall be assigned, minimally, to work an additional 150 minutes per month.</del></p> <p><del>All Category 2 full time ESPs shall be assigned, minimally, to work an additional 300 minutes per month.</del></p> <p><del>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</del></p>

			<p><u>Behavioral Support Technicians, Medicaid reimbursement data, and (5) participate in professional development.</u></p> <p><b>Section 4:</b> <u>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.</u></p> <p><u>These hours allow that ESPs arrive ten minutes before students arrive, depart ten minutes after students depart, and attend Tuesday or Wednesday faculty meetings.</u></p> <p><u>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.</u></p> <p><b>Section 4 5</b> 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.</p> <p>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.</p>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Hold</b>		1-25-23	<b>NPS:</b> No response until after override (March 14)
<b>NPS Hold</b>		2-13-23	<b>NPS:</b> No response
<b>NPS Hold</b>		3-16-23	<b>NPS:</b> Will respond April 4
<b>NPS Reject</b>		4-4-23	<b>NPS:</b> Reject
<b>NTA Reassert</b>		4-4-23	<b>NTA:</b> Reassert
		4-26-23	<b>No change in status</b>

<b>NTA Reassert</b>		5-28-23	<b>NTA unpackages from #3 and reasserts</b>
<b>NTA Reassert</b>		12-18-23	<b>NTA reasserts</b>

### 13. Working Conditions: Increase Elementary Prep Time

Status	Contract/Unit	Date	Proposals/Counters
	Unit A, Article 44, Elementary Preparation Time	11-21-2022	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, Article 43, “Elementary Preparation Time,” Section 1, shall be modified to increase elementary preparation time to a minimum of 240 minutes per week, with a minimum of 45 minutes of preparation time each day at least three days per week.</li> <li>Effective September 1, 2023, the Committee agrees to indemnify teachers who lose their preparation time.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 44</u></b></p> <p style="text-align: center;"><b><u>Elementary Preparation Time</u></b></p> <p><b><u>Section 1:</u></b> Each elementary teacher will be scheduled for a minimum of <del>180</del> <u>240</u> 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 <del>180</del> <u>240</u> minutes per week, elementary teachers will receive a minimum of <del>30</del> <u>45</u> 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 <del>30</del> <u>45</u> 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.</p> <p><b><u>Section 2:</u></b> <u>The Committee will indemnify a teacher in an elementary school who loses preparation time such that their total preparation time falls below 240 minutes per week. Teachers will timesheet their missed preparation time, and shall be reimbursed in the next pay period. They shall be paid at their regular per diem rate.</u></p>
NPS Hold		11-30-22	<b>NPS:</b> No response
NPS Hold		12-21-22	<b>NPS:</b> No response
NPS Hold		1-25-23	<b>NPS:</b> No response until after override (March 14)
NPS Hold		2-13-23	<b>NPS:</b> No response
NTA Counter		3-16-23	<b>NTA:</b> Will accept NPS proposal #2—Elementary School Day Working Group—on condition that the charge of the group include a modified version of our proposal #13, providing a minimum of 220 minutes of elementary prep time for all teachers during the time students are in school. This would be part of the charge of the Elementary School Day Working Group.
NPS Reject		4-4-23	<b>NPS:</b> Rejects. Do not want to restrict the options of the working group

NTA Reassert		4-4-23	NTA: Notes that rejection of the package takes the parties back to their original proposals. NTA reasserts original proposal; rejects NPS #2
		4-26-23	<b>No change in status</b>
		5-18-23	<p><b>NTA Revised Proposal 5-18-23:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Effective September 1, 2024, the Committee agrees to indemnify teachers who lose their preparation time.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 44</u></b></p> <p style="text-align: center;"><b><u>Elementary Preparation Time</u></b></p> <p><b><u>Section 1:</u></b> Each elementary teacher will be scheduled for a minimum of <del>180</del> <u>220</u> 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 <del>180</del> <u>220</u> minutes per week, elementary teachers will receive a minimum of <del>30</del> <u>45</u> 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 <del>30</del> <u>45</u> 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.</p> <p><b><u>Section 2:</u></b> <u>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.</u></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023, add a side letter to the collective bargaining agreement that reads as follows:</li> </ul> <p>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</p>

			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.
<b>NPS Rejects</b>		5-18-23	<b>NPS Rejects:</b> they see challenges in being able to commit to 220 without knowing what will have to be given up in order to do this.
<b>NTA Reasserts</b>		12-18-23	<b>NTA Reasserts</b>

## 16. Working Conditions: Provide Adequate Technology Support

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A, Article 25, Teacher Facilities</b></p>	<p>11-21-22</p>	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023, modify Unit A Article 25 Section “Teacher Facilities” to state that the district shall Provide adequate technology infrastructure in each school, including, but not limited to:               <ol style="list-style-type: none"> <li>1. WiFi that functions continuously, without interruption;</li> <li>2. Adequate technical support staffing to provide prompt, timely service and repair of computer technology, including, but not limited to, all personal computing devices issued by the district, printers, chargers, projectors, etc;</li> <li>3. Adequate Instructional Technology Specialist staffing to provide prompt, timely professional development and instructional support for utilizing to its fullest potential district issued instructional technology.</li> </ol> </li>   <li>• Effective September 1, 2023, modify Unit A Article 25 “Teacher Facilities” to state that for each school building in the Newton public schools, increase the RATIO of Information Technology staffing to the total number of students and staff working in each building by 20% from FY23 levels by September 1, 2023, an additional 15% from the FY24 levels by September 1, 2024, and an additional 10% from the FY25 levels by September 1, 2025.</li>   <li>• Effective September 1, 2023, modify Unit A Article 25 “Teacher Facilities” to state that for each school building in the Newton public schools, increase the RATIO of Instructional Technology Specialist staffing to the total number of students and staff working in each building by 20% from FY23 levels by September 1, 2023, an additional 15% from the FY24 levels by September 1, 2024, and an additional 10% from the FY25 levels by September 1, 2025.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 25</u></b></p> <p style="text-align: center;"><b><u>Teacher Facilities</u></b></p> <p><b><u>Section 1:</u></b> Where the buildings and facilities furnished by the City of Newton make feasible and practical to do so, the Committee, <del>subject to physical limitations</del>, shall <del>make an effort to:</del></p> <ol style="list-style-type: none"> <li>A. Make reasonably accessible to each teacher the audio-visual instructional equipment, clerical equipment, professional resources, and periodicals necessary for the performance of his/her duties.</li> </ol>



			<p>B. <u>Provide adequate technology infrastructure in each school, including, but not limited to:</u></p> <ol style="list-style-type: none"> <li>1. <u>WiFi that functions continuously, without interruption;</u></li> <li>2. <u>Adequate technical support staffing to provide prompt, timely service and repair of computer technology, including, but not limited to, all personal computing devices issued by the district, printers, chargers, projectors, etc;</u></li> <li>3. <u>Adequate Instructional Technology Specialist staffing to provide prompt, timely professional development and instructional support for utilizing to its fullest potential district issued instructional technology.</u></li> </ol> <p>C. <u>For each school building in the Newton public schools, increase the RATIO of Information Technology staffing to the total number of students and staff working in each building by 20% from FY23 levels by September 1, 2023, an additional 15% from the FY24 levels by September 1, 2024, and an additional 10% from the FY25 levels by September 1, 2025.</u></p> <p><u>Information Technology staffing levels shall include the total number Administrative Technology Specialists, Technology Support Specialists, Network Specialists, Network Media Specialists, Systems Administration Specialists, and Data Management Specialists working for the Newton Public Schools.</u></p> <p><u>In order to calculate staffing ratios, the total number of Information Technology staff shall be divided by the total number of all staff and students, and said ratio shall then be used to calculate staffing levels going forward, and for each building.</u></p> <p><u>For each school building in the Newton public schools, increase the RATIO of Instructional Technology Specialist staffing to the total number of students and staff working in each building by 20% from FY23 levels by September 1, 2023, an additional 15% from the FY24 levels by September 1, 2024, and an additional 10% from the FY25 levels by September 1, 2025.</u></p>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Reject</b>		1-25-23	<b>NPS:</b> Reject

<b>NTA Reassert</b>		2-13-23	<b>NTA: Reassert</b>
<b>No change</b>		3-16-23	<b>No change in status—reject, reassert</b>
<b>No change</b>		4-4-2023	<b>No change in status</b>
		4-26-23	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
		12-18-23	<p><b>NTA Counter Proposal:</b></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023, modify Unit A Article 25 Section “Teacher Facilities” to state that the district shall provide adequate technology infrastructure in each school, including, but not limited to: <ol style="list-style-type: none"> <li>1. WiFi that functions continuously, without interruption;</li> <li>2. Adequate technical support staffing to provide prompt, timely service and repair of computer technology, including, but not limited to, all personal computing devices issued by the district, printers, chargers, projectors, etc;</li> <li>3. Adequate Instructional Technology Specialist staffing to provide prompt, timely professional development and instructional support for utilizing to its fullest potential district issued instructional technology.</li> </ol> </li> <li>• Effective September 1, 2024, modify Unit A Article 25 “Teacher Facilities” to state that for each school building in the Newton public schools, increase the RATIO of Information Technology staffing to the total number of students and staff working in each building by 20% from FY24 levels by September 1, 2024, an additional 15% from the FY25 levels by September 1, 2025, and an additional 10% from the FY26 levels by September 1, 2026.</li> <li>• Effective September 1, 2024, modify Unit A Article 25 “Teacher Facilities” to state that for each school building in the Newton public schools, increase the RATIO of Instructional Technology Specialist staffing to the total number of students and staff working in each building by 20% from FY24 levels by September 1, 2024, an additional 15% from the FY25 levels by September 1, 2025, and an additional 10% from the FY26 levels by September 1, 2026.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 25</u></b></p> <p style="text-align: center;"><b><u>Teacher Facilities</u></b></p> <p><b><u>Section 1:</u></b> <u>In order to provide and support the technology used by NPS educators, whose work increasingly requires the use of said technology, and where the buildings and facilities</u></p>

			<p>furnished by the City of Newton make feasible and practical to do so, the Committee, subject to physical limitations, shall make an effort to:</p> <p>A. Make reasonably accessible to each teacher the audio-visual instructional equipment, clerical equipment, professional resources, <u>computer software and hardware</u>, and periodicals necessary for the performance of his/her duties.</p> <p>B. <u>To accommodate educators' increasing reliance on technology to perform the essential functions of their jobs, the Committee shall provide adequate technology infrastructure in each school, including, but not limited to:</u></p> <ol style="list-style-type: none"> <li>1. <u>WiFi that functions continuously, without interruption;</u></li> <li>2. <u>Adequate technical support staffing to provide prompt, timely service and repair of computer technology, including, but not limited to, all personal computing devices issued by the district, printers, chargers, projectors, as well as central and building based network capacities, etc;</u></li> </ol> <p><u>Beginning in the FY24 school year, the Committee shall increase technology support staff to allow it to provide this prompt, timely service and repair of computer technology as follows below:</u></p> <p><u>For each school building in the Newton Public Schools, the Committee shall increase the RATIO of Information Technology personnel to the total number of students and staff working in each building by 20% from FY24 levels by September 1, 2024, an additional 15% from the FY25 levels by September 1, 2025, and an additional 10% from the FY26 levels by September 1, 2026.</u></p> <p><u>Instructional and Informational Technology staffing levels shall include the total number Administrative Technology Specialists, Technology Support Specialists, Network Specialists, Network Media Specialists, Systems Administration Specialists, and Data Management Specialists working for the Newton Public Schools. This list will remain subject to revision as new positions are added or job titles change.</u></p> <p><u>In order to calculate these ratios, the total number of Instructional and Informational Technology staff shall be divided by the total number of all staff and students, and said ratio shall then be used to calculate staffing</u></p>
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			<p><u>levels needed to provide for and support educators’ use of technology going forward, and for each building.</u></p> <p>3. <u>Adequate Instructional Technology Specialist staffing to provide prompt, timely professional development and instructional support for utilizing to its fullest potential district issued instructional technology.</u></p> <p>4. <u>Beginning in the FY24 school year, the Committee shall increase Instructional Technology personnel to allow it to provide this prompt, timely professional development and instructional support for utilizing to its fullest potential district issued instructional technology as follows below:</u></p> <p><u>For each school building in the Newton Public Schools, to accommodate educators’ increasing reliance on technological resources, the Committee shall increase the RATIO of Instructional Technology Specialists to the total number of students and staff working in each building by 20% from FY24 levels by September 1, 2024, an additional 15% from the FY25 levels by September 1, 2025, and an additional 10% from the FY26 levels by September 1, 2026.</u></p> <p><u>In order to calculate these ratios, the total number of Instructional Technology Specialists shall be divided by the total number of all staff and students, and said ratio shall then be used to calculate staffing levels needed to provide for and support educators’ use of technology going forward, and for each building.</u></p>

## 17. Working Conditions: Provide Adequate Substitute Coverage

Status	Contract/Unit	Date	Proposals/Counters																										
	Unit A, Article 16	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, Provide staffing ratios for daily substitute coverage in elementary and middle schools, per below:</li> </ul> <p style="text-align: center;"><b><u>Unit A, ARTICLE 16</u></b> <b><u>Substitutes</u></b></p> <p><b>Section 1:</b> The Committee and the Association share a clear recognition that the district’s educational mission is compromised when coverage is not comprehensive and highly qualified. We are committed to providing adequate and qualified substitute staffing to cover any professional staff member in Units A, B, and C when absent.</p> <p><b>Section 2:</b> In the event that the regular-Unit A, B, or C member is absent, the Superintendent/Administration agrees to <del>make a reasonable effort</del> to provide a qualified replacement other than a regular educator. An exception to this may be made in the event a group of teachers working together wish no substitute.</p> <p><b>Section 3:</b> The district will provide, minimally, ISS staffing according to the following ratios:</p> <p><b>Elementary</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>FTE’s to Coverable Staff</u></th> <th><u>ISS Days per Week</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>75+</u></td> <td style="text-align: center;"><u>28</u></td> </tr> <tr> <td style="text-align: center;"><u>65-75</u></td> <td style="text-align: center;"><u>26</u></td> </tr> <tr> <td style="text-align: center;"><u>55-65</u></td> <td style="text-align: center;"><u>24</u></td> </tr> <tr> <td style="text-align: center;"><u>45-55</u></td> <td style="text-align: center;"><u>22</u></td> </tr> <tr> <td style="text-align: center;"><u>35-45</u></td> <td style="text-align: center;"><u>20</u></td> </tr> </tbody> </table> <p><b>Middle</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>FTE’s to Coverable Staff</u></th> <th><u>ISS Days per Week</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>150+</u></td> <td style="text-align: center;"><u>46</u></td> </tr> <tr> <td style="text-align: center;"><u>131-140</u></td> <td style="text-align: center;"><u>44</u></td> </tr> <tr> <td style="text-align: center;"><u>121-130</u></td> <td style="text-align: center;"><u>40</u></td> </tr> <tr> <td style="text-align: center;"><u>111-120</u></td> <td style="text-align: center;"><u>38</u></td> </tr> <tr> <td style="text-align: center;"><u>101-110</u></td> <td style="text-align: center;"><u>38</u></td> </tr> <tr> <td style="text-align: center;"><u>90-100</u></td> <td style="text-align: center;"><u>32</u></td> </tr> </tbody> </table>	<u>FTE’s to Coverable Staff</u>	<u>ISS Days per Week</u>	<u>75+</u>	<u>28</u>	<u>65-75</u>	<u>26</u>	<u>55-65</u>	<u>24</u>	<u>45-55</u>	<u>22</u>	<u>35-45</u>	<u>20</u>	<u>FTE’s to Coverable Staff</u>	<u>ISS Days per Week</u>	<u>150+</u>	<u>46</u>	<u>131-140</u>	<u>44</u>	<u>121-130</u>	<u>40</u>	<u>111-120</u>	<u>38</u>	<u>101-110</u>	<u>38</u>	<u>90-100</u>	<u>32</u>
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			<p><u>Any contracted substitute services shall be a supplement to the existing ISS program, and shall not lead to a change in the formulas cited in this section.</u></p> <p><u>The existing ratio specifies a ratio of ISS staff to Unit A, B and C members in each building.</u></p> <p><u>Newton’s High Schools are not included in this goal.</u></p>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Reject</b>		1-25-23	<b>NPS Response:</b> Reject
<b>NTA Reassert</b>		2-13-23	<b>NTA Response:</b> Reassert
<b>No change</b>		3-16-2023	<b>No change in status;</b> reject and reassert
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA counter</b>		12-18-23	<ul style="list-style-type: none"> <li>• <u>Effective September 1, 2024, provide adequate substitute coverage in elementary and middle schools, per below:</u></li> </ul> <p style="text-align: center;"><b><u>Unit A, ARTICLE 16</u></b> <b><u>Substitutes</u></b></p> <p><b>Section 1:</b> The Committee and the Association share a clear recognition that the district’s educational mission is compromised when coverage is not comprehensive <del>and</del> highly qualified, <u>and insufficient in numbers to cover all absent teachers, aides, and behavior therapists.</u> We are committed to providing adequate and qualified substitute staffing to cover any professional staff member in Units A, B, and C when absent.</p> <p><b>Section 1 2:</b> In the event that the regular-Unit A, B, or C member is absent, the Superintendent/Administration agrees to <del>make a reasonable effort</del> to provide a qualified replacement other than a regular educator. An exception to this may be made in the event a group of teachers working together wish no substitute.</p> <p><b>Section 3:</b> <u>The district will provide, minimally, ISS staffing according to the following ratios which assure that the requirements of Sections 1 and 2 above can be met:</u></p>

			<p><b>Elementary</b></p> <table border="1"> <thead> <tr> <th><u>FTE's to Coverable Staff</u></th> <th><u>ISS Days per Week</u></th> </tr> </thead> <tbody> <tr> <td><u>75+</u></td> <td><u>28</u></td> </tr> <tr> <td><u>65-75</u></td> <td><u>26</u></td> </tr> <tr> <td><u>55-65</u></td> <td><u>24</u></td> </tr> <tr> <td><u>45-55</u></td> <td><u>22</u></td> </tr> <tr> <td><u>35-45</u></td> <td><u>20</u></td> </tr> </tbody> </table> <p><b>Middle</b></p> <table border="1"> <thead> <tr> <th><u>FTE's to Coverable Staff</u></th> <th><u>ISS Days per Week</u></th> </tr> </thead> <tbody> <tr> <td><u>150+</u></td> <td><u>46</u></td> </tr> <tr> <td><u>131-140</u></td> <td><u>44</u></td> </tr> <tr> <td><u>121-130</u></td> <td><u>40</u></td> </tr> <tr> <td><u>111-120</u></td> <td><u>38</u></td> </tr> <tr> <td><u>101-110</u></td> <td><u>38</u></td> </tr> <tr> <td><u>90-100</u></td> <td><u>32</u></td> </tr> </tbody> </table> <p><u>Any contracted substitute services shall be a supplement to the existing ISS program, and shall not lead to a change in the formulas cited in this section.</u></p> <p><u>The existing ratio specifies a ratio of ISS staff to Unit A, B and C members in each building.</u></p> <p><u>Newton's High Schools are not included in this goal.</u></p>	<u>FTE's to Coverable Staff</u>	<u>ISS Days per Week</u>	<u>75+</u>	<u>28</u>	<u>65-75</u>	<u>26</u>	<u>55-65</u>	<u>24</u>	<u>45-55</u>	<u>22</u>	<u>35-45</u>	<u>20</u>	<u>FTE's to Coverable Staff</u>	<u>ISS Days per Week</u>	<u>150+</u>	<u>46</u>	<u>131-140</u>	<u>44</u>	<u>121-130</u>	<u>40</u>	<u>111-120</u>	<u>38</u>	<u>101-110</u>	<u>38</u>	<u>90-100</u>	<u>32</u>
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## 18. Working Conditions: Provide Adequate Substitute Coverage: Floating BTs

Status	Contract/Unit	Date	Proposals/Counters																																		
	Unit C, Article 5	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, provide floating Behavioral Therapists to provide coverage for BT's.</li> </ul> <p><b>Section 4:</b> <u>The district will provide, minimally, ABA Behavioral Technician floating staff to provide coverage in Substantially Separate programs according to the following ratios:</u></p> <table border="1"> <thead> <tr> <th><u>ABA BTs in program</u></th> <th><u>Floating ABA BTs assigned</u></th> </tr> </thead> <tbody> <tr> <td><u>10&lt;</u></td> <td><u>1</u></td> </tr> <tr> <td><u>10-20</u></td> <td><u>2</u></td> </tr> <tr> <td><u>20-30</u></td> <td><u>3</u></td> </tr> <tr> <td><u>30-40</u></td> <td><u>4</u></td> </tr> <tr> <td><u>40-50</u></td> <td><u>5</u></td> </tr> </tbody> </table> <p><u>Floating ABA BTs assigned to Substantially Separate programs shall not be pulled to provide coverage for other programs in the buildings where they work.</u></p> <p><b>Section 5:</b> <u>The district will provide, minimally, Behavioral Technician floating staff to provide coverage in the Newton Early Childhood Center according to the following ratios:</u></p> <table border="1"> <thead> <tr> <th><u>BTs in program</u></th> <th><u>Floating BTs assigned</u></th> </tr> </thead> <tbody> <tr> <td><u>10&lt;</u></td> <td><u>1</u></td> </tr> <tr> <td><u>10-20</u></td> <td><u>2</u></td> </tr> <tr> <td><u>20-30</u></td> <td><u>3</u></td> </tr> <tr> <td><u>30-40</u></td> <td><u>4</u></td> </tr> <tr> <td><u>40-50</u></td> <td><u>5</u></td> </tr> </tbody> </table> <p><b>Section 6:</b> <u>The district will provide, minimally, Behavioral Technician floating staff to provide coverage for Behavior Technicians working in inclusion classrooms according to the following ratios:</u></p> <table border="1"> <thead> <tr> <th><u>BTs in program</u></th> <th><u>Floating BTs assigned</u></th> </tr> </thead> <tbody> <tr> <td><u>10&lt;</u></td> <td><u>1</u></td> </tr> <tr> <td><u>10-20</u></td> <td><u>2</u></td> </tr> <tr> <td><u>20-30</u></td> <td><u>3</u></td> </tr> <tr> <td><u>30-40</u></td> <td><u>4</u></td> </tr> </tbody> </table>	<u>ABA BTs in program</u>	<u>Floating ABA BTs assigned</u>	<u>10&lt;</u>	<u>1</u>	<u>10-20</u>	<u>2</u>	<u>20-30</u>	<u>3</u>	<u>30-40</u>	<u>4</u>	<u>40-50</u>	<u>5</u>	<u>BTs in program</u>	<u>Floating BTs assigned</u>	<u>10&lt;</u>	<u>1</u>	<u>10-20</u>	<u>2</u>	<u>20-30</u>	<u>3</u>	<u>30-40</u>	<u>4</u>	<u>40-50</u>	<u>5</u>	<u>BTs in program</u>	<u>Floating BTs assigned</u>	<u>10&lt;</u>	<u>1</u>	<u>10-20</u>	<u>2</u>	<u>20-30</u>	<u>3</u>	<u>30-40</u>	<u>4</u>
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				<u>40-50</u>	<u>5</u>												
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<b>NPS Reject</b>		1-25-23	<b>NPS Response:</b> Reject														
<b>NTA Reassert</b>		2-13-23	<b>NTA Response:</b> Reassert														
<b>No change</b>		3-16-2023	<b>No change in status:</b> reject and reassert														
<b>No change</b>		4-4-2023	<b>No change in status</b>														
<b>No change</b>		5-18-23	<b>No change in status</b>														
<b>NTA Counter</b>			<p><b>NTA Counter:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2024, provide floating Behavioral Therapists to provide coverage for BT's according to the ratios below.</li> </ul> <p style="text-align: center;"><b><u>Substitutes</u></b></p> <p><b>Section 1:</b> The Committee and the Association share a clear recognition that the district's educational mission is compromised when coverage is not comprehensive <del>and</del> highly qualified, <u>and insufficient in numbers to cover all absent teachers, aides, and behavior therapists</u>. We are committed to providing adequate and qualified substitute staffing to cover any professional staff member in Units A, B, and C when absent.</p> <p><b>Section 2</b> In the event that the regular Unit C member is absent, the Superintendent/Administration agrees <del>to make a reasonable effort</del> to provide a qualified replacement other than a regular teacher, <u>aide, or behavior therapist</u>. <del>An exception to this may be made in the event a group of teachers working together wish no substitute.</del></p> <p><b>Section 3:</b> <u>The district will provide, minimally, ABA Behavioral Technician floating staff to provide coverage in Substantially Separate programs according to the following ratios:</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>ABA BTs in program</u></th> <th style="text-align: center;"><u>Floating ABA BTs assigned</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>10&lt;</u></td> <td style="text-align: center;"><u>1</u></td> </tr> <tr> <td style="text-align: center;"><u>10-20</u></td> <td style="text-align: center;"><u>2</u></td> </tr> <tr> <td style="text-align: center;"><u>20-30</u></td> <td style="text-align: center;"><u>3</u></td> </tr> <tr> <td style="text-align: center;"><u>30-40</u></td> <td style="text-align: center;"><u>4</u></td> </tr> <tr> <td style="text-align: center;"><u>40-50</u></td> <td style="text-align: center;"><u>5</u></td> </tr> </tbody> </table> <p style="text-align: center;"><u>Floating ABA BTs assigned to Substantially Separate programs shall not be pulled to provide coverage for other programs in the buildings where they work.</u></p>			<u>ABA BTs in program</u>	<u>Floating ABA BTs assigned</u>	<u>10&lt;</u>	<u>1</u>	<u>10-20</u>	<u>2</u>	<u>20-30</u>	<u>3</u>	<u>30-40</u>	<u>4</u>	<u>40-50</u>	<u>5</u>
<u>ABA BTs in program</u>	<u>Floating ABA BTs assigned</u>																
<u>10&lt;</u>	<u>1</u>																
<u>10-20</u>	<u>2</u>																
<u>20-30</u>	<u>3</u>																
<u>30-40</u>	<u>4</u>																
<u>40-50</u>	<u>5</u>																

