COUNTER PROPOSAL TO SPS -

SPRINGFIELD EDUCATION ASSOCIATION

May 7th, 2025

This is not a package proposal.

I. RECOGNITION - SEA counter proposal on 4/24/25

II. STATUS OF AGREEMENT - SEA counter proposal on 4/24/25

III. GRIEVANCE PROCEDURE - SEA counter proposal 4/24/25

IV. NO STRIKE - Not opened

V. ASSOCIATION RIGHTS

A.-D. Current language.

E. USE OF SCHOOL EQUIPMENT: The Association will have the right to use school office equipment for Association business when such equipment is not otherwise in use, provided that the equipment is not assigned to an individual. The Association will pay for the reasonable costs of all materials and supplies incidental to such use, and for any repairs necessitated as a result thereof. **The Association has the right to use District email to communicate with members on bargaining, contract maintenance, employee relations, and Association business.**

F. Current language.

G. Current language

1. Review the licensed staffing process for each site, which would include any conversions of full-time equivalence (FTE) for any Association **member**.

2.-3. Current language.

4. The District shall communicate decisions to non-renewal or non-extend licensed staff members no later than five (5) days prior to the Board meeting at which the non-renewal or non-extension will be presented for approval.

The District will provide to the Association president a copy of the proposed school calendar at least two (2) weeks prior to the Board's consideration of the proposed calendar and will provide the Association with an opportunity for input during the Board's deliberations.

H. NEW TEACHER ORIENTATION

a) Before the school year starts:
The Association will have a minimum of four (4) consecutive hours at new teacher orientation when the orientation is at least two days in length. If the orientation is one day, then the Association will have at least two (2) hours. ~~If additional new teacher orientations are scheduled during the year the Association will have one-fourth (1/4) of the training time, to be not less than thirty (30) minutes.~~

b) **During the School Year:**
On or before the first day of school, the District shall provide the Association with a schedule that includes a date, time, and location for each month of the school year that includes a one-hour block of time for the Association to meet with new employees. The District shall notify new hires of scheduled Association Orientations, via email, using the language provided by the association, copying the local Association and OEA. If there have been no new employees hired within the 30-day period from one new hire orientation to the next, the orientation will be cancelled and will resume in the next month, unless the Association requests to use the time with an employee who was unable to attend a previously scheduled Association Orientation. The Association has the right to meet with new hires within 30 days of hire, with no loss of pay or benefits to the new hire.

c) **No employee (including union officers assisting with the facilitation of Association Orientation) shall suffer a loss of pay or benefits from participating in the Association Orientations.**

d) **Association Orientations include confidential and protected bargaining unit association information, therefore only bargaining unit employees, Association officers and/or Association staff may be present.**

I. **At each worksite, building administrators will work with Association designated representative(s) to schedule a monthly meeting. This will be held for the purpose of reviewing the administration of this Agreement as it pertains to that building or program and resolving problems which may arise. These meetings shall include elected Association building/program representatives and building/program administrators. The meeting can be canceled or rescheduled by mutual agreement.**

VI. PAID LEAVES - SEA counter proposal on 4/24/25

VII. PREGNANCY DISABILITY AND PARENTAL LEAVE - TA'd on 4/24/25

VIII. UNPAID LEAVES - SEA counter proposal on 4/24/25

IX. WORK SCHEDULES/WORKLOAD/WORKING CONDITIONS

The District and the Association will work cooperatively to reach employee decisions that are based upon sound educational practice and in the best interests of students and employees.

A.1.-4. Current language.

5. **During in-service week members will be given time during the district/building hours to complete required Safe Schools, Alice Training or any other online trainings. The time given will be equivalent to the time necessary to complete the trainings. If enough time is not given to complete them then early release days at the beginning of the year will be dedicated to giving employees the time to complete them.**

B. BUILDING HOURS

1. Building hours may vary from school to school as determined by the District. Building hours will not exceed eight (8) hours a day and will generally occur between 7:30 a.m. and 4:30 p.m. **Licensed staff members will have, at minimum, a thirty-minute (30-minute) duty-free lunch period each day.** Licensed staff members will be expected to attend staff meetings and other required meetings such as District budget meetings unless prior arrangements are made with the building/program administrator. Licensed staff members hired prior to July 1, 1992, may be assigned hours of work prior to 7:30 a.m. or after 4:30 p.m. only on a voluntary basis unless insufficient numbers of properly licensed volunteers are available to staff the District program. **On days preceding holidays, members may be permitted to depart as soon as the student contact day ends with administrator approval.**

2. Licensed staff members recognize that their responsibility to students requires the performance of duties involving the expenditure of time beyond that of the student day**, from time to time. The District will ensure that the workloads for staff are such that on normal weeks work duties can be completed during the normal workday. Staff members will not be adversely evaluated nor disciplined for inability to complete tasks that cannot be reasonably completed during the normal work day and work week. If a staff member is consistently unable to complete work during the normal work day/normal work week, they can request a meeting with building/program administrators about adjustments to their workload. The member and administrator will work together to figure out how to reduce the workload or job requirements for the staff member.** Licensed staff members shall be available for student and/or parent consultation and will make reasonable efforts to adjust their hours in order to be available to students and parents as necessary**, they will inform administration of the adjustments to their schedule.**

3. Current language.

4. Licensed staff members will make a request to their building administrator when adjusting their schedule long term **(more than a single workday)**. Each building will establish a process for the request. **Members will be notified in writing about the decision of their request. If the request is denied the member will be given the reason why the schedule request was unable to be met.**

~~5. In the interest of collaboration time toward student outcomes, teachers may be required to attend one meeting no more than every other week that extends outside of their normal workday for a period of time not to exceed 25 minutes beyond their normal work hours. This would not be additional compensated time and does not include Individualized Education Program (IEP) meeting times.~~

5. The maximum number of required meetings a week (no matter what time of the day) will be limited to two. If a week is less than 5 days there can be no more than 1 required meeting. Any required meetings after the maximum, members will be paid their per diem rate to attend. Of the required meetings, the District shall hold no more than one (1) mandatory staff meeting each month, which shall be held during the regular workday. The district shall not be considered to be in breach of this section of the contract if additional meetings need to be held for exigent or emergency circumstances. Such exigent or emergency circumstances are events that involve multiple staff members and require timely and/or coordinated staff response. These can include: significant changes to school or District funding, significant personnel changes, significant events in the life of a student or community member or a significant local, state or world event.

6. There will be times at the buildings where members are required to be at the building much later than normal hours. These are limited to two events a year and will be communicated by building administration at the beginning of the year. Examples of these could include: Graduation, Open Houses, Future Student Recruitment Events, Grade Level School Events, etc. On days in which an

after-school event is scheduled, members shall receive a minimum of a 30 minute break prior to the start of the event. Members may be released for additional time before returning to an evening event subject to administrator approval.

C.1.-5. Current language.

6. Substituting for Other Teachers.

a. In the event that the District is unable to provide a substitute for any given class, the following personnel may be asked (or required) to fill in temporarily. ~~Non-classroom staff will be the first level asked/required to fill in. If all members of this level are unavailable, only then may those in levels two and three be asked/required, respectively.~~ **Staff members will fill the needed substitute positions in this order:**

~~(1) Non-classroom Staff (Dean of Students, counselors, Facilitating Teachers, etc.)~~

~~(2) Classroom staff on a preparation period (volunteer)~~

~~(3) Classroom staff on a preparation period (non-volunteer)~~

(1) Requests for volunteers.

(2) If no volunteers, the building will then assign a staff member. There will be a method for assigning members and keeping track of number of times/hours members have substituted. This method will be explained and shared with staff members. Consideration will be put into making sure that special groups are not cancelled more than once a month due to having the staff member in charge of the groups fill in as a substitute. If needed, elementary could have multiple staff members cover for the day (splitting morning/afternoon); multiple staff members missing prep-periods so that no one staff member is being required to substitute so frequently such that they cannot complete their normal daily/weekly workload without doing their work outside of normal hours.

b. Current language.

c. When a licensed staff member is substituting for a class the staff member shall receive additional compensation for the class period(s) at their per diem rate on top of the regular pay for the day. The compensation will be for the time required to be with students, along with any time spent associated with taking on additional substituting work, such as time prior to (planning/prepping) or following (organizing/documenting) to this substituting assignment, rounded up to the nearest quarter hour.

D. WORK FROM HOME

1.a.-b. Current language.

c. They are not on a ~~plan of assistance~~ **Plan for Improvement**; and

d. Current language.

2.-3. Current language.

E. Current language.

F.1. Current language.

2. In a contract year of one hundred eighty-eight (188) or more days, unless the District drops below the minimum instructional time requirements established by the State Board of Education, the District will not require unit members to make up the first two (2) days missed. However, if emergency closure(s) constitute more than two (2) days ~~or~~ **and** instruction time falls below state minimums, the District may require make-up without additional compensation to unit members.

3. If the number of contract days is one hundred eighty-seven (187) or one hundred eighty-six (186), the second snow day may be assessed as a furlough day and one (1) furlough day in May be added back as whatever day was lost as a result of the emergency closure day (e.g., student-contact day, collaboration day, licensed staff member planning day). **Any other closure days will only require members to make-up closure days if instructional time falls below state minimums.**

4. If the number **of contract days** falls below one hundred eighty-six (186), then both may be counted as furlough days. If only one (1) snow day is to be made up, it will be as a collaboration day. If two (2) snow days are to be made up, one (1) will be as a collaboration day and one (1) will be as a student contact day. Notice must be given to staff on or before April 1. **Any other closure days will only require members to make-up the closure days if instructional time falls below state minimums.**

5. Current language.

G. PREPARATION TIME

1. Preparation time provides licensed staff members the time necessary to prepare for instruction. This time is intended to be uninterrupted and at the direction of the individual licensed staff member.

