

Memorandum of Agreement between the Newton Teachers Association, and the Newton Public School Committee

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this Memorandum of Agreement is made and entered into by the Newton Teachers Association, Units A, B, C, D, and E (the “Association” or “Union”) and the Newton School Committee (the “Committee” or “NPS”), collectively the “Parties.”

The Parties agree that this Memorandum addresses terms and conditions of employment, benefits, wages, work expectations, and other mandatory and permissive subjects of bargaining in light of the Coronavirus pandemic and concomitant public health emergency declared by Governor Baker on March 12, 2020, for NTA Units A, B, C, D, and E.

NOW THEREFORE, notwithstanding any contract provision in the Parties' Collective Bargaining Agreements or practices, the Parties hereby agree as follows:

All provisions of the 2020-2023 Unit A, B, C, D, and E Collective Bargaining Agreements between the Newton School Committee and the Newton Teachers Association remain in full force and effect, unless otherwise changed by this agreement.

This Memorandum remains in effect until modified in writing by agreement of the parties or until NPS fully reopens in person in the customary manner or June 30, 2021, whichever comes first. When the Committee contemplates changes related to wages, hours, benefits, terms and conditions of employment, conditions under which the employee must perform his duties, other mandatory subjects of bargaining, including changes to schedules or as required by federal, state or local law, the Committee will notify the Association in advance of making any changes and will bargain in good faith at reasonable times and in reasonable places regarding such contemplated changes.

The Parties agree that this Memorandum has the binding effect of law, represents the whole agreement between the parties, and that there shall be no changes, additions to, or deletions from this Memorandum except by mutual agreement in writing.

These statements shall not be construed as a waiver of any rights by any party under this Agreement or law.

AGREEMENT

I. 2020-2021 School Year Learning Models

A. High Needs Students

- i. Newton Early Childhood Program (NECP) - NECP will operate on a regular schedule for full in-person services for all students with disabilities. NECP will continue to incorporate community peers, albeit at a lesser than 50% rate.
- ii. K-12+ students - High need students from K to Grade 12+ will attend school and receive services in person, up to and including 5 days per week, depending on the service delivery in their Individual Education Program (IEP). Students' services and schedules will be determined by their level of need, IEP services, and in accordance with DESE Guidance. Currently, NPS is operating with multiple schedules and may need to shift between them, away from some or develop others based on evolving students' needs; NPS will bargain the impacts of any such schedule change with NTA prior to implementing such change. For some, but not all examples of schedules, see attached: [Appendix A: High Need Hybrid Examples](#)

B. Elementary Schools

- i. Hybrid In-Person - Elementary students will be split into two (2) cohorts, Cohort A and Cohort B. Cohort A will attend in-person on Mondays and Tuesdays, and Cohort B will attend in person on Thursdays and Fridays. Instruction will be remote on Wednesdays. *See the attached [Appendix B Elementary Hybrid Schedule \(with sample student coursework\)](#).* Students will receive a mix of live instruction and services from their primary teacher, Educational Support Professionals (ESPs), specialist teachers and other professional staff during their remote learning days. The in-person hybrid days will begin at 8:30 am and students will be dismissed at 12:30 and continue learning from home at 2:00 pm.

Beginning on January 4, 2020, hybrid K-2 students will attend in-person school on their designated hybrid days from 8:30 am until 2:00 pm.

- ii. Distance Learning Academy - Elementary Students that are not returning for in-person instruction will be assigned to the Distance Learning Academy. The DLA is a distinct program experience following the same schedule as the Hybrid model to ensure parity of experiences for all students, albeit all remotely. Students will receive a mix of live instruction and services from their primary teacher, Educational Support Professionals (ESPs), specialist teachers and other professional staff during their remote learning days. *See attached [Appendix C Elementary Full Distance Learning Schedule \(with sample student coursework\)](#).* The amount of contact time with teachers will remain the same as with the Hybrid schedule. Students will be cohorted A, B, C (high needs) just as they are in the Hybrid model. Members of the NTA and

NPS will continue to bargain any further changes to the DLA schedule and will modify this Agreement as necessary.

C. Middle Schools.

- i. Full Distance with Transition to Hybrid - In preparation for a hybrid implementation planned to start on November 16, 2020, middle school students will be split into two (2) cohorts, Cohort A and Cohort B, similar to elementary schools. However, the year will begin with a full distance schedule for all students in Cohort A and B, following the whole-class distance schedule attached as Appendix D.

The specific start and end time for the distance schedule will be 8:30 to 3:05 (M, T, Th, F). Starting on October 14, 2020, Wednesday dismissal was changed to 1:55.

The schedule that does not include early dismissal on Wednesdays was in place in September and into early October and is attached as Appendix D. The schedule that was implemented beginning October 14, 2020 is attached as Appendix E.

Specific Time and Learning agreements for the middle school specific to this schedule are attached in Appendix H.

In the event that transportation for high needs students runs before the start time and after the end time of school, before and after programming must be available for these students. The district will offer staff the opportunity to provide coverage for this time at their hourly rate on a strictly voluntary basis, or the direct supervisor and employees may mutually agree to adjust (flex) contractual working hours to an earlier or later schedule, on a strictly voluntary basis. Students present after school may also participate in district-sponsored extracurricular activities before the arrival of their end-of-day transportation, with the supervision of the staff identified above. NPS will provide communication regarding any modifications to the start and end time for a Unit C member who is working outside of the typically scheduled work day in accordance with any requirements under the CBA.

- ii. Middle School Students. High need students from 6th-8th grade will continue to attend school and receive services in person, up to and including 5 days per week, depending upon their situation or service delivery plan in their Individual Education Program (IEP).
- iii. Hybrid In-Person. Middle school students who are not high needs or who have not selected the distance-only model will be split into two (2) cohorts, Cohort A and Cohort B. Cohort A will attend in-person on Mondays and Tuesdays, and Cohort B will attend in person on Thursdays and Fridays. Instruction for both Cohort A and B students will typically be remote on Wednesdays. See the sample middle school schedule below. The in-person hybrid days will begin between 8:00 and 8:30 am, and the week will have the same overall length as the middle school week prior to Covid and in the distance-only schedule.

Hybrid Learning Schedule - The new hybrid schedule will begin on Monday, November 16, 2020. The hybrid schedule utilizes a split day model to allow for daily distance classes for all students regardless of cohort each afternoon and all day on Wednesday. High needs students may follow a different schedule, individually determined and based on the different examples offered by Student Services.

Middle School Hybrid Model - [MS Hybrid Schedule - NPS Nov 2020](#)

- Most In-Person Cohort A/B students are dismissed to home at the middle of the day on M/Tu and Th/F with a grab and go lunch.
- When Cohort A is in-person M/Tu morning, Cohort B typically completes independent/ asynchronous work at home in the morning and joins distance sessions in the afternoon. (Reverse is true for Cohort A on Th/Fr).
- Cohort A/B students complete two half days of independent/asynchronous work each week.
- Each week, each student in Cohort A/B has one 45 min in-person meeting and three 30 min live distance meetings with each full-course.
- Cohorts A+ & B+ students may attend one or both of the in-person sessions each week, depending on their individual instructional needs, the instructional mode, and space availability.

iv. Distance-Only Students - Middle school students that are not returning for in-person instruction will be assigned to the distance-only model. These students will typically remain in their currently assigned classes and follow the Hybrid schedule throughout the week, except for on their 2 in-person mornings. On these mornings, one of three options will be used:

1. Students will participate remotely in their regularly scheduled in-person classes through a zoom link to the teacher's computer and the use of an additional camera and microphone in the classroom when needed. Instructional Technology Support staff will provide clear directions using existing and supplemental technology for classroom set up. Administrators will collaborate with staff to purchase additional technology to match educators' instructional choices and content specific needs as identified through implementation.
2. Students will be regrouped into a distance-only section of learners taught by one of the teachers on the appropriate GLD during the regularly scheduled morning blocks. When possible, this section will be taught by a teacher who is only able to teach remotely.

3. Students will be grouped into a distance-only section of learners taught as an additional class by one of the teachers on the appropriate GLD during another time of the day, such as the dismissal break or after regular school dismissal. When possible, this section will be taught by a teacher who is only able to teach remotely. Teachers will receive an annual stipend of \$3,000 for teaching this one additional class session each week.

v. Middle School Athletics and Extracurriculars - Middle school extracurricular advisors will continue to be paid hourly and will be paid for time worked. In the event a sport with a stipended position is cancelled by the district and is less than 1/3 complete, 50% of the stipend will be paid. Other stipended positions for ongoing athletics and extracurriculars would be paid the full stipend and in the case where an activity/sport was cancelled more than 1/3 complete, the stipended staff may be utilized in alternative comparable after school work with students.

vi. Remaining Professional Development (PD) or Planning Days - Middle School staff will use the 2 additional PD days built into the calendar on Thursday November 12th and Friday November 13th. Staff will be allocated at least nine of the twelve hours to prepare for the beginning of hybrid school either individually or as a part of a GLD or content specific workshop or other school team.

D. High Schools

i. Full distance opening - High Schools will begin the school year in a whole-class, full distance schedule, due to challenges with staffing, equitable distance-only possibilities, and space. At the start of the school year, High Schools will follow the attached whole-class distance schedule. The specific start and end times for the distance schedule will be 9:15-3:55. As of October 14, 2020, Wednesday dismissal was modified to 3:15. The schedule is attached as Appendix G.

Beginning when feasible, likely early October, but at the latest October 14th, Wednesday dismissal will be at 3:15. The schedule that does not include early dismissal on Wednesdays will be in place in September and into early October and is attached as **Appendix F**. The schedule that was implemented in early October is attached as **Appendix G**

In addition to the schedule in **Appendix G**, each teacher will participate in up to one additional 45-minute meeting per week as needed, at a time (before, during or after school) mutually agreed on with team members and Department heads. Teachers will be available to meet with students for at least 2 flex blocks a week, to be agreed upon with the appropriate administrator.

Building based leaders will consult with building based NTA representatives when planning large group in-person non-academic opportunities such as orientation, community building and extra-curricular activities where appropriate, with staff and students who are able to meet in person either outdoors or in larger indoor spaces for smaller groups.

Educators who wish to offer in-person academic experiences during the school day, including when hands-on learning is particularly crucial to the curriculum, should work closely with

building administrators to ensure access to learning opportunities for all students in the class and adherence to required safety and health procedures.

ii. High School Athletics and Extracurriculars - In the event an activity/sport with a stipended position is cancelled by the district and is less than 1/3 complete, 50% of the stipend will be paid. Other stipended positions for ongoing athletics and extracurriculars would be paid the full stipend and in the case where an activity/sport was cancelled more than 1/3 complete, the stipended staff may be utilized in alternative comparable after school work with students.

iii. **High School In-Person Learning Model**

A. Proposed Hyflex schedule and plan - Beginning on **January 27, 2021** or the start of the 3rd marking term, all students will have the option of either attending school as a part of a hybrid schedule or remaining in a distance-only schedule. No faculty teaching assignments or student course enrollments will change (unless scheduled to change at the start of the second semester), but teachers will teach each class to both in-person students based on a rotation of hybrid cohorts, and distance-only and hybrid students on their at-home days, who will attend the same class via zoom or similar technology. This system of teaching will be referred to as HyFlex teaching. The exact bell schedule and number of cohorts is subject to change as implementation is finalized, but will remain within the time parameters attached. For example, the lunch time will likely need to be adjusted as will the length of filing times or the placement of the flex block. A sample schedule is attached as [Appendix G2](#). The number of cohorts will be chosen to ensure appropriate social distancing is possible in all classrooms, common areas and other spaces.