**Section 4:** The district will provide, minimally, Behavioral Technician floating staff to provide coverage in the Newton Early Childhood Center according to the following ratios:

<u>BTs in program</u>	<u>Floating BTs assigned</u>
<u>10&lt;</u>	<u>1</u>
<u>10-20</u>	<u>2</u>
<u>20-30</u>	<u>3</u>
<u>30-40</u>	<u>4</u>
<u>40-50</u>	<u>5</u>

**Section 5:** The district will provide, minimally, Behavioral Technician floating staff to provide coverage for Behavior Technicians working in inclusion classrooms according to the following ratios:

<u>BTs in program</u>	<u>Floating BTs assigned</u>
<u>10&lt;</u>	<u>1</u>
<u>10-20</u>	<u>2</u>
<u>20-30</u>	<u>3</u>
<u>30-40</u>	<u>4</u>
<u>40-50</u>	<u>5</u>

## 22. Leave Benefits: Add Additional Days of Parental Leave, with more of these Paid Directly

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A</b>, Article 10, Parental Leave</p> <p><b>Unit B</b>, Article 10, Parental Leave</p> <p><b>Unit C</b>, Article 9, Parental Leave</p> <p><b>Unit E</b>, Article 9, Parental Leave</p>	11-21-22	<p><b>NTA Proposal:</b></p> <ol style="list-style-type: none"> <li>1. Effective September 1, 2023, increase total number of days of the current parental leave policy to 60 working (FMLA) days.</li> <li>2. Effective September 1, 2023, increase the number of paid parent leave days to 45 days.</li> <li>3. Effective September 1, 2023, an employee may take their leave in one or two continuous periods.</li> <li>4. 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.</li> <li>5. Effective September 1, 2023, parental leave must be taken within twelve (12) months after the birth or placement of a child.</li> </ol> <p style="text-align: center;"><b><u>ARTICLE 10</u></b></p> <p style="text-align: center;"><b><u>Parental Leave</u></b></p> <p><b><u>Section 2:</u></b> (a) Employees shall be allowed to use up to <del>forty (40)</del> <u>sixty (60)</u> consecutive work days, <del>which may be taken in one or two consecutive periods (as defined by Article 17, Section 2 above (??))</del> of leave within the first <del>twelve</del> <u>six</u> months of a child’s life or placement of the child under the age of 18 (or a child under the age of 23 with a mental or physical disability) to be at home with the child. The first <del>ten (10)</del> <u>forty-five (45)</u> days of such leave shall be paid without deduction from any contractual leave time. Up to <del>thirty (30)</del> <u>fifteen (15)</u> additional days shall be deducted from the employee’s accumulated personal illness days if they have the days available. Employees who are eligible per <i>Article 5 Section 12</i> can access the sick bank for this leave time.</p> <p>(c) If both Parents are employed by the District, each employee is entitled to up to <del>forty (40)</del> <u>sixty (60)</u> consecutive work days, per (a) above.</p> <p><b><u>Section 3:</u></b></p> <ol style="list-style-type: none"> <li>A. Employees requesting Parental leave commencing after the beginning of a school year shall be eligible to have the remainder of that school year off.</li> <li>B. An employee who commences Parental leave on or after <del>April 15</del> <u>March 1</u> shall be eligible to have the remainder of that school year off plus the next school year.</li> <li>C. An employee who leaves on or after <del>March 15</del> <u>March 1</u> and notifies the Superintendent or his/her designee that he/she intends to take the next school year</li> </ol>

			<p>off must take the next year off unless he/she notifies the -Superintendent of his/her intention to return prior to June 1 preceding the next school year.</p> <p>D. Ordinarily, an employee will not be allowed to return from leave within the school year unless the employee wishes to return after a leave of <del>forty sixty</del> working days or less or unless the employee wishes to return immediately upon the termination of her disability. The Superintendent or designee retains the right to determine whether to grant the request of an employee to return from leave within the school year.</p> <p><b>Section 5:</b></p> <p>A. If an employee adopts or gives birth to a child toward the end of the school year or during the summer school vacation, and has received less than their allotted paid Parental leave time per Section 2 above, the employee may choose to return to work at the beginning of the school year and forfeit the unused portion of the employee’s paid Parental Leave. An employee who chooses this option shall receive a payment for the days forfeited at the rate established under Unit A, Article 22, Section 4 (“Summer Workshop Rate”).</p> <p>B. <del>Beginning in August 2020, a total of \$100,000 per fiscal year will be added to the budget to fund provision A above for the Association across all units. This amount is in addition to any other amounts expended for Parental Leave benefits</del></p> <p><del>C. These payments will be calculated on a pro-rata basis based on the amount available in the total pool and on the number of requests submitted as of August 31 of that year.</del></p> <p><del>1. If the amount requested under this clause totals less than \$100,000 based on requests submitted as of August 31 of that year, will receive a stipend based on the rate in Unit A, Article 22, Section 4.</del></p> <p><del>2. If the amount requested under this clause totals more than \$100,000 members will receive a stipend based on the rate in Unit A, Article 22, Section 4, pro-rated based upon the total number of requests and the amount of funds available.</del></p> <p>D. This benefit will be paid upon return to work regardless of whether the employee returns to work at the beginning of the school year or the employee takes unpaid leave, as long as they are still an NPS employee.</p>
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<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
Partial TA		1-25-23	<b>NPS Response:</b> <ol style="list-style-type: none"> <li>1. Reject</li> <li>2. Reject</li> <li>3. Reject</li> <li>4. Accept</li> <li>5. Accept</li> </ol>
<b>NTA Reassert 1, 2, 3 4, 5, TA</b>		2-13-23	<b>NTA: 1, 2, 3, reasserted 4, 5, TA</b>
		3-16-23	<b>We, NTA,</b> need to initiate a conversation with the SC about this proposal. Why are they rejecting the proposal? What are their concerns? <b>NPS clarifies:</b> <ol style="list-style-type: none"> <li>1. Sixty days is significant regarding more money and sub coverage issues</li> <li>2. Coverage issues</li> <li>3. Is too difficult for planning and for students to have two different people, etc., not good for coverage.</li> </ol> <p>Asked for clarification on rejection of #2—is it because it is more than 45, or is the concern about how they pay it, sick days versus direct? Are people forced to take unpaid days now if they use all their sick days and have to go to sick leave bank.</p>
<b>No change</b>		4-4-2023	<b>No change in status</b>
		4-26-23	<b>No change</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
		6-1-23	<b>No change</b>
		6-12-23	<b>No change</b>
<b>NTA Supplement</b>		7-17-23	<b>NTA Supplements Proposal</b> (to bring into conformity with MCAD Guidelines) <ul style="list-style-type: none"> <li>• Effective for leaves commencing after ratification, modify Article 5, Section 12 to allow equitable access to sick leave bank.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 5</u></b></p> <p style="text-align: center;"><b><u>Sick Leave Bank</u></b></p> <p>A. There shall be a sick leave bank for use by eligible employees covered by this Agreement who have exhausted their own sick leave. Eligible employees are members who qualify under one of</p>

			<p>the following circumstances: a member with a serious illness; <u>members who are eligible for parental leave</u>. <del>gave birth and are considered disabled due to the birth of the child; and members who are the primary adoptive parents within the first six months of the adoption (adoptive primary parent includes a primary parent via surrogacy).</del></p>
<p><b>NTA Counter 1, 2, 3, 6 4, 5, TA</b></p>		12-18-23	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>• Effective for leaves commencing after ratification, increase total number of days of the current parental leave policy to 60 working (FMLA) days.</li> <li>• Effective for leaves commencing after ratification, increase the number of parent leave days paid by the district to 45 days.</li> <li>• Effective for leaves commencing after ratification, an employee may take their leave in one or two continuous periods.</li> <li>• 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.</li> <li>• Effective September 1, 2023, parental leave must be taken within twelve (12) months after the birth or placement of a child.</li> <li>• Effective for leaves commencing after ratification, modify Article 5, Section 12 to allow equitable access to sick leave bank.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 10</u></b></p> <p style="text-align: center;"><b><u>Parental Leave</u></b></p> <p><b><u>Section 2:</u></b> (a) Employees shall be allowed to use up to <del>forty (40)</del> <u>sixty (60)</u> <del>consecutive</del> work days, <u>which may be taken in one or two consecutive periods</u> <del>(as defined by Article 17, Section 2 above (2.2))</del> of leave within the first <del>twelve</del> <u>six</u> months of a child’s life or placement of the child under the age of 18 (or a child under the age of 23 with a mental or physical disability) to be at home with the child. The first <del>ten (10)</del> <u>forty-five (45)</u> days of such leave shall be paid without deduction from any contractual leave time. Up to <del>thirty (30)</del> <u>fifteen (15)</u> additional days shall be deducted from the employee’s accumulated personal illness days if they have the days available. Employees who are eligible per <i>Article 5 Section 12</i> can access the sick bank for this leave time.</p> <p>(c) If both Parents are employed by the District, each employee is entitled to up to <del>forty (40)</del> <u>sixty (60)</u> consecutive work days, per (a) above.</p>

			<p><b><u>Section 3:</u></b></p> <p>A. Employees requesting Parental leave commencing after the beginning of a school year shall be eligible to have the remainder of that school year off.</p> <p>B. An employee who commences Parental leave on or after <del>April 15</del> <u>March 1</u> shall be eligible to have the remainder of that school year off plus the next school year.</p> <p>C. An employee who leaves on or after <del>March 15</del> <u>March 1</u> and notifies the Superintendent or his/her designee that he/she intends to take the next school year off must take the next year off unless he/she notifies the -Superintendent of his/her intention to return prior to June 1 preceding the next school year.</p> <p>D. Ordinarily, an employee will not be allowed to return from leave within the school year unless the employee wishes to return after a leave of <del>forty</del> <u>sixty</u> working days or less or unless the employee wishes to return immediately upon the termination of her disability. The Superintendent or designee retains the right to determine whether to grant the request of an employee to return from leave within the school year.</p> <p><b><u>Section 5:</u></b></p> <p>A. If an employee adopts or gives birth to a child toward the end of the school year or during the summer school vacation, and has received less than their allotted paid Parental leave time per Section 2 above, the employee may choose to return to work at the beginning of the school year and forfeit the unused portion of the employee’s paid Parental Leave. An employee who chooses this option shall receive a payment for the days forfeited at the rate established under Unit A, Article 22, Section 4 (“Summer Workshop Rate”).</p> <p>B. <del>Beginning in August 2020, a total of \$100,000 per fiscal year will be added to the budget to fund provision A above for the Association across all units. This amount is in addition to any other amounts expended for Parental Leave benefits</del></p> <p><del>C. These payments will be calculated on a pro-rata basis based on the amount available in the total pool and on the number of requests submitted as of August 31 of that year.</del></p> <p><del>1. If the amount requested under this clause totals less than \$100,000 based on requests submitted as of August 31 of that year, will receive a stipend based on the rate in Unit A, Article 22, Section 4.</del></p>
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			<p>2. <del>If the amount requested under this clause totals more than \$100,000 members will receive a stipend based on the rate in Unit A, Article 22, Section 4, pro-rated based upon the total number of requests and the amount of funds available.</del></p> <p>D. This benefit will be paid upon return to work regardless of whether the employee returns to work at the beginning of the school year or the employee takes unpaid leave, as long as they are still an NPS employee.</p> <p style="text-align: center;"><b><u>ARTICLE 5</u></b></p> <p style="text-align: center;"><b><u>Sick Leave Bank</u></b></p> <p>A. There shall be a sick leave bank for use by eligible employees covered by this Agreement who have exhausted their own sick leave. Eligible employees are members who qualify under one of the following circumstances: a member with a serious illness; <u>members who are eligible for parental leave.</u> <del>gave birth and are considered disabled due to the birth of the child; and members who are the primary adoptive parents within the first six months of the adoption (adoptive primary parent includes a primary parent via surrogacy).</del></p>
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## 24. Professional Development: Equalize Middle School Meeting Time

Status	Contract/Unit	Date	Proposals/Counters
	<b>Units A and B</b> Time & Learning Appendix	11-21-22	<ul style="list-style-type: none"> <li>Effective September 1, 2023, Wednesday meetings at all middle schools shall end one (1) and one half (½) hours after students are released for the day.</li> <li>Effective September 1, 2023, on early release days, students will be scheduled to attend school for three (3) hours. Professional Development shall be for three hours.</li> </ul> <p style="text-align: center;"><b>BIGELOW, DAY, AND OAK HILL MIDDLE SCHOOLS</b></p> <p>3. There will be up to four (4) special early release days during the year. <del>when students are dismissed at 11:30 AM.</del> <u>Students will be scheduled to attend school for three (3) hours before dismissal. Professional Development shall last for three hours.</u></p> <p>4. <u>(new section number) On Wednesday afternoons, staff meetings shall end one and one half (1 ½) hours after student dismissal.</u></p> <p style="text-align: center;"><b>BROWN MIDDLE SCHOOL</b></p> <p>3. There will be up to four (4) special early release days during the year. <del>when students are dismissed at 11:30 AM.</del> <u>Students will be scheduled to attend school for three (3) hours before dismissal. Professional Development shall last for three hours.</u></p> <p>4. <u>(new section number) On Wednesday afternoons, staff meetings shall end one and one half (1 ½) hours after student dismissal.</u></p>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Reject</b>		12-21-22	<b>NPS Proposes (#11) to eliminate T&amp;L agreements entirely</b>
<b>NTA Hold</b>		1-25-23	<b>NTA:</b> No response
<b>NTA Reassert</b>		2-13-23	<b>At NTA request, NPS confirms</b> that their position is their proposal #11 is a rejection of our #24; <b>NTA: Reasserts</b>
<b>No Change</b>		3-16-2023	No change...this is the status
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-23	No change
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>See NPS #11</b>		12-18-23	Included in <b>NTA</b> Time and Learning Counter to NPS proposal. See below, NPS #11

## 25. Professional Development: High School Staff Meetings before School

Status	Contract/Unit	Date	Proposals/Counters
	<b>Units A and B</b> Time & Learning Appendix	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, faculty meetings in the high school will convene Tuesday mornings at 8:00 a.m. and end ten minutes before classes begin, rather than Tuesday afternoons.</li> </ul> <p style="text-align: center;"><b>HIGH SCHOOL TIME AND LEARNING AGREEMENT</b></p> <p><del>10. Faculty meetings and weekly professional development meetings will take place 10 minutes after the last class each Tuesday and will be no longer than one hour and 30 minutes in length.</del></p> <p><u>10. Faculty meetings and weekly professional development meetings will begin at 8:00 a.m. on Tuesdays, and will end ten minutes before students begin their first period class.</u></p>
<b>Hold</b>		11-30-22	<b>NPS:</b> No response
<b>Reject</b>		12-21-22	<b>NPS Response (See NPS #11, to eliminate T&amp;L agreements entirely)</b>
<b>Hold</b>		1-25-23	<b>NTA:</b> No response
<b>NPS Reject; NTA Reassert</b>		2-13-23	<b>At NTA request, NPS confirms</b> that their position is their proposal #11 is a rejection of our #25; <b>NTA: Reasserts</b>
<b>No Change</b>		3-16-2023	No change...this is the status
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-23	No change
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>See NPS #11</b>		12-18-23	Included in NTA Time and Learning Counter to NPS proposal. See below, NPS #11

## 26. Professional Development: Changes to Evaluation Handbook

Status	Contract/Unit	Date	Proposals/Counters
	<b>Units A and B</b> Evaluation Handbook	11-21-22	<p>NTA Proposal: Effective September 1, 2023:</p> <ul style="list-style-type: none"> <li>• For teachers with PTS who are at risk of having an overall rating of Needs Improvement or Unsatisfactory: <ul style="list-style-type: none"> <li>○ Require at least two (2) unannounced observations prior to issuing a warning letter.</li> <li>○ Move the date of the warning letter from the last school day in March to the last school day in January.</li> <li>○ Move the date of the formative or summative evaluation from the first Friday in June to the second Friday in May.</li> </ul> </li> <li>• For teachers who are being placed on a Directed Growth or Improvement Plan: <ul style="list-style-type: none"> <li>○ Make clear that the educator’s goals are determined by the evaluator, and thus eliminate the requirement of self-assessment and proposing professional practice and student learning goals.</li> <li>○ Require a meeting to discuss development of the plan goals by the first Friday in June of the year prior to implementation of the plan.</li> <li>○ Require delivery of the completed plan by the last school day in June of the year prior to implementation of the plan.</li> </ul> </li> <li>• “Calendar of Evaluation Process” grids <ul style="list-style-type: none"> <li>○ Incorporate the above changes; and</li> <li>○ Incorporate the prior agreed upon inclusion of language from the Evaluation Handbook regarding Evidence Gathering and Summative Evaluation.</li> </ul> </li> <li>• “Chart of Evaluation Responsibilities”: <ul style="list-style-type: none"> <li>○ Unit A: Incorporate changes in duties regarding evaluation of special educators and related services providers per MOA from 2021-2022</li> <li>○ Unit A: Add positions and make name corrections to reflect current positions.</li> <li>○ Unit B: Proposed “Chart of Evaluation Responsibilities”</li> </ul> </li> </ul>
<b>Counter</b>		11-30-22	<b>NPS: See their proposal #8</b>
<b>Hold</b>			<b>NTA: No reply</b>
<b>Hold/Counter</b>		1-25-23	<b>NPS Response:</b> Their proposal #8 is a counter to this—to form an evaluation Labor Management Committee. We reminded them that we would like to know what they would like to see come out of that committee—specifically
<b>Package Counter</b>		2-13-23	<b>NTA Counter:</b> Agree to their #8, Evaluation Labor Management Committee, if NPS agrees to change in evaluation procedures for employees on Directed Growth Plans and Improvement Plans.

<b>Hold</b>		3-16-2023	<b>NTA reiterates and holds</b> —it wasn't clear to SC that this was our position in last session. Must send language to SC.
			<b>NTA</b> sent language between sessions
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-23	<b>No change in status</b>
<b>Reassert</b>		5-18-23	Reassert/remind them of our position given on 2-13-23. They will have a counter proposal re: DGP/IP language at the next session
		6-1-23	
<b>NTA Reasserts</b>		6-12-23	<b>NTA</b> Reasserts package proposal
<b>NTA Counter</b>		12-18-23	<p><b>NTA Counter:</b></p> <p><b>Units A and B Handbook for Evaluation</b></p> <p><b>1 year contract</b></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023:</li> <li>• For teachers with PTS who are at risk of having an overall rating of Needs Improvement or Unsatisfactory: <ul style="list-style-type: none"> <li>○ Require at least two (2) unannounced observations prior to issuing a warning letter.</li> <li>○ Move the date of the warning letter from the last school day in March to the last school day in January.</li> <li>○ Move the date of the formative or summative evaluation from the first Friday in June to the second Friday in May.</li> </ul> </li> <li>• For teachers who are being placed on a Directed Growth or Improvement Plan: <ul style="list-style-type: none"> <li>○ Make clear that the educator's goals are determined by the evaluator, and thus eliminate the requirement of self-assessment and proposing professional practice and student learning goals.</li> <li>○ Require a meeting to discuss development of the plan goals by the first Friday in June of the year prior to implementation of the plan.</li> <li>○ Require delivery of the completed plan by the last school day in June of the year prior to implementation of the plan.</li> </ul> </li> <li>• “Calendar of Evaluation Process” grids <ul style="list-style-type: none"> <li>○ Incorporate the above changes; and</li> <li>○ Incorporate the prior agreed upon inclusion of language from the Evaluation Handbook regarding Evidence Gathering and Summative Evaluation. <u>underlined text with highlight</u></li> </ul> </li> </ul>

- “Chart of Evaluation Responsibilities”:
  - Unit A: Incorporate changes in duties regarding evaluation of special educators and related services providers per MOA from 2021-2022 underlined text with highlight
  - Unit A: Add positions and make name corrections to reflect current positions.
  - Unit B: Proposed “Chart of Evaluation Responsibilities”

**Handbook Section 7 “Evaluation Cycle: Self-Assessment”**

**Subparagraph A “Completing the Self-Assessment**

a. The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator a self-assessment by the 2nd Friday in October or within four weeks after the Educator’s first day of employment if the Educator begins employment after September 15th. Educators who are new to the Newton Public Schools will work together with their Evaluator to complete this self-assessment, which should be completed by the 2nd Friday in October.

b. For Educators with PTS who are placed on Directed Growth or Improvement Plans the above paragraph is not applicable. The evaluation cycle begins with the Evaluator meeting with the educator no later than the first Friday in June of the year prior to implementation of the plan to discuss the goals of the plan based on information from the just completed Formative or Summative Assessment.

c. [no change from current paragraph “b”]

**Subparagraph B(e) “Proposing the Goals**

e. For Educators with PTS who are placed on Directed Growth or Improvement Plans and as a result of an overall ratings of Needs Improvement or Unsatisfactory, the professional practice goal(s) shall be developed by the Evaluator by the last school day of June in the year prior to implementation of the plan and must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

**Handbook Section 8 - “Evaluation Cycle: Goal Setting and Development of the Educator Plan”**

**Subparagraph C(b)**

b. The Evaluator shall meet individually with Educators with PTS who have and ratings of Needs Improvement or Unsatisfactory and who will be moving to a Directed Growth or Improvement Plan by no later than the 4th Friday in October last school day of June to develop finalize professional practice goal(s) that must address specific standards and indicators identified for improvement and present the

educator with the Directed Growth or Improvement Plan for the upcoming year. ~~In addition, the goals may address shared grade level or subject matter goals.~~

**Handbook Section 13 – “Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only”**

**Subparagraph A**

c. [new paragraph] Educators with PTS who are at risk of receiving an overall ranking of Needs Improvement or Unsatisfactory shall be informed in writing by the last school day in January. A copy of this letter shall be sent to the respective Central Staff administrator and the Office of Human Resources, and the Association President. This letter must indicate the prior dates of conferences with the Educator, must reference at least two unannounced observation reports with associated feedback from observations conducted during the current school year, and must set forth the new timeline for evaluation calling for a meeting regarding the Summative or Formative Evaluation by the second Friday in May.

**Subparagraph K [new]**

K. The Evaluator shall meet with the Educator rated Needs Improvement or Unsatisfactory to discuss the Summative Evaluation. The meeting shall occur by the second Friday in May.

a. The Evaluator shall provide the Educator a written copy of the Formative Evaluation Report at least two days before the scheduled meeting.

**Handbook Section 14 - “Evaluation Cycle: Summative Evaluation”**

**Subparagraph J**

The Evaluator shall meet with the Educator rated Needs Improvement or Unsatisfactory to discuss the Summative Evaluation. The meeting shall occur by the ~~first Friday in June~~ second Friday in May.

a. The Evaluation shall provide the Educator a written copy of the Summative Evaluation Report at least two days before the scheduled meeting.

**Subparagraph P:**

Educators with PTS who are at risk of receiving an overall ranking of Needs Improvement or Unsatisfactory shall be informed in writing by the last school day in ~~January~~ March. A copy of this letter shall be sent to the respective Central Staff administrator and the Office of Human Resources, and the Association President. This letter must indicate the prior dates of conferences with the Educator, must reference at least two unannounced observation reports with associated feedback from observations conducted during the current school year, and must set forth the new timeline for evaluation calling for a meeting regarding the Summative or Formative Evaluation by the second Friday in May.