All full-time licensed staff members will be provided a minimum of five hundred (500) minutes of preparation time per five-day (5-day) student week. Prep time occurring within the student day will not be less than forty-five (45) minutes a day, for any level, except during a modified class schedule, when minutes for each class period will be prorated for that day.

On school weeks that are less than 5 days, preparation time will be appropriately prorated. This proration will occur ONLY to the weekly minimum minutes (500) and not to the minimum daily prep minutes within the school day (45), except during a modified class schedule.

On days with a modified class schedule, preparation time will be appropriately prorated.

If two or more days within a student week require a modified class schedule, meetings outside of student contact time will be reduced / rescheduled to allow sufficient preparation time for the week.

Preparation time for part-time licensed staff members will be prorated based on their FTE.

2. Elementary Licensed Staff Members

a. All full-time elementary licensed staff members ~~including special education, Title, and English Language Development (ELD) licensed staff members and elementary specialists,~~ will

be provided ~~three hundred sixty (360)~~ **a minimum of five hundred (500)** minutes of preparation time per five-day (5-day) student week. Of the ~~three hundred sixty (360)~~ **five hundred (500)** minutes, the District will provide ~~a minimum of one hundred thirty (130) minutes of~~ **daily** preparation time during the student instructional day in blocks of no less than ~~thirty (30)~~ **forty-five (45)** minutes. In order to count as part of the ~~three hundred sixty (360)~~ **five hundred (500)** minutes, before-school prep time must be in blocks of no less than twenty (20) minutes and after-school prep time must be in blocks of no less than thirty (30) minutes. Preparation time for part-time licensed staff members will be prorated based on their FTE.

b. ~~The District will work with building leadership to provide daily preparation time for classroom teachers whenever existing resources and staffing make that possible.~~

~~c.~~**b.** An additional non-student day will be provided, **immediately following the semester grading day** ~~at a time to be determined by the District~~. If the calendar rests at one hundred eighty-eight (188) days or more, this day will be fully licensed staff member directed. If the calendar falls to one hundred eighty-seven (187) or fewer days, the workday will be divided into equal parts to allow for building-level collaboration and licensed staff-member-directed planning/preparation time. Collaboration and licensed-staff-member directed planning/preparation time for part-time licensed staff members will be prorated based on their FTE.

c. **Elementary staff members will be given at least one (1) minimum fifteen (15) minute duty-free recess period per day, not to be counted as prep time.**

3. **Middle School Licensed Staff Members**

All middle school classroom licensed staff members shall be ~~granted~~ **provided a minimum of five hundred (500) minutes of preparation time per five-day (5-day) student week, including** one (1) period (at a minimum of forty-five [45] minutes) for preparation during ~~the~~ **each** student contact day. **In order to count as part of the five hundred (500) minutes, before-school prep time must be in blocks of no less than twenty (20) minutes and after-school prep time must be in blocks of no less than thirty (30) minutes.**

4. **High School Licensed Staff Members**

High School Licensed Staff Members will be provided a minimum of five hundred (500) minutes of preparation time per five-day (5-day) student week.

a. On the four-by-four (4x4) block schedule, all high school classroom licensed staff members shall be granted one (1) block period **(minimum of 90 minutes)** for preparation during the student contact day. On non-block days, licensed staff members shall be granted two (2) class periods for preparation. **In order to count as part of the five hundred (500) minutes, before-school prep time must be in blocks of no less than twenty (20) minutes and after-school prep time must be in blocks of no less than thirty (30) minutes.**

~~5.~~**b.** Gateways High School licensed staff will have preparation time of one (1) class period daily**, as well as blocks of time outside of the student day, to total a minimum of five hundred (500) minutes a week. In order to count as part of the five hundred (500) minutes, before-school prep time must be in blocks of no less than twenty (20) minutes and after-school prep time must be in blocks of no less than thirty (30) minutes.**

~~6.~~**c.** Furthermore, it is recognized that preparation time is a mandatory subject of bargaining whenever a significant change in structure or schedule occurs.

H. Current language.

I. REPORT PREPARATION DAYS

This article is based on current student report cards and reporting practices.

1. Elementary:
Each ~~trimester~~ **semester**, elementary licensed staff members will be given one (1 non-student workday to prepare grade reports, for a total of ~~three (3)~~ **two (2)** non-student grading days. Grades will be due at the end of the report card preparation day or the next day, as determined by the building administrator.

Any elementary licensed staff member with a class size of thirty-two (32) or more students may request an additional half-day substitute release day each reporting period to prepare grade reports. The request should be made to the Director of Instruction.

2. **Secondary** Schools on a Semester Schedule:
Each ~~quarter~~ **mid-semester progress report period**, licensed staff members will be given one (1 non-student workday to prepare ~~grade~~ **mid-semester progress** reports. Grades will be due at the end of the report card preparation day or the next day as determined by the building administrator. An additional non-student workday will be provided at the end of the first semester.

3. Current language.

~~J. MIDTERM PROGRESS REPORTS~~

~~If midterm progress reports are required by the District or the building, a half-day of non-student work time will be provided for the purpose of preparing such reports for students who are having academic difficulty, as determined by the licensed staff member. However, if midterm progress reports are required for every student, a full-day of non-student work time shall be provided.~~

~~K.~~**J.** PARENT CONFERENCES
In order to provide time for licensed staff to prepare, administrators will ~~make every effort to~~ NOT schedule meetings after school during the **five (5) school days prior to** ~~week of~~ conferences.

1. Evening Parent-Teacher Conferences

a. ~~Building decisions around evening conferences apply to all licensed staff in the building. Prior approval by the building principal is required when an emergency or an extraordinary, unpredictable circumstance arises and a modification is requested.~~ **Evening conferences are a required part of the parent-teacher conference schedule for all licensed staff in the building. Building decisions regarding the specific scheduling of evening conferences apply to all licensed staff and ultimately reside with the building administrator. Prior approval by the building administrator is required when an emergency or an extraordinary, unpredictable circumstance arises and a modification is requested.**

~~b. Site administrators will determine, with input from staff, whether or not evening conferences occur. Evening conferences will be scheduled in lieu of regular parent-teacher conferences. Evening conferences shall not begin before 4:00 p.m. and shall end before 9:00 p.m. on the evening scheduled.~~

~~c.~~**b.** The total duration of ~~time for~~ any evening ~~of~~ conference~~s~~ **session** shall not exceed four (4) hours. **Evening conferences shall not begin before 4:00 p.m. and shall end by 8:30 p.m. on the evening scheduled.**

~~d.~~**c.** ~~If evening conferences are held, then licensed staff members who participate will be allowed equivalent early release time on an agreed-upon non-student conference day.~~ **Licensed staff members who participate in evening conferences will receive equivalent early release time on an agreed-upon non-student conference day.**

2. Elementary:

a. ~~First Trimester: At the end of the first trimester~~, elementary licensed staff members will be provided two (2) non-student workdays in order to have parent-teacher conferences for the purpose of communicating student progress and academic difficulty to parents of their students. **These conference days will be scheduled on the same days as the secondary school conferences/grading day.**

b. In order to provide time for elementary building licensed staff to prepare, meetings will not be scheduled before or after school during the ~~week prior~~ **five school days prior to** parent/teacher conferences other than required Individualized Education Program (IEP) meetings.

3. **Secondary** Schools on a Semester Schedule:

First quarter: At the end of the first quarter, secondary licensed staff members will be provided one (1) non-student workday in order to have parent-teacher conferences for the purpose of communicating student progress and academic difficulty to parents of their students.

4.-5. Current language.

L.-M. Current language.

~~N EXTRACURRICULAR ACTIVITIES~~

~~Licensed staff members will be paid additional compensation for the services as defined in Article XIV. EXTRACURRICULAR ACTIVITIES and APPENDIX A.~~

~~O.~~ ~~SPECIAL EDUCATION LICENSED STAFF MEMBERS RESPONSIBLE FOR WRITING~~ IEP~~S~~

~~Special education licensed staff members and case managers will not be assigned non-instructional duties outside the student contact day. during the months of October, November, May, and June (pre-census months). Non-instructional duties outside the student contact day will not be assigned to case managers or special education licensed staff members that write a significant portion of twenty (20) or more individualized education plans (IEPs).~~

~~During the remainder of the school year, special education licensed staff members/case managers with fewer than twenty (20) IEPs will be assigned a prorated number of duties in a~~

~~meeting that occurs prior to October 15. This collaborative meeting between the case manager/licensed staff member, the building administrator, and a district special education administrator will take into account: (a) building administrator assigned special education meetings, (b) district representative assigned IEP requirements, (c) building administrator assigned student contact requirements, and (d) assignments to building/district academic/behavioral teams.~~

~~P.~~**N.** SPECIAL EDUCATION LICENSED STAFF MEMBERS AND CASE MANAGERS

1. Special education licensed staff members and case managers may request half-day or full-day release time through the Special Programs Director or designee for legally mandated I.D.E.A. Activities (such as testing, IEP development, and IEP progress reports) and spring transfer meetings. **Sixteen (16) hours will be made available for the leave each semester for every staff member that is eligible. If the hours are not used, qualifying staff members shall receive payment at their full hourly rate at the next pay period from any hours not used.** Such release days are in addition to the Report Preparation Days provided in Article IX.I. The Special Programs Director will have sole discretion in authorizing half-day or full-day requests.