Start Date: Although the in-person Hyflex model does not begin until January 27, 2021 the schedule designed for the Hyflex model will be implemented in the current remote setting from January 4, 2021 through January 25, 2021.

Community block - Community block will be reduced to once per week, as needed. Students will have additional flex time. In-person students may be assigned to the classroom of their community teacher(s) during flex block.

Flex Block - Flex Block may be moved to the end of the day. As noted above, “The exact bell schedule and number of cohorts is subject to change as implementation is finalized, but will remain within the time parameters attached.” Teachers should offer in person option for students who need it.

Attendance: Attendance should be taken in synchronous blocks. Out of class work in the afternoon asynchronous blocks should be submitted and assessed.

B. Remote-Teaching Accommodations - Teachers who have been offered a remote work accommodation will provide remote classes, and students who are attending in person as a part of the hybrid schedule will attend these teacher’s classes remotely, using their one-to-one device

and headphones. They will attend from a designated area of the building and be appropriately supervised, such as a classroom or larger common space.

C. High needs students - High needs students in grades 9-12+ will continue to attend school and receive services in person, up to and including 5 days per week, depending upon their educational needs or service delivery plan in their IEP. Students' services and schedules will be determined by their level of need, IEP services, and in accordance with DESE Guidance. High needs students in Cohorts A+ & B+ may attend two or more than two of the in-person hybrid days in each cycle, depending on their individual instructional needs, the instructional mode, and space availability. Also, special education students in smaller classes that can accommodate more students at a time may also attend classes as a part of more than one cohort.

D. Distance-Only Students - Students that are not returning for in-person instruction will be assigned to the distance-only cohort. These students remain in their currently assigned classes and follow the new schedule throughout the week, attending all classes remotely.

E. Technology Support - District technology support staff are identifying optimal use of current technology, such as laptops, projectors and classroom speakers, as well as additional technology such as microphones, monitors and cameras, to support implementation of the HyFlex teaching model. In general, classrooms will be set-up with a second device to handle audio and visual in the classroom, and teacher laptops will be used to manage digital instructional materials shared in the classroom and on zoom, as well as teacher video.

F. Professional Development - Professional development, collaboration time, and preparation time will be provided to all staff on two full professional days (or the equivalent) to be scheduled in January or later in the spring, as well as during the four Wednesday morning and afternoon sessions during the month, to support teachers in preparing for Hyflex teaching. The current plan is to schedule a full day of PD on January 15, 2021, half of which will be administration led and the remaining half will be teacher-directed. The remaining day, or the equivalent (2 blocks of ½ half days) will be scheduled for later in the second semester to allow for additional planning and adaptation to the new schedule. Half of the remaining time will be administration directed, and the other half will be teacher-directed.

In the new schedule, required professional development meetings will be limited to up to two meetings at 8 AM and up to two at 3:15 per month during Wednesday professional development time. Other meeting times on Wednesday, including during the midday asynchronous times, will be at the teacher's discretion and/or optional.

G. Duties - Teachers will continue to be assigned duties in alignment with the current time and learning agreement.

In the hyflex/hybrid schedule, given the needs to create collective safety and supervise students, duties will still likely be needed and may be different than duties in the past. Possible duties might include supervising students in larger remote work spaces or supervising students who are

working remotely in another teacher's classroom. Reasonable attempts will be made to limit the assignment of duties, due to the intense planning demands on teachers in the hybrid schedule.

Teachers shall not typically be assigned school-wide duties for more than two 80-minute periods per week. In the event that school safety and public health requires an additional duty, one may be assigned but will not exceed 40 minutes. Community is not considered a duty. Only World Language, History, English, Science, and Mathematics teachers shall be required to perform duties. Duties can be assigned to teachers working in person, or remotely.

Responsibilities during flex blocks for full-time classroom teachers shall be structured as below:

The total flex time per week is 175 minutes. Of these, teachers shall spend a minimum of 100 minutes each week supporting their own students, and up to 75 minutes may be used for collaboration and planning if needed. In person teachers must be accessible in the building during all flex blocks, and remote teachers need to be virtually accessible as well.

The existing practice of allowing staff members open campus privileges during preparation blocks when no duties are scheduled will continue.

H. High School Specific Presence/Location - Beginning on November 30, 2020, all high school staff who have not been granted a remote accommodation must work from their respective buildings no less than one (1) times per week. Scheduling of this day will be made with building leaders and immediate supervisors. Wednesdays are preferred as this day is optimal for scheduling in-person experiences with students.

Beginning January 4, 2021, to expand in-person learning and effectuate transition to the Hyflex learning model, all staff that are not assigned a remote accommodation are expected to work in their respective schools each school day, and work responsibilities will include proctoring MCAS and PSAT exams as needed. Staff with childcare challenges that cannot be alleviated by the options offered by the District, may request that they be allowed to work remotely during times that they are NOT scheduled to provide instruction or other services and their full professional role does not require their presence in the building with approval from their supervisor.

All staff will be provided with adequate working space or they will be allowed to work remotely.

HS staff who have previously been granted a remote accommodation for residing with a family member whose health condition poses a risk of serious illness from COVID-19, that are planning to take a leave of absence as of January 27, 2021, will be granted the accommodation to work remotely until January 27, 2021 and are not required to work in-person in December or January.

Staff with remote accommodations should join faculty meetings, PLC, and other meetings remotely, and complete all other additional professional responsibilities as assigned.

I. Staff who work in multiple buildings/locations - All staff members that work in multiple buildings and locations, such as BCBA's, SPL, OT, PT, SW, specialists may have a designated

home base building based on the needs of the students for whom they are assigned to provide services. To the extent that the instruction and services can be provided and accessed by students remotely in buildings of assignment other than their 'home base', those services may be provided remotely to avoid staff presence in multiple buildings.

J. Quarantine Scenarios. If a class/cohort/staff member must quarantine due to being a close contact, their classes will be taught and or attended virtually without changes to schedules. In-person students will attend classes remotely from their regular classroom or a common area with appropriate supervision.

II. WORK YEAR/SCHOOL CALENDAR

With DESE approval, NPS has adopted a school year with 170 days to allow for an additional ten (10) days of preparation, planning and professional development for staff. The first official day of school for students is September 16, 2020, and the last day of school for students is June 23, 2021 (inclusive of 5 snow days) and June 24, 2021 for staff.

1. Staff Start of School Year. The work year for staff starts on August 31, 2020. All staff will have ten (10) days of preparation and Professional Development (PD), which can be accessed remotely. However, in-person presence is encouraged but not required.
2. School Calendar. The first day of school for all students is September 16, 2020, with the clarification that the Elementary Hybrid schedule provides for in-person meet and greets and introduction that week, and formal in-person instruction and a full schedule begins on September 21, 2020.
3. The typical end of the year schedule is planned with a half day for students on the 170th day (full day for staff) and a half day for staff on the final day.
4. Remaining Professional Development (PD) or Planning Days - Elementary staff are using 2 PD days at the start of the school year during September 16, 17 and 18, 2020. The remaining 2 PD days for Middle School are designated for November 12 and 13, 2020. For High Schools, one full day of PD is scheduled on January 15, 2021, half of which will be administration led and the remaining half will be teacher-directed. The remaining day, or the equivalent (2 blocks of ½ half days) will be scheduled for later in the second semester to allow for additional planning and adaption to the new schedule. Half of the remaining time will be administration directed, and the other half will be teacher-directed.

III. STAFF EXPECTATIONS

A. Work Day/Hours. Regardless of the learning model used (i.e., in-person, remote, or hybrid), the length of the teacher's workday remains as described in the Collective Bargaining Agreement.

B. Presence/Location

All staff, in all levels and all buildings, except those that have been granted a remote assignment or are assigned to the DLA, are expected to be present in their buildings at all times during school hours when they are teaching in person, their duties require their presence, or the building administration has determined that their presence is required to effectively meet the needs of students and to allow the building to operate functionally.

Building administration will exercise flexibility when determining if staff's presence is necessary when they are not teaching in person. Specifically, they will not unreasonably withhold approval to staff with childcare challenges that cannot be alleviated by the options offered by the District, health concerns, or other particular situations to work remotely during times that they are scheduled to provide instruction or services remotely and their presence is not required to meet students' and necessary building needs.

All staff will be provided with adequate working space or they will be allowed to work remotely.

4. Elementary Early Dismissal (Distance and Hybrid). The weekly elementary early dismissal day, previously Tuesday at 12:30, is changed to Wednesday at 12:30. This 2 hour time period (1:15 - 3:15) is allocated similarly to the former Tuesday afternoon time, with the following exception: At least 4 but no more than 7 one-hour blocks throughout the year will be allocated for system-wide professional development. This time will alternately take the place of PLC or Personal Planning time.

5. Elementary Specialists Elementary special subject teachers (art, music, library, P.E.) are providing instruction remotely.

Specialists may be assigned either to assist with student arrival (if working from the building) or will be among those who provide a check-in to the day for remote A or B cohorts (single cohort only), known as "Launching the Day", including taking attendance. Any staff who will be providing this check-in, other than classroom teachers, will be provided a sample process for how to structure this time including possible topics: a greeting with all students, taking attendance, and a preview of student schedules. Every effort will be made to have teacher assignments to class cohorts be consistent. If a special subject teacher is scheduled for seven teaching blocks in a morning, they will not also be scheduled for a morning meeting.

6. Staff who work in multiple buildings/locations - All staff members that work in multiple buildings and locations, such as Specialists, BCBAs, SPL, OT, PT, SW, will have a designated home base building based upon the high needs student assignment, or, in the case of Specialists, their designated home school. To the extent that the instruction and services can be provided and accessed by students remotely in buildings of assignment other than their 'home base', those services may be provided remotely to avoid staff presence in multiple buildings. In person services in more than one building may be necessary depending on student needs.

7. Information and Technology Specialists (Unit E). IT staff can and are encouraged to work flexible hours as mutually agreed by the individual and the Director of Information

Technology and Library Services or the Assistant Coordinator for Tech Services in order to complete repair work on-site when fewer people are present in buildings. Flexible hours are defined as outside of the "normal" operating hours for the position. As an example, a tech could start their work day remotely at a later hour and end their work day at a later hour on-site in a building.

C. Instruction - During remote learning days, teachers will provide both synchronous and asynchronous teaching and learning for all classes/content areas taught during each school day.

The parties acknowledge the challenges that may be associated with maintaining student confidentiality while remotely conducting meetings or engaging with students. Unit members will take reasonable steps to protect such confidentiality, such as conducting interactions in private and/or away from their own family members whenever possible. However, Unit members do not have control over who is present in their students' homes while they are teaching or providing services. The parties agree that it is the District's ultimate responsibility to ensure compliance with federal and state student record laws.

IV. CASELOADS for SPECIAL EDUCATORS

A. Work Loads

Given the unique demands placed on special educators during this pandemic, NPS will make its best efforts to streamline and, to the extent possible, balance the work demands of special educators and related service providers so that they are equitable to those of general educators.