**Handbook Section 18 – “Educator Plans: Directed Growth Plan”**

**Subparagraph D:**

A copy of the signed Directed Growth Plan shall be provided to the Educator and the Association no later than the last school day in June of the year prior to the plan’s implementation. The Educator’s signature indicates that the Educator received the Directed Growth Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

**Handbook Section 19 – “Educator Plans: Improvement Plan”**

**Subparagraph F:**

A copy of the signed Improvement Plan shall be provided to the Educator and the Association no later than the last school day in June of the year prior to the plan’s implementation. The Educator’s signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

**TEACHERS ON DEVELOPING EDUCATOR PLANS (NON-PTS TEACHERS)  
CALENDAR OF EVALUATION PROCESS**

<b><u>Deadline</u></b>	<b><u>Action</u></b>
End of September	Annual Orientation meeting on Evaluation Procedures
2 <sup>nd</sup> Friday in October	Educator completes self-assessment and proposes draft goals. An Educator new to Newton meets with Evaluator to complete self-assessment and draft goals.
4 <sup>th</sup> Friday in October (or within four weeks of beginning employment if this occurs after September 30 <sup>th</sup> )	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design a Developing Educator Plan.
1 <sup>st</sup> Friday in November	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in November	Completion of 1st announced observation and associated conferences.
By last school day in January	Completion of 2nd announced observation and associated conferences (First year Educators); completion of 2 unannounced observations and associated feedback (All non-PTS Educators)
1st Friday in February	Presentation of Formative Assessment, with the opportunity for conference within five (5) days of request by either the Evaluator or the Educator. (Evaluator requests evidence of performance two weeks prior to completing the Formative assessment.) Deadline for Evaluators to identify and inform in writing any teacher whose performance suggests non-reappointment.

			First Friday in April	Completion of 3rd and 4th unannounced observations and associated feedback. (First year Educators); Completion of 3rd unannounced observations and associated feedback. (All other non-PTS Educators)
			<u>April/May Evidence Gathering: “The Evaluator shall provide the Educator with at least two weeks’ notice of the need to provide this evidence.”</u>	<u>Evidence can be shared in person with the Evaluator. Educators are encouraged to use the evidence template to prepare for the sharing of evidence. Educators shall not be required to produce portfolios of evidence. Evidence regarding progress on goals should be shared using the Reflection on Progress Toward Goals Form.</u>
			First Friday in May	<u>Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference. The Evaluator shall meet with the Educator rated Needs Improvement or Unsatisfactory to discuss the Summative Evaluation. The Evaluator shall provide to the Educator a written copy of the Summative Evaluation Report at least two days before the scheduled meeting.</u>  <u>The Evaluator shall meet with the Educator rated Proficient or Exemplary to discuss the Summative Evaluation, if either the Educator or the Evaluator requests such a meeting.</u>  <u>If the Educator or the Evaluator requests a meeting, the Evaluator shall provide to the Educator a written copy of the Summative Evaluation Report at least two days before the scheduled meeting.</u>
			3rd Friday in May	Submission of Evaluation Reports to the Office of Human Resources.
			June 15th	Deadline for Principals and/or Superintendent of Schools to notify Educators without professional teacher status of decision to release or reappoint.

**TEACHERS ON TWO-YEAR SELF-DIRECTED GROWTH PLANS  
CALENDAR OF EVALUATION PROCESS**

<u>Deadline</u>	<u>Action</u>
End of September	Annual Orientation meeting on Evaluation Procedures
2 <sup>nd</sup> Friday in October	Educator completes self-assessment and proposes draft goals.



			4 <sup>th</sup> Friday in October (or within four weeks of beginning employment if this occurs after September 30th)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design/review Educator Plan.
			1 <sup>st</sup> Friday in November	Evaluator completes the Educator Plan, which is signed within five (5) days by the Educator.
			Last school day in <del>March</del> <u>January</u> (year 1 or 2 of cycle)	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory. <u>A copy will be sent to the respective Central Staff Administrator, the Office of Human Resources, and the Association President. This letter must indicate the prior dates of conferences with the Educator, must reference at least two unannounced observation reports from observations conducted during the current school year, and set forth the new timeline for evaluation calling for a meeting regarding the Summative or Formative Evaluation by the second Friday in May.</u>
			Last school day in April (year 1 of cycle)	Completion of at least one unannounced observation and associated conversation.
			<u>2<sup>nd</sup> Friday in May (year 1 or 2 of cycle)</u>	<u>For educators with PTS who will have an overall ranking of Needs Improvement or Unsatisfactory, formal conference and presentation of Formative or Summative Evaluation, with the opportunity for discussion. Evaluation must be delivered to Educator at least two days prior to conference.</u>
			1 <sup>st</sup> Friday in June (year 1 of cycle)	Presentation of Formative Evaluation, with the opportunity for conference within ten (10) days of request by either the Evaluator or the Educator.
			1 <sup>st</sup> Friday in June (year 2 of cycle)	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference.
			<u>1<sup>st</sup> Friday in June</u>	<u>For educators with PTS who will be placed on Directed Growth or Improvement Plans for the upcoming year, their Evaluator will meet with them no later than the first Friday in June of the prior year to discuss development of the goals for their plan based on information from the just completed Formative or Summative Assessment.</u>
			<u>Last day of school</u>	<u>The Evaluator shall meet individually with Educators with PTS who have ratings of Needs Improvement or Unsatisfactory and who will be moving to a Directed Growth or Improvement Plan no later than the last school day in June to finalize professional practice goal(s) that must address specific standards and indicators identified for improvement and present the educator with the Directed Growth or Improvement Plan for the upcoming year.</u>
			Last day of school	Submission of Evaluation Reports to Office of Human Resources

**TEACHERS ON ONE-YEAR SELF-DIRECTED GROWTH PLANS  
CALENDAR OF EVALUATION PROCESS**

<u>Deadline</u>	<u>Action</u>
End of September	Annual Orientation meeting on Evaluation Procedures
2 <sup>nd</sup> Friday in October	Educator completes self-assessment and proposes draft goals.
4 <sup>th</sup> Friday in October (or within four weeks of beginning employment if this occurs after September 30 <sup>th</sup> )	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design an Educator Plan.
1 <sup>st</sup> Friday in November	Evaluator completes the Educator Plan, which is signed within five (5) days by the Educator.
Last school day in January	Completion of at least one unannounced observation and associated feedback.
2 <sup>nd</sup> Friday in February	Presentation of Formative Evaluation, with the opportunity for conference within five (5) days of request by either the Evaluator or the Educator.
Last school day in <del>March</del> January	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory. A copy will be sent to the respective Central Staff Administrator, the Office of Human Resources, and the Association President. This letter must indicate the prior dates of conferences with the Educator <u>must reference at least two unannounced observation reports from observations conducted during the current school year.</u>
First Friday in May	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference.
2 <sup>nd</sup> Friday in May	Submission of Evaluation Reports to Office of Human Resources
<u>1<sup>st</sup> Friday in June</u>	<u>For educators with PTS who will be placed on Directed Growth or Improvement Plans for the upcoming year, their Evaluator will meet with them no later than the second Friday in June of the prior year to discuss development of the goals of their plan based on information from the just completed Formative or Summative Assessment.</u>
<u>Last school day</u>	<u>The Evaluator shall meet individually with Educators with PTS who have ratings of Needs Improvement or Unsatisfactory and who will be moving to a Directed Growth or Improvement Plan no later than the last school day in June to finalize professional practice goal(s) that must address specific standards and indicators identified for improvement and present the educator with the Directed Growth or Improvement Plan for the upcoming year.</u>

**TEACHERS ON DIRECTED GROWTH OR  
ONE-YEAR IMPROVEMENT PLANS  
CALENDAR OF EVALUATION PROCESS**

<u>1<sup>st</sup> Friday of June of the prior school year</u>	<u>For educators with PTS who will be placed on Directed Growth or Improvement Plans for the upcoming year, their Evaluator will meet with them no later than the first Friday of June of the prior year to discuss development of the goals of their plan based on information from the just completed Formative or Summative Assessment.</u>
<u>Last school day of the prior school year</u>	<u>The Evaluator shall meet individually with Educators with PTS who have ratings of Needs Improvement or Unsatisfactory and who will be moving to a Directed Growth or Improvement Plan no later than the last school day in June to finalize professional practice goal(s) that must address specific standards and indicators identified for improvement and present the educator with the Directed Growth or Improvement Plan for the upcoming year.</u>
End of September	Annual Orientation meeting on Evaluation Procedures
<del>2<sup>nd</sup> Friday in October</del>	<del>Educator completes self assessment and proposes draft goals.</del>
<del>4<sup>th</sup> Friday in October</del>	<del>Self assessment/goal setting conference. Educator and Evaluator meet and work together to design an Educator Plan.</del>
<del>1<sup>st</sup> Friday in November</del>	<del>Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.</del>
Last school day in November	Completion of announced observation and associated conferences.
Last school day in January	Completion of 2 unannounced observations and associated feedback.
Last school day in <del>March</del> January	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory. <u>A copy will be sent to the respective Central Staff Administrator, the Office of Human Resources, and the Association President.</u>
2nd Friday in February	Presentation of Formative Assessment, with the opportunity for conference within five (5) days of request by either the Evaluator or the Educator.

			Last school day in March	Completion of 3rd unannounced observations and associated feedback.
			First Friday in May	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference.
			2nd Friday in May	Submission of Evaluation Reports to Office of Human Resources
			<u>1<sup>st</sup> Friday in June</u>	<u>For educators with PTS who will be placed on Directed Growth or Improvement Plans for the upcoming year, their Evaluator will meet with them no later than the first Friday in June of the prior year to discuss the development of the goals of their plan based on information from the just Summative Assessment.</u>
			<u>Last school day</u>	<u>The Evaluator shall meet individually with Educators with PTS who have ratings of Needs Improvement or Unsatisfactory and who will be moving to a Directed Growth or Improvement Plan no later than the last school day in June to finalize professional practice goal(s) that must address specific standards and indicators identified for improvement and present the educator with the Directed Growth or Improvement Plan for the upcoming year.</u>
<p><b>TEACHERS ON HALF-YEAR IMPROVEMENT PLANS CALENDAR OF EVALUATION PROCESS</b></p>				
			<u>1<sup>st</sup> Friday in June of the prior school year</u>	<u>For educators with PTS who will be placed on Directed Growth or Improvement Plans for the upcoming year, their Evaluator will meet with them no later than the first Friday in June of the prior year to discuss development of the goals of their plan based on information from the just completed Formative or Summative Assessment.</u>
			<u>Last school day of the prior school year</u>	<u>The Evaluator shall meet individually with Educators with PTS who have ratings of Needs Improvement or Unsatisfactory and who will be moving to a Directed Growth or Improvement Plan no later than the last school day in June to finalize professional practice goal(s) that must address specific standards and indicators identified for improvement and present the educator with the Directed Growth or Improvement Plan for the upcoming year.</u>
			End of September	Annual Orientation meeting on Evaluation Procedures
			2nd Friday in September	Educator completes self-assessment and proposes draft goals.

1st Friday in October	Self assessment/goal setting conference. Educator and Evaluator meet and work together to design an Educator Plan.
2nd Friday in October	Evaluator completes the Educator Plan, which is signed within five (5) days by the Educator.
Last school day in November	Completion of announced observation and associated conferences.
1st Friday in December	Completion of 3 unannounced observations and associated conversations
2nd Friday in December	Presentation of Formative Assessment, with the opportunity for conference within three (3) days of request by either the Evaluator or the Educator.
Last school day in December	Written warning from Evaluator sent to Educators on half-year improvement plans who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory.
January 30th	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference.
2nd Friday in February	Submission of Evaluation Reports to Office of Human Resources

**CHANGES TO THE CHART OF EVALUATION RESPONSIBILITIES**

**Newton Public Schools  
Newton, Massachusetts  
Chart of Evaluation Responsibilities – Unit A Positions**

**High School**

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
English	English Department Head	Principal, Vice Principal or Housemaster <u>Dean</u>

			Mathematics	Mathematics Department Head	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			Science & Tech. Eng.	Science Department Head	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			History & Social Science	History Department Head	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			World Language	World Language Department Head	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			Music	Fine and Performing Arts Department Head	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			Art	Fine and Performing Arts Department Head	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			Business	Business Department Head or Director of Career and Tech. Ed.	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			P.E., Health & Wellness	Physical Education Department Head	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u>
			<del>Librarian</del> <u>Library Teacher</u>	<del>Library Department Head</del> <u>Coordinator of Library/Media</u> or Vice Principal	Director of Information Tech.
			<u>Special Education Teacher</u>	Special Education Department Head or Assistant Department Head <u>for Special Education</u>	Principal or Vice Principal or <del>Housemaster</del> <u>Dean</u> or <u>Special Education Department Head</u> or <u>Assistant Department Head for Special Education</u> or <u>Director of Secondary Special Education and Special Programs</u>
			<u>Counselor/Social Worker or School Adjustment Counselor in Guidance Department or Special Education Department</u>	<u>Guidance Department Head</u> or <u>Special Education Department Head</u> or <u>Assistant Department Head for Special Education</u> or <u>Coordinator of MTSS</u> or <u>Coordinator of ESP and MTSS</u>	Principal, Vice Principal or <del>Housemaster</del> <u>Dean</u> or <u>Guidance Department Head</u> or <u>Special Education Department Head</u> or <u>Assistant Department Head for Special Education</u> or <u>Coordinator of MTSS</u> or <u>Coordinator of ESP and MTSS</u> or <u>Director of Secondary Special Education and Special Programs</u>

			Psychologist	<del>Asst. Sup. for Pupil Services or Special Ed. Department Head or Coordinator of MTSS</del>	Principal, Special Ed. Dept. Head or <del>Assist. Sup. for Pupil Services or Coordinator of MTS or Director of Secondary Special Education and Special Programs</del>
			<del>Social Worker</del>	<del>Guidance or Special Ed. Dept. Head</del>	<del>Principal, Vice Principal or Housemaster Dean</del>
			Instructional Technology	Director of Information Technology or Coordinator	Principal, <del>Housemaster Dean</del> , Vice Principal, <del>Coordinator</del> , or Director of Information Tech.
			Career and Tech. Ed.	Director of Career and Tech Ed	Principal, Vice Principal or <del>Housemaster Dean</del>
			<del>ELL</del> <u>ESL Teacher</u>	<del>ELL Coordinator</del> <u>Director of Language Acquisition</u> or Vice Principal	Principal, Vice Principal or <del>ELL Coordinator</del> <u>Director of Language Acquisition</u>
<b>High School Special Programs Outside of Larger Buildings (North/South)</b>					
			<b><u>Staff Member</u></b>	<b><u>Primary Evaluator</u></b>	<b><u>Contributing Evaluator</u></b>
			<u>Special Education Teacher</u>	<u>Therapeutic Program Coordinator or Special Education Department Head</u> <b>Central High School:</b> <u>Coordinator of Central HS or Therapeutic Program Coordinator or Special Education Department Head</u>	<u>Therapeutic Program Coordinator or Special Education Department Head</u> or <u>Director of Secondary Special Education and Special Programs</u> <b>Central High School:</b> <u>Coordinator of Central HS or Therapeutic Program Coordinator or Special Education Department Head</u> or <u>Director of Secondary Special Education and Special Programs</u>

			<p><u>Social Worker/School Adjustment Counselor/Counselor</u></p>	<p><u>Therapeutic Program Coordinator or Coordinator of MTSS or Guidance Department Head or Special Education Department Head</u></p> <p><b><u>Central High School:</u></b>  <u>Coordinator of Central HS or Therapeutic Program Coordinator or Coordinator of MTSS or Coordinator of ESP and MTSS or Guidance Department Head or Special Education Department Head</u></p>	<p><u>Therapeutic Program Coordinator or Coordinator of MTSS or Coordinator of ESP and MTSS or Guidance Department Head or Special Education Department Head or Director of Secondary Special Education and Special Programs</u></p> <p><b><u>Central High School:</u></b>  <u>Coordinator of Central HS or Therapeutic Program Coordinator or Coordinator of MTSS or Coordinator of ESP and MTSS or Guidance Department Head or Special Education Department Head or Director of Secondary Special Education and Special Programs</u></p>																								
<b>Middle School</b>			<table border="1"> <thead> <tr> <th data-bbox="583 990 1003 1031"><b>Staff Member</b></th> <th data-bbox="1003 990 1417 1031"><b>Primary Evaluator</b></th> <th data-bbox="1417 990 1831 1031"><b>Contributing Evaluator</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="583 1031 1003 1063">English</td> <td data-bbox="1003 1031 1417 1063">Principal or Assistant Principal</td> <td data-bbox="1417 1031 1831 1063">Coordinator of <u>Literacy</u></td> </tr> <tr> <td data-bbox="583 1063 1003 1096">Mathematics</td> <td data-bbox="1003 1063 1417 1096">Principal or Assistant Principal</td> <td data-bbox="1417 1063 1831 1096">Coordinator of <u>Mathematics</u></td> </tr> <tr> <td data-bbox="583 1096 1003 1128">Social Studies</td> <td data-bbox="1003 1096 1417 1128">Principal or Assistant Principal</td> <td data-bbox="1417 1096 1831 1128">Coordinator of <u>History and Social Studies</u></td> </tr> <tr> <td data-bbox="583 1128 1003 1161">Science</td> <td data-bbox="1003 1128 1417 1161">Principal or Assistant Principal</td> <td data-bbox="1417 1128 1831 1161">Coordinator of <u>Science</u></td> </tr> <tr> <td data-bbox="583 1161 1003 1193">Art</td> <td data-bbox="1003 1161 1417 1193">Principal or Assistant Principal</td> <td data-bbox="1417 1161 1831 1193">Coordinator of <u>Fine and Performing Arts</u></td> </tr> <tr> <td data-bbox="583 1193 1003 1226">World Languages</td> <td data-bbox="1003 1193 1417 1226">Principal or Assistant Principal</td> <td data-bbox="1417 1193 1831 1226">Coordinator of <u>World Languages</u></td> </tr> <tr> <td data-bbox="583 1226 1003 1258">Music</td> <td data-bbox="1003 1226 1417 1258">Principal or Assistant Principal</td> <td data-bbox="1417 1226 1831 1258">Coordinator of <u>Fine and Performing Arts</u></td> </tr> </tbody> </table>			<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>	English	Principal or Assistant Principal	Coordinator of <u>Literacy</u>	Mathematics	Principal or Assistant Principal	Coordinator of <u>Mathematics</u>	Social Studies	Principal or Assistant Principal	Coordinator of <u>History and Social Studies</u>	Science	Principal or Assistant Principal	Coordinator of <u>Science</u>	Art	Principal or Assistant Principal	Coordinator of <u>Fine and Performing Arts</u>	World Languages	Principal or Assistant Principal	Coordinator of <u>World Languages</u>	Music	Principal or Assistant Principal	Coordinator of <u>Fine and Performing Arts</u>
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			Drama	Principal or Assistant Principal	Coordinator of <u>Fine and Performing Arts</u>
			P.E. Health and Wellness	Principal or Assistant Principal	Coordinator of <u>P.E. Health and Wellness</u>
			<del>Librarian</del> <u>Library Teacher</u>	Principal or Assistant Principal	Coordinator of <u>Library/Media</u> or <u>Director of Information Tech.</u>
			Instructional Technology	Principal or Assistant Principal	Director of <u>Information Tech and Library Services</u> or <u>Coordinator of Instructional Technology</u>
			Media	Principal or Assistant Principal	Principal or Assistant Principal
			Technology Eng.	Principal or Assistant Principal	<del>Coordinator,</del> Principal or Assistant Principal
			Special Education <u>Teacher</u>	<del>Asst. to the Principal for of</del> <u>Pupil Student Services or Assistant Department Head for Student Services</u>	Principal or Assistant Principal of <u>Student Services</u> or <u>Assistant Department Head for Student Services</u> or other <u>Assistant Principal or Director of Secondary Special Education and Special Programs</u>
			Guidance Counselor	<del>Asst. to the Principal for of</del> <u>Pupil Student Services or Assistant Department Head for Student Services</u>	Principal or Assistant Principal of <u>Student Services</u> or <u>Assistant Department Head for Student Services</u> or other <u>Assistant Principal or Coordinator of MTSS</u> or <u>Director of Secondary Special Education and Special Programs</u>
			<u>Social Worker/School Adjustment Counselor/Counselor</u>	<del>Asst. to the Principal for Pupil</del> <u>Student Services or Assistant Department Head for Student Services</u> or <u>Coordinator of MTSS</u> or <u>Coordinator for ESP or MTSS</u>	Principal or Assistant Principal of <u>Student Services</u> or <u>Assistant Department Head for Student Services</u> or other <u>Assistant Principal or Coordinator of MTSS</u> or <u>Coordinator for ESP or MTSS</u> or <u>Director of Secondary Special Education and Special Programs</u>

			Psychologist	Asst. Supt. For Pupil Student Services or Asst. to the Principal for Pupil of Student Services or Assistant Department Head for Student Services or Coordinator of MTSS	Asst. to the Principal for Pupil Services Principal or Assistant Principal of Student Services or Assistant Department Head for Student Services or other Assistant Principal or Coordinator of MTSS or Director of Secondary Special Education and Special Programs
			Literacy Specialists	Principal or Assistant Principal	Coordinator of Literacy
			ELL/ESL Teacher	ELL Coordinator Director of Language Acquisition or Principal	Asst. to the Principal for Pupil Student Services or Principal
<b>Middle School Special Programs Outside of Larger Buildings (Day, Bigelow, Oak Hill, Brown)</b>					
			<b><u>Staff Member</u></b>	<b><u>Primary Evaluator</u></b>	<b><u>Contributing Evaluator</u></b>
			<u>Special Education Teacher</u>	<u>Therapeutic Program Coordinator or Coordinator of MTSS or</u>	<u>Therapeutic Program Coordinator or Coordinator of MTSS or Coordinator for ESP or MTSS or Director of Secondary Special Education and Special Programs</u>
			<u>Psychologist</u>	<u>Therapeutic Program Coordinator or Coordinator of MTSS</u>	<u>Therapeutic Program Coordinator or Coordinator of MTSS or Director of Secondary Special Education and Special Programs</u>
			<u>Social Worker/ School Adjustment Counselor/ Counselor</u>	<u>Therapeutic Program Coordinator or Coordinator of MTSS or Coordinator for ESP or MTSS</u>	<u>Therapeutic Program Coordinator or Coordinator of MTSS or Coordinator for ESP or MTSS or Director of Secondary Special Education and Special Programs</u>

<b>Elementary School</b>		
<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
Classroom	Principal	Principal or Coordinator
Art and Music	Coordinator, Fine & Performing Arts	Principal
P.E., Health & Wellness	Coordinator, P.E., Health & Wellness	Principal
<del>Librarian</del> <u>Library Teacher</u>	Director of Information Tech and Library Services or Coordinator of Library/Media	Principal
Special Education	<del>Asst. Director for Pupil Services or Coor. of Elementary Special Ed.</del> <u>Elementary Special Education or Principal</u>	Principal or Assistant Principal or Assistant Director of Elementary Special Education or Director of Elementary Special Education
Psychologist	<del>Asst. Super. For Pupil Services</del> <u>Assistant Director for Elementary Special Education or Coordinator of ESP and MTSS</u>	Principal or Assistant Principal or Assistant Director for Elementary Special Education or Coordinator of MTSS or Director of Elementary Special Education
<u>Social Worker / ESP Teachers / SEL Coaches</u>	<del>Principal</del> <u>Assistant Director for Elementary Special Education or Coordinator of ESP and MTSS</u>	Principal or Assistant Principal or Assistant Director of Elementary Special Education or Coordinator of ESP and MTSS or Director of Elementary Special Education
Literacy Specialist	Coordinator of Literacy or Principal	Principal or Coordinator of Literacy
<u>Math Coach</u>	<u>Coordinator of Mathematics</u>	Principal or Assistant Principle
<del>ELL</del> <u>ESL Teacher</u>	<del>ELL Coordinator</del> <u>Director of Language Acquisition or Principal</u>	Principal or <del>ELL Coordinator</del> <u>Director of Language Acquisition</u>
Instructional Technology Specialist	Coordinator of Instructional Technology or Director of Information Tech.	Principal, Director of Information Tech. or Coordinator of Instructional Technology

**Pre-School School Newton Early Childhood Program**

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
<u>Special Education Teachers</u>	<u>Pre-School Coordinator Director of Early Childhood or Assistant Director of Early Childhood</u>	<u>Asst. Director for Pupil Services or Coordinator of Elem. Special Ed. Director of Early Childhood or Assistant Director of Early Childhood or Director of Elementary Special Education</u>
<u>Psychologist</u>	<u>Asst. Super. For Pupil Services Coordinator of MTSS or Director of Early Childhood or Assistant Director of Early Childhood</u>	<u>Pre-School Coordinator Coordinator of MTSS or Director of Early Childhood or Assistant Director of Early Childhood or Director of Elementary Special Education</u>
<u>Social Worker</u>	<u>Pre-School Coordinator Coordinator of ESP and MTSS or Coordinator of MTSS or Director of Early Childhood or Assistant Director of Early Childhood</u>	<u>Asst. Super. For Pupil Services Coordinator of ESP and MTSS or Coordinator of MTSS or Director of Early Childhood or Assistant Director of Early Childhood Director of Elementary Special Education</u>