2. If case management time is not built into the student contact day or week (i.e., minimum ninety (90) minutes for the week) for special education licensed staff, they may request up to four (4) days of release time for completion of special education programming needs. This is in addition to the half day, or full-day release time referenced above. Approvals are contingent upon adequate funding**. All Special Education Licensed staff will have a minimum of forty-five (45) minutes built into each day (or a total of two hundred and twenty-five (225) minutes in a five-day student week) for case management and completion of special education programing needs. For Secondary Special Education licensed staff, case management time must occur during the student contact hours. For Elementary Special Education licensed staff, case management time is not required to occur during student contact hours.**

3. Special education **and intervention specialist** licensed staff members may request additional **paid** time for Educational Assistants to meet outside of the student contact day. This time must be utilized for planning for student supports that the Educational Assistant will be responsible for, under the supervision of the licensed staff member. The additional hours must be agreed to voluntarily by the Educational Assistant.

4. Current language.

5. Special education licensed staff members and case managers will not be assigned non-instructional duties.

6. IEP/504 meetings that cause licensed staff members, not exclusive to special education, to work longer than their contracted hours will be compensated. Members will log the time and submit for pay at their per diem rate every month.

~~Q.~~**O.** ENGLISH LANGUAGE DEVELOPMENT (ELD)

1.-2. Current language.

3. In order to comply with Section 1703(f) of the EEOA, it is the district's responsibility to ensure that students who fit this category are served as well as any other students. As such:

1. The District will ensure that there is trained staff in every classroom with

multilingual students who can assist with translation services if they are needed.

2. The District will regard being multilingual as a high priority in hiring.

3. The District will invest in high quality services, either onsite or digitally.

4. If staff members are having to translate curriculum for their students that causes them to work past their normal working hours, they will fill out a timesheet and be paid at their per diem rate.

~~R.~~**P.** SPLIT-ASSIGNMENT**/ITINERANT** LICENSED STAFF MEMBERS

All split-assignment licensed**/itinerant** staff members assigned to more than one (1) building will be assured travel time between buildings in addition to a thirty-minute (30-minute) duty-free lunch period. Their workday is to include the normal preparation time. Mileage allowances in accordance with the provisions of Article XVI REQUIRED TRAVEL will be paid for all required travel from building to building.

1. In cases where a licensed staff member has a split assignment**/itinerant**, one (1) of the sites that the licensed staff member is assigned will be considered "home base," as designated by the District. The licensed staff member will be responsible for attending staff meetings at the "home base" school and will be responsible for obtaining information generated at the meetings at the other school(s) not considered "home base."

2. A licensed staff member with a split assignment**/itinerant** will confer with the building principals to establish the licensed staff member's assignment of non-instructional duties and attendance at scheduled school events and special meetings, proportional to their assignments in each building.

3. The Association may request a list of all employees teaching part or full-time with split assignments**/itinerant**, their respective FTEs, their assignments, their "home base," and their designated prep period.

4. Current language.

~~S.~~**Q.** WORKLOAD, WORKSPACE AND WORK EQUIPMENT REVIEW

1.-3. Current language.

4. Step Three: District/Association Workload, Workspace, and Work Equipment Review Committee.

   a. ~~The~~ **Each** Review Committee will be composed of six (6) persons: three (3) appointed by the Association and three (3) appointed by the District. The Association and the District will each appoint an alternate person to the Review Committee in case of a conflict of interest by one of the members resulting in recusal.

   b. ~~The District/Association Review Committee members will be appointed by the October contract maintenance meeting of each school year. The committee will be required to meet prior to October 31 to~~ **The review committee will be appointed within three (3) contract days of a request to proceed to Step Three. The review committee will be required to** review the process and procedures to be used for hearing workload, workspace and work equipment concerns. ~~The process and procedures will be outlined in writing and jointly submitted by SEA and the District.~~ **The process and procedures will be**

outlined in writing and jointly submitted by SEA and the District prior to the first meeting of the committee.

c.- h. Current language.

R. All members will be given the furniture needed to complete their job. At the bare minimum all members should have a desk, chair, and filing cabinet for their exclusive use.

S. CLASS SIZE, CASELOAD AND OVERLOAD PAY

1. Language relating to overloads and class/caseload shall remain in effect in a status quo period.

2. Both parties recognize and agree that overload numbers are not a staffing model.

3. Student loads will be calculated on the third Monday in October and the third Tuesday in February. If a professional educator's load exceeds the limits in T, the District will implement one of these three options:

a. Within two weeks, move students to meet the limit.

b. Within two weeks provide an educational assistant. Educational assistants or paraeducators assigned to classrooms to address overage shall not be used for other building needs.

Or

c. Pay any professional educator over a threshold a stipend equal to 1.5% of their salary per student per semester; and at the same time refer the matter to the Class Size Committee process, as set forth below

4. Assistants or paraeducators already assigned to the class due to threshold estimates will count towards this relief and may not be declined in favor of a stipend.

5. The stipend will be paid as part of the next payroll period and backpayed.

6. For professional educators in multiple buildings, or for professional educators working less than 1.0 FTE, the stipend will be prorated.

GUIDELINES

1. Effective July 1, 2025, the following teaching/caseload thresholds shall be established with the expectation of providing overload pay to individual professional educators if the District chooses to exceed these thresholds.

a. Elementary (K-5)

Position	**Target Size**	**Teaching Load Threshold for Overload Pay**	**% of Base Salary increased per Student over the Thresholds**

K	18	24	3% (1.5% each Semester) per Student over the Threshold
1-2	20	25	3% (1.5% each Semester per Student over the Threshold
3-5	22	26	3% (1.5% each Semester per Student over the Threshold
Elementary Core Enrichment Professional Educators*	26	Determined by average overload of the building beginning with the average of 1.0 overage. The average will be rounded to the closest whole number thereafter.	3% (1.5% each Semester) per Student over the Threshold

*** Elementary "Core Enrichment Professional Educators" are educators who instruct Dance, Visual Arts, Music, Physical Education, Media Arts, Applied Arts, Theater Arts, Teacher Librarians and all educators who are referred to as 'specialists'.**

b. Middle School / High School Grades (6-12)

Position	Period Target Size	Teaching Load Threshold for Overload Pay	% of Base Salary increased per Student over the Threshold
MS/HS Professional Educators	26	32	Increase salary by 3% (1.5% each Semester) per five Students over Threshold (triggered by first student over) - Prorated per period
MS/HS Performing Arts Professional Educators	32	36	Increase salary by 3% (1.5% each Semester) per five Students over Threshold (triggered by first student over) - Prorated per period
MS/HS Physical Education Professional Educators	32	36	Increase salary by 3% (1.5% each Semester) per five Students over Threshold (triggered by first student over) - Prorated per period

c. Special Education Classrooms

Position	Target Size	Teaching Load / Caseload Threshold for Overload Pay	% of Base Salary increased per Student over the Threshold
Special Education (Intensive Tutoring program)	7	10 students	Increase salary by 3% (1.5% each Semester) per Student over the Threshold
Special Education Self Contained Classrooms	7	13 students	Increase salary by 3% (1.5% each Semester) per Student over Threshold

Special Ed. Transitions (MS/HS)	18	25 students	Increase salary by 3% (1.5% each Semester) per Student over Threshold
Special Ed. (Resource K-5)	20	25 students	Increase salary by 3% (1.5% each Semester) per Student over Threshold
Mainstream Classrooms with students on IEPs	20% of students on IEPs	30% of students on IEPs	Increase salary by 3% (1.5% each Semester) per Student over Threshold

d. Special Education Caseloads

Position	Target Size	Teaching Load / Caseload Threshold for Overload Pay	% of Base Salary increased per Student over the Threshold
School Psychologists	750	1000 special education students	Increase salary by 3% (1.5% each Semester) per five (5) Students over Threshold (triggered by first student over)
ELD/ESL/ELL	26 (Newcomers and Students with Interrupted Formal Education shall be counted as 1.5 students)	32	Increase salary by 3% (1.5% each Semester) per two (2) Students over Threshold (triggered by first student over)
Speech and Language Pathologists	30	50	Increase salary by 3% (1.5% each Semester) per Student over Threshold
School Counselors / Social Workers (all levels)	200	300	Increase salary by 3% (1.5% each Semester) per ten (10) Students over Threshold (triggered by first student over)
School Nurses	750	751	Increase salary by 3% (1.5% each Semester) per ten (10) Students over Threshold (triggered by first student over)
Special Education	20	40	Increase salary by 3% (1.5% each Semester) per ten (10) Students over Threshold (triggered by first student over)

2. Class Size Committee Process

1. **The parties acknowledge that circumstances could arise where there are exceptions to the above class size thresholds. The building level committee will meet when the conditions are met related to class size, caseload and overage pay, as set forth above.**

2. **Teachers will not be asked individually to exceed these limits. To address a single class size or caseload exceeding a threshold, the building administrator may meet with the building Association representative and the affected professional educator to discuss the class size or caseload thresholds and to collaborate on solutions. In no event will a solution be implemented without the review and consultation of the building Association's representative and impacted teacher(s). If the issue is not resolved, it may be brought to a class size committee for resolution**

3. **The committee shall be composed of the following members:**

   a. **School Principal/Supervisor**

   b. **Assistant/Vice-Principal or other administrator selected by the District**

   c. **A teacher from an affected classroom or other staff member in the affected license area. This person will be chosen by the SEA Building/Association Representative.**

   d. **A building representative or another licensed staff person appointed by the Association**

