

SEZP Counterproposal to 3.18.25 and 3.31.25 SEA Proposals

SEA Proposal	SEZP Response [Counterproposal, Agreement, Questions]
<p>1. Article 22.B- Teacher Leadership Team General Guidelines</p> <p>Add the following language as 8:</p> <p style="color: red;">8. In order to ensure all members of TLT feel psychologically safe, each meeting of TLT shall conclude with an up-to ten minute educator only caucus, and then a follow up meeting with the principal at TLT member discretion.</p> <p style="color: red;">a. Psychological Safety refers to the ability to speak up without fear, reprimand, or humiliation at work and is critical to helping teams build better relationships, make smart decisions, innovate and execute tasks. (Harvard Business Review)</p>	<p>SEZP proposes the following:</p> <p style="color: blue;">8. In order to ensure all members of TLT feel psychologically safe, any TLT member will be informed of their ability to raise concerns to either SEA or SEZP leadership, and to consider appropriate next steps, which could include a follow-up meeting with impacted TLT members or the TLT as a whole. each meeting of TLT shall conclude with an up-to ten minute educator only caucus, and then a follow up meeting with the principal at TLT member discretion.</p> <p style="color: red;">a. Psychological Safety refers to the ability to speak up without fear, reprimand, or humiliation at work and is critical to helping teams build better relationships, make smart decisions, innovate and execute tasks. (Harvard Business Review)</p>
<p>2. Article 40- Notice and Announcements</p> <p>Add the following language to section:</p> <p style="color: red;">Educators are required to update through Employee Self-Service any change of mailing address (instructions will be provided). The City,</p>	<p>SEZP agrees to the proposed change.</p>

<p>Springfield Public Schools and the Springfield Empowerment Zone Partnership (SEZP) will not be responsible for any mailings (including W-2 forms) if the address on file is incorrect. This address file will be shared with the Association at its request.</p>	
<p>3. Article 24- Teacher Leadership Teams and Educator Working Conditions</p> <p>Strike and add the following language from this section:</p> <p>3. Areas for Working Conditions</p> <ul style="list-style-type: none"> Each school's annual Educator Working Conditions shall include but not be limited to: Allocation of discretionary funds including in areas such as: should be part of budgeting not in working conditions since timeline don't line up <ul style="list-style-type: none"> Wraparound services for students and families After school programs School supplies Other items as designated by the SEZP provided there is no material conflict with other provisions of this document [Moved from below] School curriculum decisions that maintain teacher's abilities to tailor curriculum to meet students' needs. Professional development activities applicable to the school as a body School calendar Hours of school operations including daily start and end times for students and educators. Schedule for staff and students, provided that all teachers will continue to receive duty-free lunch and regular student free preparatory time. Class coverage and substitutes Scheduling of school-wide parent/teacher meetings Work before and/or after the regular school year Notices and announcements School health and safety issues Staff dress code 	<p>SEZP proposes the following:</p> <p>3. Areas for Working Conditions</p> <ul style="list-style-type: none"> Each school's annual Educator Working Conditions shall include but not be limited to: Setting of school priorities for the coming school year. Allocation of discretionary funds including in areas such as: should be part of budgeting not in working conditions since timeline don't line up <ul style="list-style-type: none"> Wraparound services for students and families After-school programs School supplies, provide that no educator shall be required to purchase or otherwise provide at their expense, materials for student use. Other items as designated by the SEZP provided there is no material conflict with other provisions of this document [Moved from below] School curriculum decisions that maintain teachers ability to scaffold grade level curriculum to meet students' needs. Professional development activities applicable to the school as a body School calendar Hours of school operations including daily start and end times for students and educators. Schedule for staff and students, provided that all teachers will continue to receive duty-free lunch and regular student-free preparatory time. Class coverage and substitutes Scheduling of school-wide parent/teacher meetings

<ul style="list-style-type: none"> ● Rotation of duties ● Class size ● Bulletin boards ● Other items as designated by the SEZP provided there is no material conflict with other provisions of this document ● Family teacher communication ● Assessment and grading 	<ul style="list-style-type: none"> ● Work before and/or after the regular school year ● Notices and announcements ● School health and safety issues ● Staff dress code ● Rotation of duties ● Class size ● Bulletin boards ● Other items as designated by the SEZP provided there is no material conflict with other provisions of this document ● Family-teacher communication, with each school is to create and maintain a main line of communication between teachers and families [PowerTeacher, Kickboard, Class Dojo, etc.] ● Assessment and grading ● Review of school's emergency response plan
<p>4. Article 39- School Facilities</p> <p>Strike and add the following language:</p> <p>The SEZP will work with the principal to provide in each building:</p> <ol style="list-style-type: none"> 1. Desk, chair, and a secure storage space for each teacher, 2. Work room for preparing materials for use in the classroom, 3. Bulletin boards for teachers' rooms, 4. A mailbox for each teacher, 5. Copy machines and computers for preparing instructional materials, and 6. To the extent possible, suitable parking areas for teachers during school hours. School parking facilities will be plowed and sanded. 7. To have every class held in a properly heated, lighted, ventilated, and equipped classroom. 8. Each educator shall be provided with a working desk, chair, and a space for the educator's exclusive use in which they may securely store their instructional materials and supplies. Space as used above is intended to mean a locker, closet, or file cabinet. 	<p>SEZP agrees to the proposed change.</p>

<p>9. Adequate parking facilities for educators shall be furnished to the extent possible. School parking facilities shall be plowed and/or sanded.</p> <p>10. Mailboxes for educators shall be provided in all schools.</p> <p>11. Photocopying machines and computers in each school shall be available to educators to use in preparing instructional materials.</p> <p>12. In school buildings, separate lavatory facilities shall be provided for staff.</p> <p>13. All school grounds shall be smoke free.</p>	
<p>5. (New Article) School Supplies Add the following language to a new article:</p> <ol style="list-style-type: none"> 1. Educators shall be allowed to recommend what supplies are to be ordered. 2. Educators shall be permitted to order supplies weekly from the office in the school. 3. Whenever possible, as determined by the principal of the building, floating educators shall be allowed to pick up supplies daily. 4. No educator shall be required to purchase or otherwise provide at their expense, materials for student use. 5. The zone will make every effort to make all resources available that are necessary to deliver instruction. 	<p>See proposed change to Working Conditions above.</p>
<p>6. (New Article)- Grading Add the following language to the new article:</p> <p>An educator's mark shall not be changed arbitrarily or without valid reason. No marks shall be changed unless the educator is consulted first and has been given the reason for the change.</p>	<p>SEZP agrees to the proposed change.</p>

7. (New Article)- Lesson Plans

Add the following language to the new article:

1. The goal of lesson plans should be to assist the educator in preparation for effective lessons. It is understood and agreed upon that lesson plans are artifacts of planning and do not always reflect its implementation.
2. No lesson plan shall require minute by minute schedules.
3. They will not be collected from every educator every week but rather from individuals as needed for individual educator professional growth. Once collected, the administrator shall provide written feedback within three (3) school days. It is understood that the feedback is to be specific and aligned with support for future lesson plans and educators will not be required to resubmit the already collected plans or respond to the written feedback.