**Citywide**

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
<u>Occupational Therapist, Physical Therapist, Teacher of the Visually Impaired</u>	<u>Asst. Director for Pupil Services Coordinator of Occupational Therapy</u>	<u>Principal or Coordinator Assistant Director for of Elem. Special Education or Asst. to the Prin. for Pupil Student Services or Special Ed. Dept. Chair or Pre-School Coordinator Assistant Director of Elementary Special Education</u>
<u>Physical Therapist</u>	<u>Asst. Director for Pupil Services</u>	<u>Principal, Coordinator of Elem. Special Education, Asst. to the Prin. For Pupil Services, Special Ed. Dept. Chair or Pre-School Coordinator</u>

			<u>BCBA</u>	<u>ABA Coordinator</u>	<u>Principal, or Assistant Director for Elementary Special Education, or Assistant Principal for Student Services, or Special Education Department Head or Assistant Director of Student Services</u>
			<u>Speech and Language Pathologists, Music Therapist, Teacher of the Deaf and Hard of Hearing</u>	<u>Coordinator of Speech and Language Pathologists or Pre-School Coor</u>	<u>Principal or Coordinator Assistant Director for of Elem. Special Education or Asst. to the Prin. for Pupil Student Services or Special Ed. Dept. Chair or Assistant Director of Elementary Special Education</u>
			<u>METCO Counselors /Engagement Specialists</u>	<u>METCO Director</u>	<u>Principal, Assistant Principal, Housemaster Dean, or Vice Principal</u>

## 29. NTA Supplemental Proposals: Minimum of one social worker per building

Status	Contract/Unit	Date	Proposals/Counters
	Unit A, Article 18	1-25-23	<p><b>NTA Proposal:</b></p> <p>Effective September 1, 2023, the pre-school and every elementary, middle, and high school shall have a minimum of one full time social worker per building.</p> <p>Amend Unit A, Article 18, Class Size, by adding a replacing section 3, as below:</p> <p style="text-align: center;"><b><u>ARTICLE 18</u></b></p> <p style="text-align: center;"><b><u>Class Size</u></b></p> <p><del>Section 3: It is understood and agreed that the decision with respect to class size and pupil staff ratio is within the exclusive judgment and discretion of the Committee.</del></p> <p>Section 3: The pre-school and every elementary, middle, and high school shall have a minimum of one full time social worker per building.</p>
<b>NPS Reject</b>		2-13-23	<b>NPS Rejects:</b> Rationale: “Cannot” agree to staffing levels
<b>NTA Reassert</b>		3-16-23	<b>NTA Reasserts</b>
		4-26-23	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Counter</b>		12-18-23	<p><b>NTA Counter:</b></p> <p style="text-align: center;"><b><u>ARTICLE 18</u></b></p> <p style="text-align: center;"><b><u>Class Size</u></b></p> <p><del>Section 3: It is understood and agreed that the decision with respect to class size and pupil staff ratio is within the exclusive judgment and discretion of the Committee.</del></p> <p><u>Section 3: In order to support classroom teachers, special education teachers and related service providers to continue to meet the mental health and behavioral needs of their students, which have grown acutely and are overburdening the capacity of these educators, the district shall place in NECP, each elementary, and each middle school a minimum of one full time regular education Social Worker, Guidance Counselor or School Adjustment Councilor, as well as continue to assign a minimum of one full time SEL Interventionist in each building.</u></p>

### 32. NTA Supplemental Proposals: All Career and Technical Education Aides will be placed on the Television Aide Salary Schedule

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 17: Work Year, Teaching Hours, and Teaching Load (pp. 26-27), <b>Unit B:</b> Article 15 (formerly Article 14): Work Day - Work Year (pp. 19-21), <b>Unit C:</b> Article 3: Work Day — Work Year (pp. 2-6)</p>	11-15-23	<p><b>NTA Proposal:</b>  <b>1 year contract:</b></p> <p>Effective September 1, 2023, amend Unit A, Article 17, Work Load, Teaching Hours, and Teaching Load by (1) modifying Section 2, paragraph 1, by replacing ‘Wednesday and Thursday’ with ‘Monday and Tuesday’, and by inserting the following in Section 2, subparagraph (B)</p> <ul style="list-style-type: none"> <li>• During the first two (2) workdays of the school year, all employees covered by this agreement shall have ten (10) hours set aside for self-directed preparation for the school year, including, at their discretion, attendance at any district wide opening day event.</li> </ul>

### 33. NTA Supplemental Proposals: Volunteering Non-Precedent Setting

Status	Contract/Unit	Date	Proposals/Counters
	Unit A, Article 21, Non-Teaching Duties,	11-15-23	<p>Effective September 1, 2023, modify the Article 21 by adding a new section 3 as follows</p> <p style="text-align: center;"><b><u>ARTICLE 21</u></b></p> <p style="text-align: center;"><b><u>Non-Teaching Duties</u></b></p> <p><b><u>Section 3:</u></b> 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.</p>
<b>NTA Reasserts</b>		12-18-23	<b>NTA Reasserts</b>



### 34. NTA Supplemental Proposals: Paid FMLA Leave to Care for Relative(s)

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A</b>, Article 5, Sick Leave,  <b>Unit B</b>, Article 5, Sick Leave,  <b>Unit C</b>, Article 8, Sick Leave,  <b>Unit D</b>, Article 7, Authorized Leaves of Absence, <b>Unit E</b>, Article 5, Sick Leave</p>	11-15-23	<p><b>1 year contract:</b></p> <ul style="list-style-type: none"> <li>Effective for leaves commencing after ratification, employees eligible and approved for leave pursuant to the FMLA may use up to sixty (60) days to be deducted from the employees accrued sick leave for FMLA qualifying circumstances requiring the Employee to attend an ill spouse, child, or parent, per FMLA definition of said.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 5</u></b></p> <p style="text-align: center;"><b>Sick Leave</b></p> <p><b><u>Section 5:</u></b> Sick leave with pay is intended to cover the employee’s own incapacitation due to sickness or injury. with the following exceptions:</p> <p>An employee covered by this Agreement may use up to <del>eleven (11)</del> fourteen (14) of his or her fifteen (15) annual sick days for a close family member’s or dear friend’s illness or injury.</p> <p><u>Employees covered by this agreement and eligible and approved for leave pursuant to the FMLA may use up to sixty (60) days to be deducted from the employees accrued sick leave for FMLA qualifying circumstances requiring the Employee to attend an ill spouse, child, or parent, per FMLA definition of said.</u></p>
NTA Reasserts		12-18-23	NTA Reasserts

# NPS Proposals:

## 1. NPS: Duration

Status	Contract/Unit	Date	Proposals/Counters
	<b>Unit A.</b> Article 47 (formerly Article 45): Duration (p. 58): <b>Unit B.</b> Article 39: Duration (p. 45) <b>Unit C,</b> Article 32: Duration (p 42) <b>Unit D,</b> Article 27: Duration (p 20) <b>Unit E,</b> Article 37: Duration (p. 38)	11-21-22	<b>NPS Proposal:</b> September 1, 2023 - August 31, 2026
		12-18-23	<b>NTA Counter:</b> 1 year contract, September 1, 2023 – August 31, 2024 3 year contract, September 1, 2024 – August 31, 2027

\*Numeration for SC proposals based on Unit A proposal list; numeration of proposals for other units, when different, noted in bold in the “Contract/Unit column.)

### 3. NPS: Team Specialist to be responsible for evaluating ESPs. Teachers contribute to the evaluation of ESPs (A, B)

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> no Article specified</p> <p><b>Unit B:</b> no Article specified <b>(Proposal #2)</b></p> <p><b>Unit C:</b> no Article specified <b>(Proposal #3)</b></p>	11-21-22	<p><b>NPS Proposal:</b> <i>Evaluation of ESPs:</i> <i>The parties agree that the Committee has satisfied its bargaining obligations with respect to the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The principal/designee may require Team Specialists and/or BCBA's to evaluate ESPs.</i></li> <li>• <i>Principals/designees may require teachers to provide input into the evaluations of ESPs.</i></li> </ul>
		11-30-22	<p><b>NTA Questions/Comments</b> Why is this worded the way it is—not just contract language, but the words “the parties agree that the Committee has satisfied its bargaining obligations with respect to the following”</p>
<b>NTA Rejects</b>		12-21-2022	<p>NTA <b>rejects</b> proposal regarding Unit C evaluation, but we'd welcome a more comprehensive counter proposal that considers:</p> <ol style="list-style-type: none"> <li>1. Training of evaluators</li> <li>2. Pay for the work that is being shifted into our bargaining unit</li> <li>3. Workload for evaluators – what will be dropped?</li> <li>4. Revision of the evaluation tool to <b>support</b> Unit C</li> <li>5. STRIDE – how does this work in sub sep programs?</li> </ol>
<b>Not clear</b>		3-16-2023	NTA asked if NPS withdrew this proposal. <b>NPS:</b> Jill said that she is not sure they officially withdrew it...talked about it. Perhaps talked about it. Will come back to you.
<b>No Change</b>		4-4-23	No change
<b>No Change</b>		4-26-23	No change
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Rejects</b>		12-18-23	<b>NTA Reiterates rejection.</b>

#### 4A. Work Day Work Year: Earlier Start to School Year; Additional PD day at Beginning of Year

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 17: Work Year, Teaching Hours, and Teaching Load (pp. 26-27)</p> <p><b>Unit B:</b> Article 15 (formerly Article 14): Work Day - Work Year (pp. 19-21) ( <b>Proposal #3</b>)</p> <p><b>Unit C:</b> Article 3: Work Day — Work Year (pp. 2-6) (<b>Proposal #2</b>)</p>	11-21-22	<p><b>NPS Proposal:</b></p> <p><i>Replace the first paragraph of Section 2 as follows:</i></p> <p><b>Section 2:</b> <del>To provide for greater flexibility in scheduling the school calendar, the parties agree that the two (2) conference days for teachers at the beginning of the school year may be scheduled on the Wednesday and Thursday before Labor Day. The work year for teachers will end one day after the last day for students but not later than June 30. Each year at least fourteen (14) days prior to the adoption of the school calendar for the following year, the President of the Association will be given a copy of the proposed calendar. If the Association does not agree with the proposed calendar, it may submit recommended changes to the School Committee, which will consider the recommendations prior to final adoption of the calendar by the School Committee.</del></p> <p><u>To provide for greater flexibility in scheduling the school calendar, the parties agree that up to three (3) conference days for teachers at the beginning of the school year may be scheduled no earlier than Monday before Labor Day. The work year for teachers will end not later than June 30 and may include the day after the last day for students.</u></p>
		11-30-22	<p><b>NTA Questions/Comments</b></p> <ul style="list-style-type: none"> <li>• Bring educators back as early as the Monday before Labor Day weekend, and in any case be able to add another day of district control over staff schedule in the days before students return after Labor Day--three days instead of two? YES (from discussion at table)</li> <li>• Flexibility to bring students back before Labor Day? YES (from discussion at table)</li> </ul>
<b>NTA Rejects</b>		12-21-2022	<b>NTA rejects</b> proposal in part because it does not include additional pay for the additional time. This proposal and proposal 4B entail a 1.4% increase in the length of the work year.
<b>NPS Reasserts</b>		3-16-2023	<b>NPS Reasserts</b>
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>Counters</b>		11-15-23	<p><b>NTA counters:</b></p> <p>Effective September 1, 2023, amend Unit A, Article 17, Work Load, Teaching Hours, and Teaching Load by (1) modifying Section 2, paragraph 1, by replacing ‘Wednesday and Thursday’ with ‘Monday and Tuesday’, and by inserting the following in Section 2, subparagraph (B)</p>

			<ul style="list-style-type: none"> <li>During the first two (2) workdays of the school year, all employees covered by this agreement shall have ten (10) hours set aside for self-directed preparation for the school year, including, at their discretion, attendance at any district wide opening day event</li> </ul>
<b>NPS Reasserts</b>		11-18-23	<b>NTA Reasserts</b> 11-15-23 counter

#### 4B. Work Day Work Year: Parent Conference/PD Day(s) During School Year

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 17: Work Year, Teaching Hours, and Teaching Load (pp. 26-27)</p> <p><b>Unit B:</b> Article 15 (formerly Article 14): Work Day - Work Year (pp. 19-21) (<b>Proposal #3</b>)</p> <p><b>Unit C:</b> Article 3: Work Day — Work Year (pp. 2-6) (<b>Proposal #2</b>)</p>	11-21-22	<p><b>NPS Proposal:</b> <i>Amend Section A of Section 2 by adding the following to the end of Section A: “The Committee may utilize any school days in excess of 180 as a family conference day(s) with teachers and/or for professional development/training.”</i></p> <p><b>Article 17, Section 2: A.</b> One hundred and eighty-five (185) scheduled school days, less those days that school is canceled because of inclement weather. Such canceled days will be deducted, up to a maximum of five (5), from the total number of scheduled school days; however, in no event will employees be required to be present for more than one hundred and eighty-two (182) school days. <u>The Committee may utilize any school days in excess of 180 as a family conference day(s) with teachers and/or for professional development/training.</u></p>
		11-30-22	<p><b>NTA Questions/Comments</b></p> <ul style="list-style-type: none"> <li>To our questions about the relationship between parts A and B, Toby replied that these are “Interlocking things to improve. ability to start prior to Labor Day and not have late end to school year; potential need for more planning time for school year, and conferences that do not interrupt instruction during the year.” Which is how we thought these two parts of the proposal worked together. Very clear what they would like.</li> </ul>
<b>NTA Rejects</b>		12-22-2022	<b>NTA rejects</b> proposal because it does not include additional pay for the additional time. This proposal and proposal 4A entail a 1.4% increase in the length of the work year.
<b>NPS: Reassert</b>		3-16-2023	<b>NPS Reasserts</b>
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Rejects</b>		12-18-23	<b>NTA Rejects</b>

#### 4C. Work Day Work Year: Psychologists' Work Year 190 Days

Status	Contract/Unit	Date	Proposals/Counters
	<b>Unit A:</b> Article 17: Work Year, Teaching Hours, and Teaching Load (pp. 26-27)	11-21-22	<p><b>NPS Proposal:</b>  <i>Amend Section 3: Replace Section 3 with the following: The work year for psychologists will be 190 days.</i></p> <p><b>Article 17, Section 3:</b> <del>Psychologists may be required to work up to five (5) additional days during the summer at their per diem rate. Psychologists may work more than the required five (5) days on a voluntary basis at their per diem rate with the prior approval of the Superintendent or his/her designee. The work year for psychologists will be 190 days.</del></p>
		11-30-22	<p><b>NTA Questions/Comments</b>            After the November 30 session, psychologists were surveyed. About 40% of respondents worked some summer hours; number of hours varied from 8 to 30.            So we need clarity on what the district is looking for in this proposal.</p>
<b>NTA Rejects</b>		12-21-2022	<b>NTA Rejects:</b> The proposal to reduce the pay of Psychologists by increasing their work year is unacceptable to us. NPS currently has a way to require these people to work extra days in the summer.
<b>NPS: Reassert</b>		3-16-2023	<b>NPS Reasserts</b>
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Rejects</b>		12-18-23	<b>NTA Rejects</b>

## 5. Reduce Allocation of Sick Days for New Staff in First Three Years of Employment

Status	Contract/Unit	Date	Proposals/Counters								
	<p><b>Unit A:</b> Article 5: Sick Leave</p> <p><b>Unit B:</b> Not in proposal</p> <p><b>Unit C,</b> Article 7; Sick Leave (<b>Proposal #5</b>)</p> <p><b>Unit D,</b> Article 7: Authorized Leaves of Absence (<b>Proposal #2A</b>)</p> <p><b>Unit E:</b> Article 5: Sick Leave (<b>Proposal #2</b>)</p>	11-21-22	<p><b>NPS Proposal:</b>  <i>Amend Section 1 by adding the following underlined language:</i></p> <p>Every regular professional employee of the Newton School Committee covered by this Agreement shall be granted an annual leave of fifteen (15) days without loss of pay for absence caused by illness. <u>Notwithstanding the prior sentence, effective with the start of the 2023-2024 work year, new employees shall be granted annual sick leave in accordance with the following table:</u></p> <table style="margin-left: 40px;"> <tr> <td><u>Number of Sick Leave Days Employees in their first year</u></td> <td style="text-align: right;"><u>10 days*</u></td> </tr> <tr> <td><u>Employees in their second year</u></td> <td style="text-align: right;"><u>10 days</u></td> </tr> <tr> <td><u>Employees in their third year</u></td> <td style="text-align: right;"><u>12 days</u></td> </tr> <tr> <td><u>Employees in their fourth year and beyond</u></td> <td style="text-align: right;"><u>15 days</u></td> </tr> </table> <p><u>*The number of days is prorated based on the employee's start date.</u></p>	<u>Number of Sick Leave Days Employees in their first year</u>	<u>10 days*</u>	<u>Employees in their second year</u>	<u>10 days</u>	<u>Employees in their third year</u>	<u>12 days</u>	<u>Employees in their fourth year and beyond</u>	<u>15 days</u>
<u>Number of Sick Leave Days Employees in their first year</u>	<u>10 days*</u>										
<u>Employees in their second year</u>	<u>10 days</u>										
<u>Employees in their third year</u>	<u>12 days</u>										
<u>Employees in their fourth year and beyond</u>	<u>15 days</u>										
	Same as above	11-30-22	<p><i>B. Amend the second paragraph in Section 2 as follows: (deleted language struck; new language underlined):</i></p> <p style="text-align: center;">“An employee covered by this Agreement may use up to eleven (11) of <del>their his or her</del> <u>available fifteen (15)</u> sick days for a close family member's or dear friend's illness or injury <u>annually.</u>”</p>								
<b>NTA counter-</b>		12-21-2022	<b>NTA</b> counter-proposal on NTA proposal #20 included provision that NPS withdraw proposal #5 and revise 6 A and B.								
<b>NPS rejects package</b>		1-25-23	<b>NPS:</b> Responds independently to our proposal #20; package proposal off the table.								
		2-13-23									
<b>NPS reasserts</b>		3-16-23	<b>NPS reasserts original proposal</b>								
<b>No change</b>		4-4-2023	<b>No change in status</b>								
<b>No change</b>		4-26-2023	<b>No change in status</b>								
<b>No change</b>		5-18-23	<b>No change in status</b>								
<b>NTA Rejects</b>		12-18-23	<b>NTA Rejects</b>								



**6 A and B. Restrict Access to Sick Leave Bank**

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 5, Section 11 Sick Leave Bank (pp. 10-11)</p> <p><b>Unit B:</b> Article 5, Section 12 Sick Leave Bank (pp. 8-9) (<b>Proposal #4</b>)</p> <p><b>Unit C:</b> Article 8, Sick Leave (pp. 11-14) (<b>part of the sick leave proposal #5</b>) <b>Proposal #3</b></p> <p><b>Unit E:</b> Article 5: Section 12 (Sick Leave Bank) <b>Proposal #2 Part C</b></p>	11-21-22	<p><b>NPS Proposal:</b> Employees must have been employed by the Newton Public Schools for a minimum of two full years prior to the of the request for sick leave bank benefits.</p> <p><i>A. Amend Section A by adding the below underlined language:</i></p> <p>A. There shall be a sick leave bank for use by eligible employees covered by this Agreement who have exhausted their own sick leave. Eligible employees are members who qualify under one of the following circumstances: a member with a serious illness; members who gave birth and are considered disabled due to the birth of the child; and members who are the primary adoptive parents within the first six months of the adoption (adoptive primary parent includes a primary parent via surrogacy).</p> <p><u>Employees must have been employed by the Newton Public Schools for a minimum of two full years prior to the date of the request for sick leave bank benefits.</u></p> <p><i>B. Delete “fifteen (15) from the first sentence in Section B. (housekeeping)</i></p> <p>B. At the beginning of every school year, members of the professional staff covered by this Agreement shall each contribute one (1) day of their annual <del>fifteen (15)</del> days of sick leave in order to fund the bank.* There shall be no accumulation of unused sick leave bank days beyond each applicable school year.</p>
<b>NTA Counter</b>	Same as above	12-21-2022	<p><b>NTA Counter Proposal:</b></p> <ol style="list-style-type: none"> <li>1. NPS accepts NTA proposal regarding family sick usage (<b>NTA #20</b>)</li> <li>2. NPS withdraws proposals limiting sick day grant for new employees (<b>NPS #5</b>)</li> <li>3. NTA counter re: sick bank access               <ol style="list-style-type: none"> <li>a. First year of employ, limited to 30 days</li> <li>b. Second year, limited to 60 days</li> <li>c. Exception to this sick bank access is on the job injury—those provisions continues to apply</li> </ol> </li> </ol>
		1-25-23	<b>NPS:</b> Responds independently to our proposal #20; package proposal off the table.
<b>NPS reasserts A and B</b>		3-16-23	<b>NPS</b> reasserts proposals
<b>No change</b>		4-4-2023	<b>No change in status</b>

<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Rejects</b>		12-18-23	<b>NTA Rejects</b>

## 6 C and D. Limit the Number of Days that can be Allocated from Bank to 60.

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 5, Section 11 Sick Leave Bank (pp. 10-11)</p> <p><b>Unit B:</b> Article 5, Section 12 Sick Leave Bank (pp. 8-9) <b>(Proposal #4)</b></p> <p><b>Unit C:</b> Article 8, Sick Leave (pp. 11-14) <b>(part of the sick leave proposal #5)</b></p> <p><b>Proposal #3</b></p> <p><b>Unit E:</b> Article 5: Section 12 (Sick Leave Bank) <b>Proposal #2 Part C</b></p>	11-21-22	<p><b>NPS Proposal:</b></p> <p><i>C. Amend Section D by adding the following to the end of the sentence: “but in no event more than an additional thirty (30) days,”</i></p> <p>D. Upon completion of an initial grant of a thirty (30) day period, the period of entitlement may be extended by the Sick Leave Bank Committee upon demonstration of need by the applicant, <u>but in no event more than an additional thirty (30) days.</u></p> <p><i>D. Amend Section F by replacing “Sick Leave Bank Committee” with the “Superintendent” in the second sentence, (housekeeping)</i></p> <p>F. The Sick Leave Bank shall be administered by a Sick Leave Bank Committee consisting of four members. Two members shall be designated by the <del>Sick Leave Bank Committee</del> <u>Superintendent</u> to serve at <del>its</del> <u>the Superintendent’s</u> discretion and two members shall be designated by the Association.* The Sick Leave Bank Committee shall determine the eligibility for the use of the bank and the amount of leave to be granted. The following criteria shall be used by the Sick Leave Bank Committee in administering the bank and in determining eligibility and amount of leave:</p> <ol style="list-style-type: none"> <li>1. Adequate medical evidence of serious illness;</li> <li>2. Prior utilization of all eligible sick leave.</li> </ol>
<b>NTA Rejects C TA on D</b>		12-21-2022	<b>NTA Rejects Proposal C, but accepts housekeeping proposal D</b>
<b>NPS Reasserts C TA on D</b>		3-16-23	<b>NPS reasserts proposal C</b>
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Rejects</b>		12-18-23	<b>NTA Rejects</b>

## 6 Unit D. Restrict Access to Sick Leave Bank: Limit the Number of Days that can be Allocated from Bank to 60.

(Note that the Unit D language is different, but this is the same change as proposed in 6A through 6C above.)

