

**Tentative Memorandum of Agreement  
by and between  
the Holyoke Public Schools  
and  
the Holyoke Teachers Association**

The parties hereby agree to modify the collective bargaining agreement in the following manner. This agreement is subject to ratification by the Union and approval by the Receiver/ Superintendent. Any changes herein will go into effect upon ratification and approval.

**ARTICLE 5: DURATION OF AGREEMENT**

This Agreement shall take effect July 1, 2022, and shall continue until June 30, 2025.

**ARTICLE 23: WORK YEAR**

The work year will be determined as part of each school's operational plan and will be made public if at all possible prior to the Holyoke Public Schools transfer process; we anticipate the plans be available by April 15. Holyoke Public Schools teachers will receive notification that work year schedules are available to view.

PK-8 teachers shall work, on average, eight (8) hours per day for a total of 180 student days and 7 hours 30 minutes per day for eight (8) professional development days. The student instructional day shall be between 6 hours 45 minutes and 7 hours 5 minutes, unless stated otherwise in the school operational plan, for a total of 180 student days. Additionally, up to 90 hours shall be used for additional duties such as student arrival and dismissal. Eight (8) days per year will be used for professional development. The remaining hours (between 80 and 135 hrs depending on the length of the student day) shall be used for other professional responsibilities including but not limited to professional learning, collaboration, planning/preparation, meetings, office hours, etc. to be determined by the principal, with input from staff.

Grade 9-12 teachers will maintain the current student daily instructional schedule 6 hours and 37 minutes for 180 student days. In addition, teachers will be available 15 minutes before and after the student day, 3 hours per month for after-school meetings, and 1 hour per week for after- school office hours. These hours may be rolled into a lump amount of 160 hours per year to be scheduled by the principal, with input from staff. Grade 9-12 teachers will be required to participate in nine (9) professional development days per school year.

With input from staff, the principal has the authority to decide how the up to 135 hours for PK-8 teachers and 160 hours for 9-12 teachers is distributed throughout the year. By way of example only, one school may decide to have teachers arrive 15 min before students arrive and depart 15 min after students leave. By way of another example, another school may decide to have all teachers arrive 10 minutes before students arrive, teachers to have a rotating schedule on who has dismissal duty for 15 minutes (so that dismissal is always covered but only a portion of the teachers need to stay on any given day), and a 1-hour staff meeting each month.

Additionally, all teachers who have not previously completed an *Induction & Mentoring* program are required to attend the *HPS Induction & Mentoring Program* during their first three (3) years of employment. The program shall include up to a five (5) day summer institute during the first year of employment. Teachers who complete the summer institute program shall receive a stipend of one thousand dollars (\$1,000).

Total teacher hours during the normal school day for the year shall not exceed 1,850 hours (reference Article 61 on compensation for additional hours).

#### **ARTICLE 59: TUITION REIMBURSEMENT**

The Committee shall reimburse at a rate of fifty percent (50%) of the actual cost of the courses up to a maximum of one thousand dollars (\$1,000) per fiscal year per person. The standard of work for said graduate courses must be that which is acceptable for graduate credit at an accredited university and must be approved by the Superintendent or their designee in advance, with strong preference towards graduate coursework in areas of need for the District.

Course reimbursement will be effective within thirty (30) days of the date grade and course payment documentation is provided to the Superintendent of Schools. Reimbursement for courses will be made by separate check and not be treated as regular compensation under Chapter 32.

Payments will be made retroactively upon receipt of the proper documentation by the Superintendent of Schools. Teachers who intend to take qualifying courses for the following fiscal year must submit a statement of intent to attend a course(s) to the Superintendent.

#### **ARTICLE 61: PROFESSIONAL COMPENSATION SYSTEM**

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#### **ARTICLE 62: CAREER LADDER**

The HPS compensation system includes a teacher career ladder containing five tiers- Novice, Developing,

Career, Advanced, and Expert- that compensates teachers commensurate with their development and impact on students. It is envisioned that student outcomes will improve by creating a professional compensation system that will attract new high-potential teachers and retain our best performers and leaders.