SEZP proposes the following change:

1. The goal of lesson plans should be to assist the educator in preparation for effective lessons and to support educator development towards a school's instructional vision, particularly for early career educators. It is understood and agreed upon that lesson plans are artifacts of planning and do not always reflect its implementation.
2. No lesson plan shall require minute by minute schedules.
3. Every effort will be made to ensure that lesson plan collection and feedback systems are differentiated to meet the developmental needs of teachers.

8. (New Article)- Substitute Teachers

Add the following language to the new article:

1. Every reasonable effort will be made to hire substitutes to cover classes of regularly assigned educators when they are absent, provided the absence is for more than one-half (1/2) of a regularly scheduled day.
2. When substitutes are unavailable, assignments for class coverage in emergency situations will be shared as equitably as possible by the faculty.
3. Except in unusual circumstances, ~~special~~ counselors and/or itinerant teachers will not be used as substitutes for regular classroom educators.

SEZP propose the following:

Every school should have established a clear proposal for class coverage in the Faculty Handbook sent to all educators before the start of the year, a proposal which could include - if available - substitutes to cover classes. ~~When substitutes are unavailable,~~ Assignments for class coverage in emergency situations will be shared as equitably as possible by the faculty.

9. (New Article)- Student Teachers, Interns, and AmeriCorps Volunteers

Add the following language to the new article:

1. Placement of all student educators, interns, and AmeriCorps Volunteers by whatever title they may be known, is processed through the Human Resources Department.
2. Acceptance of student educators, interns and AmeriCorps Volunteers shall be voluntary.
3. Educators (all Unit A members) may advise their immediate supervisor of their willingness to accept a student educator/intern for a specified period of time and in a definite assignment area.
4. The student educator's duties shall be determined cooperatively by the cooperating teacher, the principal, and the representative from the student educator's college in accordance with DESE regulations.

SEZP agrees to the proposed changes.

10. Article 35- Advance Notice of Resignation or Retirement

Add the following language to Article 35:

Notice of non-renewal of teachers, without professional status, shall occur no later than June 1st.

SEZP agrees to the proposed changes.

11. Article 29- Teacher Assignments

Add and strike the following language changes to Article 29:

Prior to the transfer process, principals will outline to faculty major schedule changes that are under consideration for the following year. By way of example, major schedule changes may include change in the length and/or number of periods or schedule rotation.

Educators may express, in writing, to the principal their preferences of grade level, subject, department assignment. Programming preferences will be given consideration in preparing the organizational chart for the following year. In order to preserve the proper educational climate, each school's principal shall make every attempt to notify educators of the following matters concerning their programs for next school year by June 1st ~~(if assignments change after the start of summer, teachers will receive notification via mail or e-mail)~~: When changes are necessary the educator must be notified at the earliest reasonable time. In these cases, changes should reflect the most minimal impact on the proposed schedule communicated to the educator before the end of the previous school year via email with the following information:

- subjects to be taught
- grades of the subjects to be taught
- any academically talented, accelerated, honors, seminars, or special groupings which a teacher may be required to teach
- number of periods
- room assignments
- any other pertinent information
- number of assigned cohorts

SEZP agrees to the proposed changes.

12. (New Article)- Pupil-Educator Ratio

Add the following language to the new Article:

SEZP does not agree to proposed change.

<p>If pupil-educator ratio exceeds 25-1, a para is required to be assigned to the classroom.</p>	
<p>13. (New Article)- Parent Teacher Communication Add the following language to the new Article:</p> <p>The Association agrees that relationships between educators and families/caregivers are critically important to the overall academic success of a student’s school experience.</p> <p>In order to best facilitate communication between educators and families, each school is to create and maintain a main line of communication between teachers and families, i.e. PowerTeacher, Kickboard, Class Dojo or Deans list.</p> <p>This line of communication must be primarily maintained by administration or a designated appointee.</p>	<p>See proposed change to Working Conditions above.</p>
<p>14. (New Article)- Conditions of Instruction Add the following language to the new article:</p> <p>The parties agree that an educator's primary function is to teach, therefore:</p> <ol style="list-style-type: none"> Every effort will be made to limit class interruptions. Except in emergency situations as determined by the principal or their designee or to provide counseling or approved special instructions, pupils shall not be taken from the class. Except in emergency situations, educators shall not be required to assume any office duties in the event of absence of office personnel. Instances when educators are expected to toilet-diaper or toilet train students will be limited to unusual circumstances. 	<p>SEZP proposes the following change:</p> <p>The parties agree that an educator's primary function is to teach, therefore:</p> <ol style="list-style-type: none"> Every effort will be made to limit class interruptions. Except in emergency situations as determined by the principal or their designee or to provide counseling or approved special instructions, pupils shall not be taken from the class. Except in emergency situations, educators shall not be required to assume any office duties in the event of absence of office personnel. Instances when educators are expected to toilet-diaper or toilet train students will be limited to unusual circumstances. Educators may be required to assist with toileting, diapering, or toilet training only in rare instances, based on individualized student needs and when no other appropriate support is available.