Status	Contract/Unit	Date	Proposals/Counters
	<b>Unit D:</b> Article 17: Sick Bank (p.14) <b>Proposal #3</b>	11-21-22	<p><b>NPS Proposal:</b>  <i>Amend the first sentence of Section 1 as follows (new language underlined):</i></p> <p>Unit D 5-day a week members <u>who have been employed by the Newton Public Schools for a minimum of two full years prior to the date of the request for sick leave bank benefits</u> may participate in the sick leave bank* subject to the following restrictions: <u>(i) the Unit D member contributed one (1) day of sick leave to fund the bank;</u> <u>(ii) these sick days from can only be used prospectively by a unit member who has been out sick for more than two consecutive weeks and whose illness is confirmed by a doctor’s certificate;</u> <u>(iii) the initial grant of days by the Sick Leave Bank Committee shall not exceed thirty (30) days;</u> <u>upon completion of the initial grant of sick leave by the Sick Leave Bank Committee, the Sick Leave Bank Committee may extend additional sick leave days upon the Unit D member’s demonstrated need but in no event more than an additional thirty (30) days.</u></p>
<b>NTA counter</b>	Same as above	12-21-2022	<p><b>NTA counter proposal:</b></p> <ol style="list-style-type: none"> <li>1. NPS accepts NTA proposal regarding family sick usage</li> <li>2. NPS withdraws proposals limiting sick day grant for new employees</li> <li>3. NTA counter re: sick bank access               <ol style="list-style-type: none"> <li>1. First year of employ, limited to 30 days</li> <li>2. Second year, limited to 60 days</li> <li>3. Exception to this sick bank access is on the job injury—those provisions continues to apply</li> </ol> </li> </ol>
		1-25-23	<b>NPS:</b> Responds independently to our proposal #20; package proposal off the table.
<b>NPS reasserts</b>		3-16-23	<b>NPS reasserts original proposal</b>
<b>No change</b>		4-4-2023	<b>No change in status</b>
No change		4-26-23	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>NTA Rejects</b>		12-18-23	<b>NTA Rejects</b>

## 8. Form a Teacher Evaluation Working Group.

Status	Contract/Unit	Date	Proposals/Counters
		11-21-22	<b>NPS Proposal:</b> Proposal to come
	<b>Unit A:</b> Article 20 Teacher Evaluation <b>Unit B:</b> Not in proposal <b>Unit C:</b> Not in proposal <b>Unit D:</b> Not in proposal <b>Unit E:</b> Not in proposal	11-30-22	The Evaluation Working Group consisting of NPS and NTA members, shall be re-established for the purpose of collaboratively reviewing and proposing revisions to the Unit A evaluation rubrics, forms, and templates, as well as associated and related documents, as well as the Evaluation Handbook, which memorializes the evaluation process. The Evaluation Working Group will propose revisions to the evaluation process and documents for adoption and implementation for the 24-25 School Year; however, nothing prevents the Evaluation Working Group from recommending agreed upon proposed revisions to elements of the process or revised documents for implementation prior to the 24-25 SY.
<b>NTA requests detail</b>			<b>NTA Response:</b>  NTA has made a detailed proposal about what we would like to change in the evaluation instrument. We would like a detailed proposal from the district about what they would like to change and why.
<b>Clarify</b>	<b>Unit B:</b> Article 16: Evaluation	2-13-23	<b>NPS Clarifies:</b> Proposal is for Unit B as well. NPS also provided some clarification to their proposal:  Toby – “We met several times, were not working on integrating state mandates, was a model of collaboration at ways we needed to improve, had right training for evaluators, fine tuning how it could be changed/adapted. How to keep integrating state mandates, interest in the cultural responsive components regarding the rubrics and potential things coming from the state. Not one particular issue to fix, more about the collaborative effort.”
<b>Package Counter</b>		2-13-23	<b>NTA Counter:</b> Agree to their #8, Evaluation Labor Management Committee, if NPS agrees to change in evaluation procedures for employees on Directed Growth Plans and Improvement Plans (#28 above).
<b>Package Counter</b>		3-16-2023	<b>NTA Reasserts Counter:</b> This wasn’t clear on last negotiations date
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>Reassert Package</b>		5-18-23	NPS indicates they will have a counter next session
<b>NTA counter</b>		12-18-23	<b>NTA Accepts IFF NPS accepts NTA #26</b>

## 9. Health Insurance.

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 28: Health Insurance (pp. 34- 36)</p> <p><b>Unit B;</b> Article 24: Health Insurance (pp. 26-28) <b>(Proposal #7)</b></p> <p><b>Unit C:</b> Article 7, Health Insurance (pp. 9-11) <b>(Proposal #6)</b></p> <p><b>Unit D:</b> Article 25 Health Insurance, (pp. 18-20) ) <b>(Proposal #5)</b></p> <p><b>Unit E:</b> Article 23 Health Insurance, (pp. 26-28) ) <b>(Proposal #4)</b></p>	1-25-23	<p><b>NPS Proposal:</b></p> <ol style="list-style-type: none"> <li>1. PPO/OOA plans: Employer (NPS) contribution for PPO/OOA plans is set at 75% of the EPO individual or family plan.</li> <li>2. Deductibles: Increase Deductibles from \$250/\$500 to \$400/\$800</li> <li>3. Out-of-Pocket Maximum: Increase OOP maximum from \$1,000/\$2,000 to \$2,000/\$4,000</li> <li>4. Urgent Care Copay: Increase Urgent Care Copay from \$10 per visit to \$20 per visit</li> <li>5. Retail Care copay: Increase Retail Care Copay by \$5 per visit to \$20 per visit. [Must be a typo—should read “from \$5 per visit to \$20 per visit” instead of “by \$5 per visit,” as the co-pay is currently \$5 per visit.]</li> <li>6. Prescription Copays: increase prescription drug copays by \$5 at all three Tiers from \$20 to \$25 for Tier I, from \$35 to \$40 at Tier II, and from \$55 to \$60 for Tier III</li> </ol> <p>*In discussion, told that #1 is currently the practice in city plans.</p>
		2-13-23	<b>NTA:</b> Asks for information on savings the district anticipates; we say we cannot reply until we have better sense of district’s financial proposals AND changes happening as city procures new providers. (Tufts and Harvard no longer exist independently.)
		Before 3-16-23	<b>Sean Mannion</b> sends reply to our information request. Data is somewhat confusing and hard to determine future savings because the savings different for different carriers, but Harvard and Tufts are merging.
<b>NTA Rejects</b>		3-16-23	<b>NTA</b> rejects changes to health insurance plan design and contribution rates
<b>No change</b>		5-18-23	<b>No change in status</b>

NPS revises proposal		6-12-23	<p><b>NPS</b> revised Proposal:  <u>Starting on July 1, 2024</u>  1. PPO/OOA plans: Employer (NPS) contribution for PPO/OOA plans is the dollar amount equal to:</p> <ul style="list-style-type: none"> <li>• 75% of the premium for the EPO individual plan for PPO/OOA individual plans;</li> <li>• 75% of the premium for the EPO family plan for PPO/OOA family plans;</li> </ul> <p><u>Starting on July 1, 2025</u>  1. Deductibles: Increase Deductibles from \$250/\$500 to \$400/\$800  2. Out-of-Pocket Maximum: <del>Increase OOP maximum from \$1,000/\$2,000 to \$2,000/\$4,000</del> [no change]  3. Urgent Care Copay: Increase Urgent Care Copay from \$10 per visit to \$20 per visit  4. Retail Care copay: Increase Retail Care Copay by \$5 per visit to \$20 per visit. [Must be a typo—should read “from \$5 per visit to \$20 per visit” instead of “by \$5 per visit,” as the co-pay is currently \$5 per visit.]  5. Prescription Copays: <del>increase prescription drug copays by \$5 at all three Tiers from \$20 to \$25 for Tier I, from \$35 to \$40 at Tier II, and from \$55 to \$60 for Tier III</del> [no change]</p>
NTA rejects		6-12-23	<b>NTA Rejects</b>
<b>No change</b>		12-18-23	<b>No change</b>

## 10. Tuition Free Attendance.

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 42 - Tuition Free Attendance (p. 55)</p> <p><b>Unit B:</b> Not in proposal</p> <p><b>Unit C:</b> Article 24 Tuition Free Attendance (p. 34) (<b>Proposal #7</b>)</p> <p><b>Unit D:</b> Article 18, Tuition Free Attendance (<b>Proposal #4</b>)</p> <p><b>Unit E:</b> Article 34 - Tuition Free Attendance (p. 37)</p>	11-21-22	<p><b>NPS Proposal:</b> Proposal to come</p>
	Same as above	11-30-22	<p><b>NPS Proposal:</b> Replace Section 1 as follows:</p> <p style="text-align: center;"><b><u>ARTICLE 42</u></b></p> <p style="text-align: center;"><b><u>Tuition-Free Attendance</u></b></p> <p style="text-align: center;"><b><u>Acceptance of Non-Resident Teachers' Children in Newton Public Schools</u></b></p> <p><b><u>Section 1:</u></b> — Subject to the conditions and restrictions that apply to Newton students who seek out-of-district placement, a teacher in the Newton School System who is not a resident of the City will have the option, at no cost, of having his/her child(ren) or a child residing with the teacher attend the regular education program of one of the two high schools in Newton and, on a space available basis, the regular education program at the Elementary or Middle</p>



			<p>Schools in the Newton Public Schools. However, once a child is accepted, so long as the teacher is employed in the Newton Public Schools, the child shall be allowed to attend that school through grade 12 subject to the rules and regulations that apply to Newton residents. In addition, every reasonable effort will be made to place siblings in the same school if the parent so requests. It is further understood that if a child(ren) of a teacher is approved to attend the Newton Public Schools, such attendance shall not be grounds for a teacher 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.</p> <p><b>RELABEL: <u>Children of Non-Resident NTA Members Attending Newton Public Schools</u></b></p> <p><b><u>Section 1:</u></b> 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, enroll in one of the two high schools in Newton and, on a space available basis, in one of the Elementary or Middle Schools in the Newton Public Schools. This option of enrollment/continued attendance is subject to the following conditions:</p> <p><u>(i) the payment by the member of an annual materials fee that is established by the Newton School Committee;</u></p> <p><u>(ii) the enrollment/continued attendance does not result in the need to add additional classrooms, programs, or services, increase staffing levels; or</u></p> <p><u>(iii) enrollment/continued attendance does not require Newton Public Schools to provide or purchase additional equipment, modify facilities, or fund any program or services that are not then currently being provided by the Newton Public Schools.</u></p> <p><u>The purpose of this provision is to allow the children of non-resident member employees to attend the Newton Public Schools provided that such attendance does not result in the need to add additional classrooms, staffing, programs, services, or to purchase additional equipment or modify facilities. In the event enrollment or attendance of a non-resident members’ child would require an additional classroom, additional staff, additional programs or services, or the purchase of additional equipment or modification of facilities, the member and the member’s child will be referred back to the school district of the student’s residence.</u></p> <p><u>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</u></p>
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			<p><u>rights and costs regarding such placements shall remain the obligation of the school district of actual residence.</u></p> <p><u>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, subject to the conditions set forth herein, the child shall be allowed to attend that school through grade 12. The right of continued attendance is conditioned upon the payment of the fees and costs set forth in this provision and is subject to the rules and regulations that apply to Newton residents. In addition, every reasonable effort will be made to place siblings in the same school if the parent so requests. It is further understood that if a child(ren) of a member is approved to attend the Newton Public Schools, such attendance shall not be grounds for a grievance, including but not limited to a grievance concerning teacher workload and/or class size, and in all such instances, workload and/or class size shall be calculated on the basis of students who reside in the City of Newton.</u></p>
<b>NTA rejects</b>		12-21-2022	<b>NTA rejects out of district proposal</b>
		1-25-2023	<b>NPS: Hold</b>
		2-13-2023	<b>NPS: Hold</b>
<b>NPS Counter</b>		3-16-2023	<p><b>NPS: Counter</b></p> <p>RELABEL: <b><u>Children of Non-Resident NTA Members Attending Newton Public Schools</u></b></p> <p>Replace Section 1 with the following:</p> <p><b><u>Section 1:</u></b> 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, enroll in one of the elementary, middle, or high schools in the Newton Public Schools, on a space available basis. 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 following conditions:</p> <ul style="list-style-type: none"> <li>(i) the enrollment/continued attendance is subject to the rules and regulations that apply to Newton residents;</li> <li>(ii) the payment by the member of an annual materials fee that is established by the Newton School Committee; and</li> <li>(iii) the enrollment/continued attendance does not result in the likely need to add additional classrooms, or hire additional staff.</li> </ul> <p>The purpose of this provision is to allow the children of non-resident member employees to attend the Newton Public Schools provided that such attendance does not result in the</p>

			<p>need to add additional classrooms or staffing. In the event enrollment or attendance of a non-resident members' child would require an additional classroom, or additional staff, the member and the member's child will be referred back to the school district of the student's residence. Reasonable efforts will be made to place siblings in the same school if the member so requests.</p> <p>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.</p> <p>It is further understood that if a child(ren) of a member if approved or not approved to attend the Newton Public Schools, such attendance shall not be grounds for a grievance.</p>
<b>NPS Hold</b>		4-4-23	<b>NTA</b> has not responded to new proposal
<b>NPS Hold</b>		4-26-23	<b>NTA</b> has not responded to new proposal
<b>NTA Counter</b>		5-18-23	<p><b>NTA Counter:</b></p> <p style="text-align: center;"><b>Tuition Free Attendance</b></p> <p style="text-align: center;"><b>Acceptance of Non-Resident Newton Teacher Association Employee's Children in Newton Public Schools</b></p> <p><b><u>Section 1:</u></b> Subject to the conditions and restrictions that apply to Newton students who seek out-of-district placement, <del>a teacher in an NTA employee</del> of the Newton <del>Public Schools System</del> who is not a resident of the City will have the option, at no cost, of having <del>his/her</del> their child(ren) or a child residing with the <del>teacher employee</del> attend the <del>regular</del> education program of one of the two high schools in Newton and, on a space available basis, the <del>regular</del> education program at the Elementary or Middle Schools in the Newton Public Schools. However, once a child is accepted, so long as the teacher is employed in the Newton Public Schools, the child shall be allowed to attend that school through grade 12, subject to the rules and regulations that apply to Newton residents. In addition, every reasonable effort will be made to place siblings in the same school if the parent so requests.</p> <p><u>The Newton Public Schools acknowledges its obligation under Massachusetts and Federal special education law to offer those regular and special education services that are necessary to provide non-resident students a free and appropriate public education.</u></p> <p><u>This benefit does not obligate the district to pay out-of-district tuition costs for non-resident students attending the Newton Public Schools under this provision. However, if</u></p>

			<p><u>the student’s special education team recommends out-of-district placement for a student attending the Newton Public Schools under this provision, the Newton Public Schools will work with the employee’s residential school district to ensure that the transition to an out-of-district placement be as seamless as possible.</u></p> <p>It is further understood that if a child(ren) of <del>a teacher</del> <u>an employee</u> is approved to attend the Newton Public Schools, such attendance shall not be grounds for a teacher 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.</p>
<p><b>NTA Counter</b></p>		<p>12-18-23</p>	<p><b>NTA Counter</b></p> <p style="text-align: center;"><b>Article 42: Tuition-Free Attendance (</b></p> <p><i>Replace Section 1 with the following:</i></p> <p><b><u>Section 1:</u></b> 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, enroll in one of the elementary, middle, or high schools in the Newton Public Schools, on a space available basis. 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.</p> <p>Reasonable efforts will be made to place siblings in the same school if the member so requests.</p> <p>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.</p>

			<p>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.</p> <p>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</p>
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## 11. Time on Learning.

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Appendix E - Time on Learning Agreement (pp. 124-132)</p> <p><b>Unit B:</b> Appendix F— Time on Learning Agreement (pp. 148-156) <b>(Proposal #8)</b></p> <p><b>Unit C:</b> Not in proposal</p> <p><b>Unit D:</b> Not in proposal</p> <p><b>Unit E:</b> Not in proposal</p>	11-21-22	<p><b>NPS Proposal:</b> Proposal to come</p>
	Same as	11-30-22	<p><b>NPS Proposal:</b> Proposal to come</p>
		12-21-22	<p>Appendix E - Time on Learning Agreement (Unit A, pp. 124-132; Unit B; pp. 148-156)</p> <p>REMOVE (Units A and B) and REPLACE (Unit A only) with:</p> <p>1. Article 17 (pp. 26-27) Amend Article 17 by adding the following new sections:</p> <p style="padding-left: 40px;"><u>Section # 4: The work week for teachers in grades preK-5 will be 35 hours including their preparation time and duty-free lunch break.</u></p> <p style="padding-left: 40px;"><u>Section # 5: The work week for middle school teachers will be 35 hours including their preparation time and daily duty-free lunch break.</u></p>

			<p><u>Section # 6: The work week for high school teachers will be 36 hours and 30 minutes including their preparation time and daily duty-free lunch break.</u></p> <p><u>Section # 7: Except during their duty-free lunch and preparation time, when teachers are not scheduled to be teaching, teachers may be scheduled for meetings including but not limited to: Department meetings, PLC meetings, team meetings, IEP meetings, WIN periods, parent conferences, or may be assigned duties.</u></p> <p>2. Article 44 Amend Article 44 as follows:</p> <p style="text-align: center;">Article 44 <del>Elementary</del> Preparation Time</p> <p><u>Section 1 - <b>Elementary Preparation Time:</b> Each elementary teacher will be scheduled for a minimum of 180 minutes of preparation time per 5-day week (during the regular school day), which is to be scheduled in meaningful units, prorated by FTE. Given the minimum scheduled preparation time of 180 minutes per 5-day week, elementary teachers will receive a minimum of 30 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 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.</u></p> <p><u>Section 2 - <b>Middle School Preparation Time:</b> Each middle school teacher will be scheduled for a minimum of one preparation period per day.</u></p> <p><u>Section 3 - <b>High School Preparation Time:</b> Each high school teacher will be scheduled for at least one preparation period per rotation of all class blocks.</u></p> <p><u>Section 4 - <b>Pre-School Preparation Time:</b> Each pre-school teacher will be scheduled for a minimum of one 30 minute preparation period per day.</u></p>
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		1-25-23	NTA no response
		2-13-23	NTA no response
NTA rejects; NPS reasserts		3-16-23	NTA rejects; NPS Reasserts
No change		4-4-2023	No change in status
No change		4-26-2023	No change in status
No change		5-18-23	No change in status
NTA Counter		6-26-23	<p><b>NTA Counter:</b></p> <p style="text-align: center;"><b><u>TIME AND LEARNING AGREEMENT</u></b></p> <p style="text-align: center;"><b><u>PREAMBLE</u></b></p> <p>The Newton School Committee (the Committee) and the Newton Teachers Association (the Association) acknowledge that the Time and Learning regulations issued by the Department of Education pursuant to its mandate under the Education Reform Act of 1993 warrant a change in the existing practices with respect to total teacher hours of employment, length of school day, and work load. In an effort to develop mutually satisfactory changes in the afore-mentioned existing practices, the parties hereby agree on the following Time and Learning changes*:</p> <p style="text-align: center;"><b>ELEMENTARY SCHOOLS</b></p> <p><i>[renumber below as necessary]</i></p> <ol style="list-style-type: none"> <li>1. <del>Thursdays will be a regularly scheduled day, eliminating the “Thursday Afternoon Program.”</del></li> <li>2. The Newton Public Schools will offer citywide professional development during the regular school day in either a half or full day timeframe. Teachers will be released from their regular teaching duties during this time, and the district will provide appropriate coverage.</li> <li>3. Wednesday afternoon release time will be used as follows: <ul style="list-style-type: none"> <li>• Building principals may schedule one staff meeting per month from 1:05-3:00.</li> <li>• The parties agree to set aside three (3) or four (4) Wednesday afternoons per month (three when there are four Wednesdays in a month and four when there are five) for one hour of Professional Learning Community (PLC) time and one hour of personal planning time. 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.</li> <li>• <del>Beginning in the 2017-2018 school year,</del> Special Education Teachers, ELL Teachers, and special area teachers have an average of 4 hours per month unassigned on Wednesday</li> </ul> </li> </ol>



			<p>afternoons. Special Education Teachers and ELL Teachers act as consultants for grade level PLC teams and attend those meetings as needed up to 1 hour per month, with the remaining 3 hours being reserved for personal planning.</p> <ul style="list-style-type: none"> <li>• Specialists, ELL teachers and Special Education Teachers (e.g., SW/Psych, OT, Learning Center, Speech/Language, PE, Art, Music, Library etc.) may have up to one Wednesday meeting per month with members of their respective departments in addition to the building staff meetings.</li> <li>• Special Education Teachers and ELL Teachers will have an average of three (3) hours of personal planning time each month, with flexibility from month to month. They may participate in PLC's on the remaining Wednesdays. While on occasion building or other administrators may request and/or require that these educators attend a particular PLC, the professional judgment of the educator concerning when and how to most effectively participate in PLC's should be respected.</li> <li>• Social Workers and Psychologist and Specialist teachers will continue to reserve one Wednesday per month to use as a job alike PLC.</li> <li>• Instructional coaches will modify their schedules to allow for the equivalent of the Wednesday planning time during the school day so that they can attend the maximum number of PLCs.</li> <li>• Teachers will continue to use the Wednesday afternoons adjacent to the two early release teacher discretion Thursdays at their discretion.</li> </ul> <p>4. The Elementary Oversight Committee with an equal number of members appointed by the Committee and the Association will continue to meet for the purpose of overseeing implementation of the Agreement and resolving related problems.</p> <p><del>A joint subcommittee of the Elementary Oversight Committee will be established for the express purpose of overseeing the Thursday Afternoon Program.</del></p> <p>5. <del>There will be one (1) faculty meeting per month.</del></p> <p>6. Student arrival will begin at 8:10 when the first bell rings. The instructional hours for students will be four (4) days (M, Tu, Th, F) from 8:20 AM to 2:50 PM, and one (1) day (Wednesday) from 8:20 AM to 12:20 PM.</p> <p>7. The district will schedule <del>six (6)</del> <u>eight (8)</u> early release Thursdays per year at approximately <del>six (6)</del> <u>four or five (4 or 5)</u> week intervals. Of these <del>six eight</del>, four may be used for district or building based professional development or training, <del>and two four</del> shall <del>continue to</del> be used at the teachers' discretion, <u>two of which shall be scheduled</u> during the elementary conference periods.</p>
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8. ~~The Committee will have the option, beginning with the 2016-2017 school year, to permanently change the Tuesday elementary dismissal time to 12:45 pm from 12:30 pm. If the Committee exercises this option and if the terms of the Memorandum of Agreement (MOA) dated April 27, 2015, which changed the start time to 8:25 am are no longer being observed, then the restriction on the use of additional time for social and emotional learning purposes will remain in effect through the 2017-2018 school year as described in the MOA.~~
- ~~If the Committee exercises this option, preparation time for all elementary school teachers will, at the same time, increase to a minimum of 180 minutes per week. This increase will be effective concurrent with the change in the elementary dismissal time. The Tuesday elementary school day for teachers will remain the same length, even with contact time increasing by fifteen (15) minutes. The thirty (30) minute duty free lunch time, as well as allocation of adequate travel time for teachers, remains in effect.~~
- ~~The School Committee and the Association acknowledge that there may be recommendations from a Joint Committee to be established during the 2015-2016 school year (pursuant to the clause “Elementary/Middle School Time Issues: Thursday Afternoon Program”) that may lead to changes in this Committee option. Any such changes are subject to approval by the Committee and the Association.~~

**MIDDLE SCHOOL TIME AND LEARNING AGREEMENT**

**BIGELOW, DAY, AND OAK HILL MIDDLE SCHOOLS**

*[renumber below as necessary]*

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 students are dismissed from school.
3. There will be up to ~~eight~~ four (4) special early release days during the year. ~~when students are dismissed at 11:30 AM. Of these eight, four may be used for district or building based professional development or training, and four shall be used at the teachers’ discretion. Students will be scheduled to attend school for three (3) hours before dismissal. Professional development or teacher discretionary time shall last for three hours.~~

			<p>4' <u>On the 5.75 hour days, staff meetings shall end one and one half (1 1/2) hours after student dismissal.</u></p> <p>4. Teachers will have up to 1215 minutes/week of contact time with students.</p> <p>5. Teachers may be assigned up to two duties per six-day cycle (which include advisory as an option).</p> <p>6. Teachers will have one (1) duty-free lunch period/day based on the building schedule.</p> <p>7. Team teachers will have up to five (5) periods every two (2) cycles for scheduled team and Grade Level Department meetings.</p> <p>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.</p> <p><del>9. Homeroom and advisory will continue to be school based decisions.</del></p> <p>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.</p> <p>11. Homeroom, lunch and passing time are not counted as part of 1215 minutes/week.</p> <p>12. Team teachers will have up to 24 teaching periods in their core subject per cycle. Multi-team teachers will teach up to 30 periods per cycle.</p> <p><del>13. The Committee and Administration do not intend to make any significant changes in the split between core contact time and other student learning time (OSLT/Academic Responsibilities) beyond what is in the proposed schedules for 2001-2002.</del></p> <p><del>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. The Committee recognizes its obligation to bargain with the Association over mandatory subjects of collective bargaining.</del></p> <p>15. The Middle School Oversight Committee, with an equal number of members appointed by the Committee and the Association, will continue to meet for the purpose of overseeing implementation of the Agreement and resolving related problems.</p>
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**BROWN MIDDLE SCHOOL**

*[renumber below as necessary]*

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 for 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.
3. There will be up to ~~eight~~ four (4) special early release days during the year. ~~when students are dismissed at 11:30 AM. Of these eight, four may be used for district or building based professional development or training, and four shall be used at the teachers' discretion. Students will be scheduled to attend school for three (3) hours before dismissal. Professional development or teacher discretionary time shall last for three hours.~~
4. Teachers will have up to 1215 minutes/week of contact time with students.
- 4' On the 5.75 hour days, staff meetings shall end one and one half (1 1/2) hours after student dismissal.
5. Teachers may be assigned up to 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. ~~Homeroom and advisory will continue to be school based decisions.~~
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 periods per cycle.
- ~~13. The Committee and Administration do not intend to make any significant changes in the split between core contact time and other student learning time (OSLT/Academic Responsibilities) beyond what is in the proposed schedules for 2001-2002.~~
- ~~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. The Committee recognizes its obligation to bargain with the Association over mandatory subjects of collective bargaining.~~
15. The Middle School Oversight Committee, with an equal number of members appointed by the Committee and the Association, will continue to meet for the purpose of overseeing implementation of the Agreement and resolving related problems.