B. Case Loads.

On average, caseload numbers will not exceed pre-COVID numbers, and in some cases, may be smaller.

V. STAFF ASSIGNMENTS AND ACCOMMODATIONS

A. Staff Accommodations:

1. In accordance with the Americans with Disabilities Act (ADA), NPS will make its best efforts to accommodate the staff members who are at increased risk for severe illness from COVID-19, with a remote assignment; if this is not possible, an accommodation will be provided in the form of a Medical Leave of Absence, in compliance with the FMLA, including the eFMLA/FFRC, and pursuant to Unit contracts, with all benefits specified therein excluding access to the employee sick leave bank.

2. Additionally, for educators that reside with a family member who is at increased risk of severe illness from COVID-19, NPS will make its best efforts to assign the staff member to a remote assignment; if this is not possible, and no other accommodation can be identified, the District will grant a personal leave of absence pursuant to the Unit contract. Staff members may be paid for any personal illness, family illness, personal days and 2 "other" days they were allocated during the 2020-2021 school year (a maximum of 18 paid days), and the district will continue to

contribute to the member's health insurance premiums, but the leave will otherwise be unpaid. Neither the employee sick bank nor the member's personal sick days from prior years may be accessed. Remaining benefits for unpaid leaves set forth in the applicable CBA will be applied.

3. NPS will grant a one-year unpaid Leave of Absence pursuant to the CBA to any Unit A or Unit B staff member that requested that leave prior to September 30, 2020, and thereafter will grant such leave on a case by case basis.

4. No member accessing available accrued time will miss any pay or suffer retribution or undue pressure for doing so. Nothing prohibits a member from using FFCRA leave, if applicable and they qualify.

5. Except as outlined in this MOU, all contractual leave provisions provided by the Collective Bargaining Agreement remain in full force and effect.

B. Staffing Assignments, including moves:

1. Staffing assignments for remote only positions will be provided first to staff who have been granted accommodations per Article V, Section A, Part 1 above because they are UNABLE to return in person due to their own medical condition or age that puts them at increased risk of serious illness from COVID-19. Thereafter, best efforts will be made to assign staff who reside with a family member whose medical conditions or age puts them at increased risk for severe illness from COVID-19 to remote positions, as available and feasible, as set forth in Article V, Section A, Part 2 above.

2. When assigning staff to remaining remote positions, the following criteria and process will apply:

- a. Every position must be staffed with a qualified and licensed educator;
- b. Staff with unresolved childcare challenges will be prioritized for a remote position; then
- c. Staff with seniority will be given priority.

3. When assigning staff to a different grade level within their current school building or to a position in a different school for in-person, hybrid instruction:

- a. Every position must be staffed with a qualified and licensed educator;
- b. Volunteers will be sought from the pool of eligible staff;
- c. If there are no volunteers, then reverse seniority will be applied;
- d. If there is a special circumstance that warrants deviation from this process, the building administrator will communicate with the NTA directly;
- e. Those staff that are transferred to a new grade level or new school building in the hybrid model will receive a one-time stipend of \$4000.

4. When assigning staff to teach a mixed-grade level cohort in the Hybrid model:

- a. Every position must be staffed with a qualified and licensed educator;

- b. Volunteers will be sought from the pool of eligible staff;
 - c. If there are no volunteers, then reverse seniority will be applied;
 - d. If there is a special circumstance that warrants deviation from this process, the building administrator will communicate with the NTA directly;
 - e. Those staff that are assigned to teach a mixed grade level cohort will receive a one-time stipend of \$7,000.
- 5. When assigning staff to teach the same grade but mixed Hybrid & DLA cohorts:
 - a. Every position must be staffed with a qualified and licensed educator;
 - b. Volunteers will be sought from the pool of eligible staff;
 - c. If there are no volunteers, then reverse seniority will be applied;
 - d. If there is a special circumstance that warrants deviation from this process, the building administrator will communicate with the NTA directly;
 - e. Those staff that are transferred to a new grade level or new school building in the hybrid model will receive a one-time stipend of \$4000.

5. Unit A members that have been transferred to a new grade level or building for the 2020-2021 school year after June 22, 2020 that did not request that transfer or change in assignment may return to their previous position and/or school at the conclusion of the school year if the position is available, per the criteria in sections 3 and 4 above, in reverse order. Priority to return will be given to staff who moved voluntarily and then to staff based on seniority.

C. Child Care Assistance- NPS has secured child-care slots at local, licensed child-care centers for staff working *in-person* in the Elementary Hybrid model and/or with high needs students, including NECP. This assistance has been extended to staff working in-person in the Middle School Hybrid starting on November 16, 2020, and will be extended to High School staff working in-person in the High School Hybrid model beginning on January 4, 2021.

NPS is providing assistance to these educators as follows:

1. The West Suburban YMCA located in Newton Highlands provides is Out-of-School program for children in grades K-8. NPS will subsidize the costs for this program for NPS staff working in-person to decrease the rate to \$60 per day.
2. Children of NPS staff that attend NPS elementary and middle schools (starting November 16, 2020) may attend their school for the 4.5 days of in-person instruction - Monday, Tuesday, Thursday and Friday and possibly Wednesdays.
3. NPS has reserved several slots for educators' children ages 2.9-5 years in the Newton Early Childhood Program (NECP) pre-school. NPS will subsidize the costs of this program to decrease the rate to a maximum of \$50 per day.
4. The Newton Family Access Center has several slots in their infant, toddler and preschool programs prioritizing children of NPS educators.

5. The John M. Barry Boys and Girls Club of Newton has slots available for their Fall 2020 Out of School Program.

VI. STAFF ABSENCES and RELATED BENEFITS

A. COVID-Related Absences Consistent with the Families First Corona Response Act (FFRCA), any educator who is required to quarantine, or who stays home due to COVID-19 symptoms, or who has a child required to quarantine, or who has child that stays home due to COVID-19 symptoms, is entitled up to 10 “COVID” work days of paid leave without the use of contractual sick leave. If an educator has the ability to work remotely based on their health, position, and home circumstances, they may be required to work remotely while they are at home (for example when under quarantine but not ill); such remote working days will not be counted as leave. Educators shall contact their building administrator or supervisor in addition to following the normal absence protocols if they need to use any of the 10 COVID Days or if they believe they can work remotely during their COVID-related absence.

B. Additional Sick Days. All unit A, B, C, and E members who are providing **in-person** instruction or services will be allocated an additional five (5) sick days added to their contractual allocation of sick days for the 2020-2021 school year only in order to encourage members to remain away from school if experiencing symptoms that could be COVID-19 or caring for household members who are experiencing symptoms that could be COVID-19. These days do not accrue or otherwise carry over. The sick days allocated for the 2020-2021 school year, including the additional five (5) days, may be used for either personal or family member illness.

C. Staff Travel Out of State. If a member must travel out of state and is required to quarantine upon return, they will notify their supervisor 72 hours in advance unless it is a true emergency, and may be allowed to work remotely during the quarantine period if their supervisor determines it is appropriate and doing so meets the school’s and students’ needs; otherwise they will be on unpaid leave until they have obtained a negative COVID-19 test or the end of the quarantine period. The decision of the supervisor (or Superintendent or other designee) shall be final.

D. COVID-Testing Costs. The District will reimburse any member the out-of-pocket cost of COVID-19 testing including co-pays or testing not covered by insurance upon presentation of all appropriate and requested documentation to the Business Office, within reasonable time of submission of documentation for any NPS employee who has been requested to be tested by a contact tracer (local board of health or a Massachusetts Community Tracing Collaborative).

VII. HEALTH, SAFETY, OPERATIONS AND FACILITIES

A. Health and Safety Mitigation Measures. Consistent with guidance issued by the CDC, MA DPH/DESE, and Newton Health and Human Services, Newton Public Schools will implement the following, recommended risk mitigation measures: physical distancing as recommended by the MA DPH/DESE, Newton HHS, and CDC, requisite face-coverings, staff

and student health checks, additional PPE where needed, and multiple building safety measures, as set forth below.

1. Social Distancing: Newton Public Schools will implement the following risk mitigation measures as currently (January 31, 2021), recommended by the CDC for opening schools: 6 feet physical distancing, requisite face-coverings, staff and student health checks, additional PPE where needed, and multiple building safety measures as set forth below. The District and the Association understand that the 6 foot guideline refers to the distance allocated in classrooms and other learning/working spaces between seats, but that there are times when maintaining 6 feet of distance may not be possible, e.g., while passing between classes, working with younger or high needs students, etc.

NTA and NPS are forming small leveled working groups to recommend changes to learning models in response to any changes in or new public health guidance regarding social distancing during the term of this Agreement.

The distancing parameter in this Section may be modified by the District before the conclusion of this Agreement if either of the following apply:

1. All in-person educators have been provided an opportunity to be vaccinated with the recommended dosage in accordance with the CDC guidelines. The parties understand that “provided an opportunity” does not imply that all in person educators will have been vaccinated.

OR

2. Newton Public Schools makes available to both unvaccinated in-person staff and in-person students weekly pooled surveillance testing. In this scenario, the distancing parameters will be consistent with the recommendations by the Medical Advisory Group.

Moreover, at any time prior to the expiration of this Agreement, either party may initiate bargaining to modify the distancing parameters.

2. Personal Protective Equipment Face coverings/masks

Policy and Protocol. The Face-Covering Policy requires all staff and students to wear face-coverings, unless exempt. Exemption and enforcement procedures, as well as education for students, around face coverings can be found in this Protocol, attached as [Appendix J - Masks/Face Coverings \(9-14-20\)](#).

NPS will provide all staff with two (2) reusable face coverings.

Additional PPE. Recognizing that in some circumstances adhering to these fundamental guidelines will present challenges, NPS will provide the following additional PPE, with

appropriate training on how to don and doff the equipment, when the district, based on CDC, MA DPH/DESE, and Newton Health and Human Services recommendations, or when requested by a staff member, such request not to be unreasonably denied. The request could be denied if staff members are seeking more than a reasonable amount of PPE if supply is limited.

- A face shield and/or goggles are available for all high-needs learner staff, staff that monitor lunch, therapists, and for other staff who request them (as available). These are considered durable equipment and staff must sign for receipt and maintain them accordingly.
- Disposable gloves
- Disposable gowns each day as needed for staff who work with high needs learners, related service providers, preschoolers, and other staff who require them.
- Training for staff and students on the procedures for moving throughout the building.

3. Hand sanitizing or washing stations.

- Hand sanitizing and/or washing stations shall be located throughout each school building on all floors and will be easily accessible.
- Hand sanitizers shall be placed by school entrances and in school rooms.
- Hand sanitizer dispensers will be added to each classroom and freestanding dispenser stations will be located at entrances and other locations.

4. Cleaning/Sanitizing Schedules

- Cleaning schedules for custodians will include enhanced protocols (high touch surfaces).
- Hand Soap, Paper Towels, and Hand Sanitizer will be readily available at all schools and will be constantly monitored and restocked by the custodians as needed.
- The cleaning protocol for buildings/weekly cleaning schedules will be posted in each building in a place accessible to all staff.
- Additionally, cleaning logs for bathrooms will be maintained and posted in each bathroom in each building.

