

Proposals that we have not reached agreement on as of 5/30/18

SEA's Most Recent Proposal	SEZP Response so Far
<p style="text-align: center;">ARTICLE 2 <u>DEFINITIONS</u></p> <ul style="list-style-type: none"> • The term “Springfield Empowerment Zone Partnership” or “SEZP” refers to the board of directors of the SEZP and its designees. • The term “parties” as used in this Agreement refers to the Springfield School Committee and the Springfield Education Association (“Union”) as participants in this Agreement. • <i>For purposes of Article 19 Dispute Resolution the term “parties” refers to Springfield School Committee, the Springfield Empowerment Zone Partnership Board and the Springfield Education Association (“Union”)</i> • <i>For the purposes of Article 19 Dispute Resolution the term “employer” refers to the Springfield School Committee and/or the Springfield Empowerment Zone Partnership.</i> • The term “SEZP Schools” means schools governed by the Springfield Empowerment Zone Partnership board of directors. • The term “school” as used in this Agreement means any work location or functional division maintained as part of the SEZP schools. • The term “principal” as used in this Agreement means the responsible administrative heads of their respective schools. • The term “teacher” and the term “person” as used in this Agreement mean a person employed in the SEZP schools in the bargaining unit as described in Article 1. • The term “SEA representative” as used in this Agreement means any authorized designee of the union. • Wherever the singular is used in this Agreement, it is to include the plural. • The term “administration” as used in this Agreement refers to the SEZP or any authorized designee of the SEZP. • The term “Standard Contract” refers to the Collective Bargaining Agreement between the Springfield Education Association and the Springfield School Committee dated 6/30/2017 14 to 7/1/2020 16 and the amended Level 4 Agreement. 	<p style="text-align: center;">ARTICLE 2 <u>DEFINITIONS</u></p> <p>SEZP seeking legal advice on this and will respond soon.</p>
<p style="text-align: center;">ARTICLE 5 <u>DURATION OF AGREEMENT</u></p> <p>The Collective Bargaining Agreement is for the term of July 1, 2018 through June 30, 2020.</p>	<p>No response from the SEZP</p>
<p style="text-align: center;">ARTICLE 23 <u>WORK YEAR</u></p>	<p style="text-align: center;">ARTICLE 23 <u>WORK YEAR</u></p>

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<p>The work year will be determined as part of each school’s operational plan and will be made public if at all possible prior to the Springfield Public Schools transfer process. but no later than April 15. All Springfield Public Schools teachers will receive notification that work year schedules are available to view.</p> <p>The student instructional year will be a minimum of 180 days. Beginning with the 2015-2016 school year, Each school’s program shall be a minimum of 1330 student contact hours per school year. The SEZP may approve deviations to this provision with reasonable justification.</p> <p>The base teacher work year will be a minimum of 1500 hours. A school’s Teacher Leadership Team may add up to 40 additional hours to the teacher work year as prescribed in the school’s operational plan, for a base maximum of 1540 hours.</p> <p>Master teachers will work an additional 10 days per school year above the hours prescribed in a school’s operational plan. Base compensation for Master teachers reflects this additional time worked.</p>	<p>No Response from SEZP other than this: ***[We may have a new proposal on Article 23 “Work Year” related to compensation to share at an upcoming session]***</p>
<p align="center"><u>ARTICLE 24 WORK DAY</u></p> <p>Teachers and other professional staff shall devote the time required, consistent with school operational plans, to achieve and maintain high quality education in Empowerment Zone schools. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development. The work day will be determined as part of each school’s operational plan and will be made public if at all possible prior to the Springfield Public Schools transfer process. All Springfield Public Schools teachers will receive notification that work day schedules are available to view.</p>	<p align="center"><u>ARTICLE 24 WORK DAY</u></p> <p>No Response from SEZP</p>
<p align="center"><u>ARTICLE 26 TEACHER HIRING AND PROMOTIONS</u></p> <p>In filling positions, principals have the authority to select the best qualified staff from both internal and external candidates without regard to seniority.</p> <p>Teachers shall be entitled to apply for open administrative or teacher leadership positions for which they are certified, by application to the building principal within</p>	<p align="center"><u>ARTICLE 26 TEACHER HIRING AND PROMOTIONS</u></p> <p>Keep current language: In filling positions, principals have the authority to select the best qualified staff from both internal and external candidates without regard to seniority.</p> <p>Teachers shall be entitled to apply for open administrative or teacher leadership</p>