### **HIGH SCHOOL TIME AND LEARNING AGREEMENT**

The following agreement is specific to the proposed 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. The agreement allows that minor changes may be made to the schedule to allow for unanticipated contingencies, such as accommodation to bus schedules, response to faculty feedback, etc., by the High School Joint Oversight Committee.

~~Upon ratification of the 2019-2020 and 2020-2023 Units A, B, and C contracts, Section 1 of the revised High School Time and Learning Agreement below will come into immediate effect, charging the High School Joint Oversight Committee (HSJOC), among the responsibilities listed below, and within the parameters of its charge, with determining whether, when and how the new schedule shall be implemented. Section 8 will also immediately come into effect.~~

~~The remaining sections of this revised High School Time and Learning Agreement will take effect upon implementation of the new schedule. The High School Time and Learning agreement from the 2015-18 NTA-NPS Contract will remain in effect until a new schedule is implemented.~~

~~1. Within 30 days of ratification of this Agreement, the Association and School Committee 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 School Committee, a~~

Unit B member shall count either as a representative of the Association, or as a representative of the School Committee.

The High School Joint Oversight Committee will convene for the purpose of overseeing implementation of the this Agreement and resolving related problems. ~~Prior to implementing the new schedule, the HSJOC shall:~~

- ~~• By majority vote determine whether and when to implement the new high school schedule. Said implementation shall occur no sooner than September 2021.~~
- ~~• To account for unanticipated contingencies, make minor modifications to the proposed schedule.~~
- ~~• Present recommendations on the organization and administration of flexible learning time.~~
- ~~• Create guidelines for part-time educators regarding duties, responsibilities during flex time, Tuesday afternoon meeting time, and professional half days.~~
- ~~• Bring clarity to what counts as an academic duty.~~
- ~~• Assess and make recommendations regarding the translation of courses that currently meet 2 days per week to the new schedule format.~~

~~Once the new schedule is implemented, [T]he responsibilities of the High School Joint Oversight Committee shall include, but not be limited to:~~

- 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.
- 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.

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

3. ~~For the 2020-2021 school year, at least seventy-five percent (75%) of total time spent professionally (on Tuesday afternoons and half days) will be designed to support instruction in the new schedule.~~

		<p><del>Educators will spend at least half of this time collaborating with each other on instructional change and curricular development.</del></p> <p><del>In the first year of implementation of the new schedule, at least seventy five percent (75%) of total time spent professionally (on Tuesday afternoons and half days) will be designed to support instruction in the new schedule. Educators will spend at least half of this time collaborating with each other on instructional change and curricular development.</del></p> <p><del>In the second year of implementation of the new schedule, over fifty percent (50%) of total time spent professionally (on Tuesday afternoons and half days) will be designed to support instruction in the new schedule. Educators will spend at least half of this time collaborating with each other on instructional change and curricular development.</del></p> <p><del>The Committee and the Association agree that no major initiatives not related directly to supporting instruction shall be implemented in the high schools during the year prior to implementation of the new schedule, and in the first year of its implementation.</del></p> <p><del>In the event of a catastrophic event or other emergency, the above goals will not apply.</del></p> <p>4. Teachers of English, English Language Learners, History and Social Science, Mathematics, Science, Engineering, World Language shall be required to teach four (4) 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) classes or the equivalent. <del>All other teachers shall teach five (5) classes or the equivalent.</del></p> <p><u>Beginning in the 2024-2025 school year, all other teachers shall also teach four (4) classes or the equivalent.</u></p> <p>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.</p> <p>Teachers who teach five (5) classes may not be assigned duties. Unit B members may not be assigned duties.</p> <p>Academic duties may include, <u>but are not limited to</u>, administering student assessments, including IEP related testing, and attending or leading IEP team meetings.</p> <p>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.</p> <p>Traditional duties shall be defined as hall duty, cafeteria duty, and detention duty.</p> <p>Teachers who volunteer for traditional duties will send the signed form to the Principal/Vice Principal for assignment.</p>
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		<p>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:</p> <ul style="list-style-type: none"> <li>• The schedule will include no more than 260 minutes of flexible learning time per week;</li> <li>• Teachers may be assigned to work with students up to three hundred and forty (340) minutes every two weeks;</li> <li>• Educators (with exceptions noted below) shall be assigned at least 100 minutes of teacher collaboration time during flexible learning time every two weeks; educators may elect to work up to fifty minutes more every two weeks with students, taken from collaboration time.</li> <li>• Counselors and psychologists shall be assigned 100 minutes of collaboration time every two 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 meeting time or professional half days.</li> <li>• Educators shall not be assigned more than 10 flexible learning blocks, including student flexible learning time and collaboration time, every two weeks.</li> <li>• Flexible learning blocks may be used to assign Unit C members collaboration and/or planning time.</li> <li>• 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.</li> <li>• Part-time staff will be assigned responsibilities proportional to their FTEs and respecting their part-time schedule.</li> <li>• <del>No later than January of the second year of implementation, the HSJOC will meet to consider revising the flexible learning time expectations for student time and collaboration time. The goal of the HSJOC will be to decrease educators flexible learning time with students per two week period by 50 minutes and increase collaboration time for the same period by 50 minutes, without increasing overall staffing needs for high schools or creating unsafe supervision loads during flexible learning time.</del></li> </ul> <p>7. It is the intent of the Committee and Association that high school students will have a minimum of 990 hours of time on learning via traditional and flexible learning time.</p>
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			<p>8. <del>During the 2019-2020, 2020-2021 and 2021-2022 school years, the parties agree that all full-time high school English teachers will be capped at 258 students (21.5 students average class size).</del></p> <p>Beginning with the 2022-23 school year, the parties agree that all full-time high school English teachers will be capped at 264 students (22 students average class size) over a three-year period.</p> <p><u>Beginning with the 2025-2026 school year, the parties agree that all full-time Teachers of English, English Language Learners, History and Social Science, Mathematics, Science, Engineering, and World Language will be capped at 272 students (24 students average class size) over a three-year period, with no individual classes to exceed 30 students.</u></p> <p><del>A calculation of the total number of students each English teacher has taught for the 2019-2020, 2020-2021, and 2021-2022 school years shall be provided to the Association by March, 2022. The calculation of the three-year total shall then restart in the 2022-2023 school year, and every three years a calculation of the total number of students each English teacher has taught during the past three years shall be provided to the Association by March of the third year (2025, 2028, etc.). The district will include all relevant information the Association needs to ascertain compliance with the cap when it provides this calculation, including, but not limited to, faculty FTEs during the three-year period, any hire, leave, or resignation/retirement dates relevant to the calculation, etc.</del></p> <p>The cap will be applied pro-rata for part-time teachers working at least 75% time. The cap will be applied pro-rata for teachers who have not worked a total of three years when a calculation of the cap limit is computed with an additional variance of two students per class on average for each year less than 3 completed.</p> <p><del>Any FTE reductions resulting from the increase in the cap will be achieved through attrition and not through a Reduction in Force (RIF).</del></p> <p>9. The current practice of scheduling at least one high school conference time between 4:30 pm and 7:30 pm will continue.</p> <p>10. Faculty meetings and weekly professional development meetings will <u>begin no earlier than 8:00, take place end 10 minutes after before the last first class</u> each Tuesday, and will be no longer than one hour and <del>30</del> <u>20</u> minutes in length.</p>
<p><b>NPS Counter</b> (From package; not on the record)</p>		<p>7-17-23</p>	<p><b>NPS Counter</b> <i>(From 7-17-23 package; not on the record as an individual response to NTA proposal)</i></p> <p>TIME AND LEARNING AGREEMENT</p> <p><i>(Attempting to preserve the numbering as is wherever possible. Yellow highlighting indicates identical to NTA Counter on 6-26-23) (Did not receive original Word document; received PDF and had to use OCF</i></p>

*software to read; many typos.)*

**PREAMBLE**

The Newton School Committee (the Committee) and the Newton Teachers Association (the Association) acknowledge that the Time and Learning regulations issued by the Department of Education pursuant to its mandate under the Education Reform Act of 1993 warrant a change in the existing practices with respect to total teacher hours of employment, length of school day, and workload. In an effort to develop mutually satisfactory changes in the aforementioned existing practices, the parties hereby agree on the following Time and Learning changes\*:

**ELEMENTARY SCHOOLS**

1. The weekly hours for students will be:

- four (4) days of six (6) hours and 40 minutes (regular school day) and
- one (P day of four (4) hours and 20 minutes (“weekly short day”). (New #7 added to replace #7)

LT -----Thursdays will be a regularly scheduled day, eliminating the “Thursday Afternoon Program.”

1. 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, will end 10 minutes after the students are dismissed from school,
2. The Newton Public Schools will offer provide citywide professional development during the regular school day in either a half or full day timeframe; Teachers will be released from their regular teaching duties and provided with appropriate coverage to attend district professional development sessions, during this time. and the district will provide appropriate coverage.
3. The parties acknowledge and agree that the weekly short day afternoon release time shall be designated for the purposes of professional collaboration, meetings (such as staff, grade level, and department meetings), 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. The weekly short day afternoon release time shall also provide classroom teachers with at least three hours of personal planning time per month (four hours in a month that has five weekly short days). 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. ~~Tuesday afternoon release time will be used as follows :-~~

- a. ~~Building principals may schedule one staff meeting per month from 1:15 to 3:20.~~
- b. ~~The parties agree to set aside three (3) or four (4) Tuesday afternoons per month (three when there are four Tuesdays in a month and four when there are five) for one hour of Professional Learning Community [PLC] time) and one hour of personal planning time;~~
- c. ~~Beginning in the 2017-2018 school year, Special Education Teachers, ELL Teachers, and special area teachers' have an average of 4 hours per month unassigned: on Tuesday afternoons Special Education Teachers and ELL Teachers act as consultants for grade level PLG teams and attend those meetings as needed up to 1 hour per month, with the remaining 3 hours being reserved for personal planning.'~~
- d. ~~Specialists, ELL teachers and Special Education Teachers (e.g.; SW/Psych, OT, Learning Center, Speech/Language, PE, Art, Music, Library etc.) may have up to one Tuesday meeting per month with members of their respective departments in addition to the building staff meetings.~~
- e. ~~Special Education Teachers and ELL Teachers will have an average of three (3) hours of personal planning time each month, with flexibility from month to month. They may participate in PLGs on their maining Tuesdays. While on occasion building or other administrators may request and/or require that these educators attend a particular PLC, the professional judgment of the educator concerning when and how to most effectively participate in PLCs should be respected'.~~
- f. ~~Social Workers and Psychologist and Specialist teachers will continue to reserve one Tuesday per month to use as a job alike PLG~~
- g. ~~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, provided it is in increments of at least 30 minutes within the regular school day.~~
- h. ~~Instructional coaches will modify develop their schedules to allow for the equivalent of the Tuesday 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 during attend the maximum number of PLCs;~~
- i. ~~Teachers will continue to use the Tuesday weekly short day afternoons adjacent to the two District wide early release teacher discretion Thursdays at their discretion. (See the replacement language below for section H of the Elementary Section of the ^Fine~~

			<p style="text-align: center;"><del>and the Memorandum of Agreement.</del></p> <p>4. The Elementary Oversight Committee, with an equal number of members appointed by the Committee and the Association, will <del>convene as needed for the purposes of overseeing implementation of the Agreement and resolving related problems.</del></p> <p><del>A joint subcommittee of the Elementary Oversight Committee will be established for the express purpose of overseeing the Thursday Afternoon Program:</del></p> <p>5. <del>There will be one fid faculty/staff meeting per month. This section intentionally left blank.</del></p> <p>6. <del>The hours for students will be four (4) days (M, W, Th, F) from 8:10 AM 8: AM to 2f^0 PM, and one (1) day (Tuesday) from 8; 10 8:35 AM to 12;30TTf0 PM- (See New #7 above) This section intentionally left blank.</del></p> <p>7. The district will schedule <del>un to and including six (6) District-wide early release days Thursdays</del> per year at approximately six (6) week intervals. 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.</p> <p>8. <del>The Committee will have the option to permanently change the weekly short day dismissal time by extending the dismissal time by fifteen (15) minutes.</del></p> <p><del>The Committee will have the option, beginning with the 2016-2017 school yeaq to permanently change the Tuesday elementary dismissal time to 12:45 pm fromH 2:30 pm; If the Committee exercises this option and if the terms of the Memorandum of Agreement (MOA) dated April 27, 2015, which changed the staid time to 8:25 am are no longer being observed, then the restriction on the use of additional time for social and emotional learning purposes wilTremain in effect through the 2017-2018 school year as described in the MOA-;</del></p> <p><del>If the Committee exercises this option, preparation time for all elementary school teachers will, at the same time, increase to a minimum of 180 minutes per week. This increase wiH be effective concurrent with the change in the elementari-dismissal time. all The Tuesday elementary school day 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.</del></p>
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■The School Committee and the Association acknowledge that there may be recommendations from a Joint Committee to be established during the 2015-2016 school year (pursuant to the clause “Elementary/Middle School Time Ts3ue3: Thursday . Afternoon Program”) that may lead to changes in this Committee option. Any such changes are subject to approval by the Committee and the Association.

**Secondary**

**BIGELOW, DAY, AND OAK HILL MIDDLE SCHOOLS**

1. The weekly hours for student will be;
  - four (4) days of 6.5 hours ® one (1) day of 5.75 hours (~~weekly short day~~), 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 ~~middle~~ schools.
1. 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 short days when the regular work day for teachers will end at the end of the teacher work day. 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.~~
2. There will be up to ~~and including four (4) to six (6)~~ special.early release days during the year when students are dismissed ~~after at least 3 hours of instructional time at 11:30:~~
3. ~~Teachers will have up to 1215 minutes/week of contact time with students:~~ On weekly short days, professional development meetings will begin 10 minutes after the students are dismissed from school and last no longer than 90 minutes,
4. Teachers may be assigned up to ~~and including two (2) to three (3)~~ duties per six-day cycle (which ~~may include advisory~~), ~~include advisory as an option~~:
5. Teachers will have one (1) duty-free lunch period/day based on the building schedule.
6. Teachers will have ~~up to five (5) periods every two (2) cycles for scheduled team and Grade-level Department meetings at least one period of unscheduled preparation time each day unless this time has been allocated pursuant to Article 16. Section 2 of the contract (reference to coverage agreement).~~ ~~The focus of team, GLD and other collaborative meetings will continue to~~

			<p>be subject to the direction and approval of the principal or the principal's designee.</p> <ol style="list-style-type: none"> <li>7. <del>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. This section intentionally left blank.</del></li> <li>8. <del>Homeroom and advisory will continue to be school-based decisions; This section intentionally left blank.</del></li> <li>9. <del>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.</del></li> <li>10. <del>Homeroom, lunch and passing' time are not counted as part of the 1215 minutes/week. This section intentionally left blank.</del></li> <li>11. Team teachers will have up to 24 teaching periods in their core subject per cycle. Multi-team teachers will teach up to 30 periods per cycle. <del>Team teachers will have up to and including 4 additional periods working with students;</del></li> <li>12. <del>The Committee and Administration do not intend to make any significant changes in the split between core contact time and other student learning time (OSLT/ Academic Responsibilities) beyond what is in the proposed schedules for the 2001-2002. This section intentionally left blank.</del></li> <li>13. The Committee and/or the Administration will consult the Association prior to any significant changes being made to the <del>split between core contact time and OSLT/ Academic Responsibilities middle school schedule framework, except in exigent circumstances. The Committee recognizes its obligation to bargain with the Association over mandatory subjects of collective bargaining;</del></li> <li>14. The Middle School Oversight Committee, with an equal number of members appointed by the Superintendent and the Association, will <del>convene as needed for continue to meet for the continue to meet for</del> the purpose of overseeing implementation of this Agreement and resolving related problems.</li> </ol> <p>BROWN MIDDLE SCHOOL</p> <p>1, The weekly hours for student will be:</p>
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			<ul style="list-style-type: none"> <li>• four (4) days of 6.5 hours</li> <li>• one (1) day of 5.75 hours <del>/weekly short day</del> for a total of 31.75 hours (1905 minutes) per week.</li> </ul> <p>The goal is to minimize the spread in the start/stop time among the 4 <del>middle</del> schools.</p> <ol style="list-style-type: none"> <li>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, <del>except for weekly short days when the regular work day for teachers will end at the end of the teacher work day. 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.</del></li> <li>3. There will be up to <del>and including ear64</del> six (6) special early release days during the year when students are dismissed <del>after at least 3 hours of instructional time at 11:30.</del></li> <li>4. <del>Teachers will have up to 124.5 minutes/week of contact time with students.</del> On weekly short days, professional development meetings will begin 10 minutes after the students are dismissed from school and last no longer than 90 minutes.</li> <li>5. Teachers may be assigned up to <del>and including two</del> three (3) duties per six-day cycle (which <del>may include advisory</del>, include advisory as an option).</li> <li>6. Teachers will have one (1) duty-free lunch period/day based on the building schedule.</li> <li>7. Teachers will have up to five (5) periods every two (2) cycles for scheduled team and Grade Level Department meetings at least one period of unscheduled preparation time each day unless this time has been allocated pursuant to Article 16, Section 2 of the contract (<i>reference to coverage agreement</i>). <del>The focus of team, GLD and other collaborative meetings will continue to be subject to the direction and approval of the principal or the principal's designee.</del></li> <li>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. <del>This section intentionally left blank.</del></li> <li>9: ----- <del>Homeroom and advisory will continue to be school-based decisions. This section intentionally left blank.</del></li> <li>9. All teachers will have an average of eight (8) preparation p-eriods/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.</li> </ol>
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10. ~~Homeroom, lunch and passing time are not counted as part of 1215 minutes/week. This section intentionally left blank.~~
11. Team teachers will have up to 20 teaching periods in their core subject per cycle. Multi-team teachers will teach up to 25 periods per cycle. ~~Team teachers will have up to and including 4 additional periods working with students.~~
12. ~~The Committee and Administration do not intend to make any significant changes in the split between core contact time and other student learning time (OSTT/Academic Responsibilities) beyond what is in the proposed<sup>1</sup> schedules for 2001-2002. This section intentionally left blank.~~
13. The Committee and/or the Administration will consult the Association prior to any significant changes being made to the ~~split between core contact time and OSTT/Academic Responsibilities~~; middle school schedule framework, except in exigent circumstances. The Committee recognizes its obligation to bargain with the Association over mandatory subjects of collective bargaining.
14. The Middle School Oversight Committee, with an equal number of members appointed by the Superintendent and the Association, will ~~convene as needed for continue to meet for tire continue to meet for~~ the purpose of overseeing implementation of this 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.~~

~~The following agreement is specific to the proposed 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. The agreement allows that minor changes may be made to the schedule to allow for unanticipated contingencies, such as accommodation to bus schedules, response to faculty feedback, etc., by the High School Joint Oversight Committee.~~

~~Upon ratification of the 2019-2020 and 2020-2023 Units A, B, and C contracts, Section 1 of the revised High School Time and Learning Agreement below will come into immediate effect, charging the High School Joint Oversight Committee (HSJOC), among the responsibilities listed below, and within~~



the parameters of its charge, with determining whether, when and how the new schedule shall be implemented. Section 8 will also immediately come into effect.

The remaining sections of this revised High School Time and Learning Agreement will take effect upon implementation of the new schedule. The High School Time and Learning agreement from the 2-01-5-1 # NTAdTPS Contract will remain in effect until a new schedule is implemented.

1. Within 30 days of ratification of this Agreement the Association and School Committee 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 D as their respective representatives, but for purposes of tallying the number of members appointed by the Association and the School Committee, a Unit B member shall count either as a representative of the Association, or as a representative of the School Committee;

The High School Joint Oversight Committee will convene for the purpose of overseeing implementation of the Agreement and resolving related problems. Prior to implementing the new schedule, the HSJOC shall:

- « By majority vote determine whether and when to implement the new high school schedule. Said implementation shall occur no sooner than September 2021.
- To account for unanticipated contingencies, make minor modifications to the proposed schedule.
- \* Present recommendations on the organization and administration of flexible learning time:
  - « Create guidelines for part-time educators regarding duties, responsibilities during flex time, Tuesday afternoon meeting time, and professional half days.
- \* Bring clarity to what counts as an academic duty.
- \* Assess and make recommendations regarding the translation of courses that currently meet 2 days per week to the new schedule format:

Once the new schedule is implemented, 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.
- 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 of 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.

~~1 ■ The High School Joint Oversight Committee will convene as needed 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 the schedule and assess its implementation, including the organization and administration of flexible learning time' effectiveness of professional development offered, and other impacts.~~
- ~~• 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 if and 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.~~

~~T: For the '2020-2021 school year, at least seventy-five percent (75%) of total time spent professionally (on Tuesday afternoons and half days) will be designed to support instruction in the new schedule. Educators will spend at least half of this time collaborating with each other on instructional change and curricular development.~~

~~In the first year of implementation of the new schedule, at least seventy-five percent (75%) of total time spent professionally (on Tuesday afternoons and half days) will be designed to support instruction in the new schedule. Educators will spend at least half of this time collaborating with each other on instructional change and curricular development.~~

~~In the second year of implementation of the new schedule, at least fifty percent (50%) of total time spent professionally (on Tuesday afternoons and half days) will be designed to support instruction in the new schedule. Educators will spend at least half of this time collaborating with each other on instructional change and curricular development.~~

~~The Committee and the Association agree that no major initiatives not related directly to supporting instruction shall be implemented in the high schools during the year prior to implementation of the new schedule, and in the first year of its implementation.~~

~~In the event of a catastrophic event or other emergency, the above goals will not apply.~~

1. The regular work day for teachers will begin 10 minutes before the first class of the students' school day and the regular work day will end 10 minutes after the students are dismissed from school, except as indicated in #10 below. Time during the regular work day not already assigned for direct work with students, collaboration, other meetings (including IEP meetings) or lunch shall continue to be considered preparation time, for the general purpose of preparing for instruction or for additional collaboration and meeting time with other educators and other school related business, and teachers will be available as needed.

2. 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) classes or the equivalent. All other teachers shall teach five (5) ~~year-long~~ classes or the equivalent,

3. 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)~~ ~~three (3)~~ duties/week depending on teacher workload.

Teachers who teach five (5) classes may ~~be assigned academic duties with a maximum requirement of one (1) duty/week depending on teacher workload.~~ 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)~~ ~~three (3)~~ academic duties for up to ~~two (2)~~ ~~three (3)~~ 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.