B. Building Operations

1. Building plans/operations

Plans regarding movement patterns, staggered arrival, signage, etc. will be developed at the Building Level by teams utilizing Building Checklists developed by the ORT. These building checklists will be shared among buildings.

2. Cohorting and Grouping Students. Students in the hybrid model are divided into Cohorts A or B in order to reduce the number of students in a building or room at the same time, thus facilitating social distancing. Students in Cohort C will be grouped together and separately at times, and at other times will push-in to Cohort A or Cohort B. The District will make best efforts and keep adequate records regarding any mixing of student cohorts and groups to minimize contacts and enable contact tracing if necessary.

In order to limit the number of contacts and prevent the spread of illness, whenever possible, students within these cohorts will be grouped when in the school building. These groups will

generally take the same classes together and sit in a consistent seating arrangement as much as possible. This grouping strategy may not be educationally feasible at higher grade levels, but will be utilized when possible.

C. Facilities

1. Building Preparations - HVAC.

NPS, in partnership with the City of Newton Public Buildings Department, will deploy a multi-pronged strategy to inspect, test, modify, and improve ventilation systems in all school buildings. The strategy will utilize a combination of NPS and City staff and third-party contractors to inspect, repair, and test systems so that measured results meet or exceed minimum required ventilation rates as set forth by ASHRAE 62.1 and confirmed by a mechanical engineer. NPS will publicly publish data for ventilation including ventilation dashboards that include the testing and balancing reports for each classroom with mechanical ventilation. These dashboards will also include a column that states the nominal occupancy supported by measured fresh air. NPS will also provide the NTA with information and documents related to the testing and repairs to the HVAC and related systems that are not published within reasonable time of request for and receipt of such information.

The District will *only* utilize, as learning space, classrooms with a minimum of two (2) operable windows and interior classrooms with appropriate and fully functional mechanical ventilation. Converted spaces in schools that were not originally designed for occupancy will not be used at this time. The district recommends opening windows, as recommended by the CDC, MA DPH, and HHS, as a supplemental step to increase the fresh air exchange. The district will make available window fans to increase fresh air introduction into classrooms. Air filter conditions will be inspected monthly during the school year and replaced as needed, but no less frequently than on the district's current quarterly program.

NPS ordered MERV-13 filters for all equipment, will install them on a trial basis, and monitor equipment for impact to design air flow and functionality.

2. Health and Safety Teams.

In each building there will be a Health and Safety Team made up of NTA representatives (up to 3 members at NECP, elementary and middle; up to 5 members at high schools), building administration, a member from facilities personnel (e.g. school custodian), and at least one parent. These teams will meet regularly, but in no event less often than monthly through the length of his Agreement.

There will be regular monthly meetings between NTA and an NPS subcommittee regarding concerns raised by the building-based health and safety teams or other district wide concerns.

3. *Health Room and Medical Room*

There will be a health room and an outfitted isolation room near or adjacent to the health room in each building to allow for oversight and monitoring by the school nurse.

4. *Cleaning and Disinfecting* - NPS will implement with fidelity the cleaning and sanitizing procedures consistent with CDC and related guidance found in the attached as [Appendix K: Protocol - Cleaning NPS Facilities](#).

5. *Outdoor Spaces*

NPS will provide two tents at each elementary school and one larger tent at the middle and high schools and the Education Center by September 21, 2020 to provide students and staff the opportunity to be outside when possible, for example, for mask breaks and other outdoor activities until snow falls and it is no longer seasonally feasible.

VIII. STAFF EVALUATIONS

The revised staff evaluation process for the 2020-2021 SY by October 15, 2020, is attached hereto as **Appendix K**, and hereby incorporated into this Memorandum Agreement.

IX. PUBLIC HEALTH AND SAFETY/SCHOOL CLOSURES

The District will continue to partner with Newton HHS to regularly monitor key public health data and metrics and consult with public health officials as it pertains to operations of schools.

The decision on whether to switch learning models rests with the Superintendent as informed by input from the NTA, District leaders, and consultation with HHS and DESE. The District will consult or otherwise engage with the NTA while monitoring public health data.

Similarly, the recommendation that an individual school or specific portions of a school community (e.g. grade level, class, etc.) should shift to remote, will be made in conjunction with Newton HHS and their partners at Massachusetts Department of Public Health. MA DPH staff will help to assess if there is evidence of significant viral transmission happening in the school setting.

If public health data requires a school or the district to pivot to a fully remote instructional model, and necessitates a shift from hybrid to full remote-based learning model for students, educators that are affected will be provided with adequate preparation time. The District will consult with and inform the NTA prior to making any decision to make this shift. In the event of a closure, NPS and the NTA will meet to determine if there is a need to revise this Agreement.

To keep the community, including the NTA apprised of the state of COVID transmission and cases within the schools, a data dashboard located on the City's HHS website will be updated regularly. It currently contains the following information, but could be modified by HHS when deemed necessary to report this data in conformance with public health guidance.

- The chart includes all reported confirmed COVID-19 cases among NPS students and staff.

- The total number of confirmed cases in Newton Public Schools will include students and staff whether or not they were in school during their infectious period.
- It shall include students and staff in all educational model categories (DLA, Remote and Hybrid in-person).
- The update will include reported confirmed cases from the previous week.
- Cases will be included in the week that contains the verified test date.

NPS will provide copies of all NPS communications sent to the school community and staff regarding positive cases and district efforts to contain transmission as they are communicated.

X. EXCLUSIVE RIGHTS OF NTA

Gathering Information from NTA members

If Newton Public Schools determines a staff survey, district-wide, building level, or otherwise, would be helpful or necessary moving forward in the school planning process during the 2020-2021 SY, the District will collaborate with the NTA on the survey document and send the survey upon mutual agreement by the parties. District administrators will be informed of this prerequisite. In turn, the NTA will encourage its members to complete the survey.

This does not include necessary staff inquiries seeking information for staffing purposes, including staff intent to return, ability to return or need for an accommodation. However, the District will share with and collaborate with the NTA on any such inquiry prior to sending it to staff.

XI. DISPUTE RESOLUTION

Expedited Dispute Resolution Process

The parties agree that, given the current health crisis, disputes between the Committee and the Association must be resolved in a timely and expeditious manner. To this end, the parties agree to the following expedited dispute resolution procedure for the duration of this agreement.

In general, the entirety of this Memorandum of Agreement is subject to the grievance procedures outlined in the 2020-2023 Units A, B, C, D, and E Collective Bargaining Agreements between the School Committee and the NTA. In recognition of the fact that the current COVID-19 public health crisis has created a need to resolve disputes in a more expedient fashion than in the normal course of business, the Parties agree as follows:

Without waiving any rights or timelines in the grievance procedures outlined above, within 5 work days of learning of a dispute or controversy regarding the interpretation, application, or meaning of this Memorandum or the working conditions outlined in a Collective Bargaining Agreement which this Memorandum modifies or changes, the Association will inform the Superintendent and the Director of Human Resources and Staffing of the dispute and the facts giving rise to it.

The Superintendent or designee will meet within 3 work days in an effort to amicably resolve the dispute. If the matter is not resolved within 2 work days of said meeting, the Association will inform the Committee and the Committee and Association will meet within 2 work days in an effort amicably to resolve the dispute.

If, in the Association's opinion, the dispute remains unresolved within 3 work days following the meeting, it shall inform the Committee in writing and submit the dispute under the Expedited Labor Arbitration Rules of either the American Arbitration Association or the Labor Relations Connection within 6 work days following the meeting with the Committee. Costs associated with Expedited Arbitration shall be borne equally by both Parties. The arbitrator's decision shall be consistent with the terms of this Memorandum and the relevant Collective Bargaining Agreement, and shall be final and binding upon both Parties. The parties, however, may exercise any appellate rights under applicable law.
For the Newton Public Schools,

Ruth Goldman, Chair
Newton Public School Committee

DATE:_____

For the Newton Teachers Association,

Michael Zilles,
NTA President

DATE:_____

Appendix A

High Needs Student Service Options

Hybrid High Needs Example 1(Elementary Only):

Maximum in-person support utilizing separate space for the rest of the week. This option offers **four and a half days in person** and may serve our intensive population and students with very limited low-incidence disabilities, including the STRIDE Program. High needs student attendance is identified in **blue**.

	Monday	Tuesday	Wednesday		Thursday	Friday												
Group A	In school Morning (Link to schedule) <i>Lunch/Recess Cohort Student Go Home</i> A-sync activity Afternoon	In school Morning (Link to schedule) <i>Lunch/Recess Cohort Student Go Home</i> A-sync activity Afternoon	<table><tr><td><u>Gen Ed/Low needs</u></td><td>High needs</td></tr><tr><td><u>At home</u></td><td>In school for varied amount of time</td></tr><tr><td>Morning</td><td></td></tr><tr><td>Project based learning a-sync</td><td>Morning meeting</td></tr><tr><td></td><td>Services, and support project based learning</td></tr><tr><td>Mid-day Closing</td><td>Mid-day Closing</td></tr></table>		<u>Gen Ed/Low needs</u>	High needs	<u>At home</u>	In school for varied amount of time	Morning		Project based learning a-sync	Morning meeting		Services, and support project based learning	Mid-day Closing	Mid-day Closing	At home Morning Join morning meeting/advisory A-sync activities Morning Live virtual teaching Afternoon	At home Morning Join morning meeting/advisory A-sync activities Morning Live virtual teaching Afternoon
<u>Gen Ed/Low needs</u>	High needs																	
<u>At home</u>	In school for varied amount of time																	
Morning																		
Project based learning a-sync	Morning meeting																	
	Services, and support project based learning																	
Mid-day Closing	Mid-day Closing																	
Group B																		

Hybrid High Needs Example 2 (Elementary Only):

Added in-person support with an existing cohort (A or B), utilizing separate space for the rest of the week. **[2 full days and 3 half days in person](#)** with some services delivered virtually. This option may serve our students with severe disabilities with significant grid C services & Citywide programs other than STRIDE.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In school Morning (Link to schedule) <i>Students Go Home Lunch/Recess Mid-Day</i> A-sync activity Afternoon	In school Morning (Link to schedule) <i>Students Go Home Lunch/Recess Mid-day</i> A-sync activity Afternoon	<div> <div> Gen Ed/Low needs At home </div> <div> High needs In school for varied amount of time Morning Project based learning a-sync Mid-day Closing meeting </div> </div>	At home Join morning meeting/advisory A-sync activities Morning Live virtual teaching Afternoon	At home Join morning meeting/advisory A-sync activities Morning Live virtual teaching Afternoon
Group B					

Hybrid High Needs Example 3 (Secondary Only):

Added in-person support [3 full days in-person](#) and utilizing separate space for the rest of the week. This model may serve students highly supported primarily with inclusive (grid B services) with and some additional grid C services.

	Monday	Tuesday	Wednesday	Thursday	Friday
			High needs		
			At Home		

In school All Day Direct instruction	In school All Day Direct instruction		In school All Day A-sync with special education support	At home A-sync activities AM
<i>Lunch</i>	<i>Lunch</i>	At-home A-sync Activities And Live Virtual teaching PM	<i>Lunch</i>	
A-sync with special education support	A-sync with special education support		Live virtual teaching with support provided in-person as needed	Live virtual teaching PM

Hybrid High Needs Example 4 (Elementary and Secondary):

Added in-person support with an existing cohort (A or B), utilizing separate space for the rest of the week. [5 half days in-person](#) with a combination of services delivered virtually. This model may serve students with significant grid b (co-taught classrooms) *and* c services.