4. **All affected teachers will be invited to attend the Class Size Committee to participate in the discussion of possible solutions.**

5. **If a solution is not reached at the building level, the district's Superintendent, or their designee, and a representative from the Association will meet and make a good faith effort to resolve the issue.**

6. **If the previous steps of the process have not resulted in a resolution, the superintendent (or their designee) and the President of SEA (or their designee) shall meet for a final effort to resolve the issue.**

X. ASSOCIATION DUES AND PAYROLL DEDUCTION - TA'd on 4/24/25

XI. INSURANCE - SEA counter proposal on 4/24/25

XII. SALARY SCHEDULES - SEA counter proposal on 4/24/25

XIII. PERS/OSRSP PICKUP

Current contract language

XIV. EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

A. PAY FOR ~~COACHING~~ **EXTRACURRICULAR ACTIVITIES**

Pay for ~~coaching District athletics~~ **extracurricular activities** will be in accord**ance** with APPENDIX A of this Agreement. The pay for each position listed in APPENDIX A **will include base pay for zero (0) to one (1) years of experience, a longevity stipend increase of five (5)% for two (2) to four (4) years of experience, and a longevity stipend increase of fifteen (15)% for five (5) years or more.**~~will be calculated on a base activities salary of point one eight six (.186) of Step 01 on the Salary Schedule. That product is multiplied by the percentage specified for each position in APPENDIX A.~~

~~Coaches who are SEA~~ **Licensed staff** members may choose the option of splitting their ~~salary~~ **position** with another ~~coach~~ **licensed staff member**. This is only an option for ~~SEA member coaches~~ **licensed staff members** and can only occur if initiated by the **licensed staff** member ~~coaches~~, not the Athletic Director, nor the District, nor the building administration.

B. PAY FOR ~~SUPERVISING STUDENT~~ **CO-CURRICULAR** ACTIVITIES

Pay for supervising ~~student~~ **co-curricular** activities will be in accord**ance** with APPENDIX ~~A~~**B** of this Agreement. The pay for each position listed in APPENDIX **B will include base pay for zero (0) to one (1) years of experience, a longevity stipend increase of five (5)% for two (2) to four (4) years of experience, and a longevity stipend increase of fifteen (15)% for five (5) years or more.**~~will be calculated on a base activities salary of point one eight six (.186) of Step 01 on the Salary Schedule. That product is multiplied by the percentage specified for each position on APPENDIX A.~~

~~C. COACHING LONGEVITY PAY~~

~~Licensed staff members will be provided compensation above the pay rates as prescribed in APPENDIX A previous experience in or out of the District in the same responsibility according to the following schedule:~~

~~Previous Years of Experience:~~	~~Increase athletic/activity pay by:~~
~~Zero to two (0-2) years 0 percent (0%)~~	~~0 percent (0%)~~
~~Three to Five (3-5) years 5 percent (5%)~~	~~5 percent (5%)~~
~~Six (6) years or more~~	~~15 percent (15%)~~

C. ADDITIONAL EXTRACURRICULAR OR CO-CURRICULAR POSITIONS

A committee will be formed of equal parts of District and Association members. Any request to add an extracurricular or co-curricular position to Appendix A or B must be submitted to the committee for approval. Once approved the District and Association will meet in Contract Maintenance to determine the appropriate placement on Appendix A or B.

D. ASSIGNED SUMMER ACTIVITIES

All District-assigned summer activities will be paid at ~~the same rate as non-professional duty pay (Article XVI.F).~~ **the licensed employees per diem rate.**

~~E. INACTIVE EXTRACURRICULAR ACTIVITIES~~

~~1. If the District decides to reactivate elementary or middle school voluntary athletic assignments listed as inactive in APPENDIX A – ATHLETICS/ACTIVITIES employees will be paid seventeen dollars ($17.00) per hour.~~

~~2. If the District decides to reactivate elementary or middle school voluntary activity assignments listed as inactive in APPENDIX A – ATHLETICS/ACTIVITIES employees will be paid thirteen dollars ($13.00) per hour.~~

(This is moved from Article 15 Supplemental Pay)

~~H.~~**E.** EXTENDED PAY FOR ~~ATHLETICS~~ **EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

1. Definition. "Extended season" means athletic **or activity** competition that occurs after the Round of Thirty-Two (32) for all team sports **and activities** and after district and/or regional competition is complete for all other sports **and activities**.

2. ~~The District will determine the employees to be assigned to attend athletic competition during the extended season including coaches or support group advisors, e.g., band and rally advisors.~~ **The coaching or activity staff needed for the extended season for the activity or sport will be decided through a collaborative effort of the head coach or director and the supervising athletic director. They will inform the District of which staff members will be needed to appropriately supervise and coach/direct the team.**

3. Coaches**, Directors,** and Athletic Directors assigned to attend extended season competition will be compensated for each day on which they are required to supervise practice or competition. Coaches' **or Directors'** daily rate of compensation for each day of assigned practice or competition supervision will be calculated by dividing the annual coaching stipend by the number of days in the season as determined by the District.

4. Current language.

XV. SUPPLEMENTAL PAY AND APPAREL SERVICE

A. SUPPLEMENTAL PAY

~~The determination of the need for the services and the assignment of duties listed in this Article are at the sole discretion of the District.~~

Supplemental pay for each position listed under Section C of this Article will be ~~calculated utilizing the per diem rate of the employee and the number of hours of work performed or by multiplying Step 01 of the Non-VER Salary Schedule by the percentage listed for the position.~~ **at the member's per diem rate.**

B. SUPPLEMENTAL PAY POSITIONS

~~1. High School Department Chairpersons support key leadership functions in our comprehensive high schools and will be paid their hourly rate of pay up to a maximum number of hours as determined by the District. The maximum number of hours will be determined by the work to be completed as well as by potential funding sources. (Refer to Instruction Department procedures specific to high school department leadership for additional information on compensation, hiring process, and annual time lines.)~~

1. Site-based Student Union/Student Alliance Facilitators. Each student union/student alliance group will be allocated one (1) facilitator.

a. Approved Student Union/Student Alliance Groups

1. **Facilitators will be allocated for each approved Student Union and/or Student Alliance. This list of approved groups are:**

Asian (or AAPI) Student Union
Black Student Union
Gender and Sexualities Alliance
Latinx Student Union
Multicultural Student Union
Native American Student Union
Women's Empowerment Alliance
Mind Body Divergence Alliance
Justice League

2. **Any request to add a Student Union or Student Alliance must be reviewed and approved by the Association and the District in Contract Maintenance in order for the facilitator to be compensated in accordance with this agreement.**

b. **Compensation**

1. **Elementary. Facilitators of Elementary Student Unions and/or Student Alliances will receive an annual stipend of seven-hundred fifty dollars ($750).**

2. **Secondary. Facilitators of Secondary Student Unions and/or Student Alliances will receive an annual stipend of one-thousand five-hundred dollars ($1500).**

2. Current language.

3. **If the District does not have a TOSA for** Instructional support licensed staff members (i.e. literacy, math, behavior, and TAG)**, the employee** will be paid their hourly rate of pay ~~a maximum number of hours as determined by the District.~~ **up to one thousand (1,000) hours per school year. The employee will submit their time-sheets monthly to the District following the normal District procedures.** ~~In addition, substitute release days will be provided up to a maximum number of days as determined by the District. These positions for which zero (0) FTE is assigned will be voluntary positions.~~

4.-6. Current language.

~~7.~~ ~~Elementary Head Licensed Staff Members, fifteen-point oh four percent (15.04%).~~

8. **Site-based Equity and Inclusion Leadership Team Members. Each elementary, middle, and high school will be allocated one (1) Equity and Inclusion Leadership Team member.**

a. **Extra Duty Days.**

(1) **Equity and Inclusion Leaders will be provided with one (1) extra-duty day for training before in-service week.**

(2) **Equity and Inclusion Leaders will be provided with one (1) extra duty day to prepare for the end of the school year.**

b. **Compensation.**

(1) **Equity and Inclusion Leaders will receive an annual stipend of twenty-five hundred dollars ($2500).**

9. **Special education licensed staff members shall receive an annual stipend of $3000 in recognition of the unique demands and responsibilities associated with their role. The stipend will be prorated for part-time employees.**

10. BILINGUAL AND BILITERATE TEACHING COMPENSATION Licensed staff members ~~teaching in a dual immersion teacher position~~ who are certified as bilingual and biliterate**, or bilingual specialization**, **or have passed a similarly recognized bilingual/biliteral certification** will receive a stipend of ~~two thousand ($2000)~~ **three thousand ($3000)** per year for the time they hold the ~~teaching position and the~~ certification.

11. **Elementary Blends**
An elementary member who has been assigned to teach a single grade level/or other position, and who receives notice on or after August 1st that the District is now requiring the member to teach a blended classroom of two grade levels, is entitled to a stipend of two percent (2%) of their salary.

C. EXTENDED CONTRACTS

~~At the start of the year, the District designee will determine which of the "maximum of" categories are eligible for extended contract along with the number of days they will receive. Categories listed without "maximum of" will receive their stated days.~~ Licensed staff members receiving extended contracts will be paid at their hourly rate determined upon their base pay. These days will be submitted on time sheets and paid during the next available pay cycle. ~~Members will be notified by the building principal in September and the information shared with the SEA in October.~~

1. ~~Industrial Education~~ **Career Technical Education** Teachers—~~a maximum of~~ four (4) days.