4. 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~~ week;

			<ul style="list-style-type: none"> <li>• Teachers may be assigned to work with students <del>during flexible learning time</del> up to three hundred and forty (340) minutes every two <del>5-day</del> weeks;</li> <li>• Educators (with exceptions noted below) shall be assigned at least 100 minutes of teacher collaboration time during flexible learning time every two <del>5-day</del> weeks: educators may elect to work up to fifty minutes more every two weeks with students, taken from collaboration time,</li> <li>• Counselors and psychologists shall be assigned 100 minutes of collaboration time every two <del>5-day</del> 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 <del>shorter-day weekly Tuesday</del> meeting time or professional half days.</li> <li>• Educators shall not be assigned more than 10 flexible learning blocks, including student flexible learning time and collaboration time, every two <del>5-day</del> weeks.</li> <li>• Flexible learning blocks may be used to assign Unit C members collaboration and/or planning time.</li> <li>• 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.</li> <li>• Part-time staff will be assigned responsibilities proportional to their FTEs and respecting their part-time schedule.</li> <li>■* <del>No later than January of the second year of implementation, the HSJOC will meet to consider revising the flexible learning time expectations for student time and collaboration time. The goal of the HSJOC will be to decrease educators' flexible learning time with students per two week period by 50 minutes and increase collaboration time for the same period by 50 minutes, without increasing overall staffing needs for high schools or creating unsafe supervision loads during flexible learning time.</del></li> </ul> <p>5. <del>It is the intent of the Committee and Association that</del> High school students will have a minimum of 990 hours of time on learning via traditional and flexible learning time.</p> <p>6. <del>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.</del></p>
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			<p>During the 2019-2020, 2020-2021 and 2021-2022 school years, the parties agree that all full-time high school English teachers will be capped at 25.8 students (21.5 students average class size).</p> <p>Beginning with the 2022-23 school year, the parties agree that all full-time high school English teachers will be capped at 26.4 students (22 students average class size) over a three-year period.</p> <p>A calculation of the total number of students each English teacher has taught for the 2019-2020, 2020-2021, and 2021-2022, school years shall be provided to the Association by March, 2022. The calculation of the three-year total shall then repeat in the 2022-2023 school year, and every three years a calculation of the total number of students each English teacher has taught during the past three years shall be provided to the Association by March of the third year (2025; 2028, etc.); The district will include all relevant information the Association needs to ascertain compliance with the cap when it provides this calculation, including, but not limited to, faculty FTEs during the three-year period, any hire, leave, or resignation/retirement dates relevant to the calculation, etc.</p> <p>The cap will be applied pro rata for part-time teachers working at least 75% time. The cap will be applied pro rata for teachers who have not worked a total of three years when a calculation of the cap is computed with an additional variance of two students per class on average for each year less than completed.</p> <p>Any FTE reductions resulting from the increase in the cap will be achieved through attrition and not through a Reduction in Force (RIF).</p> <p>7. The current practice of scheduling at least one high school conference time between 4:30 pm and 8:00 pm will continue.</p> <p>8. 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 day each week each Tuesday 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 2024-2025 school year 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 will decide and notify high school staff members by email or similar method by March 31st, 2025 whether to continue the before school meeting pilot during the subsequent year. 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 stated above if notice is given to high school staff members via email or similar method by March 31st of the school year prior to the shift to after school meetings.</p>
NTA Reasserts		12-18-23	NTA Reasserts

# Tentative Agreements

## 2. Salaries and Other Compensation: Coaches Salary and Stipends

Status	Contract/Unit	Date	Proposals/Counters
	Units A, B, C, D, E Appendices	11-21-22	<b>NTA Proposal:</b> <b>Coaches Salaries and Stipends</b> <ol style="list-style-type: none"> <li>1. Add an “Ultimate” Head Coaching position and Varsity Assistant coaching position to Group V of the Coaches Salary Schedule.</li> <li>2. Move the “Cheerleaders” and “Dance” Head Coaching positions from Group VI to Group V of the Coaches Salary Schedule, and add a Varsity Assistant Coaching position to each of “Cheerleaders” and “Dance.”</li> <li>3. Add a “Green Team” Captain Stipend to the City Wide stipends, up to one in NECP, one in each elementary school, two in each middle school, four in each high school, and one at the Ed Center. Value the same as a Group B high school stipend.</li> <li>4. Increase the number of possible elementary club advisory stipends to 6. (“Up to 3 6 per elementary school”)</li> </ol>
		11-21-22	<b>NPS Proposal:</b> <ul style="list-style-type: none"> <li>• #12 of Unit A proposal: add a “Green Team” Captain stipend—specifics to follow</li> </ul>
		11-30-22	<b>NPS Proposal:</b> <ul style="list-style-type: none"> <li>• Not in written proposals, but Kathy Shields said their proposal was to include the stipend at the pay rate for group B of high school stipends—approximately \$895 right now. Not agreeing to the number of stipends per school—“up to” in our proposal.</li> <li>• No response to rest of proposal</li> </ul>
1, 2, Hold 3, 4 TA		1-25-23	<b>NPS Response:</b> <ol style="list-style-type: none"> <li>1. no response</li> <li>2. no response</li> <li>3. TA on point 3 (not number of stipends)</li> <li>4. Agree to point 4--TA</li> </ol>
1, 2 Hold 3, 4, TA		2-13-23	<b>NTA Response</b> <ol style="list-style-type: none"> <li>1. Waiting</li> <li>2. Waiting</li> <li>3. TA</li> <li>4. TA</li> </ol>
		3-16-23	Same
1, 2 Reject 3, 4 TA		4-4-23	<b>NPS: Reject 1 and 2</b>

<b>1, 2 Hold 3, 4, TA</b>		4-4-23	<b>NTA: Holds on 1, 2</b> <i>Note: Need to get information from other districts on how they handle these two stipended positions; can look at contracts in MTA database.</i>
<b>1 Reject 1, 3, 4 TA</b>		4-26-23	<b>NPS: Rejects 1 and Accepts 2</b>
<b>2, 3, 4, TA</b>		4-26-23	<b>NTA: Counter on 1</b> Include the following language in the MOA: “In the event that Ultimate is recognized as a sport by the Massachusetts Interscholastic Athletic Association or an different appropriate governing agency,, the Ultimate Head Coaching position and Varsity Assistant coaching position will move to Group V of the High School Salary Schedule.”
<b>TA</b>		5-18-23	<b>NPS: Rejects counter on 1.</b>  <b>NTA withdraws #1.</b>  <b>TA on 2, 3, and 4</b>

### 3. Salaries and Other Compensation: New Entry Level Steps to Unit C Salary Schedules

Status	Contract/Unit	Date	Proposals/Counters															
	Unit C, Article 21	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Drop three steps (3) from the Category 1 and Category 2 Unit C Salary Schedules. Step 4 shall become the new entry level step one (1) for the Category 1 and Category 2 Unit C Salary Schedules. After the application of step increases, any members who remain on steps one (1), two (2), or three (3) at the time of this change shall move to step four (4).</li> <li>Effective September 1, 2023, after implementing the changes above, renumber the Category 1 and Category 2 salary schedules to reflect the above changes. (Include both for reference purposes in contract.)</li> </ul>															
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response															
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response															
<b>NPS Hold</b>		1-25-23	<b>NPS:</b> No response until after override (March 14)															
<b>NPS Hold</b>		2-13-23	<b>NPS:</b> No response															
<b>NPS Hold</b>		3-16-23	<b>NPS:</b> Will respond April 4															
<b>NPS Counter</b>		4-4-23	<p><b>NPS:</b> Counter</p> <p>Half step off bottom of scale in year one; half step off bottom of scale in year two</p>															
<b>NTA Counter</b>		4-4-23	<p><b>NTA:</b> Counter:</p> <p>One step off bottom of scale each year of new contract—three steps total.</p>															
<b>NPS Counter</b>		4-26-23	<b>NPS Counter:</b> Drop a half step off the bottom of the scale all three years.															
<b>NTA Counter</b>		4-26-23	<p><b>NTA Counter:</b></p> <p>Package proposal. The School Committee accepts NTA proposal #12 (“Modify C hours”) and drops a half step from the Unit C Salary Schedules in years one and two and a full step year three.</p>															
<b>NTA Counter</b>		5-18-23	<p><b>NPS rejects NTA package counter</b></p> <p><b>NTA:</b> unpackage, will reassert #12. New counter: drop half step in years one and two and a full step in year three</p>															
<b>NPS Counter</b>		12-4-23	<p><b>NPS Counter:</b></p> <table border="1"> <thead> <tr> <th>Effective Date</th> <th>Eliminate ½ Steps in Appendix A* and Appendix B* as follows:</th> <th>New entry level step:</th> </tr> </thead> <tbody> <tr> <td>September 1, 2023</td> <td>Eliminate Step 1</td> <td>Step 1.5</td> </tr> <tr> <td>September 1, 2024</td> <td>Eliminate Step 1.5</td> <td>Step 2</td> </tr> <tr> <td>September 1, 2025</td> <td>Eliminate Step 2</td> <td>Step 2.5</td> </tr> <tr> <td>August 31, 2026 at 11:59 PM</td> <td>Eliminate Step 2.5</td> <td>Step 3</td> </tr> </tbody> </table>	Effective Date	Eliminate ½ Steps in Appendix A* and Appendix B* as follows:	New entry level step:	September 1, 2023	Eliminate Step 1	Step 1.5	September 1, 2024	Eliminate Step 1.5	Step 2	September 1, 2025	Eliminate Step 2	Step 2.5	August 31, 2026 at 11:59 PM	Eliminate Step 2.5	Step 3
Effective Date	Eliminate ½ Steps in Appendix A* and Appendix B* as follows:	New entry level step:																
September 1, 2023	Eliminate Step 1	Step 1.5																
September 1, 2024	Eliminate Step 1.5	Step 2																
September 1, 2025	Eliminate Step 2	Step 2.5																
August 31, 2026 at 11:59 PM	Eliminate Step 2.5	Step 3																
<b>TA</b>			<b>NTA</b> Accepts NPS Counter															



## NTA #6. Salaries and Other Compensation: New Entry Level Steps to Unit E Salary Schedules

Status	Contract/Unit	Date	Proposals/Counters
	Unit E, Article 30, Salaries	11-22-22	<b>NTA Proposal:</b> <ol style="list-style-type: none"> <li>1. Effective September 1, 2023, drop one half step (1/2) from the Unit E Salary Schedules (NTE, NTF and NCE). Anyone currently on step 1 of the salary schedule shall be moved to step 1.5 of their respective Salary Schedule. Step 1.5 shall become the new entry level step for the Unit E Salary Schedules (NTE, NTF and NCE).</li> <li>2. Effective September 1, 2023, drop one half step (1/2) from the Unit E Salary Schedules (NTE, NTF and NCE). Anyone currently on step 1.5 of the salary schedule shall be moved to step 2 of their respective Salary Schedule. Step 2 shall become the new entry level step for the Unit E Salary Schedules (NTE, NTF and NCE).</li> </ol>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>TA</b>		1-25-23	<b>NPS Response: Yes to points 1 and 2 above</b>
<b>TA</b>		2-13-23	<b>NTA: Agree. TA</b>

## NTA #9. Salaries and Other Compensation: Increase Sick Days Buy Back Incentive Maximum

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A</b>, Article 5, Sick Leave, Section 10</p> <p><b>Unit B</b>, Article 5, Sick Leave, Section 11</p> <p><b>Unit C</b>, Article 8, Sick Leave, Section 5</p> <p><b>Unit D</b>, Article 7, Authorized Leaves of Absence, Section 2</p> <p><b>Unit E</b>, Article 5, Sick Leave, Section 9</p>	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>• Increase the sick leave buy back incentive maximum allowable amount from \$2,500 to \$3,000.</li> </ul> <p style="text-align: center;"><b>Sick Leave</b></p> <p><b>Section 11:</b> Effective September 1, <del>2014</del> <u>2023</u>, upon the retirement or death of an employee covered by this Agreement, said teacher or his/her estate will receive:</p> <p style="margin-left: 40px;">C. One-quarter (1/4) pay for all the employee's unused accumulated sick leave days up to a maximum of <del>\$2,500</del> <u>\$3,000</u>.</p> <p>Sick leave pay for unused sick leave shall be calculated on the salary basis the employee was receiving at the time of death or retirement.</p>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Hold</b>		1-25-23	<b>NPS:</b> Working on a counter-proposal that would include a retirement incentive
<b>NPS Hold</b>		2-13-23	<b>NPS:</b> No further response
<b>NPS Hold</b>		3-16-23	<b>NTA:</b> Waiting for NPS to respond with early retirement incentive
<b>NPS Counter</b>		4-4-23	<p><b>NPS:</b> Counter</p> <p>For all Units, but referencing only Unit A</p> <p>No changes to sick days buy-back</p> <p>Article 46 changes. Currently allows for a \$500 buy-back incentive to employees who give notice of retirement 4 months in advance. Continue that incentive. Add for employees who give notice 6 months in advance AND retire at end of school year a \$1,000 bonus</p>
<b>TA</b>		4-4-23	<b>NTA:</b> Accepts NPS counter (pending seeing the language)
<b>Language update</b>		5-18-23	<p><b>Re: Unit E –</b></p> <p>Effective September 1, 2023, employees who give notice of retirement at least six (6) months prior to their last day of work <u>and</u> who work through June 30<sup>th</sup> following such notice shall receive five hundred dollars (\$500) in addition to the benefit provided in Section 1 of this Article.</p>

## 14. Working Conditions: Define “Reasonable Time Necessary” for Unit E Workday

Status	Contract/Unit	Date	Proposals/Counters
	Unit E, Article 13, Work Day – Work Year	11-21-22	<ul style="list-style-type: none"> <li>Effective September 1, 2023, modify Article 13, “Work Day – Work Year” Section 2 to define the Unit E work week as thirty-seven and one-half (37 ½) hours per week. (Forty (40) hours minus a paid daily one half (1/2) hour lunch break.)</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 13</u></b></p> <p style="text-align: center;"><b><u>Work Day - Work Year</u></b></p> <p><b><u>Section 1:</u></b> It is the intention of the Committee to maintain the existing practices with respect to total Unit E member hours of employment, length of work day, and work load. If considerations and circumstances warrant a change, the Committee will notify the Association of the contemplated change, and the Committee will confer with the Administration and staff concerning the contemplated change. In making its decision, the Committee will attempt to reach a decision that is mutually satisfactory.</p> <p><b><u>Section 2:</u></b> <del>Unit E members shall work at their assigned duties each day for whatever reasonable time may be necessary.</del></p> <p><u>The work week for Unit E employees shall be thirty-seven and one-half (37 ½) hours per week. (Forty (40) hours minus a paid daily one half (1/2) hour lunch break.)</u></p> <p><u>Under normal circumstances, Unit E members shall report to work for forty (40) hours per week.</u></p> <p><u>Under exigent circumstances, Unit E members may need to report to work for more than forty hours in a given week.</u></p> <p><u>In order to ensure that the average number of hours worked per week shall not exceed thirty-seven and one-half (37 ½), the Committee agrees to provide compensatory time off for employees who have worked more than thirty-seven and one-half (37 ½) hours in a given week.</u></p> <p><u>Employees may accrue up to thirty-seven and one-half (37 ½) compensatory hours, and may use these compensatory hours in like manner to the use of vacation days.</u></p>

			<p><u>Once an employee has accrued thirty-seven and one half (37 ½) compensatory hours, they may not accrue additional compensatory hours. These thirty-seven and one-half (37 ½) accrued compensatory hours may be carried forward indefinitely, but no new compensatory hours may be accrued until the total number of accrued compensatory hours is below thirty-seven and one-half (37 ½).</u></p> <p><u>Unit E employees are responsible for keeping a record of their compensatory hours. On a monthly basis, they must submit a form (to be agreed upon by the Parties) to their supervisor that shall state the balance forward of accrued hours from the prior month, the number of accrued compensatory hours used, and the number of additional hours worked that must be compensated.</u></p> <p><u>The supervisor must approve these hours. Said approval shall not be unreasonably withheld.</u></p> <p><u>The aim of the Parties is that Unit E employees regularly work an average of thirty-seven and one-half (37 ½) per week.</u></p>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Reject</b>		1-25-23	<b>NPS Response:</b> Reject
<b>NTA counter</b>		2-13-23	<p><b>NTA Counter:</b></p> <p><b><u>Section 2:</u></b> <u>Unit E members shall work at their assigned duties each day for whatever reasonable time may be necessary.</u></p> <p><u>The work week for Unit E employees shall be thirty-seven and one-half (37 ½) hours per week. (Forty (40) hours minus a paid daily one half (1/2) hour lunch break.)</u></p> <p><u>Under exigent circumstances, Unit E members may need to report to work for more than forty hours in a given week.</u></p> <p><u>Reasonable effort will be made to offer compensatory time to an employee who has worked more than 40 hours (including lunch) per week under exigent circumstances.</u></p> <p><u>The aim of the Parties is that Unit E employees regularly work an average of forty (40) per week, including lunch.</u></p>

NPS counter		3-16-2023	<p><b>NPS Counter:</b></p> <p><u>Section 2:</u> First paragraph is to be deleted:  <del>Unit E members shall work at their assigned duties each day for whatever reasonable time may be necessary.</del>  Revised language:</p> <p><u>The work week for Unit E employees is generally thirty-seven and one-half (37-½) hours per week excluding their unpaid meal breaks each day. Under certain circumstances, Unit E members may be required to work for more than 37-½ hours per week.</u></p> <p><u>The employee’s Supervisor outside of the NTA will make an effort to allow for the use of flexible time within the same or following pay period for an employee who has worked more than 37-½ hours per week under certain circumstances.</u></p>
NTA Hold		4-4-23	NTA Holds
NTA Counter		4-26-23	<p><b>NTA Counters</b></p> <p>NPS counter language is not underlined; NTA revisions to this language includes strikethroughs and underlining.</p> <p>The work week for Unit E employees is generally thirty-seven and one-half (37-½) hours per week excluding their unpaid meal breaks each day. Under <del>certain</del> <u>exigent</u> circumstances, Unit E members may be required to work for more than 37-½ hours per week.</p> <p>The employee’s Supervisor outside of the NTA will make <del>an</del> <u>a reasonable</u> effort to allow for the use of flexible time within the same or following pay period for an employee who has worked more than 37-½ hours per week under <del>certain</del> <u>exigent</u> circumstances.</p>
NPS Counter		5-18-23	<p><b>NPS Counter:</b></p> <p>The work week for Unit E employees is generally thirty-seven and one-half (37-½) hours per week excluding their unpaid meal breaks each day. <del>Under certain exigent circumstances,</del> Unit E members may be required <u>at times</u> to work for more than 37-½ hours per week.</p> <p>The employee’s Supervisor outside of the NTA will make <u>a reasonable</u> effort to allow for the use of flexible time within the same or following pay period for an employee who has <u>been required to worked</u> more than 37-½ hours per week. <del>under certain exigent circumstances.</del></p>

NTA Counter		5-18-23	<p><b>NTA Counter</b></p> <p>The work week for Unit E employees is generally thirty-seven and one-half (37-½) hours per week excluding their unpaid meal breaks each day. <del>Under certain exigent circumstances,</del> Unit E members may be required <u>at times</u> to work for more than 37-½ hours <u>in a per week in connection with time sensitive work.</u></p> <p>The employee’s Supervisor outside of the NTA will make <u>a reasonable</u> effort to allow for the use of flexible time within the same or following pay period for an employee who has <u>been required to worked</u> more than 37-½ hours per week. <del>under certain exigent circumstances.</del></p>
TA		5-18-23	<b>NPS Accepts NTS counter -- TA</b>

## NTA #15. Working Conditions: Allow Eligible Unit E Employees to Work from Home

Status	Contract/Unit	Date	Proposals/Counters
	Unit E, Article 13, Work Day – Work Year	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023, add a new Article 13, “Work Day – Work Year” Section 3 as below in order to allow for remote work opportunities for eligible employees with the approval of their supervisor, which shall not be unreasonably withheld.</li> </ul> <p>Section 3:      With the approval of their supervisor, Unit E employees may work remotely. All work week/work day requirements stated in this article remain in place for employees working remotely.</p> <p style="text-align: center;">Approval of the request to work remotely shall not be unreasonably withheld.</p>
NPS Hold		11-30-22	<b>NPS:</b> No response
NPS Hold		12-21-22	<b>NPS:</b> No response
Counter		1-25-23	<p><b>NPS Response:</b></p> <p>Section 3:      With the <u>prior</u> approval of their supervisor <u>outside the NTA</u>, Unit E employees may work remotely. All work week/work day requirements stated in this article remain in place for employees working remotely.</p> <p style="text-align: center;"><del>Approval of the request to work remotely shall not be unreasonably withheld.</del></p>
TA		2-13-23	<b>NTA Response:</b> Agree

## 19. Working Conditions: Pay Unit A Employees to Substitute

Status	Contract/Unit	Date	Proposals/Counters
	Unit A, Article 16, Substitutes	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, Unit A employees with Professional Teacher Status, may, on a strictly voluntary basis, provide short term substitute coverage for classes or caseloads when Unit A employees are absent from one (1) day to up to a maximum of eight (8) weeks. Payment on a per diem basis shall be based on MA step nine (9) of the Unit A salary schedule.</li> </ul>
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Hold</b>		1-25-23	<p><b>NPS:</b> Request for clarification.</p> <p><b>NTA</b> clarified that the proposal covers both short term and longer-term exigencies:</p> <ul style="list-style-type: none"> <li>In the case of longer-term exigencies—a teacher is out on an extended leave, then the substitution would be done within a department or subject area, by a teacher licensed in that area.</li> <li>In the case of shorter-term exigencies, particularly at middle schools, a teacher without the same licensure might cover for another teacher because there is no one else to cover for that teacher that day, and students cannot be given a “free period.”</li> <li>In all cases, the substitution would be voluntary</li> </ul>
<b>NPS Hold</b>		2-13-23	<b>NPS: No response</b>
<b>NPS Hold</b>		3-16-2023	<b>NTA:</b> We are waiting for your response.
<b>NPS Counter</b>		4-4-23	<p><b>NPS:</b> “Effective 9/1/2023, teachers at the high school level may, on a voluntary basis and at the request of the principal or department head, substitute teach during the teacher’s non-teaching periods for classes that they are qualified to teach when another teacher in their department is absent. The teacher who is substitute teaching will be paid at the rate of \$50 per additional class taught under this provision. Payments in the aggregate under this provision are limited to \$50,000 per contract year.”</p> <p>Key differences from NTA proposal:</p> <ul style="list-style-type: none"> <li>Specific to high schools</li> <li>Removed requirement that the teacher have professional teacher status</li> <li>Changed rate of compensation.</li> <li>Must happen at the request of principal or department head</li> <li>Specify that it can happen only during non-teacher period</li> <li>Aggregate of \$50,000</li> </ul>
<b>NTA Counter</b>		4-4-23	<p><b>NTA Counter:</b></p> <ul style="list-style-type: none"> <li>Include both HS and MS</li> <li>\$75 per class in HS and \$50 per class in middle</li> <li>Exclude non-PTS</li> </ul>



			<ul style="list-style-type: none"> <li>• Increase aggregate to \$100,000</li> <li>• Anybody who is asked to substitute by a supervisor must be paid</li> </ul> <p>Did not say this at the time, but the amounts paid must go into the stipend pay schedule, so that they are subject to COLA.</p>
<b>NPS counter</b>		4-26-23	<p><b>NPS Counter</b></p> <p>Replace Section 2 of Article 16, as follows:</p> <p>Effective 9/1/2023, teachers at the high school level may, on a voluntary basis and at the request of the principal their designee, substitute teach during the teacher’s non-teaching periods for classes that they are qualified to teach when another teacher in their department is absent. The high school teacher who is substitute teaching will be paid at the rate of \$60 per additional class taught under this provision.</p> <p>Effective 9/1/2023, teachers at the middle school level may, on a voluntary basis and at the request of the principal or their designee, substitute teach during the teacher’s non-teaching periods. The middle school teacher who is substitute teaching will be paid at the rate of \$40 per additional class taught under this provision.</p> <p>Payments in the aggregate under this provision are limited to \$75,000 per contract year.</p>
<b>NTA Counter</b>		4-26-23	<p>Replace Section 2 of Article 16, as follows:</p> <p>Effective 9/1/2023, teachers at the high school level may, on a voluntary basis and at the request of the principal their designee, substitute teach during the teacher’s non-teaching periods for classes that they are qualified to teach when another teacher in their department is absent. <u>High school teachers who are in their first two years of employment with the NPS shall not be asked to volunteer to substitute teach under this provision.</u> The high school teacher who is substitute teaching will be paid at the rate of \$60 per additional class taught under this provision.</p> <p>Effective 9/1/2023, teachers at the middle school level may, on a voluntary basis and at the request of the principal or their designee, substitute teach during the teacher’s non-teaching periods. <u>Middle school teachers who are in their first two years of employment with the NPS shall not be asked to volunteer to substitute teach under this provision.</u> The middle school teacher who is substitute teaching will be paid at the rate of \$40 per additional class taught under this provision.</p> <p><u>The stipends stipulated in this provision shall be included in the high school and middle school stipend schedules included in the appendices to this document, and shall be subject to any future cost of living adjustments applied to those schedules in the years following the first year of inclusion of this provision to the Unit A contract.</u></p>

			Payments in the aggregate under this provision are limited to \$75,000 per contract year. <u>The district shall give written notice to the NTA when this fund has been depleted to \$60,000.</u>
<b>NPS Counter</b>		5-18-23	<p>Replace Section 2 of Article 16, as follows:</p> <p>Effective <del>9/1/2023</del> September 1, 2023, teachers at the high school level may, on a voluntary basis and at the request of the principal their designee, substitute teach during the teacher’s non-teaching periods for classes that they are qualified to teach when another teacher in their department is absent. <del>High school teachers who are in their first two years of employment with the NPS shall not be asked to volunteer to substitute teach under this provision.</del> The high school teacher who is substitute teaching will be paid at the rate of \$60 per additional class <del>period taught</del> under this provision.</p> <p>Effective <del>9/1/2023</del> September 1, 2023, teachers at the middle school level may, on a voluntary basis and at the request of the principal or their designee, substitute teach during the teacher’s non-teaching periods. <del>Middle school teachers who are in their first two years of employment with the NPS shall not be asked to volunteer to substitute teach under this provision.</del> The middle school teacher who is substitute teaching will be paid at the rate of \$40 per additional class <del>period taught</del> under this provision.</p> <p><del>The stipends stipulated in this provision shall be included in the high school and middle school stipend schedules included in the appendices to this document, and shall be subject to any future cost of living adjustments applied to those schedules in the years following the first year of inclusion of this provision to the Unit A contract.</del></p> <p>Payments in the aggregate under this provision are limited to <u>seventy-five thousand dollars (\$75,000)</u> per contract year. The <del>district Superintendent/designee shall give</del> <u>will provide the Union president with</u> written notice <del>by email to the NTA when this fund has been depleted to \$60,000.</del> <u>When approximately \$60,000 of the \$75,000 funds allocated for this provision have been depleted.</u></p>
<b>NTA Counter</b>		5-18-23	Accept their language with the addition of the following language after the second paragraph: <u>Teachers who are in their first year of employment in NPS shall not be asked to volunteer to substitute teach under this provision.</u>
<b>NPS Accepts – TA</b>		5-18-23	<b>NPS accepts the addition of the above language.</b>