<p>15. Article 27- Academic Calendar</p> <p>Add the following language changes to the article:</p> <p>The SEZP will establish a baseline school calendar each year that may include student start date, professional development days, and school vacations and holidays. This calendar will be based on a preliminary calendar developed annually by Springfield Public Schools; however, SEZP may alter the calendar each year as needed.</p> <p>As part of the Educator Working Conditions, schools may make modifications to the baseline calendar that meet their unique school needs. SEZP will approve school-level calendars when reviewing and approving Educator Working Conditions. School calendars will be approved, and published, and publicized prior to the transfer window in accordance with Article 22.</p> <p>School and professional development sessions will not be held on state and federal holidays. However, supplementary academic programs may be held on these days.</p>	<p>SEZP proposes the following change:</p> <p>SEZP will establish a baseline school calendar each year that may include student start date, professional development days, and school vacations and holidays. This calendar will be based on a preliminary calendar developed annually by Springfield Public Schools; however, SEZP may alter the calendar each year as needed.</p> <p>As part of the Educator Working Conditions, schools may make modifications to the baseline calendar that meet their unique school needs. SEZP will approve school-level calendars when reviewing and approving Educator Working Conditions. School calendars will be approved, and published and published on the Zone website, and emailed to staff publicized prior to the transfer window in accordance with Article 22, so long as SPS has set the district-wide calendar reasonably before this date.</p> <p>School and professional development sessions will not be held on state and federal holidays. However, supplementary academic programs may be held on these days.</p>
<p>16. Article 26.A- Preparation Periods</p> <p>Add and strike the following language changes to Article 26.A:</p> <p>A. Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive—as the schedule allows—for educators to have no more than one day each week when the educator does not have self-directed preparatory time. one self directed 55-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating</p>	<p>SEZP proposes the following change:</p> <p>Educators will have – at minimum - the equivalent of 350 400 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. Every effort will be made to ensure that teacher has an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If</p>

<p>circumstances, teachers may be asked to perform some duties during this time. On that day the teacher must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, a functional working space must be provided.</p>	<p>an educator cannot have access to their own teaching space during preparation periods, every effort will be made to provide a functional working space.</p>
<p>17. (New Article)- Positive School Climate Add the following language to the new article:</p> <p>School Climate reflects how members of the school community experience the school, including interpersonal relationships, educator and other staff practices and organization arrangement. School climate includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support and engagement. A positive school climate reflects attention to fostering social and physical safety, providing support that enables students and staff to realize high behavioral and academic standards as well as encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.</p> <p><i>—National Center on Safe Supportive Learning Environment</i></p> <p>The parties agree that a positive school climate can impact both educator morale and retention and student performance. Therefore, the parties agree to implement a joint labor/management process when either party believes that there is a need to intervene in a school due to a lapse in positive climate. In each situation, the parties will agree on a data collection process, when necessary, which may include a climate survey.</p>	<p>SEZP agrees to the proposed change.</p>

18. (New Article)- Student Discipline

Add the following language to the new article:

An educator may remove and refer to the principal or their designee using the approved platform (Kick Board, DeansList, or comparable program) any pupil whose conduct is detrimental to the learning process in the class or whose conduct is contrary to the accepted standards of good behavior on school property.

At the time of referral, the educator initiating the removal shall present to the principal or their designee a record, on an approved platform (Kick Board, DeansList, or comparable program), of the incident.

The principal or their designee shall inform the educator of the disposition of the incident, in writing on the approved platform (Kick Board, DeansList, or comparable program), before the student returns to the teacher's classroom.

After three (3) referrals for disciplinary reasons by an educator in any school year, a conference will be held involving the principal or the assistant principal, the educator, the student and parent or guardian.

SEZP does not agree to the proposed change.

19. (New Article)- Special Services

Add the following language to the article:

Student / Educator Assistance Teams

1. STATs are school based committees charged with helping their respective schools provide all students with opportunities to learn and progress in the educational setting. The primary purpose is to help educators and/or school staff to meet diverse student needs within the educational setting. Help may be requested for an individual student or groups of students.
2. Educators and school-based personnel, parents, and students themselves may request STAT assistance. STAT members, such as school adjustment and guidance counselors, one of the student's educators, educator, administrators, other support staff, referring party where appropriate and parents, use a collaborative problem-solving process to assess the needs of students who are struggling academically and/or behaviorally. The process is data driven which means team members consider evidence that is collected to document the concern
3. The Principal or their designee shall coordinate STAT meetings that will meet during a mutually agreed upon time. The principal or their designee will ensure that the team meets regularly by providing appropriate space and coverage as needed. The Chairperson(s) shall issue the STAT related forms and shall receive and maintain completed forms in a confidential location. Requests for information and data from Central Office shall be responded to by the Chair. The STAT is responsible for timelines, subsequent meetings for the same student and extending timelines, as necessary.
4. Annual training will be provided by the end of October. Ongoing training will be provided, as needed.
5. STAT Chairperson is a stipend position and should be trained

All SEZP Schools will have a team (e.g. STAT) to assist schools in meeting diverse student needs within the educational setting.

For specific Student Services roles - including Clinicians, Behavior Specialists, Speech and Language Pathologists and Assistants, Educators of the Hearing or Visually Impaired, School Psychologists, Occupational and Physical Therapists, Adaptive PE teachers, Vocational Counselors for Special Education, and Evaluation and Team Leaders (ETLs) - the annual total hours and start date prior to the school year and any expectations not outlined in the Student Supports and Services Educator Handbook - will be created by SEZP in collaboration with impacted educators and will be shared before the start of the school year.

Additionally, for each of the aforementioned Student Services positions, specific job responsibilities will be clearly outlined in the respective job posting. Whenever possible, staff in these positions will be notified of any changes to their job expectations prior to the start of the school year.

Specific job responsibilities of Deans, Adjustments Counselors, and School Counselors will be clearly outlined in the respective job posting. Whenever possible, staff in these positions will be notified of any changes to their job expectations prior to the start of the school year.

School Counselors

1. The duties of School Counselors are contained in Appendix ____.
2. The Committee agrees that it will work toward a goal of a pupil-counselor ratio of 150 to 1.
3. Each counselor shall have a confidential space and phone facilities to carry out their duties.
4. A counselor shall be paid at a pro rata of his regular salary for each day they are required to work before or after the school year.
5. The SEZP supports the Springfield Comprehensive Counseling Program and the American School Counselor Association national model.
6. School Counselors should not be assigned lunch duty.

School Adjustment Counselors

1. The parties agree that the duties of the School Adjustment Counselor are those outlined in Appendix ____.
2. The parties agree that the qualifications of the School Adjustment Counselor are those required by DESE.
3. Each counselor should be provided with a confidential space in which to meet with students that is not shared by other staff or related service providers, along with an office phone.
4. Adjustment counselors shall be paid at a pro rata of their regular salary for each day they are requested to work before or after the school year.
5. The SEZP supports the Springfield Comprehensive Counseling Program and the American School Counselor Association national model.
6. School Adjustment Counselors will not fulfill any role that is seen as disciplinarian or administrative (i.e. hallway behavior management, making disciplinary decisions, carrying walkies, filling in for deans/administrators, lunch)
7. School Adjustment Counselors should not be assigned lunch duty.

