

SEZP 6.13.25 Response to SEA 6.11.25 Counterproposal

SEZP Proposal	SEA Proposed 6-11 Responses	SEZP 6.13.2
<p>SEZP proposes the following:</p> <p>4/15</p> <p>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. <del>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.</del></p> <p>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>6/5</p> <p>Teacher Leadership Teams will have 10 minutes at the start of each TLT meeting - without the principal present - to discuss matters relevant to the TLT.</p>	<p>1. Article 22.B- Teacher Leadership Team General Guidelines</p> <p>6/9 SEA AGREES to the proposed language in black with the addition below in blue</p> <p>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.</p> <p>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>Teacher Leadership Teams will have 10 minutes at the start of each TLT meeting -</p>	<p>SEZP and SEA (agree to the following):</p> <p>Teacher Leadership Teams will have 10 minutes at the start of each TLT meeting - without the principal present - to discuss matters relevant to the TLT.</p> <p>The TLT Advisory team shall develop best practices for TLT, including agenda setting. The goal shall be that the TLT advisory team shall have TLT members from each school.</p>

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	<p>without the principal present - to discuss matters relevant to the TLT.</p> <p>The TLT advisory team shall develop best practices for TLT, including agenda setting. The goal shall be that the TLT advisory team shall have TLT members from each school.</p>	
<p>6/5</p> <p>SEZP proposes the following [with the only new change for June 5th being Class Size]:</p> <p>3. Areas for Working Conditions</p> <ul style="list-style-type: none"> <li>Each school's annual Educator Working Conditions shall include but not be limited to:</li> <li>Setting of school priorities for the coming school year.</li> <li>Allocation of discretionary funds including in areas - when applicable because of budget timelines - including: <ul style="list-style-type: none"> <li>Wraparound services for students and families</li> <li>After-school programs</li> <li>School supplies, provided that no educator shall be required to purchase or otherwise</li> </ul> </li> </ul>	<p>3. Article 24- Teacher Leadership Teams and Educator Working Conditions</p> <p>6/9 SEA proposes language for class size below in separate article</p> <p>6/9 SEA approves of SEZP proposal to keep a number of items in TLT</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>SEZP and SEA agree to the following:</p> <p>3. Areas for Working Conditions</p> <ul style="list-style-type: none"> <li>Each school's annual Educator Working Conditions shall include but not be limited to:</li> <li>Setting of school priorities for the coming school year.</li> <li>Allocation of discretionary funds including in areas - when applicable because of budget timelines - including: <ul style="list-style-type: none"> <li>Wraparound services for students and families</li> <li>After-school programs</li> <li>School supplies, provided that no educator shall be required to purchase or otherwise</li> </ul> </li> </ul>

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<p style="text-align: center;">provide at their expense, materials for student use.</p> <ul style="list-style-type: none"> <li>• Other items as designated by the SEZP provided there is no material conflict with other provisions of this document [Moved from below]</li> <li>• School curriculum decisions that maintain educators' ability to scaffold grade level curriculum to meet students' needs.</li> <li>• Professional development activities applicable to the school as a body</li> <li>• School calendar</li> <li>• 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.</li> <li>• Class coverage and substitutes</li> <li>• Scheduling of school-wide parent/teacher meetings</li> <li>• Work before and/or after the regular school year</li> <li>• Notices and announcements</li> <li>• School health and safety issues</li> <li>• Staff dress code</li> <li>• Rotation of duties</li> <li>• <del>Class size</del></li> <li>• Bulletin boards</li> <li>• Other items as designated by the SEZP provided there is no material conflict with other provisions of this document</li> </ul>		<p style="text-align: center;">provide at their expense, materials for student use.</p> <ul style="list-style-type: none"> <li>• Other items as designated by the SEZP provided there is no material conflict with other provisions of this document [Moved from below]</li> <li>• School curriculum decisions that maintain educators' ability to scaffold grade level curriculum to meet students' needs.</li> <li>• Professional development activities applicable to the school as a body</li> <li>• School calendar</li> <li>• 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.</li> <li>• Class coverage and substitutes</li> <li>• Scheduling of school-wide parent/teacher meetings</li> <li>• Work before and/or after the regular school year</li> <li>• Notices and announcements</li> <li>• School health and safety issues</li> <li>• <del>Staff dress code:</del></li> <li>• Rotation of duties</li> <li>• <del>Class size</del></li> </ul>

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<ul style="list-style-type: none"> <li>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.]</li> <li>Assessment and grading</li> <li>Review of school's emergency response plan</li> </ul>		<ul style="list-style-type: none"> <li>Bulletin boards</li> <li>Other items as designated by the SEZP provided there is no material conflict with other provisions of this document</li> <li><del>Family teacher communication</del></li> <li>Review of school's emergency response plan</li> </ul>
	<p>6/9 SEA proposes that the "staff dress code" item be placed in the contract in a new article, and removed from TLT:</p> <ul style="list-style-type: none"> <li>Staff dress code: All employees covered under this collective bargaining agreement must present a professional work appearance. Employees shall wear neat, clean work attire. Employees are expected to dress in a manner that is normally acceptable in similar professional environments.</li> </ul>	<p>SEZP proposes the following with Staff Dress Code:</p> <p>Staff dress code: All employees covered under this collective bargaining agreement must:</p> <ul style="list-style-type: none"> <li>Dress in a professional, neat, and clean manner appropriate to their role and responsibilities.</li> <li>Use good judgment in attire that is respectful of students, families, and colleagues.</li> <li>Wear clothing that does not disrupt the educational environment or compromise health and safety.</li> </ul>