	Monday	Tuesday	Wednesday		Thursday	Friday
Group A	In school Morning (Link to schedule) <i>Students Go Home</i> A-sync activity Afternoon	In school Morning (Link to schedule) <i>Students Go Home</i> A-sync activity Afternoon	<div> <div>Gen Ed/Low needs At home</div> <div>Morning Project based learning a-sync</div> <div>Mid-day Closing meeting</div> </div>		In School Morning A-sync activities Live virtual teaching Afternoon	In School Morning A-sync activities Live virtual teaching Afternoon
Group B						

Hybrid High Needs Example 5 (Elementary and Secondary):

Added in-person support with an existing cohort (A or B), utilizing separate space for the rest of the week. [3 mornings in-person](#) with a combination of services delivered virtually. This model may serve students supported primarily with inclusive (grid B services) with minimal grid C services or multiple related service providers.

	Monday	Tuesday	Wednesday		Thursday	Friday
Group A	In school Morning (Link to schedule) <i>Students Go Home Mid-day</i> <u>A-sync activity</u> Afternoon	In school Morning (Link to schedule) <i>Students Go Home Mid-day</i> <u>A-sync activity</u> Afternoon	<div> <div> <u>Gen Ed/Low needs At home</u> Morning Project based learning a-sync Mid-day Closing meeting </div> <div> High needs In school for varied amount of time Morning Services, and support project based learning Mid-day Closing meeting </div> </div>		<u>At home Morning A-sync activities</u> <u>Live virtual teaching</u> Afternoon	<u>At home Morning A-sync activities</u> <u>Live virtual teaching</u> Afternoon
Group B						

Additional Hybrid Example 6 (High School Only):

Added in-person services on Wednesdays [2 Full Days](#). This model serves students who minimal C grid services and may have related services on their IEP.

Monday	Tuesday	Wednesday	Thursday	Friday
<u>High Needs At Home</u> Following HS Schedule with All Students	<u>High Needs In school</u> Following HS Schedule with All Students Accessing Special Education Support In-Person	<u>High Needs At home Following Schedule with Live Teaching and A-sync Activity</u>	<u>High Needs In school</u> Following HS Schedule with All Students Accessing Special Education Support In-Person	<u>High Needs At Home</u> Following HS Schedule with All Students

Hybrid High Needs Example 7 (Secondary Only):

Maximum in-person support utilizing separate space for the rest of the week. This option offers **four full days** and may serve our intensive population and students who receive mostly C grid services or a combination of B grid services with a high level of C grid services. High needs student attendance is identified in **blue**.

Monday	Tuesday	Wednesday	Thursday	Friday
<u>High Needs In school</u> Following MS or HS Schedule with All Students Accessing Special Education Support In-Person	<u>High Needs In school</u> Following MS or HS Schedule with All Students Accessing Special Education Support In-Person		<u>High Needs In School</u> Following MS or HS Schedule with All Students Accessing Special Education Support In-Person	<u>High Needs In School</u> Following MS or HS Schedule with All Students Accessing Special Education Support In-Person

			<div> <div>Gen Ed/Low needs</div> <div>At home</div> </div>	<div> <div>High needs At home</div> <div>Morning</div> <div>HS Virtual Special Education Supports offered throughout the day as Following Schedule</div> <div>MS will Follow Block Schedule with Extension and Flex Time</div> </div>		

Hybrid High Needs Example 8 (Secondary Only):

Maximum in-person support utilizing separate space for the rest of the week. This option offers **five full days and** may serve our intensive population and students with very limited low-incidence disabilities, including the STRIDE Program. High needs student attendance is identified in **blue**.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	<div> <div>High Needs In school</div> <div>Following MS or HS Schedule with All Students</div> <div>Accessing Special Education Support In-Person</div> </div>	<div> <div>High Needs In school</div> <div>Following MS or HS Schedule with All Students</div> <div>Accessing Special Education Support In-Person</div> </div>		<div> <div>High Needs In School</div> <div>Following MS or HS Schedule with All Students</div> <div>Accessing Special Education Support In-Person</div> </div>	<div> <div>High Needs In School</div> <div>Following MS or HS Schedule with All Students</div> <div>Accessing Special Education Support In-Person</div> </div>

			<p><u>High needs In school</u></p> <p><u>HS will Follow Block Schedule and Special Education Services will be Delivered Throughout the Day</u></p> <p><u>MS will Follow Block Schedule with Extension and Flex Time and Special Education Services Throughout the Day</u></p>		
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Appendix B

Elementary Hybrid Learning Schedules, with sample coursework, Group A

	Monday	Tuesday	Wednesday		Thursday	Friday
	<i>Group A in school until 12:30</i>	<i>Group A in school until 12:30</i>	<i>Group A home</i>		<i>Group A home</i>	<i>Group A home</i>
8:30	Morning Meeting	Morning Meeting	A/B Morning Meeting Zoom	8:30	Zoom Morning Meeting	Zoom Morning Meeting
9:00	Reading	Reading	30 min SEL Independent Work 30 min small group (literacy/math) A/B Closing Meeting Zoom	9:00	Music	Art
9:45	Math	Math		9:30	Independent Work	Independent Work
	Snack/recess	Snack/recess		10:00	Snack break	Snack break
10:45	Writing	Writing		10:30	Library	Physical Education
				11:00	Independent Work	Independent Work
11:45	SS/Science	SS/Science		11:30	Brain break	Brain break
12:15	Closing	Closing		11:45	Small Group Zooms	Small Group Zooms
12:30	Students Dismissed <i>Staff Lunch/Prep</i>	Students Dismissed <i>Staff Lunch/Prep</i>	<i>Lunch</i>	12:30	Lunch and break	Lunch and break
2:00	Group A Independent work	Group A Independent work	1:15 - 3:15 <i>Staff Meetings, Department Meetings, PLCs, Professional Development, Personal Planning Time</i>	2:00	Gr. A Zoom w/Teachers (literacy/math)	Gr. A Zoom w/Teachers (literacy/math)
2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom		2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom

Elementary Hybrid Learning Schedules, with sample coursework, Group B

	Monday	Tuesday	Wednesday		Thursday	Friday
	<i>Group B at home</i>	<i>Group B at home</i>	<i>Group B home</i>		<i>Group B in school until 12:30</i>	<i>Group B in school until 12:30</i>
8:30	Zoom Morning Meeting	Zoom Morning Meeting	A/B Morning Meeting Zoom	8:30	Morning Meeting	Morning Meeting
9:00	Music	Art	30 min SEL Independent Work 30 min small group (literacy/math) A/B Closing Meeting Zoom	8:45	Reading	Reading
9:30	Independent Work	Independent Work		9:45	Math	Math
10:00	Snack break	Snack break			Snack/recess	Snack/recess
10:30	Library	Physical Education		10:45	Writing	Writing
11:00	Independent Work	Independent Work			Social Studies or Science	Social Studies or Science
11:30	Brain break	Brain break			Closing	Closing
11:45	Small Group Zooms	Small Group Zooms		11:45		
				12:15		
12:30	Lunch and break	Lunch and break	Lunch	12:30	Students Dismissed <i>Staff Lunch/Prep</i>	Students Dismissed <i>Staff Lunch/Prep</i>
2:00	Gr. B Zoom w/Teacher (literacy/math)	Gr. B Zoom w/Teacher (literacy/math)	1:15 - 3:15 <i>Staff Meetings, Department Meetings, PLCs, Professional Development</i>	2:00	Group B Independent work	Group B Independent work
2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom		2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom

Elementary Preparation Time:**Unit A Contract, ARTICLE 43 Elementary Preparation Time, Section 1:**

Each elementary teacher will be scheduled for a minimum of 180 minutes of preparation time per week (during the regular school day), which is to be scheduled in meaningful units, pro-rated by FTE. Given the minimum scheduled preparation time of 180 minutes per 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.

Time and Learning Agreement: Elementary Schools, #3:

Tuesday afternoon release time will be used as follows:

- Building principals may schedule one staff meeting per month from 1:15 to 3:20.
- 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.
 - 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.
- 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 PLC teams and attend those meetings as needed up to 1 hour per month, with the remaining 3 hours being reserved for personal planning.
- 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.
- 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 Tuesdays. While on occasion building or 114 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.
- Social Workers and Psychologist and Specialist teachers will continue to reserve one Tuesday per month to use as a job alike PLC.
- Instructional coaches will modify their schedules to allow for the equivalent of the Tuesday planning time during the school day so that they can attend the maximum number of PLCs.

In elementary hybrid and distance learning schedule, these minutes for preparation are available as below:

- M, T, TR, F 45 minutes each day from 1:15 to 2:00 (180 minutes)
- Wednesday afternoon meetings, per the Time and Learning Agreement for Tuesday afternoons.
- The district will make reasonable effort to provide additional personal planning time on Wednesday mornings for classroom teachers. Priority will be given to those classroom teachers who teach two grade levels ("bridge" classes).

Appendix C

Elementary Full Distance Learning Schedules, with sample coursework, Group A

	Monday	Tuesday	Wednesday		Thursday	Friday
	Group A home	Group A home	Group A home		Group A home	Group A home
8:30	A Zoom Morning Meeting	A Zoom Morning Meeting	A/B Morning Meeting Zoom	8:30	A Zoom Morning Meeting	A Zoom Morning Meeting
9:00	Reading: Zoom with Classroom Teacher	Reading: Zoom with Classroom Teacher	30 min SEL Independent Work 30 min small group (literacy & math) A/B Closing Meeting Zoom	9:00	Music	Art
9:45	Math Zoom with Classroom Teacher	Math Zoom with Classroom Teacher		9:30	Independent Work	Independent Work
	Snack/recess	Snack/recess		10:00	Snack break	Snack break
				10:30	Library	Physical Education
10:45	Writing Zoom with Classroom Teacher	Writing Zoom with Classroom Teacher		11:00	Independent Work	Independent Work
	11:45	Social Studies or Science Zoom with Classroom Teacher		Social Studies or Science Zoom with Classroom Teacher	11:30	Brain break
				11:45	Small Group Zooms	Small Group Zooms
12:30	Lunch and break	Lunch and break	Lunch	12:30	Lunch and break	Lunch and break
2:00	Independent work	Independent work	1:15 - 3:15 Staff Meetings, Department Meetings, PLCs, Professional Development Personal Planning Time	2:00	Zoom with Classroom Teacher	Zoom with Classroom Teacher
2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom		2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom

Elementary Full Distance Learning Schedules, with sample coursework, Group B

	Monday	Tuesday	Wednesday		Thursday	Friday
	<i>Group B at home</i>	<i>Group B at home</i>	<i>Group B at home</i>		<i>Group B at home</i>	<i>Group B at home</i>
8:30	B Zoom Morning Meeting	B Zoom Morning Meeting	Zoom Morning Meeting	8:30	B Zoom Morning Meeting	B Zoom Morning Meeting
9:00	Music	Art	30 min SEL Independent Work 30 min small group (literacy/math) A/B Closing Meeting Zoom	8:45	Reading: Zoom with Classroom Teacher	Reading: Zoom with Classroom Teacher
9:30	Independent Work	Independent Work		9:45	Math Zoom with Classroom Teacher	Math Zoom with Classroom Teacher
10:00	Snack break	Snack break		10:00	Brain Gym	Wiggle Time
10:30	Library	Physical Education			Snack/recess	Snack/recess
	Brain Gym*	Wiggle Time*		10:45	Writing Zoom with Classroom Teacher	Writing Zoom with Classroom Teacher
11:00	Independent Work	Independent Work			Brain Gym	Wiggle Time
11:30	Brain break	Brain break		11:45	Social Studies or Science Zoom with Classroom Teacher	Social Studies or Science Zoom with Classroom Teacher
11:45	Small Group Zooms	Small Group Zooms				
12:30	Lunch and break	Lunch and break	Lunch	12:30	Lunch and break	Lunch and break
2:00	Zoom with Classroom Teacher (literacy/math)	Zoom with Classroom Teacher (literacy/math)	1:15 - 3:15 <i>Staff Meetings, Department Meetings, PLCs, Professional Development</i>	2:00	Independent work	Independent work
2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom		2:45	A/B Closing Meeting-Zoom	A/B Closing Meeting-Zoom

Elementary Preparation Time:

Unit A Contract, ARTICLE 43 Elementary Preparation Time, Section 1:

Each elementary teacher will be scheduled for a minimum of 180 minutes of preparation time per week (during the regular school day), which is to be scheduled in meaningful units, pro-rated by FTE. Given the minimum scheduled preparation time of 180 minutes per 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.