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<p>ten (10) school days of the posting which identifies the position for which application is made.</p> <p>Teachers may apply to transfer to another building for the next school year, using transfer protocols consistent with the transfer process as established by the SEZP in partnership with of the Springfield Public Schools. No assignments of new teachers shall be made until all transfer requests have been considered.</p> <p>For all open positions, the job description and qualifications, including appropriate certification, duties, requirements, salary and other pertinent information relating to the position shall be posted on the District websites as determined by individual schools.</p> <p>The parties agree that a grievance alleging a failure related to the posting procedure shall be subject to the grievance and arbitration provisions of this Agreement, but that all other disputes arising from this Article shall be resolved through the Agreement's mediation process, with the exception that disputes connected to compliance with posting requirements may proceed directly from informal dispute resolution to an appeal to the SEZP board of directors.</p> <p>Candidates shall be required to submit a formal application in writing or online</p>	<p>positions for which they are certified, by application to the building principal within ten (10) school days of the posting which identifies the position for which application is made.</p> <p>Teachers may apply to transfer to another building for the next school year, using transfer protocols as established by the SEZP in partnership with of the Springfield Public Schools.</p> <p>For all open positions, the job description and qualifications, including appropriate certification, duties, requirements, salary and other pertinent information relating to the position shall be posted on the websites as determined by individual schools. The parties agree that a grievance alleging a failure related to the posting procedure shall be subject to the grievance and arbitration provisions of this Agreement, but that all other disputes arising from this Article shall be resolved through the Agreement's mediation process, with the exception that disputes connected to compliance with posting requirements may proceed directly from informal dispute resolution to an appeal to the SEZP board of directors.</p> <p>Candidates shall be required to submit a formal application in writing or online</p>
<p align="center">ARTICLE 28 <u>TEACHER DISPLACEMENT</u></p> <p>Consistent with the authority delegated by the Springfield School Committee, the SEZP has the right to reassign teachers and other staff who have been displaced from their positions. After discussion with the affected teacher or staff member, the teacher or staff member may be assigned to any open position for which he or she is qualified. If the teacher or staff member is not assigned to a mutually agreeable position either through the transfer process or a midyear transfer, the SEZP, with consultation from the Springfield superintendent, will assign the teacher or staff member to a position for which he/she is qualified. Such an assignment may include instructional support, substitute teaching or administrative tasks.</p> <p>A displaced teacher will be compensated at the level appropriate for the school where the teacher is assigned.</p> <p>Stipend roles for teachers will be one year in duration.</p>	<p align="center">ARTICLE 28 <u>TEACHER DISPLACEMENT</u></p> <p align="center">See Article 34</p>
<p align="center">ARTICLE 32 <u>SENIORITY</u></p> <p>The SEZP shall collaborate with the Springfield Public Schools to prepare a <i>unit-wide</i> seniority list which indicates the date on which all members of the</p>	<p align="center">ARTICLE 33 <u>SENIORITY</u></p>