Programmatic Specialists

1. The duties of the Programmatic Specialist will be to provide coaching and mentoring to all teaching staff in the provision of specialized instruction and accommodations for at-risk students and students with disabilities.
2. The Programmatic Specialist will provide specialized professional development to schools and staff in the area of expertise.
3. The Programmatic Specialist will provide ongoing trainings and workshops to staff and/or families in the area of expertise.
4. The Programmatic Specialist shall work under the Chief of Pupil Services or designee to facilitate ongoing communication and technical assistance to schools around programmatic, instructional and compliance needs.
5. The Programmatic Specialist may provide direct services to students when appropriate.

Speech and Language Pathologists

1. Under the direction of the Chief of Pupil Services or designee, speech and language pathologists will provide the required supervision for speech and language assistants in the provision of direct services.
2. Speech and Language Pathologists will be responsible for comprehensive assessments under 603. CMR 28.00 in the determination of eligibility for services.
3. Speech and Language Pathologists will be responsible for provision of direct and consultation services to staff and students when appropriate.
4. Speech and Language Pathologists will be responsible for attending TEAM meetings when appropriate.
5. Speech and Language Pathologists will be responsible for their portion of the IEP process including development of goals/objectives and progress reports.

<p><u>Speech and Language Assistants</u></p> <ol style="list-style-type: none"> 1. Under the direction and supervision of a speech-language pathologist, the speech-language assistant is responsible for providing speech-language services to students with Individual Education Programs in the schools. 2. SLAs shall have appropriate and confidential space and appropriate technology to conduct their duties. 3. The goal of the Committee is to provide SLT/SLA, THI, and TVI services for students with disabilities who are eligible for such services based on the state special education regulations. 	
<p><u>Educators of the Hearing Impaired</u></p> <ol style="list-style-type: none"> 1. Serves as a resource to school staff members in the development and implementation of a balanced program to promote hearing disabled students' communication and academic skills for school success. 2. Provides an individualized education program to meet individual needs of hearing disabled students. 3. In conjunction with an audiological evaluation report, provides a thorough assessment and diagnosis of students' hearing disabilities using culturally and linguistically sensitive and appropriate methods. 4. Assists in appropriate referrals of hearing-impaired individuals to agencies and specialists in the community as necessary and provides information, support, and counseling to parents and families when appropriate. 5. Assumes primary responsibility for requisitioning and maintaining needed audiological equipment and devices. 	

Educators of the Visually Impaired

1. Serves as a resource to school staff members in the development and implementation of a balanced program to promote visually disabled students' social and academic skills for school success
2. Provides an individualized education program to meet individual needs of visually disabled students.
3. Assists in appropriate referrals of visually impaired individuals to agencies and specialists in the community as necessary and provides information, support, and counseling to parents and families when appropriate.
4. Assumes primary responsibility for requisitioning and maintaining needed equipment and devices for visually disabled students who are Braille and non-Braille users and learners.

School Psychologists

1. Be directly responsible to the *Supervisor of Clinical and Behavioral Services*.
2. Administer comprehensive assessments that address the areas of suspected disability and write comprehensive and professional reports on assessments that provide educationally relevant recommendations.
3. It is recognized that psychologist's monthly productivity of suggested expectations of psychological reports can vary depending on snow days, Pd days, sick days, business days, and/or additional unforeseen circumstances (FMLA Leave, death in the family, cases that may be more labor intensive or more complex and have lawyers or advocates and require additional time), that may alter the weekly schedule.
4. Participate in 603 CMR Team meetings as an evaluator to help determine eligibility for special education.
5. School psychologists will have appropriate technology to carry out their duties. School principals shall ensure that psychologists have an appropriate private space to conduct their assessments and write their reports.
6. Professional development shall be designed specifically for psychologists, whenever possible.
7. The work year shall be ten (10) additional days. Whenever possible, these days should be after the closing of school (5 days) and prior to the opening of school (5 days). Any other variation shall be coordinated with the Executive Director of Special Education and Related Services or designee. These ten (10) days shall be used at the psychologist's discretion for completing assessments, attending team meetings, and writing reports.
8. Any additional work days when needed may be scheduled with the approval of *the Executive Director of Special Education and Related Services*.

Occupational Physical Therapists

1. OT and PT are accountable for working with students within the school system who may have physical, sensory, and/or cognitive delays that may be impacting their academic achievements. They work with special and regular education staff to assure that all understand and can carry out the objectives identified in the assessment, individual education plan, as well as the 504-accommodation plan.
2. OT and PT assignments and supervisions will be the responsibility of the *Chief of Pupil Services and/or designee*.
3. OT and PT staff assigned to more than one building should be allowed flexibility to provide for equitable services in each school.
4. OT and PT staff shall have appropriate space, equipment, and technology to conduct their duties.

Vocational Counselors for Special Education

1. Vocational Counselors are responsible for working with students with disabilities in preparing them for post-secondary transition.
2. Vocational Counselor assignments will be the responsibility of the Chief of Pupil Services and/or designee.
3. Vocational Counselors shall have appropriate space and technology to conduct their duties.

Evaluation Team Leader (ETL)

1. The ETL will be responsible to the Chief of Pupil Services and building principals to ensure federal and state compliance with special education regulations.
2. The ETL will coordinate and facilitate all aspects of M.G.L. Ch. 71B and 603 CMR § 28.00 (Special Education Regulations).
3. ETLs will attend scheduled professional development sessions as designated by the Special Education Department. ETL assignment and supervision will be the responsibility of the Chief of Pupil Services and/or designee in collaboration with building principals.
4. ETLs assigned to more than one building should be allowed flexibility to provide for equitable services in each school.
5. The work year shall be ten (10) additional days. Whenever possible, these days should be after the closing of school (5 days) and prior to the opening of school (5 days). Any other variation shall be coordinated between the building principal and the Chief of Pupil Services or designee. Any additional work days when needed may be scheduled with the approval of the Chief of Pupil Services or designee and paid pro-rata.
6. ETLs shall have appropriate and confidential space, phone, and appropriate technology to conduct their duties.
7. All newly appointed ETLs shall be provided with a minimum of one week's training and an ETL designated by the Chief of Pupil Services available for support and consultation on an ongoing basis.
8. A salary stipend will be paid to any ETL who is not deemed critical needs per APPENDIX B5.