Time and Learning Agreement: Elementary Schools, #3:

Tuesday afternoon release time will be used as follows:

- Building principals may schedule one staff meeting per month from 1:15 to 3:20.
- 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.
 - 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.
- 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 PLC teams and attend those meetings as needed up to 1 hour per month, with the remaining 3 hours being reserved for personal planning.
- 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.
- 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 Tuesdays. While on occasion building or 114 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.
- Social Workers and Psychologist and Specialist teachers will continue to reserve one Tuesday per month to use as a job alike PLC.
- Instructional coaches will modify their schedules to allow for the equivalent of the Tuesday planning time during the school day so that they can attend the maximum number of PLCs.

In elementary hybrid and distance learning schedule, these minutes for preparation are available as below:

- M, T, TR, F 45 minutes each day from 1:15 to 2:00 (180 minutes)
- Wednesday afternoon meetings, per the Time and Learning Agreement for Tuesday afternoons.
- The district will make reasonable effort to provide additional personal planning time on Wednesday mornings for classroom teachers. Priority will be given to those classroom teachers who teach two grade levels ("bridge" classes).

Monday	Tuesday	Wednesday	Thursday	Friday
	Faculty Meetings	GLD/Team Meetings		
Advisory (8:30-8:50)	Advisory (20 mins)	Advisory (20 mins)	E/Ext (25 mins)	Advisory (20 mins)
A (8:55-10:00)	F (8:55-10:00)	E/Extension (8:55-10:00)	D (8:55-10:00)	C (8:55-10:00)
B (10:05-11:10)	G (10:05-11:10)	A (30 mins) B (30 mins)	F (10:05-11:10)	D (10:05-11:10)
C (11:15-12:20)	A (11:15-12:20)	C (30 mins) D (30 mins)	G (11:15-12:20)	E/Extension (11:15-12:20)
Lunch	Lunch	Lunch	Lunch	Lunch
D (12:50-1:55)	B (12:50-1:55)	F (30 mins) G (30 mins)	A (12:50-1:55)	F (12:50-1:55)
E/Extension (2:00-3:05)	C (2:00-3:05)	Flex Time	B (2:00-3:05)	G (2:00-3:05)
Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)		Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)

C	D	E	F	G
Monday	Tuesday	Wednesday	Thursday	Friday
Advisory (8:30-50)	Advisory (20 mins)	Advisory (20 mins)	E/Ext (25 mins)	Advisory (20 mins)
A (8:55-10:00)	G (65 mins)	E/Extension (65 mins)	B (65 mins)	C (65 mins)
F (10:05-11:10)	D (65 mins)	A (20 mins)	G (65 mins)	B (65 mins)
		B (20 mins)		
		C (20 mins)		
E/Extension (11:15-12:20)	A (65 mins)	D (20 mins)	D (65 mins)	E/Extension (65 mins)
		F (20 mins)		
		G (20 mins)		
Lunch	Lunch	Lunch	Lunch	Lunch
C (12:50-1:55)	F (65 mins)	Flex Time (1:00-1:55)	A (65 mins)	G (65 mins)
B (2:00-3:05)	C (65 mins)	Early Release & meeting time (2:00-3:30)	F (65 mins)	D (65 mins)
Extra-Curricular s (45 mins)	Extra-Curricular s (45 mins)		Extra-Curricular s (45 mins)	Extra-Curricular s (45 mins)

Appendix F - Initial September HS Schedule

B	C	D	E	F
Monday	Tuesday	Wednesday	Thursday	Friday
	Faculty Meetings	Department Meetings		
A (9:15-10:45)	E (90 mins)	Flex (40 mins)	A (90 mins)	E (90 mins)
		A (40 mins)		
B (10:50-12:20)	Community (30 mins)	B (40 mins)	B (90 mins)	Community (30 mins)
	Flex (55 mins)	C (40 mins)		Flex (55 mins)
Lunch	Lunch	Lunch	Lunch	Lunch
C (12:50-2:20)	F (90 mins)	D (40 mins)	C (90 mins)	F (90 mins)
		E (40 mins)		
D (2:25-3:55)	G (90 mins)	F (40 mins)	D (90 mins)	G (90 mins)
		G (40 mins)		
Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)

Monday	Tuesday	Wednesday	Thursday	Friday
		Faculty/Department Meetings (8:00-9:00)		
A (9:15-10:45)	E (90 mins)	A (35 mins)	A (90 mins)	E (90 mins)
		B (35 mins)		
		C (35 mins)		
B (10:50-12:20)	Community (30 mins)		B (90 mins)	Community (30 mins)
	Flex (55 mins)	Flex (50 mins)		Flex (55 mins)
Lunch	Lunch	Lunch	Lunch	Lunch
		D (35 mins)		
C (12:50-2:20)	F (90 mins)	E (35 mins)	C (90 mins)	F (90 mins)
		F (35 mins)		
D (2:25-3:55)	G (90 mins)	G (35 mins)	D (90 mins)	G (90 mins)
		3:15 Dismissal & Prof. Dev't		
Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)	Extra-Curriculars (45 mins)

Appendix H – Middle School Time and Learning Agreement

Teacher responsibilities during the full distance middle school schedule should be proportionate and equitable in relation to the Time and Learning agreement for our traditional schedule and a staff member's responsibilities pre-covid. This agreement shall apply to both unit A members working remotely and those in buildings as a part of Cohort C. The revised Time and Learning Agreement, with revisions as they pertain to the new schedule, are set forth below.

When there is a question or disagreement about the fair application of the Time and Learning agreement, as a first step towards resolving any differences, the principal (or designee), a union representative and staff members will meet promptly to try and resolve said differences in accordance with this agreement.

1. The week shall consist of four (4) days of 6 hours and 35 minutes and one (1) day of 5 hours and 25 minutes, for a total of 31.75 hours (1905 minutes) per week. The goal is to minimize the spread in the start/stop time among the 4 schools.
2. The regular work day will begin 10 minutes before students are expected to report to their classroom/homeroom for attendance purposes. The regular work day will end 10 minutes after the students are dismissed from school.
3. Teachers will have up to 1215 minutes/week of contact time with students.
4. Teachers will have one (1) duty-free lunch period/day based on the building schedule.
5. Teachers may be assigned up to two duties per week (which includes advisory as an option).
6. Team teachers will have up to one scheduled team and one scheduled Grade Level Department meeting per week.
7. Teachers (e.g., SPED teachers) who are regularly scheduled for more than two (2) meetings per week will be compensated with additional preparation time for scheduled meetings above the two (2) per cycle.
8. Home room and advisory will continue to be a school decision, with advisory scheduled up to 100 minutes per week.
9. Homeroom, lunch and passing time are not counted as part of the 1215 minutes, but advisory will count as contact time with students
10. The goal of the Committee and Association is for all teachers to have 6 preparation periods each week, and at least one per day. Preparation time is defined as time during which the teacher has no direct service time with students and is not scheduled to a meeting by administration. This Agreement will not result in any decrease of preparation time that currently exists in the middle school remote schedules.

For teachers whose schedules do not include 6 preparations per week and would like additional preparation time, they should bring the issue to school-based administration, and a meeting with the school-based administration, the educator and school-based NTA representation may be held. Possible solutions may include, but are not limited to: using a flex block, freeing an extension block, or decreasing meeting times, etc. to provide an additional break. In the event a solution can't be found, the NTA and NPS secondary education administration can meet to discuss in labor management.

11. Team teachers will have up to 14 teaching periods in their core subject per week. Multi-team teachers will teach up to 17.5 periods per week.
12. For teachers assigned three or more extensions a week, administration will identify one 65 minute extension to be used as an asynchronous block, with staff members checking in with the students during the first 10 minutes of the period and then allowing students to work independently for the remainder of the extension.
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.

APPENDIX I - CHANGES TO EVALUATION PROCESS FOR THE 2020-2021 SCHOOL YEAR

Evaluation:

The parties shall comply with the terms of the Handbook for Evaluation of Units A and B as contractually obligated with the following adjustments:

Calendars of Evaluation Process for the 2020-2021 SY:

- For Non-PTS teachers and PTS teachers on two-year self-directed growth plans, adjust the Calendar of Evaluation Process (pages 31 and 32 of the Handbook for Evaluation) as follows:
 - Annual Orientation Meeting on Evaluation Process: move from End of September to October 16
 - Self-assessment and proposal of draft goals: Move from 2nd Friday in October to 5th Friday in October (30th)
 - Goal setting conference: move from 4th Friday in October to 2nd Friday in November (13th)
 - Evaluator completes educator plan: move from 1st Friday in November to 3rd Friday in November (20th)
 - **All other dates remain the same**
- For educators on One Year Directed Growth or Improvement Plans adjust the Calendar of Evaluation Process (page 34 of the Handbook for Evaluation) as follows:
 - Annual Orientation Meeting on Evaluation Process: move from End of September to October 16
 - **All other dates remain the same**

Changes to Annual Orientation Meeting

- On or before October 16, the Superintendent, principal, or designee will communicate to Educators and Evaluators information focused on Educator evaluation, including, but not limited to, the following:
 - Video overview of the evaluation process, including goal setting and the educator plans;
 - Directions for obtaining a copy of the forms used by the district; and
 - A copy of the revised Calendars of Evaluation Process.

Evaluation Responsibilities

- For classroom teachers working in the Elementary Distance Learning Academy, their primary evaluator shall remain the same as it was during the 2019-2020 school year. Their contributing evaluator shall be the Principal of the Distance Learning Academy or curriculum coordinators. For newly hired teachers assigned to the DLA, the Principal of DLA will be the primary evaluator.
- If a classroom teacher did not have an evaluator during the 2019-2020 school year, the Principal of the Distance Learning Academy shall be their primary evaluator with a coordinator serving as contributing evaluator.