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<p>bargaining unit were hired <i>consistent with the Standard contract</i>. Upon request, the Association shall be supplied with the list which shall be kept current.</p>	<p align="center">See Article 34</p>
<p align="center">ARTICLE 34 <u>REDUCTION IN FORCE</u></p> <p align="center"><i>This Article Applies Only To Teachers with Professional Status</i></p> <p>A. If the School Committee determines, pursuant to its legal responsibility consistent with the General Laws of the Commonwealth, to make such decisions that a reduction in the number of teachers employed is necessary or that a particular type of teaching service should be discontinued, the following policy for reduction in personnel will be used:</p> <p>B. Whenever possible, reduction will be accomplished by attrition. If a position becomes vacant it will be eliminated or a qualified teacher will be transferred to that position, in order to lessen the impact of any reduction in force.</p> <p>C. A teacher with professional status shall not be dismissed if there is a teacher without professional status employed whose position the teacher with professional status is qualified to fill.</p> <p>D. If a further reduction is to take place teachers shall be laid off by discipline.</p> <p>Layoffs will be conducted within disciplines based on a teacher’s job performance and the best interest of the students, which is defined as follows: the teacher’s past summative overall evaluation ratings as compared to other teachers’ past summative overall evaluation ratings in the discipline targeted to be reduced, with ratings of Proficient and Exemplary being considered equal. The number of summative evaluations compared will include all of those written for teachers during the past 4 years (not including the year of the layoff). If there is a tie using the above criteria, the tie shall be broken by seniority, with the least senior teacher in the targeted discipline laid off first.</p> <p>E. A teacher scheduled to be laid off will be allowed to displace a less senior teacher in another discipline under the following limited circumstances:</p> <ol style="list-style-type: none"> 1. If the teacher scheduled to be laid off is in a discipline that does not have a separate State Department Certification, the teacher will be reviewed if he so chooses, as outlined in Section 4 in the discipline(s) in which the teacher has certification. <p>OR</p> <ol style="list-style-type: none"> 2. If a teacher scheduled to be laid off has taught for an entire semester in another discipline during his continuous employment in the Springfield Public Schools, 	<p align="center">Article 34 <u>REDUCTION IN FORCE</u></p> <p>The Springfield Public Schools has the right to lay off teachers and other staff due to reductions in force or reorganizations resulting from declining enrollment or other budgetary or operational reasons. The Springfield Public Schools will establish the selection criteria for layoffs of teachers and other staff. Such selection criteria may include, but are not limited to qualifications, licensure, work history (including elements such as discipline, attendance, evaluations, etc.), multiple measures of student learning, operational need and the best interests of the students. Where all other factors are equal, seniority may be used as the deciding factor.</p> <p><i>Whenever possible, and if SEZP determines it to be in the best interests of the students, staff reductions will be accomplished by attrition. If a position becomes vacant it will be eliminated or a qualified teacher will be transferred to that position at SEZP’s sole discretion, in order to lessen the impact of any reduction in force.</i></p> <p><i>A teacher with professional status shall not be dismissed if there is a teacher without professional status employed whose position the teacher with professional status is qualified to fill. SEZP shall have the sole discretion to determine whether a PTS teacher is “qualified” (in addition to being appropriately certified) for such a position.</i></p> <p>The SEZP has the right to reassign teachers and other staff who have been displaced from their positions. After discussion with the affected teacher or staff member, the teacher or staff member may be assigned to any open position for which he or she is qualified. If the teacher or staff member is not assigned to a mutually agreeable position, the SEZP will assign the teacher or staff member to a position for which he/she is qualified. Such an assignment may include instructional support, substitute teaching or administrative tasks. If no such position exists, the teacher shall be laid off, subject to applicable statute. The SEZP retains the right to determine the number of teaching positions and other professional positions which are needed in the SEZP schools. The School Committee retains the right to determine the employees to be laid off consistent with provisions above, the General Laws of the Commonwealth, and the Regulations of the Massachusetts Department of Elementary and Secondary Education.</p> <p>Unit A Seniority is defined as the total number of years of teaching service in the bargaining unit in the Springfield Public Schools and/or in the Springfield Empowerment Zone. For each year an employee is assigned to a Unit B position,</p>

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<p>the teacher will be reviewed if he so chooses as outlined in Section D, in that discipline(s).</p> <p>3. A teacher may exercise rights under either Section E1 or Section E2 only.</p> <p>4. A teacher notified of possible layoff under Section D and wishing to exercise rights under Section E must notify the Superintendent of Schools in writing within ten (10) calendar days of receipt of notification that the teacher desires to exercise such rights. The teacher will clearly indicate in his written request which other discipline(s) the teacher believes he/she has rights to displace under Section E. If the teacher fails to exercise those rights in writing within ten (10) calendar days of his receipt of layoff notification, he loses all rights under Section E.</p> <p>F. For the purposes of this Article total time in the Springfield Public Schools in months and days in the bargaining unit shall be used to compute an employee's length of service within any disciplines set forth above. Part-time employees will have their length of service computed as if they were full-time employees. However, effective July 1, 1982, part-time employment will be treated on a pro-rata basis for purposes of determining length of service. (E.g. A teacher working on a half-time basis after July 1, 1982 will earn one-half a year seniority for each full year spent teaching half-time.)</p> <p>1. Teachers will hold seniority, as above defined, only in the single discipline in which they are teaching on February 1, of a school year. If teaching two or more subjects, the subject in that they devote the majority of their teaching time that year, will determine the single discipline as outlined above. Time spent on any authorized leave of absence will not count as a break in service, and seniority will accumulate during such periods.</p> <p>2. Any employee of the Springfield Public Schools who is a member of Bargaining Unit B and returns to this Bargaining Unit A shall have his length of service computed in the following manner: Time spent as a non-tenured Unit B employee up to a maximum of three (3) years shall be forgiven. The remainder of their Unit B service shall be subtracted from their prior Unit A length of service and the difference shall constitute their Unit A length of service upon returning to this Bargaining Unit A. (e.g. An employee taught in Unit A for thirteen (13) years and then went to Unit B. He attained tenure in Unit B after three years and continued in Unit B for four (4) more years, for a total of seven (7) years in Unit B. The three (3) years spent earning tenure in Unit B is not counted. The four (4) years in Unit B after tenure is subtracted from the thirteen (13) years of original Unit A service. Thus, upon returning to Unit A he has nine (9) years of length of service.)</p> <p>3. In cases of identical length of service a lottery system shall be used to determine seniority</p> <p>4. The School Committee agrees to provide the Association with a seniority list by April 1 or prior to the start of the transfer process, whichever is earlier, of each year upon request.</p> <p>G. Teachers who are to be laid off will be notified of this fact as soon as possible, but</p>	<p>beginning in the fourth year of Unit B employment the employee will lose one year of seniority in Unit A; however, no employee shall have his or her seniority reduced below three years of service.</p>