2. Family and Consumer Studies Teachers—~~a maximum of~~ three (3) days.

3. Senior High Librarians—~~a maximum of~~ ten (10) days.

4. Mid-School Librarians—~~a maximum of~~ six (6) days.

5. Elementary Librarians—~~a maximum of~~ four (4) days.

6. Art Teachers—~~a maximum of~~ three (3) days.

7. High School Counselors—~~a maximum of~~ ten (10) days.

8. Mid-School Counselors—~~a maximum of~~ six (6) days.

9. Elementary Counselors—~~a maximum of~~ two (2) days.

10. High School Science—~~a maximum of~~ three (3) days ~~per high school per year if required by the District to perform detailed inventory of science equipment.~~

11. Transition Record-Keepers.
    a. Elementary fifth-grade teachers—one-half (1/2) day

    b. Middle School eighth-grade block teachers—one-half (1/2) day.

c. In elementary K-8 schools, fifth-grade and eighth-grade block teachers— one-half (1/2) day.

12. Middle School Physical Education**, Science, Art, and STEM/Shop/CTE** Teachers ~~will receive by request only~~ **-** one (1) day ~~of extended contract at the end of the school year for cleaning and storing equipment.~~

13. High School ASB Advisors - three (3) days

D. Current language.

E. NONPROFESSIONAL DUTY PAY

The District will pay licensed staff members at an hourly rate for those duties assigned by a building principal or activities director for which the licensed staff member must return to the school or activity beyond those hours or duties for which they are normally paid. All licensed staff members will have the opportunity to have their names included on the list of those requesting voluntary assignment to nonprofessional duties available in the District.

For the 2022-2023 contract year, the District will pay licensed staff members at the rate of eighteen dollars ($18.00) per hour for such duties. In each subsequent year, the rate will increase by the same percentage by which the salary schedule increases. **The pay for the current school year will be posted on the District website.**

F.-G. Current language.

~~H. EXTENDED SEASON PAY FOR ATHLETICS **AND ACTIVITIES**~~
Agreed to move to Article 14.

XVI. REQUIRED TRAVEL - TA'd on 4/24/25

XVII. MANAGEMENT RIGHTS - not opened

XVIII. ~~EMPLOYEE~~ LICENSED STAFF MEMBER RIGHTS

A. DISCIPLINE

1. The Association has recognized in another section of this contract the right of the Board to establish and enforce rules and regulations, not in conflict with this Agreement, and to discipline professional ~~employees~~ **licensed staff members** for violation of these rules and regulations. However, no ~~employee~~ **licensed staff members** will be disciplined without just cause and unless the generally accepted rights of due process are protected. ~~Employees~~ **Licensed staff members** accused of violating rules and regulations calling for disciplinary action shall have written notice of the charges. **Plans for Improvement and growth and support goals are** ~~plan of assistance is~~ not disciplinary action.

2. Current language.

B. RIGHT TO REPRESENTATION

An ~~employee~~ **licensed staff members** shall be granted representation during any meeting which might reasonably be expected to lead to disciplinary action, **non-renewals, or nonextensions.**. The Association will annually notify ~~employees~~ **licensed staff members** of their right to representation. When a request for representation is made the meeting may be delayed no longer than the end of the immediately following contract day, or forty-eight (48) hours, if the requested meeting occurs on the last day of the contract year.

C. PERSONNEL FILES

The personnel file shall be the repository of material related to employment. A working file, which is a collection of documents that could be used for evaluation and discipline, is permitted, but materials must be placed in the personnel file ~~if~~ **once** they are to be used for evaluation or discipline.

1. Current language.

2. A licensed staff member shall be shown all material before it is placed in the personnel file except that personnel and payroll documents, including licenses, academic records, and payroll information shall be routinely placed in personnel files without notice to ~~employees~~ **licensed staff members.**

3. ~~An employee~~ **A licensed staff member** shall have the right to review the personnel and working files with a representative present and to receive a copy of any document contained therein.

4. ~~An employee~~ **A licensed staff member** shall have the opportunity to submit a written response to material placed in ~~his/her~~ **their** personnel or working file and to have said response included in the file.
5. After three (3) years, ~~an employee~~ **a licensed staff member** may request from the Director of Human Resources the removal of outdated materials that do not pertain to evaluation or discipline or materials required for the financial management of the District. Removal of any document will comply with State of Oregon archival records laws and administrative rules.

6. Evidence not previously recorded in the licensed staff member's District personnel file prior to the notification of the demotion, discipline or other involuntary change in the employment status will not be used by the Board as a basis for its action.

D. COMPLAINT PROCEDURE

A licensed staff member must be informed verbally or in writing of a formal complaint and the nature of the complaint within ten (10) contract days of receipt of the complaint. All complaints shall be signed by the complainant or the circumstances giving rise to the complaint signed by an administrator. The administrator will inform the licensed staff member of the identity of the complainant (except where federal or state law or agencies precludes disclosure of the complainant's identity).

1. Current language.

2. Unsubstantiated or unfounded complaints shall not impact a licensed staff member's evaluation **or placed in the members personnel or working file**. **Complaints must be fully processed to use as evidence in the members evaluation.**

3. Only complaints which result in disciplinary action or an evaluative record shall be placed in the licensed staff member's personnel file and shall not be removed for any reasons, except if the related discipline is overturned. ~~An employee~~ **A licensed staff member** shall have the right to attach the**ir** ~~employee's~~ response, or any other relevant documents to any document included under this subsection.

4. Current language.

5. The ~~employee~~ **licensed staff member** has the right to Association representation at all levels of this procedure.

E. CRITICISM OF LICENSED STAFF MEMBERS

Any criticism by a supervisor, administrator, or Board member of a licensed staff member and ~~his/her~~ **their** instructional methodology will be made in confidence and not in the presence of students, other licensed staff members, parents, or other public gatherings, provided that, at the election of the supervisor, administrator or Board member, or the licensed staff member, an observer may be present.

F. EVALUATION

All licensed staff members shall be evaluated using the District procedure as articulated in the **Growth and** Evaluation Handbook. The Association and District will collaborate on revising the **Growth and** Evaluation Handbook as needed **using a committee equally made up of District representatives and Association members. No changes to the Growth and Evaluation can be made outside of recommendations of the committee.**

1. The goal of evaluations for licensed staff **members** is to improve instruction and make decisions regarding continued employment.

2. Licensed evaluations shall be conducted consistent with State law ORS 342.850 and SB 290. The District will follow guidelines for ~~directed~~ **growth and support** goals and plans ~~of assistance~~ **for improvement** as stated in the **Growth and** Evaluation Handbook for both probationary and contract ~~employees~~ **licensed staff members.**.

3. Current language.

4. The process for placing members on plans for improvement or growth and support goals can be found in the Growth and Evaluation Handbook. Members have the right to representation during meetings about being placed on a plan for improvement or having growth or support goals, or for meetings about them.

G. **HEALTH/**SAFETY

1. The District shall provide a safe and healthful working environment for all ~~employees~~ **licensed staff members** so ~~employees~~ **they** will not be required to work under unsafe or hazardous conditions or to perform tasks that endanger their health, safety, or well-being as determined by the ~~d~~**D**istrict in conjunction with the Risk Management team. ~~Unit~~ **Licensed staff** members will be informed

immediately when they are potentially exposed to contagious diseases, illnesses, or environmental hazards.

a) **If exposed, a written notice will be given including:**

- **A detailed description of the nature and circumstances of the exposure.**
- **An assessment of potential health impacts associated with the exposure.**
- **The measures that have been or will be taken to mitigate and prevent future exposure incidents.**

b) **Provide employee restrooms that are:**

- **Exclusively designated for employee use.**
- **Ensure that these restrooms are cleaned and sanitized on a regular basis to meet or exceed health and safety standards as outlined by the Oregon Administrative Rules.**
- **Conduct periodic inspections to maintain the quality and cleanliness of these facilities.**

c) **Equip all classrooms and workspaces with ventilation systems:**

- **Systems must meet or exceed the standards set forth by the Oregon Occupational Safety and Health Administration (OSHA).**
- **Conduct regular inspections and maintenance of these ventilation systems to ensure their proper functioning and compliance with OSHA regulations.**
- **Promptly address any identified deficiencies in the ventilation systems to maintain safe air quality for all occupants.**

d) **Maintain indoor temperatures in all classrooms and workspaces between 68°F and 75°F during occupied hours:**

- **Regularly monitor and adjust heating, ventilation, and air conditioning (HVAC) systems to ensure consistent adherence to the specified temperature range.**
- **Promptly address any reported temperature deviations outside the established range to restore optimal conditions.**

e) **Maintain optimal lighting in which studies have shown to improve health and education success:**

- **Maintaining daylight by having window coverings that allow in daylight without glare.**
- **If possible add in windows or skylights to improve daylight.**
- **If not possible to add windows and daylight, switch out to energy-efficient full spectrum LED lighting that equips classrooms with lighting controls that adjust**

the color temperature to certain times of day or activities. Thus mimicking daylight.

f) Establish a Worksite Environment Committee:

- **It shall equal representation of classified, certified and administration with members appointed by their respected parties.**
- **Convene quarterly to discuss and evaluate workplace environmental concerns, propose solutions, and monitor agreed upon actions.**
- **If needed the committee will pass on recommendations to the District when issues can not be solved at the building level.**

2.-3. Current language.

4. Written protocols and procedures will specify the **licensed** staff member(s) or adult(s) who have been assigned with the responsibilities to implement the health protocols. ~~Staff~~ **Licensed staff members** will not be responsible for implementing protocol prior to receiving training. Reasonable effort will be made to exempt the classroom teacher from such responsibility with the exception of an imminent life-threatening event.