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		School spirit days may be designated by the administration in collaboration with staff.
	<u>School Emergency Response Plan</u> 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.	SEA and SEZP agree on a New Article regarding School Emergency Response Plan, which follows below:  <u>School Emergency Response Plan</u> 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.
4/15 SEZP proposes the following change:  6/6 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.	6/9 (new article?) - Lesson Plans SEA Agrees to proposed language and adds language proposed in blue.  1. The goal of lesson plans should be to assist the educator in preparation for effective lessons and to support educator	SEZP proposes the following [in orange]:  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

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<p>It is understood and agreed upon that lesson plans are artifacts of planning and do not always reflect its implementation.</p> <p>2. No lesson plan shall require minute by minute schedules.</p> <p>3. Lesson plan collection and feedback systems will be differentiated to meet the developmental needs of educators and to inform future lesson planning. Feedback must be meaningful, actionable and in writing.</p>	<p>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.</p> <p>2. No lesson plan shall require minute by minute schedules.</p> <p>3. Lesson plan collection and feedback systems will be differentiated to meet the developmental needs of educators and to inform future lesson planning. Feedback must be meaningful, actionable and in writing.</p>	<p>agreed upon that lesson plans are artifacts of planning and do not always reflect its implementation.</p> <p>2. No lesson plan shall require minute by minute schedules.</p> <p>3. Lesson plan collection and feedback systems will be differentiated to meet the developmental needs of educators and to inform future lesson planning. If feedback is given, feedback must be meaningful, actionable and in writing.</p>
<p>6/6 SEZP proposed the following:</p> <p>Every school shall establish a clear plan for substitutes and class coverage in the Faculty Handbook provided to all educators before the start of the year, a plan which could include - if available - substitutes to cover classes. <del>When substitutes are unavailable,</del> Assignments for class coverage in emergency situations will be shared as equitably as possible by the faculty.</p>	<p>8. (New Article)- Substitute Teachers SEA accepts proposed language, but suggests a small revision (a strikethrough in blue)</p> <p>Every school shall establish a clear plan for substitutes and class coverage in the Faculty Handbook provided to all educators before the start of the year, a plan which could include - if available - substitutes to cover classes. <del>When substitutes are unavailable,</del> Assignments</p>	<p>SEZP and SEA agree to the following:</p> <p>Every school shall establish a clear plan for substitutes and class coverage in the Faculty Handbook provided to all educators before the start of the year, a plan which could include - if available - substitutes to cover classes. Assignments for class coverage in emergency situations will be shared as equitably as possible by the faculty.</p>

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	for class coverage in emergency situations will be shared as equitably as possible by the faculty.	
SEZP does not agree to previously proposed change.	<p>12. (New Article)- Pupil-Educator Ratio 06/09/25 SEA proposes the following language:</p> <p><i>If pupil-educator ratio exceeds 25-1, every effort shall be made to provide a para.</i></p>	SEZP does not agree to the proposed change.
<p>Communication between educators and families:</p> <p>6/6 SEZP proposes following Language:</p> <p><i>If a school offers a line of communication between educators and families - PowerTeacher, Kickboard, Class Dojo, etc. - this line of communication must be primarily maintained by administration or a designated appointee.</i></p>	<p>6/3. (New Article)- Parent Teacher Communication</p> <p>6/6 SEA Proposed following language:</p> <p><i>Schools will offer a line of communication between educators and families - PowerTeacher, Kickboard, Class Dojo, etc. - this line of communication must be primarily maintained by administration or a designated appointee.</i></p>	<p>SEZP proposes the following as a new article::</p> <p><i>If a school offers a line of communication between educators and families - PowerTeacher, Kickboard, Class Dojo, etc. - this line of communication must be primarily maintained by administration or a designated appointee.</i></p>

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	<p>6/11 SEA concern:</p> <p>Class Dojo is free, so requiring a system of some kind being set up by the admin or designee is not a financial burden</p> <p>Does SEZP agree to have this in a new article in the contract rather than in TLT working conditions?</p>	
<p>Prep Periods</p> <p>6/3 SEZP proposed: Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator 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, every effort will be made to provide a functional working space.</p>	<p>6/11 SEA proposes adjustment to language in blue:</p> <p>Educators will have one self-directed preparation period per day, equivalent to an instructional block, consisting of a minimum of 40 minutes. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator must have an equivalent non-instructional period. Whenever possible, educators</p>	<p>SEZP proposes the following:</p> <p>Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator 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</p>