- For special educators working in the Distance Learning Academy, their primary evaluator shall remain the same as it was during the 2019-2020 school. Their contributing evaluator shall be either the Principal of the Distance Learning Academy or the Assistant Director of Special Education for the Distance Learning Academy.
- If a special educator did not have an evaluator during the 2019-2020 school year, the Assistant Director of Special Education for the Distance Learning Academy shall be their primary evaluator and the Principal of the Distance Learning Academy shall be their secondary evaluator.
- In all other aspects, the evaluation responsibilities set forth in the Evaluation Handbook shall remain the same.

Observations

- Both announced and unannounced observations may occur in person, if applicable, with the evaluator in the room, or remotely with the evaluator in the remote classroom.
- In the case of an unannounced observation in a remote classroom, the evaluator will either provide notice that they will be visiting the classroom for an observation (e.g. “I will be coming to observe you at some point this week.”) or at the very beginning of an observation via private message (e.g. “This is an observation”).
- In all other respects, the terms of the Handbook for Evaluation will apply to announced and unannounced observations.

2020-2021 Evaluation Calendars

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

By October 16, 2020	Annual Orientation meeting on Evaluation Procedures
5th Friday in October (10/30/20)	Educator completes self-assessment and proposes draft goals. An Educator new to Newton meets with Evaluator to complete self-assessment and draft goals.
2 nd Friday in November (or within four weeks of beginning employment if this occurs after September 30 th) (11/13/20)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design a Developing Educator Plan.
3rd Friday in November (11/20/20)	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in November (11/30/20)	Completion of 1st announced observation and associated conferences.
By last school day in January (1/29/21)	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 (2/5/21)	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 (4/2/21)	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)
April/May Evidence Gathering: <i>"The Evaluator shall provide the Educator with at least two weeks notice of the need to provide this evidence."</i>	<p><i>Evidence can be shared in person with the Evaluator. Educators are encouraged to use the evidence template to prepare for the sharing of evidence.</i></p> <ul style="list-style-type: none"> <i>• Educators shall not be required to produce portfolios of evidence.</i> <p><i>Evidence regarding progress on goals should be shared using the Reflection on Progress Toward Goals Form.</i></p>

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

Second Friday in May (5/14/21)	<p>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</p> <ul style="list-style-type: none"> • The Evaluator shall provide to the Educator a written copy of the Summative Evaluation Report at least two days before the scheduled meeting. <p>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. The meeting shall occur by the second Friday in May</p> <ul style="list-style-type: none"> • 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.
3rd Friday in May (5/21/21)	Submission of Evaluation Reports to 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.

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

By October 16, 2020	Annual Orientation meeting on Evaluation Procedures
5th Friday in October (10/30/20)	Educator completes self-assessment and proposes draft goals.
2nd Friday in November (or within four weeks of beginning employment if this occurs after September 30th) (11/13/20)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design/review Educator Plan.
3rd Friday in November (11/20/20)	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in March (year 1 or 2 of cycle) (3/31/21)	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory.
Last school day in April (year 1 of cycle) (4/30/21)	Completion of at least one unannounced observation and associated conversation.
May/June Evidence Gathering for Formative Evaluation: <i>"The Evaluator shall provide the Educator with at least two weeks notice of the need to provide this evidence."</i> (year 1 of cycle)	<p><i>Evidence can be shared in person with the Evaluator. Educators are encouraged to use the evidence template to prepare for the sharing of evidence.</i></p> <ul style="list-style-type: none"> <i>Educators shall not be required to produce portfolios of evidence.</i> <p><i>Evidence regarding progress on goals should be shared using the Reflection on Progress Toward Goals Form.</i></p> <p>Upon request of either the Evaluator or the Educator, a meeting may be scheduled to discuss the Formative Evaluation before the Evaluator has completed writing the Evaluation. The Educator and Evaluator shall meet within 10 days of the request.</p>
Second Friday in June (6/11/21) (year 1 of cycle)	<p>Upon the request of either the Evaluator or the Educator, within 10 days of notification of its completion, the Evaluator and the Educator will meet to discuss the Formative Evaluation.</p> <ul style="list-style-type: none"> The Evaluator shall provide to the Educator a written copy of the Formative Evaluation Report at least two days before the scheduled meeting.

EDUCATORS ON TWO-YEAR SELF-DIRECTED GROWTH PLANS
CALENDAR OF EVALUATION PROCESS
Continued

<p>May/June Evidence Gathering for Summative Evaluation: <i>"The Evaluator shall provide the Educator with at least two weeks notice of the need to provide this evidence."</i></p> <p>(year 2 of cycle)</p>	<p><i>Evidence can be shared in person with the Evaluator. Educators are encouraged to use the evidence template to prepare for the sharing of evidence.</i></p> <ul style="list-style-type: none"> • <i>Educators shall not be required to produce portfolios of evidence.</i> <p><i>Evidence regarding progress on goals should be shared using the Reflection on Progress Toward Goals Form.</i></p>
<p>Second Friday in June (6/11/21)</p> <p>(year 2 of cycle)</p>	<p>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 June.</p> <ul style="list-style-type: none"> • The Evaluator shall provide to the Educator a written copy of the Summative Evaluation Report at least two days before the scheduled meeting. <p>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. The meeting shall occur by the second Friday in June.</p> <ul style="list-style-type: none"> • 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.
<p>Last day of school</p>	<p>Submission of Evaluation Reports to Office of Human Resources</p>

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

By October 16, 2020	Annual Orientation meeting on Evaluation Procedures
2nd Friday in October (10/9/20)	Educator completes self-assessment and proposes draft goals.
Final Friday in October (10/30/20)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design an Educator Plan.
1st Friday in November (11/6/20)	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in November (11/30/20)	Completion of announced observation and associated conferences.
Last school day in January (1/29/21)	Completion of 2 unannounced observations and associated feedback.
2nd Friday in February (2/12/21)	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 (3/31/21)	Completion of 3rd unannounced observations and associated feedback.
Last school day in March (3/31/21)	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory.
Evidence Gathering for Summative Evaluation: <i>"The Evaluator shall provide the Educator with at least two weeks notice of the need to provide this evidence."</i>	<p><i>Evidence can be shared in person with the Evaluator. Educators are encouraged to use the evidence template to prepare for the sharing of evidence.</i></p> <ul style="list-style-type: none"> <i>• Educators shall not be required to produce portfolios of evidence.</i> <p><i>Evidence regarding progress on goals should be shared using the Reflection on Progress Toward Goals Form.</i></p>
First Friday in May (5/7/21)	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 (5/14/21)	Submission of Evaluation Reports to Office of Human Resources

Protocol: Masks and Face Coverings

Purpose: As the primary route of transmission for COVID-19 is respiratory, masks or face coverings are among the most critical components of risk reduction. Wearing masks/face coverings, along with proper hand hygiene and social distancing can help to mitigate transmission of COVID-19. Wearing a mask/face covering acts as a barrier and helps to prevent spread of the virus.

Background: COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, talks, shouts or sings. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. To reduce the spread of COVID-19, CDC recommends that people wear cloth face coverings in public settings.

The Newton School Committee requires masks/face coverings that cover the nose and mouth for all students in all grade and all staff in school buildings, on school grounds and on school transportation, even when social distancing is observed, per school committee policy ([linked here](#).)

Students or staff with medical or other behavioral, developmental, or health-related conditions who are unable to wear masks/face coverings may be exempted and may have the option of wearing a face shield.

In accordance with MA Department of Public Health and CDC guidelines face coverings must:

- Cover the nose and mouth;
- Fit securely and comfortably against the side of the face;
- Be secured with ties or ear loops;
- Allow for breathing without restriction;
- Be able to be laundered without damage or change of shape;
- Be made of at least two layers of material;
- Face coverings may not have an exhalation valve or vent

Please note: most scarves, bandanas, and gaiters do not comply with the above requirements.

Clear masks that meet the above criteria are acceptable and are encouraged in particular settings including when an individual in the class is deaf or hard of hearing and other settings when the ability to see the full facial expressions is especially beneficial. Teachers in need of clear masks will be provided with them.

Face coverings will be subject to the dress code in the Students' Rights and Responsibilities Handbook, which prohibits attire that is destructive to school property, does not comply with health requirements and/or causes disorder or disruption.

Families are expected to provide masks/face coverings for students. They should also provide a labeled bag or container in which students should place their mask during mask breaks. Extra disposable masks and extra containers will be available in the event a student forgets their mask or container or a mask is lost, soiled or damaged. **Families should wash reusable masks regularly.** If a family is unable to afford masks, they should contact their building principal.

Face Covering Exemptions

Only those who have a medical, behavioral or related condition making the student unable to wear a mask will be exempt from the mask and face covering requirement. Reasons may include but are not limited to the inability of the student to independently doff their mask, or, due to developmental age or disability or other extenuating circumstances that are a barrier to wearing a face mask or face covering. Face shields or physical barriers may provide an alternative in some instances.

Process for Face Covering Exemptions:

- The school nurse will obtain and maintain all information for students that are exempt from wearing a face covering
- Students who are exempt from wearing a face covering for medical reasons must either provide medical documentation and/or contact the school nurse who will consult with the family, and if necessary, medical providers
- The school nurse will also determine those students that may be exempt by consulting with school-based team members, including but not limited to principals, administrators, special education staff, and/or counselors.
- Documentation of mask exemptions will be kept in the school health record. While such information is confidential, the name of the student, but no other medical or other personally identifying protected information, will be shared with necessary and authorized staff before the student attends the staff member's class or group.
- If staff members have a concern about a student not wearing a mask, they should first consult with the building administrator and/or school nurse to determine if that student is exempt prior to intervention.
- Education and practice (as set forth below) will be implemented to support students in wearing face-coverings, even if exempt, unless it poses a health or safety risk to the student.

Face Covering Breaks

Mask breaks will be scheduled throughout the day. Families should provide a labeled bag or container in which students should place their mask during these breaks. If the student does not have a place to put their mask, the school will have a back-up supply of bags or containers. During mask breaks students will be a minimum of six feet apart, with greater separation whenever feasible. Mask breaks will always occur under the supervision of an adult.

Additionally, individual staff may remove their face covering if they are in a space without other people and where contact with others is not imminent or anticipated. For example, a staff member in a classroom or office alone can take off their face covering.

Guidelines for Mask/Face Coverings for Staff/Students

- Cloth face masks should be washed regularly
- Staff/students should bring a clearly labeled bag or container to store their mask for mask breaks and while eating
- Masks will be removed during mask breaks only
- Staff/students should sanitize hands before removing mask and after replacing masks
- Students and staff will be instructed in the proper removal and placement of masks when 6 feet apart during authorized mask breaks which includes:
 - Sanitize hands before removing mask
 - Remove mask, handling only by the ties or ear loops
 - Do not touch the outside or inside of the part covering the face
 - Once removed, hold the outer edges of the mask, fold the mask in half with the inside of the mask touching and place in a labeled bag or container
 - Sanitize hands before replacing the mask
 - Masks/face coverings should never be shared

Face Shields

- Students with medical or other behavioral, developmental, or health-related conditions who are exempted from wearing regular face coverings may have the option of wearing a face shield. This will be determined in collaboration with the school nurse.
- Face shields may be worn (in addition to masks/face coverings) by staff who will be working closely with students who are unable to wear masks/face covering and/or if a 6-foot distance cannot be maintained (ie providing 1:1 care), or if supporting students through self-care tasks where universal precautions are utilized (ie toileting)
- Staff may wear a mask/face covering AND shield until a distance of greater than 6 feet has been reached; at that time, the mask/face covering may be removed and solely the shield will remain for the lesson
- Staff will sanitize hands before removing mask/face covering and after replacing mask/face covering
- Staff will replace mask/face covering when lesson is complete
- Staff must don gloves and disinfect the shield at the close of every school day or if it is dirty
- Clean with soap and water
- Disinfect with alcohol wipe or disinfecting spray and a paper towel
- Do not use glass cleaner
- Leave on desk
- Staff should not share shields
- Mask and goggles do not provide the same barrier as a mask and face shield

School Bus

Masks/face coverings must be worn by everyone on a school bus at all times.