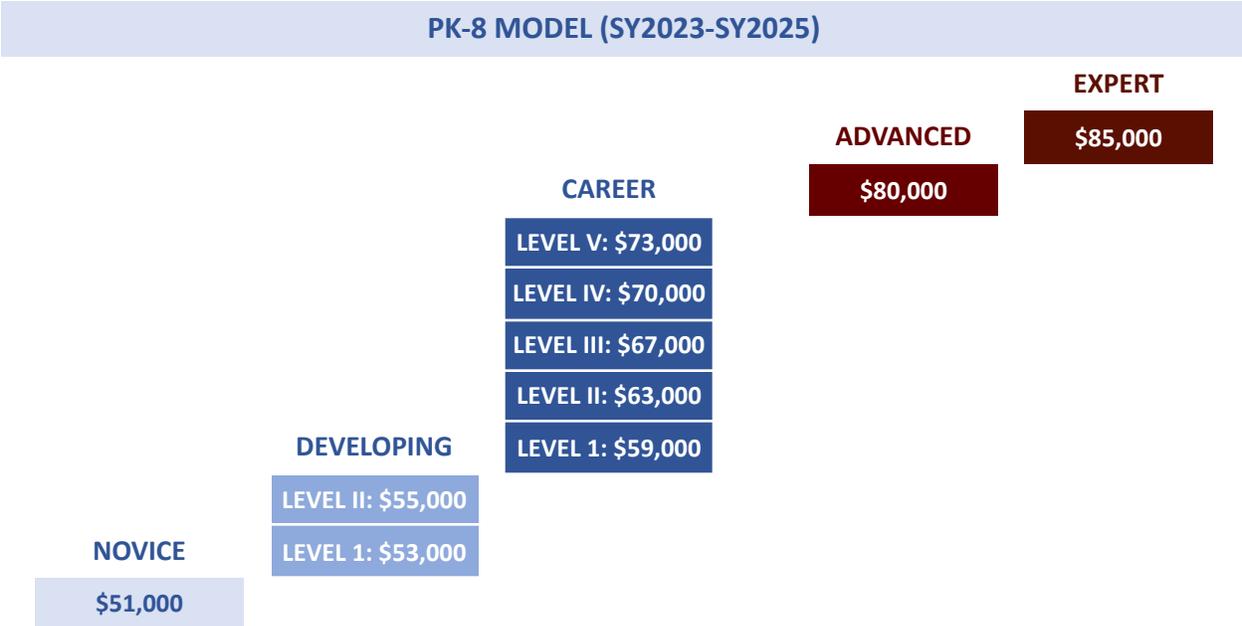
**Novice** teachers are typically first-year teachers entering teaching directly from college or who are new to the profession.

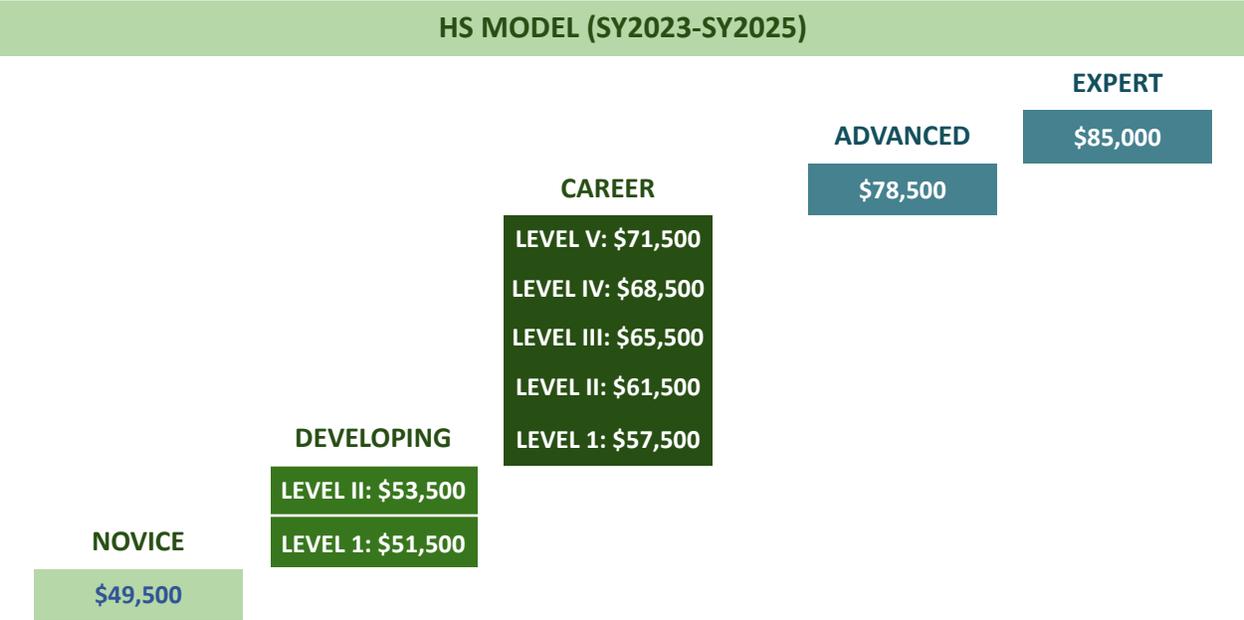
**Developing** teachers are early career educators, typically in their second or third year in the profession. There are two levels within the Developing tier.