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<p>In service of a unique program (e.g. an adjunct professor teaching early college), a teacher may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the teacher schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.</p>	<p>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, every effort will be made to provide a functional working space.</p> <p>6/6 SEA agrees to “In service of a unique program...” language</p>	<p>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>In service of a unique program (e.g. an adjunct professor teaching early college), a teacher may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the teacher schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.</p> <p>Every effort will be made to ensure that the 40 minutes of preparation time is not adjacent to any other scheduled activity (e.g., STAT meetings, grade-level team meetings) that is less than 15 minutes in duration, in order to preserve the integrity and utility of the preparation period.</p>

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<p>4/15 SEZP agrees to the proposed change (including language in blue).</p> <p>6/6 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 proposes to remove external quote: 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. –National Center on Safe Supportive Learning Environment</p>	<p>6/9 SEA agrees to language in blue.</p> <p>6/11 SEA &amp; SEZP want to draft a joint definition of positive school climate</p>	<p>SEZP proposes the following definition in orange:</p> <p>School climate refers to how students, staff, and families experience the school environment—shaped by relationships, staff practices, and organizational structures. A positive climate fosters physical and emotional safety, meaningful connection, and high expectations through supportive, respectful, and caring interactions across the school community.</p> <p>SEA and SEZP have agreed to the following:</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>

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<p>SEZP proposes the following:</p> <p>All SEZP Schools will have a pre-referral process (e.g. STAT) focused on ensuring that all students receive the academic, behavioral, and social-emotional support they need to succeed. The team collaborates with educators to identify barriers to student learning and develop targeted strategies for intervention within the general education setting. Support may be initiated for individual students, small groups, or broader classroom-based challenges. The goal is to equip staff with the tools and guidance necessary to respond effectively to diverse student needs in a timely and coordinated manner.</p> <p>The work year for the following 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) - is five days before and after the standard SPS calendar. Additionally, any expectations related to these specific Student Services roles will be outlined in the Student Supports and Services Educator Handbook, which will be created by SEZP and reviewed annually at the start of the school year.</p>	<p>6/11 SEA approves STAT language 6/11 SEA approves orange language (w/ creation of joint labor task force)</p>	<p>SEA and SEZP agree to the following:</p> <p>All SEZP Schools will have a pre-referral process (e.g. STAT) focused on ensuring that all students receive the academic, behavioral, and social-emotional support they need to succeed. The team collaborates with educators to identify barriers to student learning and develop targeted strategies for intervention within the general education setting. Support may be initiated for individual students, small groups, or broader classroom-based challenges. The goal is to equip staff with the tools and guidance necessary to respond effectively to diverse student needs in a timely and coordinated manner.</p> <p>The work year for the following 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</p>

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<p>Additionally, for each of the aforementioned Student Services positions, specific job responsibilities will be clearly outlined in the respective job posting.</p>		<p>Counselors for Special Education, and Evaluation and Team Leaders (ETLs) - is five days before and after the standard SPS calendar. Additionally, any expectations related to these specific Student Services roles will be outlined in the Student Supports and Services Educator Handbook, which will be created by SEZP and reviewed annually at the start of the school year.</p> <p>Additionally, for each of the aforementioned Student Services positions, specific job responsibilities will be clearly outlined in the respective job posting.</p> <p>Furthermore, SEZP and SEA will establish a joint labor-management committee to annually review and gather input on the position descriptions of these specific Student Services roles. SEZP shall make every effort to implement the committee's input to inform future updates to these position descriptions.</p>