<p><u>Dean</u></p> <ol style="list-style-type: none"> 1. Works as part of a team with the Principal, Assistant Principals, and others, as needed, to support positive student behavior in the school. The dean reports to the principal or their designee. 2. Provides direct instruction to students who have been identified as needing assistance in appropriate behavior in daily interactions with staff and other students. 3. Works with students and staff to provide a safe learning community by implementing disciplinary policies. 4. Works with parents, students, and staff to ensure successful transition between schools, where appropriate. 5. Works with faculty and students to structure, develop, and support classroom and non-classroom learning including supporting extra-curricular activities, such as assemblies, lunch duty, arrival and dismissal times, and the like. 6. Works with staff to implement the District Code of Conduct and conducts conflict resolution activities, as necessary. 7. Serves as liaison to the surrounding community and other area schools about off campus student safety, behavior, and other student life issues. 8. Collects, organizes, and shares student disciplinary data with school administrators to assist in identifying and/or developing professional development to meet the social, emotional, and behavioral needs of the school. 9. Deans receive regular teacher pay per _____ 	
<p>20. (New Article)- Libraries/Librarians Add the following language to new article:</p> <p>The librarian in a school is an integral part of the library program. As such they are expected to play a role in the development and operation of the reading/literacy program in the school by (1) acting as a resource to teachers, finding and making available materials (both book and electronic) necessary to support the curriculum and (2) by working collaboratively with teachers and (3) by assisting teachers with instruction and activities that support both the effective use of the library/media and the content area described in the Curriculum Outcomes and Frameworks.</p>	<p>SEZP does not agree to the proposed changes.</p>

- A. Each school shall have a library area.
- B. Each secondary school with 550 or more students will have a full-time librarian and each secondary traditional school with less than 550 students shall have a part-time librarian.
- C. Each school shall have a library skills program conducted by a certified librarian or a teacher with library training and experience.
- D. The librarian in a school is an integral part of the library program. As such they are expected to play a role in the development and operation of the reading/literacy program in the school by (1) acting as a resource to educators, finding and making available materials (both book and electronic) necessary to support the curriculum and (2) by working collaboratively with educators and (3) by assisting educators with instruction and activities that support both the effective use of the library/media and the content area described in the Curriculum Outcomes and Frameworks.
- E. Certified librarians shall not be required to teach other than Massachusetts School Libraries Association Recommended Standards for Grade 6-12 Information Literacy Skills in addition to library duties.

21. Article 41- ~~Health and Safety~~ Safety and Security
Add and strike the following language changes to Article 41:

The SEZP in conjunction with the School Committee shall ensure that school buildings and premises are safe and healthful, consistent with applicable law and with the objectives of current School Committee policy and procedures.

Weapons and contraband will not be brought upon school premises by students or others, and visitors to school premises will be required to check in. Concerns or violations will be brought forward to the SEZP.

~~Each school will establish a protocol for parents to visit classrooms with advance notification to teachers.~~

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The SEZP in conjunction with the School Committee shall ensure that school buildings and premises are safe and healthful, consistent with applicable law and with the objectives of current School Committee policy and procedures.

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~~Each school will establish a protocol for parents to visit classrooms with advance notification to teachers.~~

A school building may be closed when temperatures become extreme, on the approval of the SEZP, after consultation with the building principal.

Violence Prevention and Searches

Violence prevention is the responsibility of every employee in the Springfield Public Schools. It is expected that all employees will support and be part of violence prevention efforts. As part of the school system's initiatives to provide a safe environment for staff and students, regular searches are conducted throughout the year. Usually, these searches involve a portion of the school building and use of metal detectors for the student body in the selected area. (These searches are not considered an emergency.)

The parties recognize that every effort should be made to limit the intrusion on the educational process caused by violence prevention activities. The administration of the school system and the school will make every effort to address violence prevention while maintaining normal school operations and the working conditions under this Agreement.

When a search must occur to address an emergency, there may be a need for some educators to use preparation periods during locker searches and other violence prevention activities. An emergency is defined by a situation that calls for a spontaneous, previously unplanned violence prevention activity, an activity which is set into motion because of police information or school administration evaluation of new information. Educators will be compensated for lost preparation periods during these emergencies in accordance with Article 5F of this Agreement.

Photo ID Cards

All middle and high school students and all employees of the SEZP, including substitute teachers, shall prominently display on their person a photo identification badge at all times when they are on Springfield Public Schools grounds.

Visitors

All visitors to schools must first report to the Front Office or security guard and present verifiable identification and then be issued a Visitor Badge that must be prominently displayed on their person while at

A school building may be closed when temperatures become extreme, on the approval of SEZP-SPS Facilities, after consultation with the building principal.

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the school. The Front Office will contact the staff member being visited to inform her/him that the visitor is waiting in the Front Office area. The badge must be returned to the Front Office when the visitor departs from the school.

School Emergency Response Plan

Every school shall have an Emergency Response Plan reviewed by the TLT and submitted for approval to the Office of Safety and Security. The Team shall communicate the Plan to all staff at the school. The Plan shall be reviewed and updated annually. At least one (1) Emergency Response drill shall occur annually.

Healthy School Environment

A healthy environment is a mutual obligation and responsibility of both parties (e.g., air quality, water quality, ventilation) and, therefore, agree that any concerns relating to the healthy environment of the school should be brought to TLT and any issues that require support from Central Office will be brought to the Office of Safety and Security and/or Office of Facilities Management for resolution. School concerns regarding a healthy work environment may be brought to the district's Operational Leadership Team and the Association will be notified.

Personnel Files

1. Personnel files shall be maintained under the following circumstances:
 - a. No material derogatory or commendatory to an educator's conduct, service, character, or personality shall be placed in the files unless the educator is sent a dated copy at the same time with written notice to the educator of the intent to place the materials in the educator's personnel file.
 - b. The educator shall have the right to submit a response to the statement. The educator's answer shall also be included in the file.

All visitors to schools must first report to the Front Office or security guard and present verifiable identification and then be issued a Visitor Badge that must be prominently displayed on their person while at the school. The Front Office will contact the staff member being visited to inform her/him that the visitor is waiting in the Front Office area. The badge must be returned to the Front Office when the visitor departs from the school.

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The educator shall have the right to submit a response to the statement. The educator's answer shall also be included in the file.