5. The District will comply with applicable state and federal laws and regulations related to environmental conditions, workplace safety, and efforts to maintain a healthful work environment.

6. Licensed staff members may bring forward potential health or safety concerns (e.g. air, water, noise) to the Safety Committee or an administrator. Once the potential health or safety concerns has been brought forward, the District will notify the site administrator/designee, who will communicate with the affected licensed staff member(s) within a reasonable timeframe the status or disposition of the concern, including any available updates.

7. If environmental quality concerns are reported and the District commissions a related study, the results will be shared with the site administrator. The administrator will then communicate relevant findings to affected licensed staff members within a week following receipt.

8. In situations where a worksite lacks essential utilities (e.g. power, water), or when classroom temperatures are substantially outside the normal range, the District will consider reasonable mitigation efforts. These may include, but are not limited to, the use of portable climate-control equipment or relocation of instructional activities, when feasible. Where immediate resolution is not possible, the District will evaluate the short-term options, such as temporary reassignment or remote work, as appropriate to the licensed staff member's duties. Efforts to communicate mitigation measures will be made in a timely manner.

H. ~~DISRUPTIVE OR THREATENING STUDENT BEHAVIOR/INFORMING EMPLOYEES~~ **STUDENT BEHAVIOR AND DISCIPLINE**

1. Building Behavior Systems

a. Licensed staff ~~M~~**m**embers in the building will have input into the school-wide behavior support system. As part of the school-wide behavior support system, data must be maintained at the building level (e.g., regarding room clears associated with physical

aggression and/or threats of harm). Additionally, training and support associated with school-wide and individual student behavioral support data will be prioritized for general education and specialized staff. Recommended training and supports will include, but are not limited to, de-escalation, trauma-informed practices, restorative practices, functional behavioral assessments, and positive behavioral supports.

b. **When a student's behaviors present persistent and ongoing safety risks or significant disruptions within the classroom (inclusive/co-taught classrooms, resource rooms, or self-contained classrooms), the District shall assess the need for additional support in a timely manner. This includes, but is not limited to:**

- **Providing increased staffing and behavioral support within the current placement.**
- **Conducting updated FBAs and revising BIPs.**
- **Offering additional training and consultation to all staff in the classroom.**
- **Allocating mental health, behavioral, or crisis-response resources to the current setting.**
- **Supplying classrooms with resources and supplies that may help facilitate proper implementation of the student's BIP.**
- **Student schedule adjustments.**

c. **The District shall establish clear procedures for immediately and/or temporarily removing a student from the classroom when their behavior creates a significant disruption or immediate safety concern. Behaviors that may warrant removal include, but are not limited to: threats, repeated use of offensive, disruptive, or profane language; bias-based incidents; being under the influence of drugs and/or alcohol; physical aggressions; physical violence, and actions that could harm other students and/or the teacher. These procedures will continue to align with students' rights under IDEA (if applicable) and provide access to a supervised and supportive location for de-escalation when needed.**

1) **When a student is removed from the classroom for behavior that creates a significant disruption or immediate safety concern, staff shall report to the building administrator as soon as possible so that action may be taken to implement the appropriate behavior safety assessment protocol. The removed student shall only return to the classroom when one of the following steps are taken:**

i) **A Behavior Safety team has convened to develop a re-entry plan OR**

ii) **The classroom teacher has affirmatively stated that the student may return without a Behavior Safety team meeting and re-entry plan.**

d. **A Behavior Safety Team shall include at minimum: the student and/or representative of the student (i.e. parent, guardian, or community advocate), the affected staff member and/or their self-appointed advocate(s), a school administrator, and case manager if the student is on an IEP. Self-appointed advocates may include a union representative, trusted staff member, etc. The purpose of the meeting is to address the behavior, develop a plan for re-entry, and outline any necessary support for the student.**

e. **If a staff member is required to attend a Behavior Safety team meeting, re-entry meeting, manifestation determination meeting, behavioral support plan meeting, or any other meeting related to a specific student's behavior or disciplinary process, and the meeting occurs during their designated teacher prep time, the staff shall received per diem compensation for the equivalent amount of planning time lost.**

f. **If the Behavior Safety protocol requires additional time, and the staff member is unable to return to the classroom due to safety concerns, such as if the risk assessment concludes that there is a Very Serious Risk/Threat, the staff member will be placed on paid administrative leave until the process is completed or temporary change of assignment if the safety concern is limited to a specific window of time.** If the student's behavior is considered a continued and/or serious source of harassment, threat, or physical harm, the student may be removed from the class until the safety planning process is completed.

g. **A re-entry plan shall include: a summary of the incident and its impact on the learning environment; a clear outline of behavior goals moving forward; identification of supports and services to assist the students' successful re-entry (e.g., counseling, check-ins, accommodations, increased behavior intervention, updated BIPs or BSPs, etc.); safety measures or procedures considered necessary for the protection of students and staff; a plan for monitoring progress and follow-up meetings.**

h. **At all stages the re-entry plan must be developed through a collaborative team decision and reach consensus before the student may return to the classroom. The team must consider the input and professional judgment of the licensed staff member directly involved in the incident and ensure their concerns are addressed as part of the re-entry or resolution process.**

i. **When an IEP team has followed all federal and state mandated procedures and determines that a student's disability continues to significantly impact their ability to benefit from the general education setting, even with appropriate support and services, the District will ensure that alternative educational placements are considered. All placement decisions shall be made in accordance with IDEA and the requirement to educate students in the least restrictive environment.**

j. **Within two (2) weeks of a student's re-entry, the Behavior Safety team will reconvene to discuss the effectiveness of the re-entry plan, and depending on the results, take appropriate steps to ensure classroom safety for the student, staff member, and all other students. Steps may include: changes to the student's re-entry/behavior plan, ongoing progress monitoring of effectiveness of plan, or scheduling additional conferences with the Behavior Safety team or, if needed, the student's entire educational team.**

k. **If any licensed staff member reports to a member of the team that the existing safety plan is unsuccessful, a follow up meeting will happen within three (3) school days of the report to adjust the student's safety plan as appropriate.**

l. **The District retains full legal responsibility under IDEA for ensuring that the rights and services of students with disabilities are upheld. While staffing decisions remain under the control of the district, all certified staff are expected to support the implementation of students' IEP. Certified staff who, in good faith, report suspected IDEA violations shall be protected from retaliation or adverse employment consequences.**

2. Harassment, threats, and violent behavior

~~b.~~ **a.** The District will establish procedures for alerting licensed staff member(s) whose name(s) appear on a targeted list**, email, social media post, graffiti, or similar fashion,** threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others.

b. If a student is removed for violent language, harassment, behavior, or threats directed toward specific student(s) and/or staff, the removed student shall not return to the classroom until the steps in 2.b. (above) are completed.

c. In the event a staff member is harassed, seriously threatened, or physically harmed by a student, the staff member is asked to report to the administrator as soon as possible so that action may be taken to implement the appropriate threat assessment protocol. **School administrators will ensure that a Behavior Safety Assessment is completed and shared with all staff who interact with the student within two (2) days of completion.**

d. If the licensed staff member was injured by the student and has to miss work due to the injury, they will be given paid administrative leave until they are healthy enough to return to work. Any medical bills related to the incident not covered by insurance will be paid in full by the district.

3. Training and Support

Training and support associated with school-wide and individual student behavioral support data will be prioritized for general education and specialized staff.

- **All school district employees assigned to work with a student with specialized needs to carry out duties related to the implementation of an individualized education program, 504 Plan, behavior intervention plan or medical support protocol must be provided by the school district with adequate training to safely carry out each of the specialized duties assigned to the school district employee.**
- Recommended training ~~and supports~~ will include, but is not limited to, de-escalation, trauma-informed practices, restorative practices, functional behavioral assessments, and positive behavioral supports.
- **Recommended supports will include but is not limited to additional staffing for adult supervision & behavioral support**

~~**5. Threats or Harassment Toward Staff**~~

~~a. b.~~ ~~**A Behavior Safety assessment team which includes the staff member in question and/or their self-appointed advocate(s) shall** complete a **Behavior Safety** assessment protocol within three (3) school days of previously mentioned incidents. If it is determined that the student needs to be removed from the class during the safety planning process, appropriate education services will continue in accordance with state and federal special education laws.~~

~~d. The harassed, seriously threatened, or physically harmed staff member will have input during the safety planning process~~

4. Communication

a. The District will obtain from juvenile authorities available information concerning students enrolled in District schools who have been adjudicated by the criminal law system, and information about the nature of their offenses. School officials will set up procedures so that this information will be available, in accordance with the law, to members who ~~have a "need to know" as a result of an assignment to~~ teach or supervise the student.

b. The District will ~~establish procedures for~~ alert~~ing~~ licensed staff member(s) whose name(s) appear on a targeted list **(this could include graffiti, anonymous online postings, etc)** threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others**, within 24 hours of finding it**. **The member shall be notified of procedures the district is doing to protect the safety of the staff member while at their job. If the member is not feeling safe enough to be at their job during the investigation into the situation the employee will be given emergency paid leave.**

c. If the licensed staff member completes a written behavioral referral, the licensed staff member will receive **a status update and/or** feedback about whether disciplinary action **will be** taken or not **within 24 hours.** Communication from the site based administrator (or designee) to teachers **prior to the students return to the classroom or school** will ~~take place as follows:~~ **include:**

- **A summary of the actions taken by the administration to address the issue.**
- **Details of any interventions applied, such as counseling, restorative practices, or additional support services.**
- **An outline of any behavioral plans developed to prevent recurrence of the issue.**
- **A description of any consequences administered, including suspension, detention, or other disciplinary measures.**

~~a. When a major referral is submitted and disciplinary action is taken by the site-based administrator, suspension or otherwise, the site-based administrator (or designee) will communicate decisions/actions to the teacher within five (5) school days.~~

~~b. When a major referral associated with physical aggression toward adult or peer is submitted and disciplinary action is taken by the site-based administrator, suspension or otherwise, the sitebased administrator (or designee) will communicate decisions/actions to the teacher, preferred within one (1) school day, must take place within three (3) school days.~~

~~c. If disciplinary action is not taken, that decision will be communicated to the teacher within five (5) school days.~~

~~1. Members in the building will have input into the school-wide behavior support system. As part of the school-wide behavior support system, data must be maintained at the building level (e.g., regarding room clears associated with physical aggression and/or threats of harm). Additionally, training and support associated with school-wide and individual student behavioral support data will be prioritized for general education and specialized staff. Recommended training and supports will include, but are not limited to, de-escalation, trauma-informed practices, restorative practices, functional behavioral assessments, and positive behavioral supports.~~ (Moved to H.2.a.)

