

At their core, all Teaching Assistant roles exist to support student learning, growth, and well-being.

Core Message

Teaching Assistants are essential members of our educational teams, ensuring safe and supportive environments.

Mutual Appreciation

We deeply appreciate the requests brought forward by the Association.

Strategic Alignment

Our goal is to clearly outline district priorities and operational needs to build a shared understanding.

Together, we must provide high-quality educational services in a **sustainable, student-centered way**.

Our Goals

We enter this process with highest respect for the work of our Teaching Assistants and a shared commitment to students. Our intent is to engage in a productive and transparent bargaining process where both parties clearly understand each other's priorities.

We look forward to working collaboratively toward an agreement that:



Focused on Students and Meeting evolving student needs



Respect and recognize the important contributions of Teaching Assistants



Balance fiscal responsibility with appropriate financial compensation

A shared commitment to **productive and transparent bargaining.**

Overview

Role of Teaching Assistants / Expectations

Defining essential roles to ensure student success and supportive educational environments.

Student Centered Priorities

- Staffing Flexibility & FTE Challenges
- Workday Structures & Schedule Alignment
- Attendance/Clarity in Roles

Goal: **Sustainable and student-centered educational services.**

Role of Teaching Assistant

The district recognizes the following Teaching Assistant roles to ensure student success:

General Education TA

Supports classroom instruction under the direction of the classroom teacher, assisting with academic support, classroom management, and student engagement.

Special Education TA

Works under the direction of special education staff and in collaboration with general education teachers to support students with disabilities in accessing curriculum, services, and individualized goals.

Specialized Program TA

Works under the direction of the special education staff and assigned to district-based specialized programs, supporting students with more intensive or specific needs, often including behavioral, communication, or functional skill development.

Health Aide

Works under the direction of the school nurse to support student health needs, ensuring student safety and access to learning throughout the school day.

Common Purpose: **To support students in accessing their education and making meaningful progress.**

Student Centered Priorities

Flexibility in Staffing

Assign staff based on evolving student needs.

- Flexible notice assignments
- Non-uniform FTE
- 1.0 equivalencies

Workday Structure

Align schedules for optimal support.

- Flexible start and end times

Attendance & Clarity

Clarify role expectations and attendance standards.

- Define essential roles
- Predictable staffing
- Supportive environments

Goal: **Sustainable and student-centered educational services.**

Student Centered Priorities

Flexibility in Staffing

Assign staff based on evolving student needs.

- Current Challenges that impact Students
- Proposed Improvements

Workday Structure

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Attendance & Clarity

Clarify role expectations and attendance standards.

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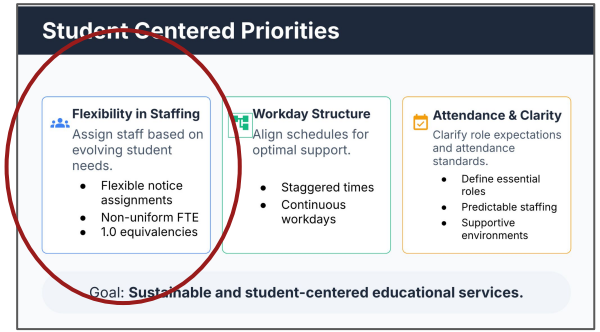
Goal: **Sustainable and student-centered educational services.**

Student Centered Priorities-Current Challenges



Flexibility in Staffing

- Staff is based on fixed structures, not student needs
- Variability in definitions of Full Time Equivalent (FTE)
- We don’t have the ability to adjust assignments as children's needs change (ex: part time, union decision)

Goal: **Sustainable and student-centered educational services.**

Flexibility in Staffing-Proposed Improvements

To best serve student needs, the district must maintain the ability to:

Strategic Placement

TA Hours based on **student needs and program requirements** not building hours

Adaptive Roles

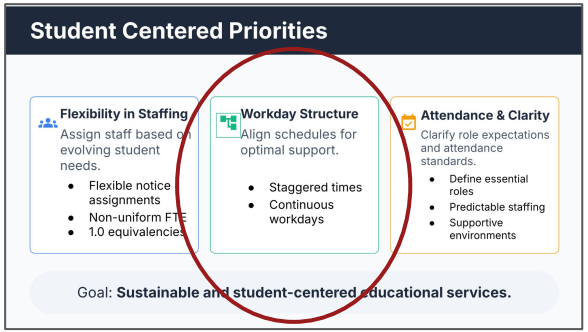
Adjust assignments, locations, and roles as needs evolve.

Responsive Notice

Provide timely but flexible notice, recognizing changing enrollment.

Goal: **Sustainable and student-centered educational services.**

Student Centered Priorities-Workday Structure



Current Challenges for Students

Workday Structure

- Student needs don't all happen at the same time of day.
- We need flexibility with start/end times and schedules.
- This is about aligning staffing to when students need support most.