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<p>not later than June 1st of the school year preceding the school year in which the reduction in force is to take place.</p> <p>H. If a position outlined in Article 1 (Recognition) is created or becomes vacant while there are teachers on lay off the following procedure will be followed:</p> <ol style="list-style-type: none"> 1. If the position is in a discipline where teachers have been laid off, then teachers laid off in that discipline will be given an opportunity to fill that position prior to other applicants, as long as they are certified and qualified. If more than one teacher is laid off in that discipline the opening shall be offered in order of length of service. 2. If the position is other than a classroom teaching position and is in a discipline in which there has been no lay off, then teachers will first be given the opportunity to fill the position as long as they are certified and qualified. If more than one teacher is laid off, the opening shall be offered in order of length of service if they are certified and qualified. 3. If there is an open position, and a laid off teacher is certified and qualified for the position, then that teacher will be given the opportunity to fill that opening prior to consideration by other applicants. If more than one teacher on lay off is certified and qualified, the opening shall be offered in order of length of service. 4. In administering this and subsequent paragraphs, a teacher who has been laid off shall have recall or preference rights only for twenty-four (24) months from the date of the teacher's most recent layoff. After that date, a teacher will have no recall or preference rights, but will be considered if the teacher so indicates, for any openings in the same manner as new applicants. Notwithstanding any other language in this Article to the contrary, a teacher on layoff who refuses two positions in any period prior to the twenty-four (24) months after lay- off will be removed from any consideration for an opening. Such a teacher will be considered as a new applicant for any vacant or created position. <p>I. A teacher on layoff will not accrue additional length of service credit or other privileges during the period of this layoff nor will time spent on layoff count toward length of service or other privileges in subsequent layoff. A teacher recalled to service within twenty-four (24) months shall be entitled to all benefits and rights enjoyed prior to layoff.</p> <p>J. Teachers on layoff will be called to substitute in areas in which they are qualified to teach, if they choose to be. In addition, teachers on layoff will be called before other substitutes are called. Teachers called under this provision will receive the same remuneration and benefits afforded other day to day substitutes.</p> <p>J. Teachers on layoff shall be permitted to maintain group insurance benefits under terms of the City of Springfield's Group Insurance Plan, during the first eighteen (18) months of the recall period. The teacher desiring to maintain said benefits must pay 100% of the cost of such benefits on a monthly basis.</p> <p>K. The provisions of this Article will not be impacted or affected by the district's</p>	