<p>c. Upon written request, an educator shall be given access to their file without delay.</p> <p>d. Upon receipt of a written request, the educator shall furnish a reproduction of any material in their file.</p> <p>e. Facilities shall be made available for the educator to make photocopies of such contents and records, except in circumstances beyond the control of administration.</p> <p>2. Official grievances filed by any educator under the Grievance Procedure, shall not be placed in the personnel file of the educator; nor shall such grievance become a part of any other file or record which is utilized in the promotion process; nor shall it be used in any recommendation for job placement.</p> <p>3. Upon request of an educator, all material of a derogatory nature shall be removed from an educator's personnel folder after a period of three (3) years.</p>	<p>Upon written request, an educator shall be given access to their file without delay.</p> <p>Upon receipt of a written request, the educator shall furnish a reproduction of any material in their file.</p> <p>Facilities shall be made available for the educator to make photocopies of such contents and records, except in circumstances beyond the control of administration.</p> <p>2. Official grievances filed by any educator under the Grievance Procedure, shall not be placed in the personnel file of the educator; nor shall such grievance become a part of any other file or record which is utilized in the promotion process; nor shall it be used in any recommendation for job placement.</p> <p>3. Upon request of an educator, all material of a derogatory nature shall be removed from an educator's personnel folder after a period of three (3) years.</p>
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22. Article 19- Dispute Resolution

Add and Strike the following language changes to Article 19:

It is the intent of the parties to the Agreement to use their best efforts to encourage the informal and prompt settlement of grievances which may arise between the Association or a member or members of the bargaining unit and the Employer. In recognition of this intent, the parties agree that they shall use the procedure set forth in this Article for the resolution, strictly pursuant to the terms of this Agreement, of all disputes involving alleged violations of specific provisions of this Agreement. In order to settle grievances at the lowest possible administrative level, the organization and procedure for processing grievances shall be as follows:

~~Section 1: The term "grievance" shall be construed to mean an express violation of a written provision of this Agreement. Any event which occurred or failed to occur prior to the effective date of this agreement shall not be subject to the grievance and arbitration provision.~~

~~Section 2: An aggrieved teacher and an Association Representative (if the employee so desires) shall first discuss the dispute with the employee's immediate administrative superior or his/her principal with the objective of resolving the matter informally. Such informal discussion shall be held within five (5) school days of the request of the employee.~~

~~Step 1 – Informal Discussion~~

~~An employee and an Association representative (if the employee so desires) shall first discuss the problem with the school official serving as the employee's immediate administrative superior. Such informal discussion shall be held within two (2) days of the request of the employee.~~

SEZP does not agree to the proposed changes.

~~Section 4: The aggrieved teacher shall discuss the dispute with his/her principal accompanied by an Association representative within five (5) school days of the principal receiving the grievance in writing. The principal shall communicate his/her decision to the teacher within five (5) school days after hearing the complaint.~~

Step 2 – Principal or Immediate Supervisor

If the matter is not satisfactorily adjusted by an informal discussion, the employee may submit the grievance in writing to the principal or his immediate supervisor. The administrative superior shall meet with the employee within five (5) school days of receipt of the written complaint. At the conference, the employee may be represented by the appropriate Association representative.

The principal or immediate superior shall communicate the decision in writing with copies to the employee and the Association within five (5) school days of the aforesaid conference.

~~**Section 5:** — If the decision of the principal is not satisfactory (or if a decision was not rendered within the time specified), the aggrieved may appeal it within five (5) school days to the SEZP. The SEZP shall arrange a meeting within five (5) school days from the date of receiving the grievance and shall give his/her decision within five (5) school days of such meeting. Said decisions shall be in writing. If the matter is not satisfactorily handled (or if a decision has not been rendered by the board or its designee), then where applicable the grievance may be processed as indicated below.~~

Step 3 – SEZP Board or Designee

If the grievance is not resolved at Step 2, the employee may appeal from the decision at Step 2 to the SEZP board designee within five (5) school days after the decision of the appropriate superior has

been delivered. The appeal shall be in writing, shall set forth specifically the reasons for the appeal, and shall be accompanied by a copy of the decision at Step 2.

The SEZP board designee shall meet and confer with the aggrieved employee with a view to arriving at a mutually satisfactory resolution of the complaint. The aggrieved employee and the appropriate Association representative shall be given at least two (2) school days' notice of the conference and an opportunity to be heard.

Notice of the conference shall also be given to the administrators involved at Step 2, who may be present at the conference and state their views.

The SEZP board designee shall communicate this decision in writing together with the supporting reasons, to the employee and the Association within ten (10) school days after receiving the appeal.

The administrator present at the conference shall also receive a copy of any decision at this level.

Section 6: ~~Dispute resolution processes:~~

~~The following table outlines processes to be used (i.e., arbitration, mediation, hybrid approach, or not applicable) to resolve disputes arising out of the enumerated articles:~~

Step 4 – Arbitration

If the grievance is not satisfactorily resolved at Step 3, the Association may request that the grievance be referred for arbitration. Notices of intention to request arbitration must be in writing addressed to the School Committee.

Within seven (7) days after such written notice of submission to arbitration, the School Committee and the Association will agree

upon a mutually acceptable arbitrator and will obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specific period, then the Association may submit the grievance to the American Arbitration Association for arbitration in accordance with its administrative procedures, practices, and rules. Submission to the American Arbitration Association must be made not later than thirty days following the Superintendent's written decision in STEP 3 above.

The arbitrator shall issue their award not later than thirty (30) days from the date of the close of the hearings or, if oral hearing has been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The arbitrator's award shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issues submitted.

The arbitrator shall have no power or authority to make any award which requires the commission of any act prohibited by law or which is inconsistent with the provisions of this Agreement.

The decision of the arbitrator shall be binding upon the School Committee, the Association, and the aggrieved teacher.

Fees and expenses of the arbitrator shall be shared equally by the School Committee and the Association.

The Committee agrees that it will apply to all substantially similar situations the decision of any arbitrator sustaining a grievance, and the Association agrees that it will not bring or continue, and that it will not represent any employee in, any grievance which is substantially similar to the grievance denied by the decision of an arbitrator.

24. (New Article)- Mentor Program

Add the following language to the new article:

The purpose of mentoring is to provide guidance, resources, and support for the participating teacher (mentee). For the beginning teacher, this relationship will help make their induction to teaching smooth and successful.

Mentoring is most successful when both parties have a working relationship based on mutual respect, trust, a clear understanding of the goals and purpose of the program, and a commitment to developing confident and effective teachers. Every effort will be made to ensure that Mentors and Mentees have complimentary schedules which allow one common prep period a week, and one period where the mentee is teaching and the mentor is free to observe and support. This section does not mandate this level of mutual time, but would allow mentor and mentee the flexibility to fulfill the commitments of the program.

The result of our mentoring program will be the increased effectiveness of participating teachers in implementing strategies and techniques of teaching. As a result, they will become reflective teachers and, therefore, lifelong learners in the art of teaching.

Based on our mission statement, confidentiality becomes a crucial issue with which to deal when building a relationship based on mutual respect and trust. All communications and knowledge gained (except illegal acts) must be considered confidential between the mentor and participating teacher.