Goal: **Sustainable and student-centered educational services.**

Workday Structure: Scheduling Challenges

100% of Administrators struggle with coverage for students due to current TA Schedules.

At NAMS

TAs start at 7:50

- **Homeroom: 7:40**
  Move at 7:35
- **Bus Unloads: 7:15**
  35 min before TAs

At Atkinson

TAs start at 8:30 AM

- **School Starts: 8:25**
  5 min after TAs start
- **Buses Arrive: 8:10**
  20 min before TAs arrive

At NAHS

TAs start at 7:45 AM

- **First Period: 7:40**
  TAs arrive after students
- **Buses Arrive: 7:20**
  25 min before TAs

Impact: **Gaps in supervision during critical morning arrival and transition periods.**

Location	TA Daily Hours	TA Weekly Hours	School Start	School End
ABECC Preschool	Monday-Thursday: 8:30am-3pm 6 hours, 30 minutes/day Friday: 8:30-11:30am 3 hours/day	26-29 hours/week	8:45am	2:45pm
ABECC Kindergarten	8:30am-3:10pm 6 hours, 40 minutes/day	33 hours, 20 minutes/week	8:35am	3:10pm
Elementary	8:30am-3:00pm 6 hours, 30 minutes/day	32 hours, 30 minutes/week	8:25am	3:00pm
Middle School	7:50 am-2:20pm 6 hours, 30 minutes/day	32 hours, 30 minutes/week	7:40am	2:20pm
High School	7:45am-2:15pm 6 hours, 30 minutes/day	32 hours, 30 minutes/week	7:40am	2:15pm
TOP Program	8:01am-2:51pm 6 hours, 50 minutes/day	34 hours, 10 minutes/week	8:15am	2:51pm

Workday Structure-Proposed Improvements

- Scheduling is designed to meet the unique operational needs of each district location
- Flexibility to adjust schedules as students' needs change
- Principals/building leaders can determine the support to match the needs of students

Goal: **Sustainable and student-centered educational services.**

Workday Structure: Current Challenges

Location	TA Daily Hours	TA Weekly Hours	School Start	School End
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FTE Structure is Unclear-What is a 1.0 FTE?

Times are **RIGID**
Student schedules fluid
Student needs change

Goal: **Sustainable and student-centered educational services.**

Current FTE Definitions

ABECC Preschool

26 hours/week (1560 min) = **FTE 0.8**

29 hours/week (1740 min) = **FTE 0.9**

Grades K-12

Grade K: 33.33 hrs/week = **FTE 1.0**

Grades 1-12: 32.5 hrs/week = **FTE 1.0**

Standard Benefits for All Teaching Assistants

12 Paid Holidays

15 Sick Days

Goal: **Sustainable and student-centered educational services.**

Proposed FTE Changes-For Example

1.0 FTE Baseline: 35 hrs/week (2100 min/week)

Includes 12 holidays and 15 sick days. All other ratios are based on these values.

0.95 FTE

32.25 hours/week

- 1995 minutes/week
- 11.4 Holidays
- 15 Sick Days

0.9 FTE

31.5 hours/week

- 1890 minutes/week
- 10.8 Holidays
- 15 Sick Days

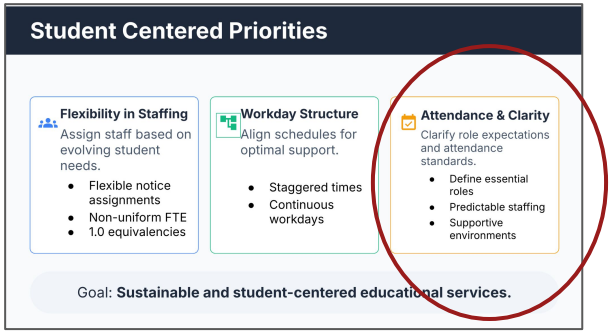
0.8 FTE

28 hours/week

- 1680 minutes/week
- 9.6 Holidays
- 15 Sick Days

Goal: **Sustainable and student-centered educational services.**

Student Centered Priorities-Attendance/Clarity



Attendance & Clarity

Clarify role expectations and attendance standards.

- Define essential roles
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- Supportive environments

Goal: **Sustainable and student-centered educational services.**

Attendance Challenges

The district currently faces significant operational hurdles regarding teaching assistant attendance, impacting educational continuity.

Unpaid Leave/Sick Time Policy

Currently, there are TAs that take unlimited amounts of days without pay or documentation for sick time

Student Impact

Inconsistency for students is a concern, disrupting the learning environment.

Goal: **Sustainable and student-centered educational services.**

Attendance -Proposed Changes

Consistent staffing is critical to student success. The district is seeking to review and potentially revise language regarding:

Documentation

Requirements for extended or patterned absences.

Holiday Absences

Expectations around absences before or after holidays.

Accountability

Processes that ensure fairness while maintaining high standards.

Goal: **Sustainable and student-centered educational services.**



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