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<p>Affirmative Action Plan.</p> <p style="text-align: center;">ARTICLE 35 <u>TEACHER DISMISSAL AND DISCIPLINE</u></p> <p>Teacher dismissal and suspension shall be governed exclusively by applicable statute. The Association may elect to use the dispute resolution processes in this agreement for disciplinary matters (excluding dismissals and suspension), provided, however, that if the Association in its own name initiates and prosecutes a legal challenge to the discipline in any other legal or administrative forum, the grievance shall (a) be held in abeyance while the legal or administrative claim is advanced and (b) dismissed if such claim results in a final determination that resolves the contractual issue. The foregoing language shall not apply to any legal or administrative claims filed by the Association for the purpose of preserving rights by meeting a filing deadline or by an individual (with or without Association assistance) in his or her own name.</p> <p><i>When a principal or supervisor must talk with a teacher in regard to events unacceptable to the principal or supervisor, those discussions shall not occur in the presence of parents, pupils, teachers, or non-professional employees.</i></p> <p><i>A teacher will be notified in advance, in writing, of the purpose of a meeting with an administrator in cases where disciplinary action is contemplated, and shall be entitled to have Association representation. The administrator shall exercise reasonable discretion in disciplining a teacher.</i></p>	<p style="text-align: center;">ARTICLE 35 <u>TEACHER DISMISSAL & DISCIPLINE</u></p> <p>Teacher dismissal and suspension shall be governed exclusively by applicable statute. The Association may elect to use the dispute resolution processes in this agreement for disciplinary matters (excluding dismissals and suspension), provided, however, that if the Association in its own name initiates and prosecutes a legal challenge to the discipline in any other legal or administrative forum, the grievance shall (a) be held in abeyance while the legal or administrative claim is advanced and (b) dismissed if such claim results in a final determination that resolves the contractual issue. The foregoing language shall not apply to any legal or administrative claims filed by the Association for the purpose of preserving rights by meeting a filing deadline or by an individual (with or without Association assistance) in his or her own name.</p> <p><i>When a principal or supervisor must talk with a teacher in regard to events unacceptable to the principal or supervisor, the principal or supervisor will endeavor to hold such discussions in private.</i></p> <p><i>A teacher will be notified in advance, in writing, of the purpose of a meeting with an administrator in cases where disciplinary action is contemplated, and shall be entitled to have Association representation.</i></p>
<p style="text-align: center;">ARTICLE 40 <u>ASSISTANCE IN ASSAULT CASES</u></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.</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 <i>consistent with M.G.L.150E</i>, 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 style="text-align: center;">ARTICLE 40 <u>ASSISTANCE IN ASSAULT CASES</u></p> <p>Keep current language</p>
<p style="text-align: center;">ARTICLE 40 <u>ASSISTANCE IN ASSAULT CASES</u></p>	<p style="text-align: center;">ARTICLE 40 <u>ASSISTANCE IN ASSAULT CASES</u></p>

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<p style="text-align: center;"> ARTICLE 61 <u>CAREER LADDER</u> ARTICLE 62 <u>EXPANDED LEARNING TIME</u> ARTICLE 63 <u>STIPENDS FOR LEADERSHIP AND OTHER ROLES</u> ARTICLE 65 <u>OTHER COMPENSATION</u> NEW CLAUSE <u>LONGEVITY</u> NEW CLAUSE <u>2016-2017 and 2017-2018 Salary Increases for Career V and Career Legacy</u> </p>	<p>See Separate document: <u>SEA Financial Proposals</u>. To see the SEA proposals on these articles. The Zone has not responded to them yet.</p>
<p>More clauses on next page</p>	

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<p align="center">New clause: <u>COACHING AND MENTORING</u></p> <p>The purpose of mentoring and coaching is to provide guidance, resources, and support for the participating teacher. For the beginning teacher, this relationship will help make their induction to teaching smooth and successful.</p> <p>The result of our coaching and 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>Coaching 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>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 coach / mentor and participating teacher.</p> <p>Mentoring and coaching 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>Advanced and Master Teachers and any other coaches or mentors are not evaluators. Their assessment of a participating teacher’s performance will not be used in the teacher’s evaluation.</p>	<p align="center">New clause: <u>COACHING AND MENTORING</u></p> <p>Here is the response from the SEZP</p> <p>We may have a counter-proposal on New Article related to coaching/mentoring when we address Advanced/Master educators as part of compensation.</p>
<p align="center">New clause: <u>POSITIVE SCHOOL CLIMATE</u></p> <p>School Climate reflects how members of the school community experience the school, including interpersonal relationships, teacher 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. – <i>National Center on Safe Supportive Learning Environment</i></p>	<p align="center">New clause: <u>POSITIVE SCHOOL CLIMATE</u></p> <p>The SEA withdrew this without prejudice, as we believe the new Collaboration clause takes care of this issue.</p>