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<p>SEP proposes the following:</p> <p>Specific job responsibilities for Counselors will be clearly outlined in the respective job posting. Staff in these positions will be notified of any changes to their job expectations prior to the transfer window.</p>	<p>19. (New Article)- Special Services</p> <p>6/11 SEA proposes:</p> <ul style="list-style-type: none"> <li>• Counselors need access to professional development so they can earn PDPs required for DESE licensure</li> <li>• Counselors must be provided with locking: doors, file cabinets and desks</li> <li>• SEZP creates a joint labor committee consisting of SEZP leadership and SEZP counselors</li> </ul> <p>School Counselor/School Adjustment Counselor Responsibilities</p> <ul style="list-style-type: none"> <li>• Responsible to the Principal working in conjunction with Student Support &amp; Services (Zone)</li> <li>• Coordinate implementation of Tier I curriculum (academic, career, personal/social-emotional). Consult with fellow counselors, adjustment counselors, teachers, administrators</li> </ul>	<p>SEZP proposes the following [in orange]:</p> <p>Recognizing that school counselors play a vital role in supporting students' academic progress, mental health, and postsecondary readiness, SEZP is committed to equipping and empowering counselors to lead this essential work.</p> <p>To that end, school counselors shall have access to professional development opportunities necessary to earn Professional Development Points (PDPs) required for DESE licensure. All counselors will be provided with secure, locking doors, file cabinets, and desks to ensure confidentiality and student privacy.</p> <p>Specific job responsibilities of counselors will be clearly outlined in each counselor job posting, and staff will be notified of any changes to job expectations prior to the opening of the internal transfer window, or when any changes must occur.</p>
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	<p>to incorporate curriculum into students' schedules based on developmental needs and needs identified through data. Coordinate with administration about scheduling curriculum (Tier I lessons should not be a part of the master schedule if facilitated by counselors solely as a means to provide prep for teachers)</p> <ul style="list-style-type: none"> <li>• Guide students through the development of educational and career plans.</li> <li>• Provide counseling of individuals and small groups of students toward social and emotional growth, including absences, tardies, disciplinary challenges (Tier II services)</li> <li>• Conduct risk assessments of students experiencing/displaying mental health safety concerns (Tier III)</li> <li>• Work with other school counselors and school adjustment counselors (if applicable) to refer students and their caregivers to special</li> </ul>	<p>Furthermore, SEZP will establish a joint labor-management committee composed of SEZP leadership and SEZP counselors. SEZP shall make every effort to implement the committee's input to inform future updates to counselor job descriptions and support the continued development of a comprehensive and effective counseling program.</p>
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	<p>programs, specialists, and outside agencies (Tier III).</p> <ul style="list-style-type: none"><li>• Collaborate with the principal (and other members of the crisis response team) to develop and implement school crisis response plans; coordinate with school staff, administrators, and external agencies to ensure a swift and effective crisis response, including providing information and support.</li><li>• Consult with and train/advise teachers/staff and caregivers regarding needs of students.</li><li>• Consult with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success</li><li>• Participate in, coordinate, and conduct activities that contribute to the effective operation of the counseling program and school.</li><li>• Advocating for students at IEP meetings and 504 meetings, student study teams and school</li></ul>	
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	<p>attendance review boards, as necessary</p> <ul style="list-style-type: none"><li>• Participate in the Student Teacher Assistance Team (STAT), Response to Intervention (RTI) or similar process</li><li>• Consult with the school principal to identify and resolve student issues, needs and problems</li><li>• Participate in the planning and evaluation of the counseling program, including analyzing disaggregated schoolwide and school counseling program data</li><li>• Pursue continuous professional growth.</li><li>• Ensure school staff are aware of the school's student support services, and each of their roles and responsibilities, including the referral process for all staff to use.</li><li>• 80% counselors' time should be spent on direct/indirect student services (instruction, appraisal and advisement, counseling, consultation, collaboration referrals)</li></ul>	
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	<ul style="list-style-type: none"><li>• No more than 20% of counselors' time should be spent on program planning and school support activities (planning, managing, assessing, student action plans, lesson planning, annual student outcome goals, etc.).</li><li>• Each school counselor shall have an appropriate confidential space (not shared with other staff), phone, and technology to carry out their duties (including unlimited zoom meeting access).</li></ul> <p>Inappropriate Tasks for Counselors (<a href="#">per ASCA</a>)</p> <ul style="list-style-type: none"><li>• building the master schedule (counselors may build schedule in PowerScheduler/PowerSchool but administrators should be creating master schedule)</li><li>• coordinating paperwork and data entry of all new/exiting students</li></ul>	
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	<ul style="list-style-type: none"><li>• coordinating and administering cognitive, aptitude and achievement testing programs</li><li>• proctoring testing (unless extenuating circumstances)</li><li>• performing disciplinary actions or assigning discipline consequences</li><li>• covering classes when teachers are absent or to create teacher planning time.</li><li>• computing grade-point averages</li><li>• supervising classrooms or common areas (arrival/dismissal, hallway, lunch, etc)</li><li>• serving in any administrative capacity</li><li>• keeping or maintaining student cumulative records</li><li>• serving as a data entry clerk</li><li>• coordinating schoolwide individual education plans (IEP)</li><li>• coordinating 504 plans*</li><li>• coordinating student study teams, response to intervention plans, MTSS and school attendance review boards, STAT.</li></ul>	
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	<ul style="list-style-type: none"><li>Although school counselors serve on the 504 team, ethically they should not be tasked with 504 coordination/management to avoid any ethical conflict between school counseling program implementation and the administrative duties of the 504 coordinator/case manager. <a href="#"><u>(American School Counselors Association)</u></a></li></ul>	
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<p>6/6 SEZP proposes the following language:</p> <p>SEZP and SEA recognize the importance of fostering lifelong learning and equitable access to library resources for all students. Every effort will be made to ensure that schools have a library area which is staffed by a certified librarian or a teacher with library training and experience.</p> <p>Additionally, the parties support efforts to ensure that all students have access to local public libraries, including opportunities to obtain library cards and learn how to navigate library systems. To that end, SEZP will work collaboratively with schools and local library partners to facilitate student orientation, outreach, and engagement with public library resources.</p>	<p>6/6 &amp; 6/9 SEA enthusiastically agrees to language</p>	<p>SEA and SEZP agree to the following:</p> <p>SEZP and SEA recognize the importance of fostering lifelong learning and equitable access to library resources for all students. Every effort will be made to ensure that schools have a library area which is staffed by a certified librarian or a teacher with library training and experience.</p> <p>Additionally, the parties support efforts to ensure that all students have access to local public libraries, including opportunities to obtain library cards and learn how to navigate library systems. To that end, SEZP will work collaboratively with schools and local library partners to facilitate student orientation, outreach, and engagement with public library resources.</p>
<p>4/15 6/6 SEZP proposes the following:</p> <p>It is the intent of the parties to the Agreement to use their best efforts to encourage the informal and</p>	<p>6/9 SEA Proposes 22. Article 19- Dispute Resolution</p> <p>It is the intent of the parties to the Agreement to use their best efforts to encourage the</p>	<p>SEZP proposes the following, with the blue reflecting difference from 6.9 SEA:</p> <p>It is the intent of the parties to the Agreement to use their best efforts to</p>