2. In the event a staff member is harassed, seriously threatened, or physically harmed by a student, the staff member is asked to report to the administrator as soon as possible so that action may be taken to implement the appropriate threat assessment protocol. A team-based threat/risk assessment protocol should be completed within three (3) school days of previously mentioned incidents. Principal will ensure that an appropriate threat assessment is completed and that the written results as to seriousness of the threat and actions taken will be shared with impacted staff member(s) within two (2) school days of completion of the threat/risk assessment. If the student's behavior is considered a continued and/or serious source of harassment, threat, or physical harm, the student may be removed from the class until the safety planning process is completed. The harassed, seriously threatened, or physically harmed staff member will have input during the safety planning process. If it is determined that the student needs to be removed from the class during the safety planning process, appropriate education services will continue in accordance with state and federal special education laws.

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3. The District will obtain from juvenile authorities available information concerning students enrolled in District schools who have been adjudicated by the criminal law system, and information about the nature of their offenses. School officials will set up procedures so that this information will be available, in accordance with the law, to members who have a "need to know" as a result of an assignment to teach or supervise the student. (Moved to H.7.a)

4. The District will establish procedures for alerting licensed staff member(s) whose name(s) appear on a targeted list threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others. (Moved to H.3.b)

5. If the licensed staff member completes a written behavioral referral, the licensed staff member will receive feedback about whether disciplinary action is taken or not. Communication from the site based administrator (or designee) to teachers will take place as follows: (Moved to H.7.c)

   a. When a major referral is submitted and disciplinary action is taken by the site-based administrator, suspension or otherwise, the site-based administrator (or designee) will communicate decisions/actions to the teacher within five (5) school days.

   b. When a major referral associated with physical aggression toward adult or peer is submitted and disciplinary action is taken by the site-based administrator, suspension or otherwise, the site-based administrator (or designee) will communicate decisions/actions to the teacher, preferred within one (1) school day, must take place within three (3) school days.

   c. If disciplinary action is not taken, that decision will be communicated to the teacher within five (5) school days.

I. BEHAVIOR SUPPORT SYSTEMS

1. Each building will have a school-wide behavior support system in place. The system will be created by the school-wide behavior support team and shared out to all staff. The system will include procedures for processing referrals, communicating with teachers after a referral, and trainings for staff on Positive Behavior Support systems and strategies.

2. In order to ensure that student concerns are addressed through the building level intensive behavioral support process, the following conditions shall prompt Tier 2/3 response:

~~a. A communication form, request for assistance or equivalent are completed by the teacher, OR~~

~~b. Considerable referrals have been written, OR~~

~~c. Ongoing extreme behaviors are present.~~

~~3. Assuming one of these conditions has been met, the building will convene a Tier 2/3 meeting, which will minimally include the following membership:~~

~~a. A standing general education teacher.~~

~~b. The instructing/classroom teacher shall always be invited to attend the meetings. c. A building or District level behavior support specialist (i.e.: TOSA).~~

~~J.~~**I.** NONDISCRIMINATION

1. The district shall promote nondiscrimination and an environment free of harassment. Harassment includes, but is not limited to, any act that denigrates or shows hostility or aversion toward an individual because of ~~his/her~~ **their** race, color, religion, sex, sexual orientation, national origin, marital status, age, disability, or any other basis protected by law. Harassment includes disparate and unfair treatment and intimidation.

2. Current language.

~~K.~~**J.** INTELLECTUAL PROPERTY

1. The parties recognize that ~~employees~~ **licensed staff members** retain authorship or patent interests in all works created outside the scope of employment (created outside of work hours without the use of school district property including computers, supplies, textbooks).

2. In addition, the parties wish to encourage increased creativity and productivity of ~~employees~~ **licensed staff members** in producing materials for the classroom or for benefit and use of the ~~Employer~~ **District**. The ~~Employer~~ **District** hereby agrees to waive and relinquish to the ~~employee~~ **licensed staff member** any copyright or patent interests for works created by individual ~~employees~~ **licensed staff members** using ~~Employer~~ **District** provided equipment or created in the course of their employment. However, the ~~employee~~ **licensed staff member** must allow the ~~Employer~~ **District** unlimited license for the use of such materials or inventions in ~~Employer~~ **District** classrooms and on ~~Employer~~ **District** premises without any charge or fee.

L. CURRICULUM

a. Content and grade area classroom teachers will be included in every step of the process of the curriculum adoption.

b. A request for these staff members to join the adoption team will be sent to all relevant staff. All relevant staff of that grade and content area who are interested will be allowed to take part in every step of the process. Any curriculum that has been approved by the state must be part of the process. The decisions of what curriculum is selected to be presented to the school board must be agreed upon by the majority of the teachers involved in the process. If the adoption team decides there is no appropriate curriculum available, the team of classroom teachers will have the right to vote to postpone

adoption with a simple majority. The adoption process will begin anew the following year.

c. **As part of this process, the curriculum adoption team as described above will decide how much time is needed to train and implement the new curriculum. Any time used for this process outside of work hours will be paid.**

d. **Certified staff members shall retain the right to determine the schedule of PLC, grade level or content-area meetings.**

e. **All comprehensive high schools will have equitable access to higher level courses in each content area if they have the FTE with the appropriate qualifications to teach the courses.**

XIX. VACANCIES AND TRANSFERS - SEA counter proposal on 4/24/25

XX. PERSONAL AND ACADEMIC FREEDOM

A. PERSONAL LIFE

~~The personal life of a licensed staff member is not an appropriate concern of the Board. It is~~ ~~recognized, however, that conduct of a licensed staff member outside the school and/or the context~~ ~~of assigned duties may be sufficiently related to the licensed staff member's influence on the~~ ~~students and on the licensed staff member's effectiveness in performance of their duties as to~~ ~~remove the conduct from the licensed staff member's "personal life."~~ **The personal life of a licensed staff member is not within the appropriate concern or attention of the District unless it can be shown, with documentation, that the personal life may affect the employee's performance of his/her assigned functions.**

B.-C. Current language.

XXI. PROFESSIONAL DEVELOPMENT

A. CONFERENCE ~~AND CREDIT~~ FUND

The District will establish a ~~thirty-thousand-dollar ($30,000)~~ **forty-thousand-dollars ($40,000)** fund to be administered jointly by the Association and District. ~~As of July 1, 2020, the District will increase the fund to forty- thousand-dollars ($40,000).~~ Licensed staff members may apply for reimbursement up to ~~fifteen hundred dollars ($1,500)~~ **two thousand ($2000)** for professional development experiences including conferences ~~and credit classes~~**, observe other schools/programs/classes, or other experiences that may help them reach their professional goals**. The joint committee will be composed of three (3) members appointed by the District and three (3) appointed by the Association and will meet to review applications ~~twice per~~ **each** year.

1. Application for reimbursement must be ~~pre-~~approved by the joint committee.

2.-5. Current language.

6. **Applicant may only receive funding once per activity.**

7. **The activity the applicant is requesting money for must have occurred within three (3) years before or within the year after the application.**

8. **Out-of-state travel for licensed staff members must be pre-approved by the District leadership team as part of the application process.**

B. **Tuition Reimbursement Fund**

The District will establish a forty-thousand-dollars ($40,000) fund to be administered jointly by the Association and District. Licensed staff members may apply for reimbursement up to six (6) quarter credits of tuition reimbursement annually. The joint committee will be composed of three (3) members appointed by the District and three (3) appointed by the Association and will meet to review applications quarterly.