Approach to Support Students' Mask Wearing

During this pandemic, evidence shows that wearing masks is a non-invasive health measure that promotes all of our safety. For a number of reasons, mask wearing may increase some people's anxiety and it is important to be sensitive and aware of possible trauma history.

When we wear masks we lose some of the elements that can increase trust and connection: our facial expressions are hidden and must be guessed or assumed.

- Many who have experienced traumatic events may anticipate initial interactions as negative with their heightened vulnerability and vigilance.
- Many may misinterpret tone of voice and body language.
- Many may perceive mask wearing as a statement against them rather than as a safeguard/protective measure for them.
- Many of our BIPOC students, faculty and staff have either experienced or witnessed incidents where by wearing masks they have been questioned or charged.
- A few cannot wear masks due to medical issues.

We are a community: each of us brings our own narrative to what wearing a mask means. At this point in time, we know that wearing a mask keeps those around us safer. It is one very important piece in being able to be together. This is a protective factor: it is a medical issue. We are in this together and will be wearing masks to keep you as safe as we can. The expectation is that all those who can medically do so will wear masks. Students with learning challenges surrounding mask wearing will be provided with instructional opportunities. Students may not enter classrooms or offices without masks (unless they are exempt for medical and related reasons as stated above).

References:

Fultz, K. (2020). *Being trauma informed in a covid-19 world*. Retrieved on 14 August 2020 from [Being Trauma Informed in a COVID-19 World and resources for domestic violence](#).

Thomas, A. (2020). *Why I don't feel safe wearing a face mask*. Retrieved on 15 August 2020 from [Boston Globe OpEd](#).

An Instructional Approach

In an effort to encourage all students to wear masks, we incorporate teaching opportunities within the classroom. At the earlier grades and in some special education settings, a direct instruction approach is most effective. Direct instruction could involve following a desensitization procedure, providing and regularly reviewing social stories related to wearing a mask, developing individualized reinforcement plans, or modeling the use of masks and how to take an appropriate mask break.

Resources to support educational opportunities for students:

<https://www.cardinalinnovations.org/Resources/Blog/Helping-Someone-With-a-Disability-Wear-a-Face-Mask>

[We wear masks/social story - https://www.youtube.com/watch?v=lnP-uMn6q_U](https://www.youtube.com/watch?v=lnP-uMn6q_U)

[Wearing a Mask - A Social Narrative for Children by Autism Little Learners https://www.youtube.com/watch?v=lgaKLpSxQag](https://www.youtube.com/watch?v=lgaKLpSxQag)

Students Experiencing Difficulties with Mask Wearing

Should all instructional and therapeutic approaches be exhausted, NPS will incorporate failures to comply with the mask policy within the structure of each building's progressive discipline model.

Masks are to be worn at all times unless otherwise directed by faculty or staff. In the event that a student removes their mask or fails to wear their mask without permission, we will follow a philosophy of restorative practice, social emotional, and behavioral support. Operating from within a culture of caring, a restorative approach focuses on creating opportunities for students to: become aware of the impact of their behavior, understand why they need to take responsibility for their actions, and take steps to repair the situation and re-integrate back to the learning environment.

The progressive disciplinary approach with no improvement might evolve as listed below. In specific situations school administrative staff may choose to respond more immediately to ensure community safety.

Step 1: Teacher gives verbal and/or non-verbal redirections/reminders in class (three opportunities)

Step 2: Teacher engages student in a restorative chat & re-teaches using visuals as appropriate (i.e., talks with student in hallway and reviews the expectation and how refusing to wear a mask causes harm to members of the community)

Step 3: Behavior support, nursing, or therapeutic staff talks with student using a restorative approach - individualized decision based on student presentation

Step 4: Principal or designee talks with student, teacher, and personnel involved in Step 3

Step 5: Parent called and given the option to encourage child to wear mask or have their child learn remotely*

* Students who struggle with wearing a mask, and this behavior is a manifestation of their disability, will not be excluded from school. Instructional and therapeutic interventions will continue.

How to put on a face mask

1. Wash your hands with soap and water or use hand sanitizer before touching the mask.
2. Make sure there are no obvious tears or holes in either side of the mask.
3. Determine which side of the mask is the top. The side of the mask that has a stiff bendable edge is the top and is meant to mold to the shape of your nose.
4. Determine which side of the mask is the front. The colored side of the mask is usually the front and should face away from you, while the white side touches your face.
5. Follow the instructions below for the type of mask you are using.

- a. *Face Mask with Ear loops*: Hold the mask by the ear loops. Place a loop around each ear.
 - b. *Face Mask with Ties*: Bring the mask to your nose level and place the ties over the crown of your head and secure with a bow.
 - c. *Face Mask with Bands*: Hold the mask in your hand with the nosepiece or top of the mask at fingertips, allowing the headbands to hang freely below hands. Bring the mask to your nose level and pull the top strap over your head so that it rests over the crown of your head. Pull the bottom strap over your head so that it rests at the nape of your neck.
6. Mold or pinch the stiff edge to the shape of your nose.
 7. If using a face mask with ties: Then take the bottom ties, one in each hand, and secure with a bow at the nape of your neck.
 8. Pull the bottom of the mask over your mouth and chin.
 9. Wash your hands with soap and water or use hand sanitizer.

How to remove a face mask

1. Wash your hands with soap and water or use hand sanitizer
2. Avoid touching the front of the mask. The front of the mask is contaminated. Only touch the ear loops/ties/band. Follow the instructions below for the type of mask you are using.
3. *Face Mask with Ear loops*: Hold both of the ear loops and gently lift and remove the mask.
4. *Face Mask with Ties*: Untie the bottom bow first then untie the top bow and pull the mask away from you as the ties are loosened.
5. *Face Mask with Bands*: Lift the bottom strap over your head first then pull the top strap over your head.
6. Once removed, place the mask on a napkin or paper towel, with the inside of the mask facing up or place the mask in a labeled bag or container by holding the outer edges of the mask and folding it in half with the inside of the mask touching.
7. Wash your hands with soap and water or use hand sanitizer.

References:

<https://www.sfcddcp.org/communicable-disease/healthy-habits/how-to-put-on-and-remove-a-face-mask/>

[About Cloth Face Coverings](#)

[Riley, J. C. \(2020, June 25\). *Initial Fall School Reopening Guidance* \[MA Department of Elementary and Secondary Education\]](#)

[How to Put on and Remove a Face Mask](#)

Protocol: Cleaning and Disinfection of School Buildings

Background

The purpose of this document is to provide guidance for cleaning and disinfecting in the Newton Public School (NPS) District. This guidance is based on the Centers for Disease Control and Prevention (CDC) recommendations for schools, workplaces, and community locations and the Department of Elementary and Secondary Education's (DESE) "Fall Reopening Facilities and Operations Guidance".

Guidance for Cleaning and Disinfecting

Routine cleaning and disinfecting is key to maintaining a safe environment for Newton Public School's faculty, students, and staff.

- Cleaning removes dirt and most germs and can be done with soap and water or with a commercially prepared cleaning product used as directed on the label.
- Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label.

As part of our standard infection control practices, routine cleaning and disinfecting should be continued. The standards procedures for routine cleaning and disinfecting should be conducted in accordance with the Newton Public Schools Custodial Procedures Manual.

Effective cleaning and disinfecting of environmental surfaces, including "high touch" or frequently touched hard surfaces, can significantly decrease the number of environmental pathogens on those surfaces, which in turn, reduces the risk of transmission and infection. These "high touch areas" should be cleaned and disinfected at least daily while school is in session.

"High Touch" Areas and Items

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched hard surfaces and objects such as:

- Door knobs and handles
 - Stair rails
 - Classroom desks, tables and chairs
 - Lunchroom tables and chairs
 - Countertops
 - Handrails
 - Light switches
 - Bathroom surfaces
 - Handles on equipment (i.e., athletic equipment)
 - Locker Rooms
 - Push-buttons on vending machines and elevators
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Student Desks/Tables: Should be cleaned at least daily. For situations when cohorts of students move between classrooms or where meals are eaten at desks, cleaning of desks should take place between classes and before and after meals. Carefully choose disinfectant solutions that require a short dwell or drying time and are appropriate with food surfaces.

Bathrooms: Clean and disinfect all bathroom surfaces twice per day. Cleaning frequencies may need to be increased during times of full occupancy in the school and/or in high-traffic bathrooms.

Electronics: Consider putting a flat, wipeable cover on electronics that are difficult to clean (e.g., keyboards). Follow manufacturer's instruction to determine the appropriate disinfectant solution and how to properly clean and disinfect. If there is no guidance, use alcohol-based wipes or sprays containing at least 60 percent ethanol or 70 percent isopropanol. If shared, electronics must be cleaned between uses.

Other Surfaces: It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, bookcases, tops of filing cabinets). Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

- Protocols will be in place for movement inside of buildings in order to reduce congestion in hallways during transition times. Signage will be posted and staff will monitor.
- Arrival and dismissal times will be adjusted to reduce congregation of large numbers of students.

Cleaning and Disinfecting After Infection is Identified

When a student or staff member develops any symptoms of illness consistent with SARS-COV-2 in a school or child care setting:

- Clean and disinfect all areas used by the person who is sick, such as high-touch surfaces, and items they have touched (e.g., individual desk, cot, recently used toys, shared equipment).
- Wear gloves when cleaning, and wash hands after removing gloves.
- Open the space for use after proper cleaning and disinfecting.

Safety Precautions for Personnel After Infection is Identified in Building

The risk of getting SARS-COV-2 from cleaning is low. The following are general precautions for cleaning staff, given that community transmission of SARS-COV-2 is occurring:

- Staff should not touch their face while cleaning and only after they can wash hands after cleaning.
- Cleaning staff should wear uniforms (or designated work clothes) and disposable gloves when cleaning and handling trash. Cleaning staff should change clothes at the end of a shift. It may be helpful for them to keep a change of clothes at work.

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- Clothing worn while cleaning should be placed in a plastic bag until it can be laundered. Laundering should be done as soon as possible and done safely at home.
 - Cleaning staff should thoroughly wash hands with soap and water for at least 20 seconds after gloves are removed.
 - Staff who are responsible for cleaning and disinfecting should be trained to use disinfectants safely and effectively and to safely clean up potentially infectious materials and body fluids – blood, vomit, feces, and urine.
 - All cleaning staff should be trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication Standard 29 CFR 1910.1200.