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<p>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:</p> <p>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.</p>	<p>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 <del>organization and</del> procedure set forth in this Article <del>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</del> settle grievances at the lowest possible administrative level. <del>the organization and procedure for processing grievances shall be as follows:</del></p> <p>Section 1.</p> <p>A. <del>Definition: A grievance is a claim by an employee that there has been a violation or misinterpretation of the terms of this agreement pr violation of SEZP policy or violation of the Rules and Regulations of the School Committee, when appropriate to SEZP educators</del></p> <p>B. <del>As used in this Article, the term employee means (1) an individual employee, (2) a group of employees having the same grievance , or (3) the Association.</del></p> <p>Section 2. Steps of the Grievance Procedure.</p>	<p>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 organization and procedure set forth in this Article <del>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</del> settle grievances at the lowest possible administrative level, the organization and procedure for processing grievances shall be as follows:</p> <p>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.</p> <p>Steps of the Grievance Process:</p> <p>Step 1: Informal Discussion with Immediate Administrative Supervisor</p>
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<p>Section 2: An aggrieved educator 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. <del>This shall be considered a Step One grievance.</del></p> <p>Section 3: If the informal discussion does not resolve the grievance, the grievance must be brought to a SEA-SEZP joint leadership meeting, which meets at least monthly, to discuss and attempt to resolve the matter. This shall be considered a Step Two grievance.</p> <p>Section 4: If the informal discussion with SEZP leadership does not resolve the grievance, it shall be submitted in writing to the building principal within 30 days of the alleged violation and shall identify with specificity the provision(s) of the Agreement alleged to have been violated. <del>This shall be considered a Step Three grievance.</del></p>	<p><del>Step 1. Section 2: Informal Discussion with Immediate Administrative Supervisor</del> An aggrieved educator 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. <del>This shall be considered a Step One grievance.</del></p> <p><del>Step 2: Informal Discussion with SEZP Leadership</del> If the informal discussion does not resolve the grievance, the grievance must be brought to a SEA-SEZP joint leadership meeting, which meets at least monthly, to discuss and attempt to resolve the matter. <del>This shall be considered a Step Two grievance.</del></p> <p><del>Step 3: Principal or Administrative Supervisor</del> If the informal discussion with SEZP leadership does not resolve the grievance, it be submitted in writing to the building principal or administrative supervisor <i>within 30 days of the alleged violation</i> and shall identify with specificity the provision(s) of the Agreement alleged to have been violated. <del>This shall be considered a Step Three grievance.</del></p>	<p>An aggrieved educator 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.</p> <p>Step 2: Informal Discussion with SEZP Leadership</p> <p>If the informal discussion does not resolve the grievance, the grievance must be brought to a SEA-SEZP joint leadership meeting, which meets at least monthly, to discuss and attempt to resolve the matter.</p> <p>Step 3: Principal or Administrative Supervisor</p> <p>If the informal discussion with SEZP leadership does not resolve the grievance, it be submitted in writing to the building principal or administrative supervisor within 30 days of the alleged violation and shall identify with specificity the provision(s) of the Agreement alleged to have been violated</p>
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## SEZP 6.13.25 Response to SEA 6.11.25 Counterproposal

<p>Section 4-5: The aggrieved educator 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 educator within five (5) school days after hearing the complaint.</p> <p>Section 5-6: 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 SEZP Leadership. SEZP Leadership 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. This shall be considered a Step Four grievance.</p>	<p>The principal or administrative supervisor shall meet with the aggrieved educator <del>shall discuss the dispute with his/her principal</del> accompanied by an Association representative within five (5) school days of the principal or supervisor receiving the grievance in writing. The administrator shall communicate his/her decision to the educator within five (5) school days after hearing the complaint.</p> <p>Step 4: SEZP Co-Directors</p> <p>If the decision of the administrator 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 SEZP Leadership. SEZP Leadership 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. <del>This shall be considered a Step Four grievance.</del></p>	<p>The aggrieved educator, accompanied by an Association representative, shall meet and discuss the dispute with their principal or administrative supervisor within five (5) school days of the administrator receiving the grievance in writing. The administrator shall communicate their decision to the educator within five (5) school days after hearing the complaint.</p> <p>Step 4: SEZP Co-Directors</p> <p>If the decision of the administrator 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 SEZP Leadership. SEZP Leadership 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.</p>
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## SEZP 6.13.25 Response to SEA 6.11.25 Counterproposal