Mentors are coaches. This approach involves a confidential process through which teachers share expertise and provide collegiality, technical assistance, feedback, and support during experimentation with new practices. (Adapted from Joyce and Showers, 1982) Mentors will not discuss the participating teacher's teaching performance with anyone other than the participating teacher, including school and district administrators.

SEZP proposes the following:

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Mentoring is most successful when both parties have a working relationship based on mutual respect, trust, a clear understanding of the goals and purpose of the program, and a commitment to developing confident and effective teachers.

Mentors and mentees must meet at a minimum of two times a month. If mentors and mentees are struggling to find a common time, one or both should contact SEZP leadership to ensure that such time is available.

~~Every effort will be made to ensure that Mentors and Mentees have complimentary schedules which allow one common prep period a week, and one period where the mentee is teaching and the mentor is free to observe and support. This section does not mandate this level of mutual time, but would allow mentor and mentee the flexibility to fulfill the commitments of the program.~~

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	teaching performance with anyone other than the participating teacher, including school and district administrators.	
<p>25. Stipends</p> <p>We propose the following regarding stipends:</p> <ul style="list-style-type: none"> • All stipend positions should be posted in the schools, including all qualifications, duties and responsibilities delineated. • Stipends should be codified into the SEZP contract. • All members will be eligible to apply. • Stipends should be equitably distributed. • Concerning stipends, every effort should be made to allow the greatest possible educator participation in a stipended position. 	<p>SEZP proposes the following:</p> <p>All stipend positions should be posted in the schools, with all qualifications, duties and responsibilities delineated. Stipends will be codified, wherever possible, into the SEZP contract. All members will be eligible to apply. Stipends should be equitably distributed. Concerning stipends, Every effort should be made to allow the greatest possible educator participation in a stipended position.</p> <p>The following stipend roles are generally available in SEZP schools (with the range of stipend next to the role):</p>	
	Role	Amount of Stipend
	Tech Coordinator	
	Testing Coordinator	
	Department Chair	
1. (New Article) Caseloads	SEZP does not agree to the proposed changes.	

<p>SEA Proposal (3/31/2025): We propose caseload caps for the following Special Education Educators, Counselors, and Related Service providers:</p> <ul style="list-style-type: none"> • Classroom Special Education Educators • Speech Language Pathologists/Assistants • School Counselors • Adjustment Counselors • Programmatic Specialists • Educators of the Hearing Impaired • Educators of the Visually Impaired • School Psychologists • Occupational Physical Therapists • Vocational Counselors for Special Education • Evaluation Team Leaders 	
<p>(New Article) Graduation Leave</p> <p>SEA Proposal (3/31/2025): Add the following language to SEZP CBA:</p> <p>Article ____: Graduation</p> <p>1. An educator covered by this Agreement shall be granted leave of absence with pay for one (1) day to attend commencement exercises at which he will be awarded a degree or sixth-year professional diploma. This leave shall not be charged against the educator's disability and emergency leave (sick leave).</p> <p>2. An educator covered by this Agreement shall be granted leave of absence with pay for one (1) day to attend commencement exercises at which a member of his immediate family will be awarded a degree, or a diploma which represents the</p>	<p>SEZP agrees to the proposed changes.</p>

<p>completion of at least two (2) years of post- high school study. For the purpose of this section, immediate family is defined as father, mother, husband, wife, son, or daughter. Such leave shall be charged to disability and emergency leave (sick leave).</p>	
<p>Article 42: Assistance in Assault Cases</p> <p>SEA Proposal (3/31/2025): Add the following language to Article 42:</p> <p>Principals shall immediately report orally all cases of assault suffered by teachers in connection with their employment to the SEZP and in writing within 24 hours. Within fifteen (15) days of the incident the employee and the Associations Professional Relations Associate shall be provided with the results of the investigation and a remediation report developed as a result of that investigation.</p> <p>Where a student is involved with the verbal assault or battery on an educator, the principal shall consult with the educator concerning future placement of the student and/or a safety plan for the educator that drives and future contact between the educator and the student. The member shall be represented by an Association representative at that meeting.</p> <p>Whenever it is alleged that a teacher has assaulted a person or that a person has assaulted a teacher, the principal and SEZP shall conduct an investigation of the incident. The SEZP shall comply with any reasonable request from the teacher for relevant information in SEZP’s possession not privileged under law concerning the person or persons involved, provided that the production of information does not interfere with investigation of the incident. The School Committee shall follow the indemnification language in G.L. c. 258, s. 9.</p>	<p>SEZPdoes not agree to the proposed change. Need further clarification based upon what has been settled with SPS.</p>
<p>(New Article) Healthy and Safe Schools (HSS) Task Force</p>	<p>SEZP awaits resolution of final language from the SPS-SEA contract about SEZP representation, before agreeing to the proposal.</p>

SEA Proposal: We propose that the SEZP have language for a new proposal for SPS involving participation in the Healthy and Safe Schools (HSS) Task Force as seen below:

The parties recognize that safe and healthy working and learning environments are essential to create the schools our community deserves. All reasonable efforts shall be made to keep schools safe and secure.

1. To this end the District and Association will create a district-wide task force known as the Healthy and Safe Schools (HSS) Task Force. The HSS Task Force shall consist of 12 people, 6 administrators, 4 appointed by the Superintendent, and 6 educators, 4 appointed by the President of the Association including 1 vocational teacher 1 appointed by the President of the Para Union, and 1 appointed by the President of the SAA. This existence of this Task Force will sunset at the end of this agreement unless the parties mutually agree to continue it.
 - a. The HSS Task Force shall meet at least 10 (ten) times a year. A special meeting shall occur upon the request of either the Employer or the Unions. These meetings shall take place after school.
 - b. The HSS Task Force will select its own co-chairs: one administrator and one educator. Co-chairs shall solicit agenda items and endeavor to distribute a proposed agenda to HSS members at least four (4) days prior to any meeting. A person will be designated as note taker and there shall be a running set of minutes available to all Task Force members.
 - c. The HSS Task Force shall have access to acceptable records and or information needed to perform its responsibilities accident and injury statistics, reports on workplace accidents, environmental test results, and any reports to and from local, state, federal or other

government agencies concerning health and safety of staff, students and buildings.

d. Members of the HSS Task Force shall be notified of all investigations of health and safety matters and permitted to attend any investigation that impacts the members of their bargaining unit, when scheduling allows. Progress towards remediation of an issue shall not be delayed due to scheduling issues.

e. The HSS Task Force shall review or help develop publicize (develop videos and written materials), and help develop a training plan on:

1. An electronic procedure for reporting concerns regarding health and safety
2. School and District level Emergency Response

3. A clear, consistent written District-wide protocol for Intruder Response to be included in each school's Emergency Response Plan
4. A written workplace Violence Prevention Plan, which is based on the Massachusetts Department of Labor Standards "Worksheet to Prevent Employee Injury from Student Behavior at K-12 Schools" and the National Association of School Psychologists' "Comprehensive Safety Plan Checklist".