**Career** teachers have been recognized as strong educators. Career teachers serve as role models to less-experienced educators, and proactively drive their own professional growth. There are five levels within the Career tier.

**Advanced** teachers are outstanding educators who serve as school-wide models of excellence. Advanced teachers typically have at least five years of experience and possess deep expertise in their craft.

**Expert** teachers are exceptional educators who serve as district wide models of excellence. Expert teachers have at least five years of experience, possess deep expertise in their craft, and are capable of elevating the practice of teachers who are still developing their craft to those educators who are highly skilled and talented. Expert teachers will assume additional roles and responsibilities to support the district’s improvement.





A Career V or Career Legacy teacher who receives the requisite evaluation ratings as described in *Advancement on the Career Ladder* shall receive an additional \$2,000 added to their annual base salary each year of this contract.

An Advanced or Expert teacher who receives the requisite evaluation ratings as described in *Advancement on the Career Ladder* shall receive an additional \$2,000 added to their annual base salary annually.

The Career Ladder will be reviewed and adjusted periodically to reflect market conditions. If the Receiver/Superintendent determines that it is necessary to adjust the base salaries, they will engage in the process outlined in the HPS Turnaround Plan.

**Critical Need Stipends:** Effective SY 2022-23, any teacher appropriately licensed teaching full time in an area designated as critical needs by the Superintendent shall receive a differential in the following amounts:

- Critical Need Content: \$2,000
- Critical Need Building: \$1,500
- CN Building & Content: \$3,000

Critical need content areas and buildings will be determined annually at the discretion of the Superintendent. Providing a stipend in any given year or circumstance does not establish practice or precedent.

**Advancement on the Career Ladder:** A Novice teacher shall advance to Developing I and a Developing I teacher shall advance to Developing II annually provided that the teacher does not receive an

end-of-year evaluation rating of “unsatisfactory”.

A Developing II teacher shall advance to Career I and all Career level teachers shall advance a level annually provided that an end-of-year evaluation rating of “proficient” or “exemplary” is received, with “proficient” or better ratings on all four standards. A teacher with an overall end-of-year rating of “proficient” who has achieved less than “proficient” ratings on all four standards may still advance to the next level with the recommendation of the building principal and the approval of the Receiver/Superintendent.

Additionally, employees who receive a rating of Needs Improvement on either Standard III or IV will still advance to the next level, if they submit an action plan on how they intend to reach proficiency on that standard next school year to the principal and the principal approves the action plan. If the employee does not reach proficiency by the following end-of-year evaluation, they shall not be eligible for advancement for the following school year.

A teacher who does not receive the requisite rating for advancement on the career ladder shall remain at the same placement in the following year. Should the employee meet the requisite ratings at the end of the next school year, the district will advance them to the level they would have otherwise received. Such advancement will not be retroactive and shall not be available to an employee should they fail to meet the requisite rating in future years. *(Please see example below.)*

	<b>Placement</b>	<b>Evaluation Ratings</b>
Year 1	Career I	Needs Improvement
Year 2	Career I	Proficient
Year 3	Career III	

A teacher may advance on the salary scale more rapidly than described above with the recommendation of the school principal, subject to the approval of the Receiver/ Superintendent. Any such advancement will be limited to two levels above what the compensation plan would otherwise provide, provided however that a teacher may not advance to *Advanced* or *Expert* status without going through the review process that applies district wide.

Novice, Developing, Career, and Advanced teachers shall not have his or her salary reduced based on the performance evaluation.

If no end of the year formative or summative evaluation is completed for a teacher, the teacher will advance to the next level.

Based on past experience and performance, a newly-hired teacher may enter the Career Ladder above the Novice level based on a principal’s recommendation and Receiver/Superintendent’s approval.