<p><del>Section 6-7: Dispute resolution processes: The following table outlines processes to be used:</del> If the grievance is not satisfactorily resolved at Step 4, the Association and SEZP must pursue mediation. This shall be considered a Step Five grievance. <del>In the event that both parties wish to forgo mediation, the matter will be moved directly to a Step Six grievance. If a matter is brought to mediation, the mediation of the grievance may be initiated in accordance with the following provisions.</del></p> <p>A. Within 10 school days of receipt of the decision at step 4, the Association may demand mediation of the dispute. Within forty (40) days of the demand for mediation the Association and the SEZP shall meet for the purpose of mediation. The Association and the SEZP agree to maintain a list of mutually agreed upon mediators to be assigned grievances on a rotating basis. The Association and the SEZP agree to review their list annually, or more often if requested by either organization, and adjust the list as mutually agreed upon by the Association and the SEZP.</p> <p>B. The mediator selected shall be assigned to mediate on the same day a minimum of four grievances unless otherwise agreed by the Association and the SEZP. If one of the above mediators is unable to schedule a mediation</p>	<p><b>Step 5: Mediation</b>  <del>If the grievance is not satisfactorily resolved at Step 4, the Association and SEZP must pursue mediation. In the event that both parties wish to forgo mediation, the matter will be moved directly to a Step Six grievance. If a matter is brought to mediation, the mediation of the grievance may be initiated in accordance with the following provisions.</del></p> <p>A. Within 10 school days of receipt of the decision at step 4, the Association may demand mediation of the dispute. Within forty (40) days of the demand for mediation the Association and the SEZP shall meet for the purpose of mediation. The Association and the SEZP agree to maintain a list of mutually agreed upon mediators to be assigned grievances on a rotating basis. The Association and the SEZP agree to review their list annually, or more often if requested by either organization, and adjust the list as mutually agreed upon by the Association and the SEZP.</p> <p>B. The mediator selected shall be assigned to mediate on the same day a minimum of four grievances unless otherwise agreed by the Association and the SEZP. If one of the above</p>	<p>Step 5: Mediation          If the grievance is not satisfactorily resolved at Step 4, the Association and SEZP must pursue mediation. This shall be considered a Step Five grievance. In the event that both parties wish to forgo mediation, the matter will be moved directly to a Step Six grievance. If a matter is brought to mediation, the mediation of the grievance may be initiated in accordance with the following provisions.</p> <p>A. Within 10 school days of receipt of the decision at step 4, the Association may demand mediation of the dispute. Within forty (40) days of the demand for mediation the Association and the SEZP shall meet for the purpose of mediation. The Association and the SEZP agree to maintain a list of mutually agreed upon mediators to be assigned grievances on a rotating basis. The Association and the SEZP agree to review their list annually, or more often if requested by either organization, and adjust the list as mutually agreed upon by the Association and the SEZP.</p> <p>B. The mediator selected shall be assigned to mediate on the same day a minimum of four grievances unless otherwise agreed by the Association and</p>
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<p>conference within forty (40) days from the receipt of the appeal, it will be referred to the next mediator in line. The fees and expenses of the mediators shall be shared equally by the Association and the SEZP.</p> <p>C. Mediation is an informal, off-the-record process in which the Association and the SEZP are free to disclose to the mediator the essence of the dispute without detriment to their legal position. Confidential information disclosed to a mediator in the course of the mediation shall not be divulged by the mediator. All records, reports, or other documents received by the mediator while serving in that capacity shall be confidential. The mediator shall not be compelled to divulge such records or to testify in regard to the mediation in any adversarial proceeding or judicial forum. The Association and the SEZP shall maintain the confidentiality of the mediation and shall not rely on or introduce as evidence in any arbitral, judicial or other proceeding:</p> <ul style="list-style-type: none"> <li>a. Views expressed or suggestions made by either organization with respect to a possible settlement of the dispute;</li> <li>b. Admissions made by either organization in the course of the mediation proceeding;</li> <li>c. Proposals made or views expressed by the mediator; or</li> <li>d. The fact that either organization had or had not indicated willingness to accept a proposal for settlement made by the mediator.</li> </ul>	<p>mediators is unable to schedule a mediation conference within forty (40) days from the receipt of the appeal, it will be referred to the next mediator in line. The fees and expenses of the mediators shall be shared equally by the Association and the SEZP.</p> <p>C. Mediation is an informal, off-the-record process in which the Association and the SEZP are free to disclose to the mediator the essence of the dispute without detriment to their legal position. Confidential information disclosed to a mediator in the course of the mediation shall not be divulged by the mediator. All records, reports, or other documents received by the mediator while serving in that capacity shall be confidential. The mediator shall not be compelled to divulge such records or to testify in regard to the mediation in any adversarial proceeding or judicial forum. The Association and the SEZP shall maintain the confidentiality of the mediation and shall not rely on or introduce as evidence in any arbitral, judicial or other proceeding:</p> <ul style="list-style-type: none"> <li>a. Views expressed or suggestions made by either organization with respect to a possible settlement of the dispute;</li> <li>b. Admissions made by either organization in the course of the mediation proceeding;</li> <li>c. Proposals made or views expressed by the mediator; or</li> </ul>	<p>the SEZP. If one of the above mediators is unable to schedule a mediation conference within forty (40) days from the receipt of the appeal, it will be referred to the next mediator in line. The fees and expenses of the mediators shall be shared equally by the Association and the SEZP.</p> <p>C. Mediation is an informal, off-the-record process in which the Association and the SEZP are free to disclose to the mediator the essence of the dispute without detriment to their legal position. Confidential information disclosed to a mediator in the course of the mediation shall not be divulged by the mediator. All records, reports, or other documents received by the mediator while serving in that capacity shall be confidential. The mediator shall not be compelled to divulge such records or to testify in regard to the mediation in any adversarial proceeding or judicial forum. The Association and the SEZP shall maintain the confidentiality of the mediation and shall not rely on or introduce as evidence in any arbitral, judicial or other proceeding:</p> <ul style="list-style-type: none"> <li>a. Views expressed or suggestions made by either organization with respect to a possible settlement of the dispute;</li> </ul>