## 20. Leave Benefits: Expand the Use of Sick Days

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A</b>, Article 5, Sick Lave</p> <p><b>Unit B</b>, Article 5, Sick Leave</p> <p><b>Unit C</b>, Article 8, Sick Leave</p> <p><b>Unit D</b>, Article 7, Authorized Leaves of Absence</p> <p><b>Unit E</b>, Article 5, Sick Leave</p>	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, any of an employee’s own sick days whether granted that year, or in the employee’s personal sick days bank, can be used for their own, a family member’s, or a dear friend’s incapacitation.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 5</u></b></p> <p style="text-align: center;"><b>Sick Leave</b></p> <p><b><u>Section 5:</u></b> Sick leave with pay is intended to cover the employee’s own incapacitation, <u>that of a close family member or of a dear friend</u> due to sickness or injury, <del>with the following exceptions:</del></p> <p style="text-align: center;"><del>An employee covered by this Agreement may use up to eleven (11) of his or her fifteen (15) annual sick days for a close family member’s or dear friend’s illness or injury.</del></p>
<b>NTA Package Counter</b>		12-21-2022	<p><b>NTA has packaged this as part of a Counter Proposal to NPS #6 A and B</b></p> <ol style="list-style-type: none"> <li>NPS accepts NTA proposal regarding family sick usage (<b>This proposal, #20</b>)</li> <li>NPS withdraws proposals limiting sick day grant for all employees (<b>NPS #5</b>)</li> <li>NTA counter re: sick bank access (<b>NPS #6 A and B</b>) <ol style="list-style-type: none"> <li>First year of employ, limited to 30 days</li> <li>Second year, limited to 60 days</li> <li>Exception to this sick bank access is on the job injury—those provisions continues to apply</li> </ol> </li> </ol>
<b>NPS Counter to discreet proposal</b>		1-25-21	<p><b>NPS:</b> Not responding to the package proposal</p> <p><b>Counter to this discreet proposal:</b> Current practice is to count the total number of family illness days, and not have them exceed 11, regardless of order of use, personal versus family Propose increasing the cap to 14 days that can be used for family illness</p>
<b>NTA Counter</b>		2-13-23	<p><b>NTA Counter:</b> Accept the NPS Counter, with the following revision to bring the language into conformity with the practice, and increasing the total number of yearly family illness days available to 15.</p> <p><b><u>Section 5:</u></b> Sick leave with pay is intended to cover the employee’s own incapacitation, due to sickness or injury, with the following exceptions:</p>

			An employee covered by this Agreement may use up to <del>eleven</del> <u>fifteen (15)</u> of his or her their <del>fifteen (15) annual</del> <u>personal-sick days per school year</u> for a close family member's or dear friend's illness or injury.
<b>NPS Accept and Reassert</b>		3-16-2023	<b>NPS Counter:</b> Accept our clarifying language; reassert 14 days.
		3-16-23	<b>NTA</b> accepts clarifying language; reasserts 15 days.
	NTA clarifies in written follow-up to session to NPS	4-26-23	<b>Clarification sent to NPS:</b> We have agreed on language; the only remaining disagreement is fourteen or fifteen days:  Sick leave with pay is intended to cover the employee's own incapacitation, due to sickness or injury, with the following exceptions:  An employee covered by this Agreement may use up to <u>fourteen (15) (NPS) fifteen (NTA)</u> personal sick days per school year for a close family member's or dear friend's illness or injury.
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>TA</b>		6-12-23	<b>NTA</b> accepts <b>NPS</b> counter proposal

## 23. Professional Development: Increase Tuition Reimbursement; Change Allocation Limits

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A</b>, Article 22, Tuition Cost and Tuition Reimbursement</p> <p><b>Unit B</b>, Article 22, Tuition Cost</p> <p><b>Unit C</b>, Article 13, Tuition Cost and Tuition Reimbursement</p> <p><b>Unit D</b>, Article 8, Professional Development</p> <p><b>Unit E</b>, Article 19, Tuition Cost</p>	11-21-22	<p>Effective September 1, 2023:</p> <ol style="list-style-type: none"> <li>1. Increase total available tuition reimbursement funds from \$170,000 to \$250,000;</li> <li>2. Increase maximum per person from \$750 to \$1,000 (licensure advancement or renewal) and from \$600 to \$750 (not for licensure);</li> <li>3. Add a BIPOC-specific career advancement maximum individual reimbursement of \$2,500;</li> <li>4. Allow tuition reimbursement for non-graduate credit granting professional development when appropriate, and with supervisory approval.</li> </ol> <p style="text-align: center;"><b><u>Tuition Cost and Tuition Reimbursement</u></b></p> <p><b>Section 3:</b> The Committee agrees to budget and expend up to <del>\$170,000</del> <u>\$250,000</u> with the following guidelines:</p> <p>A. The maximum amount of reimbursement is <u>\$2,500 per individual who is a self-identified BIPOC unit C or D employees enrolled in a degree granting program that will fulfill the requirements for educator licensure per contract year, \$750 \$1,000</u> per individual seeking licensure per contract year; <del>\$600</del> <u>\$750</u> per individual per contract year for all other applicants.</p> <p>B. Preference will be given to members seeking certification. <u>Tuition reimbursement shall be allowed for non-graduate credit granting professional development when appropriate, and with supervisory approval.</u></p>
NPS Hold		11-30-22	NPS: No response
NPS Hold		12-21-22	NPS: No response
Partial TA		1-25-23	<p>NPS Response:</p> <ol style="list-style-type: none"> <li>1. Reject</li> <li>2. Accept</li> <li>3. Reject</li> <li>4. Accept with the following modification: Allow tuition reimbursement for non-graduate credit granting professional development when appropriate, and with <u>HR and supervisor</u> <del>supervisory</del> approval.</li> </ol> <p>We had some following conversation about whether this would only apply to Unit E folks, or whether it would apply to Unit C members doing the coursework for RBT licensure so that they could work as a BT</p>

			in the NPS. This is strictly a clarifying question that I asked, but would have no bearing on our acceptance of the language.
<b>1. Counter NTA 2. TA 3. W 4. TA</b>		2-13-23	<b>NTA Counter:</b> 1. Reduce increase to \$220,000 2. TA 3. Withdraw 4. TA
<b>H</b>		3-16-23	<b>NPS:</b> Will respond April 4
<b>No change</b>		4-4-23	<b>NPS</b> did not respond
		4-26-23	<b>NPS</b> explains that they do not want to budget more than they spend, particularly under current budgetary constraints. <b>NTA</b> did not respond on 4-26-23, but can withdraw #1. Explanation convincing.
<b>TA on #2, 4</b>		5-18-23	<b>NTA withdraws #1. TA on #2 and #4</b>

## #27. Other Provisions: Add Juneteenth to Unit E Holiday List

Status	Contract/Unit	Date	Proposals/Counters														
	Unit E, Article 14	11-21-22	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>Effective September 1, 2023, include Juneteenth in the list of recognized holidays on which Unit E members are off without pay.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 14</u></b></p> <p style="text-align: center;"><b><u>Holidays</u></b></p> <p><b><u>Section 1:</u></b>      The following days shall be days off without loss of pay:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">New Year's Day</td> <td style="width: 50%;">Labor Day</td> </tr> <tr> <td>Martin Luther King, Jr. Day</td> <td>Columbus Day</td> </tr> <tr> <td>Presidents' Day</td> <td>Veterans' Day</td> </tr> <tr> <td>Patriots' Day</td> <td>Thanksgiving Day</td> </tr> <tr> <td>Memorial Day</td> <td>Day after Thanksgiving</td> </tr> <tr> <td>Independence Day</td> <td>Christmas Day</td> </tr> <tr> <td><u>Juneteenth</u></td> <td></td> </tr> </table>	New Year's Day	Labor Day	Martin Luther King, Jr. Day	Columbus Day	Presidents' Day	Veterans' Day	Patriots' Day	Thanksgiving Day	Memorial Day	Day after Thanksgiving	Independence Day	Christmas Day	<u>Juneteenth</u>	
New Year's Day	Labor Day																
Martin Luther King, Jr. Day	Columbus Day																
Presidents' Day	Veterans' Day																
Patriots' Day	Thanksgiving Day																
Memorial Day	Day after Thanksgiving																
Independence Day	Christmas Day																
<u>Juneteenth</u>																	
<b>TA</b>		1-25-23	<b>NPS Response: Accept</b>														

### 30. NTA Supplemental Proposals: Recognize the position of “Program Coordinator”

Status	Contract/Unit	Date	Proposals/Counters
	Unit A, Article 1, Article 17	1-25-23	<p><b>NTA Proposal:</b></p> <p>Effective September 1, 2023, assign the title “Program Coordinator” to one special education teacher in each sub-separate program (<i>List of current programs to follow</i>).</p> <p>Bargain a job description that reflects both the teaching and the administrative responsibilities of the Program Coordinator.</p> <p>On an “as needed by the position” basis (<i>to be bargained</i>), reduce the teaching responsibilities (classes taught and or caseload) to reflect the percentage of time the Program Coordinator spends on administrative responsibilities.</p> <p>Add a pay differential for Program Coordinators of 5% of employee’s salary.</p> <p>Specific language to follow</p>
<b>NPS Counter</b>		2-13-23	<p><b>NPS counter:</b> hear what you are saying, think that this would be a working group of sped educators, experts involved to assess the needs of each program. Meet a couple of times, propose a couple of times. Make a recommendation by Jan. 2024, admins and sped staff. Address needs of programs and the jobs in these programs, come up w jobs.</p>
<b>NTA Counter</b>		3-16-23	<p><b>NTA Counter:</b> Would agree to a labor management working group, charged with bringing a recommendation back to the SC and NTA by end of January, 2024, IF a budget of \$200,000, beginning in FY25, is allocated to use for pay differentials for Program Coordinators.</p>
		4-4-23	<b>NPS:</b> no response
		4-26-23	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
(Off the Record) <b>TA</b>		11-15-23	<p><b>Unit A, Article 1, Article 17</b></p> <p><b>3 year contract:</b></p> <p>Effective October 1, 2024, form a Labor management working group, to use for recommending pay differentials for Program Coordinators, charged with bringing a recommendation back to the SC and NTA by end of March, 2025.</p>



## NPS #2: Elementary School Day

Status	Contract/Unit	Date	Proposals/Counters
	Proposed in Unit A Proposal Document Only—no specific article	11-21-22	<p><b>NPS Proposal:</b>  <i>Working Group on Elementary School Day</i>  <i>There shall be a Working Group on the Elementary School Day (WGESD) with an equal number of representatives appointed by the NTA and administrators appointed by the Superintendent. Both the Association and the Superintendent may appoint one or more 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 may count either as a representative of the Association, or as a representative of the Superintendent. The WGESD will conduct a comprehensive examination of the elementary school day and gather information to make recommendations to the parties that improves the learning experience outcomes for students, offers clear and pragmatic scheduling guidance, and provides increased planning and common planning time for elementary teachers including specialists. Such recommendations shall be made to the Parties on or before January 15,2024.</i></p>
		11-30-22	<p><b>NTA Questions/Comments</b>            There is no contract language this would replace.            Is this intended to be a side letter?</p> <ul style="list-style-type: none"> <li>• What is the district contemplating with this proposal? Is it intended to replace the current agreement on elementary prep time, which includes a budget line of \$100,000 to increase preparation time?</li> <li>• Second concern: District leadership has not been able to find the time for the Labor Management contemplated by the prior contractual obligation. This seems more sweeping in scope. How will management find time for this?</li> <li>• It does not seem to be part of this proposal, but is the district contemplating the committee might recommend a longer school day?</li> <li>• What does the district intend to do with the proposal once it is returned to the parties?</li> </ul> <p>Ayesha’s responses to the questions Chris and I raised during the session seemed evasive:</p> <p>From Sue’s Minutes: “...started to talk last year, increasing planning time, multilevel issue, figuring out where does time come from - issue from teachers and admins, construction of the day and minutes on planning time, to make decisions about increasing planning time need to take into account of daily minutes - is this really possible? What are we trying to achieve in the elementary</p>

			<p>school day? How does that picture look like that is inclusive of planning time in overall school day?”</p> <p>I mentioned my frustration, because I had proposed we use the money to run a pilot in one or two schools, to which Ayesha responded:</p> <p>“...we had different takeaways from last year. Sense of pilots was what could we do with \$100,000? Teachers complain about the nature of the elementary school day, chance to make changes that would be good for kids as well as improvements for staff as well.”</p>
<b>NTA Rejects</b>		12-21-2022	<b>NTA</b> rejects <b>elementary study group</b> proposal. We don't object to the idea of a study, but it belongs in EJOC.
<b>NPS Reasserts</b>		1-25-23	<b>NPS</b> reasserts
		2-13-23	<b>NTA:</b> No response
<b>NTA Package Counter</b>		3-16-23	<b>NTA:</b> Will accept NPS proposal #2—Elementary School Day Working Group—on condition that the charge of the group accepts a modified version of our proposal #13, providing a minimum of 220 minutes of elementary prep time for all teachers during the time students are in school. This would be part of the charge of the Elementary School Day Working Group.
<b>NPS Reject/Reassert</b>		4-4-23	<b>NPS:</b> Rejects NTA package. Do not want to restrict the options of the working group. Reasserts working group proposal
<b>NTA Reject</b>		4-4-23	<b>NTA:</b> Reassert original proposal; rejects NPS #2
		4-26-23	No change in status
		5-18-23	<p><b>NTA Counter-proposal to NPS Proposal 2 - Working Group on Elementary School Day May 18, 2023</b></p> <p><u>Within sixty (60) days of ratification of this Agreement, the Association and School Committee will appoint an equal number of representatives to a Joint Labor Management Group on the Elementary School Day. There shall be a Working Group on the Elementary School Day (WGESD) with an equal number of representatives appointed by the NTA and administrators appointed by the Superintendent. Both the Association and the Superintendent School Committee may appoint one or more members of Unit B as their respective representatives, but for purposes of tallying the number of members appointed by the Association and the Superintendent School Committee, a Unit B member may count either as a representative of the Association, or as a representative of the Superintendent School Committee.</u></p>

			<p>The <del>WGESD</del> <u>Joint Labor Management Group on the Elementary School Day</u> will conduct a comprehensive examination of the elementary school day and gather information to make recommendations to the parties. <del>that improves</del> <u>The charge of the Group will be to look for proposed changes that will:</u></p> <ul style="list-style-type: none"> <li>• <u>Improve</u> the learning experience outcomes for students;</li> <li>• Offer clear and pragmatic scheduling guidance <u>for the elementary day; and</u></li> <li>• <del>and</del> provide increased planning and common planning time for elementary teachers including specialists <u>and special educators.</u></li> </ul> <p><del>Such recommendations shall be made to the Parties on or before January 15, 2024.</del>  <u>Recommendations from the Group shall be made to the parties no later than June 30, 2025, in order that they may be included in bargaining a successor agreement.</u></p>
<b>NPS Counter</b>		5-18-23	NPS will accept the proposal with one minor change – add “or designee” after the words School Committee in the first two sentences.
<b>NTA Accepts – TA</b>		5-18-23	NTA agrees to the proposed change -- <b>TA</b>

## NPS #12. Green Team Coordinators Stipends.

Status	Contract/Unit	Date	Proposals/Counters
	<b>Unit A</b> <b>Unit B</b> , not in proposal <b>Unit C</b> , not in proposal <b>Unit D</b> : Not in proposal <b>Unit E</b> : Not in proposal	11-21-22	<b>NPS Proposal:</b> Proposal to come
	Same as above	11-30-22	<b>NPS Proposal:</b> No formal written proposal, but per our minutes, Kathy Shields said their proposal was to include the stipend at the pay rate for group B of high school stipends—approximately \$895 right now. Not agreeing to the number of stipends per school—“up to” in our proposal.
		1-23-23	<b>NPS: Group B high school stipends</b>
TA		2-13-23	NTA agree

## Withdrawn

## NTA #21. Leave Benefits: Allow the Use of an Additional “Other” Day for Urgent Personal Business

Status	Contract/Unit	Date	Proposals/Counters
	<b>Unit A:</b> Article 7 Section 2: Personal days (See <b>NPS Proposal #7</b> ) <b>Unit B:</b> Article 7 Section 2: Personal days (See <b>NPS proposal #5</b> ) <b>Unit C:</b> Article 7, Section 2: Personal	11-21-22	<b>NTA Proposal:</b> <ul style="list-style-type: none"> <li>Effective September 1, 2023, three (3) out of the six (6) “other” days can be used as urgent personal days.</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 7</u></b></p> <p style="text-align: center;"><b><u>Leaves of Absence With Pay</u></b></p> <p><b><u>Section 1:</u></b> A full-time member of the professional staff covered by this Agreement will be allowed up to a total of six (6) days' leave of absence without loss of pay in any one (1) school year for the following reasons:</p>

	Days (p. 18) (See NPS proposal #4) <b>Unit D:</b> Article 7, Section 5: (See NPS proposal #2B) <b>Unit E:</b> Article 6 Section 2: Leaves of Absence with pay (pp. 11-12) (See NPS proposal #3)		<b>Section 2:</b> From the six (6) paid absence days established in Section 1 above ( <i>housekeeping change</i> ) <del>primarily for death and illness in the immediate family, two (2)</del> <u>three (3)</u> days shall be allowed for urgent personnel business as judged by the employee. The following four (4) items of explanation apply:
<b>NPS Hold</b>		11-30-22	<b>NPS:</b> No response
<b>NPS Hold</b>		12-21-22	<b>NPS:</b> No response
<b>NPS Counter</b>		1-25-23	<b>NPS:</b> If NTA withdraws this proposal, NPS will withdraw their #7 on the use of personal days in May and June
<b>NTA W</b>		2-13-23	<b>NTA Response:</b> Agree

## NTA #28. Supplemental Proposals: Add an Assistant Athletic Director Position to Unit A

Status	Contract/Unit	Date	Proposals/Counters
	Unit A, Article 1	1-25-23	<p><b>NTA Proposal:</b></p> <ul style="list-style-type: none"> <li>• Effective September 1, 2023, add an Assistant Athletic Director to Unit A</li> </ul> <p style="text-align: center;"><b><u>ARTICLE 1</u></b></p> <p style="text-align: center;"><b><u>Recognition</u></b></p> <p><b><u>Section 1:</u></b> For the 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 A of the Association as the exclusive collective bargaining representative and agent of all regularly appointed full-time and part-time classroom teachers, librarians, guidance and adjustment counselors, psychologists, social workers, speech and hearing specialists, occupational and physical therapists, enrichment coordinators, teachers in charge, special education teachers, youth development program workers, on site work supervisor, coaches, media specialists, science specialists, resource room teachers, <del>and</del> learning center teachers <u>and assistant athletic directors.</u></p>
		2-13-23	<b>NPS Counter:</b> propose both assistant athletic director and athletic trainer be added to Unit E group C on a 10-month basis. Not agreeing to staffing levels.
		2-13-23	<b>NTA Comment:</b> We did not assume there would be mandatory staffing of these positions.
<b>NTA W</b>	<b>Unit B, Article 1, Section 1, Recognition</b>	3-16-23	<p><b>NTA</b> withdraws proposal; Assistant Director position in Unit B recognition clause:</p> <p><b><u>Section 1:</u></b> For purposes of collective bargaining ... Assistant Principals, Directors, <b>Assistant Directors</b>, Senior High School Department Heads, ... etc..</p>
			NPS accepts withdrawal; rejects idea that already in contract

### 31. NTA Supplemental Proposals: Move the position of Director of Data Analysis and Enrollment Planning from Unit E, Group H, to Unit B, Salary Schedule BA3—215 Days”

Status	Contract/Unit	Date	Proposals/Counters
	Unit B, Article 1, Recognition	1-25-23	<p><b>NTA Proposal:</b> Effective September 1, 2023, move the position of Director of Data Analysis and Enrollment Planning from Unit E, Group H, to Unit B, Salary Schedule BA3—215 days.</p> <p>Amend Article 1, Recognition, to read as below:</p> <p style="text-align: center;"><b><u>ARTICLE 1</u></b></p> <p style="text-align: center;"><b><u>Recognition</u></b></p> <p><u>Section 1:</u> For purposes of collective bargaining with respect to wages, hours, and other conditions of employment and the negotiation of collective bargaining agreements, the Committee hereby recognizes Unit B of the Association as the exclusive collective bargaining representative and agent of all regularly appointed Assistant Principals, Directors, Assistant Directors, <u>including the Director of Data Analysis and Enrollment Planning</u>, Senior High School Department Heads, Housemasters, Chairperson of Speech and Language Department, Head Social Workers, Administrative Assistants, Coordinators, Assistant Coordinators, Supervisors, and Assistant Supervisors.</p> <p>Amend Appendix B, Category A 215 day salary schedule to read as below:</p> <p>Salary Schedule BA3 (Category A) - 215 Days <i>Assistant Director of Student Services, Director of Early Childhood, Director of Elementary Special Education, Director of Out-of-District Placement, Supervisor of ABA, High School Special Education Department Heads, High School Vice Principals, Director of Data Analysis and Enrollment Planning</i></p>
<b>NPS Reject</b>		2-13-23	<b>NPS: Reject</b> , everyone in unit B should have a DESE admin license. Not the right thing to do with position.
<b>NPS Reassert</b>		3-16-23	<p><b>NTA</b> reasserts: The position should be in Unit B, and the job description should require a MA degree or above in Measurement, Evaluation, Statistics, and Assessment in Education—or a similar degree—from a school of Education.</p> <p><b>Rationale:</b> It is true that Katie does not hold an administrative license from DESE. But DESE does not offer a license for data-related work; nor is there a governing body related to this type of work, so there isn't a place to get a license/certification. Katie does hold a PhD in Measurement,</p>

			<p>Evaluation, Statistics, and Assessment in Education, which is directly related to the work she does in Newton. Although this is not a license, it is a degree that requires intense, demanding and substantial work focused specifically on training that is utilized on a consistent basis in this role. That should hold as much weight as a license.</p> <p>The fact that a license/certification for this work does not exist should not preclude the position from being in Unit B.</p>
<b>No change</b>		4-4-2023	<b>No change in status</b>
<b>No change</b>		4-26-2023	<b>No change in status</b>
<b>No change</b>		5-18-23	<b>No change in status</b>
<b>W</b>		7-17-23	<b>NTA withdraws proposal</b>



### NPS #4D. Work Day Work Year: Changed Work Year for Stride Educators

Status	Contract/Unit	Date	Proposals/Counters
	<b>Unit A:</b> Article 17: Work Year, Teaching Hours, and Teaching Load (pp. 26-27)	11-21-22	<b>NPS Proposal:</b>  <i>Proposal to come.</i>
<b>W</b>		2-13-23	<b>NPS</b> Withdraws proposal

**NPS #7. Employees who use personal days in May or June will be charged two days for when they take off one day.**

Status	Contract/Unit	Date	Proposals/Counters
	<p><b>Unit A:</b> Article 7 Section 2: Personal days (pp. 13-14):</p> <p><b>Unit B:</b> Article 7 Section 2: Personal days (p. 11) <b>(proposal #5)</b></p> <p><b>Unit C:</b> Article 7, Section 2: Personal Days (p. 18) <b>(proposal #4)</b></p> <p><b>Unit D:</b> Article 7, Section 5: <b>(Proposal #2B)</b></p> <p><b>Unit E:</b> Article 6 Section 2: Leaves of Absence with pay (pp. 11-12) <b>(Proposal #3)</b></p>	11-21-22	<p><b>NPS Proposal:</b> <i>Add the following between the first and second sentence: An employee who uses a personal day in the months of May or June shall be charged with two personal days.</i></p> <p><b>Section 2:</b> From the six (6) paid absence days established primarily for death and illness in the immediate family, two (2) days shall be allowed for urgent personnel business as judged by the employee. <u>An employee who uses a personal day in the months of May or June shall be charged with two personal days.</u> The following four (4) items of explanation apply:</p>
	Same as above	11-30-22	<p>SC revised the above proposal so it now reads:</p> <p>1. <b>Section 2:</b> From the six (6) paid absence days established primarily for death and illness in the immediate family, two (2) days shall be allowed for urgent personnel business as judged by the employee. <u>An employee who uses a personal day in the months of May or June shall be charged with two personal days.</u> <u>A member must have two (2) personal days remaining to take a personal day in May or June.</u> The following four (4) items of explanation apply:</p>
<b>Rejects</b>		12-21-2022	<b>NTA rejects NPS personal day proposal</b>
<b>W</b>		2-13-23	<b>NPS/NTA mutually agree to withdraw—NTA withdraws their #21</b>