5. Review and provide meaningful input to the district's DESE required Medical and Behavioral Health Emergency Response Plan.

6. Ensure that Safety Plans for each Vocational shop are developed and enforced

f. In addition, the Task Force will consider the following:

1. What structures already exist within the District as it relates to the development of security measures promoting safe schools;
2. Whether School Centered Decision-Making Teams could be utilized to address school

Plans

<p>specific concerns around health and safety issues at the building level.</p> <ol style="list-style-type: none"> 3. Whether the regular union meetings with the Superintendent could serve as a better means for communicating District wide health and safety concerns to the administration. 4. What online forms and/or ticketing systems could be utilized to address health and safety concerns on an individual basis for District response. 5. The existence of school specific industry standards that may prove beneficial for consideration by the Parties. 6. What types of data exist and could be shared with the SEA around safety and health conditions. 7. Whether a data sharing schedule and timeline could serve to keep the SEA informed of information relevant to health and safety issues; and 8. How student and staff privacy concerns will be dealt within the context of the work of the TF. <p>g. issues relating to special education related behaviors and situations would be beyond the scope of any such task force.</p> <p>2. No educator shall suffer any adverse effect for the good faith reporting of any health and safety concerns. The Employer shall ensure that all required OSHA and DLS postings are in each worksite.</p>	
<p>(New Article) Department Chairs</p> <p>SEA Proposal: We propose the formation of Department Chairs into the SEZP CBA using the following language:</p>	<p>SEZP proposes the following:</p>

A. Department Chair Responsibilities

Department Chairs shall serve in a curriculum leadership role which supports both District and school-level improvement efforts. The list of Departments eligible for Department Chairs is listed in Appendix ____ in this Agreement. This role will include the following functions:

1. Working collaboratively with principals, teachers, pupil services leaders, and directors/supervisors to improve instruction.
2. Attending monthly Zone/school curriculum meetings to keep current of content-specific district goals, instruction, and trends.
3. Conducting Department Chair meetings in order to disseminate information obtained from school curriculum meetings, collect information requested from the curriculum director, plan for professional development, lead professional dialogue, and offer support to colleagues within the department in order to enhance instruction and educational practices.
4. Attending mandatory monthly meetings with school administrators to ensure open dialogue regarding curriculum and instructional needs for up to one (1) hour outside of the regularly scheduled school day.
5. Facilitating and managing materials, equipment, and facilities to support instruction in collaboration with principals, teachers, and directors/supervisors.
6. Promoting a culture of collaboration, teamwork, and professionalism in his/her department.
7. Serving as an expert resource on content and pedagogy for their department and serve as a mentor/coach to members of the department, and where applicable, using their department chair duty time for this purpose.
8. Working with department teachers in the selection of textbooks and reference materials and recommending their adoption according to prescribed practices.
9. Working with librarian in recommending purchases of library materials, and in the development of library lessons and skills needed in the subject area.
10. Distributing a copy of the current curriculum frameworks and learning outcomes to each teacher in the department.

In the event that SEZP schools implement Department Chair or equivalent roles, such roles will carry a stipend, and will be annually posted by the respective SEZP principal prior to the start of the school year.

B. Qualifications

1. Professional License in the content area at the Secondary level (if no one in the Department meets this requirement others may be considered)

2. Licensed in subject area.

3. Designation of Highly Qualified status (where applicable).

4. Demonstrated knowledge of best current instructional practices in the field /subject area.

5. Demonstrated knowledge of current curriculum frameworks and School curriculum plans. If no member of the department who applies meets the specific criteria, the principal may waive the qualifications.

6. History of leadership in curriculum development.

C. Eligibility for Supplement and Released Time

1. Department Chairs shall be eligible for a full stipend (See APPENDIX ____)

D. Filling of Vacancies

1. When a Department Chair position becomes open or at the end of the two (2) year appointment term, an internal posting will be generated, approved by the Human Resource Department, and posted internally at each school during the first week of May. If an opening occurs mid-term, the vacancy will be posted immediately and that appointment will be for the remainder of the two (2) year appointment term. All Department Chair appointments, district-wide, are on the same appointment term.

2. Interested individuals in each department shall apply by letter and résumé to the principal for the position which will be shared with the department prior to its vote.

3. During the first weeks of instruction in May, all members of each department where chairs exist

<p>shall, by secret ballot, recommend a teacher for the appointment as department chair for the new two (2) year appointment term (September 1st – August 30th). The principal will reconvene a team to interview the candidates. The team may include but not be limited to members of the department or discipline, appropriate to SEZP, such as a director or supervisor in the particular discipline, instructional leadership specialists and assistant principals. Upon completion of the interviews, the principal will review all of the information and recommendations regarding the positions. The principal, in accordance with the Education Reform Act, shall be the appointing authority upon approval of the SEZP.</p> <p>4.If in the departments at the high schools, where no teacher qualified in accordance with Article ___.B.1. is nominated in accordance with Article ___ teacher without a Master’s degree but with specialization in the subject may be nominated in accordance with Article ___.D.1. If the said teacher is appointed in accordance with Article ___.D.2, the appointment shall be for only one (1) year or the duration of appointment term, whichever is less.</p>	
<p>Article 26.A- Preparation Periods SEA Proposal (03/31/2025): Add the following language to the proposed Article 26.A:</p> <p>1. Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive—as the schedule allows—for educators to have no more than one day each week when the educator does not have self-directed preparatory time. one self directed 55-minute preparation period per day. Special Education Educators will receive 1 additional prep per day to complete their IEP reports. This self-directed time can be</p>	<p>SEZP does not agree to this proposal regarding preparation periods, but does offer an above mentioned preparation period proposal.</p>

<p>used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day the teacher must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, a functional working space must be provided.</p>	
<p>Ratios for Special Education Courses SEA Proposal (03/31/2025): We propose that classroom ratios for special education classes adhere to DESE special education guidelines and be codified in the Collective Bargaining Agreement.</p>	<p>SEZP offers the following proposal: Every effort shall be made to have ratios for special education classes adhering to DESE special education guidelines.</p>