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<p>D. The mediator does not have the authority to impose a settlement on the Association and the SEZP but will attempt to help them reach a satisfactory resolution of their dispute.</p> <p>E. Mediation shall conclude in one of the following ways:</p> <p>a. By the execution of a settlement agreement by the Association and the SEZP; or</p> <p>b. By a written declaration of the mediator, either the Association and the SEZP, or both the Association and the SEZP to the effect that the mediation proceedings are concluded.</p> <p>Section 7: Within ten (10) school days after receiving the written declaration of the mediator that a settlement agreement is not executed, the</p>	<p>d. The fact that either organization had or had not indicated willingness to accept a proposal for settlement made by the mediator.</p> <p>D. The mediator does not have the authority to impose a settlement on the Association and the SEZP but will attempt to help them reach a satisfactory resolution of their dispute.</p> <p>E. Mediation shall conclude in one of the following ways:</p> <p>a. By the execution of a settlement agreement by the Association and the SEZP; or</p> <p>b. By a written declaration of the mediator, either the Association and the SEZP, or both the Association and the SEZP to the effect that the mediation proceedings are concluded.</p> <p><b>Step 6: SEZP Board</b></p> <p>Within ten (10) school days after receiving the written declaration of the mediator that a</p>	<p>b. Admissions made by either organization in the course of the mediation proceeding;</p> <p>c. Proposals made or views expressed by the mediator; or</p> <p>d. The fact that either organization had or had not indicated willingness to accept a proposal for settlement made by the mediator.</p> <p>D. The mediator does not have the authority to impose a settlement on the Association and the SEZP but will attempt to help them reach a satisfactory resolution of their dispute.</p> <p>E. Mediation shall conclude in one of the following ways:</p> <p>a. By the execution of a settlement agreement by the Association and the SEZP; or</p> <p>b. By a written declaration of the mediator, either the Association and the SEZP, or both the Association and the SEZP to the effect that the mediation proceedings are concluded.</p> <p>Step 6: SEZP Board</p> <p>Within ten (10) school days after receiving the written declaration of the mediator</p>
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<p>Association may request to meet with the SEZP Board. The meeting shall occur within thirty (30) days. The SEZP Board shall issue its decision within ten (10) school days in writing. The SEZP Board's decision shall be non-binding. <b>This shall be considered a Step Six grievance. In the event that both parties wish to forgo meeting with the SEZP board, the matter will be moved directly to arbitration.</b></p> <p><b>Section 7—8</b> If the grievance is not satisfactorily resolved at <b>Step 6</b>, the grievance be referred for arbitration. Notices of intention to request arbitration must be in writing addressed to <b>SEZP Leadership</b>.</p> <p>Within seven (7) days after such written notice of submission to arbitration, <b>SEZP Leadership</b> 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 <b>SEZP Leadership's</b> written decision.</p>	<p>settlement agreement is not executed, the Association may request to meet with the SEZP Board. The meeting shall occur within thirty (30) days. The SEZP Board shall issue its decision within ten (10) school days in writing. The SEZP Board's decision shall be non-binding.</p> <p><i>Do we really want this step?</i></p> <p><b>. In the event that both parties wish to forgo meeting with the SEZP board, the matter will be moved directly to arbitration.</b></p> <p><b>Step 7: Arbitration</b> If the grievance is not satisfactorily resolved at <b>Step 6</b>, the grievance be referred for arbitration. Notices of intention to request arbitration must be in writing addressed to <b>SEZP Leadership</b>.</p> <p>Within seven (7) days after such written notice of submission to arbitration, <b>SEZP Leadership</b> 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</p>	<p>that a settlement agreement is not executed, the Association may request to meet with the SEZP Board. The meeting shall occur within thirty (30) days. The SEZP Board shall issue its decision within ten (10) school days in writing. The SEZP Board's decision shall be non-binding. In the event that both parties wish to forgo meeting with the SEZP board, the matter will be moved directly to arbitration.</p> <p><b>Step 7: Arbitration</b></p> <p>If the grievance is not satisfactorily resolved at Step 6, the grievance be referred for arbitration. Notices of intention to request arbitration must be in writing addressed to SEZP Leadership.</p> <p>Within seven (7) days after such written notice of submission to arbitration, SEZP Leadership 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.</p>
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<p>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.</p> <p>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.</p> <p>The decision of the arbitrator shall be binding upon SEZP, the Association, and the aggrieved educator. Fees and expenses of the arbitrator shall be shared equally by SEZP and the Association.</p> <p>SEZP 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.</p>	<p>American Arbitration Association must be made not later than thirty days following the SEZP Leadership's written decision.</p> <p>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.</p> <p>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.</p> <p>The decision of the arbitrator shall be binding upon SEZP, the Association, and the aggrieved educator. Fees and expenses of the arbitrator shall be shared equally by SEZP and the Association.</p> <p>SEZP 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</p>	<p>Submission to the American Arbitration Association must be made not later than thirty days following the SEZP Leadership's written decision.</p> <p>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.</p> <p>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.</p> <p>The decision of the arbitrator shall be binding upon SEZP, the Association, and the aggrieved educator. Fees and expenses of the arbitrator shall be shared equally by SEZP and the Association.</p> <p>SEZP 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</p>
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	grievance denied by the decision of an arbitrator.	represent any employee in, any grievance which is substantially similar to the grievance denied by the decision of an arbitrator.
<p>4/15 SEZP proposes the following:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><del>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</del></p>	<p>6/9 SEA agrees to all proposed language</p> <p>6/11 SEA proposes the following added language:</p> <p>All communications and knowledge gained (except illegal acts) must be considered confidential between the mentor and participating educator.</p>	<p>SEZP proposes the following in orange:</p> <p>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.</p> <p>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.</p> <p>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.</p>