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<p>The parties agree that positive school climate can impact both teacher 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 style="text-align: center;"><u>SAVING CLAUSE</u></p> <p>If any provision of this Agreement is or shall at any time be contrary to law, then such provisions shall not be applicable or performed or enforced, except to the extent permitted by law and substitute action shall be subject to appropriate consultation and negotiation with the Association.</p> <p>In the event that any provision of this Agreement is or shall be contrary to law, all other provisions of this Agreement shall continue in effect.</p>	<p style="text-align: center;"><u>SAVING CLAUSE</u></p> <p>No response from the SEZP</p>
<p style="text-align: center;"><u>LESSON PLANS</u></p> <p>Lesson plans are expected to include activities for the class/week that are consistent with the instructional goals of that class including homework, where applicable. Teachers should be able to relate the lesson plans to the curriculum/frameworks and/or learning outcomes, provided that each teacher will be provided access to the curriculum/frameworks, and the learning outcomes</p> <p>Lesson plans will be available in the teacher's work space on the first day of the week. They will not be collected from every teacher every week but rather from individuals as needed for individual teacher professional growth. Once collected, the administrator shall provide written feedback within 3 school days. It is understood that the feedback is to be specific and aligned with supports for future lesson plans and teachers will not be required to resubmit the already collected plans or respond to the written feedback.</p> <p>Teachers will maintain five (5) days of updated emergency lesson plans and provide them to principals and department chairs starting at the beginning of each grading period.</p> <p>Lesson plans shall not need be more than one typed or hand written page.</p> <p>No teacher shall be disciplined or rated lower in their evaluation observation for deviating from their written plan based on their professional judgement and/or academic freedom.</p>	<p style="text-align: center;"><u>LESSON PLANS</u></p> <p>No response from the SEZP</p>

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<p data-bbox="92 212 989 331">Lesson plans are a tool that exists solely to be a guide for teachers to use in planning for their students learning. Lesson plans are to support student learning and not for the benefit of administrators or state agency employees who are evaluating the employee or assessing the program</p> <p data-bbox="92 363 919 420">The Zone shall provide free access to lesson plan bank(s) that any teacher can voluntarily use for any subject.</p> <p data-bbox="92 453 1016 571">The District's UPGs shall be available to SEZP educators who will be able to use them at their discretion. The SEZP will make every effort to make all resources available that are necessary to deliver instruction. Teacher shall not have to search on websites for materials.</p>	

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<p align="center">New clause: <u>SUBSTITUTE TEACHERS</u></p> <p>Every reasonable effort will be made to hire substitutes to cover classes of regularly assigned teachers when they are absent, provided the absence is for more than one-half (1/2) of a regularly scheduled day.</p> <p>The following teaching personnel do not receive substitute teacher coverage unless they have classroom teaching responsibilities:</p> <ul style="list-style-type: none"> A Guidance Counselors B Adjustment Counselors C Teachers of Department / Deans D Master Teachers E Evaluation Team Leaders <p>When substitutes are unavailable, assignments for class coverage in emergency situations will be shared as equitably as possible by the faculty.</p> <p>If a substitute is not available, the Administrator will first attempt to assign an available teacher during said teacher's collaboration time, on an equitable basis in the subject area of the absent teacher. If that is not possible, an available teacher will be assigned on an equitable basis. A teacher so assigned during his/her preparation period will be paid at the standard contract rate of \$29.10 per class period regardless of the specific number of minutes in the period as it may vary from building to building.</p> <p>Except in unusual circumstances, para professionals, special and/or itinerant teachers will not be used as substitutes for regular classroom teachers.</p>	<p align="center">New clause: <u>SUBSTITUTE TEACHERS</u></p> <p>SEA withdrew this proposal without prejudice as the SEZP agrees to put substitute into the list of working conditions.</p>
<p align="center">New clause: <u>PUPIL-TEACHER RATIO</u></p> <p>Pupil-teacher ratio in the Zone computed on a building by building basis is 21-1 for grades 6-12.</p>	<p align="center">New clause: <u>PUPIL-TEACHER RATIO</u></p> <p>SEA withdrew this without prejudice.</p>
<p align="center">New clause: <u>STUDENT DISCIPLINE</u></p> <p>The maintenance of acceptable student behavior that is necessary to the creation of an optimum teaching and learning environment is the responsibility of students, teachers, and administrators in each school. Parent/guardian involvement is always encouraged in the process.</p>	<p align="center">New clause: <u>STUDENT DISCIPLINE</u></p> <p>No response from the SEZP</p>

Proposals that we have not reached agreement on as of 5/30/18

SEA's Most Recent Proposal	SEZP Response so Far
<p>Under normal classroom conditions, setting expectations for acceptable behavior and dispensing disciplinary action for students who fail to meet these expectations is first the responsibility of teachers. There are, however, circumstances that arise from time to time that may indicate teachers should refer students to the administration.</p> <p>A teacher may remove and refer to the principal 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.</p>	