1. **A member who resigns or whose employment has been non-renewed or non-extended (excluding members who are laid off) will not receive tuition reimbursement for the summer of that calendar year. Members who work less than full time will have tuition benefits prorated. Members hired during the life of the contract shall have tuition benefits prorated.**

2. **Tuition reimbursement shall be up to the University of Oregon resident graduate rates. Classes taken at other institutions at higher rates will be reimbursed as if the classes were taken at University of Oregon.**

3. **Coursework that will be reimbursed or prepaid must be applicable to the members current or future positions, licensure, highly qualified state or related to school or District goals. If a member wishes to have prepaid tuition, the member must obtain approval through the joint committee prior to enrollment in the course. Proof of payment and documentation of successful completion of the course must be submitted to Human Resources within thirty (30) days of the end of the term in which the course is taken. Reimbursement/prepayment will be made on the next paycheck based on the payroll cut-off date, the date of the submission of the request, and approval through the joint committee process.**

4. **For credits to be guaranteed to be either prepaid or reimbursed, they must first be approved through the joint committee. If they are not approved prior to enrollment or completion they could potentially not be reimbursed due to: funds being used up for the year already, or the credits not being applicable to the members current or future positions, licensure, highly qualified state or related to school or District goals.**

~~B.~~**C.** PROFESSIONAL DEVELOPMENT FOR LICENSED EMPLOYEES

The District will provide professional development support to each employee for the purpose of collaboration and professional development as follows:

1. Professional Development Hours

   a. Each year, the District will develop a work calendar that includes twelve (12) hours of teacher directed professional development, which will include an (8) hour block of time on the Statewide In-service Day in October. **The other (4) four hours will be on the first day back after winter break. It will be the first (4) four hours of the workday. If there is a need for an academic day to be added back on this date, the association and district will collaboratively discuss where to move this (4) four hours of member directed PD time on the calendar.**

b. Current language.

3. Professional Development Days

In addition, each employee will have available each year two (2) paid release days for participation in professional development activities related to the employee's current or District-approved future teaching assignment or, as approved by the principal, to observe teacher(s) in the classroom or for a clinic related to a current extracurricular assignment. Release days may be denied if not requested at least five (5) days in advance.

a. To access these professional days, the employee must both:

(1) Show a connection between their chosen task and their professional goals, building goals, district initiatives or student learning goals (SLG), AND

(2) Articulate how they plan to share their learning upon return. Plans for sharing the learning must be impactful to others' practice, submitted at the time of the request and approved by the building administrator before the leave occurs. Share out ideas may include but are not limited to a written summary; discussion(s) with his/her teaching partner(s), grade- or subject-level team, PLC, leadership team, building, or peers in another school; or offering a professional development activity (Seminar or other) to staff in the District.

(3) As of July 1, 2020, if a teacher is enrolled in a three (3) day Research for Better Teaching (RBT) module while accessing their two (2) professional development days, they will be able to submit for a third professional development day for that module. All three (3) days shall be requested at the same time.

b. Use of leave on any day before or after a holiday or other recess period, or during the first or last two (2) weeks of the licensed staff member's work year, for employee-initiated absences will be allowed under the following conditions.

(1) Requests for leave must be made electronically and/or in writing on the "Employee Exception Time Report" forms and submitted to the building administrator.

(2) The Human Resources Department will approve a maximum of thirty (30) licensed staff members to be released for employee-initiated absences.

(3) Employee-initiated absences will include Paid Personal Leave, Professional Development paid days and Personal Leave (unpaid).

4. Maximum licensed staff to be released on any one (1) day for employee-initiated absences for personal and professional leave will not exceed the following building ratio:

1 to 19 licensed staff - ---two (2) employees
20 to 29 licensed staff - -- three (3) employees
30 to 39 licensed staff --- - four (4) employees
40 to 49 licensed staff - five (5) employees
50 to 59 licensed staff -- -- six (6) employees
60 to 69 licensed staff - seven (7) employees
70 to 79 licensed staff -- - --- eight (8) employees

~~80 to 89 licensed staff -- --- - nine (9) employees~~
~~90 to 99 licensed staff - - - - ten (10) employees~~

~~5.~~**2.** Gateways High School licensed staff will be provided one (1) monthly meeting at least forty-five (45) minutes in duration for collaboration.

~~6.~~**3.** Peer assistance shall be voluntary on the part of the person needing help and the licensed staff member(s) providing the peer assistance. See further information in Article XVIII.F.

~~C.~~**D.** IN-DISTRICT LICENSED STAFF MEMBER EXCHANGE

Current language.

~~D.~~**E.** NATIONAL CERTIFICATION

1. a.-f. Current language.

g. **National Board for Certification in Occupational Therapy (NBCOT)**

2. Stipend

a. Licensed staff members achieving national certification will receive a **three-thousand-dollar ($3,000)** stipend beginning the first year after the licensed staff member has achieved certification and will continue to receive the stipend for as long as the licensed staff member remains certified by their national certification board.

b. Current language.

3. Supports

a. Licensed staff members~~, including nurses, school psychologists, athletic trainers, occupational therapists, and physical therapists, participating in the program~~ **achieving national certification** may utilize video production equipment owned by the District if the equipment is available, following Board Policy KGF.

b. Current language.

4. Current language.

~~E. CERTIFICATES OF CLINICAL COMPETENCY~~

~~Licensed staff members holding Certificates of Clinical Competency (speech therapy) will receive a stipend of two thousand dollars ($2000) per year for the time they hold the certificate. Employees will be required to verify annually that they hold the CCC by providing a copy of the certificate to the Human Resources Office.~~

~~F. NATIONAL SCHOOL NURSE CERTIFICATION~~

~~1. Licensed staff members holding a National School Nurse Certification (school nurses) will receive a stipend of two thousand dollars ($2,000) per year for the time they hold the certificate. Employees will be required to verify annually that they hold the Certification by providing a copy of the~~

~~certificate to the Human Resources Department. Hours used to acquire the National School Nurse Certification may not be used to move across on the salary schedule (Article XIII.L.5).~~

~~G. BILINGUAL AND BILITERATE TEACHING COMPENSATION~~

~~Licensed staff members teaching in a dual immersion teaching position who are certified as bilingual and biliterate will receive a stipend of two thousand dollars ($2,000) per year for the time the hold the teaching position and the certification.~~

XXII. REDUCTION IN STAFF - SEA counter proposal on 4/24/25

XXIII. VOLUNTARY EARLY RETIREMENT - ready to TA once we agree on Article XI Insurance

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XXIV. JOB SHARING - TA on 4/24/25

XXV. LIMITS OF LIABILITY - not opened

XXVI. CONTRACT MAINTENANCE - SEA agreed to move this into Article 2. SEA proposal on 4/24/25

XXVII. TERMS OF AGREEMENT

A. This Agreement will be effective as of July 1, ~~2022~~ **2025**~~,~~ and will continue in effect through June 30, ~~2025~~ **2028**. This Agreement will not be extended orally, and it is expressly understood that it will expire on the date indicated.

B. This agreement will not be modified in whole or part by the parties, except by an instrument, in writing, duly executed by both parties.

C. The Association will notify the Board of its intent to negotiate a successor agreement; such notice will be given by November 1, ~~2024~~ **2027**, and will recommend dates to begin negotiation by January 1, ~~2025~~ **2028**.

~~D. NON-CONTINGENT AGREEMENT REOPENER~~

~~For the 2024-2025 year, the parties agree to enter into the bargaining process no later than January 31, 2024 to negotiate salary and insurance contributions, as well as the potential of a 403(b)/TSA being added to the contract. Additionally, the parties agree to enter into the bargaining process to discuss no more than two (2) additional issues identified by the District, and no more than two (2) additional issues identified by the Association. For the purposes of the agreement reopener discussions, "issues" are defined as discrete, specific topics appearing in the contract rather than broad themes.~~

Appendix A ATHLETICS~~/ACTIVITIES~~

See Appendix A

Appendix B ACTIVITIES

See Appendix B

Appendix B. MOA's - Incorporating into other articles

Article__: SPS Online - SEA counter proposal on 4/24/25

Article __: ACADEMY OF ARTS AND ACADEMICS (A3) ~~MEMORANDUM OF AGREEMENT~~:

~~Memorandum of Agreement Between Springfield School District No 19 and Springfield Education Association~~

~~Springfield Academy of Arts and Academics (A3)~~

~~The party is to this agreement, the Springfield Education Association ("Association") and Springfield Public Schools ("District") agree to the following modifications of the licensed agreement ("Agreement") between the Association and the District:~~

A. PAID AND UNPAID LEAVES OF ABSENCE

For the purpose of determining the amount of time each A3 licensed staff member will utilize for daily leaves, a "day" is defined as eight (8) hours and forty (40) minutes.

B. WORK SCHEDULES

All provisions of Article IX - Work Schedules apply to A3 licensed staff members with the following exceptions:

1. Building Hours. Building hours at A3 will not exceed eight (8) hours forty-(40) minutes a day and will generally occur between 7:30 a.m. and 5:00 p.m.

2. Duty Days. The salary schedule set forth in Article XII is based on one hundred eighty (180) contract days, including six (6) paid holidays, for teachers at A3.

3. Preparation Time. Licensed staff will have preparation time of two (2) class periods, out of 7 periods, daily for preparation. Part-time staff will have 1 period.

4. Student Led Conferences. Licensed staff members working at A3 teachers will be provided two (2) non-student work days each fall for the purpose of conducting student-to-parent conferences. Additionally, licensed staff members working at A3 will be provided two (2) non-student workdays each year for the purpose of conducting mid-year reviews.

5. Collaboration. Due to the projects and integrated curriculum at A3. It is vital for all licensed staff members to be present at staff meetings, collaboration times, and other trainings. If a staff member is only part time, and it is determined that by the A3 staff and administration that they

need to attend the meetings, the part-time member will attend if possible. If that time is not one they are contracted for they will be paid their per diem rate for attendance.

- ~~Article XXI PROFESSIONAL DEVELOPMENT~~
  ~~With respect to "days" under all sections in Article XXI PROFESSIONAL DEVELOPMENT, a "leave day" for teachers at A3 will be defined as an eight-hour (8-hour), forty-two (42) thirty (30) minute day.~~

Article__: ASSOCIATION LEAVE AND RELEASE TIME - SEA counter proposal on 4/24/25

ARTICLE ____: SPS ONLINE - SEA counter proposal on 4/24/25