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<p><del>mandate this level of mutual time, but would allow mentor and mentee the flexibility to fulfill the commitments of the program.</del></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6/6</p> <p>The purpose of mentoring is to provide guidance, resources, and support for the participating educator (mentee). For the beginning educator, this</p>		<p>To promote trust, growth, and reflective practice, communication between a mentor and their assigned mentee shall be considered confidential. Exceptions to confidentiality may only occur if required by law (e.g., in cases involving student safety or mandatory reporting obligations). Nothing in this clause shall preclude mentors or mentees from voluntarily seeking additional support or guidance outside the mentoring relationship, without violating the confidentiality of the relationship.</p>
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<p>relationship will help make their induction to teaching smooth and successful.</p> <p>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 educators.</p> <p>Mentors and mentees must meet at a minimum of two times a month. If mentors and mentees are struggling to find a common time to regularly meet, one or both should contact SEZP leadership to ensure that such time is available.</p>		
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<p>6/11 SEA proposes:</p> <ul style="list-style-type: none"> <li>• we propose that PFML is a necessary benefit for all employees under the CBA, existing MA PFML/plan equivalent to state plan</li> <li>• to amend sick bank language to include the use for parental leave and other guaranteed use, as identified through district HR</li> </ul>	<p>Aligns with newly adopted district contract language.</p>	<p>SEZP will agree to language that SPS has agreed to on PFML.</p>
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Stipends	<p>SEZP proposes the following:</p> <p>All stipend positions shall be publicly posted within schools, with clearly defined qualifications, duties, and responsibilities. <b>If the following positions carry a stipend and are offered to Unit A bargaining unit members,</b> then the Unit A bargaining unit members shall have the opportunity to apply for any posted stipend position. Whenever feasible, <b>the following stipends have been</b> formalized within the SEZP contract:</p>	
	Role	Minimum Amount of Stipend



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	Coordinator Role (or equivalent role responsibility at the school level)	Up to 249 Enrollment	\$750
		250+ Enrollment	\$1,500
	Educator Leader Role (or equivalent role responsibility at the school level)	Up to 249	\$500
		250+	\$1,000
	Garden Champion	Any	\$500
	Vacation Academy Stipend Role	Any	\$1200
	Treasurer Role	High School	\$ 1800
		Middle School	\$650
	Class Advisor Role	Any	\$ 750
	Yearbook Advisor Role	Any	\$ 750
	National Honor Society	Any	\$350

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<p>(New Article) Graduation Leave</p>	<p>SEZP and SEA agree to the proposal.</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 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>New Article -  Article 22.J Teacher Leadership Team for Reintegrating Schools</p>	<p>SEZP proposes the following:</p> <p>A reintegrating school is one that will exit SEZP and rejoin SPS in the following school year. The role of the TLT in shaping the following school year (e.g., through the school planning process) will not be determined by SEZP. As the outgoing managing entity, SEZP may be asked to advise on the TLT's role, but both SEA and SEZP acknowledge that SEZP will not define it. Accordingly, any contractual language related to the TLT's role in shaping the following school year in a reintegrating school will be considered non-binding.</p>

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